

Suggested Spelling Assessment Schedule using the CoSTEY and CoST (Option A)

Year level	Timeframe	Components of Spelling Assessments	Purpose		
			Comparative	Diagnostic	Longitudinal
Foundation Year	End of Term 2	CoSTEY: Phonological component (Part A only)	✓	✓	
Year 1 and Year 2	Start of Term 1	CoSTEY: Phonological component (Part A & B)	✓	✓	✓
	Start of Term 2	CoSTEY: Orthographic component (Part A & B)	✓	✓	✓
	Start of Term 3	CoSTEY: Morphological component	✓	✓	✓
Years 3 to 6	Start of Term 1	CoST: Real-word version	✓	✓	✓
Years 3 to 6	End of Term 3	CoST: Pseudo-word version: Phonological component	✓	✓	✓
Years 3 to 6	Start of Term 4	CoST: Pseudo-word version: Orthographic and Morphological components	✓	✓	✓
Foundation Year to Year 2	Twice a term (mid + end)	See CoSTEY manual/Dashboard: Dictation/cloze passages; Sentence-level applications; cross-mapping tasks.	ART: Progress monitoring of taught concepts Acquisition (A) + Retention (R) + Transfer (T) = ART (Formative and Summative Assessment)		
Years 3 to 6	Twice a term (mid + end)	See CoST manual/Dashboard: Dictation/cloze passages; Sentence-level applications; cross-mapping tasks.	ART: Progress monitoring of taught concepts Acquisition (A) + Retention (R) + Transfer (T) = ART (Formative and Summative Assessment)		