

ABILITIES BASED LEARNING AND EDUCATION SUPPORT (ABLES) ASSESSMENT TOOL

User Guide

About this Guide:

This User Guide provides an overview on how to access ABLES, complete the assessments, generate and use the reports, to better support the learning and development of students with additional learning needs.



Education
and Training



School Curriculum
and Standards
Authority

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Introduction

What is ABLES?

The ABLES assessment, reporting, and planning materials are designed to support inclusive educational practices. They are based on these assumptions about the education of children and young people with additional needs:

- That every child or young person, regardless of the nature or severity of his or her disability, is capable of learning and has a right to learn.
- That teachers can use information about student learning that is interpreted in a criterion-referenced manner (as a set of skills at a level or stage of development) to plan, implement, and review personalised programs of learning for all students.
- That programs of personalised learning for students with additional needs are often best designed and delivered within the context of a team that supports the student and his or her classroom teacher/s.

The ABLES materials are intended to guide teachers as they think about a student's current level of skill and understanding, the goals that should be set for the student's learning, and the sorts of school and classroom activities that could help the student reach those learning goals.

The ABLES materials have been designed to help teachers see those 'gold mines of health' in their students. In other words, the materials draw the attention of teachers to the things their students can do rather than to the things they struggle to do or may not do as well as other students.

The challenge for teachers is to recognise each student's current level of skill or understanding, and to use this information to organise an instructional program and supportive environment for them. The ABLES assessment, reporting, and planning materials are designed to support this process. In particular, they are designed to help teachers and other education professionals see their students with additional needs more clearly, and to make well-informed decisions about how to help them reach their potential as learners.

The assessment materials are made up of nine teacher observation surveys. They cover the foundational learning areas of:

- English – Speaking and Listening: the development of functional communication skills, building towards the use and understanding of social expectations about communication.
- English – Reading and Writing: the development of the ability to make and interpret meaning using symbols (including pictures, signs, numbers, and text) leading towards early reading and writing.
- Digital Literacy: the development of the ability to interpret and use the language, symbols, and tools of digital technologies in a culturally appropriate manner. This includes learning to use technologies and using technologies to learn.
- Mathematics: the development of skills needed to notice, describe, understand and use numeracy information, including number and its operations, shape and pattern.
- Social Processes: the development of skills to support social interaction, social responsibility, and a capacity to transcend social difficulties. These are the skills that help a student to learn both from and with others.
- Emotional Understanding: the development of understanding about the experience and expression of emotions in self and others.

- **Personal learning:** the development of skills related to attention, memory, and executive functioning in school and classroom interactions, and that help students become more active and independent learners.
- **Critical and Creative Thinking:** the development of strategies to actively participate in learning by using trial and error, evaluating outcomes, categorising, initiating activities and making choices. This leads to the development of skills involved in critical thinking such as predicting, planning, evaluating, and monitoring progress.
- **Movement:** the development of the ability to achieve goals through strategic use of the movement capabilities of the body, enhancing agency, participation, and independence.

Who should complete the assessments?

The ABLES assessments allow a comprehensive picture of a student's strengths and abilities to be compiled. They are designed to capture indicators of student proficiency and understanding that can be readily observed by teachers in the context of school and classroom interactions, and upon which teachers can draw when planning a learning program for students.

The assessments should be completed by the student's teacher/s and preferably within the context or with the support of a group of educators and other professionals who know the student well. Use of the assessment instruments benefits from a process of moderation between teachers and/or between teachers and other members of a student's support group.

How to complete the assessments

Accessing ABLES

ABLES can be accessed by using the details that have been provided under your account. If you need help with your account, please get in touch with your **school** ABLES administrator (your Principal or assigned person). When you go to the website you will see a page similar to the page shown below.

Logging-in to the platform

Log in to the platform by entering:

- **Username:** your unique ID assigned by your school*
- **Password:** *provided as part of your account details (change after initial log in)*

*Home schoolers should contact ablewa@scsa.wa.edu.au for log-in information.



Authorised User Login

 Remember me

[Forgot password?](#)

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Setting up your account

After you login to ABLES, the homepage will appear, with your name shown at the top right corner of the page. This page is shown below.

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Changing your password

When you first login to ABLES, the first thing you should do is change your password and then record it in a secure location. This will protect the security of the student's assessment data. To do this, click on your name on the top right corner of the homepage and select '**change password**'. A new window will pop up, allowing you to enter a new password. This is shown below.

Change password
✕

Current password

This field is required.

New password

New password (repeat)




Cancel
Save


Managing teachers (for school administrators only)

If you have been assigned as the ABLES administrator for your school, your account will have additional permission to create teacher accounts within your school. Please login to the platform and set up your account first (the process of doing this is discussed under *Accessing ABLES*, *Logging in to the platform* and *Setting up your account* sections).

Adding new teacher accounts

After you login to ABLES with your school ABLES administrator account, in the menu bar on the left, click on **“Manage school”**. Under this menu click on **“Teachers”**, to manage teacher accounts in your school. This page is shown below.




Education and Training


Demonstration School

- Home
- Manage school
- Classes and students
- All students
- Teachers
- Assessment
- Reports
- Guidance materials

Teachers
Manage all teachers in the school

+ Create new teacher

Demonstration School

Q

▼ Show advanced filters

Actions	Name ↑↓	Surname ↑↓	Roles	Email address ↑↓	Active ↑↓	Creation time ↑↓	Status ↑↓
⋮	Demonstration School	Administration	School Admin	demo@test-school.com	✔	9 Feb 2021 01:44pm	Current
⋮	Teacher	Mary	School Teacher	mary@test-school.com	✔	9 Feb 2021 01:58pm	Current

Total: 2 << < 1 > >> 10 ▼

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To add teachers from your school, click on the “**Create new teacher**” button (located at the top-right corner of the page). A new window will pop up allowing you to add details for a teacher. This is shown below.

The screenshot shows a modal window titled "Create new teacher" with a close button (X) in the top right corner. Below the title bar are three tabs: "User information" (selected), "School Teacher", and "School Admin". The "User information" tab contains the following fields and options:

- Name ***: Text input field containing "John".
- Surname ***: Text input field containing "Doe".
- Email address ***: Text input field containing "j.doe@myschool.edu".
- User name ***: Text input field containing "j.doe@myschool.edu".
- Four checked checkboxes:
 - Set random password.
 - Should change password on next login.
 - Send activation email.
 - Active

At the bottom right of the form are two buttons: "Cancel" and "Save".

Add the teacher’s name, **educational** Email address and User name on the first tab of this window. It is recommended that the User name is same as the email address. Please make sure all the checkboxes are selected.

The second tab of this window shows the classes added under your school. Select which classes you would like this teacher account to have access to. You can select the whole school or specific classes.

The screenshot shows the same "Create new teacher" modal window, but with the "School Teacher" tab selected. The "User information" tab is now unselected. The "School Teacher" tab displays a tree view of classes:

- Demonstration School
 - Grade 1
 - Grade 2
 - Grade 3

At the bottom right of the form are two buttons: "Cancel" and "Save".

The third tab on this window enables you to give a teacher account admin privilege. If you want to have additional admin accounts (other than the designated administrator) under your school, select this check box for the teacher account which you would like to make an admin. Do not select this checkbox for other teacher accounts which do not require admin privilege.

Create new teacher
✕

User information
School Teacher
School Admin


Demonstration School

Cancel
Save

Once you have added all the details and selected the access level on the second and third tab of the window, click on save.

Editing teacher accounts

If you want to edit a teacher account, go to “**Teachers**” under the “**Manage school**” menu. You will see a list of teachers already added under your school. Find the teacher account you want to edit and click on the button with three dots on the left of the teacher’s name. Then click “**Edit**”.


Demonstration School

- Home
- Manage school
- Classes and students
- All students
- Teachers
- Assessment
- Reports
- Guidance materials

Teachers
Manage all teachers in the school
+ Create new teacher

Show advanced filters

Actions	Name	Surname	Roles	Email address	Active	Creation time	Status
⋮	Demonstration School	Administration	School Admin	demo@test-school.com	✔	9 Feb 2021 01:44pm	Current
⋮	Teacher	Mary	School Teacher	mary@test-school.com	✔	9 Feb 2021 01:58pm	Current

Edit

- Password reset
- Unlock
- Mark teacher as left

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You can change details or access levels of this account from the window that pops up. You can also uncheck “Active” for teachers who are no longer with your school to remove their access.

User information School Teacher School Admin

Name *

Surname *

Email address *

User name *

Set random password.

Password

Password (repeat)

Should change password on next login.

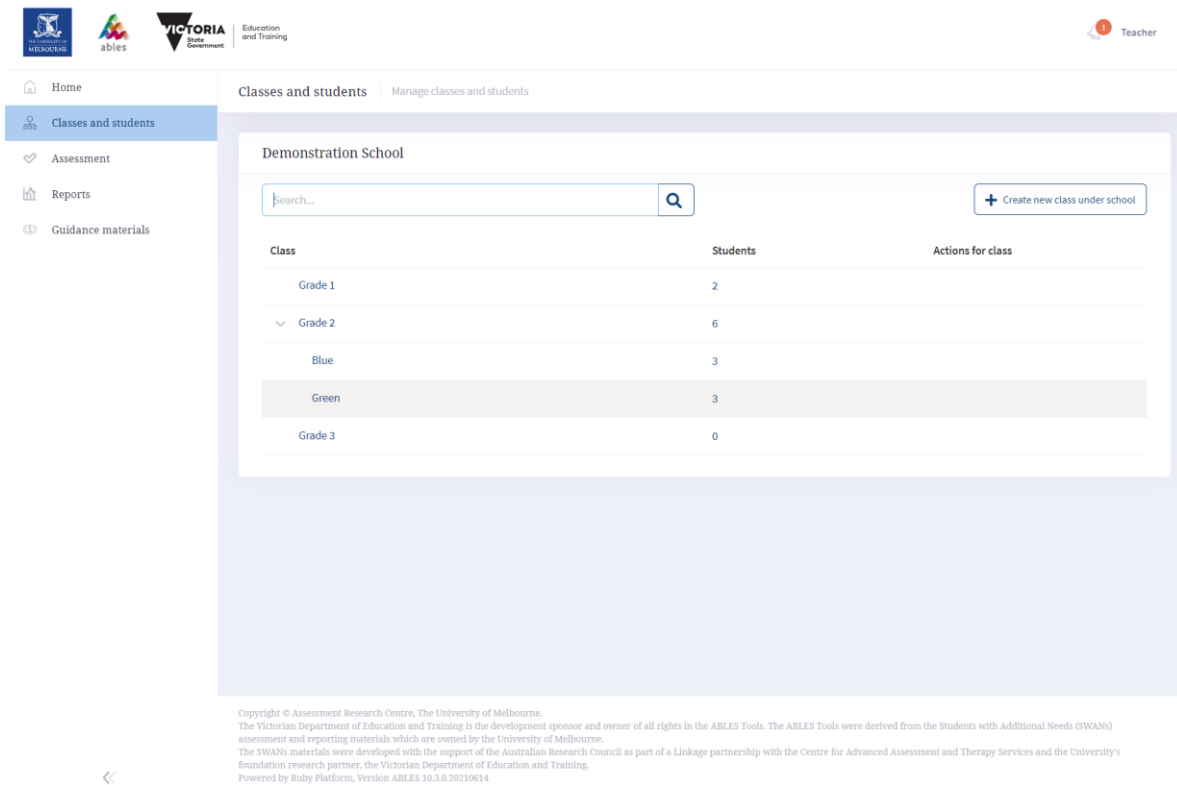
Send activation email.

Active

After making changes, click “**Save**”.

Managing classes and students

In the menu bar on the left, please click on ‘Classes and students’. This will take you to the Classes and students page where you can manage groups and students. This page is shown below.



The screenshot shows the 'Classes and students' interface for 'Demonstration School'. It includes a search bar, a '+ Create new class under school' button, and a table with the following data:

Class	Students	Actions for class
Grade 1	2	
Grade 2	6	
Blue	3	
Green	3	
Grade 3	0	

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Creating a new class

You can create classes under your school or add a sub-class under existing classes.

To add a new class under your school, click on the “**Create new class under school**” button located on the top right. This will cause a new window to pop up and ask you to insert a name. Please use a name that is memorable and that is meaningful to your service (e.g. by classroom, teacher, age of students etc.).

Create new class under Demonstration School ✕

Name *

This field is required.

Cancel
Save

To add a sub-class under an existing class, select the class that you would like to add a sub-class to and click on the **'Add'** button.

Demonstration School		
Class	Students	Actions for class
Grade 1	1 Student	Add Edit Delete
Grade 2	0	
Grade 3	0	

This will cause a new window to pop up and ask you to insert a name. Add a name and click on save. This sub-class will be added under the class you selected.

Create new class under Grade 1 ✕

Name *

[Cancel](#) [Save](#)

Registering Students

Students need to be registered in the program before the assessments can be completed (each student is only required to be registered once). In the 'Classes and students' page, select the class you would like to add the student to, click on **'Student'** (or **'Number Students'**) and click on **'Create new student'** at the bottom right hand corner of the screen.

The screenshot shows the 'Classes and students' interface. At the top, there are logos for 'VICTORIA' and 'Education and Training'. The main content area is titled 'Classes and students' and 'Manage classes and students'. It displays a table for 'Demonstration School' with columns for 'Class', 'Students', and 'Actions for class'. The table lists 'Grade 1' (1 Student), 'Grade 2' (6 Students), and 'Grade 3' (0 Students). The 'Grade 3' row is highlighted, and a yellow arrow points to the 'Students' button. Below the table, the 'Grade 3' section is expanded, showing a search bar and a 'Create new student' button highlighted with a yellow box. The page also includes a sidebar with navigation options like 'Home', 'Classes and students', 'Assessment', 'Reports', and 'Guidance materials'.

This will cause a new window to pop up where you will be asked a series of demographic questions about the student. **It is a requirement in Western Australia that the display name is the legal name as registered at your school. It is also a requirement to include the Western Australian Student Number (WASN).*** All of the fields will need to be filled in before you will be able to assess the student.

*Previously referred to as the SCSA 8 digit number.

Create new student
✕

Display Name *

Western Australian Student Number *

Autism Spectrum Disorder

Diagnosed

Not diagnosed

Gender *

Female

Male

Birth year

Cancel
Save

Editing student details

Registering students is a one-off process. If you need to change the details of the student at any time, click on the three dots next to their nickname/display name in the **'Classes and students'** page and a window will pop up, enabling you to edit their details.

The screenshot shows the 'Classes and students' page for 'Demonstration School'. It features a table of classes and a detailed view for 'Grade 1'.

Class	Students	Actions for class
Grade 1	2 Students	Add Edit Delete
Grade 2	6	
Blue	3	
Green	3	
Grade 3	0	

Actions	Display Name	1%	ASD	Gender	Year of birth
	John		Diagnosed	Male	2016
	Phoebe		Not diagnosed	Female	2013

Total: 2

Edit Modal:

- ✕ Remove student from class, while keep in the school
- Mark student as left
- 🎓 Mark student as graduated

Moving groups

If you assign students to a particular class or sub-class and then change your mind about the way you have grouped students, you can move them in the ‘Classes and students’ page. This can be done by selecting the class the student is presently in and clicking on the three dots next to their name. This will give you the option to move the student to another class. When you click this sub-menu a popup window will appear where you can select the class you want to move the student to (as shown below).

The screenshot shows the 'Classes and students' page for 'Demonstration School'. It features a table of classes and a list of students for 'Grade 1'. A context menu is open for the student 'Phoebe', showing the option 'Move student to another class'.

Class	Students	Actions for class
Grade 1	2 Students	Add Edit Delete
Grade 2	6	
Blue	3	
Green	3	
Grade 3	0	

Actions	Display Name	ASD	Gender	Year of birth
	John	Diagnosed	Male	2016
	Phoebe	Not diagnosed	Female	2013

Context menu for Phoebe:

- Edit
- Move student to another class
- Remove student from class, while keep in the school
- Mark student as left
- Mark student as graduated

The 'Select class' popup window contains a search bar and a list of class options:

- Grade 1
- Grade 2
- Blue
- Green
- Grade 3

Buttons: Cancel, Close

Completing the Assessments

Once a student is registered in the program, you can click on the **'Assessment'** in the main menu bar. You will be directed to a page with nine assessments listed (which will look similar to the page shown below).

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When you select one of the nine assessments, you will be presented with a list of classes as shown below.

Literacy				
Search...				
	Class	Total students	Assessed	To be assessed
Demonstration School				
Students	Grade 1	1		1 0%
Students	Grade 2	6		6 0%
Students	Green	3		3 0%
Students	Blue	3		3 0%
Grade 3				
Total: 6		« < 1 > » 10 ▾		

Once you click on **'Students'**, a list of the registered students in that class will appear underneath as shown below.

Blue			
Student	Progress	Submitted time	Teacher
Assess Chandler			
Assess Monica			
Assess Ross			
Total: 3			

Click the '**Assess**' button next to the student for whom you wish to complete an assessment. This will take you to the assessment questions.

Responding to the questions

Period 1 2021, Literacy > Blue > Monica

Show full details

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

< 2/20 Choosing reading material >

Looks repeatedly at the same reading material
 Chooses reading material from a pre-set selection
 Persists in attempts to read new materials and/or asks for new materials to read
 Is moving towards but has not yet achieved these skills/behaviours

< The assessment is not saved yet, use the previous/next/save buttons to save the response. Reset >

10%

The questions are presented one per screen, as shown above. Note that the display name for the student you selected is now featured in the top of the assessment screen. Select a **response option** and then click the arrows to navigate between questions. The responses you select will be automatically saved, when you click the navigation arrows or click on a question number to navigate to that question.

After a response has been changed, an alert is displayed to inform that it is not yet saved. The alert message also informs that previous/next arrows can be used to save the response. The response is also saved when clicking on the question number indicators just above the question. The message and saving/navigation buttons are highlighted in orange boxes below.

Period 1 2021, Literacy > Blue > Monica

Show full details

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

< 4/20 Recognizing that print has consistent meaning >

Asks for a familiar story or favourite reading materials to be re-read
 Follows or points to a line of text as it is being read
 "Reads" back own attempts at writing
 Seeks out the meaning of unfamiliar words (e.g., by asking, looking in a word list or dictionary)
 Is moving towards but has not yet achieved these skills/behaviours

< The assessment is not saved yet, use the previous/next/save buttons to save the response. Reset >

15%

The question number indicators show your progress in the assessment. Green circles indicate completed questions; the blue circle indicates current question and grey circles indicate questions to be completed. The question number indicators can be used to navigate to any question. A progress bar is also displayed at the bottom of the screen.

Resuming assessments

The **'Assessment'** page also shows information that allows you to check the status of your assessments for a group. This is useful if you are unsure which students still need to have assessments completed. You can see this information by clicking on an assessment and selecting a group. A list of students will be displayed, with the progress of their assessment in the assessment.

Student	Progress	Submitted time	Teacher
Assess Chandler			
Assess Monica	15%	11 Feb 2021 02:37am	Teacher Mary
Assess Ross			

Total: 3

Click the **'Assess'** button next to the student for whom you wish to complete an assessment. This will take you directly to the assessment questions where you left off.

Completing assessments

Once you have completed the full set of items in an assessment for a student and click save, a message box will appear indicating that you have completed the assessment. The message box will provide you with two options for the next step with one box directing you to the group you were working with or to the Test plan page where you can choose another assessment to assess a student with.

The assessment for Monica is completed. Choose next step:

[Back to class Blue](#)
[Back to Period 1 2021](#)

▼ Show full details

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

20/20

Using computer/tablet or other technology for writing

Save

- Taps an object with a finger
- Presses a key on a keyboard, touches an item on a touch screen, and/or moves a mouse
- Locates and clicks icons on a screen and presses keys for particular letters or functions on a keyboard
- Uses the computer with confidence and control, and for a range of writing activities

20
Is moving towards but has not yet achieved these skills/behaviours

20/20
Reset
Save

100%

If you repeat an assessment you will override your earlier responses and the date of the latest assessment will appear on the student's report.

Assessing "typical behaviour"

Each assessment item should be answered by choosing the description that is the closest match to the student's typical behaviour when at school. "**Typical behaviour**" means the behaviour a student usually demonstrates under everyday conditions, not when they are upset, unwell, over-tired, or recovering from a period of ill health. "**Typical behaviour**" means the skills a student demonstrates independently, unless support or prompting processes are specifically mentioned in the assessment question. However, remember that "**typical behaviour**" includes skills the student can demonstrate independently with the use of any appropriate assistive materials, devices or technologies (e.g., corrective glasses, hearing aids, Braille, picture symbol systems, switches, etc).

Sometimes you may need to talk to colleagues or the student's parents/carers, or observe or talk with the student, to make a judgment about what a student can do. You can re-enter the assessment program at any time and update your responses. As mentioned above, this will over-ride the previous assessment made for the student.

The options for each question are presented in order of the amount of ability required for their demonstration. If a student is not yet able to show the first behaviour in a list of options, then it is very unlikely that the others will be evident. If the student is unable to typically perform any of the behaviours the final option "Is moving towards but has not yet achieved these skills/behaviours" should be selected.

The nine assessments vary in length, and usually take between five to fifteen minutes to complete. If you do not complete all the questions in a single sitting, you will be able to return to the assessment and complete them later. The platform will automatically save your responses where you are up to.

Producing Reports

Downloading the reports

The assessment reports for a student will be ready to produce momentarily after an assessment has been submitted. Reports are generated by selecting 'Reports' on the main menu to the left of the homepage.

This will take you to a page that allows you to choose the type of report you wish to download.

Choosing a report

The screenshot shows the 'Reports' section of the ABELES interface. On the left is a navigation menu with 'Reports' selected. The main content area is titled 'Reports' and contains three report cards:

- Learning Readiness Report**: Shows where the student is currently working on a progression of skills and understanding.
- Profile Report**: Provides an overview of your student's strengths and challenges and describes learning at three points in time.
- Class Report**: Summarises learning progress for a class of students.

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For generating reports, select the report, and then the relevant parameters following the screen prompts. For example, to generate a Learning Readiness Report, click on the Learning Readiness Report tab and then select your **class** and the relevant **assessment**. Finally, choose the student or group to generate the reports for. Click **'View'** to generate the report(s).

The screenshot shows the configuration screen for the Learning Readiness Report. The breadcrumb trail is 'Reports > Learning Readiness Report'. The form is for 'Demonstration School' and includes the following fields:

- Class ***: Demonstration School, Grade 2, Blue (with 'Pick' and 'X' buttons)
- Progression ***: Literacy (with 'Pick' and 'X' buttons)
- Assessment period ***: Period 1 2021, Period 1 2021 (1 Jan 2021, 12:00 am - 30 Jun 2021, 11:59 pm) (with 'Pick' and 'X' buttons)
- Students**: (with 'Pick' and 'X' buttons)

A 'View' button is located at the bottom right of the form.

Learning Readiness Reports

Each level on the report is briefly described by a summary or 'nutshell' statement of skills and abilities. This describes the student's current level of skill 'in a nutshell'. Information drawn from the learning pathway is also shown on the second page of the report. This can be used to prompt your thinking about instructional goals for your student.

The third page of the report provides some suggestions about learning activities and teaching strategies that could be helpful for your student. You should use your professional judgement and knowledge of your student to select the strategies that are most appropriate in your context.

Student Profile Reports

Another report that can be generated from the program is the individual student profile, which maps a student's level of learning and progress across two consecutive assessments and in all nine of the learning domains (or the number of domains in which assessments have been completed for an individual student). This report allows you to think about a student's personal pattern of strengths and abilities, as well as his or her learning progress.

The black bars on the report show the student's 'readiness to learn' at the time of the most recent assessment. The profile report also shows the student's learning readiness derived from two previous assessment periods. These are shown on the report as lighter-coloured bars, with the date of assessment shown above or below the bar.

Students do not necessarily progress to new levels, or move forward within a level, over consecutive assessments, which are usually conducted with a six month interval. Rather, students may show rapid periods of growth in proficiency in a particular area, and then take some time to embed their new level of understanding. They may show a loss of proficiency in some domains of learning, especially after a period of ill health or disrupted schooling.

Please note that if you decide to repeat an assessment using the same form of the materials, you will over-ride your previous work and update the most recent assessment using that form. This will not appear on the Profile report as a previous assessment, but rather as an update of the most recent assessment.

Class and School Reports

These reports allow you to reflect on the learning of groups of students who are working at the same or adjacent levels on the learning pathways.

You can monitor student learning over time by comparing each student's most recent assessment (shown as a black bar) with their earlier assessment outcome (shown as a light-coloured bar). The interval between assessments is usually six months on the Class report and two years on the School report.

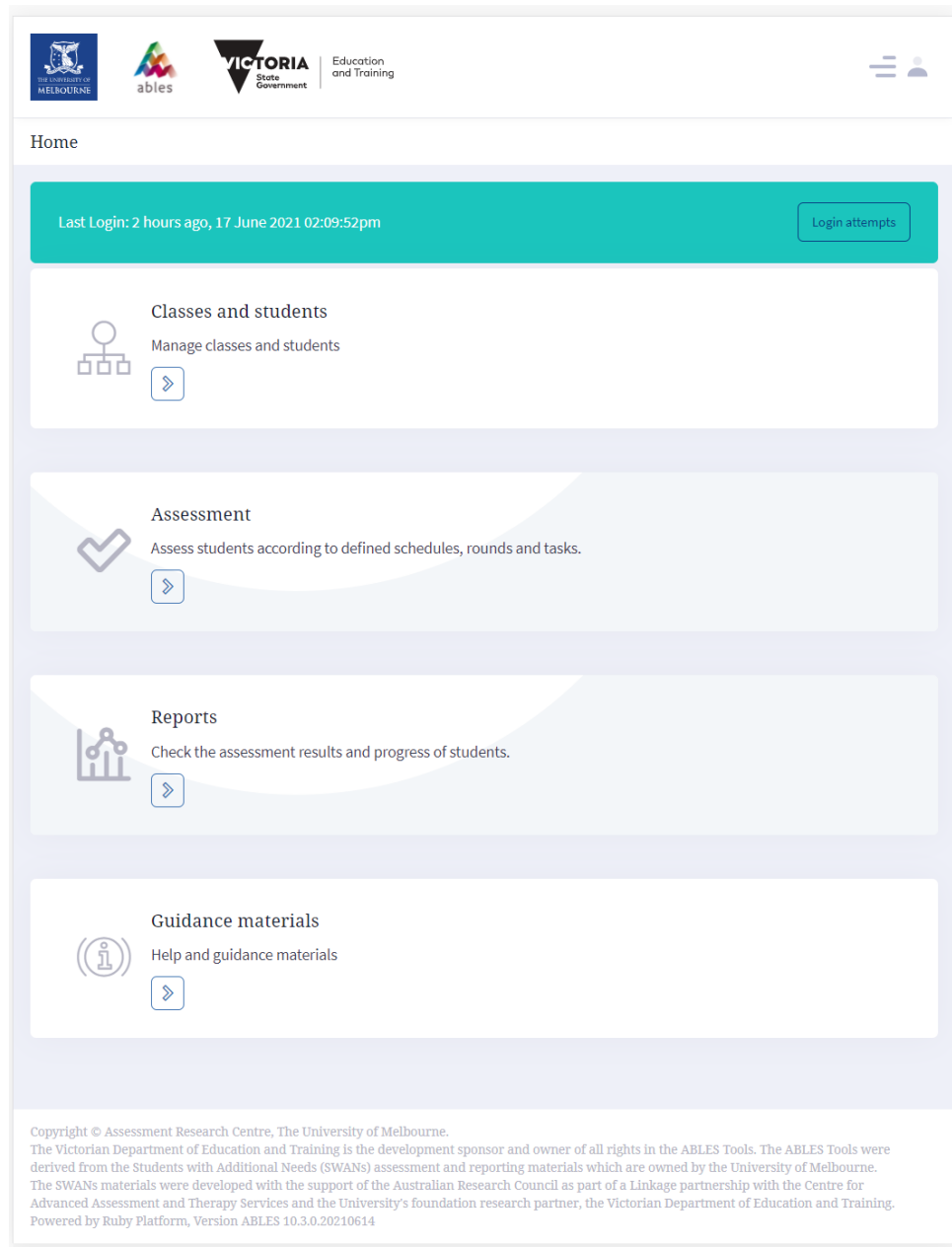
The sorts of questions that you might like to ask while reviewing your Class or School reports are:

- Did all students who started at the same learning level make similar progress over this period of time?
- If not, why did the teaching program lead to better outcomes for some students?
- What can be improved or adjusted to make sure that all students benefit from instruction?

IT Requirements

Tablet

When using a tablet, tap on the three lines on the top right-hand corner to access the main menu and the three dots for account management. The homepage as viewed on a tablet device is shown below.



Accessing the system

The Ruby online system is a web site which can be accessed on various Browsers from a wide variety of devices such as desktop computers, laptops, tablets and smart phones. As a general guideline, the latest version of common Browsers are recommended, although Browsers released in the last 2 – 3 years can operate the Ruby system.

The following outlines the technical specifications required to run the Ruby system.

Desktop or Laptop

The following Browsers are supported:

- Google Chrome
- Mozilla Firefox
- Microsoft Edge (Versions released after June 2020, Chromium based)
- Apple Safari

Tablets or Smart phones

The following Browsers are supported:

- Google Chrome
- Mozilla Firefox
- Apple Safari

Please note, Microsoft Internet Explorer and Microsoft Edge Legacy are not supported.

JavaScript and cookie must be enabled in browser settings.

Support

Communication Plan

Ruby Platform communicates with users for identity management. The below describes notifications utilised by Ruby Platform.

Account Activation

This is used to notify an account details to a new user.

Channel	Email
Email from name	ABLEWA
Email from address	no-reply@arcassess.education
Email subject	ABLEWA account activation
Email triggered by	<ul style="list-style-type: none"> • Triggered by ARC Support, when a new school is registered • Triggered by ARC Support and/or School administrator, when a new teacher account is created
Email recipient	<ul style="list-style-type: none"> • The school office or principal email address • The new teacher email address

Password reset

This is used to notify an existing user to reset password.

Channel	Email
Email from name	ABLEWA
Email from address	no-reply@arcassess.education
Email subject	ABLEWA password reset
Email triggered by	Any existing user with a valid email address
Email recipient	The user self

System support

If you require support, please contact the ABLES system representative in Western Australia at ablewa@scsa.wa.edu.au.