



**SENTRAL  
EDUCATION**

**Continuum Tracker  
User Guide**

# Contents

Continuum Tracker .....	3
Enter Data for a Student. ....	3
Student overview.....	7
Enter Data by Cohort .....	8
Creating Continuum Reports – Aspect/Student Summary Reports.....	9
Creating Continuum Reports – Student Reports.....	11
Data Entry Analysis.....	15
Glossary of Terms.....	16

# Continuum Tracker

## Target Audience

- Teaching Staff

## Content

Within this course staff will learn how to:


- Enter data against individual students
- Student Overview
- Enter class/cohort data
- View student achievements against the Standards
- Creating Continuum Reports
- Analysis

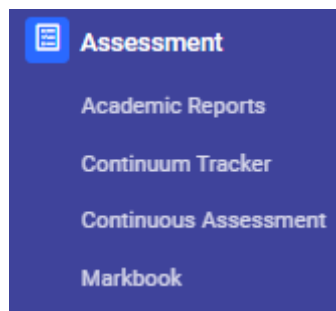
## Overview

Staff will learn how to navigate through the Continuum Tracker module, including entering students' achievement against the Standards, mark students off against those standards as well create reports on a student's achievement.

**Note:** The Continuum's have been uploaded into Sentral for schools to view, but you can manually import to create your own.

### Enter Data for a Student.

1. Select the **Waffle icon**  in the top left corner of the screen, the modules display. Select **Continuum Tracker** under the **Assessment group**.



The **Continuum Tracker Home** screen displays. There are 2 ways to enter data for a student.



- a. Click on the search bar in the top right-hand corner and start typing out a student's name.

**Note:** You can search by first or last name, the system will search both at the same time.



The student's record for the first Continuum in their list, and the first aspect, will appear.

**Literacy** Edit Markers

Reading texts

First Cluster of Markers	Second Cluster of Markers	Third Cluster of Markers
<ul style="list-style-type: none"> <li>Recognises own name</li> <li>Engages in shared reading of familiar texts with repeated language patterns.</li> <li>Spends time looking at books and other print material.</li> <li>Tells a story based on pictures or names pictures.</li> <li>Attempts to read words in the environment, e.g. billboards, signs.</li> </ul>	<ul style="list-style-type: none"> <li>Reads one or two words in environmental print/texts.</li> <li>Reads some words in a sentence correctly.</li> <li>Holds a book the right way up.</li> <li>Differentiates between writing and pictures.</li> <li>Points to words using one-to-one correspondence when reading.</li> <li>Reads some high frequency words correctly in simple, predictable texts, e.g. my.</li> <li>Begins to read with fluency and matches when text and image placement are consistent.</li> </ul>	<ul style="list-style-type: none"> <li>Reads one or more sentences correctly in environmental print/texts.</li> <li>Reads one or more sentences correctly in a simple book.</li> <li>Uses context to predict meaning in texts and supplement decoding attempts.</li> <li>Reads a number of easy texts with an increasing number of high frequency words and illustrations that provide high support.</li> <li>Begins to develop fluency and understanding by revisiting familiar texts.</li> </ul>
Fourth Cluster of Markers	Fifth Cluster of Markers	Sixth Cluster of Markers
<ul style="list-style-type: none"> <li>Reads all or most of a more challenging story book.</li> <li>Maintains fluency when reading texts with varied and irregular text and image placement.</li> <li>Pauses or realises when meaning is disrupted when reading.</li> <li>Reads aloud with increasingly appropriate pitch, intonation and fluency (IR level 5.6).</li> </ul>	<ul style="list-style-type: none"> <li>Reads texts with varied sentence patterns and several lines of text per page.</li> <li>Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts.</li> <li>Recognises when meaning is disrupted and attempts to self-correct when reading.</li> <li>Reads fluently and accurately with attention to punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that pathways for reading literacy and factual, print and screen texts can be navigated in different ways.</li> <li>Self-corrects when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on.</li> <li>Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (IR level 14.16).</li> </ul>

**Legend**

**Breakpoints**  
The different levels of achievement of clusters.

- Override - 100%
- In-Progress - 7%
- Complete - 100%

**Marker Stages**  
The different levels of achievement for each marker.

- 1: Not Achieved
- 2: Achieved

- b. On the landing Page go to **Enter Data by Student**.

**Data Entry**

Select whether you would like to enter data for a cohort or a student to begin entering data.

**NOTE:** The benefit of Option B, is that you can view and add data to other students by clicking the arrows.

Select the Category, Continuum, and aspect you wish to assess followed by the roll class, class or year group and select **Go**.

**View/Edit Student Data**

Select Category:

Select Continuum:

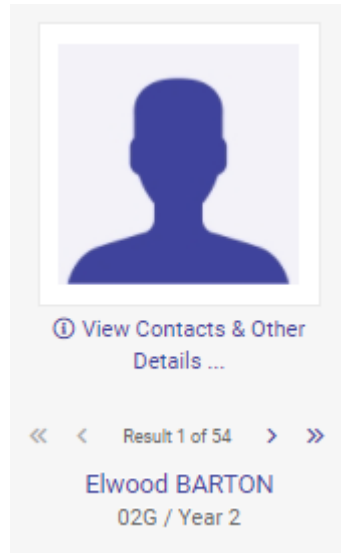
Select Aspect:

By Class:

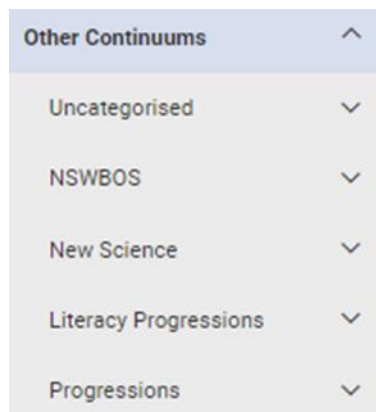
By Rollclass:

By Year:

This will bring up the entire selected group and will default to the first student on the list to enter data by student. Use the arrows to move to next student.



2. To select a different continuum and/or aspect:
  - a. Click on **Other Continuums** from the left-hand side menu.
  - b. Click one of the categories to expand the list for all the different continuums within that category.
  - c. Select the desired continuum.



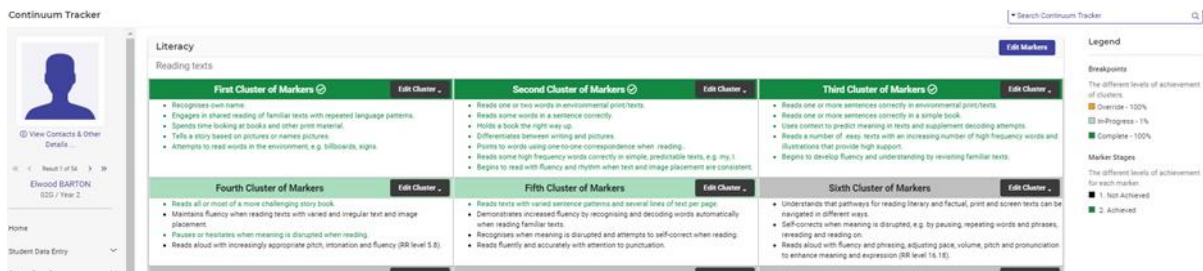
A new screen with the student's overview for that continuum will display.

Elwood Barton (14082)																	
Please Select an aspect from the left menu to continue.																	
Date of Birth:	11/05/2008								Roll/Year:	02G/2							
Age:	12 years, 4 months, 14 days								Gender:	Male							
Religion:	Scientology								Date Enrolled:	22/4/2015							
Literacy Overview																	
Aspect	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	
Reading tests	■	■	■	■	■	■	■										
Comprehension	■	■	■	■	■	■	■										
Vocabulary Knowledge	■	■	■	■	■	■	■										
Aspects of Writing																	
Aspects of Speaking																	
Phonics																	
Phonemic Awareness																	
Concepts about Print																	

3. Click on the **aspect** you wish to record data against.

The **Aspects** are listed in the second component section listed with the name of your selected Continuum.

The aspect of your selected Continuum will appear in continuum format.



4. Once you are in the correct Continuum and Aspect, you can start marking a student's progression for each marker or cluster.

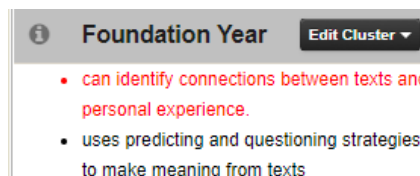
5. Click on an individual marker in a cluster.

You will notice that with a single click the marker changes colour. These colours are defined by the Marker Stages the school is using for this continuum so may vary for each school. A marker yet to be achieved will remain black.

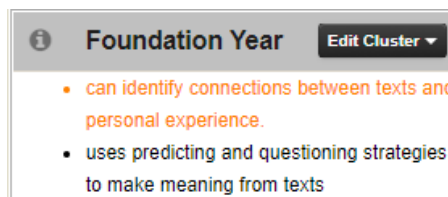


EG

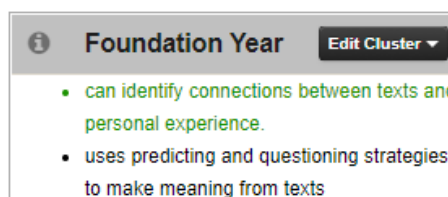
If you click on the marker, the colour changes to red.



If you click on the marker, the colour changes to orange.



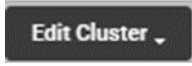
If you click on it again, it will move to green.



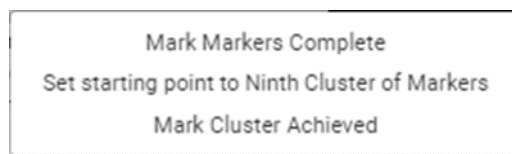
If you click it again, it will go back to black.

- Click on **Save** once you have selected the markers and their stages.
- The Actual Cluster banner will change colour according to the Breakpoints applied to this continuum.

The screenshot shows the 'Maths - VCAA Strands' interface. The main area is divided into three columns representing different levels: Level A (green header), Level B (blue header), and Level C (grey header). Each level has a list of markers and an 'Edit Cluster' button. The Level A markers include: 'responds to objects distributed', 'responds to objects being counted', 'responds to situations where counting is involved', 'responds to groups of personally relevant objects', 'responds to situations where the comparison of two collections or objects is involved', 'responds to the removal and addition of familiar items and objects in practical situations', 'reacts to practical situations of sharing', 'reacts to everyday financial situations involving money', 'responds to the identification of objects', and 'responds to repeated routines in everyday events'. The Level B markers include: 'uses number names one, two and three in sequence to count in everyday situations', 'corresponds one with a single object', 'can explore the concept of none, one and more', 'makes comparison between items using appropriate language such as same or different', 'participates in everyday situations involving adding and taking away', 'responds to everyday practical situations of sharing', 'responds to everyday financial situations involving money and match notes and coins', 'participates in the comparison of objects, using language such as same and different', and 'can follow a simple cause and effect process'. The Level C markers include: 'uses number names in sequence to count in everyday situations, initially from one to five', 'knows and matches number name, numerals and quantities to three', 'can identify groups as being one, more or less', 'can compare and order two collections according to their quantity', 'can demonstrate in practical situations, adding one more to and taking one away from in everyday situations', 'can share materials in practical situations', 'uses money in everyday financial situations and matching coins to two dimensional images', 'can pair identical objects from a small collection, and recognise simple repeated patterns', and 'can identify repeated routines and sequences in everyday events'. On the right side, there is a sidebar with 'Breakpoints' (Override - 100%, Progression 1 - 20%, Progression 2 - 25%, Progression 3 - 50%, Progression 4 - 75%) and 'Marker Stages' (1. Black, 2. Red, 3. Orange, 4. Green).

- The Breakpoints percentages determine the colour of the banner on that cluster.
- You can also mark an entire cluster as either complete or achieved by clicking on the **Edit Cluster**  button.


A drop-down menu will display, and the appropriate choice can be selected.



The **Mark Markers Complete**, will change all markers to green and the last Breakpoint stage (100%)

If you opt to select **Mark Cluster Achieved**, the override colour (100%) will display however there may be markers that have not been achieved.

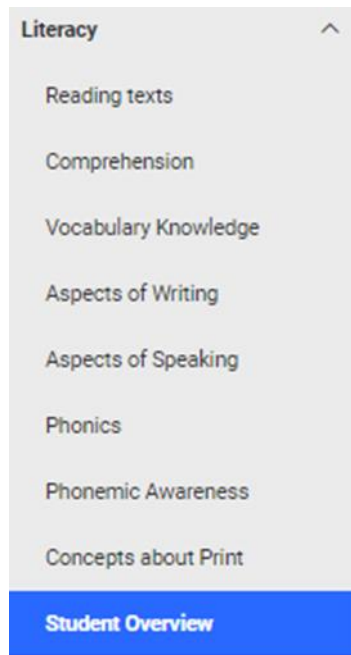
**Set starting point to a set level**, stage etc will prefill all previous clusters and enable you to commence at the next cluster.

- When you are happy with the data entered, click on the green **Save**  button at the base of the page.

## Student overview

Whilst entering marker/cluster data, staff can view the student's achievements for that continuum.

- Click on Student overview in the left-hand side menu



2. The view is always predefined by the Continuum you are in.

Elwood Barton (14082)

Please Select an aspect from the left menu to continue.

Date of Birth:	11/05/2008	Roll/Year:	020/2
Age:	12 years, 4 months, 14 days	Gender:	Male
Religion:	Scientology	Date Enrolled:	22/4/2015

Literacy Overview

Aspect	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th
Reading texts																
Comprehension																
Vocabulary Knowledge																
Aspects of Writing																
Aspects of Speaking																
Phonics																
Phonemic Awareness																
Concepts about Print																

Literacy Timeline

Literacy Achievement Timeline

Sixth Cluster of Markers	
Fifth Cluster of Markers	
Fourth Cluster of Markers	
Third Cluster of Markers	
Second Cluster of Markers	
First Cluster of Markers	

3. Student information displays as well as an overview of the strands and cluster/markers achieved. The colours should represent your Marker Stages.
4. Hover over one of the clusters to find out markers completed, and dates achieved.
5. A graphic timeline displays the growth within this cluster and aspect.
6. Click on each aspect to filter the graph view.

### Enter Data by Cohort

**Note:** If desired, marking markers and/or clusters off at the cohort level (a class, year, roll class etc). It can help speed up the workflow. The process is the same as described above, but from the Continuum home screen select Enter Data by Cohort.



### Data Entry

Select whether you would like to enter data for a cohort or a student to begin entering data.

Enter Data By Cohort
Enter Data By Student
Pre-Fill By Cohort

By selecting cohort and Continuum, your data entry screen will differ to that of an individual student view.

Mathematics - Strands x Outcomes K-6:Number		<input type="button" value="Save"/> <input type="button" value="Save &amp; Next"/>			
counts to 30, and orders,...		Black (Not Achieved)	Red	Orange	Green
Student		⬇	⬇	⬇	⬇
BECHER	Florentina	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BYERS	Geoff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAREWISMYTH	Monet	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
CHIPPINDALL	Eleonora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
CONACHER	Evan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
CONNAL	Delta	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clusters [Show Help](#)

**Save for All Students**

counts to 30, and orders, reads and represents numbers in the range 0 to 20

combines, separates and compares collections of objects, describes using everyday language and records using informal methods

groups, shares and counts collections of objects, describes using everyday language and records using informal methods

1. From here you will see an alphabetic list of students with the Marker Stages in columns. By Default, the first cluster will display and be opened to view the markers to achieve. By default, the first marker is highlighted yellow.
2. To enter data, click on the arrow for the Marker Stage to prefill for all students. Then individually go through and select the radio buttons accordingly for each student.
3. Click **Save** or **Save & Next** to continue.
4. You will progress to the next marker. Repeat the steps.

Mathematics - Strands x Outcomes K-6:Number		Black (Not Achieved)	Red	Orange	Green
Student		⬇	⬇	⬇	⬇
BRINSMEAD	Jeromy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
CASTLETON	Branden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
CURLEY	Coy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
FARTHING	Matilde	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

5. You also have the choice of ticking the markers on the right-hand side and selecting **Save for All Student** to bulk update this Cluster.
6. The cluster, once completed, will change to green whilst you stay on this page and make your way through the clusters.

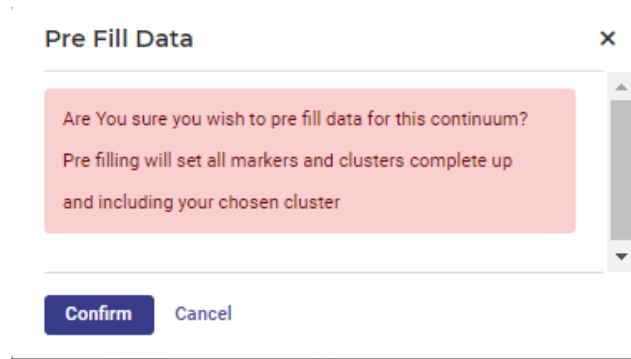
**Prefill by Cohort** enables bulk updates of a cluster. This will update all students from the chosen cohort to have clusters up to the one selected as completed.

### Data Entry

Select whether you would like to enter data for a cohort or a student to begin entering data.

Enter Data By Cohort
Enter Data By Student
Pre-Fill By Cohort

7. You must select the category, continuum, aspect, cluster, and cohort. Please note if you select cluster, this means this option will fill in everything prior to AND including that cluster.
8. Click **Save** and you are then asked if you are sure you wish to prefill this, **Confirm**.



9. A message will appear on screen to confirm this has been done.

## Marker Analysis

Review Marker/cluster achievements by category, continuum, aspect, cluster, marker and cohort type.

Marker Analysis Filters	
Select Category:	Dorothy's Progressions
Select Continuum:	ACARA Literacy: Reading a
Select Aspect:	Phonic knowledge and wor
Select Cluster:	Level 1
Select Marker:	PKW1: Word recognition: ir
<input type="radio"/> By Class:	Select
<input type="radio"/> By Rollclass:	Select
<input checked="" type="radio"/> By Year:	Year 2
<input type="radio"/> By Academic Group:	Select
<a href="#">Go</a>	

Click on Go.

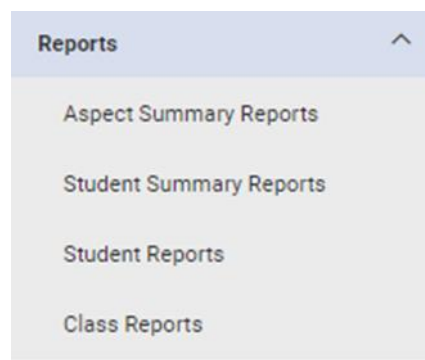
ACARA Literacy: Reading and viewing								Print
Marker Analysis								ACARA Literacy: Reading and viewing Phonological awareness Year 2
<i>PhA1: joins in rhymes and chants and songs (see Listening)</i>								
Last name	First name	Class	Achieved Cluster	Gender	ATSI	ESL	DOB	
Dwyer-Gray	Ezekiel	02T	Level 2	Male	N	N	16/04/2008	
Eve	Raphael	02T	Level 2	Male	N	N	10/07/2008	

## Creating Continuum Reports – Aspect/Student Summary Reports

The following procedure is to show users how to view a report on a student's progress against a continuum.

1. Click on the **Reports** menu option on the left-hand side.

A side menu will expand with three options.



2. Select **Aspect/Student Summary Reports**. This report will show clusters either a student or cohort have achieved or currently up to/working on.

The Aspect/Student Summary Reports screen displays.

The screenshot shows a web interface for generating reports, divided into three steps:

- Step 1: Select Continuum**
  - Select Continuum:** A dropdown menu is set to "Astro-Physics".
  - Filter Aspects (optional):** A dropdown menu is set to "Choose a value...".
  - Result Type:** A toggle switch is set to "Achieved".
  - Cluster Name Display:** A toggle switch is set to "Short Name".
  - Group By:** A dropdown menu is set to "Aspect".
- Step 2: Select students to run the report against**
  - On the left, there are four selection options:
    - By School Year:** Print final reports for all students in a selected school year. (This option is highlighted in blue.)
    - By Rollclass:** Print final reports for all students in a selected class.
    - By Class:** Print final reports for all students in a selected class.
    - By Academic Group:** Print final reports for all students in a selected class.
  - On the right, there is a "Select a Year" dropdown menu with the following options:
    - N/A
    - Kindergarten
    - Year 1
    - Year 2
    - Year 3
    - Year 4
    - Year 5
    - Year 6
    - Year 7
    - Year 8
    - Year 9
    - Year 10
    - Year 11
- Step 3: Generate Reports**
  - A blue button labeled "Generate Reports" is visible.
  - A checkbox labeled "Include Inactive Students" is present and unchecked.

3. Use the drop-down lists and toggle boxes for your input.
4. Pick what kind of cohort you are looking to generate reports for. The choices are:
  - By School Year
  - By Roll class
  - By Class
  - By Academic Group

When you select a category type on the left, the filter options on the right will change.

5. Click on the blue **Generate Reports** button at the bottom of the screen.

## Creating Continuum Reports – Student Reports

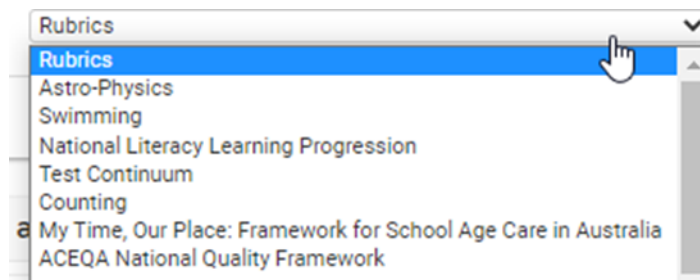
The following procedure is to show users how to view a report on a student's progress against a continuum.

1. Click on the **Reports** menu option on the left-hand side.
2. Select **Student Reports**.

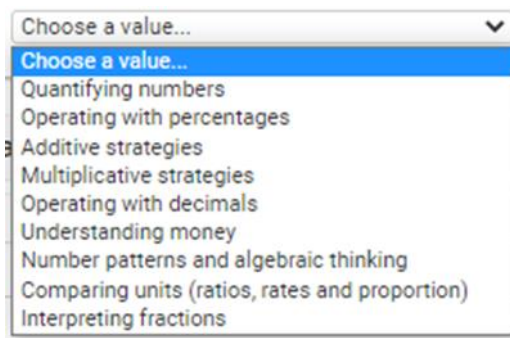
The **Student Reports Generation** page will appear.

The screenshot shows a three-step process for generating student reports.   
**Step 1: Select Continuum** includes a dropdown menu for 'Select Continuum' (currently set to 'Rubrics') and an optional 'Filter Aspects' dropdown.   
**Step 2: Select students to run the report against** features a sidebar with five selection options: 'By School Year', 'By Rollclass', 'By Class', 'By Academic Group', and 'By Student'. The main area is a 'Select a Year' list with radio buttons for 'N/A' (selected), Kindergarten, Year 1 through Year 11.   
**Step 3: Generate Reports** contains a 'Generate Reports' button and an unchecked checkbox for 'Include Inactive Students'.

**3. Step 1: Select Continuum:** select the Continuum from the drop-down list.



**4. Filter Aspects (optional)** you can filter by a specific aspect of the continuum.



**5. Scroll down to Step 2: Select students to run the report against.**

**6. Pick what kind of cohort you are looking to generate reports for. The choices are:**

- By School Year
- By Roll class
- By Class
- By Academic Group
- By Student


When you select a category type on the left, the filter options on the right will change.


7. Click on the blue **Generate Reports**  button.

Example: When you open the report, a pdf of the results will display.

## Sentral Public School

### 2020 - Semester 2





**Samuel SMITH**

**Melvin ARGYLE**

**Year 3 - Class 03M - Mrs Jeannine Whittell**

[Continuum Report Overview](#)

The tables below display the stage/area your child currently has achieved (dark green), and is currently working on (light green), and marked achieved when not all markers achieved (orange). These areas are described in detail in the following report.

Number sense and algebra Overview												
Aspect	1	2	3	4	5	6	7	8	9	10	11	12
Quantifying numbers												
Operating with percentages												
Additive strategies												
Multiplicative strategies												
Operating with decimals												
Understanding money												
Number patterns and algebraic												
Comparing units (ratios, rates and												
Interpreting fractions												

The first page will display student administration details, a description of the Continuum, as well as a summary of their achievement against the Aspect/s.

The second page onwards will display a detailed listing of their **Achieved, Currently Working On** as well as **Future Learning Markers**.

English - Achievement Standards Continuum		
1. Receptive modes (listening, reading and viewing)		
Achieved	Currently Working On	Future Learning
<ul style="list-style-type: none"> <li>understands how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.</li> <li>reads texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information</li> <li>can monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context</li> <li>uses knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency</li> <li>can identify literal and implied meaning, main ideas and supporting detail</li> <li>makes connections between texts by comparing content</li> <li>listens for particular purposes</li> <li>listens for and manipulate sound combinations and rhythmic sound patterns.</li> </ul>	<ul style="list-style-type: none"> <li>understands how content can be organised using different text structures depending on the purpose of the text</li> <li>understands how language features, images and vocabulary choices are used for different effects.</li> <li>reads texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information</li> <li>uses phonics and word knowledge to fluently read more complex words</li> <li>can identify literal and implied meaning connecting ideas in different parts of a text</li> <li>selects information, ideas and events in texts that relate to own lives and to other texts</li> <li>listens to others' views and respond appropriately using interaction skills.</li> </ul>	<ul style="list-style-type: none"> <li>understands that texts have different text structures depending on purpose and context</li> <li>can explain how language features, images and vocabulary are used to engage the interest of audiences</li> <li>describes literal and implied meaning connecting ideas in different texts</li> <li>can fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words</li> <li>can express preferences for particular types of texts, and respond to others' viewpoints</li> <li>listens for and share key points in discussions.</li> </ul>
2. Productive modes (speaking, writing and creating)		
Achieved	Currently Working On	Future Learning
<ul style="list-style-type: none"> <li>uses everyday language features and topic-specific vocabulary</li> <li>can explain preferences for aspects of texts using other texts as comparisons</li> <li>creates texts that show how images support the meaning of the text.</li> <li>creates texts, drawing on own experiences, imagination and information can have learnt</li> <li>uses a variety of strategies to engage in group and class discussions and make presentations</li> <li>can accurately spell words with regular spelling patterns and spell words with less common long</li> </ul>	<ul style="list-style-type: none"> <li>understands how language features are used to link and sequence ideas</li> <li>understands how language can be used to express feelings and opinions on topics</li> <li>can include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.</li> <li>creates a range of texts for familiar and unfamiliar audiences</li> <li>contributes actively to class and group discussions, asking questions, providing useful feedback and making presentations</li> </ul>	<ul style="list-style-type: none"> <li>uses language features to create coherence and add detail to texts</li> <li>understands how to express an opinion based on information in a text</li> <li>creates texts that show understanding of how images and detail can be used to extend key ideas.</li> <li>creates structured texts to explain ideas for different audiences</li> <li>makes presentations and contribute actively to class and group discussions, varying language according to context</li> <li>demonstrates understanding of grammar, select</li> </ul>

## Creating Continuum Reports – Class Reports

1. Select the Continuum, roll class and template

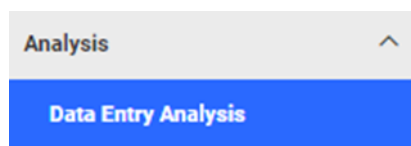
### Analysis

There are 2 types of analysis in Continuum Tracker

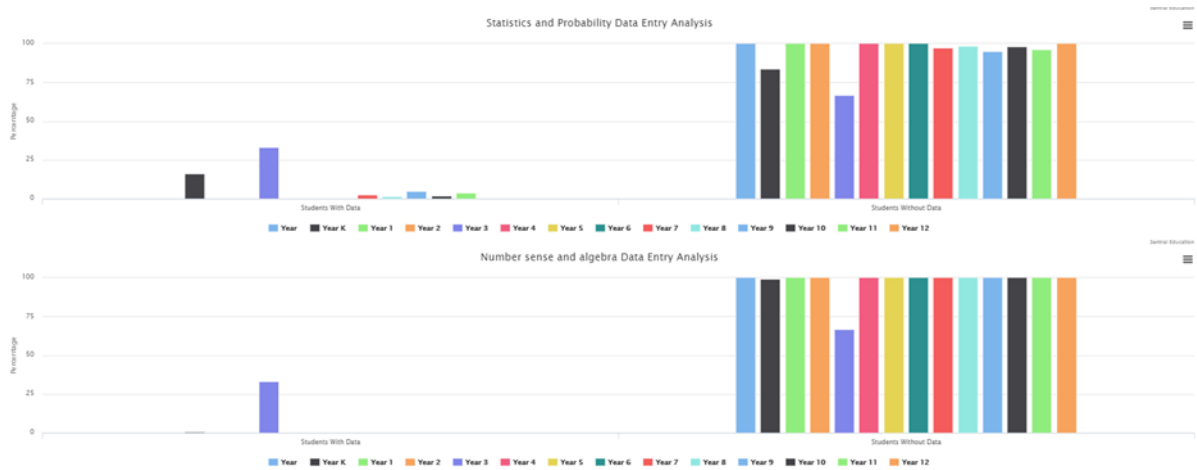
### Data Entry

The following procedure is to show users how to search and display data in a graph form according to the scope of a continuum.

1. Click on the **Analysis** menu option on the left-hand side and then **Data Entry Analysis**.



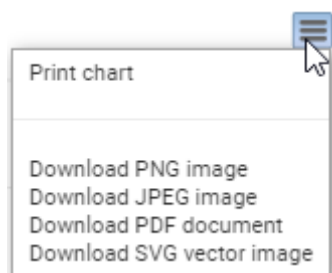
The **Data Entry Analysis** screen displays.



The graphs show a quick analysis of which year groups have data entered against them versus students where no data entry has occurred.

The Left-hand side displays Student without Data.

Select the hamburger icon to print charts.



## Glossary of Terms

Sentral software contains many drop-down lists and areas to add detail relevant to data entry for Continuum Tracker. The list below provides further information on data entry fields. Each school can configure various elements and add to the list of data entry fields, so this is a default list of glossary of terms.

<b>Item</b>	<b>Description</b>	<b>Type</b>
<b>Select Continuum</b>	which continuum	list selection
<b>Filter Aspects</b>	which Aspects (Optional)	list selection
<b>Result Type</b>	Which result to display	list selection
<b>Select Category</b>	The category for the Continuum you wish to use	list selection
<b>Continuum</b>	The Continuum you wish to use	list selection
<b>Select Aspect</b>	The aspect for the Continuum you wish to use	list selection
<b>By Class</b>	Filter by academic class	list selection
<b>By Roll Class</b>	Filter by roll class	list selection
<b>By Year</b>	Filter by year	list selection
<b>Edit Cluster</b>	Change the achievement of the markers and/or cluster	list selection
<b>Template</b>	The template in which the report will generate into.	list selection
<b>Filter Aspects</b>	Select an aspect to filter by, this is not compulsory.	list selection
<b>Cluster Name Display</b>	Select which variation of each cluster name to display in the report.	list selection
<b>Select Marker</b>	Select the marker to display	list selection