On-entry Assessment Program

Handbook for principals, teachers and test administrators

AISWA and CEWA Version

Contents

Section A: General Information

Background

The On-entry Assessment Program was introduced in Western Australian public schools in 2011, under the State Government initiative, to assess the foundation literacy and numeracy skills of all pre-primary students. The speaking and listening, reading, writing, and numeracy assessments are mandated for pre-primary students as part of a comprehensive strategy to improve literacy and numeracy standards in Western Australian public schools.

Purpose

On-entry is an assessment for learning, with the primary purposes being to:
- provide teachers information about the skills and understandings of each student in their class
- inform the planning and delivery of targeted and intentional learning programs, reflective of each child's needs and capabilities
- identify students who may require early intervention.

Additional assessments are available for Year 1 and 2 students, to enable schools to:
- monitor their students' progress over time
- evaluate the effectiveness of their teaching and learning programs
- compare their student's performances to students in similar schools
- set evidence-based targets for students in Years 1 and 2.

Assessment Content

The skills and understandings assessed represent a wide range of literacy and numeracy skills and understandings reflective of the curriculum and essential to ongoing progress through school.

As On-entry is a formative assessment, and includes content linked to the curriculum of the year ahead, students are not expected to answer all questions correctly. Overview of the tasks and skills assessed in each module are available in APPENDIX A.2 on page 14 of this handbook.

Assessment Periods

The On-entry assessment is a point in time assessment and can only be accessed during a set assessment period at the start of each year. Students cannot be assessed using the On-entry assessment outside this period.

Term One

The Module 1 assessments are mandatory for Pre-primary students in Term 1 from Weeks 3-6. One additional week is provided to upload and finalise data. Years 1 and 2 students can be assessed using Modules 2, 3 and 4 during the same period.

Term Four

The option to re-assess (same module used in Term 1) selected students is available in Weeks 1–4. This may suit a small number of students who have made limited progress throughout the year. Instead of reassessing students in Term 4, Years 1 and 2 students can be assigned alternate modules based on their ability. Advice on module selection is available on page 8 of this handbook.

Access to the online system

To access the On-entry assessment system, teachers and principals require a login. A principal or deputy principal can request a login by emailing their sector administrators:

- **AISWA schools**

- **CEWA schools**

A school principal or deputy principal can then assign a staff member a teacher or a school administrator/ principal access to assess students or to manage the process at a school (re-activate finalised assessments). Teachers are unable to reopen once the assessments are finalised.

To assign a teacher access to the On-entry assessment

1. Click on *Staff* on the top menu.
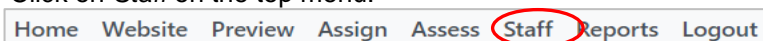
2. Click on *Manage staff roles and schools.*
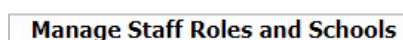
3. Click on *Add*

4. Enter the information required including the role, e.g., teacher, school administrator and save.

5. Click *Email* to email the user their log in details, including their P number and password. The user will receive the following email.

You have been given access to the OnEntry Assessment system for private schools.

You can access the application here : https://apps.det.wa.edu.au/oeaps

Using the following login details
User Id: P0C
Password: Password1
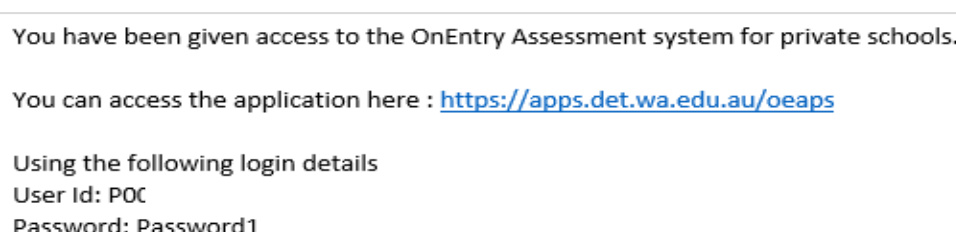
To edit, delete or reset password for a teacher or school administrator, follow steps 1and 2 above, select the staff member from the list and edit ✐ , delete 🗑 or reset password 🔑

When a teacher is added to a school, a class must be linked to be enable the classroom teacher to assess or access reports for their students.

Link a teacher to a class

The principal is required to link each teacher to their correct class.

To link a class:

1. Go to the *Assign* page and click on *Add/Edit Students*.

2. Click on *Manage Teachers.*

3. Select a teacher from the drop-down menu.

4 Select their correct class from the drop-down menu.

5 Click *Save.*

To delete unwanted classes, click on class admin above, select the class/es to deleted and press delete.

Terms of use agreement

The On-entry assessment is a secure assessment, to ensure the integrity of the assessment and validity of student results all users must read and accept the terms of use before using the assessment.

When logging in for the first time each year, users will be prompted to agree to abide by the terms of use.

Terms of use include:

- storage and access to materials and resources
- confidentiality of data
- disposal of assessment materials

Modules available

Pre-primary

Module 1- Speaking and listening, reading, writing and numeracy assessments are appropriate for Pre-primary students.

Year 1 and Year 2

Module 2- Speaking and listening, reading, writing and numeracy assessments are appropriate for Year 1 students.

Module 3 and 4 - Speaking and listening, reading, writing and numeracy assessments are appropriate for Year 2 students

Adjustment for students with Disability

Adjustments for students with disability, reflective of the adjustments regularly accessed, can be utilised. These include large print, assistive technology or using an AUSLAN interpreter.

Braille texts are available to support teachers administer the literacy tasks to students who are vision impaired. The Digital Reading Texts can be viewed on screen, with the capacity to further enlarge the text if required. AUSLAN digital versions are available as MP4 video files.

Responsibilities of the principal

Principals (or their delegate) must ensure:

- familiarity with the purpose of the program, the assessment procedures, and the reports available
- student information such as name, class, year level is included in the census data upload on census day
- teachers are given access to the on-entry assessment system and linked to their class
- parents/care givers of students completing the assessment program are informed
- all relevant staff are aware of their roles and responsibilities
- teachers deliver the assessments consistently and in accordance with the procedures outlined in this handbook
- assessment materials are stored securely when not in use
- all student information and data is kept confidential and only shared with the child's parent/care giver and relevant school staff
- exemptions are discussed with the student's parent/care giver and that an exemption form is signed by all relevant parties
- *Terms of Use*, found on the home page of the application, are understood, and agreed to by all users at the school.

A *Checklist for principals* can be found in APPENDIX B.1 page 26.

Responsibilities of the teacher (or proxy)

Teachers must ensure:

- familiarity with the purpose of the program, the assessment procedures, and the reports
- student list is checked, uploaded of updated in the on-entry system after the census day
- parents/care givers of students completing the assessment program are informed
- assessments are administered consistently, online instructions are not adjusted, and all procedures outlined in this handbook are followed
- the content of the assessments is not disclosed to any party, at any time, except for the purpose of assessing students
- that no physical resources are copied or transcribed in any form, except for the purposes of entering student responses into the online application
- exemptions and withdrawals are discussed with parents/care givers and an exemption form completed and signed and recorded in the online system
- all students' information/data is kept confidential and only shared with the child's parents/care givers and relevant school staff
- resources are stored securely at the completion of the assessment
- *Terms of Use*, found on the home page of the application, are understood, and agreed to.

A *Checklist for teachers* can be found in APPENDIX B.1 on page 27.

Exemptions/Withdrawals for Pre-primary students

Exemption

Whilst all Pre-primary students should be given the opportunity to participate in the On-entry Assessment Program, it is acknowledged that an exemption may be appropriate for:

- students with an identified disability
- students with very limited English for whom assessment is not appropriate

The decision to exempt a student should be made at the school level following consultation between the principal, the teacher and the parent/care giver.

Withdrawal

Whilst schools should encourage all students to participate in the program, it is recognised that some parents/care givers may choose to withdraw their child. The principal and teacher should attempt to consult with the parent/caregiver before this decision is finalised.

Approval process

When a decision has been made to exempt or withdraw a student, an *Exemption/Withdrawal Form* must be completed and signed by the principal and the parent/care giver. The signed form must be kept on file within the school.

Once an exemption/withdrawal form has been signed by the principal and the parent, the teacher must record this in the online system. Additional information for recording exemptions can be found in APPENDIX A.1 on page 13 of this handbook.

Professional learning

Professional Learning opportunities are available to all teachers and school leaders throughout the year. These sessions include:

- Administering the assessments consistently to ensure reliability and validity of results.
- Interpreting the reports and using On-entry data to inform class and school planning.
- Assessing student's writing in the early years.

Dates and venues can be found on the home page of the online system. Registration is through PLIS.

Support

For all enquiries regarding the On-entry Assessment Program, please contact your relevant sector.

AISWA schools
General inquiries (including resource requests): Janelle Dickinson jdickinson@ais.wa.edu.au
Telephone: 9441 1664

CEWA schools
general enquiries (including resource requests): early-years@cewa.edu.au
Telephone: 6380 5146

Section B: Prepare for the assessments

This section provides information to prepare for the On-entry assessment at a school. To ensure the assessment program runs smoothly, it is recommended that teachers, test administrators and principals read the information before the commencement of the assessment period.

Preview the assessments

Teachers completing the assessments must preview the assessments to ensure familiarity of the content and navigation, identify and prepare resources required and assist in module selection. Teachers must ensure their class lists are accurate before the assessment period commences.

To preview the assessments in the On-entry assessment system:

- click on the '*Preview'* tab on the top of the screen
- select the module and task
- use the arrows at the bottom of the screen to navigate through the tasks

Assessment resources

All resources required to administer the assessments are listed in the APPENDIX B.2 on page 28 of this handbook. Information regarding the construction of specific resources is also included. Teachers and test administrators must ensure that they have all the resources required before the assessment period commences.

Most resources required to conduct the assessments are provided in the resource kits; however, some resources need to be provided by the school. Teachers can also download literacy and numeracy resources required for the assessments.

New kits and replacement resources can be ordered by completing an online Resource Request form. It is recommended that resources required for term one assessments are ordered before the end of the previous school year. Resource requests received in term one will be processed and sent as soon as possible.

All resources exclusive to the assessment program must be stored securely at the end of the assessment period and must not be used for any other purpose or at any time outside of the assessment period.

Adjusted assessment resources

Teachers can request adjusted resources to assess students with hearing loss or vision impairment. Requests with the format required can be emailed to the respective sector administrators.

Inform parents about their child's participation

It is recommended that parents/care givers are informed about the On-entry Assessment Program at the beginning of the year. The template letters available on the website can be used to inform parents.

Letters are available in Word format, to enable schools to include their school logo or any additional information. Interpreting and translation services can be accessed for non-English speaking parents if required.

A parent overview PowerPoint is also available for use at parent information sessions. This can be adapted to suit the needs of the school and the audience.

Uploading class lists in the On-entry assessment system

The On-entry assessment system imports student information from census after the census day. For schools where census data is not available, principals and teachers are required to manually edit existing student information or upload a spreadsheet with student information.

Manually uploading class lists

To add classes or individual students, follow the steps below.

1. Go to the *Assign* page and click on *Add/Edit Students*.

2. Click on *Download Students.*
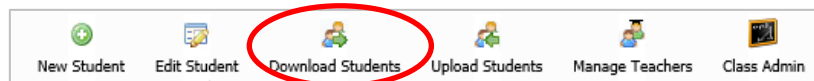
A spreadsheet containing the details of all students who have previously completed On-entry assessments, will be downloaded. These details can be edited (for example, class name or year level). Failure to edit information already in the system will result in multiple records for the child, assessments from multiple records for the same child cannot be linked. If a school has not previously participated in the program, a blank spreadsheet will be downloaded. The system requires the year level to contain three characters, i.e., PPR, Y01, Y02.

3. Save the file onto the desktop.

4. Click on *Upload Students.* The system only recognises the spreadsheet downloaded by the system.
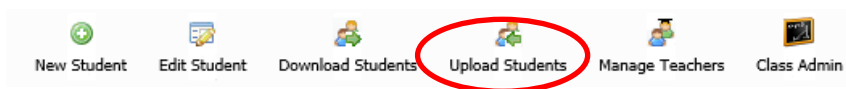
5. Click on *Browse.*

6. Double click on the saved spreadsheet and click *Upload*.

Students will now appear in their class as detailed in the spreadsheet.

Adding a new student

When a new student enrols in your school, their details can be manually entered into the On-entry system by following the steps below.

1. Go to the *Assign* page and click on *Add/Edit Students.*

2. Select the student's class from the drop-down menu.

3. Click on *New Student*.
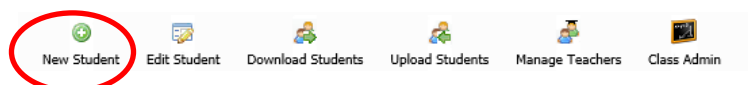
4. Enter all required details.

5. Click *Save.*

Editing minor details can be done by following the above steps 1-3 and using edit student option.

Assign assessment modules

Module 1 is automatically assigned to Pre-primary students. This cannot be changed.

Years 1 and 2 teachers will need to assign modules for their students before starting the assessments. Modules can be assigned before the assessment period commences. For most students, the regular module is appropriate, i.e., Module 2 for Year 1 and Module 3 for Year 2. For very low and very high ability students the module below or above the regular module may be more appropriate.

Year 2 students who scored **above 600 in Module 2 Reading** previously will be prompted to assign Module 4 for Reading and Speaking and Listening assessments at the start of Year 2, ensuring that progress measures are valid. These students will appear in red text on the *Assign* page, Module 3 can still be assigned if the teacher considers that Module 4 is not appropriate.

Remove incorrectly assigned modules

If an incorrect module is assigned to a student and assessment is commenced or, an assessment is commenced for a student who is exempted, an email request can be sent to your relevant sector administrators.

Include details such as, Name, Class and Assessment Module to be removed. Once the assessment is removed teachers can re assign the required module or exempt/withdraw a student.

Section C: Administer the On-entry assessments

This section contains information about administering the On-entry assessment at a school. To ensure the assessment program runs smoothly it is recommended that teachers, test administrators and principals read the information before the commencement of the assessment period.

Deliver the On-entry assessment tasks

All tasks need to be conducted **one-on-one** with each student. Whilst some tasks may be conducted one-on-one during the daily teaching program, other tasks that require more focus such as reading a book may be conducted in a quiet area away from other students. To ensure validity of results, it is important that tasks are administered in the same way for all classes within the school in the same week if possible. Writing may be administered as a whole class or group. Decisions as to how each task should be administered should be made at the school level.

Administration instructions and record sheets are available for teachers who prefer to record responses on a hardcopy. These are available in a word format for all Literacy and Numeracy assessments. Students' names can be entered on record sheets before printing out. Responses must be uploaded to the online system before the assessment period ends.

Reading and speaking and listening module 3 and 4 assessments

If Reading and Speaking and Listening Module 3 and 4 assessments are assigned to a student, the speaking and listening items, which are part of the story retell will appear in the reading assessment. Teachers are required to complete the reading assessment before speaking and listening assessment to avoid confusion about finalising assessments.

Make adjustments to deliver assessments to students with special education needs

Students with special needs may require adjustment in the mode of delivery. Adjustments used to deliver instructions regularly for these students can be used during the delivery of the On-entry assessment tasks such as:

- using large print or braille for students with vision impairment
- using AUSLAN interpreter

Mark students' writing

In order to ensure accurate and consistent marking of students' writing assessment, an On-entry assessment writing marking guide is available to support Pre-primary, Year 1 and Year 2 teachers to assess writing. On-entry assessment additional exemplars of pre-primary writing are also available to specifically support Pre-primary teachers to assess beginning writers.

Re-activate a completed assessment

If an assessment is finalised and the teacher needs to make changes or has entered data on a wrong student, the deputy principal, principal, or a school administrator can reactivate an assessment so that the teacher can edit the responses.

To reactivate an assessment: the school administrator or principal must log in, click on the student, and if the assessment is finalised a reactivate will appear in place of finalised/continue.

Section D: Access On-entry assessment reports

This section contains information about the reports and data available in the On-entry assessment system. Teachers can access a wide range of individual and class reports to identify students' skills and understandings and to compare students in their class. In addition, school administrators can access reports for all classes and cohorts within the school.

Generate current and previous reports

All information in the On-entry system is current, reports are reflective of students' current classes and year levels. Reports can be generated at any time for students currently at the school. Details of the reports available and how to interpret them can be accessed in the *On-entry Guide to reporting Handbook.*

The reports are designed to:

- inform the planning and delivery of targeted programs, reflective of individual students' skills and understandings
- identify, early in the school year, students who may require intervention or extension
- inform whole-school planning; and
- inform the review of programs, priorities or initiatives.

Generate current reports:

1. click on 'Reports'
2. select report type from the dropdown box
3. select the report format, for example, PDF, Excel or Graph
4. select current class or cohort, period and module
5. select 'Run report'

Generate previous reports:

1. follow steps 1 to 3 above
2. select, period and module
3. select *'Run report'*

Inform parents about their child's performance

A Summary for parents report can be generated when an assessment is finalised. It provides parents with a snapshot of the skills and understanding that their child demonstrated during the assessment. It is recommended that these reports are provided to parents. Letter templates for after the assessment may accompany the Parent Summary. Agreement should be reached between the principal and all participating teachers regarding the provision of these reports.
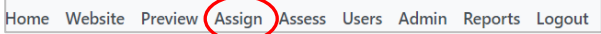
To ensure that the report is understood by the parent/care giver, it is recommended that summaries are given to parents in an interview situation if English is not their first language. Interpreting and translation services, are also available for additional support.
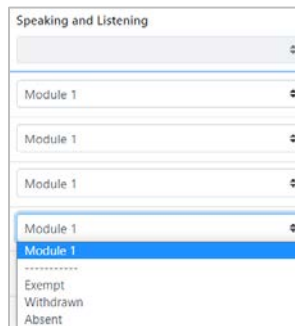
APPENDIX A

A.1: Record exemption, withdrawal, and absence in the online system

On-entry Module 1 assessments are mandatory for pre-primary students, as such are already assigned to all pre-primary students. Pre-primary students with approved exemption/withdrawal, should be recorded in the online system. Students absent during the assessment period should also be recorded in the system. Failure to record approved exemption/withdrawal and absence will result in assessment status for the school as 'not started' or 'incomplete'. Year 1 and Year 2 students are not required to record exemptions as the assessments are optional.

To record an exemption/withdrawal or absence:

1. Go to *Assign* page

2. Select the student/s who need the exemption, withdrawal or absence recorded.

3. Select the appropriate assessment status from the drop-down menus for each assessment

4. Click *Apply Changes* (located below the class name).

Once an assessment has been started and the student later identified as exempted or withdrawn, or was not available to complete the assessment, email the sector representative with details including school, name and class to change the status.

AISWA schools
Janelle Dickinson: jdickinson@ais.wa.edu.au (9441 1664)

CEWA schools
early-years@cewa.edu.au : (6380 5146)

A.2: Modules 1- 4 links to the Western Australian Curriculum

Sub-strand	WA Curriculum Content Description	On-entry Assessment Module 1 Skills assessed
	LANGUAGE	
Language for interacting with others	1. Explore how language is used differently at home, in school and in communities depending on the relationships between people.	*SPL Task 1 (Oral language)* C1: participates purposefully and engages actively C2: speaks clearly, uses volume, uses pace and tone
	2. Explore different ways of using language to express opinions, likes and dislikes.	*SPL Task 1 (Oral language)* C1: participates purposefully and engages actively C4: vocabulary
Text structure, organisation and features	3. Understand that texts can take many forms, such as signs, books and digital texts.	
	4. Recognise that some language in written texts is unlike everyday spoken language.	
	5. Explore conventions of print and screen, including how books and simple digital texts are usually organised.	*Reading Task 3 (Cupcakes)* Q1-Q7: concepts of print *Writing (Clever Max)* C1: writes own name C2: purpose and audience C3: print organisation
Language for expressing and developing ideas	6. Recognise that sentences are key units for expressing ideas.	*SPL Task 1 (Oral language)* C3: uses grammatically correct sentences *Writing (Clever Max)* C6: sentence structure
	7. Recognise that sentences are made up of groups of words that work together in particular ways to make meaning.	*SPL Task 1 (Oral language)* C3: orders ideas C3: uses grammatically correct sentences *Writing (Clever Max)* C6: sentence structure
	8. Explore the contribution of images and words to meaning in stories and informative texts.	*Reading Task 3 (Cupcakes)* Q8 (option 3): tells story based on pictures *Reading Task 4 (Clever Max)* Q1: predicts a story based on the cover of the book Q2: retells a story and sequences events Q6-Q8: inferential comprehension
	9. Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school.	*SPL Task 1(Oral language)* C4: vocabulary *Writing (Clever Max)* C5: vocabulary
	10. Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end.	*Writing (Clever Max)* C7: sentence punctuation C8: other punctuation

		11. Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness).	**Reading Task 1 (Rhyming words)** Q1: identify rhyming words Q2: generate rhyming words
		12. Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness).	
	Phonic and word knowledge	13. Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents.	**SPL Task 2 (Initial and final sounds)** Q1: identify words with the same initial sound. Q2: identify the final sound in each word. **Reading Task 2 (Letter Recognition)** Q1-Q2: identify the names and sounds of upper- and lower-case letters of the alphabet.
		14. Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.	**Writing (Clever Max)** C9: spelling
		15. Use knowledge of letters and sounds to spell words.	**Writing (Clever Max)** C4: text structure C9: spelling
		16. Read and write some high-frequency words and other familiar words.	**Writing (Clever Max)** C9: spelling
		17. Explore how words are units of meaning and can be made of more than one meaningful part.	
LITERATURE			
	Literature and contexts	18. Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators.	
	Engaging with and responding to literature	19. Respond to stories and share feelings and thoughts about their settings, events and characters.	**Reading Task 4 (Clever Max)** Q3-Q5: comprehension
	Examining literature	20. Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings.	
		21. Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs.	
	Creating literature	22. Retell and adapt literary texts through play and performance.	**Reading Task 4 (Clever Max)** Q2: retells a story and sequences events

LITERACY		
Texts in context	23. Identify some familiar texts, such as stories and informative texts, and their purpose.	***Reading Task 3 (Cupcakes)*** Q10: identifies the recipe
Interacting with others	24. Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice including volume levels.	***SPL Task 1 (Oral language)*** C1: participates purposefully and engages actively C2: speaks clearly with volume pace and tone C4: vocabulary C5: listens actively C5: responds appropriately
Analysing, interpreting, and evaluating	25. Identify some differences between imaginative and informative texts.	
	26. Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge.	***Reading Task 3 (Cupcakes)*** Q8: reads a predictable text Q11: reads a complex text
	27. Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to understand and discuss texts listened to, viewed or read.	***Reading Task 3 (Cupcakes)*** Q9: identifies the ending of a story supported by illustrations ***Reading Task 4 (Clever Max)*** Q1: predict story Q2, Q3: story retell, identify main idea and sequence ideas during retell. Q6-Q8: comprehension
Creating texts	28. Create written and multimodal texts for a range of purposes such as: • to give a message • express an opinion • to send a greeting • recount an experience.	***Writing (Clever Max)*** C4: text structure
	29. Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features such as appropriate voice modulation.	***SPL Task 1 (Oral language)*** C1: participates purposefully and engages actively C2: speaks clearly with volume pace and tone
	30. Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality.	***Writing (Clever Max)*** C1: writes own name C2: purpose and audience C4: text structure
	31. Explore the use of digital tools to create or add to a visual or spoken text.	

NUMERACY (M1)			
Task	**Question**	**Skill descriptor**	**Curriculum Link**
Number and Quantity	Q1	subitises small collections of objects (1-6)	ACMNA003
	Q2	recognises numbers 0-10	ACMNA002
	Q3	matches a number to its quantity	
Number Sequence	Q1	says numbers in sequence from 1, up to and beyond 100	ACMNA001
	Q2	identifies the number immediately following a given number, up to and beyond 20	
	Q3	identifies the number immediately before a given number, up to and beyond 20	
	Q4	says numbers in sequence backwards from 10	
Principles of Counting	Q1	identifies which of two collections has more	ACMNA289
	Q2	identifies the quantity of collection as the last number said	ACMNA002
	Q3	identifies the quantity of a known collection, regardless of arrangement	
	Q4	identifies the quantity of a collection, when counted from any starting point	
	Q5	collects a set of objects greater than 10	
	Q6	counts a given set of objects to make an equivalent set	
Number Partitioning	Q1	partitions a number less than 10 in various ways	ACMNA004
	Q2&3	solves a problem by partitioning a number less than 10	
Pattern, Position and Shape	Q1	copies and continues a pattern with objects	ACMNA005
	Q2	identifies the position of an object according to order	ACMMG010
	Q3	identifies the position of an object according to locations	
	Q4	identifies common 2-dimensional shapes	ACMMG009
Measurement	Q1	identifies the longer of two objects using direct comparison	ACMMG006
	Q2	identifies the tallest of three objects using direct comparison	
	Q3	identifies the lightest of three objects using direct comparison	
	Q4	orders three objects from heaviest to lightest using direct comparison	
	Q5	says the days of the week in order	ACMMG008
	Q6	identifies the day for tomorrow and the day for yesterday	

Sub-strand	WA Curriculum Content Description	On-entry Assessment Module 2 Skills assessed
	LANGUAGE	
Language for interacting with others	1. Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands	*SPL Task 1 (Oral language)* C1: participates purposefully and engages actively C2: speaks clearly, uses volume, uses pace and tone
	2. Explore language to provide reasons for likes, dislikes and preferences	*SPL Task 1 (Oral language)* C1: participates purposefully and engages actively C4: vocabulary
Text structure, organisation and features	3. Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain.	
	4. Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs	
	5. Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images.	*Writing (The Lunch Boxes)* C1: writes own name C2: purpose and audience C3: print organisation
Language for expressing and developing ideas	6. Understand that a simple sentence consists of a single independent clause representing a single event or idea.	*SPL Task 1 (Oral language)* C3: uses grammatically correct sentences *Writing (The Lunch Boxes)* C6: sentence structure
	7. Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs)	*SPL Task 1 (Oral language)* C3: orders ideas C3: uses grammatically correct sentences *Writing (The Lunch Boxes)* C6: sentence structure
	8. Compare how images in different types of texts contribute to meaning	
	9. Recognise the vocabulary in everyday contexts as well as learning area topics	*SPL Task 1(Oral language)* C4: vocabulary *Writing (The Lunch Boxes)* C5: Vocabulary
	10. Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	*Writing (The Lunch Boxes)* C7: sentence punctuation C8: other punctuation *Reading Task 5 (The Lunch Boxes)* Q11: identifies types and function of common punctuation

Sub-strand	WA Curriculum Content Description	On-entry Assessment Module 2 Skills assessed

Phonic and word knowledge	11. Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	***Reading Task 1 (Rhyming words)*** Q1: identifies rhyming words Q2: generates rhyming words ***SPL Task 2 (Words and sounds)*** Q1: identifies sounds in words
	12. Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness).	***SPL Task 2 (Words and sounds)*** Q2: manipulates sounds in words
	13. Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one and two syllable words.	***Reading Task 3 ('ick' words)*** Q1: reads one and two syllable words
	14. Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.	***Reading Task 2 (Letter Recognition)*** Q1-Q2: identifies the names and sounds of upper- and lower-case letters of the alphabet.
	15. Spell one and two syllable words with common letter patterns	***Writing (The Lunch Boxes)*** C4: text structure C9: spelling
	16. Read and write an increasing number of high frequency words	***Writing (The Lunch Boxes)*** C9: spelling
	17. Recognise and know how to use grammatical morphemes to create word families.	
LITERATURE		
Literature and contexts	18. Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide ranging Australian and world authors and illustrators.	
Engaging with and responding to literature	19. Discuss literary texts and share responses by making connections with children's own experiences.	***Reading Task 5 (The Lunch Boxes)*** Q2-Q8: comprehension
Examining literature	20. Discuss plot, character and setting in stories.	***Reading Task 4 (The Beach ball)*** Q1: Predicts a story based on the cover ***Reading Task 5 (The Lunch Boxes)*** Q1, Q2: retells a story and sequences events
	21. Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme	
Creating literature	22. Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools.	***Reading Task 5 (The Lunch Boxes)*** Q1, Q2: retells a story and sequences events

LITERACY			
Texts in context	23.	Discuss different texts and identify some features that indicate their purposes	***Reading Task 4 (The Beach Ball)*** Q9: identifies the purpose of a checklist.
Interacting with others	24.	Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	***SPL Task 1 (Oral language)*** C1: participates purposefully and engages actively C2: speaks clearly with volume pace and tone C4: vocabulary C5: listens actively C5: responds appropriately
Analysing, interpreting, and evaluating	25.	Describe some similarities and differences between imaginative, informative and persuasive texts.	
	26.	Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge.	***Reading Task 4 (The Beach Ball)*** Q2: reads title of a book Q3, Q4: reads a story with familiar vocabulary with fluency and expression Q11: reads a complex text
	27.	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures.	***Reading Task 4 (The Beach Ball)*** Q1: predicts story from cover Q5-Q8: identifies and describes events in a story read without assistance
Creating texts	28.	Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of one and two syllable words.	***Writing (The Lunch Boxes)*** C4: text structure
	29.	Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace.	***SPL Task 1 (Oral language)*** C1: participates purposefully and engages actively C2: speaks clearly with volume pace and tone
	30.	Write words using unjoined lower- and upper-case letters	***Writing (The Lunch Boxes)*** C1: writes own name C2: purpose and audience C4: text structure
	31.	Explore features of familiar digital tools to create or add to texts	

NUMERACY (M2)			
Task	**Question**	**Skill descriptor**	**Curriculum Link**
Number recognition and Sequence	Q1	recognises numbers up to and beyond 100	ACMNA013
	Q2	counts forwards in sequence from any starting point, up to and beyond 100	ACMNA012
	Q3	identifies the number immediately following a given number, up to and beyond 50	
	Q4	identifies the number immediately before a given number, up to and beyond 50	
	Q5	counts backwards in sequence from 20 to 1 or 0	
	Q6	skips counts by 10s, 2s and/or 5s	
Principles of Counting	Q1	identifies the quantity of a known collection, regardless of arrangement	ACMNA289
	Q2	identifies the quantity of a collection, when counted from any starting point	ACMNA014
	Q3	collects a set of objects greater than 10	
	Q4	counts a given set of objects to make an equivalent set	
Number Partitioning	Q1	partitions a number less than 10 in various ways	ACMNA014
	Q2-4	solves a problem by partitioning a number less than 10	
	Q5	counts a collection of objects using place value	
Addition and Subtraction – mental	Q1	solves simple addition and subtraction problems by visualising quantities	ACMNA015
	Q2	adds three numbers less than ten by rearranging parts	
Number problems	Q1	counts by twos (and adds 1) to identify the quantity of an odd numbered collection	ACMNA015
	Q2	solves a problem requiring the addition of two numbers less than 10	
	Q3&4	solves a problem requiring subtraction of numbers less than 10	
	Q5	solves a problem requiring sharing a number greater than 10	
	Q6	solves a problem requiring grouping numbers less than 10	
Money, Fractions and Pattern	Q1	identifies the value of Australian coins	ACMNA017
	Q2	orders Australian coins according to value	
	Q3	identifies a shape divided into halves	ACMNA016
	Q4	recognises and extends a shape pattern	ACMNA018
	Q5	identifies a pattern that matches a given pattern	
Measurement and Shape	Q1	identifies the longer of two objects using direct comparison	ACMMG019
	Q2	identifies the longer of two lines using arbitrary units of measure	
	Q3	reads time to the hour and half hour	ACMMG020
	Q4	sets time to the hour and half hour	
	Q5	identifies the 2d shapes in a 3d object	ACMMG022

Sub-strand	WA Curriculum Content Description	On-entry Assessment Modules 3 and 4 Skills assessed
	LANGUAGE	
Language for interacting with others	1. Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions	*SPL Task 1 (Oral language)* C1: participates purposefully and engages actively C2: speaks clearly, uses volume, uses pace and tone
	2. Explore how language can be used for appreciating texts and providing reasons for preferences	
Text structure, organisation and features	3. Explore how texts across learning areas are organised differently and use language features depending on purposes	
	4. Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	
	5. Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop down menus or links	*Writing* C1: writes own name C2: purpose and audience C3: print organisation
Language for expressing and developing ideas	6. Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction	*Writing* C6: sentence structure
	7. Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	*SPL Task 1 (Oral language)* C3: orders ideas C3: uses grammatically correct sentences *Writing* C6: sentence structure
	8. Understand that images add to or multiply the meanings of a text	
	9. Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	*SPL Task 1(Oral language)* C4: vocabulary *Writing* C5: vocabulary
	10. Recognise that capital letters are used in titles and commas are used to separate items in lists	*Writing* C7: sentence punctuation C8: other punctuation
Phonic and word knowledge	11. Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	*SPL M3 Task 2 (Words and sounds)* Q1-Q3: manipulates initial, middle and final sounds to form new words
	12. No content	
	13. Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables	
	14. Understand that a sound can be represented by various letter combinations	
	15. Use phoneme–grapheme (sound–letter) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters, when reading and writing words of one or more syllables, including compound words	*Reading M3 Task 1(Blending Sounds)* Q1: segments and blends sound to read words
	16. Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words	*Writing* C9: spelling
	17. Build morphemic word families using knowledge of prefixes and suffixes	

LITERATURE		
Literature and contexts	18. Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide ranging Australian and world authors and illustrators	
Engaging with and responding to literature	19. Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences	***Reading M3 Task 2 (Blackie's Holiday)*** Q1: identifies text on cover as being author and illustrator ***Reading M3 Task 3 (Tap Dancing Star)*** Q1: retells a story including sequencing of events ***Reading M4 Task 2 (The Golden Carambola Tree)*** Q1: retells a story including sequencing of events
Examining literature	20. Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways	***Reading M4 Task 2 (The Golden Carambola Tree)*** Q6-Q8: identifies and describes events and characters in a story read aloud
	21. Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes and songs	
Creating literature	22. Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	
LITERACY		
Texts in context	23. Identify how similar topics and information are presented in different types of texts	
Interacting with others	24. Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions	***SPL Task 1 (Oral language)*** C1: participates purposefully and engages actively C2: speaks clearly with volume pace and tone C4: vocabulary C5: listens actively C5: responds appropriately ***SPL M3 Task 3 (Tap Dancing Star)*** ***SPL M4 Task 2 (The Golden Carambola Tree)*** Q2-Q5: retells story using appropriate vocabulary, sentence structure, tone, pace expression without prompting

	25. Identify the purpose and audience of imaginative, informative and persuasive texts	
Analysing, interpreting, and evaluating	26. Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies	*Reading M3 Task 2 (Blackie's Holiday)* Q2 – Q3: reads a story with familiar vocabulary with fluency and expression self-correcting if required *Reading M4 Task 1 (Tiger and the Big Wind)* Q1 and Q2: reads a story with some unfamiliar vocabulary and varied sentence structures with fluency and expression
	27. Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes	*Reading M3 Task 4 (Blackie's Holiday)* Q4-Q11: uses comprehension strategies to describes events, infer meaning in texts read *Reading M3 Task 3 (Tap Dancing Star)* Q6 - Q13: uses comprehension strategies to describe, interpret and infer meaning in a text read to them *Reading M4 Task 1 (Tiger and the Big Wind)* Q3 – Q5, Q9, Q10: uses comprehension strategies to describes events, infer meaning in texts read *Reading M4 Task 2 (The Golden Carambola Tree)* Q10 - Q13: infers reason for characters actions
Creating texts	28. Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two syllable words	*Writing* C4: text structure
	29. Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic specific vocabulary, and varying tone, volume and pace	*SPL Task 1 (Oral language)* C1: participates purposefully and engages actively C2: speaks clearly with volume pace and tone
	30. Write words legibly and with growing fluency using unjoined lower and upper-case letters	*Writing* C1: writes own name C2: purpose and audience C4: text structure
	31. Use features of digital tools to create or add to texts	

NUMERACY (M3)			
Task	**Question**	**Skill descriptor**	**Curriculum Link**
Number recognition and Sequence	Q1	recognises numbers up to and beyond 1 000	ACMNA027
	Q2	counts forwards in sequence from any starting point, up to and beyond 1 000	ACMNA026
	Q3	counts backwards in sequence from 54	
	Q4	orders numbers up to and beyond 1 000	
	Q5	skips counts by 10s, 2s, 5s and 3s	
Number Problems	Q1&2	solves a problem by partitioning a number greater than 10	ACMNA030
	Q3	counts a collection using place value	ACMNA028
	Q4	matches a number sentence to its visual representation	ACMNA036
	Q5	solves a subtraction problem (91-8) by applying an understanding of the term difference	ACMNA030
	Q6	solves a problem by sharing a number greater than 10	ACMNA032
	Q7	solves a problem by grouping two numbers less than 10	ACMNA031
Addition - mental strategies	Q1	adds three numbers less than ten by rearranging parts	ACMNA030
	Q2	adds four numbers up to and beyond ten by rearranging parts	
Fractions, Money and Pattern	Q1	identifies halves, thirds, quarters and eighths	ACMNA033
	Q2	orders Australian coins according to value	ACMNA034
	Q3	identifies the total value of small collections of coins	
	Q4	identifies a shape pattern	ACMNA018
	Q5	identifies the missing number in a number pattern and describes the pattern	ACMNA035
Measurement, Shape and Location	Q1	identifies the longer of two lines using arbitrary units and recognises that length remains constant regardless of unit	ACMMG037
	Q2	reads time to the hour, half hour and quarter hour	ACMMG039
	Q3	sets time to the hour, half hour and quarter hour	
	Q4	says months of the year in sequence	ACMMG040
	Q5	interprets information in a one-month calendar	ACMMG040
	Q6	identifies the 2d shapes in a 3d object	ACMMG043
	Q7	identifies the location of a landmark on a map by applying an understanding of direction	ACMMG044

APPENDIX B

B.1: Checklists for principals and teachers

		CHECKLIST FOR PRINCIPALS	
		TASK	✔
BEFORE		Read the *Handbook for principals, teachers and administrators,* understand and accept the terms of use of the assessment.	
		Ensure that all participating teachers are given access to the On-entry assessment system, and linked to their class.	
		Ensure parents/care givers of participating students are informed of the assessment program.	
		Liaise with the classroom teacher and parents/care givers of students who require exemptions.	
		Ensure that exemption/withdrawal forms are completed, signed and entered in the online system. Signed forms must be kept on file at the school	
		Ensure teachers have all required resources.	
		Determine ways teachers will be supported, e.g. teacher relief, to facilitate preparation and administration of assessments.	
		Collaborate with all participating teachers to ensure that the assessment tasks are conducted in the same way and around the same time across the school (this will contribute to valid comparisons).	
DURING		Download the *Assessment Status* report on a regular basis to view the progress of the assessment program.	
		Provide teachers with ongoing support to ensure they can administer the tasks within the assessment period.	
		Ensure that teachers are administering the tasks correctly and consistently.	
AFTER		Ensure that teachers have uploaded their data to the online assessment system.	
		Ensure that teachers have destroyed all Record sheets and Administration instructions.	
		Download the [Guide to Reporting](#) to familiarise with the reports and to guide teachers to use the information for classroom and school planning and delivery.	
		Have open discussions with teachers to analyse assessment results how these can inform planning.	
		Collaborate with teachers to decide if/when the *Summary for parents* will be sent home. It is recommended that each student's *Summary for Parents* report is sent home to their parent/care giver. *Summary for parents* report requires principal's signature.	
		Ensure that all physical resources have been stored securely for the next assessment period.	

CHECKLIST FOR TEACHERS		
	TASK	✓
BEFORE	Read the *Handbook for principals, teachers and administrators.*	
	Access the *Preview* section of the online application to familiarise yourself with the assessments.	
	Ensure parents/care givers of participating students are informed of the assessment program.	
	Upload/update class lists as required to complete the assessments	
	Identify students who require adjustments for disability or exemptions.	
	Liaise with the principal and parents/care givers to complete exemptions process for pre-primary students and enter the exemptions online.	
	Assign assessments for participating Year 1 and Year 2 students.	
	Ensure that you have all required resources readily available including resources that require assembling and those provided by the school.	
	Collaborate with the principal and all participating teachers to ensure that the assessment tasks are conducted in the same way and around the same time across the school (this will contribute to valid comparisons).	
	Download the required *Record sheets* and *Task instructions.* These are in word format so that names can be entered before printing.	
	Ensure that you have access to a quiet area for the tasks to be conducted away from the group.	
	Download a copy of the W*riting marking guide* to consistently mark student's writing. Additional exemplars are available to mark Pre-primary students' writing.	
DURING	Ensure that each child feels comfortable and confident during the assessment.	
	Ensure that the students you are assessing are not distracted by others in the class.	
	Ensure that the tasks are administered correctly and consistently with other teachers.	
	Ensure the instruction for the questions are not altered or adjusted during delivery.	
	Ensure that students' responses are recorded accurately.	
AFTER	Upload all responses recorded on the *Record sheets* to the online assessment system.	
	Destroy all *Record sheets* and *Administration instructions.*	
	Download the Guide to Reporting and familiarise yourself with the reports and how they can be utilised in the classroom/school.	
	Collaborate with the principal to decide if/when the *Summary for parents* will be sent home. It is recommended that each student's *Summary for Parents* report is sent home to their parent/care giver.	
	Ensure that all physical resources have been stored securely for the next assessment period.	

B.2: Resources for Modules 1-4

Module 1 - resources (by assessment, task and question)

SPEAKING AND LISTENING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Initial and final sounds	initial sounds picture card	1	resource kit	1
	blank paper		class/school	1

READING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Letter Recognition	letter recognition card (double sided – upper and lower case)	Q1&2	resource kit	1
	blank paper		class/school	1
Cupcakes	*Cup Cakes* reading book	Q1—11	resource kit	1
Clever Max	*Clever Max* reading book	Q1—8	resource kit	1

WRITING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Clever Max writing	*Clever Max* reading book	C1—9	resource kit	1
	a blank piece of paper per student		class/school	1 per student
	writing/drawing equipment		class/school	
	On-entry Writing Marking Guide		website	1

NUMERACY				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Number and Quantity	dot cards	Q1&3	resource kit	1 set (11)
	number cards	Q2&3	resource kit	1 set (11)
Principles of Counting	coloured plastic teddies (same size if possible)	Q1—6	class/school	approx. 20
	counters (same colour if possible)	Q6	class/school	container
Number partitioning	coloured plastic teddies	Q2&3	class/school	container
	opaque container			1
Pattern, Position and Shape	coloured plastic teddies	Q1—3	class/school	container
	container with lid	Q3	class/school	1
	'train' shape card	Q4	resource kit	1
Measurement	pop stick	Q1	class/school	1
	string – 1cm longer than pop stick			
	3D containers (see below for details)	Q2—4	resource kit	1 set (3)
	A3 sheet (circle on left-hand side)	Q4	website	1

* Before sealing the 3D containers, insert a zip-lock bag of rice with the following weights:

  'cereal box' – 200 g   'milk carton' – 100 g   'treasure chest' - empty

Module 2 - resources (by assessment, task and question)

READING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Letter Recognition	letter recognition card (double sided – upper and lower case)	Q1 & 2	resource kit	1
	blank paper		class/school	1
'ick' words	'ick' words card	Q1	resource kit	1
The Beach Ball	*The Beach Ball* reading book	Q1—11	resource kit	1
	The Beach Ball running record sheet	Q3&4	website	1 per student
The Lunch Boxes	*The Lunch Boxes* reading book	Q1—8	resource kit	1

WRITING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
The Lunch Boxes writing	*The Lunch Boxes* reading book	C1—9	resource kit	1
	writing paper		class/school	
	writing/drawing equipment		class/school	
	On-entry Writing marking guide		website	1

NUMERACY				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Number recognition	number cards (12,40,21,78,18,109)	Q1	resource kit	1 set (6)
Principles of Counting	coloured plastic teddies	Q1—4	class/school	container
	counters	Q4	class/school	container
Number partitioning	coloured plastic teddies	Q2—4	class/school	container
	opaque container, e.g. ice-cream container		class/school	1
	place value cards (pencils)	Q5	resource kit	1 set (5)
Addition and subtraction – mental strategies	coloured plastic teddies	Q1	class/school	container
	container with lid		class/school	1
	number cards (1, 3, 4, 6, 7, 9)	Q2	resource kit	1 set (6)
Number problems	counters	Q1	class/school	container
	counters, ruler, pencils, paper	Q2—6	class/school	assorted
Money, Fractions and Pattern	plastic Australian coins	Q1&2	class/school	1 set
	fractions/lines card (A4 double sided)	Q3	resource kit	1
	pattern strips (A3 (2) require cutting)	Q4&5	resource kit	1 set (6)
	2D shape cards (A3 (1) require cutting)	Q4	resource kit	1 set (24)
Measurement and Shape	pop stick	Q1	class/school	1
	string – 1cm longer than pop stick			
	fractions/lines card (A4 double sided)	Q2—4	resource kit	1
	2 cm blocks (preferably not unifix)	Q2	class/school	container
	clock (teaching style)	Q3&4	class/school	1
	3D prism (requires construction)	Q5	resource kit	1
	2D shape cards			1 set (24)

Module 3 - resources (by assessment, task and question)

SPEAKING AND LISTENING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
story retell	*Tap Dancing Star* reading book	Q2—5	resource kit	1

READING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Blending sounds	'p' words card	Q1	resource kit	1
Blackie's Holiday	*Blackie's Holiday* reading book	Q1—10	resource kit	1
	Blackie's Holiday running record sheet	Q2&3	website	1 per child
Tap Dancing Star	*Tap Dancing Star* reading book	Q1—13	resource kit	1

WRITING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Tap Dancing Star writing	*Tap Dancing Star* reading book	C1—9	resource kit	1
	writing paper		class/school	
	writing/drawing equipment		class/school	
	On-entry Writing marking guide		website	1

NUMERACY				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Number	number cards	Q1&4	resource kit	1 set (7)
Number problems	coloured plastic teddies	Q1&2	class/school	approx. 20
	opaque container			1
	place value cards (pencils)	Q3	resource kit	1 set (5)
	'ladybird' card	Q4	resource kit	1
	'Jim is 91…' card	Q5	resource kit	1
	counters, ruler, pencils, paper	Q6&7	class/school	assorted
Addition - mental strategies	number cards (1-14)	Q1&2	resource kit	1 set (6)
Fractions, Money, and Pattern	fractions card	Q1	resource kit	1
	plastic Australian coins	Q2&3	class/school	1 set
	'buttons' pattern card	Q4	resource kit	1
	'missing number' pattern card	Q5	resource kit	1
Measurement, Shape and Location	two lines/map card (A4 double sided)	Q1	resource kit	1
	1 cm & 2 cm blocks (not unifix)		class/school	container
	clock (teaching style)	Q2&3	class/school	1
	'July' calendar card	Q5	resource kit	1
	3d prism (requires construction)	Q6	resource kit	1
	2D shape cards (requires cutting)			1 set (24)
	A4 map card	Q7	resource kit	1

Module 4 - resources (by assessment, task and question)

SPEAKING AND LISTENING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
The Golden Carambola Tree retell	*The Golden Carambola Tree* reading book	Q2—5	resource kit	1

READING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
Tiger and the Big Wind	*Tiger and the Big Wind* reading book	Q1—10	resource kit	1
	Tiger and the Big Wind running record sheet	Q1&2	website	1 per student
The Golden Carambola Tree	*The Golden Carambola Tree* reading book	Q1—13	resource kit	1

WRITING				
Task	**Resource/s**	**Question/s**	**Source**	**Quantity**
The Golden Carambola Tree writing	*The Golden Carambola Tree* reading book	C1—9	resource kit	1
	writing paper		class/school	
	writing equipment		class/school	
	On-entry Writing marking guide		website	1