



Department of
Education



On-entry Assessment Program

Guide to reporting

AISWA and CEWA version



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Section A: General Information

Principals, teachers and school administrators can access the On-entry assessment reports literacy and numeracy reports, for current and previous students at any time.

Teachers can access reports related to their class only, principals (and staff assigned an administrator role) can access all individual, class and cohort reports.

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;
- monitor the progress for students in Years 1 and 2 and
- inform whole school planning, review programs, priorities or initiatives.

On-entry scale

Student performance is reported as a scale score, measured against the On-entry scale. This scale measures discrimination of performance, each raw score is converted to a different scale score.

All modules are on the same scale. Regardless of the module assessed, students who achieve the same score have demonstrated the same ability. For example, a Year 1 student who scores 500 in reading using Module 2 has the same ability as another student who scores 500 using Module 1.

Writing

Writing is scored using a common marking rubric from Pre-primary – Year 2 and performance is reported on a common scale. The marking rubric and resulting scale captures the developmental continuum in writing, for most students, from the beginning of Pre-primary to the end of Year 2. It may be reasonable to expect that most Pre-primary students will be at the lower end of the scale, most Year 1 students at the lower to middle range of the scale and most Year 2 students at the middle to upper range of the scale.

Performance Standards

There is no 'desirable score' or minimum standard for the commencement of Pre-primary. Median scores can be used in combination with the trends in historical data to better understand the On-entry data. Evidence shows that a low score at the beginning of Pre-primary does not predict a student's capacity to progress through school. Additional evidence is required to make judgements about the student's skills and understandings early in the year to determine whether early intervention is required.

Whilst there are currently no desirable scores for students in Years 1 and 2, the median scores and average progression may be used to compare individual and group performances this again may be based on trends in historical data.

Target setting

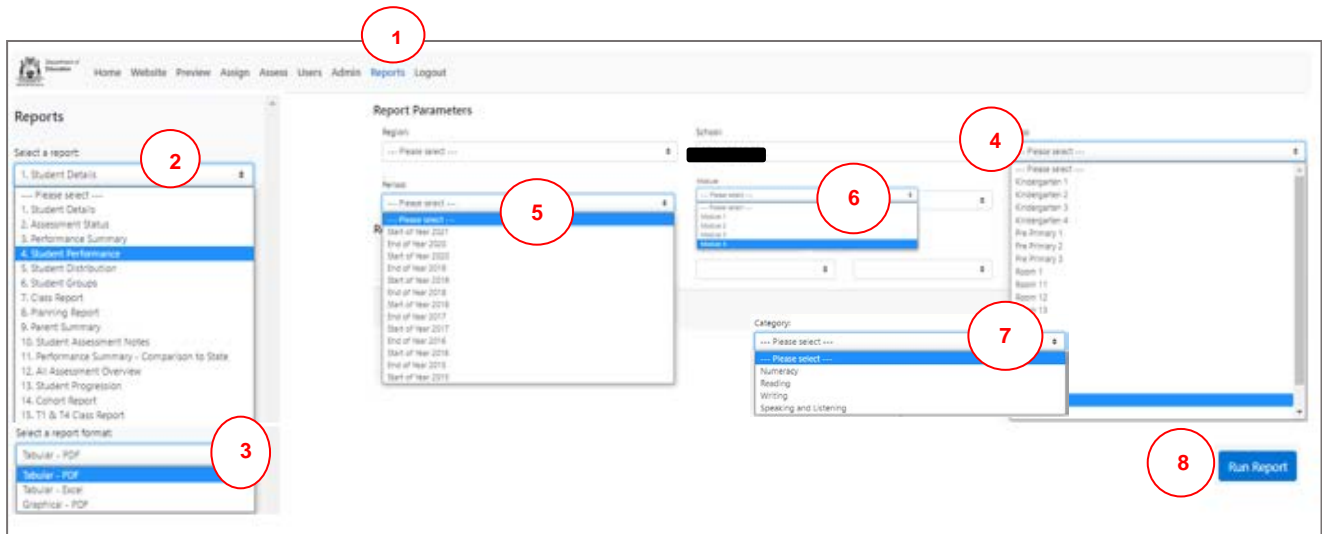
As On-entry assesses students in the first few weeks of the first year of compulsory schooling, it is not appropriate to set targets for the beginning of Pre-primary. However, it is appropriate to set targets for the beginning of Year 1 and the beginning of Year 2 – in terms of either performance.

On-entry assessment is designed for the start of the year; hence any comparison of On-entry scores should only be based on Term 1 assessments. Term 4 assessments cannot be used for any comparisons.

Section B: Accessing Reports

Current Reports

To access current reports, follow the steps below.



1. Click on *Reports* at the top of the screen.
2. Select the required report from the *Select a report* drop down menu.
3. Select the required report format, i.e., PDF, Excel or graphical, from the drop-down menu.
4. Select the required class (omit this step if cohort data is required).
5. Select the relevant assessment period, e.g., Start of 2022.
6. Select the relevant module, i.e., Module 1, 2, 3 or 4 (not required for all reports).
7. If relevant, select the required assessment from the *Category* drop down menu (not required for all reports).
8. Click *Run Report*. Open the report from the download bar at the bottom of your screen.

Report Filters

Report filters enable sub-group data to be generated, i.e. year level, gender, ATSI and/or EALD.

Note: If sub-group data is not required, leave this section blank, including year level.

Historical Reports

Reports are based on students' current year level and class. To generate historical reports, follow the steps outlined above. Select the required assessment period, e.g. Start of 2018; but leave the *Class* and *Year Level* blank. This will generate a report for all students who completed an assessment during the selected period.

Report Summary

Report Title	Display	Target Audience
1. Student Details	Displays student details including date of birth, gender, current year level, current class, ATSI and EALD status as entered in SIS also displays completed assessments.	Teacher Principal
2. Assessment Status	Displays the participation status for students i.e., the numbers of students who have assessments finalised, not started, in complete or exempted.	Teacher Principal
3. Performance Summary	Displays the number, percentage and cumulative frequency of students in a class or cohort at each score range on the scale. Does not display student names.	Teacher Principal
4. Student Performance	Displays each student's scale score for all completed assessments.	Teacher
5. Student Distribution	Displays each student's name and their score at their location along the scale.	Teacher
6. Student Groups	Displays students' names in one of five groups according to the percentage of the assessment answered correctly.	Teacher
7. Class Report and 15. T1&T4 class report	Displays the responses that each student in a class provided to all questions in the assessment. T1 and T4 class report displays responses in Term 1 and Term 4 for students assessed.	Teacher
8. Planning Report	Groups students according to specific skills and understandings demonstrated in the On-entry assessment.	Teacher
9. Parent Summary	Individual report that displays key skills and understandings the student demonstrated during the assessment.	Parent
10. Assessment Notes	Displays the notes taken by the teacher/administrator during the assessment.	Teacher Principal
12. All Assessment Overview	Contains all current students' scores for every On-entry assessment completed.	Teacher
13. Student Progression	Shows progress from one assessment to the next for all completed modules. Due to the nature of the Speaking and Listening assessment, progress in this category is not displayed.	Teacher
14. Cohort Report	Displays the responses that each student in a cohort provided to all questions in the assessment. Select this report to view more than one class on the same report.	Principal

Section D: Reports in Detail

This section explains each report, including the information displayed, the purpose of the report, how you can use the information, the target audience and the formats in which you can generate the reports, i.e., PDF, Excel, Graphical. Excel allows you to manipulate and sort the data. Graphical PDF provide an alternative view of the data and may assist you to contextualise performance against the scale.

Note: The reports displayed in this section are actual school reports and as such contain redacted information.

1. Students Details

On-entry Assessment - Student Details Report	
School : PS	
Additional Filters Applied : None.	
<hr/>	
Student	Year Level: Pre Primary
Date of Birth: 20/11/2015	ATSI Status: N
Gender: Boy	EALD: N
Class: PP/KP	
Completed Assessments:	
None.	
<hr/>	
Student	Year Level: Year 1
Date of Birth: 14/03/2015	ATSI Status: N
Gender: Boy	EALD: Y
Class: Room 03	
Completed Assessments:	
Reading	Module 1 21/02/2020
Speaking and Listening	Module 1 27/02/2020
Numeracy	Module 1 06/03/2020
Writing	Module 1 11/03/2020
<hr/>	
Student	Year Level: Year 5
Date of Birth: 18/10/2010	ATSI Status: N
Gender: Boy	EALD: Y
Class: Room 08	Disabilities: Specific speech/language impairment
Completed Assessments:	
Literacy	Module 1 22/02/2016
Numeracy	Module 1 15/03/2016
Numeracy	Module 2 27/02/2017
Numeracy	Module 2 30/10/2017
<hr/>	
Information	Students' details as recorded in School Information System (SIS) - including name (legal name), date of birth, gender, current year level, current class, ATSI status, EALD and disability. In addition, the report displays all previously completed On-entry assessments.
Purpose	Verify the accuracy of student information, e.g. correct class. Any changes made in SIS will appear in On-entry the following day.

2. Assessment Status

On-entry Assessment - Assessment Status Report						
School : PS						
Assessment Period : Start of 2020						
Assessment Module : All						
Additional Filters Applied : Year Level : Pre Primary						
Year Level	Assessment Module	Not Started	In Progress	Finalised	Exempted / Withdrawn	Total
Pre Primary	Sp list Module 1	6	0	46	1	53
Pre Primary	Reading Module 1	6	0	46	1	53
Pre Primary	Writing Module 1	6	0	46	1	53
Pre Primary	Numeracy Module 1	6	0	47	0	53
Name	Class	Year Level	Reading	Writing	Sp list	Numeracy
	ECE1/PP	Pre Primary	Finalised	Finalised	Finalised	Finalised
	ECE3/ PP	Pre Primary	Finalised	Finalised	Finalised	Finalised
	ECE3/ PP	Pre Primary	Exempt	Exempt	Exempt	Finalised
	ECE1/PP	Pre Primary	Finalised	Finalised	Finalised	Finalised
	ECE3/ PP	Pre Primary	Finalised	Finalised	Finalised	Finalised
	ECE1/PP	Pre Primary	Finalised	Finalised	Finalised	Finalised
	ECE3/ PP	Pre Primary	Not Started	Not Started	Not Started	Not Started
Information	Displays current participation status – not started, in progress, finalised, withdrawn or exempted at the year, class and individual level.					
Purpose	Enables the user to monitor the progress of assessments to ensure that all assessments are finalised before the assessment period closes. Note that assessments recorded on hard copies may appear as Not Started. Assessment status will only change to <i>In progress</i> once the user has started an assessment in the system.					

3. Performance Summary

Performance Summary Report – Excel/PDF

On-entry Assessment - Performance Summary Report												
Class :												
Assessment Period : Start of 2019												
Assessment Module : Module 1												
Additional Filters Applied : None.												
Scale Score Range	Speaking and Listening			Reading			Writing			Numeracy		
	Students		CF	Students		CF	Students		CF	Students		CF
	No.	%	%	No.	%	%	No.	%	%	No.	%	%
0 - 99	0	0%	0%	0	0%	0%	1	4%	4%	0	0%	0%
100 - 149	0	0%	0%	0	0%	0%	2	9%	13%	0	0%	0%
150 - 199	0	0%	0%	0	0%	0%	4	17%	30%	0	0%	0%
200 - 224	0	0%	0%	0	0%	0%	7	30%	61%	0	0%	0%
225 - 249	0	0%	0%	0	0%	0%	3	13%	74%	0	0%	0%
250 - 274	0	0%	0%	0	0%	0%	1	4%	78%	0	0%	0%
275 - 299	2	9%	9%	0	0%	0%	0	0%	78%	0	0%	0%
300 - 324	0	0%	9%	0	0%	0%	0	0%	78%	3	13%	13%
325 - 349	1	4%	13%	0	0%	0%	1	4%	83%	0	0%	13%
350 - 374	2	9%	22%	2	9%	9%	0	0%	83%	1	4%	17%
375 - 399	0	0%	22%	0	0%	9%	0	0%	83%	0	0%	17%
400 - 424	1	4%	26%	4	17%	26%	1	4%	87%	1	4%	22%
425 - 449	0	0%	26%	2	9%	35%	0	0%	87%	10	44%	65%
450 - 474	3	13%	39%	4	17%	52%	3	13%	100%	3	13%	78%
475 - 499	2	9%	48%	7	30%	83%	0	0%	100%	1	4%	83%
500 - 524	5	22%	70%	2	9%	91%	0	0%	100%	2	9%	91%
525 - 549	1	4%	74%	0	0%	91%	0	0%	100%	1	4%	96%
550 - 574	3	13%	87%	0	0%	91%	0	0%	100%	0	0%	96%
575 - 599	0	0%	87%	2	9%	100%	0	0%	100%	0	0%	96%
600 - 624	0	0%	87%	0	0%	100%	0	0%	100%	1	4%	100%
625 - 649	0	0%	87%	0	0%	100%	0	0%	100%	0	0%	100%
650 - 674	1	4%	91%	0	0%	100%	0	0%	100%	0	0%	100%
675 - 699	0	0%	91%	0	0%	100%	0	0%	100%	0	0%	100%
700 - 724	2	9%	100%	0	0%	100%	0	0%	100%	0	0%	100%
Total	23	100%	100%	23	100%	100%	23	100%	100%	23	100%	100%

Information	Displays the number (No.) and percentage (%) of students in a class or cohort at each score range on the On-entry scale. The Cumulative Frequency (CF) shows the percentage of students at and below each score range. The CF shows the distribution of students across the scale.
Purpose	Enables observations about the distribution of a class/cohort across the scale. Note: observations regarding the distribution of students in Writing should be made with the understanding that the Writing scale covers Pre-primary to Year 2. A visual display of this information can be generated by selecting graphical format.

Performance Summary: graphical

<p style="text-align: center;">On-entry Assessment - Performance Summary Report</p> <p>School : PS Assessment Period : Start of 2020 Assessment Module : Module 1 Additional Filters Applied : None.</p>																																																	
<p>The Reading chart shows the percentage of students in various scaled score ranges. The x-axis represents Scaled Score (0-99 to 675-699) and the y-axis represents % of Students in Group (0% to 100%). The distribution is skewed to the right, with the highest percentage of students (approximately 25%) falling in the 450-474 range.</p> <table border="1"> <caption>Reading Performance Data</caption> <thead> <tr> <th>Scaled Score Range</th> <th>% of Students in Group</th> </tr> </thead> <tbody> <tr><td>0-99</td><td>0%</td></tr> <tr><td>100-149</td><td>0%</td></tr> <tr><td>150-199</td><td>0%</td></tr> <tr><td>200-224</td><td>0%</td></tr> <tr><td>225-249</td><td>0%</td></tr> <tr><td>250-274</td><td>0%</td></tr> <tr><td>275-299</td><td>0%</td></tr> <tr><td>300-324</td><td>2%</td></tr> <tr><td>325-349</td><td>4%</td></tr> <tr><td>350-374</td><td>6%</td></tr> <tr><td>375-399</td><td>4%</td></tr> <tr><td>400-424</td><td>18%</td></tr> <tr><td>425-449</td><td>16%</td></tr> <tr><td>450-474</td><td>25%</td></tr> <tr><td>475-499</td><td>6%</td></tr> <tr><td>500-524</td><td>8%</td></tr> <tr><td>525-549</td><td>0%</td></tr> <tr><td>550-574</td><td>0%</td></tr> <tr><td>575-599</td><td>0%</td></tr> <tr><td>600-624</td><td>0%</td></tr> <tr><td>625-649</td><td>0%</td></tr> <tr><td>650-674</td><td>0%</td></tr> <tr><td>675-699</td><td>0%</td></tr> </tbody> </table>		Scaled Score Range	% of Students in Group	0-99	0%	100-149	0%	150-199	0%	200-224	0%	225-249	0%	250-274	0%	275-299	0%	300-324	2%	325-349	4%	350-374	6%	375-399	4%	400-424	18%	425-449	16%	450-474	25%	475-499	6%	500-524	8%	525-549	0%	550-574	0%	575-599	0%	600-624	0%	625-649	0%	650-674	0%	675-699	0%
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Information	Displays a visual representation of the performance summary data, i.e., percentage of students in a class or cohort at various score ranges on the scale.																																																
Purpose	Enables the user to observe the distribution of a class/cohort against the full scale. Note: ensure observations regarding the distribution of Writing are with the understanding that the Writing scale covers Pre-primary to Year 2. It is expected that most Pre-primary students will be at the lower ranges of the scale.																																																

4. Student Performance

Various display options and formats are available to display students' scores. These include displaying all or selected assessment categories and displaying the data in PDF, Excel or Graphical formats. Instructions for generating the various forms of this report are explained below.

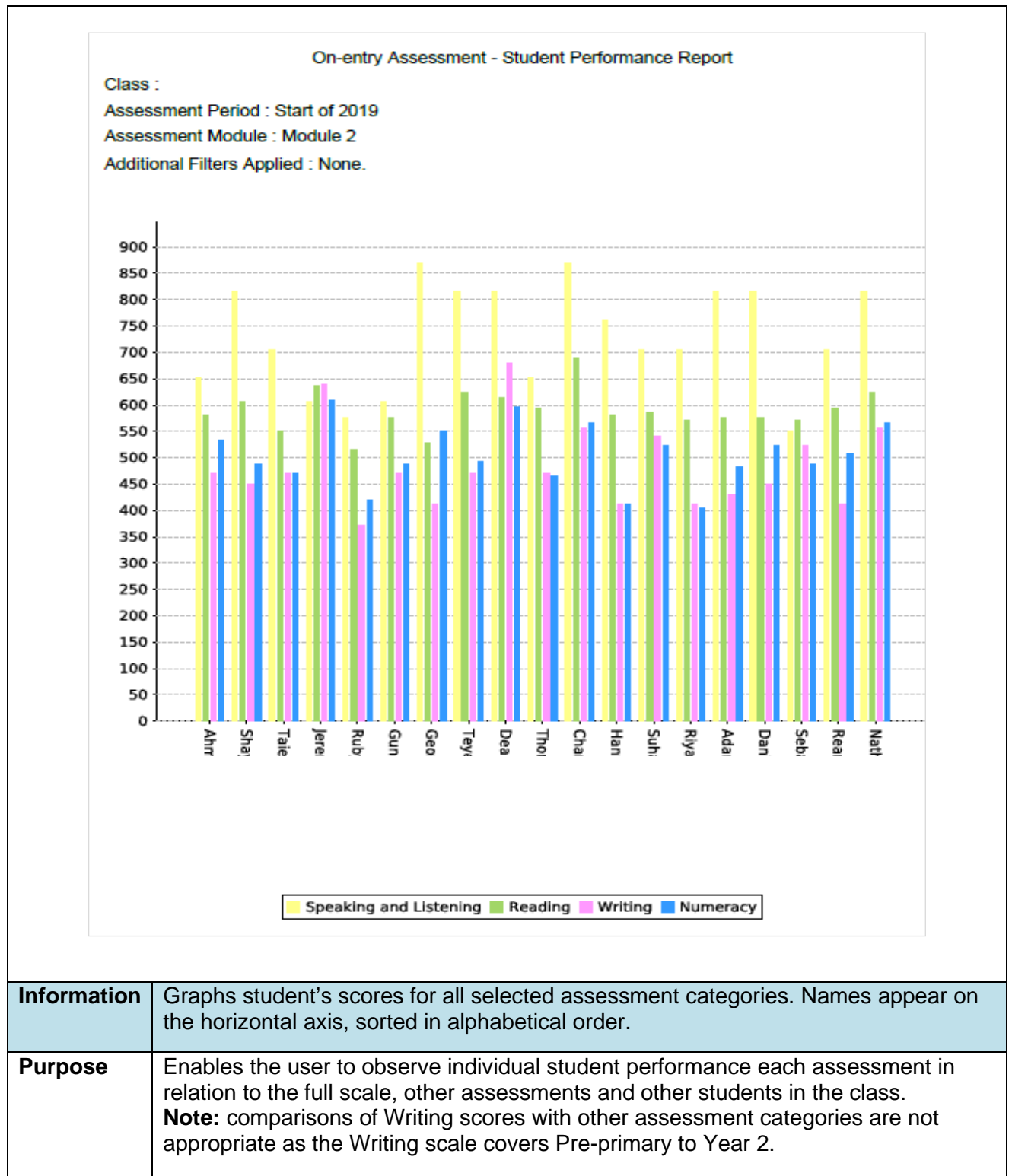
Student Performance – more than one assessment category (PDF/Excel)

To display student scores for more than one assessment in the same report, select the required assessments from the *Categories* drop-down menu. If more than one assessment is selected, the data will be sorted in alphabetical order.

On-entry Assessment - Student Performance Report					
Assessment Period : Start of 2020					
Assessment Module : Module 1					
Additional Filters Applied : None.					
First Name	Last Name	Speaking and Listening	Reading	Writing	Numeracy
Lucas		534	428		464
Riley		518	450	176	486
Tyson		330	422	141	415
Mia		487	445	242	442
Tahlia		441	428	242	408
Lola		441	467	242	386
Noah		424	428	242	422
Tatum		570	539	372	510
Emily		472	445	242	429
Hugo		592	473	293	486

Information	Displays student's scores for all selected assessment categories. Sorts data by surname alphabetical order.
Purpose	Enables the user to view the performance of all students in a class/cohort in more than one assessment category.

Student performance - more than one assessment category



Information Graphs student's scores for all selected assessment categories. Names appear on the horizontal axis, sorted in alphabetical order.

Purpose Enables the user to observe individual student performance each assessment in relation to the full scale, other assessments and other students in the class.
Note: comparisons of Writing scores with other assessment categories are not appropriate as the Writing scale covers Pre-primary to Year 2.

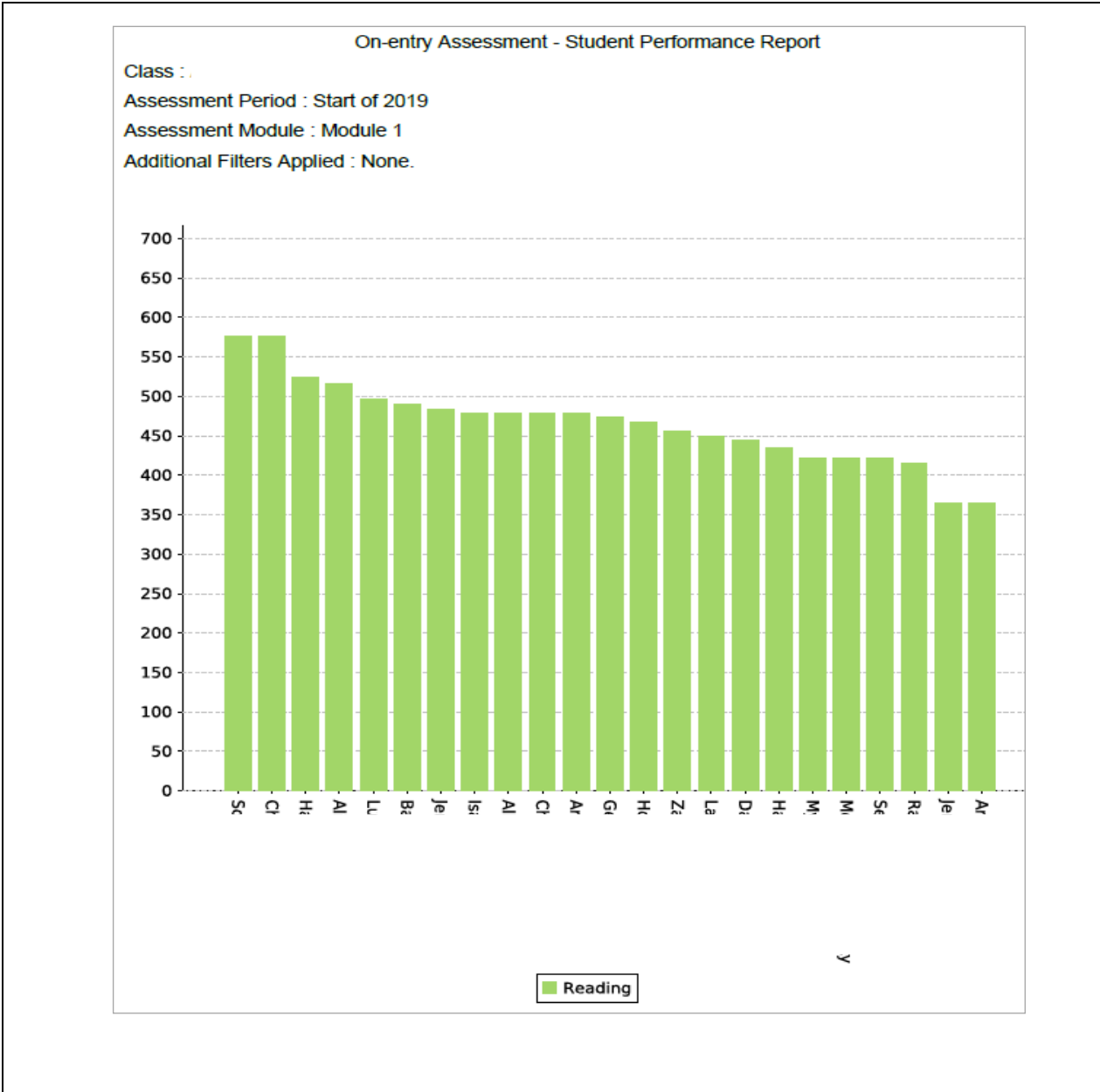
Student Performance – one assessment category only (PDF/Excel)

To display one assessment category only, select the required assessment in the *Categories* drop-down menu. This option will sort students in descending order according to score.

To compare the rank order of one assessment to other assessments, a report for each category needs to be downloaded individually.

<p>On-entry Assessment - Student Performance Report</p> <p>Class : PS - Pre Primary 2 Assessment Period : Start of 2022 Assessment Module : Module 1 Additional Filters Applied : None.</p>																																																																															
	<table border="1"> <thead> <tr> <th style="width: 30%;">First Name</th> <th style="width: 30%;">Last Name</th> <th style="width: 10%;">Speaking and Listening</th> <th style="width: 10%;">Reading</th> <th style="width: 10%;">Writing</th> <th style="width: 10%;">Numeracy</th> </tr> </thead> <tbody> <tr><td>Marlin</td><td></td><td></td><td>503</td><td></td><td></td></tr> <tr><td>Harley</td><td></td><td></td><td>503</td><td></td><td></td></tr> <tr><td>Brooklyn</td><td></td><td></td><td>503</td><td></td><td></td></tr> <tr><td>Phoenix</td><td></td><td></td><td>496</td><td></td><td></td></tr> <tr><td>Oscar</td><td></td><td></td><td>496</td><td></td><td></td></tr> <tr><td>Rias</td><td></td><td></td><td>490</td><td></td><td></td></tr> <tr><td>Beau</td><td></td><td></td><td>484</td><td></td><td></td></tr> <tr><td>Valerie</td><td></td><td></td><td>473</td><td></td><td></td></tr> <tr><td>Emily</td><td></td><td></td><td>467</td><td></td><td></td></tr> <tr><td>Xayvier</td><td></td><td></td><td>462</td><td></td><td></td></tr> <tr><td>Edith-Ivy</td><td></td><td></td><td>462</td><td></td><td></td></tr> <tr><td>Zander</td><td></td><td></td><td>450</td><td></td><td></td></tr> </tbody> </table>	First Name	Last Name	Speaking and Listening	Reading	Writing	Numeracy	Marlin			503			Harley			503			Brooklyn			503			Phoenix			496			Oscar			496			Rias			490			Beau			484			Valerie			473			Emily			467			Xayvier			462			Edith-Ivy			462			Zander			450		
First Name	Last Name	Speaking and Listening	Reading	Writing	Numeracy																																																																										
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Rias			490																																																																												
Beau			484																																																																												
Valerie			473																																																																												
Emily			467																																																																												
Xayvier			462																																																																												
Edith-Ivy			462																																																																												
Zander			450																																																																												
Information	Displays students' scores for only the assessment category selected. Sorts the data from highest to lowest score.																																																																														
Purpose	Enables the user to view the rank order of a class/cohort. By downloading each assessment individually, the user can compare the rank orders of each of the assessments.																																																																														

Student performance – one assessment category only



Information	Graphs students' scores for only the assessment category selected. Sorts the data from highest to lowest score, left to right.
Purpose	Enables the user to view the rank order of a class/cohort in relation to the scale.

5. Student Distribution

	<p style="text-align: center;">On-entry Assessment - Student Distribution Report (Print as A3)</p> <p>Class : A I PS - Assessment Period : Start of 2022 Assessment Module : Module 1 - Reading</p> <p>DL (538) SS (538) EJ (531) SW (524) JC (516) CM (516)</p> <p>PP (503) RS (503) MC (496) TK (496) JW (496) ZS (496) GA (490) AH (490) ZK (490) AJ (490) CD (484) EB (478) SV (478) AD (473) KT (473) SM (473) AA (473) AK (473) LG (467) KT (467) JN (467) KH (467) JM (467) CE (462) WP (462) IB (462) RT (462) PP (462) JT (462) TP (456) AV (456) AD (456) CC (456) EE (456) RO (456)</p> <p>AG (450) EB (450) FJ (450) AH (450) RH (450) NT (450) ZB (450) SV (450) RG (450) ZB (450) AW (450) ZK (445) CM (445) NE (445) CC (445) EJ (445) ET (445) RT (445) EH (439) MM (439) CP (439) OS (439) NA (439) CW (439) AT (434) JB (434) EJ (434) AS (428) MC (428) DF (428) EB (428) HS (422) KP (422) HA (422) LC (422) AC (422) AD (422) DS (422) GB (418) BC (418) CT (418) JY (408) KS (408) SK (408) SS (408)</p> <p>AW (403) TR (396) TA (396) EB (396) EA (396) AL (388) SH (388) DC (388) KL (388) AK (381) MT (381) AT (373) AS (373) UD (373) AG (373) AS (364) AS (364) AN (355) HM (355)</p> <p>ET (333) HL (320) ET (320)</p> <p>KY (288)</p>
Information	<p>Displays students' names and their score at their location along the scale. Note that names default to initials when there are too many characters to fit names on a line.</p>
Purpose	<p>Enables the user to observe the rank order of a class/cohort in relation to the scale. This report may highlight differences in student performance and may indicate students who require close monitoring, intervention or extension.</p>

6. Student Groups

On-entry Assessment - Student Groups	
Class : PS - Pre Primary 2 Assessment Period : Start of 2022 Assessment Module : Module 1 - Reading Additional Filters Applied : None.	
% correct	Students
above 80%	
60 - 79	Reilly, ... M. ... Neils ... Hunt, ... Cole, ... Brooklyn Rias
40 - 59	Sage Williams, London Jayvier Lucy Cameron Valerie Jander Hayden Slade, Scobilia, Parry, Marsh,
20 - 39	Soakai, Woods Berry, Spencer,
less than 20%	
Information	Groups students with similar abilities based on the percentage of questions answered correctly. This report is available for each assessment category - Reading, Speaking and Listening, Writing and Numeracy. Due to the nature of the Writing scale, groupings are based on raw scores.
Purpose	This report assists the teacher to deliver differentiated teaching opportunities according to the skills and understandings of each student. If appropriate, groups can be merged, e.g., 1 student in a group. If this is the case, move the student to the most appropriate group based on their scale score.

7. Class Report

NUMERACY MODULE 1			NUMBER & QUANTITY																													
Task 1			Subitises small collections										Recognises numerals										Matches a numeral to its quantity									
School: _____																																
Class: Room 3																																
Students	Class		1	2	3	4	5	6	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10		
Lucas	Room 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Riley	Room 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Tyson	Room 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Mia	Room 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Tahlia	Room 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Lola	Room 3		✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Noah	Room 3		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Tatum	Room 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Emily	Room 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Archer	Room 3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Information

Displays students' correct responses to all questions in the assessment. Incorrect responses and no attempts are blank. Each task is displayed in a different tab (shown at the bottom of the spreadsheet).

Purpose

Enables the teacher to identify the skills and understandings demonstrated by each student during the assessment and to plan teaching programs that target the needs of individuals, groups and the class as a whole. Teachers can use the Class Report throughout the year to record and monitor students' development in skills and understandings assessed in On-entry. In addition, the user can insert extra columns to record additional skills and understandings not assessed in On-entry where appropriate.

A blank Writing Class Report is available on the website (under the Literacy tab) to record students' writing (and plan for improvement) for classes where On-entry is not administered.

8. Planning Report

On-entry Assessment - Planning Report			
Class : A - Pre Primary 2			
Assessment Period : Start of 2022			
Assessment Module : Reading - Module 1			
Task : 2 - Letter Recognition			
Question : Question 2 - Letter Sounds or Names- Lower case			
Response	Children	Teaching Focus and Activities	Review
Gives names or sounds of 24-26 letters	Neils Paris Rewe		
gives names or sounds of 15-23 letters	Doch Hunt, Slade		
Gives names or sounds of 5-14 letters	Cole, De Si Fivea Grays Jones Mars Mont Parry Pedla Scibil Tade Trotte Vidos		
Gives names or sounds of 0-4 letters	Berry Newt		
Information	Groups students with similar abilities in the specific skills and understandings assessed. This report is available for each set of skills and understandings assessed and for all modules in the program.		
Purpose	This report assists the teacher to deliver differentiated teaching opportunities according to the skills and understandings of each student.		

9. Parent Summary

Page 1	Page 2																																																																									
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Department of Education</p> <p>On-entry Assessment Program</p> <p>Summary for Parents</p> <p>Literacy Module 1 - Term 1 2022</p> </div> </div> <p>Below is a summary of the Literacy skills and understandings your child demonstrated during the recent On-entry assessment.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <tr> <td colspan="4">Speaking and Listening - oral language: uses language to express ideas, needs, likes and dislikes</td> </tr> <tr> <td>demonstrated no or few early oral language skills</td> <td>demonstrated some early oral language skills</td> <td>demonstrated good early oral language skills</td> <td>demonstrated very good early oral language skills</td> </tr> <tr> <td colspan="4">Speaking and Listening - phonics and word knowledge: identifies initial and final sounds</td> </tr> <tr> <td>was unable to identify any initial sounds</td> <td>identified one initial sound</td> <td>identified some initial sounds</td> <td>identified all initial sounds</td> </tr> <tr> <td>was unable to identify any final sounds</td> <td>identified one final sound</td> <td>identified some final sounds</td> <td>identified all final sounds</td> </tr> <tr> <td colspan="4">Reading - rhyming words: recognises sets of rhyming words</td> </tr> <tr> <td>was unable to recognise any rhyming words</td> <td>recognised some rhyming words</td> <td>recognised most rhyming words</td> <td>recognised all rhyming words</td> </tr> <tr> <td colspan="4">Reading - concepts of print: identifies the cover and title of a book, locates letters and words in print and indicates the direction of printed text</td> </tr> <tr> <td>demonstrated little or no understanding of concepts of print</td> <td>demonstrated some understanding of concepts of print</td> <td>demonstrated good understanding of concepts of print</td> <td>demonstrated very good understanding of concepts of print</td> </tr> <tr> <td colspan="4">Reading - letter names and sounds: identifies names or sounds of letters of the alphabet</td> </tr> <tr> <td>was unable to identify any letter names or sounds</td> <td>identified 1 - 4 letter names or sounds</td> <td>identified 5 - 14 letter names or sounds</td> <td>identified 15 - 23 letter names or sounds</td> <td>identified 24 - 26 letter names or sounds</td> </tr> <tr> <td colspan="4">Reading - story retell: listens to a story and retells events in sequential order</td> </tr> <tr> <td>was unable to retell any events from the story</td> <td>retold one or two events from the story</td> <td colspan="2">retold 3 or more events in sequence</td> </tr> <tr> <td colspan="4">Reading - comprehension: listens to a story and demonstrates understanding by answering comprehension questions</td> </tr> <tr> <td>demonstrated little or no understanding of the story</td> <td>demonstrated some understanding of the story</td> <td>demonstrated good understanding of the story</td> <td>demonstrated very good understanding of the story</td> </tr> <tr> <td colspan="4">Writing: Listens to a story, draws a picture, writes their name and writes text about their favourite part of the story</td> </tr> <tr> <td>was unable to write their name</td> <td>wrote some letters in their name</td> <td>wrote their name almost correctly</td> <td>wrote their name correctly, including spelling and capitalisation</td> </tr> <tr> <td>did not attempt to write</td> <td>wrote some letters but with no evidence of sound/letter relationships</td> <td>wrote some letters with evidence of sound/letter relationships</td> <td>wrote text that could be easily read</td> </tr> </table> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> ----- Teacher/Principal's signature ----- Date </div>	Speaking and Listening - oral language: uses language to express ideas, needs, likes and dislikes				demonstrated no or few early oral language skills	demonstrated some early oral language skills	demonstrated good early oral language skills	demonstrated very good early oral language skills	Speaking and Listening - phonics and word knowledge: identifies initial and final sounds				was unable to identify any initial sounds	identified one initial sound	identified some initial sounds	identified all initial sounds	was unable to identify any final sounds	identified one final sound	identified some final sounds	identified all final sounds	Reading - rhyming words: recognises sets of rhyming words				was unable to recognise any rhyming words	recognised some rhyming words	recognised most rhyming words	recognised all rhyming words	Reading - concepts of print: identifies the cover and title of a book, locates letters and words in print and indicates the direction of printed text				demonstrated little or no understanding of concepts of print	demonstrated some understanding of concepts of print	demonstrated good understanding of concepts of print	demonstrated very good understanding of concepts of print	Reading - letter names and sounds: identifies names or sounds of letters of the alphabet				was unable to identify any letter names or sounds	identified 1 - 4 letter names or sounds	identified 5 - 14 letter names or sounds	identified 15 - 23 letter names or sounds	identified 24 - 26 letter names or sounds	Reading - story retell: listens to a story and retells events in sequential order				was unable to retell any events from the story	retold one or two events from the story	retold 3 or more events in sequence		Reading - comprehension: listens to a story and demonstrates understanding by answering comprehension questions				demonstrated little or no understanding of the story	demonstrated some understanding of the story	demonstrated good understanding of the story	demonstrated very good understanding of the story	Writing: Listens to a story, draws a picture, writes their name and writes text about their favourite part of the story				was unable to write their name	wrote some letters in their name	wrote their name almost correctly	wrote their name correctly, including spelling and capitalisation	did not attempt to write	wrote some letters but with no evidence of sound/letter relationships	wrote some letters with evidence of sound/letter relationships	wrote text that could be easily read	<p style="text-align: center;">Some ways to support your child's learning at home...</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Your child is unique, and will continue to develop as an individual, at an individual rate. Every child is able to learn, and will learn best when they feel supported, encouraged, and have an adult who spends time talking, listening, playing, and reading with them.</p> </div> <p>Here are some fun, everyday activities that you can do with your child to help them develop essential early literacy skills:</p> <ul style="list-style-type: none"> ★ play word games when you are out together – games such as "I spy" ★ have a special daily time at the dinner table where each person takes turns to share the best part of their day, while everyone else listens. Sometimes include time for everyone to take turns to ask one question ★ set up a place for your child to paint and draw – sometimes do it with them. Encourage them sometimes to write about their creation...but wait till the paint is dry! ★ read to them. Share a special story at bedtime; make it a relaxing time that you both look forward to at the end of the day! ★ encourage them to retell you an event or a story – "What happened first/at the beginning?" "What happened next?" ★ sometimes, talk about the stories that you read together. Ask questions that require more than just a yes or no answer. "What was your favourite part?" "Why was that your favourite part?" ... These are called open-ended questions ★ have some dress-up clothes available for your child to use – 'make believe' gives your child an opportunity to practice their language and communication skills ★ show that writing serves a purpose - make a shopping list together (your child could draw a picture of some items next to the words); let them do a simple drawing or card, and mail it! ★ think out loud – it is a great way to 'model' to your child how you solve problems. <p>To access a range of fun and educational resources for your child visit the parent section of the Department of Education website at:</p>
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<p>Information</p>	<p>Inform parents/care givers of the skills and understandings that their child demonstrated during the assessment. The summary also includes suggested activities that they can do at home to support their child's learning. The <i>Summary for Parents</i> is a snapshot only and does not include all skills and understandings assessed.</p>																																																																									
<p>Purpose</p>	<p>To report to their parents/caregivers the skills and understandings demonstrated by their child during the assessment and to suggest ways parents/caregivers can support their child's learning at home. This summary may also be used to set goals for each child, if appropriate.</p>																																																																									

10. Student Assessment Notes

<p>On-entry Assessment - Student Assessment Notes</p> <p>Class : I</p> <p>Assessment Period : Start of 2020</p> <p>Assessment Module : Reading - Module 1</p> <p>Additional Filters Applied : None.</p> <hr/> <p style="text-align: center;">: Reading - Module 1</p> <hr/> <p>Task 1 : Rhyming Words</p> <hr/> <p>Task 2 : Letter Recognition</p> <hr/> <p>Task 3 : Cup Cakes</p> <p>Spotted the numbers in the recipe</p> <hr/> <p>Task 4 : Clever Max</p> <p>Read fluently and fast</p> <p>Read clever max with eyes on print as I read it to her</p> <hr/>	
Information	Teachers can take down notes during the one-on-one interaction with their students during the assessment. These notes can be generated as report.
Purpose	To support discussions regarding student performance/progress. Documentation for referrals for allied services.

12. All Assessment Overview

All Assessment Overview Report -																PS - 15/01/2021											
First name	Last Name	Current Year	Current Room	SPEAKING AND LISTENING						READING						WRITING						NUMERACY					
2021				PP		Y1		Y2		PP		Y1		Y2		PP		Y1		Y2		PP		Y1		Y2	
T1	T4			T1	T4	T1	T4	T1	T4	T1	T4	T1	T4	T1	T4	T1	T4	T1	T4	T1	T4	T1	T4	T1	T4	T1	T4
Zo	Gr			PPR	Room 1	248						416						141						313			
Ri	H	PPR	Room 1	424						484						210						401					
Tyk	Py	PPR	Room 1	361						428						210						408					
Mo	Wa	PPR	Room 1	551						509						293						529					
Ja	Be	Y01	Room 1	570		706				524	559					269	489					519	653				
Chi	Ja	Y01	Room 1	713		815				600	570					334	572					510	566				
Fel	Mk	Y01	Room 1	570		607				516	502					269	353					471	478				
Au	Si	Y01	Room 1	518		463				467	440					242	450					456	447				
Arr	Sil	Y01	Room 1	472		531				473	541					293	587					449	555				
Ca	Far	Y02	Room 1	406	534	395	371			428	473	466	445			141	293	293	269			0.4	1	471	492		
Li	Is	Y02	Room 1	592	592	870	741			503	577	607	666			269	702	541	587			1.3	1.8	590	665		
An	Siz	Y02	Room 1			761	908				607	666					524	621					544	626			
L	M	Y03	Room 3	361		499	509			422	475	488				0.1	450	450				0.4	1.4	1.6	494		
W	Mo	Y03	Room 3	487	660	815	601			484	531	559	554			0.2	1.3	639	556			1	1.5	1.8	638		

Information

Contains the scores for every completed On-entry assessment for all current students.
Note: scores for Numeracy assessments completed prior to 2019 appear as development points. Scores for Writing assessments completed prior to 2018 appear as progression points. As such, historical links are not possible prior to these dates.

Purpose

Enables the user to:

- manually calculate mean/median scores for selected groups, e.g., class/year groups
- compare the performance of students within the school, over time
- calculate individual student progress from one assessment to the next
- compare the progress of individual students to students with similar abilities

13. Student progression

The Student Progression report allows two different displays of the data:

1. individual student report displaying progress for all completed assessments
2. all students in a class/cohort - one assessment category per report

Individual Student progression report

To display an individual Student Progression report, follow the steps below.

1. Select *13.Student Progression*, graphical format.
2. Select the relevant class in the *Class* drop-down menu.
3. Students' names will be displayed in the *Students* list.
4. From the list of students, select all required students by holding the control key and clicking on the student's/s' name/s'. **Note: omit this step if all students are required.**
5. Select the required assessment categories, i.e. Reading, Writing, Speaking and Listening, from the *Assessment Categories* drop-down menu by holding the the control key and clicking on the assessments.
6. Select *Student* in the *Group Chart By* drop-down menu.
7. Click *Run Report*.

1. Student Selection

