



Department of  
Education

**Shaping the future**

# On-entry Assessment Program

## Handbook for principals, teachers and test administrators

AISWA and CEWA 2022 version

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# Section A: General Information

## Background

Following the Australian Government's commitment to ensure that all Australian school students will acquire the knowledge and skills to participate effectively in society and gain employment in a globalised economy (Melbourne Declaration on Education Goals for Young Australians, 2008), the Council of Australian Government's (COAG) agreed that states/territories would implement a diagnostic tool to identify students in their first year of compulsory schooling who may be at educational risk. In response, the On-entry Assessment Program was introduced in Western Australia in 2011.

## Purpose

On-entry is an assessment **for** learning, with the primary purposes being to:

- provide teachers with information about the current 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 or extension.

In addition, teachers and school leaders are able to:

- compare student performance to the performance of students in similar schools
- compare student progress to students with similar ability (Years 1 and/or 2)
- set 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](#) of this handbook.

## Assessment Periods

### Term One

The Term 1 On-entry assessment period is from Weeks 3-6. One additional week is provided to upload and finalise data. Literacy Modules 1- 4 and Numeracy Modules 1-3 are available to assess Pre-primary, Year 1 and Year 2 students respectively.

### Term Four

The option to re-assess selected students, using the same module only, is available in Weeks 1–4. Reassessment is designed only for those students who have made very limited progress throughout the year. Students who are reassessed in Term 4 should not be assessed again in Term 1 of the following year.

It is recommended that Term 1 assessment is used to measure progress for all students and the option to use a lower or higher module for Year 1 and 2 students is used instead of Term 4 assessment.

## 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 access to assess students or to manage the process at a school. Additionally, school administrators can reactivate already finalised assessments.

### To assign a teacher access to the On-entry assessment

1. Click on *Staff* on the top menu.



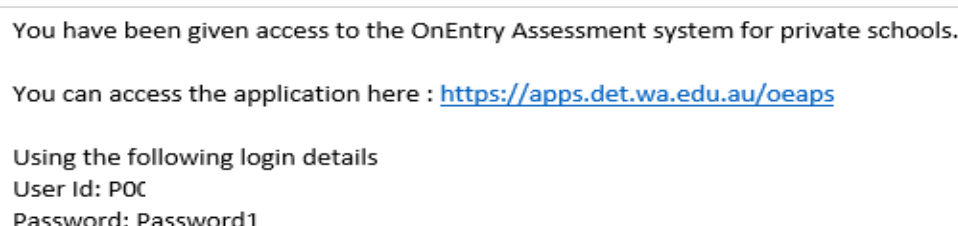
2. Click on *Manage staff roles and schools*.






3. Click on *Add*



4. Enter the information required including the role, eg 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.



To edit, delete or reset password for a teacher or school administrator, follow steps 1 and 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 able 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 be 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 22.

## 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 or 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 22.

## 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 14 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

Deb Martin: [dmartin@ais.wa.edu.au](mailto:dmartin@ais.wa.edu.au) (9441 1669)

general enquiries (including resource requests): [jdickinson@ais.wa.edu.au](mailto:jdickinson@ais.wa.edu.au)

### CEWA schools

Wendy Manners: [Wendy.Manners@cewa.edu.au](mailto:Wendy.Manners@cewa.edu.au) (6380 5146)

Michelle Pietracatella: [michelle.pietracatella@cewa.edu.au](mailto:michelle.pietracatella@cewa.edu.au) (6380 5164)

general enquiries (including resource requests): [early-years@cewa.edu.au](mailto:early-years@cewa.edu.au)

## 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 and check their class lists before the commencement of the assessment period. This will ensure the familiarity of the content and navigation, identify and prepare resources required and also assist in module selection.

### Assessment resources

All resources required to administer the assessments are listed in the [APPENDIX B.2](#) on page 23 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. Resources 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. [Translated version of parent letters](#) are available in a number of languages. 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.



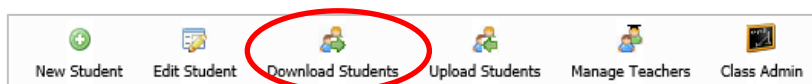
## Uploading class lists in the On-entry assessment system

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

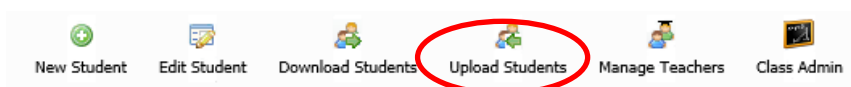
To add classes or individual students, follow the steps below.

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 enrolls 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 cohort reports.

### 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. Agreement should be reached between the principal and all participating teachers regarding the provision of these reports.

[Translated versions](#) of the Module 1 *Summary for parents* are available online. Modules 2, 3 and 4 can be requested by emailing the relevant sector administrators.

To ensure that the report is understood by the parent/care giver, it is recommended that translated summaries are given to parents in an interview situation. [Interpreting and translation services](#), are also available for additional support.

## What now resources and planning documents

Planning reports can be generated by clicking on the 'Reports' tab. These reports provide teachers with information about the literacy and numeracy skills demonstrated by students in their class. Matching [What now and other teaching resources](#) are available on the website to assist teachers to plan individual and group learning activities based on student's responses in the assessment. These resources are being updated and activities for some numeracy items may be missing.

## Median achievement

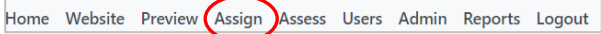
Median scores are available in the [reporting information section](#) of the website at the end of an assessment period. This information can be used to further support schools to analyse and interpret the On-entry assessment data and set targets for Year 1 and Year 2 students, it is based on the performance of students in the public schools with similar ICSEA.

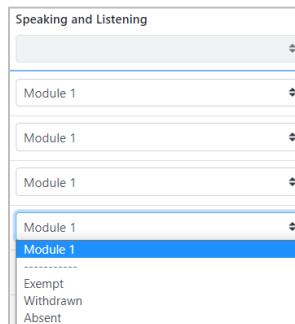
# APPENDIX A

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

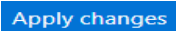
On-entry Module 1 assessments are mandatory for pre-primary students, as such are already assigned to all pre-primary students. Pre-primary students with approved exemption/withdrawal, should be recorded in the online system. Students absent during the assessment period should also be recorded in the 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



The screenshot shows a web interface for 'Speaking and Listening'. It features four identical drop-down menus stacked vertically. Each menu currently displays 'Module 1'. The bottom-most menu is open, showing a list of options: 'Module 1' (highlighted in blue), 'Exempt', 'Withdrawn', and 'Absent'.

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: [onentry@education.wa.edu.au](mailto:onentry@education.wa.edu.au) with details including school, name and class to change the status.

## A.2: Item Overview Modules 1- 4

| SPEAKING AND LISTENING (M1) |          |   |   |
|-----------------------------|----------|---|---|
| Task                        | Question | Skill descriptor  | Curriculum Link   |
| Oral Language               | C1       | participates purposefully and engages actively in conversations, takes turns and uses body language effectively | ACELA1428<br>ACELA1429<br>ACELA1437                           |
|                             | C2       | speaks clearly and uses volume, tone and pace effectively   | ACELY1748<br>ACELY1646<br>ACELY1784                           |
|                             | C3       | communicates ideas appropriately and coherently   |   |
|                             | C4       | uses a variety of vocabulary correctly to provide detail and enhance meaning                                    |   |
|                             | C5       | listens actively and responds appropriately   |   |
| Initial and final sounds    | Q1       | identifies words with the same initial sound  | ACELA1439<br>ACELA1819  |
|                             | Q2       | identifies the final sound in each given word   |   |
| READING (M1)                |          |   |   |
| Task                        | Question | Skill descriptor  | Curriculum Link   |
| Rhyming Words               | Q1       | recognises rhyming and non-rhyming words  | ACELA1439   |
|                             | Q2       | produces rhyming words  |   |
| Letter Recognition          | Q1       | identifies the sound and/or name of upper-case letters  | ACELA1440   |
|                             | Q2       | identifies the sound and/or name of lower-case letters  |   |
| Cupcakes                    | Q1—7     | concepts of print   | ACELA1430<br>ACELA1433  |
|                             | Q8       | reads a predictable text  | ACELY1649   |
|                             | Q9       | identifies the ending of a story supported by illustrations   | ACELY1650   |
|                             | Q10      | identifies a text type/purpose  | ACELY1645   |
|                             | Q11      | reads a complex text  |   |
| Clever Max                  | Q1       | predicts a story based on the cover of the book   | ACELT1578   |
|                             | Q2       | retells a story and sequences events  | ACELT1578   |
|                             | Q3—8     | identifies and describes events and characters in a story read aloud  | ACELT1578   |
| WRITING (M1)                |          |   |   |
| Task                        | Question | Skill descriptor  | Curriculum Link   |
| Clever Max Writing Activity | C1       | Writes own name correctly   | ACELA1817   |
|                             | C2—9     | produces a written text that can be read by others  | ACELA1438<br>ACELA1817<br>ACELA1820<br>ACELY1651<br>ACELY1653 |

## 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                       |                 |



## SPEAKING AND LISTENING (M2)

| Task             | Question | Skill descriptor  | Curriculum Link                     |
|------------------|----------|---|-------------------------------------|
| Oral Language    | C1       | participates purposefully and engages actively in conversations, takes turns and uses body language effectively | ACELA1444<br>ACELA1446<br>ACELA1787 |
|                  | C2       | speaks clearly and uses volume, tone and pace effectively   |                                     |
|                  | C3       | communicates ideas appropriately and coherently   |                                     |
|                  | C4       | uses a variety of vocabulary correctly to provide detail and enhance meaning                                    | ACELY1656<br>ACELY1788              |
|                  | C5       | listens actively and responds appropriately   |                                     |
| Words and sounds | Q1       | identifies all sounds in one- and two-syllable words  | ACELA1822                           |
|                  | Q2       | deletes sounds in words to generate new words   | ACELA1457                           |

## READING (M2)

| Task               | Question | Skill descriptor   | Curriculum Link |
|--------------------|----------|--|-----------------|
| Rhyming Words      | Q1       | identifies rhyming words   | ACELA1439       |
|                    | Q2       | produces rhyming words   |                 |
| Letter Recognition | Q1       | identifies the sound and/or name of upper case letters               | ACELA1440       |
|                    | Q2       | identifies the sound and/or name of lower case letters               |                 |
| 'ick' words        | Q1       | reads one and two syllable words with the sound <i>-ick</i>          | ACELA1458       |
| The Beach Ball     | Q1       | predicts the main idea of a book based on its cover                  | ACELY1660       |
|                    | Q2—4     | reads a predictable text   | ACELY1659       |
|                    | Q5—8     | identifies and describes events in a story read without assistance   | ACELY1660       |
|                    | Q10      | identifies a text type/purpose                                       | ACELY1658       |
|                    | Q11      | identifies types and function of common punctuation                  | ACELA1449       |
| The Lunch Boxes    | Q1       | retells a story and sequences events                                 | ACELY1660       |
|                    | Q2—8     | identifies and describes events and characters in a story read aloud | ACELY1660       |

## WRITING (M2)

| Task                             | Question | Skill descriptor                                     | Curriculum Link   |
|----------------------------------|----------|--|---|
| The Lunch Boxes Writing Activity | C1       | writes own name correctly                            | ACELA1821   |
|                                  | C2—9     | produces a narrative text that can be read by others | ACELY1661<br>ACELY1663<br>ACELA1458<br>ACELA1778<br>ACELA1821 |

## 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   | ACMNA016        |
|                                   | Q3       | identifies a shape divided into halves   |                 |
|                                   | 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        |

### SPEAKING AND LISTENING (M3)

| Task                    | Question | Skill descriptor  | Curriculum Link   |
|-------------------------|----------|---|---|
| Oral Language           | C1       | participates purposefully and engages actively in conversations, takes turns and uses body language effectively | ACELY1666<br>ACELY1789<br><br>ACELA1460<br>ACELA1461<br>ACELA1470 |
|                         | C2       | speaks clearly and uses volume, tone and pace effectively   |   |
|                         | C3       | communicates ideas appropriately and coherently   |   |
|                         | C4       | uses a variety of vocabulary correctly to provide detail and enhance meaning                                    |   |
|                         | C5       | listens actively and responds appropriately   |   |
| Words and Sounds        | Q1—3     | changes the sounds in words to produce new words  | ACELA1474   |
| Tap Dancing Star retell | Q2       | embellishes and elaborates on language used in a narrative  | ACELA1470   |
|                         | Q3       | varies sentence structures  | ACELA1467   |
|                         | Q4       | varies tone and pace to express and enhance meaning   | ACELY1789   |
|                         | Q5       | retells a story without prompting   | ACELY1670   |

### READING (M3)

| Task              | Question | Skill descriptor   | Curriculum Link        |
|-------------------|----------|--|------------------------|
| Blending sounds   | Q1       | blends sounds to read one, two and three syllable words              | ACELA1471<br>ACELA1824 |
| Blackie's Holiday | Q1       | identifies text on a book cover as being the author and illustrator  | ACELA1466              |
|                   | Q2—4     | reads a text fluently and accurately                                 | ACELY1669              |
|                   | Q4—10    | identifies and describes events in a story read without assistance   | ACELY1670              |
| Tap Dancing Star  | Q1       | retells a story and sequences events                                 | ACELY1670              |
|                   | Q6-13    | identifies and describes events and characters in a story read aloud |                        |

### WRITING (M3)

| Task                              | Question | Skill descriptor                                     | Curriculum Link  |
|-----------------------------------|----------|--|--|
| Tap Dancing Star Writing Activity | C1       | writes own name correctly                            |  |
|                                   | C2—9     | produces a narrative text that can be read by others | ACELY1671<br>ACELY1672<br>ACELY1673<br><br>ACELA1471<br>ACELA1823<br>ACELA1824 |

## 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        |

## SPEAKING AND LISTENING (M4)

| Task                             | Question | Skill descriptor  | Curriculum Link   |
|----------------------------------|----------|---|---|
| Oral Language                    | C1       | participates purposefully and engages actively in conversations, takes turns and uses body language effectively | ACELY1666<br>ACELY1789<br>ACELA1460<br>ACELA1461<br>ACELA1470 |
|                                  | C2       | speaks clearly and uses volume, tone and pace effectively   |   |
|                                  | C3       | communicates ideas appropriately and coherently   |   |
|                                  | C4       | uses a variety of vocabulary correctly to provide detail and enhance meaning                                    |   |
|                                  | C5       | listens actively and responds appropriately   |   |
| The Golden Carambola Tree retell | Q2       | embellishes and elaborates on language used in a narrative  | ACELA1470   |
|                                  | Q3       | varies sentence structures  | ACELA1467   |
|                                  | Q4       | varies tone and pace to express and enhance meaning   | ACELY1789   |
|                                  | Q5       | retells a story without prompting   | ACELY1670   |

## READING (M4)

| Task                      | Question | Skill descriptor   | Curriculum Link |
|---------------------------|----------|--|-----------------|
| Tiger and the Big Wind    | Q1&2     | reads a text fluently and accurately                                 | ACELY1669       |
|                           | Q3—10    | identifies and describes events in a story read without assistance   | ACELY1670       |
| The Golden Carambola Tree | Q1       | retells a story and sequences events                                 | ACELY1670       |
|                           | Q6-13    | identifies and describes events and characters in a story read aloud |                 |

## WRITING (M4)

| Task                              | Question | Skill descriptor                                     | Curriculum Link  |
|-----------------------------------|----------|--|--|
| Tap Dancing Star Writing Activity | C1       | writes own name correctly                            | ACELY1671<br>ACELY1672<br>ACELY1673<br>ACELA1471<br>ACELA1823<br>ACELA1824 |
|                                   | C2—9     | produces a narrative text that can be read by others |  |

## APPENDIX B

### B.1: Checklists for principals and teachers

| CHECKLIST FOR PRINCIPALS |  |   |
|--------------------------|--|---|
|                          | TASK   | ✓ |
| <b>BEFORE</b>            | Read the <i>Handbook for principals, teachers and administrators</i> , 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).  |   |
| <b>DURING</b>            | Download the <i>Assessment Status</i> 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.   |   |
| <b>AFTER</b>             | 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 <a href="#">Guide to Reporting</a> 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 <i>Summary for parents</i> will be sent home. It is recommended that each student's <i>Summary for Parents</i> report is sent home to their parent/care giver. <i>Summary for parents</i> report requires principal's signature. |   |
|                          | Ensure that all physical resources have been stored securely for the next assessment period.   |   |

## CHECKLIST FOR TEACHERS

|               | TASK  | ✓ |
|---------------|---|---|
| <b>BEFORE</b> | Read the <i>Handbook for principals, teachers and administrators</i> .  |   |
|               | Access the <i>Preview</i> 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 <i>Record sheets</i> and <i>Task instructions</i> . 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.  |   |
| <b>DURING</b> | 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.  |   |
| <b>AFTER</b>  | Upload all responses recorded on the <i>Record sheets</i> to the online assessment system.  |   |
|               | Destroy all <i>Record sheets</i> and <i>Administration instructions</i> .   |   |
|               | Download the <a href="#">Guide to Reporting</a> 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 <i>Summary for parents</i> will be sent home. It is recommended that each student's <i>Summary for Parents</i> 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                    | <i>Cup Cakes</i> reading book                                  | Q1—11      | resource kit | 1             |
| Clever Max                  | <i>Clever Max</i> reading book                                 | Q1—8       | resource kit | 1             |
| WRITING                     |  |            |              |               |
| Task                        | Resource/s   | Question/s | Source       | Quantity      |
| Clever Max writing          | <i>Clever Max</i> reading book                                 | C1—9       | resource kit | 1             |
|                             | a blank piece of paper per student                             |            | class/school | 1 per student |
|                             | writing/drawing equipment                                      |            | class/school |               |
|                             | <a href="#">On-entry Writing Marking Guide</a>                 |            | 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                               | <i>The Beach Ball</i> reading book                            | Q1—11      | resource kit | 1             |
|  | <a href="#">The Beach Ball running record sheet</a>           | Q3&4       | website      | 1 per student |
| The Lunch Boxes                              | <i>The Lunch Boxes</i> reading book                           | Q1—8       | resource kit | 1             |
| WRITING                                      |   |            |              |               |
| Task   | Resource/s  | Question/s | Source       | Quantity      |
| The Lunch Boxes writing                      | <i>The Lunch Boxes</i> reading book                           | C1—9       | resource kit | 1             |
|  | writing paper   |            | class/school |               |
|  | writing/drawing equipment                                     |            | class/school |               |
|  | <a href="#">On-entry Writing marking guide</a>                |            | 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                    | <i>Tap Dancing Star</i> 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               | <i>Blackie's Holiday</i> reading book                  | Q1—10      | resource kit | 1           |
|                                 | <a href="#">Blackie's Holiday running record sheet</a> | Q2&3       | website      | 1 per child |
| Tap Dancing Star                | <i>Tap Dancing Star</i> reading book                   | Q1—13      | resource kit | 1           |
| WRITING                         |  |            |              |             |
| Task                            | Resource/s   | Question/s | Source       | Quantity    |
| Tap Dancing Star writing        | <i>Tap Dancing Star</i> reading book                   | C1—9       | resource kit | 1           |
|                                 | writing paper  |            | class/school |             |
|                                 | writing/drawing equipment                              |            | class/school |             |
|                                 | <a href="#">On-entry Writing marking guide</a>         |            | 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  | <i>The Golden Carambola Tree</i> reading book               | Q2—5       | resource kit | 1             |
| READING                           |   |            |              |               |
| Task                              | Resource/s  | Question/s | Source       | Quantity      |
| Tiger and the Big Wind            | <i>Tiger and the Big Wind</i> reading book                  | Q1—10      | resource kit | 1             |
|                                   | <a href="#">Tiger and the Big Wind running record sheet</a> | Q1&2       | website      | 1 per student |
| The Golden Carambola Tree         | <i>The Golden Carambola Tree</i> reading book               | Q1—13      | resource kit | 1             |
| WRITING                           |   |            |              |               |
| Task                              | Resource/s  | Question/s | Source       | Quantity      |
| The Golden Carambola Tree writing | <i>The Golden Carambola Tree</i> reading book               | C1—9       | resource kit | 1             |
|                                   | writing paper   |            | class/school |               |
|                                   | writing equipment   |            | class/school |               |
|                                   | <a href="#">On-entry Writing marking guide</a>              |            | website      | 1             |