



Administration Instructions and Record sheets

Module 1

Reading



Guide to using a hard copy of the On-entry assessment

This booklet enables you to accurately and consistently administer the On-entry tasks without using the online system. Student responses must be uploaded into the system to finalise the assessments and download the reports.

Before administering the assessments, please read the *Handbook for principals, teachers and test administrators* which contains essential information about the program, the tasks and the changes to the system for 2020.

Administering the assessments

The Administration Instructions included in this booklet contain the same information for each task as the online system, i.e. the resources required, the instructions for administering each question and the text to read aloud to the students. It is important to follow the instructions closely to ensure that each student is provided with the same conditions and opportunities.

The text to read aloud to students appears in a speech bubble. Ensure that the text is read as it appears.

As the online system is interactive, student responses are recorded differently in the hard copy version, i.e. record a tick for correct responses, a cross for incorrect responses and leave blank for questions not attempted. This will ensure that when responses are entered into the system, they are entered accurately.

Recording responses

The record sheet for entering students' responses is found at the end of each task. Ensure the relevant record sheet is accessible when administering the task.

Behaviours and Strategies

Recording the behaviours and strategies demonstrated by the student is not mandatory. Assessments can be finalised and reports accessed if these responses are omitted. It should be noted; however, that if this information is not recorded, some reports will contain blank cells. In addition, being able to access this information is useful when planning future learning opportunities for your students.

Notes

The hard copy version does not provide the capacity to record noteworthy student behaviours observed during the assessments. These behaviours should be noted separately and uploaded to the system when entering student responses.

Entering student names

When using this version of the assessment, students' names are not included. To save time, enter your student names into one record sheet and then cut and paste the names into all relevant record sheets before printing.

Printing the document

When printing this document, select **single-sided**.

RESOURCES

- nil
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INSTRUCTIONS**Question 1**

Allow the student time to respond to each instruction before continuing.

Ship and lip sound alike – they rhyme.
Ship and lip both end in **/ip/**. You say - ship, lip.

Run and sun sound alike – they rhyme
Run and sun both end in **/un/**. You say - run, sun.

I'm going to say two words and I want you to tell me if they rhyme.
Snake, lake. Do they rhyme?

This is a practice question so you may tell the student the answer if they are unsure.

Repeat the question below for each pair of words. Allow the student time to respond before continuing. Record the student's responses on the record sheet.

Do these words rhyme?

- bake / cake
- bake / bring
- bake / lake
- sent / went
- sent / hot
- sent / sail

If it becomes apparent that the student has no understanding of rhyming words, select no attempt and move on to the next question.

Question 2 on next page

Question 2

I'm going to say two words that rhyme. Hot, pot.
Tell me another word that rhymes with hot. Hot, pot...
It can be a made up word.

This is a practice question so you may tell the student the answer if they are unsure.

Read the questions below one at a time, allowing the student time to respond before continuing.

If incorrect or no attempt is recorded for the first two responses, record no attempt for the remainder of the question. This will be done automatically in the online system.

See rhymes with **he**. Tell me another word that rhymes with **see**.

See, he, Remember it can be a made up word.

Said rhymes with **bread**. Tell me another word that rhymes with **said**.

Said, bread, Remember it can be a made up word.

Cap rhymes with **gap**. Tell me another word that rhymes with **cap**.

Cap, gap, Remember it can be a made up word.

Rack rhymes with **tack**. Tell me another word that rhymes with **rack**.

Rack, tack, Remember it can be a made up word.

RESOURCES

- letter recognition card (double sided – upper and lower case)
 - blank piece of paper
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INSTRUCTIONS

Record the responses on the record sheet. Record **N** if the student can **name** the letter. Record **S** if the student can identify the **sound**.

Question 1

Place the letter recognition card in front of the student, **upper case** side facing up.

Place the blank paper over the letters, showing the first row only.

Point to the letter S.

Can you tell me the name of this letter?

Allow the student time to respond.

Do you know what sound it makes?

Allow the student time to respond.

Point to each letter, one at a time, and repeat the questions above.

If it becomes apparent the student is unable to identify letter names and/or sounds, uncover the card and ask them if they know any letters on the card.

Question 2

Turn the card over so that the **lower case** letters are facing up.

Repeat the instructions above.

RESOURCES

- *Cup Cakes* reading book

INSTRUCTIONS

Have the record sheet accessible to record the student's responses.

Question 1

Place *Cup Cakes* in front of the student, **cover face down**.

I want you to pick up the book and look through the story.

Allow the student time to look through the book.

Can you show me the front of the book?

Question 2

Make sure the book is in front of the student with the **cover facing up**.

This book is called *Cup Cakes*.
Can you show me where it says Cup Cakes?

Question 3

Point to the picture of the cupcakes on the cover.

Here is a picture of some cupcakes. What colours are the cupcakes?

You may tell the student the answer.

I am going to trace around a cupcake with my finger.

Use your finger to trace around a cup cake. Make sure the student is watching what you are doing.

Now I'd like you to trace around a cupcake.

Allow the student time to respond. Ask the questions below, one at a time, allowing the student time to answer before continuing.

Now, can you trace around a word?
Now can you trace around a letter?

Question 4

Leave the book in front of the student with the **cover facing up**.

Can you show me where the story begins?

Correct responses include: the front cover / inside the title page / pages 2 or 3.

Question 5

Turn the book to pages 2 and 3. Make sure the book is facing the student.

I'm going to start reading the story. Show me where to begin reading.

Question 6

Leave the book open to pages 2 and 3.

Show me which way to read on this page.

Question 7

Leave the book open to pages 2 and 3.

I'll read the story out loud to you. Point to the words as I read them.

Read pages 3- 5 out loud.

Question 8

Turn the book to pages 6 and 7.

Now I'd like you to try and read the rest of the story to me.

Encourage the student to have a go. If the student is struggling, say...

Thank you. That's enough for now. Look through the rest of the story and tell me about it.

Do not read the story aloud. Encourage them to turn the pages until they reach the end of the story.

Question 9

Close the book.

What happened at the end of the story?

Correct responses include:

- the cakes were all gone/eaten/finished.
- The children were happy/smiling.
- They held the cakes
- The children liked the cakes.

Incorrect responses include: there's a recipe.

Question 10

Turn the book to the inside back cover. Point to the recipe.

What do you think this tells us?

Correct responses include:

- a recipe
 - how to make cupcakes
 - what's in the cakes
-

Question 11

Leave the book open at the recipe.

Can you read me anything on this page?

RESOURCES

- *Clever Max* reading book

INSTRUCTIONS

Have the record sheet accessible to record the student's responses.

Question 1

Place *Clever Max* closed in front of the student, **cover face up**. Don't let the student open the book yet.

This story is called *Clever Max*.
What do you think this story will be about?

Correct responses include:

- a dog called max
- a dog
- a clever dog
- someone who is clever
- a dog playing with a ball

Question 2

Turn to pages 2 & 3 and read the words aloud to the student.

Point to Rani.

Here is Rani.

Point to Max.

Who do you think this is? Allow student time to respond.

This is Max.

Can you show me the creek?

If necessary point to the creek.

I'm going to read the book to you.

When I've finished, I'm going to ask you to retell the story to me.

Read the whole book. Make sure the student can see the illustrations but do not talk about them. Acknowledge any comments but do not engage in conversation.

When you finish reading, close the book, leaving the front cover facing up. Do not allow the student to look back through the book.

If necessary, prompt the student to provide more information when they are retelling the story.

I would like you to tell me what happened in the story.

Record the responses on the record sheet as the student is retelling the story.

Beginning includes:

- The story is about Max and Rani.
- Every day they went to the park.
- Max loved doing tricks
- Max and Rani are at the park.

Complication includes:

- Rani was reading a book.
- Rani wasn't playing with Max.
- Max tried to play with the other dog.
- Max was bored/sad/lonely/unhappy
- Max had no one to play with
- The other dog wouldn't play with Max.

Resolution includes:

- Max played a game with leaves.
- Max worked out a new game to play.
- Max played by himself.
- Max had an idea.

Ending includes:

- Max was happy.
- Max practised his new trick.
- Max did it again, again and again.

Question 3

Leave *Clever Max* closed in front of the student.

What did Max really like doing?

Correct responses include:

- playing catch
- Max played by himself.
- jumping in the water
- doing tricks
- Max had an idea.
- playing with Rani

Question 4

Open the book to pages 6 & 7. Do not read the text aloud.

Ask the questions, one at a time, allowing the student time to respond before continuing.

If the answer to the first question is incorrect, record no attempt for the second part.

How is Max feeling here? Allow student time to respond.

Why is he feeling that way?

Correct feelings include:

- bored
- sad / unhappy
- lonely

Correct causes include:

- Rani was reading
- Rani wasn't playing with
- he had nothing to do

Question 5

Open the book to pages 8 & 9. Do not read the text aloud.

What is happening here?

Correct responses include:

- Max wants to play with the to play with the other dog he didn't let him
- Max want to play with the other dog.
- Max wants to join the game but he isn't allowed
- Max wants to be friends with the other dog.

Incorrect responses include:

- Rani is sitting under a tree.
 - Rani isn't playing with Max.
-

Question 6

Open the book to pages 10 & 11. Read the text on both pages aloud to the student.

Why are the leaves important in the story?

Detailed responses include:

- The leaves gave Max an idea for a game to play.
- Max threw the ball in the water and watched it float down the creek like the leaves.
- He watched the leaves go down the creek and did the same thing with the ball.

Minimal responses include:

- Max watched the leaves.
 - The leaves are floating down the water.
 - Max liked the leaves.
-

Question 7

Open the book to pages 12 & 13. Do not read the text to the student.

Why does Max look so happy here?

Detailed responses include:

- Max though of a new game to play.
- Max is going to throw the ball in the water and jump in and get it.
- Max is going to play a game by himself.
- Max isn't bored any more.

Minimal responses include:

- Max had an idea.
 - Max went in the creek.
 - Max got the ball.
 - Max saw Rani.
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Question 8

Open the book to pages 14 & 15. Read page 14 aloud to the student.

Max stood still, waiting for the perfect moment. Why did Max wait?

Correct responses include:

- he waited for the ball to get to the bottom
- waiting for the ball to get past the rock
- waiting for the ball to go in the creek
- waiting for the ball to get in there (points to the 'pool')



Administration Instructions and Record sheets

Module 1

Speaking & Listening

M1 SPEAKING & LISTENING: Task 1 - Oral Language

RESOURCES: nil

Note: the Oral Language assessment has been revised for 2020. Please familiarise yourself with the revised instructions, criteria and responses.

INSTRUCTIONS

This task assesses the students' use of **Standard Australian English**.

Responses should be based on **observations made throughout the entire assessment period**.

During the assessment period, engage in authentic, informal conversations with each student about topics that are of interest to them. Ask open-ended questions that provide opportunities for the student to give detailed responses. For example, "Can you tell me about...; What do you think about?" Alternatively start a conversation when working alongside the student.

In addition to conversations between you and the student, observe how each student communicates with other adults and with their peers in informal situations and group discussions. Observe how they interact, listen and respond.

SCORING

To assist you to make accurate and consistent judgements, supporting information is provided for each criterion (next page). The behaviours described are considered necessary for effective communication.

The responses, which are the same for Pre-primary - Year 2, describe the developmental continuum for most students in the early years of school. It is recognised that some of the responses, and skills described, may not be appropriate for some Pre-primary students, e.g. consistently takes turns; consistently uses a range of vocabulary to enhance meaning.

It is recognised that some of the behaviours described may be difficult for some students to demonstrate, e.g. eye contact for students with Autism Spectrum Disorder. However, these behaviours are all important to effective oral communication in a standard Australian context and are described in the curriculum.

Students who need support and encouragement to develop these skills should be identified, whilst ensuring sensitivity. It is suggested that notes are written in the online system to support your interpretation of the data and future conversations. For example, *X is not yet comfortable making eye contact or X has a lisp. Will discuss this with the parents.*

SUPPORTING INFORMATION

Criterion 1 - Participation and Engagement

Participates purposefully and engages actively:

- contributes and exchanges ideas
- initiates conversations and discussions
- sustains conversations and discussions
- speaks confidently and enthusiastically with a range of audiences
- stays on task

Effective body language:

- appropriate facial expression
- posture/stance, i.e. faces the audience, open stance
- use of arms and hands
- eye contact

Takes turns:

- waits for pauses in conversations before contributing ideas
- changes subject matter when appropriate
- may interject appropriately, i.e. to keep the conversation going, to support the speaker or to provide assistance or encouragement.

Criterion 2 – Voice

Speaks clearly:

- articulates words to enable understanding
- speaks fluently

Volume - adjusts volume to match audience and situation:

- quiet - in a library; when others are working
- moderate - one-on-one conversation; when the audience is nearby
- loud - talking to a large group; when there are competing noises, e.g. playground

Pace - uses pace to enhance meaning:

- moderate pace - enables the audience to understand what is being said
- fast pace - drama, excitement, urgency, passion
- slow pace - sadness, confusion, seriousness

Tone - uses tone to enhance meaning:

- high pitch - excitement, empathy,
- low pitch - sadness, anger

Criterion 3 – Coherence

Orders ideas logically and coherently:

- sequences ideas in time order
- establishes context - who, where, when

Uses grammatically correct sentences:

- correct word order
- says all words in the sentence (doesn't omit words)
- correct use of pronouns, e.g. He is my friend (rather than, Him is my friend).
- correct use of tense

Uses a variety of sentence structures:

- simple sentences (contain one clause), e.g. I went to the beach. It was so much fun.
- compound sentences (contain two independent clauses joined by and/but/so), e.g. I went to the *beach* and it was so much fun.
- complex sentences (contain an independent and a dependent clause), e.g. I went to the beach on Sunday because it was so hot. After the beach we went out for dinner.
- topic specific words, e.g. 3-D, rectangular, liquid, universe

Criterion 4 – Vocabulary

Variety of vocabulary that enhances meaning:

- complex adjectives, e.g. enormous, magnificent
- adverbs, e.g. quickly, beautifully
- technical terms, e.g. mechanic
- topic specific words, e.g. 3-D, rectangular, liquid, universe

Appropriate everyday vocabulary:

- vocabulary choice as appropriate for the audience
- nouns, e.g. house, school, dog
- pronouns, e.g. me, she, he
- adjectives, e.g. red, big

Narrow range of vocabulary:

- non-specific language, e.g. that, this, (rather than correct label)
- simple vocabulary
- limited range of words
- may use incorrect/invented words, e.g. goed (instead of went), doned (instead of did)
- may use 'baby talk'

Criterion 5 – Listening

Listens actively:

- pays attention to the speaker appropriately
- shows interest
- makes eye contact
- uses attentive body language, e.g. open stance

Responds appropriately:

- uses facial expressions and gestures to convey understanding, e.g. smile/nod
- makes appropriate comments to indicate understanding, e.g. uh huh; mmm; yeah...
- may ask questions to clarify or to find out more information
- continues the conversation by providing own anecdote or story relevant to the topic

Resources

- initial sounds picture card (Q1)
- piece of blank paper (Q1)

Question 1

For this task, it is important to use the letter **sounds**, not the names. If the student says the letter names, ask them to say the sounds.

Listen to these words – **pig, pan**. Pig and pan both start with the same sound. They both start with /p/.

Place the initial sounds card in front of the student. Use the blank paper to cover the rows, except the first one. Point to the first row of pictures as you say the words.

Listen to these words – **lion, gate, lips**. Which words start with the same sound?
Lion and lips start with the same sound. They both start with /l/.

Show one row at a time and repeat the question each time. Say the words as you point to the pictures on the card.

Say these words after me _____. Which words start with the same sound?
(name the pictures in each row on the card)

Question 2

Now we are going to listen to sounds at the end of words.

Bus. The sound at the end of bus is /s/.

Dog. You say the word dog.

What sound is at the end of dog?

Allow the student time to respond. If the student says /og/, ask them if they can tell you the sound right at the end. As this is a practice question, you may tell the student the answer.

Ask the questions in the speech bubble one at a time, allowing time for the student to respond. Record the responses on the record sheet. If incorrect or no attempt is recorded for the first two words, record no attempt for the remainder of the question.

Hop. You say the word hop.

What sound is at the end? Allow time to respond.

Leaf. You say the word leaf.

What sound is at the end? Allow time to respond.

Tree. You say the word tree.

What sound is at the end? Allow time to respond.

Bucket. You say the word bucket.

What sound is at the end? Allow time to respond.



Administration Instructions

Module 1 Writing



RESOURCES

- *Clever Max* reading book
- a blank piece of paper per student (A4/A3). Please don't use lined paper or a prepared template.
- lead pencils, coloured pencils, crayons
- [On-entry Writing Marking Guide](#) – available on the website (see Literacy tab)
- [Blank class report](#) for recording responses – available on the website (see Literacy tab)

1. This is an assessment of the student's ability to write unassisted. Do not model writing or write words from the book on the board.
2. This task can be conducted with the whole class or in small groups.
3. Ensure that the Clever Max reading task has been completed.
4. Read Clever Max to the students.
5. Conduct the following brief discussion. Allow the students time to respond.

What are some things that happened in the story? What was your favourite part?
Today you are going to draw a picture of your favourite part of the story.

6. Put the book out of sight and hand each student a blank piece of paper and pencils.

I would like you to write your name at the top of the page. If you're not sure how to write your name, just have a go.

7. If the student is unable to write their name or it is unrecognisable, write their name for them.

When you have written your name, start drawing your picture of your favourite part of Clever Max.

8. Allow enough time for students to draw a picture.

Now I would like you to have a go at writing something about your picture or about the story. If you're not sure how to write, just have a go.

9. Move amongst the students. Encourage students to have a go at writing but do not provide any assistance.
10. Allow enough time for students to complete their writing.
11. When each student has finished, ask them to read their writing to you. If you are unable to read/decode the student's writing, scribe exactly what they say.
12. Use the On-entry Writing Marking Guide to mark students' writing.