



Department of
Education

On-entry Assessment Program

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

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?
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?

Why is he feeling that way?

Correct feelings include:

- bored
- sad / unhappy
- lonely

Correct causes include:

- Rani was reading
- Rani wasn't playing with him
- 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.
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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 thought 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 got the ball.
 - Max went in the creek.
 - Max saw Rani.
-

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 was waiting for the ball to get to the bottom.
- waiting for the ball to get there (points to the 'pool')
- waiting for the ball to go down the creek
- He was waiting for the ball to get past the rocks

Incorrect responses include:

- waiting for the leaves
- waiting for it to get warm
- to go for a swim
- for Rani

