On-entry Assessment Program

Administration Instructions and Record sheets

Module 1

Speaking & Listening

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.

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

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

	PARTICIPATION & ENGAGEMENT			VOICE			COHERENCE			VOCABULARY			LISTENING	
Students	participates purposefully & engages actively	uses body language effectively	takes turns	speaks clearly	uses volume effectively	uses pace and tone effectively	orders ideas logically and coherently	uses grammatically correct sentences	uses a variety of sentence structures	uses a variety of vocabulary effectively to enhance	uses a range of everyday vocabulary	uses a narrow range of vocabulary	listens actively	responds appropriately

Heading of sheet: **M1 SPEAKING & LISTENING: Task 1 - Oral Language**   **Record sheet**

Record responses for **Criteria 1, 2, 3 and 5**, using the following codes:

- C = consistently
- U = usually
- S – sometimes
- R = rarely

For **Criterion 4**, tick the appropriate column (one only)

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.

M1 SPEAKING & LISTENING: Task 2 – Initial and final sounds Record sheet								
	Q1 (initial sounds)				Q2 (final sounds)			
Students	**correct** (moon mouth)	**correct** (head hill)	**correct** (watch window)	**correct** (balloon book)	**correct** /p/	**correct** /f/	**correct** /ee/	**correct** /t/