



Administration Instructions

Module 1 Writing



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.

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.

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.