



Administration Instructions and Record sheets

Module 2 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.

Ten and **pen** sound alike. They rhyme. They both end with the sound /en/.

Hot and **lot** rhyme. They both end with the sound /ot/.

Listen as I say these words - house, mouse, jump.

What rhymes with **house** – mouse or jump?

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.

What rhymes with pin – bin or leg?

What rhymes with sun – pen or run?

What rhymes with ball – bell or wall?

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

This time I'm going to tell you two words that rhyme and I want you to tell me **another** word that rhymes. It can be a real word or a made up word. Let's try one.

Hill. One word that rhymes with hill is fill. Tell me **another** word that rhymes with hill - hill, fill...

Let's try these...

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.

Set rhymes with **get**. Tell me another word that rhymes with **set**.

Set, get, Remember it can be a made up word.

King rhymes with **ting**. Tell me another word that rhymes with **king**.

King, ting, Remember it can be a made up word.

Door rhymes with **four**. Tell me another word that rhymes with **door**.

Door, four, 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

- ‘ick’ words card
-

INSTRUCTIONS**Question 1**

Place the word card in front of the student. Point to the word *sick*.

This word is sick.

Point to each word on the card and repeat the question below.

What is this word?

If incorrect or no attempt is recorded for the first two words, record no attempt for the remaining words. This will be done automatically in the online system.

M2 READING: Task 4 – The Beach Ball

Instructions

RESOURCES

- *The Beach Ball* reading book
- *The Beach Ball* running record sheet - 1 per student (Q3&4)

INSTRUCTIONS

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

Question 1

Place *The Beach Ball* in front of the student, **cover face up**.

Have a look at the cover of the book but don't open it yet.
What do you think the book will be about?

Detailed responses include:

- the beach ball
- a boy, a girl and a beach ball
- a brother and sister at the beach
- a girl and boy at the beach
- a brother and sister with a ball

General responses include:

- a boy and girl
- a beach ball
- the beach

Question 2

Leave *The Beach Ball* in front of the student, **cover face up**.

I'd like you to read the title of the book to me.

Point to the title if necessary.

Question 3

Leave *The Beach Ball* in front of the student, **cover face up**.

This book is called *The Beach Ball*. It's about two children who go to the beach.

Turn to pages 2 & 3. Read page 3 aloud to the student.

Now I'd like you to read the rest of the book to me.

While the student is reading aloud, complete the Running Record sheet. Encourage the student but do not provide any assistance.

If the student is unable to read the book or when they are struggling, ask them to turn through the pages and look at the pictures.

Question 4

Record responses for Question 4 (accuracy and self-correcting) based on the Running Record completed during the oral reading. The responses can be entered onto the record sheet or directly online at the end of the task if preferred.

Question 5

Close *The Beach Ball* book and leave in front of the student.

Allow the student to look through the book to answer the questions but do not read any text aloud or provide assistance.

I'm going to ask you some questions about the story? You can look back through the book if you need to.

How did the ball get in the water?

Correct responses include:

- the children threw it in
 - the boy threw it in
 - the wind blew it in
 - the children were playing with it and it went in the water
-

Question 6

Why didn't Dad get the ball for the children?

Correct responses include:

- it was too far
- Dad couldn't swim that far.

Incorrect responses include:

- Dad couldn't swim.
 - he didn't want to
-

Question 7

What did the children do after their ball went in the water?

Correct responses include:

- played in the sand
 - dug a hole
 - sat in a hole
 - went and got their dad
 - asked their dad to get the ball
-

Question 8

At the end of the story, a man gave the ball back to the children. How did the man get the ball?

Correct responses include:

- he used his boat
- it floated out to his boat
- he got in his boat
- the man got in his boat and went and got it

Question 9

Turn the book to the inside back cover - *Boating Safety* checklist.

Point to the checklist.

What do you think this tells us?

Correct responses include:

- how to prepare for a boat trip
- how to be safe in a boat
- a list of things to do in a boat
- what to do on a boat trip
- how to plan a boat trip

Incorrect responses include:

- Boating Safety
- Planning your trip
- a list

Question 10

Leave book open at the *Boating Safety* checklist.

Can you read this page to me?

Record the appropriate response on the record sheet.

Question 11

Turn the book to page 9 and place in front of the student.

For each question, record two responses, i.e. named the punctuation mark and described its purpose.

Point to the full stop.

What is this called?

What do we do here?

Point to the question mark.

What is this called?
What is it for?

Point to the quotation marks.

What are these called?
What are they for?

RESOURCES

- *The Lunch Boxes* reading book

INSTRUCTIONS

Sit next to the student for this task.

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

Question 1

Place *The Lunch Boxes* in front of the student, **face up**.

Point to the title.

The story is called *The Lunch Boxes*. I will read the book to you then I will ask you to retell me the story.

Read the story to the student ensuring they can see the words and the illustrations.

Allow time for them to look at the illustrations before turning the pages but do not discuss the story or the pictures.

Close the book when you have finished reading. Place the book closed on the table.

Do not allow the student to look through the book again at this stage.

Now I want you to retell the story in your own words.

Orientation includes:

- one day Zack and his mum were making lunches
- the story was about a mum and boy getting ready for school
- it was about a mum and boy going to school
- Mum put fish in her lunch box

Events from the story includes:

- they walked to school
- the mum gave things away
- they played a guessing game
- the cats could smell fish
- on the way to school they played games
- Mum gave Yanni jam
- the cats follows them
- the fish was for Aunty Faye

Resolution/ending includes:

- the lunch boxes got swapped
- Zack took the wrong lunch box to school
- they had the wrong lunch boxes

Question 2

Turn to pages 2 and 3. Read the text on both pages.

What is Mum going to do with the things she is packing?

Correct responses - refer to giving things to people include:

- She is going to give them to people.
- They are for the other characters.
- They're for Yanni and Auntie Faye.
- One is for the cocky and the rest are for people.
- They are presents.

Correct responses - refer to one character only include:

- They are for Auntie Faye.
- They're for Yanni.

Question 3

Leave the book in front of the student open to pages 2 and 3.

How did mum get the fish?

Correct responses include:

- Zack caught it
- Zack got it fishing
- from Zack

Question 4

Turn *The Lunch Boxes* to pages 6 and 7, leaving the book in front of the student.

Why does Yanni say, "Do you want some more?"

Correct responses include:

- so Mum can make some more jam.
- He's got lots of them on the trees.
- He wants to get rid of his plums.
- He wants to give her more plums.

Question 5

Turn the pages slowly, stopping at pages 10 and 11. Leave the book facing the student.

Point to the thought bubbles coming from Zack's head.

What do these bubbles mean?

Correct responses include:

- They're thought bubbles.
 - It's in Zack's head.
 - It's his imagination.
 - It's what Zack is thinking.
 - He's answering the question in his head.
-

Question 6

Leave the book open at pages 10 and 11.

Zack and his mum are playing a guessing game. What did Zack guess today?

Correct responses include:

- Both doors are down.
- Both door will be shut.
- Both doors will be closed.

Question 7

Turn the pages slowly, stopping at pages 14 and 15. Leave the book facing the student.

Zack is going into his school. Why are the cats following Zack?

Correct responses include:

- Zack has fish in his lunch box.
- Cats like fish.
- He has the wrong lunch box.
- They want what's in the lunch box.

Incorrect responses include:

- They're friendly.
 - They like him.
 - They want to go to school.
-

Question 8

Turn to the last page, leaving the book facing the student.

Why does Mum look surprised?

Correct responses include:

- She has the wrong lunch box.
- Aunty Faye was meant to have the fish.
- She didn't expect to have Zack's lunch.
- She thought there would be fish in it.

Incorrect responses include:

- She looks surprised.
- She doesn't like that food.



**Administration
Instructions
and
Record sheets**

**Module 2
Speaking &
Listening**

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

- nil

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.

We are going to listen to the sounds in some words. Listen to this word...**bat**.

The sounds in bat are /b/ /a/ /t/.

Now listen to this word...**top**. You say the word top. Allow time to respond.

Tell me the sounds you hear in the word top.

Read the questions in the speech bubble one at a time, allowing time for the student to respond.

Record the responses on the record sheet.

See the table below for additional support.

	all sounds	some sounds
sun	/s/u/n/	s/un ; su/n
dog	/d/o/g/	do/g ; d/og
sheep	sh/ee/p/	sh/eep ; shee/p ; sh/e/e/p ; s/h/ee/p
train	t/r/ai/n/	tr/ai/n ; tr/ain ; t/rain ; t/rai/n

Question 2

This time we're going to take a sound out in some words to make new words. Let's try one.

Cat. I'll say it again and then I won't say the first sound /c/. Cat...at. The new word is at.

Let's try another one.

Farm. I'll say it again and then I won't say the first sound /f/.

farm...arm. The word is arm.

Now you have a go!

Spin. You say the word spin. Now say it again but don't say /s/.

What word is left?

Allow the student time to respond. 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. If incorrect or no attempt is recorded for the first two words, record no attempt for the remainder of the question.

Bend. You say the word bend.

Say it again but this time don't say /b/. What word is left? Allow time to respond.

Stop. You say the word stop.

Say it again but this time don't say /s/. What word is left? Allow time to respond.

Pink. You say the word pink.

Say it again but this time don't say /k/. What word is left? Allow time to respond.

Play. You say the word play.

Say it again but this time don't say /l/. What word is left? Allow time to respond.

Administration Instructions

Module 2 Writing



RESOURCES

- *The Lunch Boxes* reading book
- a blank piece of paper per student.
- 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 task should be administered under normal classroom practice. For example:
 - if your students usually have time to plan their writing, you may provide time for them to plan
 - if your students usually draw a picture before they write, they may do this.
2. 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.
3. This task can be conducted with the whole class or in small groups.
4. Ensure that *The Lunch Boxes* reading task has been completed, if relevant.
5. Read *The Lunch Boxes* to the students.
6. Show the students the cover of *The Lunch Boxes*. Point to Zack.
7. Engage the students in a 5-10 minute discussion about Zack and about what happened in the story.

This is Zack. We have just read about him in *The Lunch Boxes*. Tell me some of things that Zack did in the story.

Today you are going to write a story about a boy called Zack. You can write about what happened in *The Lunch Boxes* or you can make up your own story.

Think about how your story will start, where your story will take place, what will happen in your story and how your story will end.

8. Allow the students time to discuss their ideas. This can be done as a whole class or in small groups.
9. Distribute paper to the students.

There is a piece of paper on your desk. I would like you to write your name at the top.

10. If the student is unable to write their name or if their attempt is unrecognisable, write their name for them.

11. Allow enough time, e.g. 20-30 minutes, for students to complete their writing.
12. Move amongst the students. Encourage students to write their best but do not provide any assistance.
13. If you are unable to read the student's writing, ask them to read it to you. Scribe exactly what they say.
14. Use the On-entry Writing Marking Guide to mark students' writing.

