



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
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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.

RESOURCES

- *The Beach Ball* reading book
 - *The Beach Ball* running record sheet - 1 per student (Q3&4)
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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 girl and boy at the beach
- a boy, a girl and a beach ball
- a brother and sister with a ball
- a brother and sister at the beach

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
 - he got in his boat
 - it floated out to 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
- a list of things to do in a boat
- how to plan a boat trip
- how to be safe in a boat
- what to do on 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
- it was about a mum and boy going to school
- the story was about a mum and boy getting ready for school
- Mum put fish in her lunch box

Events from the story includes:

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

Resolution/ending includes:

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

continued...

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

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

Incorrect responses include:

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

