



Administration Instructions and Record sheets

Module 3 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

- 'p words' card

INSTRUCTIONS**Question 1**

This task is assessing a student's ability to segment a word into sounds and then blend the sounds to pronounce a word accurately.

Do not prompt the student to sound out the word or to blend the sounds to pronounce the word.

Place the 'p' words card in front of the student.

Have a look at these words. The first word is *pocket*. Now I'll point to each word and I would like you to tell me what it says. You may not know some of the words. Just have a go.

Point to each word and repeat the question below.

What is this word?

Scoring

Record the following:

Reads word - student pronounces the word accurately either with or without segmenting aloud.

Segments only - student says all sounds aloud including some blends but does not pronounce the word accurately. See table below.

pepper	pe/pper	pep/per	p/e/pper	p/e/pp/er
pedal	pe/dal	ped/al	p/e/dal	
punnet	punn/et	pun/net	p/u/nnet	p/u/nn/et
practical	prac/ti/cal	pr/act/ti/cal	pr/ac/ti/cal	
pentagon	pen/ta/gon	penta/gon	pe/n/ta/gon	

Incorrect - student blends sounds incorrectly or says single sounds.

M3 READING: Task 2 – Blackie’s Holiday

RESOURCES

- *Blackie’s Holiday* reading book
 - *Blackie’s Holiday* running record sheet - 1 per student (Q3)
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INSTRUCTIONS

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

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

Question 1

Place *Blackie’s Holiday* in front of the student, **cover face up**.

Have a look at the cover of the book but don't open it yet.

The title of the book is *Blackie’s Holiday*.

What does the writing under the picture tell us?

Point to the text about the author and illustrator if necessary.
If the student reads the words, ask them for more information.

Question 2

Leave *Blackie’s Holiday* in front of the student, **cover face up**.

This book is called *Blackie’s Holiday*. I will read the first page to you.

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. 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 3

Record responses for Question 3 (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.

continued...

Question 4

Close *Blackie's Holiday* and leave it in front of the student.

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

Why did Blackie have a holiday?

Correct responses include:

- Uncle Jim was going away.
- Uncle Jim went camping.
- Blackie couldn't go with Uncle Jim

Incorrect responses include:

- Uncle Jim needed someone to look after Blackie.
- Blackie wanted to stay with Kate.
- Blackie wanted a holiday.

Question 5

Tell me two things Kate did that showed she likes Blackie.

Correct responses include:

- made a mouse for Blackie
- tried to play/played with Blackie
- let Blackie sleep on her bed
- cuddled Blackie
- stopped Blackie running away

Incorrect responses include:

- gave Blackie food.
- took Blackie home
- looked after her (not specific enough)

Question 6

Kate's family don't have a pet of their own. Show me the page where it tells us that?

Correct responses include:

- page 9

Question 7

Did Blackie like staying with Kate? Allow student time to respond.
How do you know?

Correct responses include:

- No. Blackie tried to run away.
- No. Blackie wanted to go home.
- No. Blackie missed Uncle Jim.

Incorrect responses include:

- No. Kate was mean to Blackie.
- Yes (regardless of the reason).

Question 8

Turn to pages 10 and 11. Ensure the book is facing the student.

Why did Mum drop the washing?

Correct responses include:

- she was trying to catch Blackie
- so she could stop Blackie running away
- so she could catch Blackie
- she couldn't hold the washing and stop Blackie

Incorrect responses include:

- Blackie tripped her.
 - Blackie knocked her over.
 - Blackie jumped on her.
-

Question 9

Turn to pages 12 and 13. Ensure the book is facing the student.

Why did Dad open the kitchen window?

Correct responses include:

- He burnt the toast.
- He was letting the smoke out.
- to let in some fresh air
- The kitchen was getting smoky

Incorrect responses include:

- to let Blackie out
 - Blackie wanted to go outside.
-

Question 10

Turn the book to page 16. Ensure the book is facing the student.

Why did Uncle Jim come home early?

Correct responses include:

- There was going to be a big storm.
- A storm was coming.
- He was going to get wet.
- You can't camp in the rain.

Incorrect responses include:

- He missed Blackie.
- He wasn't having a good time.
- He wanted to see Kate.
- Blackie was sad.
- Blackie wanted him to come home.

RESOURCES

- *Tap Dancing Star* 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 *Tap Dancing Star* in front of the student, **face up**.

Point to the title.

The story is called *Tap Dancing Star*. 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.

Record all relevant responses based on the student's retell.

The information below is provided to assist you to make consistent and accurate judgements.

Orientation includes:

- Li Ling loved dancing.
- Li Ling watched lots of shows about dancing.
- Li Ling wanted to be a dancer.

Events from the story includes:

- Li Ling's dad took her to dancing classes.
- Li Ling went to dancing on Wednesdays.
- Li Ling's teacher was called Susie.
- Li Ling was in heaven when she was dancing.
- Li Ling practised everywhere she went.
- She practised at school, at home, the bus stop and in the car.
- She was practicing for the dancing concert.

Complication includes:

- Li Ling was stung by a bee and couldn't go in the concert.
- Li Ling rang Susie to tell her.

Resolution/ending includes:

- Li Ling was the compere for the concert.
- Li Ling had the best time ever.
- Li Ling still had a part in the concert. She was the compere.

Questions 2—5

NOTE: If you are not completing the Speaking and Listening assessment, move straight to Question 6. If you are completing the Speaking and Listening assessment, record responses for Q2-5 based on the student's retell.

Question 6

Turn to pages 2 and 3. Make sure the student can see the text and illustrations.

Read the text on page 2 aloud to the student.

Listen carefully while I read the next page.

Read page 3 aloud to the student.

What does that mean?

Correct responses include:

- She is imagining she is one of the people on tv.
- She is pretending to dance in the show.
- She's imagining she is a good dancer.
- Li Ling is imagining she is one of those people.
- Li Ling wants to be on tv.
- She is dreaming that she can dance like that.

Incorrect responses include:

- Li Ling is on tv.
 - She is dancing on tv.
 - She is dancing in the line.
-

Question 7

Turn to pages 4 and 5, leaving the book in front of the student.

What is happening in these pictures?

Correct responses include:

- She is going to dancing classes.
 - Her dad took her to dancing school.
 - She is learning to dance.
 - Susie is teaching her to dance.
-

Question 8

Leave the book open to pages 4 and 5. Make sure the student can see the text and illustrations.

Point to the picture on page 5.

It says on this page, "*Li Ling was in heaven.*"

What does that mean?

Correct responses include:

- Li Ling was very happy.
- Li Ling loved tap dancing.
- Li Ling thought dancing was the best thing ever.

continued...

Incorrect responses include:

- Li Ling was in heaven.
 - Li Ling had died and gone to heaven.
 - Li Ling was in the sky.
-

Question 9

Turn the book to pages 6 and 7. Make sure the student can see the text and illustrations.

Why are there four different pictures on these two pages?

Inferential responses include:

- it shows that Li Ling practised **all the time**.
- to show that Li Ling practised **everywhere**
- because **wherever she went** she practised

Literal responses include:

- to show the places she practised
- that was where Li Ling did tap dancing
- to show the people she danced/practised with

Incorrect responses include:

- They wouldn't fit on the pages.
 - They didn't have enough space/pages.
 - to show Li Ling getting older
-

Question 10

Turn to pages 8 and 9. Make sure the student can see the text and illustrations.

What is happening on these two pages?

Correct responses include:

- They are preparing for the end of year concert.
- They are rehearsing for the end of year concert.
- They are doing the Billy Goats Tap and the Happy Holiday song.
- They are getting ready for the concert.
- They are doing the dances for the concert.
- These are the dances they need to learn for the concert.

Incorrect responses include:

- They are in the concert.
 - They are doing a show.
-

Question 11

Turn the book to slowly past pages 10 and 11 and stop at pages 12 and 13. Make sure the student can see the text and illustrations.

Read the text on page 12 aloud to the student.

But, on the day of the concert - disaster!
What was the disaster?

Note: If the student responds by saying, "Li Ling can't go in the concert," (or similar), you may prompt them to provide more information.

Detailed responses include:

- Li Ling is really sad because now she couldn't go in the concert.
- Li Ling really wanted to go in the concert but now she can't because of the bee sting. (implies distress)
- Li Ling had been practising for so long and now she can't go in the concert. (implies distress)
- Li Ling is upset that she was stung by a bee because she really wanted to go in the concert and now she can't.

continued...

Minimal responses include:

- Li Ling was stung by a bee.
- Li Ling missed the concert.
- Li Ling can't go in the concert.
- Li Ling's foot hurt

Question 12

Turn the book to page 16. Make sure the student can see the text and illustrations.

How did Susie solve Li Ling's problem?

Correct responses include:

- She asked her to be the compere.
- She asked her to do the talking at the concert.
- She introduced the dancing.
- She did the announcements.
- She did what Susie was going to do.
- She said what was happening.

Question 13

Place the book in front of the student, front cover facing up.

This story is called *Tap Dancing Star!*

Do you think Li Ling was a tap dancing star in the story? (allow the student time to respond)

What makes you say that?

Correct responses include:

- Yes, because she practised a lot.
- Yes, she was a good compere.
- Yes, she was a good dancer before the bee sting.
- Yes, because she practised a lot.
- Yes, she was a good compere.
- Yes, she was a good dancer before the bee sting.

Incorrect responses include: yes/no without plausible explanation



Administration
Instructions
and
Record sheets

Module 3
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.

I'm going to say a word. Then I'm going to ask you to change one of the sounds to make a new word. Let's try one.

Cat. I'll say the word again and then instead of saying /c/, I'm going to say /h/. Cat...hat. The new word is **hat**.

Now you have a go!

Say the word bed. Say it again but this time instead of saying /b/, say /r/. Bed...

Allow the student time to respond. As this is a practice question, you may tell the student the answer.

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

Record the responses on the record sheet.

Say the word **sun**.

Say it again but this time instead of saying /s/, say /f/. Sun...

Say the word **bite**.

Say it again but this time instead of saying /b/, say /k/. Bite...

Say the word **car**.

Say it again but this time instead of saying /c/, say /j/. Car...

Question 2

For this task, it is important to use the letter **sounds**, not the names.

This time we're going to change the last sound in some words.

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

Say the word **hop**.

Say it again but this time instead of saying /p/, say /t/. Hop...

Say the word **big**.

Say it again but this time instead of saying /g/, say /n/. Big...

Say the word **track**.

Say it again but this time instead of saying /ck/, say /p/. Track...

Question 3

For this task, it is important to use the letter **sounds**, not the names.

This time we're going to change the middle sound in some words.

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

Say the word **let**.

Say it again but this time instead of saying /e/, say /o/. Let...

Say the word **bag**.

Say it again but this time instead of saying /a/, say /u/. Bag...

Say the word **stall**.

Say it again but this time instead of saying /t/, say /m/. Stall...

Note: only complete this task if you **are not** completing the Reading assessment. If you are completing the Reading assessment, this task will be completed during the Tap Dancing Star Reading task.

Resources

- *Tap Dancing Star* reading book

Questions 2–5

Place *Tap Dancing Star* in front of the student, **face up**.

Point to the title.

The story is called *Tap Dancing Star*. 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.

Record all relevant responses based on the student's retell on the record sheet.



Administration Instructions

Module 3 Writing



RESOURCES

- *Tap Dancing Star* 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 *Tap Dancing Star* reading task has been completed, if relevant.
5. Read *Tap Dancing Star* to the students.
6. Engage the students in the following discussion, allowing them time to respond and share ideas.

In the story *Tap Dancing Star*, Li Ling was excited about dancing in the end of year concert. But then, disaster struck! What was the disaster?

She was stung by a bee? How did Li Ling feel about that?

Think about a time when you were looking forward to something special but then disaster struck and you couldn't do what you had been looking forward to.

You might have been looking forward to a party but you got sick and couldn't go, or you were going to go camping with your family but the weather was terrible so you stayed home. How did you feel?

Today you are going to write a story about a time that disaster struck and you couldn't do what you were looking forward to. You can write about something that happened to you or to someone you know, or you can make something up.

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

Remember to write in sentences and pay attention to your spelling and punctuation.

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