



# Administration Instructions and Record sheets

## Module 3 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

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**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...

continued...

### 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.

