



Administration Instructions and Record sheets

Module 4 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**.

M4 READING: Task 1 – Tiger and the Big Wind

RESOURCES

- *Tiger and the Big Wind* reading book
- *Tiger and the Big Wind* running record sheet - 1 per student (Q3&4)

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 *Tiger and the Big Wind* in front of the student, **cover face up**.

This book is called *Tiger and the Big Wind*.

Turn to pages 2 & 3. Read **the first sentence** 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 2

Record responses for Question 2 (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 3

Close the book 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 didn't the animals have enough food?

Turn to pages 2 and 3.

Correct responses that refer to lack of rain:

- There was a drought. It hadn't rained for months/a long time.

continued...

Correct responses that refer to Tiger having the pears:

- Tiger had all the pears.
- Tiger wouldn't share the pears.
- The animals couldn't get the pears.

Incorrect responses:

- There was not enough food.
 - It ran out.
-

Question 4

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

Rabbit had a clever plan. Why did the animals need Rabbit's plan?

Detailed responses include:

- Rabbit knew how to get the pears from Tiger.
(implies the other animals didn't)
- He had a plan to get the pears.
- So they could get the pears from Tiger.
(implies Rabbit has a solution)
- The animals didn't know how to get the pears.
(implies that Rabbit did)
- Rabbit's plan could help the animals get the pears.

Minimal responses include:

- They were hungry.
- Tiger had the pears.
- The pears were in the tree.

Incorrect responses include:

- Rabbit was clever.
 - It was a good plan.
 - The animals like Rabbit.
-

Question 5

Turn to page 11, leaving the book in front of the student.

Why did all the animals make a big racket?

Correct responses include:

- to make it sound like wind
- so Tiger would believe Rabbit (implies the intention of the plan)
- so Tiger would think a wind was coming
- to make it sound like the end of the world

Incorrect responses include:

- They were making wind.
 - to help Rabbit
 - It was Rabbit's plan.
 - They are carrying out Rabbit's plan.
-

Question 6

Turn to pages 12 and 13. Leave the book in front of the student.

Why did Tiger want Rabbit to tie him to the tree?

Correct responses include:

- He didn't want the wind to blow him away.
- He was scared of the wind.

- He thought the wind would blow him away.
- He was scared of being blown away.

Question 7

Turn to the book pages 14 and 15. Ensure the book is facing the student.

Rabbit and Tiger argued for a long time. Why didn't Rabbit tie Tiger up straight away?

Correct responses include:

- to make his plan more believable/convincing
- to trick Tiger into thinking a big wind was coming
- Rabbit was trying to convince Tiger that a big wind was coming.
- to make Tiger scared about the wind

Incorrect responses include:

- Rabbit was being mean to Tiger.
- Rabbit thought Tiger could look after himself.
- Rabbit didn't think Tiger needed to be tied up.

Question 8

Close the book. Leave it in front of the student.

How did Tiger and Rabbit behave differently in the story?

Correct responses refer to **both characters**:

- Rabbit was clever/smart. Tiger was silly/dumb.
- Rabbit shared but Tiger didn't.
- Rabbit was thoughtful/helpful/kind. Tiger was selfish/mean/greedy.
- Rabbit was thoughtful. Tiger wasn't. (just enough)

Incorrect responses refer to **one character** or differences other than behaviours:

- Rabbit is small; Tiger is big.
- Rabbit was clever. (only one character)
- Rabbit was popular but no one liked Tiger.
- Rabbit was hungry but Tiger wasn't.

Question 9

Rabbit tied Tiger to the tree. Do you think that was fair? Allow student time to respond. What makes you say that?

Correct responses include:

- Yes - Tiger wouldn't share the pears.
- Yes - Tiger was mean.
- No - Rabbit shouldn't have tricked Tiger.
- Yes - the animals were hungry.
- No - Rabbit was mean to Tiger.
- No - Rabbit should have asked Tiger to share the pears, not play a trick on him
- Yes - Rabbit was trying to teach Tiger a lesson.
- No - Rabbit was being a bully.

Incorrect responses include:

- No - Tiger did nothing wrong.
- Yes - Tigers are dangerous
- Yes - it was the right thing to do.
- Yes - no one liked Tiger. (not a valid reason)

Question 10

Stories like this have a moral. They teach you a lesson. What lesson is this story trying to teach us?

Correct responses include:

- don't be greedy/mean.
- You should share.
- If you don't share, bad things might happen to you.
- You don't have to be big to be clever.
- If you're greedy, people won't like you.
- Working together can get things done.
- It's best to work together to solve problems.

Incorrect responses include:

- Don't play tricks on people.
- Animals like to eat pears.
- Tigers are greedy.
- You should love everybody (not the moral of this story)

RESOURCES

- *The Golden Carambola Tree* 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 Golden Carambola Tree* in front of the student, **face up**.

Point to the title.

The story is called *The Golden Carambola Tree*. 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.

Scoring

Have the record sheet ready to record information as the student is retelling the story.

Record all ideas/events that the student includes in the retell, regardless of the order they tell them.

Take note of the order the student retells the ideas for the sequencing section.

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.

What did the brothers do after their father died?

Detailed responses include:

- The older brother took the land/fields/house and the younger brother got the tree.
- The older brother took everything except the tree. (implies the younger brother got the tree)
- The older brother took everything for himself and all that remained for the younger brother was a carambola tree. (direct quote from the book)

Minimal responses include:

- The older brother took nearly everything.
- The older brother got the house/land/fields.
- The younger brother got the carambola tree. (not enough information)

Incorrect responses include:

- The older brother took everything. (he didn't get the tree)
 - The older brother got the tree.
 - The younger brother got the phoenix.
-

Question 7

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

What do these pictures show you?

Detailed responses refer to tasks and passing time:

- The younger brother has been looking after the tree for a long time and now it's got fruit
- He has been cutting the tree and watering it and now it has fruit.
- The brother is doing lots of different jobs all the time to look after the tree.

Minimal responses refer to tasks or time:

- He is looking after the tree.
- He is cutting/watering the tree.
- It took a long time for the fruit to grow.

Incorrect responses include:

- The brother is working. (too vague)
-

Question 8

Turn slowly past pages 6 and 7 to pages 8 and 9. Leave the book in front of the student.

What agreement did the younger brother and the phoenix make?

Detailed responses refer to both characters:

- The phoenix paid the younger brother for the fruit she ate.
- The younger brother gave the phoenix fruit in exchange for gold.
- The phoenix took fruit and the brother took gold.

continued...

Minimal responses refer to one character:

- The phoenix could take the fruit.
- The younger brother got gold.
- The phoenix paid the brother.

Question 9

Turn to pages 10 and 11. Leave the book open in front of the student.

How did the younger brother behave when he saw the gold?

Correct responses refer to being honest/modest/ethical:

- He took one coin for each piece of fruit.
- He wasn't greedy.
- He didn't take too much gold.

Incorrect responses include:

- He picked up the gold (too vague)
- He stole the money.
- He took as much gold as he could.

Question 10

Turn to pages 12 and 13.

How is the older brother feeling here? Allow the student time to respond.
Why is he feeling like that?

Detailed responses include a plausible feeling and reason:

- Jealous - the younger brother has lots of gold.
- Amazed - his brother is rich.
- Angry - he thinks his brother tricked him.
- Annoyed - he wants what his brother has got.
- Astonished - his brother is doing so well.

Minimal responses include a plausible feeling but no reason (or no plausible reason):

- jealous (no reason)
- Angry - his younger brother tricked him. (he didn't actually trick him)
- Mad because his brother stole the gold

Question 11

Leave the book open to pages 12 and 13.

The older brother gave all his land to his younger brother in exchange for the carambola tree.
What does this tell you about the older brother?

Inferential responses refer to the older brother's greed/jealousy:

- He was greedy/jealous/cunning.
- He thought the tree would make him rich too.
- He really wanted the gold for himself.
- He thought the tree was better than the land.

Literal responses refer to information directly stated in the book:

- He wanted the tree. (page 13)
 - He wanted the phoenix. (too vague)
 - He was astonished/surprised/angry. (page 12)
-

Question 12

Turn slowly past pages 14 and 15 and leave the book open at page 16. Leave the book open in front of the student.

At the end of the story the older brother and his gold fell into the sea.

Why did this happen?

Correct responses include:

- The brother was greedy and took too much gold.
- The gold was too heavy for the phoenix to carry.
- The older brother wouldn't let go of the gold.
- The phoenix was tired because the brother took too much gold.

Incorrect responses include:

- The phoenix was too weak.
 - The phoenix dropped him.
 - It was the end of the story.
 - No one like the older brother.
-

Question 13

Leave the book open in front of the student at page 16.

Why did the author end the story with the older brother falling into the sea?

Correct responses that refer to a moral include:

- To teach people that you shouldn't be greedy.
- The older brother was greedy so he was punished.
- To teach us that it's better to be good/nice/kind.
- To show that if you are bad/greedy/jealous, bad things will happen to you.

Correct responses that refer to author's choice include:

- The author wanted a sad ending.
- The author didn't like the older brother.



**Administration
Instructions
and
Record sheets**

**Module 4
Speaking &
Listening**

RESOURCES: nil

Note: the assessment of this task has been revised for 2020. Please familiarise yourself with the new 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 (see below). 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.

Additionally, 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

Record student responses on the following page.

STUDENTS (insert)	C1			C2			C3			C4			C5	
	Participation & engagement			Voice			Coherence			Vocabulary			Listening	
	participates purposefully & engages actively	uses body language effectively	takes turns	speaks clearly	uses appropriate volume	uses pace and tone effectively	orders ideas logically and coherently	uses grammatically correct sentences	uses a variety of sentence structures	uses a variety of vocabulary effectively to enhance meaning	uses a range of everyday vocabulary	uses a narrow range of vocabulary	listens actively	responds appropriately

Record responses for **Criteria 1, 2, 3 and 5**, using the following codes:

- C = consistently
- U = usually
- S – sometimes
- R = rarely

For **Criterion 4**, tick the appropriate column (one only)

M4 SPEAKING & LISTENING: Task 2 – The Golden Carambola Tree retell Instructions

IMPORTANT: If you are completing the Reading assessment, do not complete this task now.
This task will be/has been completed as part of Reading.

RESOURCES

- *The Golden Carambola Tree* reading book

Questions 2–5

Sit next to the student for this task.

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

Place *The Golden Carambola Tree* in front of the student, **face up**.

Point to the title.

The story is called *The Golden Carambola Tree*. 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.

Scoring

Have the record sheet ready to record information as the student is retelling the story.

Record all relevant responses for Questions 2-5 based on the student's retell.



Administration Instructions

Module 4 Writing



RESOURCES

- *The Golden Carambola Tree* 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 Golden Carambola Tree* reading task has been completed, if relevant.
5. Read *The Golden Carambola Tree* to the students.
6. Turn to pages 8 and 9, showing the students the illustration. Engage the students in the following discussion. Allow them time to respond and share ideas.

Look at these illustrations. What's happening in these pictures? What is the phoenix doing?

Think about the adventures you could go on if you had a phoenix. What sort of places could you go? What sort of things could you do? What sort of problems would you face?

Today you are going to write a story about an adventure with a phoenix. Think about the characters who will be in your story and where your story will take place. Think about what will happen in your story, what problems the characters might face and how they will resolve them. Think about an interesting way to end your story.

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. 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.