



# Administration Instructions

## Module 4 Writing



## **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.

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**

Download a copy of the blank class report available on the website. Use this to entering students' responses. Ensure that responses are uploaded to the online system prior to the end of Week 6.

### **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.

**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.