



Administration Instructions and Record sheets

Module 1 Numeracy



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

- dot cards (random pattern only) – Questions 1 & 3
 - number cards 0–10 – Question 2 & 3
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INSTRUCTIONS**Question 1**

Show the student each dot card one at a time, for 2 seconds only to ensure the students are subitising rather than counting.

Show the cards in the following order: 1, 3, 5, 4, 6, 2.

I'm going to show you some cards. Each card has some dots on it.
Tell me how many dots you see.

Question 2

Have the number cards in alphabetical order ready to show the student (letters are found on the back of the cards).

Show all number cards, one a time. Repeat the question for each number if required.

I'm going to show you some cards. Each card has a number on it.
What number is on the card?

Question 3

Spread the dot cards out randomly in front of the student.

Have the number cards ordered in alphabetical order (letter is shown on the back of the card).

Show each number card one at a time. Do not say the number aloud.

All dot cards must remain in front of the student for the duration of this question (do not allow the student to pick up the cards).

Repeat the question if required. Allow time for the student to find the corresponding quantity.

I'm going to show you the number cards again. I'd like you to point to the dot card in front of you that matches the number on my card. You are allowed to count the dots.

Which dot card matches the number on my card?

RESOURCES

- nil

INSTRUCTIONS**Question 1**

Do not provide any assistance or prompting for this question.

Record the number the student counted to unassisted (next page). One minor error is permitted. Stop the student when they make 2 errors or when they reach 120.

I would like you to count for me. Start from 1 and keep counting until I tell you to stop.

Optional (this is not scored)

Once you have recorded the number counted to unassisted, you may provide assistance or prompting to enable you to collect information regarding the student's counting behaviours. Do not change the number recorded.

Select all relevant behaviours.

Question 2

Allow the student time to respond to each question before asking the next. Record their responses on the record sheet.

- What number comes straight after 7?
- What number comes straight after 18?
- What number comes straight after 39?

Once incorrect or no attempt is recorded, record no attempt for the remaining numbers.

Question 3

Ask the question below, saying the numbers **3, 16, 30** one at a time.

- What number comes before 3?
- What number comes before 16?
- What number comes before 30?

Once incorrect or no attempt is recorded, record no attempt for remaining numbers.

Question 4

Do not provide any assistance or prompting.

I would like you to count backwards starting from 10.

RESOURCES

- container of coloured plastic teddies (Q1—6)
- container of counters (Q6)

INSTRUCTIONS (Sit next to the student for this task).

Question 1

Have a container of approximately 20 teddies in front of you and the student.
Place a pile of 4 teddies in front of the student and a pile of 5 teddies in front of yourself.
Do not count the teddies.

Who has more teddies?

Question 2

Arrange **9 teddies** in a single line in front of the student. Do not count them.
For this question, it is essential to record the behaviours (see record sheet).

I would like you to count the teddies and tell me how many there are.
So how many teddies are there?

If incorrect or no attempt is recorded, count the teddies aloud with the student to establish the quantity before moving on to Question 3.

Question 3

Using the **same 9 teddies** as in Q2, rearrange the teddies into a scatter pattern.
Make sure the student is watching you.

How many teddies are there now?

Question 4

Put all the teddies back into the container.

Arrange **7 teddies** in a line in front of the student, making sure the **4th teddy is yellow**.

Note: if the student is vision impaired, substitute the yellow teddy for a dinosaur or a teddy of a different size and adjust the wording of the question accordingly.

Do not prompt the student to keep counting when they reach the end of the row.

Count the teddies starting from the yellow one and tell me how many teddies there are.

Point to the teddies as you count.

Remember to start at the yellow teddy.

Point to the yellow teddy if necessary.

If the student answers incorrectly, record the behaviour demonstrated.

Question 5

Put all the teddies back in the container.

I would like you to give me **17** teddies.

Question 6

Put all the teddies back in the container.

Arrange **8 teddies** in a scatter pattern in front of the student.

Place the container of counters about one metre away so the student is not able to reach them from where they're sitting.

All the teddies are hungry and would like a biscuit. The counters over there are going to be the biscuits.

Please get just enough biscuits so all the teddies can have one biscuit each.

RESOURCES

- coloured plastic teddies
- opaque container, e.g. ice cream container (Q2 & 3)

INSTRUCTIONS**Question 1**

Read each question in order. Allow the student time to respond.

Record each way the student is able to partition six on the record sheet.

Once an incorrect response is given, move to Q2.

1. I would like you to show me 6 fingers.
2. I'd like you to show me 6 in a different way.
3. Now I'd like you to show me 6 in another way.

Question 2

Arrange 8 teddies in a scatter pattern in front of the student. You may count them aloud.

There are 8 teddies here. Count them out loud to make sure.

If the student is unable to count correctly, count the teddies aloud with the student.

I'm going to hide some teddies under my container. I'm also going to leave some out.
Now, turn around while I hid some teddies. No peeking!

Hide 1 teddy under the container. Leave the remaining teddies in the same position.

Now you can turn back.
How many teddies are hiding under my container?

If incorrect or no attempt is recorded, record no attempt for Question 3.

Question 3

Place the teddy from under the container back in the scatter pattern. Make sure the student is watching.

There are still 8 teddies here. Count them again to make sure.
Now I'm going to change the number of teddies hiding under my container.
Turn around while I hide some teddies. No peeking!

Hide 3 teddies under the container. Leave the remaining teddies in the same position.

Now you can turn back.
How many teddies are hiding under my container now?

RESOURCES

- container of coloured plastic teddies (Q1—3)
- container with a lid (Q3)
- 'train' shape card (Q4)

INSTRUCTIONS (Sit next to the student for this task)**Question 1**

Arrange 8 teddies in a line from left to right in the following pattern:



Note: If the student is vision impaired, substitute the teddies with attribute shapes - circle, square, triangle, triangle, circle, square, triangle, triangle. Adjust the wording of the questions accordingly.

Give the container of teddies to the student. Make sure there are enough of the above colours to replicate the pattern.

If incorrect or no attempt is recorded for the first question below, move to Q2 and record no attempt for the second question.

- A. I have made a pattern with some teddies. I would like you to use your teddies to make a pattern the same as mine.
- B. Now I would like you to use more teddies to make your pattern go further.

If the student stops extending the pattern after 4 teddies, encourage them to use more.

Question 2

Remove the teddies the student added to the pattern, leaving the original pattern (as above).

Point to the first teddy in the pattern. Record the student's response before asking the next question.

- This teddy is the first teddy in my pattern.
- I would like you to point to the 3rd teddy.
- Now I would like you to point to the 5th teddy.

Question 3

Place the lidded container in front of the student and hand them one teddy.

Read each question and allow time for the student to respond. Record the student's responses on the record sheet.

Put the teddy **in** the box.

Put the teddy **on** the box.

Put the teddy **near** the box.

Put the teddy **under** the box.

Question 4

Place the train shape card in front of the student.

Have a look at this picture. I would like you to point to the shapes you see and tell me what they are called.

Record an 'N' on the record sheet (next page) for the shapes the student points to and names correctly.

For the shapes the student was unable to locate and name correctly, say...

Show me a _____*.

* only say the shapes the student was unable to point to and name correctly.

Record 'L' (located) on the record sheet for the shapes the student pointed to.

RESOURCES

- pop stick (Q1)
- piece of string - 1cm longer than the pop stick (Q1)
- 3 x 3d containers (see handbook or online system for construction requirements) (Q2–4)
- A3 sheet with circle on left (Q4)

INSTRUCTIONS (Sit next to the student for this task)**Question 1**

Place the piece of string in a coil on the desk in front of the student. Place the pop stick on the desk about 10 cm away.

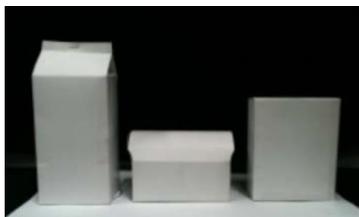
Which of these is longer – the pop stick or the string?

You are allowed to touch the objects.

Record the strategy demonstrated by the student.

Question 2

Place the three containers in front of the student as shown below.



Which of these objects is the tallest?

Question 3

Use the 3D containers already on the desk.

Allow the student to touch the objects. Encourage them to do so if necessary.

Which of these objects is the lightest?

Question 4

Use the 3D containers on the desk. Place the A3 sheet in front of the student with the circle on their left.

Allow the student to touch the objects. Encourage them to do so if necessary.

Place these objects in order from heaviest to lightest.
Place the heaviest object on the circle.

Question 5

I would like you to tell me the days of the week in order.

Allow students can start at any day.

Question 6

Read each question below to the student, inserting the name of the current day.

It is recommended that you complete this question with all students in the class on the same day.

Today is _____. What day will it be tomorrow?
(say the name of the day)

Today is _____. What day was it yesterday?
(say the name of the day)

