On-entry Assessment Program
Background

• In 2007, the Council of Australian Governments (COAG) agreed that by 2010 all states and territories would have an assessment program for all students at the commencement of compulsory schooling.

• The On-entry Assessment Program is compulsory for all Pre-primary students in public schools.
From the Director General

To achieve our Classroom First objectives we need to pay particular attention to the early years of schooling from Kindergarten to Year 2. These years are the platform from which every child can become a successful student.

On-entry assessment of literacy and numeracy

One important input to assessing each student’s progress is the on-entry assessment of literacy and numeracy at the start of Pre-primary.

The on-entry test items focus on skills and understandings that are known to predict future literacy and numeracy success. Teachers are able to draw on individual results and other assessment information to extend children who perform well and support those who need more time.
Purpose

• To provide the classroom teacher with information about the skills and understandings that their students bring to compulsory schooling

• To inform the planning and delivery of targeted programs, reflective of each child’s needs and capabilities

• To identify, early in the school year, students who may require intervention, consolidation or extension.
When and how are the assessments conducted?

• The On-entry assessment period is from weeks 3-6 of Term 1.

• All tasks are conducted by the teacher, one-on-one with your child.

• Some tasks will be completed in a quiet area.

• Some tasks will be completed as part of the daily teaching program.

• Your child will complete various tasks on various days during the assessment period.
What is assessed?

• The literacy and numeracy skills and understandings considered critical to early and ongoing educational development.

• Skills assessed represent a wide range of literacy and numeracy concepts that form part of a balanced program, reflective of the curriculum.
What is not assessed

- **All** skills and understandings outlined in the Western Australian curriculum.
- Physical, social and emotional development, creative and critical thinking.

However, the **one-on-one nature of the tasks provides opportunities for:**

- the teacher to observe each child’s social and emotional development
- the teacher to get to know each child
- each child to get to build a relationship with their teacher where they feel safe and secure.
Website for parents

http://www.det.wa.edu.au/educationalmeasurement/detcms/navigation/on-entry/information-for-parents/
On-entry Assessment Program
Key messages for Pre-primary parents

Educational needs vary from child to child and may constantly change, with children bringing to school a wide range of experiences, understandings and knowledge. Through constant and ongoing observations, your child’s teacher is able to ensure that programs meet to changing needs of each and every child.

<table>
<thead>
<tr>
<th>Important</th>
<th>There is no pass or fail in this assessment.</th>
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<tbody>
<tr>
<td>Purpose</td>
<td>What is the purpose of the program? The main purpose of the On-entry Assessment Program is to provide teachers with information about the understanding that a child brings to school. Conducting this assessment early in the year ensures that your child’s teacher has information about the current skills and understandings of each child to assist in the planning and development of targeted learning programs that address the needs of each individual — those that may require early intervention, consolidation or extension. This approach is supported by national and international research into the early identification of students’ literacy and numeracy skills.</td>
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<tr>
<td>What?</td>
<td>What does On-entry assess? Literacy and numeracy skills critical to early and ongoing educational development. What doesn’t On-entry assess? Physical health, behaviour, creativity, social and emotional health, all important in the overall development of each child. While the purpose of the On-entry Program is to assess literacy and numeracy skills, the assessment provides the teacher with opportunities to observe other domains.</td>
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Your child is unique, and will continue to develop as an individual, at an individual rate. Every child is able to learn, and will learn best when they feel supported, encouraged, and have an adult who spends time talking, listening, playing, and reading with them.

Here are some fun, everyday activities that you can do with your child to help them develop essential early literacy skills:

- Play word games when you are out together — games such as “I spy”
- Have a special family day at the dinner table where each person takes turns to share the best part of their day
- Set up a plan or system for helping them assess
- Read to them.
- Encourage them to do more of what happened.
- What are they learning?
- What are they having fun with?
- What are they missing?
- What are they learning)

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Here are some fun, everyday activities that you can do with your child to help them develop essential early literacy skills:

- Play number and counting games when you are out together — how many red cars can you see? Who can be the first to see the number 4 on a number plate?
- Play simple number and counting games at home — board games are fantastic!
- Let your child see how many ways you use numbers and counting for real reasons — counting the number of people, counting ingredients during cooking, and checking your change.
- Encourage them to recognize small amounts at a glance — without counting.
- Encourage them to look for smaller collections inside a bigger collection, for example, 7 pieces of apple could be separated into collections of 1, 2, 3, 3, 1.
Keeping parents informed

• Before the assessment period, you will receive a letter outlining:
  • the dates of the assessment period
  • the procedures for administering the tasks
  • the skills and understandings assessed.

• Following the assessment period, you will receive a Summary for Parents which provides you with an overview of your child’s current skills and understandings as demonstrated during the assessment tasks.
Summary for Parents

On-entry Assessment Program
Summary for Parents

Literacy Module 1 - Term 1 2016
Child's name - Pre-primary

Here is a summary of your child's current skills and understandings based on our recent assessment.

During conversations about day to day things, your child:
- displayed no or few early oral language skills
- displayed some early oral language skills
- displayed average early oral language skills
- displayed very good early oral language skills

Throughout the year we have participated in rhyming words games and activities. During this task tasks:
- identified a few rhyming words
- identified a number of rhyming words
- identified most or all

We looked at the book 'Cup Cakes' so that I could assess both early reading skills and the understandings of concepts of print - recognising the story title, a picture, a letter, a word, and matching written to spoken words. During this activity your child:
- did not attempt, or was not able to read any text in the book
- showed some understanding of concepts of print
- showed a good understanding of concepts of print

The words and sounds task includes responses to lower case letters only. During this activity your child:
- did not attempt to identify letter names or sounds
- was unable to match sounds at the beginning of words
- was unable to match sounds at the end of words

We talked about parts of the story, and why some things happened. At this time, your child:
- was able to retell two events sequentially
- was able to retell three events sequentially
- was not able to retell any events from the story
- was not able to comprehend any ideas in this story

In this writing task your child was asked to write their name, draw a picture and write about 'Clever Max'. During this activity your child:
- made no attempt to name
- wrote 'scribble' writing
- tried to read their writing, but at this time was unsuccessful
- wrote their name
- wrote a recognisable attempt of their name
- wrote strings of letters

We looked at counting, recognising small quantities at a glance, matching numerals to quantities and counting up to 5 quantities.

- was not able to recognize small quantities
- recognised, at a glance, quantities up to 5 quantities (to 10)
- matched up to 5 quantities
- matched up to 9 quantities
- matched quantities & numerals between 1 & 10
- matched all quantities & numerals between 1 & 10

We looked at counting orally, recalling numbers before or after another, and counting backwards.

- was not able to count in a small collection
- accurately counted how many in a collection
- accurately counted how many in a collection
- counted up to 9
- counted orally to 10
- counted orally to 13
- continued counting using 1-9 sequences
- counted orally into the twenties (20s)

The task involved your child showing an early understanding of collections (partitioning). E.g. 8 can be made up of 6 and 2, 4 and 3, 3 and 2, 2 and 2... During this task your child:
- was not able to partition
- identified one partition of a given number
- identified two partitions of a given number
- identified three partitions of a given number

Child compared the length of two items to tell me which was longer, and the mass of three items to tell me that they thought was the heaviest. During this task your child:
- was not able to compare
- could compare length
- could compare mass
- could order mass

We asked your child to move an object around a small box to show me their understanding of position words. During this task your child:
- showed an understanding of 1-2 position words
- showed an understanding of 3-4 position words
- showed all position words

We looked at shapes. During this task your child:
- identified 1-2 shapes in the picture
- identified most shapes in the picture
- identified all shapes in the picture
Key messages

• On-entry is an assessment for learning, rather than of learning.
• There is no pass, fail or minimum standard.
• Preparation for the assessment is neither required nor appropriate.
• On-entry assessments are not intended to replace teacher judgements and classroom based assessments.