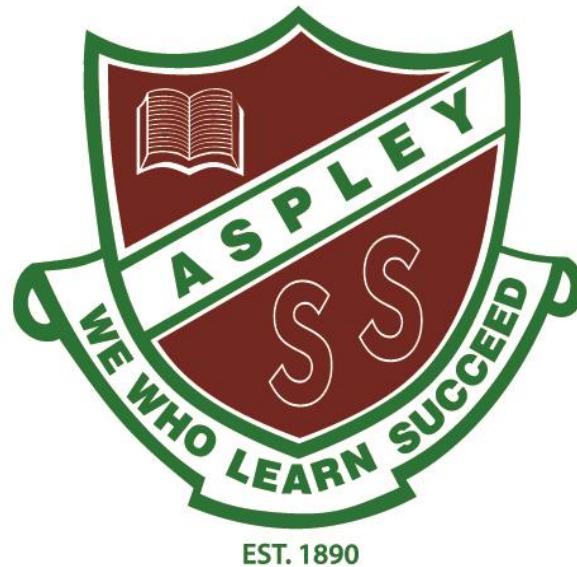


# Aspley State School



## Assessment Schedule 2014 (Literacy & Numeracy)

**UPDATED NOVEMBER 2013**

# Our Shared Vision:

## We who learn succeed

At Aspley State School, our school community strives to achieve **quality outcomes** through building **quality relationships**, developing students who are responsible, caring and **self-managed**.

The intent is that this vision applies equally to all members of the school community and in all activities.

## Statement of Purpose

### Aspley State School aims to:

- Provide leadership and guidance to support the development of effective self-management skills, through the choice of safe, responsible and caring ways of meeting personal needs.
- Provide an environment in which learning, cooperation, self-esteem and success are valued and encouraged, thus enabling all Queensland students to become active citizens in a learning society – Great State, Great Opportunities.

## Values and Beliefs

### Aspley State School is committed to:

- **STUDENTS** – Is what I am doing promoting the best interests of students?
- **QUALITY** – Is it the very best I can do?
- **ACCOUNTABILITY** – Am I prepared to accept personal accountability for this?

The following concepts serve as guiding principles for the values and beliefs identified above:

- Personal accountability
- Every child can succeed
- Quality relationships
- Life-long learning
- Shared responsibility
- A safe, caring and supportive environment

# Student Exit Statements

Students at Aspley State School will strive to achieve the following outcomes. It is intended that these outcomes provide an orientation for the planning, delivery and assessment of learning programs and in all activities.

These outcomes will be explicitly taught and implicitly reinforced throughout the delivery of the enacted curriculum.

**The Aspley State School Exit Statements are:**

|  |   |
|--|---|
| Self-managed<br><b>Individual</b>          | <ul style="list-style-type: none"> <li>• <b>Self identifies</b> positively and realistically</li> <li>• <b>Considers</b> own learning style, strengths and limitations</li> <li>• <b>Commits</b> to personal excellence</li> <li>• <b>Demonstrates</b> personal life-skills reflecting values</li> <li>• <b>Evaluates</b> own behaviour and plans accordingly</li> <li>• <b>Manages</b> self appropriately in varying contexts</li> </ul> |
| Resourceful & creative<br><b>Thinker</b>   | <ul style="list-style-type: none"> <li>• <b>Inquires</b> and <b>investigates</b></li> <li>• <b>Analyses</b> and <b>interprets</b> information</li> <li>• <b>Problem-solves</b> and <b>synthesises</b> data to make informed decisions</li> <li>• <b>Justifies</b> and <b>validates</b> conclusions</li> <li>• <b>Records</b> and <b>documents</b> processes</li> </ul>  |
| Effective<br><b>Communicator</b>           | <ul style="list-style-type: none"> <li>• <b>Chooses</b> appropriate modes for purpose and audience</li> <li>• <b>Comprehends</b> a range of written, spoken and visual information</li> <li>• <b>Communicates</b> using appropriate mode and style</li> <li>• <b>Responds</b> to audience needs</li> <li>• <b>Reflects</b> on the effectiveness of communication</li> </ul>   |
| Quality<br><b>Producer</b>                 | <ul style="list-style-type: none"> <li>• <b>Operates effectively</b> as an individual or group member</li> <li>• <b>Investigates</b> and <b>analyses</b></li> <li>• <b>Plans</b> to achieve goals</li> <li>• <b>Selects</b> and <b>utilises</b> appropriate resources</li> <li>• <b>Creates quality</b> products or performances</li> <li>• <b>Evaluates</b> processes</li> </ul>   |
| Active, responsible<br><b>Group Member</b> | <ul style="list-style-type: none"> <li>• <b>Collaborates</b> with others to achieve outcomes</li> <li>• <b>Organises</b> and <b>plans</b></li> <li>• <b>Listens actively</b> for understanding, in order to participate effectively</li> <li>• <b>Engages meaningfully</b></li> <li>• <b>Empathises</b> with others' points of view and opinions</li> <li>• <b>Reflects</b> on personal and group effectiveness</li> </ul>                |

# Tools, Standards and Targets

Aspley State School is committed to a shared understanding about how information is used and stored to monitor, track and improve the maximum learning outcomes for all students.

Assessment is conducted at three levels:

1. **Systemic**- assessments mandated by a higher authority such as Education Queensland and a requirement of all schools to administer eg. NAPLAN
2. **School based**- assessments consisting of diagnostic and standardised tests that are used for data analysis, collection and mandated as school policy eg. Pat M, Pat R.
3. **Class based- assessments** that are planned for and detailed in year level unit plans. Assessments are moderated to ensure consistency of judgements across year level standards.

*Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning. Systems, principals, teachers and students use assessment information to support improvements in student learning.*  
(THE ROADMAP, Dimensions of Teaching and Learning, Education Queensland 2011)

A comprehensive range of research based, quality assessment tools enable our school leaders and teachers to:

- identify strengths and weaknesses of individual students and cohorts
- compare achievement relative to 'norms', like schools and national benchmarks
- measure distance travelled within specific timeframes
- direct support within the 3 layers of our whole school approach to improving literacy and numeracy outcomes
- give specific feedback to guide and extend student's learning

## Assessment Schedule Expectations

- Regardless of the choice of instruments implemented, the testing standards, achievement scales and expectations across our school and year levels will be consistent.
- Knowledge of where academically diverse students are situated in their learning journey will enable teachers to plan and implement **differentiated learning experiences** for every child. This will allow students to be challenged and experience success.
- This document is not intended as the sole document informing final decisions on report card A-E achievement grades: any assessment instrument represents only one element of a comprehensive assessment regime and the data it provides must therefore be considered in conjunction with formative and summative classroom-based assessment techniques, tasks and tools used throughout the semester.

## Overview of Mandated Assessment Tools (1)

| Year Level  | Assessment Tool   | Purpose  | Form of Assessment   | Support Required                                  |
|---|---|--|--|---|
| <i>Suitable for</i><br>Prep   | Quick Test of Language<br>(Q.T.O.L)   | Identifies students requiring oral language intervention. Post testing is administered in Term 4 to determine student progress and to identify students requiring further investigation through Student Support Services.  | Oral Language screener   | SLP<br>Teacher Aide time for intervention program |
| Mandatory<br>for<br>Prep<br><br>Identified<br>children in<br>Year One<br>Year Two | The York Assessment of<br>Reading for Comprehension<br><b>(Early Reading)</b> | Allows for a quick and accurate assessment and monitoring of pupils' progress as well as providing diagnostic information for the early identification of reading problems.<br><br>Core skills tested are: <ul style="list-style-type: none"> <li>• Letter Sound Knowledge</li> <li>• Early Word Recognition</li> <li>• Sound Isolation</li> <li>• Sound Deletion</li> </ul> | 1:1 diagnostic assessment focussing on the core skills that underpin alphabetic literacy.<br>Administered by Class Teacher and Student Support Services. | Administered by Student Support Services          |
| <i>Suitable for</i><br>Prep<br>Year 1,2,3   | M100W<br>M200W  | An assessment of words recognised by sight and not sounded out. It is recommended that an automaticity component be included.  | 1:1 Sight word screener administered by class teacher and/or teacher aide.   | Teacher Aide time                                 |
| Prep<br>Year 1,2,3<br>&<br>Identified<br>students in<br>4-7                       | PM Benchmark Kits   | Designed to explicitly assess students' instructional and independent reading levels using unseen texts. The assessment resources provide accurately levelled fiction and non-fiction texts ranging progressively from emergent levels to a reading age of 12.   | 1:1 running record of reading ability administered by class teacher.   |   |
| 4-7<br>&<br>Students<br>achieving<br>above year<br>level in year<br>3             | Informal Prose Inventory<br>(Fiction and Non-Fiction)                         | An assessment of reading accuracy, retelling, and comprehension. Teachers determine if the student has processed and understood the text or whether s/he is relying on word recognition.<br>Teachers determine an instructional reading age that a student should be working on, and establish a benchmark against which progress can be measured.                           | 1:1 running record of reading ability administered by class teacher.   |   |

## Overview of Mandated Assessment Tools (2)

| Year Level    | Assessment Tool   | Purpose  | Form of Assessment  | Support Required  |
|---------------|---|--|---|---|
| Years P-7     | Words Their Way Spelling Inventories <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• Primary</li> <li>• Elementary</li> <li>• Upper Level</li> </ul> | Developmentally driven assessments to determine spelling phases. The feature guide helps analyse and classify student errors, confirm the developmental stages, and pinpoint specific areas for instruction. <b>See Appendix 2 for alignment with C2C.</b>   | Whole class spelling test administered by class teacher.  | Student Support Services can support teachers to determine groupings. |
| Prep-7        | Pat R Progressive Achievement Tests-Reading   | Beneficial for tracking students' reading comprehension progress over time. Teachers and school leaders determine areas of strengths and weaknesses to inform level of support within the 3 layers of whole school approach to improving literacy outcomes.  | Administered by class teacher to whole class. Multiple choice format. Adjustments for students as deemed necessary. | Tests marked using Remark Software                                    |
| Years P-7     | Pat M Progressive Achievement Tests-Mathematics   | Provides objective information about mathematic achievement levels to inform teaching practice and monitor progress from year to year. Teachers and school leaders determine areas of strengths and weaknesses to inform level of support within the 3 layers of whole school approach to improving numeracy outcomes. | Administered by class teacher to whole class. Multiple choice format.   | Tests marked using Remark Software                                    |
| Years 3, 5, 7 | NAPLAN National Assessment Plan (Literacy and Numeracy)   | Assists teachers and school leaders to determine if students are meeting important educational outcomes in Literacy and Numeracy. Skills tested are reading, writing, spelling, grammar and punctuation, and numeracy.   | Administered by class teacher. Special provisions are applied for identified students.                              | Tests are marked externally.  |
| Years 2-7     | CARS 1 & CARS 2   | A diagnostic reading series, allowing teachers to identify and assess a student's level of mastery for each of the 12 reading strategies. This tool measures improvement in reading comprehension after instruction and provides practice with self-assessment.  | Administered by class teacher to whole class, small groups or individuals.  | Class teacher   |

## Overview of Additional Assessment Tools (1)

The following includes appropriate assessment tools that teachers MAY want to use to further inform teaching to whole /small groups/individuals.

These tools are not mandated as *compulsory school based assessment*.

| Year Level                 | Assessment Tool  | Purpose   | Form of Assessment  | Support Required  |
|----------------------------|--|---|---|---|
| <i>Suitable for</i><br>P-7 | First Steps In <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> <li>• Space</li> <li>• Chance &amp; Data</li> </ul> | Diagnostic tasks and maps assist teachers to identify students' misconceptions about mathematics. Teachers use this information to make judgements about students' existing understanding and then plan, implement, and evaluate their students' learning experiences.<br><b>See appendix 1 for appropriate age level diagnostic tasks in Number.</b> | Diagnostic tasks performed in 1:1, small or whole class groups.<br><br>Diagnostic Maps provide a developmental continuum organised into mathematical phases of understanding. |   |
| <i>Suitable for</i><br>1-7 | QAR School Based Pre and Post Tests.   | Students complete Pre and Post Tests (one per term) to help teachers identify strengths and weaknesses within the 4 levels of comprehension. Teachers may use this data to provide targeted teaching for the improvement of individual, small group or whole group outcomes.  | Administered by class teacher. Special provisions may be applied for identified students.   | Student Support Services can support teachers to determine and cater for groupings. |
| <i>Suitable for</i><br>P-7 | York Assessment of Reading for Comprehension.  | Teachers may request via Student Support Services, further information or confirmation of students' reading ability. Reading accuracy, reading rate and text comprehension, both literal and inferential are measured using Australian standardised norms.  | Administered only by Student Support Services.<br>1:1 assessment  | Student Support Services  |
| <i>Suitable for</i><br>P-7 | CELF-5 Screener  | Teachers may request via Student Support Services, further information regarding a child's language ability. The CELF-4 screener is a quick and accurate screener for students who may be at risk for a language disorder. Information gained will be used as part of the data collection to determine if a speech language referral is required.     | Administered <b>only</b> by current Student Support Services or current SEP teacher. Administrator requires qualification certificate.<br>1:1 assessment                      | Student Support Services  |

## Overview of Additional Assessment Tools (2)

The following diagnostic tools may be used by teachers requiring additional information.

These are not mandated as *compulsory school based assessment*.

| Year Level                 | Assessment Tool   | Purpose  | Form of Assessment   | Support Required |
|----------------------------|---|--|--|------------------|
| <i>Suitable for</i><br>3-7 | TORCH   | Used as a broad estimate of reading achievement.<br>Teachers may administer this as confirmation or to supplement other estimates of a student's achievement in reading<br>Teachers identify areas of weakness and strength for individuals or within a class and use to monitor student reading achievement over time.                          | Administered to whole class or individuals.<br>Students read a passage and then use a cloze answer sheet to retell the passage, filling in the gaps in their own words to demonstrate understanding. |                  |
| P-2<br>3-6<br>7-10         | Literacy and Numeracy Indicators                                      | (QSA) P–10 Literacy and Numeracy Indicators are a resource to support planning for teaching, learning, assessment and monitoring of literacy and numeracy across learning areas. The indicators promote a shared and consistent understanding of the literacy and numeracy expectations for the end of each year of school from Prep to Year 10. | Students either demonstrate, or do not demonstrate, the literacy or numeracy indicators. A five point scale is not used to make judgments about literacy and numeracy indicators.                    |                  |
| <i>Suitable for</i><br>P-2 | Hearing and Recording Sounds in Words (Marie Clay-Observation Survey) | The student is encouraged to write down the sounds they hear in the words dictated. Scores show how successfully the student heard and recorded the sounds in English spelling.  | Recommended 1:1 or small group testing administered by the class teacher.  |                  |



## Roles and Responsibilities

| Class Teachers  | Student Support Services  | Principal, Deputy Principal & HOC   |
|---|---|---|
| <p>Administer, mark and collect data using assessment tools listed on the current assessment schedule.</p> <p>Provide feedback from assessment to students.</p> <p>Enter scheduled assessment on One School within one week of receiving data.</p> <p>Moderate within and across year levels at school and cluster levels.</p> <p>Effectively use data to inform teaching and learning.</p> | <p>Collaborate with school leaders to analyse and interrogate data in response to current pedagogical practices within the whole school approach (Layer One) to improving literacy and numeracy outcomes.</p> <p>Monitor and track systemic and school based data entered on One School to determine second and third layer intervention support.</p> <p>Upload specialist reports onto One School.</p> <p>Provide feedback from assessment to students.</p> <p>Collaborate with teachers to effectively use data to inform teaching and learning.<br/>Identify the assessment strategies and tools necessary to assess the intended curriculum for students with disabilities.</p> <p>Ensure the intended learning and the criteria on which student achievement will be judged, are explicit and understood by students with a disability.</p> <p>Include the work of students with disabilities within the year level/cohort for moderation activities developing consistency of teacher judgements and comparability of reported results.</p> <p>Collaboratively build a repertoire of assessment tools that are multi-modal and use multi-formats.</p> | <p>Analyse and interrogate data in response to current pedagogical practices within the whole school approach (Layer One) to improving literacy and numeracy outcomes.</p> <p>Provide feedback to staff from systemic and school based assessments at whole school level.</p> |

## Student Folios (Pink Folders)

Student folios are compiled throughout the school year and passed onto the following year's teacher. The folio should contain up to date assessments such as most recent report card, running records, current sample of writing, results of 3,5,7 tests, Pat R and Pat M. Students on Profile will have a tracking sheet that includes dates and brief summary of specialist assessments, previous support provided and results of school based or systemic testing. Current IEP's are also included.

## Student Profile Records

|                            | Description  | One School   | Student Folio (Pink Folder)  |
|----------------------------|--|--|--|
| Assessment                 | C2C Assessments (English, Maths, Science etc.)   |  | Only <b>most recent</b> and relevant papers stored as determined by class teacher.           |
|                            | Other Mandated Assessment Tools on Assessment Schedule (Pat M, Pat R, Words Their Way, Running Records etc.) | Raw scores, percentiles and stanines must be entered into One School within one week of receiving assessed data. | Assessment papers stored.  |
|                            | Report Cards   | Automatically recorded on One School.  | Previous year's report card.   |
| Support                    | Student Support Services   |  | Tracking Sheet   |
|                            | Guidance Officer   | Relevant sections of report uploaded to One School.  | Reports stored in pink folder, locked filing cabinets in Student Support Services and office |
|                            | Speech Language Pathologist  |  |  |
|                            | Outside agencies eg. Paediatrician, CDU, Vision, Hearing etc.  | Reports uploaded to student profile  |  |
| Students with Disabilities | EAP, Verification Reports- separate data base. Hard copy in SEP filing cabinet.                              | IEP stored in pink folder, Locked filing cabinets in Student Support Services                                    |  |
| Behaviour                  | Behaviour incidents  | Incident recorded  |  |
|                            | Behaviour Support Referral   | Referral recorded  |  |
|                            | Individual Behaviour Support Plan  |  | Plan stored  |
| Communication              | Notes from parents pertinent to health issues  |  | Notes stored   |
|                            | Parent/Teacher Interviews/phone calls/contact  | Contact recorded   |  |

### Prep – Year 3 Assessment Schedule (Minimum C Standard Targets)

| Learning Area                   | Assessment Tool                         | Prep   |   |   |                                     | Year 1   |   |   |   | Year 2   |                                  |   |   | Year 3   |                                  |                                  |                                  |
|---------------------------------|---|--|---|---|-------------------------------------|--|---|---|---|--|----------------------------------|---|---|--|----------------------------------|----------------------------------|----------------------------------|
|                                 | Age at Year End 2014                    | 5.5-6.5 years  |   |   |                                     | 6.5-7.5 years  |   |   |   | 7.5-8.5 years  |                                  |   |   | 8.5-9.5 years  |                                  |                                  |                                  |
|                                 | Semester                                | 1  |   | 2   |                                     | 1  |   | 2   |   | 1  |                                  | 2   |   | 1  |                                  | 2                                |                                  |
|                                 | Term                                    | 1  | 2 | 3   | 4                                   | 1  | 2 | 3   | 4   | 1  | 2                                | 3   | 4   | 1  | 2                                | 3                                | 4                                |
| National                        | <b>NAPLAN</b>                           |  |   |   |                                     |  |   |   |   |  |                                  |   |   |  |                                  |                                  |                                  |
|                                 |   | Achievement Scale- Band 4  |   |   |                                     |  |   |   |   |  |                                  |   |   |  |                                  |                                  |                                  |
| Oral Language                   | <b>Quick Test of Language</b>           |  |   |   | Only students on Oral Lang. program |  |   |   |   |  |                                  |   |   |  |                                  |                                  |                                  |
|                                 |   | Pre-test-<br>Minimum score of 20<br>(dependent on age)           |   | Post test-<br>Minimum score of 24<br>(dependent on age) |                                     |  |   |   |   |  |                                  |   |   |  |                                  |                                  |                                  |
| Reading                         | <b>York Assessment of Early Reading</b> |  |   |   |                                     | Only students at risk and new students to school                 |   | Only students at risk                       |   | Only students at risk  |                                  | Only students at risk                       |   |  |                                  |                                  |                                  |
|                                 |   |  |   | Student's chronological age in all 4 areas.             |                                     | Student's chronological age in all 4 areas.                      |   | Student's chronological age in all 4 areas. |   | Student's chronological age in all 4 areas.                      |                                  | Student's chronological age in all 4 areas. |   |  |                                  |                                  |                                  |
|                                 | <b>P.M Benchmark</b>                    | Levels 6-14 dependent on student's chronological age             |   |   |                                     | Levels 15-18 dependent on student's chronological age            |   |   |   | Levels 19-22 dependent on student's chronological age            |                                  |   |   | Levels 23-25 dependent on student's chronological age            |                                  |                                  |                                  |
|                                 |   | Independently reads text with 95% accuracy and 70% comprehension |   |   |                                     | Independently reads text with 95% accuracy and 70% comprehension |   |   |   | Independently reads text with 95% accuracy and 70% comprehension |                                  |   |   | Independently reads text with 95% accuracy and 70% comprehension |                                  |                                  |                                  |
| <b>Informal Prose Inventory</b> |   |  |   |   |                                     |  |   |   | <b>Teachers may choose to administer Informal Prose Inventory for:</b>                          |  |                                  |   | <b>For all:</b>   |  |                                  |                                  |                                  |
|                                 |   |  |   |   |                                     |  |   |   | Students reading beyond level 15  | Students reading beyond level 15                                 | Students reading beyond level 15 | Students reading beyond level 15            | Students reading beyond level 15  | Students reading beyond level 15                                 | Students reading beyond level 15 | Students reading beyond level 15 | Students reading beyond level 15 |
|                                 |   |  |   |   |                                     |  |   |   | Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more |  |                                  |   | Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more |  |                                  |                                  |                                  |

## Prep – Year 3 Assessment Schedule (Minimum C Standard Targets)

| Learning Area               | Assessment Tool                  | Prep   |  |   |   | Year 1   |   |  |   | Year 2   |                        |                                 |                 | Year 3                             |                      |                                    |                       |
|-----------------------------|----------------------------------|--|--|---|---|--|---|--|---|--|------------------------|---------------------------------|-----------------|------------------------------------|----------------------|------------------------------------|-----------------------|
|                             | Age at Year End 2014             | 5.5-6.5 years  |  |   |   | 6.5-7.5 years  |   |  |   | 7.5-8.5 years  |                        |                                 |                 | 8.5-9.5 years                      |                      |                                    |                       |
|                             | Semester                         | 1  |  | 2   |   | 1  |   | 2  |   | 1  |                        | 2                               |                 | 1                                  |                      | 2                                  |                       |
|                             | Term                             | 1  | 2  | 3   | 4   | 1  | 2   | 3  | 4   | 1  | 2                      | 3                               | 4               | 1                                  | 2                    | 3                                  | 4                     |
| Reading (cont.)             | Pat-R Reading Test               |  |  |   |   |  |   |  |   |  |                        |                                 | Book 2          |                                    |                      |                                    | Book 3                |
|                             |                                  | Stanine 5  |  |   |   | Stanine 5  |   |  |   | Stanine 5  |                        |                                 |                 | Stanine 5                          |                      |                                    |                       |
|                             | High Frequency Words             |  |  |   |   |  |   |  |   |  |                        |                                 |                 | Only students at risk              |                      |                                    | Only students at risk |
|                             |                                  | Reads first 50-100 words   |  |   |   | Reads first 250 words  |   |  |   | Reads first 450+ words   |                        |                                 |                 |                                    |                      |                                    |                       |
| CARS and STARS              |                                  |  |  |   |   |  |   |  |   | Book A CARS 1  | Book A/B STARS Reviews | Book A/B STARS Reviews          | Book A/B CARS 2 | Book C CARS 1                      | Book C STARS Reviews | Book C STARS Reviews               | Book C CARS 2         |
|                             |                                  | 50-74% correct (Students achieving above a C standard will require Book B)<br><b>Student's completed book level recorded on One School</b> |  |   |   |  |   |  |   | 50-74% correct<br><b>Student's completed book level recorded on One School</b> |                        |                                 |                 |                                    |                      |                                    |                       |
| Spelling                    | Words Their Way                  |  |  |   | Primary Spelling Inv. Version A               | Primary Spelling Inv. Version A  |   | Primary Spelling Inv. Version B                            |   | Primary Spelling Inv. Version A  |                        | Primary Spelling Inv. Version B |                 | Elementary Spelling Inv. Version A |                      | Elementary Spelling Inv. Version B |                       |
|                             |                                  | Working in Emergent (Early-Middle-Late)  | Working in Letter-Name Alphabetic (Early-Middle) Final Consonants-Short vowels | Working in Letter-Name Alphabetic (Middle-Late) Short vowels-Digraphs | Working in Within-Word Pattern (Early) Blends | Working in Within-Word Pattern (Early-Middle) Blends-Long vowel patterns | Completed Within-Word Pattern (Late) Other vowels | Working in Syllables and Affixes (EARLY) Inflected Endings | Completed Syllables and Affixes (EARLY) Inflected Endings |  |                        |                                 |                 |                                    |                      |                                    |                       |
| Writing                     | Moderated English C2C Assessment | ✓  | ✓  | ✓   | ✓   | ✓  | ✓   | ✓  | ✓   | ✓  | ✓                      | ✓                               | ✓               | ✓                                  | ✓                    | ✓                                  | ✓                     |
| Maths                       | Pat-M Maths Test                 |  |  |   |   |  |   |  |   |  |                        |                                 |                 |                                    |                      |                                    |                       |
|                             |                                  | Stanine 5  |  |   |   | Stanine 5  |   |  |   | Stanine 5  |                        |                                 |                 | Stanine 5                          |                      |                                    |                       |
|                             | Moderated Maths C2C Assessment   |  | ✓  |   | ✓   |  | ✓   |  | ✓   |  | ✓                      |                                 | ✓               |                                    | ✓                    |                                    | ✓                     |
| Science, History, Geography | Moderated C2C Assessment         |  | ✓  |   | ✓   | ✓  | ✓   | ✓  | ✓   | ✓  | ✓                      | ✓                               | ✓               | ✓                                  | ✓                    | ✓                                  | ✓                     |

## Prep – Year 3 Assessment Schedule (Minimum C Standard Targets)

| Learning Area                             | Assessment Tool                                 | Prep          |   |   |   | Year 1        |   |   |   | Year 2        |   |   |   | Year 3        |   |   |   |
|---|---|---------------|---|---|---|---------------|---|---|---|---------------|---|---|---|---------------|---|---|---|
|   | Age at Year End 2014                            | 5.5-6.5 years |   |   |   | 6.5-7.5 years |   |   |   | 7.5-8.5 years |   |   |   | 8.5-9.5 years |   |   |   |
|   | Semester  | 1             |   | 2 |   | 1             |   | 2 |   | 1             |   | 2 |   | 1             |   | 2 |   |
|   | Term  | 1             | 2 | 3 | 4 | 1             | 2 | 3 | 4 | 1             | 2 | 3 | 4 | 1             | 2 | 3 | 4 |
| Other KLAs<br>HPE The Arts,<br>Technology | <b>Moderated Essential Learnings Assessment</b> |               |   |   |   |               | ✓ |   | ✓ |               | ✓ |   | ✓ |               | ✓ |   | ✓ |
| LOTE                                      | <b>Specialist</b>                               |               |   |   |   |               |   |   |   |               |   |   |   |               |   |   |   |
| Music                                     | <b>Specialist</b>                               | ✓             | ✓ | ✓ | ✓ | ✓             | ✓ | ✓ | ✓ | ✓             | ✓ | ✓ | ✓ | ✓             | ✓ | ✓ | ✓ |
| PE  | <b>Specialist</b>                               | ✓             | ✓ | ✓ | ✓ | ✓             | ✓ | ✓ | ✓ | ✓             | ✓ | ✓ | ✓ | ✓             | ✓ | ✓ | ✓ |

### Specialist Programs used at Aspley State School

- Jolly Phonics (Prep & Year 1)
- Oral Language Program (Prep)
- Support a Reader (Intervention)
- QAR
- CARS and STARS (Years 2 & 3)
- Key into Inferencing (Support)
- Aspley Reading Rockets (Peer Tutoring)
- First Steps- Number & Measurement
- Nesy Learning Deluxe Program (Intervention)

# Year 4-7 Assessment Schedule

## (Minimum C Standard Targets)

| Learning Area | Assessment Tool  | Year 4   |   |  |  | Year 5   |   |  |  | Year 6   |                      |                               |   | Year 7   |                      |                               |                  |
|---------------|--|--|---|--|--|--|---|--|--|--|----------------------|-------------------------------|---|--|----------------------|-------------------------------|------------------|
|               | Age at Year End 2014   | 9.5-10.5 years   |   |  |  | 10.5-11.5 years  |   |  |  | 11.5 -12.5 years   |                      |                               |   | 12.5-13.5 years  |                      |                               |                  |
|               | Semester   | 1  |   | 2  |  | 1  |   | 2  |  | 1  |                      | 2                             |   | 1  |                      | 2                             |                  |
|               | Term   | 1  | 2   | 3  | 4  | 1  | 2   | 3  | 4  | 1  | 2                    | 3                             | 4   | 1  | 2                    | 3                             | 4                |
| NAPLAN        |  |  |   |  |  |  |   |  |  |  |                      |                               |   |  |                      |                               |                  |
|               |  | Achievement Scale- Band 5 and 6  |   |  |  | Achievement Scale- Band 6 and 7  |   |  |  |  |                      |                               |   |  |                      |                               |                  |
| Reading       | PM Benchmark   | ✓  | ✓   | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓                    | ✓                             | ✓   | ✓  | ✓                    | ✓                             | ✓                |
|               |  | <i>Only for identified children who are reading below level 15</i>                               |   |  |  | <i>Only for identified children who are reading below level 15</i>                               |   |  |  | <i>Only for identified children who are reading below level 15</i>                               |                      |                               |   | <i>Only for identified children who are reading below level 15</i>                               |                      |                               |                  |
|               | Informal Prose Inventory   |  | Non-Fiction Text  |  | Fiction Text   |  | Fiction Text  |  | Non-Fiction Text   |  | Non-Fiction Text     |                               | Fiction Text  |  | Fiction Text         |                               | Non-Fiction Text |
|               |  | Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more. |   |  |  | Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more. |   |  |  | Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more. |                      |                               |   | Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more. |                      |                               |                  |
|               | CARS and STARS   | Book D CARS 1  | Book D STARS Reviews  | Book D STARS Reviews   | Book D CARS 2  | Book E CARS 1  | Book E STARS Reviews  | Book E STARS Reviews   | Book E CARS 2  | Book F CARS 1  | Book F STARS Reviews | Book F STARS Reviews          | Book F CARS 2   | Book G CARS 1  | Book G STARS Reviews | Book G STARS Reviews          | Book G CARS 2    |
|               | 50-74% correct<br><b>Student's completed book level recorded on One School</b> |  |   |  | 50-74% correct<br><b>Student's completed book level recorded on One School</b> |  |   |  | 50-74% correct<br><b>Student's completed book level recorded on One School</b> |  |                      |                               | 50-74% correct (Student's achieving above a C standard will require Book H)<br><b>Student's completed book level recorded on One School</b> |  |                      |                               |                  |
|               | Pat-R  |  |   |  |  |  |   |  |  |  |                      |                               |   |  |                      |                               |                  |
|               |  | Stanine 5  |   |  |  | Stanine 5  |   |  |  | Stanine 5  |                      |                               |   | Stanine 5  |                      |                               |                  |
| Spelling      | Words Their Way  | Elem. Spelling Inv. Version A  |   | Elem. Spelling Inv. Version B                                    |  | Upper Spelling Inv. Version A  |   | Upper Spelling Inv. Version B                                      |  | Upper Spelling Inv. Version A  |                      | Upper Spelling Inv. Version B |   | Upper Spelling Inv. Version A  |                      | Upper Spelling Inv. Version B |                  |
|               |  | Working in Syllables & Affixes (Middle-Late)<br>Syllable Junctures<br>Unaccented Final Syllables | Completed Syllables & Affixes (Middle-Late)<br>Syllable Junctures<br>Unaccented final Syllables | Working in Syllable Affixes (LATE)<br>Unaccented final Syllables | Completed Syllable Affixes (LATE)<br>Unaccented final syllables                | Working in Derivational Patterns (Early)<br>Reduced vowels in unaccented syllables               | Completed Derivational Patterns (Early)<br>Reduced vowels in unaccented syllables | Working in Derivational Patterns (Middle)<br>Greek and Latin Roots | Completed Derivational Patterns (Middle)<br>Greek and Latin Roots              |  |                      |                               |   |  |                      |                               |                  |
| Writing       | Moderated English C2C Assessment   | ✓  | ✓   | ✓  | ✓  | ✓  | ✓   | ✓  | ✓  | ✓  | ✓                    | ✓                             | ✓   | ✓  | ✓                    | ✓                             | ✓                |

# Year 4-7 Assessment Schedule

(Minimum C Standard Targets)

| Learning Area                                | Assessment Tool                          | Year 4         |   |   |   | Year 5          |   |   |   | Year 6     |   |   |   | Year 7     |   |   |   |
|--|--|----------------|---|---|---|-----------------|---|---|---|------------|---|---|---|------------|---|---|---|
|  | Age at Year End 2014                     | 9.5-10.5 years |   |   |   | 10.5-11.5 years |   |   |   | 11.5 years |   |   |   | 12.5 years |   |   |   |
|  | Semester                                 | 1              |   | 2 |   | 1               |   | 2 |   | 1          |   | 2 |   | 1          |   | 2 |   |
|  | Term                                     | 1              | 2 | 3 | 4 | 1               | 2 | 3 | 4 | 1          | 2 | 3 | 4 | 1          | 2 | 3 | 4 |
| Maths  | Pat-M Maths Test                         |                |   |   |   |                 |   |   |   |            |   |   |   |            |   |   |   |
|  |  | Stanine 5      |   |   |   | Stanine 5       |   |   |   | Stanine 5  |   |   |   | Stanine 5  |   |   |   |
|  | Moderated Maths C2C Assessment           |                | ✓ |   | ✓ |                 | ✓ |   | ✓ |            | ✓ |   | ✓ |            | ✓ |   | ✓ |
| Science & History                            | Moderated C2C Assessment                 | ✓              | ✓ | ✓ | ✓ | ✓               | ✓ | ✓ | ✓ | ✓          | ✓ | ✓ | ✓ | ✓          | ✓ | ✓ | ✓ |
| Other KLAS<br>SOSE, HPE The Arts, Technology | Moderated Essential Learnings Assessment |                |   |   |   |                 | ✓ |   | ✓ |            | ✓ |   | ✓ |            | ✓ |   | ✓ |
| LOTE   | Specialist                               |                |   |   |   |                 |   |   |   | ✓          | ✓ | ✓ | ✓ | ✓          | ✓ | ✓ | ✓ |
| Music  | Specialist                               | ✓              | ✓ | ✓ | ✓ | ✓               | ✓ | ✓ | ✓ | ✓          | ✓ | ✓ | ✓ | ✓          | ✓ | ✓ | ✓ |
| PE   | Specialist                               | ✓              | ✓ | ✓ | ✓ | ✓               | ✓ | ✓ | ✓ | ✓          | ✓ | ✓ | ✓ | ✓          | ✓ | ✓ | ✓ |

## Specialist Programs used at Aspley State School


- Support a Reader (Intervention)
- QAR
- CARS and STARS
- Aspley Reading Rockets (Peer Tutoring)
- First Steps- Number & Measurement
- Aspley Speaks Out
- Key Into Inferencing (Support)


# Appendix 1

## Suggested Diagnostic Tasks First Steps- **Understand Numbers**

| Prep                          |   |  |      | Year 1                        |   | Year 2  |      |
|-------------------------------|---|--|------|-------------------------------|---|---|------|
| <i>Through Matching Phase</i> |   |  |      | <i>Into Quantifying Phase</i> |   | <i>Through Quantifying Phase</i>  |      |
| Key Understanding             | Diagnostic Task   | Objective  | Page | Key Understanding             | Diagnostic Task   | Objective   | Page |
| KU1                           | <ul style="list-style-type: none"> <li>Counting Principles (1,2,5)</li> </ul> | To assess children's understanding of the principles of counting.              | 22   | KU1                           | <ul style="list-style-type: none"> <li>Ice-Cream Task</li> </ul>            | To see if children choose to use counting in order to make an equivalent set.                     | 27   |
|                               | <ul style="list-style-type: none"> <li>Get Me Task</li> </ul>                 | To see if children choose to use counting when asked to get a number of items. | 25   |                               | <ul style="list-style-type: none"> <li>Counting Principles (3,4)</li> </ul> | To assess children's understanding of the principles of counting.                                 | 22   |
|                               |   |  |      |                               | <ul style="list-style-type: none"> <li>Skip Counting</li> </ul>             | To find out if the child knows that counting in groups gives the same result as counting by ones. | 29   |
| KU2                           | <ul style="list-style-type: none"> <li>Subitising</li> </ul>                  | To assess children's ability to subitise quantities up to 6.                   | 35   | KU2                           | <ul style="list-style-type: none"> <li>Hide the Jellybeans</li> </ul>       | To see whether children can partition quantities.   | 37   |
|                               | <ul style="list-style-type: none"> <li>Hide the Jelly Beans</li> </ul>        | To see whether children can partition quantities.                              | 37   |                               | <ul style="list-style-type: none"> <li>Emus/Rabbits/Sheep</li> </ul>        | To find out whether children can partition using materials or with numbers.                       | 38   |
| KU4                           | <ul style="list-style-type: none"> <li>Oral Count</li> </ul>                  | To see if children know the pattern in the way we say numbers.                 |      | KU4                           | <ul style="list-style-type: none"> <li>Up to and Over 100</li> </ul>        | To see if children know the pattern in the way we say numbers, up to and over 100.                | 16   |



| <b>Year 3</b>            |   |   | <b>Year 4</b> |      |
|--------------------------|---|--|---------------|------|
| <i>Into Partitioning</i> |   | <i>Through Partitioning</i>  |               |      |
| Key Understanding        | <b>Diagnostic Task</b>  | <b>Objective</b>   |               | Page |
| KU2                      | <ul style="list-style-type: none"> <li>Emus/Rabbits/Sheep</li> </ul>                | To find out whether children can partition using materials, or with numbers.   |               | 38   |
| KU4, 5                   | <ul style="list-style-type: none"> <li>Up To and Through the Hundreds</li> </ul>    | To see if children know the pattern in the way we say numbers, up to and through all of the hundreds.  |               | 16   |
| KU5                      | <ul style="list-style-type: none"> <li>Dinosaurs</li> </ul>                         | To examine children's understanding of the meaning of the individual digits in a two digit number.   |               | 46   |
| KU 4,6                   | <ul style="list-style-type: none"> <li>How did you do it?</li> </ul>                | To see whether children can use partitioning based on place value to solve a calculation mentally.   |               | 32   |
| KU5                      | <ul style="list-style-type: none"> <li>Read, Write and Say Whole Numbers</li> </ul> | To explore the limits of children's writing of large numbers and to expose their personal rules or misconceptions when writing such numbers. |               | 42   |

| <b>Year 5</b>         |   |    | <b>Year 6</b> |      |
|-----------------------|---|---|---------------|------|
| <i>Into Factoring</i> |   | <i>Through Factoring</i>  |               |      |
| Key Understanding     | <b>Diagnostic Task</b>  | <b>Objective</b>  |               | Page |
| KU5                   | <ul style="list-style-type: none"> <li>52 and 43 Lollies/Candies/Sweets</li> </ul>  | To explore children's understanding of the meaning of the individual digits in a two digit number when confronted by both standard and non-standard groupings of objects.                   |               | 49   |
| KU5,7                 | <ul style="list-style-type: none"> <li>800 Game</li> </ul>                          | To see the extent of children's understanding of the relationship between the places. For example, do the students know that 80 is ten times greater than 8 and ten times smaller than 800. |               | 55   |
| KU5                   | <ul style="list-style-type: none"> <li>Read, Write and Say Whole Numbers</li> </ul> | To explore the limits of children's writing of large numbers and to expose their personal rules or misconceptions when writing such numbers.  |               | 42   |
|                       | <ul style="list-style-type: none"> <li>116 Lollies/Candies/Sweets</li> </ul>        | To explore whether students can produce standard and non-standard partitions of a quantity.   |               | 60   |
| KU6                   | <ul style="list-style-type: none"> <li>Flexible Numbers</li> </ul>                  | To explore children's understanding that numbers can be partitioned in many ways (and how), and if children can produce non-standard partitions of a number.                                |               | 62   |
| KU5,7                 | <ul style="list-style-type: none"> <li>Circle the Biggest</li> </ul>                | To see whether children are able to compare numbers using multiplicative relationships.   |               |      |

| <b>Year 7</b>         |  |   |      |
|-----------------------|--|---|------|
| <i>Into Operating</i> |  |   |      |
| Key Understanding     | Diagnostic Task  | Objective   | Page |
| KU7                   | <ul style="list-style-type: none"> <li>800 Game (With decimals)</li> </ul>         | To see the extent of children's understanding of the relationship between the places.   | 55   |
| KU5,7                 | <ul style="list-style-type: none"> <li>Circle the Biggest</li> </ul>               | To see whether children are able to compare numbers using multiplicative relationships.   | 58   |
| KU7                   | <ul style="list-style-type: none"> <li>Digit Values and Number Sequence</li> </ul> | To see whether students understand how the values in each place can be renamed.<br>To see whether students understand the multiplicative relationships between the numbers in the given sequence. | 73   |
|                       | <ul style="list-style-type: none"> <li>Decimal Numbers</li> </ul>                  | To find out whether students know the meaning of zeros in decimal numbers and the relationship between decimal numbers and fractions.   | 75   |

## Appendix 2

### Words Their Way Spelling Stages

| Primary Spelling Inventory (P-2)   |  |  | Elementary Spelling Inventory (3-4)  |   |  | Upper Spelling Inventory (5-7)  |   |
|--|--|--|--|---|--|---|---|
| Emergent<br>(Early-Middle-Late)  | Letter-Name<br>Alphabetic<br>(Middle-Late)   | Within Word<br>Pattern<br>(Early-Middle-Late)  | Syllables & Affixes<br>(Early-Middle)  | Syllables & Affixes<br>(Middle-Late)  | Syllables & Affixes<br>(Early-Middle-Late)   | Derivational<br>Relations<br>(Middle-Late)  | Derivational<br>Relations<br>(Middle-Late)  |
| Letter-Name<br>Alphabetic<br>(Early-Middle)  | Within Word<br>Pattern<br>(Early)  | Within Word<br>Pattern<br>(Late)   | Derivational<br>Relations<br>(Early)   | Derivational<br>Relations<br>(Early)  | Derivational<br>Relations<br>(Early)   | Derivational<br>Relations<br>(Middle-Late)  | Derivational<br>Relations<br>(Middle-Late)  |
| Prep   | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  | Year 7  |
| <p>Students know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words.</p> <p>They know how to use onset and rime to spell words.</p> | <p>Students know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words.</p> <p>They recognise and know how to use morphemes in word families, for example, 'play' in 'played' and 'playing'.</p> | <p>Students understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words.</p> <p>They recognise common prefixes and suffixes and how they change a word's meaning.</p> | <p>Students understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'.</p> <p>They recognise high frequency sight words.</p> | <p>Students understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters.</p> <p>They recognise homophones and know how to use context to identify correct spelling.</p> | <p>Students understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words.</p> <p>They recognise uncommon plurals, for example, 'foci'.</p> | <p>Students understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages.</p> | <p>Students investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language.</p> <p>They understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them.</p> |