



Department of  
Education

February 2011

# On-Entry Program



An overview for parents

Literacy  
Numeracy  
Interviews

[www.det.wa.edu.au/educationalmeasurement](http://www.det.wa.edu.au/educationalmeasurement)

# The On Entry Assessment

The Western Australian On-Entry  
Assessment Program includes:

The Online Interview – Literacy (OLI-L)

The Online Interview – Numeracy (OLI-N)



[www.det.wa.edu.au/educationalmeasurement](http://www.det.wa.edu.au/educationalmeasurement)

and click on the On-Entry link!

Assessing all students early in their schooling means that those at risk in critical aspects of literacy and numeracy can be identified and appropriate action can be taken straight away.

Liz Constable MLA  
Minister for Education

November 2009

# Prepared for School

## - A message from the Minister



Department of Education

### Prepared for school:

on entry literacy and numeracy assessments of pre-primary students in public schools

#### From the Minister

Making sure young children have the essential skills for future literacy and numeracy development at school is vitally important. Under a State Government initiative to start in 2010, the foundation literacy and numeracy skills of all pre-primary students in public schools will be assessed. The diagnostic assessment tools will support teachers' professional judgments and help them develop their teaching and learning programs. The assessments are part of a comprehensive strategy to improve literacy and numeracy standards in Western Australian public schools which I announced in February this year. Assessing all students early in their schooling means that those at risk in critical aspects of literacy and numeracy can be identified and appropriate action can be taken straight away. Informing parents at an early stage will also help to strengthen partnerships between parents and teachers. Introduction of the assessments responds to recommendations of the Literacy and Numeracy Review (Louden, 2006) and is consistent with the Council of Australian Governments' (COAG) agreement for states/territories to implement a diagnostic tool to identify students who may be at educational risk. I am pleased to provide information about the new on entry diagnostic assessments of literacy and numeracy skills for pre-primary students in WA public schools.

Liz Constable MLA  
Minister for Education

#### Questions and answers

**Why assess students in pre-primary?**  
As the first full-time year of school, pre-primary is considered the most appropriate year to undertake an entry assessment. It allows early intervention for students who may be at risk in critical aspects of literacy and numeracy.

**When will the assessments take place?**  
In Term 1, 2010 pre-primary students in 50 schools will be assessed in literacy. In Term 4, 2010 all public schools with pre-primary students will be able to access assessments in literacy and numeracy. From 2011 pre-primary students will be assessed in literacy.

**What is being assessed?**  
The assessments target early essential skills in literacy and numeracy including aspects of oral language, phonemic awareness, phonological knowledge, concepts of print, vocabulary, comprehension, fluency, writing, number and quantity awareness, counting, skill using, ordering, one to one correspondence, early spatial awareness and simple measurement comparisons.

**What is not being assessed?**  
While it is recognised that physical health, language and cognitive skills, behaviour, creativity, and social and emotional health must be considered in the overall development of children, the purpose of the on entry assessments is to identify literacy and numeracy skills critical to early success at school.

**How will the 50 schools for the first phase be selected?**  
Schools will be invited to nominate and 50 schools, covering a range of types, will be selected on the basis of some or all of the following: literacy and numeracy school partnership schools; geographic, socioeconomic index; student numbers; number of classes; and internet access in class.

**What assessment system is being used?**  
After considerable research, the Victorian Online Interview (English and Mathematics) system has been selected as the best fit for our schools.

**What is the format of the assessments?**  
The assessments are interviews, with teachers using an online facility to access instructions and record student responses and processes.

Assessments include hands-on tasks using books, stimulus materials, and counting and measuring items. After each assessment, the teacher completes individual and class diagnostic reports for analysis.

**Who administers the assessments?**  
Pre-primary teachers assess students, providing a valuable opportunity to work individually with each student to obtain rich diagnostic data.

**How long do the assessments take?**  
The assessments each take approximately 30 minutes to administer to each student depending on the teacher's familiarity with the assessments and level of student responses.

**What resources are needed?**  
A computer with internet access is needed. The required resources will either be readily available in pre-primary classrooms or provided as a resource pack containing essential books and activity sheets.

**Do teachers need training?**  
Teachers need to complete a one hour online professional learning module which includes:

- information about conducting the assessments
- a training version of the system to familiarise themselves with the assessments
- user guides
- a guide to interpreting the data.

**What support is available to teachers?**  
A website will include links to the professional learning module, curriculum documents and classroom resources related to the skills assessed, additional information relevant to the assessments, and information on further assessment resources. A helpdesk will provide assistance with any technical issues.

**Can students be exempt?**  
While it is intended that all pre-primary students would be assessed, some exemptions may be granted. For example, students at ESL Stage 1 or with identified disabilities may be exempt from part or all of the assessments where the tests cannot be undertaken. Alternative presentation of tasks may be needed so students can demonstrate understanding.

## Website

Parents can access the On-Entry website (*For parents* section) for general information on the On-Entry program. Check regularly for updates!

## What is the On-Entry program?

The On-Entry program is a point in time assessment, presented as Literacy and Numeracy online interviews, providing teachers with valuable information on children's current understandings.

## Why is the program being conducted?

In 2006 the Council of Australian Governments (COAG) agreed that an 'on-entry' assessment program be introduced across all states and territories by 2010.

The main objective of the program in Western Australia is to provide information to assist teachers in developing informed and intentional teaching for **PLAY BASED** programs, reflective of each child's needs.

## What is 'intentional teaching?'

*Belonging, Being & Becoming - The Early Years Learning Framework for Australia* document recommended by the Department of Education's Early Childhood Branch, defines intentional teaching - "Intentional teaching involves educators being deliberate, purposeful and thoughtful in their decisions and action..."

## **Who will participate in the program?**

The On-Entry assessment On Entry program – Literacy and Numeracy Modules 1 involves all pre-primary children in West Australian public schools.

The classroom teacher conducts the interviews with each child.

## **When will the program be conducted?**

Literacy and Numeracy Modules 1 interviews will be conducted during Weeks 4 – 8 of Term 1, 2011

## **Informing parents**

Before the assessment period in Term 1 parents should receive a letter from their school, providing information on the On-Entry program.

# The Online Interviews

<b>Literacy Module 1 - Content overview</b>					
<b>T A S K S</b>		<b>Speaking &amp; listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Includes:</b>
	<b>Oral language</b>	✓			Speaking
	<b>Rhyming words</b>		✓		Rhyming
	<b>Cup Cakes</b>		✓		Concepts of print
	<b>Words, sounds &amp; letters</b>		✓		Sounds
	<b>Clever Max</b>	✓	✓		Listening, & recalling
	<b>Writing</b>			✓	Having a go at writing

# The Online Interviews

<b>Numeracy Module 1 - Content overview</b>					
<b>T A S K S</b>		<b>Number</b>	<b>Space</b>	<b>Measure- ment</b>	<b>Includes:</b>
	<b>Number &amp; quantity</b>	✓			Quantities Numbers
	<b>The number sequence</b>	✓			Counting
	<b>Number &amp; partitioning</b>	✓			Seeing numbers in parts
	<b>Length &amp; mass</b>		✓		Comparing length and mass Ordering using mass
	<b>Shapes &amp; positional language</b>	✓		✓	Shapes

Students should be given the opportunity to participate in the program. Children benefit when a teacher is able to collect information to help in the planning of activities targeted to each child's needs.

## Exemptions

Students can be exempted:

- those who have identified disability
- those identified as ESL Stage 1
- those who are newly arrived in the country
- those who are born in Australia and come to school with limited English language

## Withdrawals

A parent may elect to withdraw their child.