



Sample assessment task	
Year level	Pre-Primary
Learning area	English
Subject	Reading
Title of task	Hooplala
Task details	
Description of task	Students will work in a small group to identify and sort letters, words and sentences into their relevant category. They will identify and select examples of letters, words and sentences from a large text to cut out, and individually sort, onto an A3 table.
Type of assessment	Formative and Summative
Purpose of assessment	To assess students' understanding of the differences between letters, words and sentences.
Assessment Strategy	Observation, group work, work samples
Evidence to be collected	Anecdotal notes, work samples
Suggested time	1 hour
Content description	
Content from the Western Australian Curriculum	<p><u>Language</u> <i>Expressing and developing ideas</i> Recognise that texts are made up of words and groups of words that make meaning</p> <p><i>Text structure and organisation</i> Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences</p> <p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example, directionality</p>
Early Years Learning Framework (EYLF)	<p>Outcome 4: Children are confident and involved learners Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Outcome 5: Children are effective communicators Children engage with a range of texts and gain meaning from these texts</p> <p>[Commonwealth of Australia. (2009). <i>Belonging, being & becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>
National Quality Standards	<p>Quality Area 1 – Educational program and practice Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development. Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p> <p>Quality Area 5 – Relationships with children Element 5.1.3 Each child is supported to feel secure, confident and included. Refer to the last page for 'Making connections across learning environments'.</p>
Key concepts	Letter, word, sentence, sort, categorise

Task preparation	
Prior learning	Students are familiar with upper and lower cases letters, words and sentences. They have had varied, explicit experiences around alphabet, phonic and word knowledge. They have had the opportunity to explore, experiment and manipulate at the letter, word and sentence level. Students have engaged with letters, words and sentences in a variety of texts and have played the game <u>Hooplala</u> (see <i>Instructions for teacher</i>).
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	<ul style="list-style-type: none"> • Whole class • Small-group activity • Individual, in-class assessment task
Resources	<ul style="list-style-type: none"> • Twelve hoops (variety of colours) • A variety of letters, words and sentences on cards (approximately 8-10 of each category) • A container, such as a basket • Assessment checklist • Printed or photocopied text (large print appropriate for cutting)

Instructions for teacher

[Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.]

<p>Inspire/inform</p>	<ul style="list-style-type: none"> • Ask students for examples of a letter, a word and a sentence. • Look at a page in a book and point out that, when we read, we read letters that are blended together to make words and, when we join many words together, it makes a sentence. • Play the Hooplala Game (below) to review these ideas. • Place twelve hoops on the ground in your mat area, making sure there is a small space around each. • In four of the hoops, place a letter. • In four of the hoops, place a word. • In four of the hoops, place a sentence. • Play some music. • Students walk around the hoops (not stepping in them). • When the music stops, call out either 'letter', 'word' or 'sentence'. • The students locate the matching item and stand around the hoop with their toe touching the hoop. • Repeat the game for as long as the students are engaged. • Make a competition out of the game by setting a time limit (students earn a point if they make a decision before the count of five; otherwise the teacher earns a point).
<p>Show</p>	<ul style="list-style-type: none"> • The students will sort cards of letters, words and sentences into three hoops. • Students form a circle. Put all the resources in the container in the middle of a circle along with the three hoops. The hoops are labelled 'letters', 'words' and 'sentences'.
<p>Tell</p>	<ul style="list-style-type: none"> • Explain the procedure of the task - students take turns in retrieving a 'lucky dip' letter, word or sentence and place it into the appropriate hoop. When the letter, word or sentence is selected, the teacher reads it, the student shows it to the class, the class repeats it and the student places it into the appropriate hoop.
<p>Apply</p>	<ul style="list-style-type: none"> • In groups of four, students take turns in cutting their selected letter, word or sentence from the provided text, and glue it into the appropriate hoop to demonstrate their individual understanding of the concept. • On their sheet, students identify the capital letters (e.g. shading, circling).
<p>Reflect</p>	<ul style="list-style-type: none"> • Discuss the differences between the three categories (letter, word, sentence), pointing out how each is used and why it is important to know this when you are reading. • Ask the students for an explanation of reading. • Some letters (I, A) are also words.

Provide students with a copy of a text with large print, e.g. a photocopy of modelled writing.
Ask students to identify, cut and sort examples of LETTERS, WORDS and SENTENCES in the table below. Observe behaviours.

LETTER	WORD	SENTENCE
c	cat	The cat is on the mat.

Assessment checklist

- *What level of support or encouragement did the students need to have to complete this task?*
- *What learning behaviours were being demonstrated during the task?*
- *Does the student demonstrate an understanding of the concept?*
- *Observation key being I = Independent SS = Some Support LS = Lots of Support*

Student Name	letter	word	sentence	Anecdotal comments on each of the students' learning behaviours and understandings.

Sample marking key	
Description	Marks or Observations
Recognises and identifies letters	
Independently locates, selects and sorts individual letters in the text. Consistently differentiates between upper and lower case letters.	
Locates, selects and sorts individual letters in the text. Demonstrates some consistency differentiating between upper and lower case letters.	
Requires some assistance to locate, select and sort individual letters in the text. Does not consistently differentiate between upper and lower case letters.	
Subtotal	
Description	Marks or Observations
Word-level understandings	
Independently locates and selects a range of familiar and unfamiliar words in the text and sorts into the correct category.	
Locates and selects familiar and some unfamiliar words in the text, and sorts into the correct category.	
Requires some assistance to locate and select individual words in the text, e.g. may select a combination of words, or select part of a word. Requires assistance sorting into 'word' category.	
Subtotal	
Description	Marks or Observations
Sentences and punctuation	
Independently identifies a group of words that reflect a sentence. Consistently includes sentence boundary punctuation (capital letter to begin a sentence and full stop).	
Identifies a group of words that reflect a sentence. Includes some sentence boundary punctuation (capital letter to begin sentence and full stop), but not always consistently.	
Identifies a group of words that do not reflect an entire sentence. May not include all, or any, sentence boundary punctuation (capital letter to begin sentence and full stop). May require assistance.	
Subtotal	
Total	

Making connections across learning environments

National Quality Standard, Quality Area 1 – Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.

Quality Area 5 – Relationships with children

Element 5.1.3 Each child is supported to feel secure, confident and included.

Observations of individual learning behaviours

	<i>Provocations</i>	<i>Resources</i>
<i>Inside and outside spaces/environments</i>	<p>Letter map coding</p> <p>Use the Beebots or other coding devices to design simple programs to move from one letter to another. Spread the letters all over the floor so the children can then code to spell simple cvc words or their name.</p>	<p>Beebots or other coding device</p> <p>Laminated letters with multiple vowels and consonants</p> <p>A larger space</p>
	<p>Highlight delight!</p> <p>Select a number of simple texts, expand to be larger print and laminate multiple copies. Supply different coloured highlight pens for the students to identify common letter patterns, sounds, digraphs or other text features. Place them in a text discovery area for free exploration.</p>	<p>Laminated texts</p> <p>Multiple highlight pens</p> <p>Whiteboard rubber</p>
	<p>How big is a word?</p> <p>Words and numbers. Have a selection of words of different lengths. The students count the letters in each word and pop them into a bucket with the applicable number.</p>	<p>20-25 words of different lengths</p> <p>Small buckets/boxes labelled with numbers appropriate for the words (i.e. 2 letters, 4 letters, 6 letters)</p>
<i>Ambience/aesthetics</i>	<p>Music and songs that promote letter knowledge and counting</p>	<p>CD, computer, iPad or other devices</p>