Year 2 Diagnostic Net — Validation
Information statement

Validation: Literacy and numeracy

About validation

During Term 2, Year 2 teachers will continue to use validation tasks to confirm their observations and judgments about children who may need extra support in literacy and numeracy. The validation tasks give external validity to teacher judgments. To determine which children need to do the validation tasks, teachers need to make sure the Individual Student Profiles for all children are up to date before the validation period begins.

Allocating a phase

For Reading and Writing, a child is "operating in a phase" when they have demonstrated all key indicators for a particular phase. For Number, a child is operating in a phase when they have demonstrated all key indicators and all the related indicators for a particular phase. In each of the focus areas (Reading, Writing and Number), a teacher can assign Phase A when a child demonstrates any key indicator.

Identifying children for validation

A subset of key indicators within each focus area (Reading, Writing and Number) is used to determine which children will be considered for additional support. Children who do not demonstrate the key indicators below need to do the validation tasks.

Focus area	Validation key indicators
Reading	C1, C4, C5, C6, C7
Writing	B1, B2, B5, B6, B7, B8, C2, C5
Number	C1, C2, C3, C4, C5, C6, C8, C9, C10, C12

Children who do not do well on the validation tasks (which are based on these key indicators) qualify for extra support. Children operating in Phase A do not need to do the validation tasks and automatically qualify for extra support.

Moderation

On some occasions, data on a child's Individual Student Profile will not match the validation results. If such a mismatch occurs, both sets of data should be examined by the classroom teacher, key teacher and other school support personnel to gain a clear understanding of that child's learning and development. A moderation process between teachers at a particular school or cluster of schools may help to resolve mismatches.

Teachers should always consider both sets of data — children's Individual Student Profiles and their validation records (where available) — when identifying children who need extra support and when determining what that support should be. The moderation process helps to ensure comparability of standards across the state.

Literacy validation

Who needs to do the validation tasks?

If a child's Individual Student Profile indicates that he or she is operating in Phase A or Phase C or above on the Reading or Writing Developmental Continuum, there is no need for the child to do the validation task.

Only children who are operating in Phase B on the Reading Developmental Continuum but who are not yet showing the validation key indicators (that is, children who are achieving all of the Phase B key indicators but not yet achieving C1, C4, C5, C6 and C7) need to do the Reading validation task.

Only children who are operating in Phase B on the Writing Developmental Continuum, but who are not yet showing the validation key indicators (that is, children who are achieving all of the Phase B key indicators but not yet achieving C2 and C5), need to do the Writing validation task.

Texts to be used for validation

Early in 1998 the Queensland School Curriculum Council (QSCC) provided schools with a range of books for use during the Reading validation process.

The QSCC advised teachers and schools to have processes in place to ensure that children doing the Reading validation task are not familiar with texts chosen. Teachers need to collect and store Reading

validation books following the completion of the 2010 validation processes so that the selected texts remain unseen and can be used for literacy validation in following years.

Literacy validation tasks have been developed in relation to the 10 texts. Schools should have at least five texts from which to select. Validation tasks and suggested contextualising activities can be found on the *Year 2 Diagnostic Net CD-ROM*, provided to schools in 1998 by QSCC.

Schools may choose to vary their texts by negotiating exchanges with other schools.

It is important to provide children with the best opportunity to demonstrate what they know and can do.

Validation texts should:

- have subject matter that can be linked to the children's experiences and interests
- be of a genre with which the children have had previous planned learning experiences.

The text should be unfamiliar to the children, that is, not a text that the Year 2 children have experienced before the beginning of the validation process.

Number validation

When a child's Individual Student Profile indicates that the child is operating in either Phase A or Phase C or above on the Number Developmental Continuum, there is no need for the child to do the validation tasks.

Only children who are operating in Phase B on the Number Developmental Continuum need to do the Number validation tasks.

Year 2 Diagnostic Net CD-ROM and A3 copy masters: 1998–99

Refer to the *Year 2 Diagnostic Net CD-ROM* and *A3 copy masters: 1998–99* for details of the tasks and suggested contextualising activities to be used in the literacy and numeracy validation processes.

For information on how schools can acquire replacement copies of the CD-ROM, please visit the QSA website: ‹www.qsa.qld.edu.au/1383.html›.

Exemptions

For the latest information on the exemption policy you will need to contact the relevant person in your sector.

More information

For more information on the Year 2 Diagnostic Net, visit the QSA website or email ‹office@qsa.qld.edu.au› or phone (07) 3864 0299 .