Frequently asked questions

Year P–10 Literacy and Numeracy Indicators

What are the P–10 Literacy and Numeracy Indicators?
The Queensland Studies Authority (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 each year from the Preparatory Year to Year 10. The P–10 Literacy and Numeracy Indicators are informed by the Australian Curriculum and the general capabilities for literacy and numeracy. They provide the framework for the checkpoint assessments to monitor and assess literacy and numeracy.

How are judgments made using the indicators?
Children 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.

Year 1 Assessment: Literacy and Numeracy Checkpoints

What is the guiding principle for assessment in the Literacy and Numeracy Checkpoints?
Assessment of young children is an integral part of the teaching and learning process and is not a separate activity. Assessment involves the purposeful, systematic and ongoing monitoring of children's learning. The information gathered is used for future planning and to make judgments about a child’s learning (see p. 14 of the Early Years Curriculum Guidelines, available at <www.qsa.qld.edu.au/981.html>).

What is the purpose of the checkpoint assessments?
The checkpoint assessments provide resources to monitor children’s achievements of the expectations for literacy and numeracy by the end of Year 1.

When will checkpoint assessments occur?
The checkpoint assessments would best be implemented in February, June and October. Each checkpoint signifies a time within the school year when teachers should have implemented assessments to monitor children’s literacy and numeracy learning by the end of Year 1.

What reading level are the texts for the checkpoint assessments?
There is no assigned reading level for the texts used in the checkpoint assessments. The texts for the reading assessment were collaboratively identified as examples of picture book literature for children in Year 1. These texts include an appropriate number of high frequency and familiar words, a supportive text structure, and are an appropriate word length.

How were the targeted indicators chosen?
The indicators in the checkpoint assessments were identified in collaboration with the schooling sectors and have been confirmed by trial teachers as being an appropriate focus at the three
checkpoint periods. However, all of the P–2 Literacy and Numeracy Indicators are important for children to learn.

**Are the indicators different at each checkpoint?**

The February checkpoint is based on the Prep Literacy and Numeracy Indicators. The June and October checkpoints use the Year 1 Literacy and Numeracy Indicators. The October checkpoint includes additional indicators.

Teachers will need to plan for teaching and learning of all of the targeted indicators. Suggested teaching and learning experiences are outlined in each of the assessments.

**What are the checkpoint assessments for February?**

February assessment opportunities have been developed for targeted Prep Literacy and Numeracy Indicators. These assessments can be integrated into everyday programs. Teachers record observations of when children demonstrate these.

Children who do not demonstrate these indicators in February should receive explicit teaching to support the progression of learning towards the end of Prep Indicators.

Children who are demonstrating these indicators in February should receive explicit teaching to extend the progression of learning towards the end of Year 1 Literacy and Numeracy Indicators.

**What are the checkpoint assessments for June?**

June assessments have been developed for targeted Year 1 Literacy and Numeracy Indicators. These indicators have been identified as core literacy and numeracy learning. The Literacy assessments focus on:
- Viewing and Reading, Writing and Creating (Diverse family)
- Writing and Creating (Spelling search).

The Numeracy assessments focus on:
- Calculating and estimating, and Using measurement (Post Office)
- Using spatial reasoning (Round the ridges)
- Recognising patterns and relationships (Patterns and songs in games).

Children who do not demonstrate these indicators in June should receive explicit teaching to support the progression of learning towards the end of Year 1 Literacy and Numeracy Indicators by October.

Children who are demonstrating these indicators in June should receive explicit teaching to extend the progression of learning towards the end of Year 1 Literacy and Numeracy Indicators.

**What are the checkpoint assessments for October?**

October assessments have been developed for targeted Literacy and Numeracy Indicators. There are two resources: *Shadows are everywhere!* (including a reading text) and *Shopping*. Teachers use either *Shadows* OR *Shopping*.

The October checkpoint assessments use the same indicators as the June checkpoint assessments for Numeracy, and include additional Literacy Indicators to allow children to demonstrate expectations described for the end of Year 1.

Children who do not demonstrate these indicators in October should receive explicit teaching to support the progression of learning towards the end of Year 1 Literacy and Numeracy Indicators.

Children who are demonstrating these indicators in October should receive explicit teaching to extend the progression of learning towards the end of Year 1 Literacy and Numeracy Indicators.

Future Directions <www.qsa.qld.edu.au/11740.html> may be useful to support planning.
What resources support these checkpoint assessments?

There are four supporting resources:

- Information statement: Year 1 Assessment Literacy and Numeracy Checkpoints
- Data analysis assessment record (DAAR) — used to record achievement of the Literacy and Numeracy Indicators for checkpoint assessments
- Future directions — provides suggestions for teachers to consider when planning for future teaching and learning of literacy and numeracy
- Work samples — provide annotated examples of achievement of the targeted February Literacy and Numeracy Indicators.

Implementation of the Year 1 Assessment: Literacy and Numeracy Checkpoints

Are contextualising activities required?

Teachers make professional judgments about appropriate contextualising activities to give children opportunities to demonstrate what they know and can do.

Does the order of each assessment have to be maintained?

Each assessment's Implementing section is sequenced to ensure that prerequisite information and activities have been shared with the children.

Do children who have already reached the end-of-year expectation of the targeted indicators have to do the assessments in October?

These checkpoint assessments can be used to confirm judgments based on evidence gathered through your class program. Teachers need to monitor children’s learning throughout the year and continue to collect evidence to demonstrate that learning.

Is there anywhere to record and compile individual results?

Each assessment has an observation record, individual recording sheet or checklist for teachers to use to record evidence of achievement of the indicators.

Can the results from these assessments be used when reporting to parents and carers?

These assessments can be used to provide feedback to parents and carers on children's literacy and numeracy demonstrations of targeted indicators for the end of Year 1.

What resources are available to support teachers to make judgments about children’s literacy and numeracy learning?

The February work samples — one each for Literacy and Numeracy — show how the targeted literacy and numeracy indicators may be demonstrated within a range of Prep and Year 1 contexts. Teachers will need to read the analysis of the evidence within the provided work samples and view their own sample to determine if there is evidence of a targeted indicator.

Moderation of the Literacy and Numeracy Checkpoints

What is the purpose of moderation?

Moderation is an opportunity for teachers to share assessments and work samples to ensure that teachers:

- analyse the evidence of the demonstrated indicators in the same way
- develop confidence and consistency of judgments.
Which checkpoint assessments are moderated?
Schools and sectors decide which checkpoint assessments are moderated.

More information

If you would like more information, please email: literacy-numeracy@qsa.qld.edu.au or access the resources available on the QSA website <www.qsa.qld.edu.au>.