Year 1 Assessment
Literacy and Numeracy Checkpoints — February
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Purpose

February is the first monitoring point of the Year 1 Assessment: Literacy and Numeracy Checkpoints.

The February checkpoints provide a range of everyday opportunities for teachers to gather evidence about children’s literacy and numeracy learning.

Early years teachers gather multiple demonstrations of evidence across learning areas to build a profile for each learner. In February, teachers begin to develop this profile by gathering information using the targeted Prep Literacy and Numeracy Indicators.

The profile of each learner informs planning for future directions for teaching and learning.

Teachers use a variety of assessment techniques and recording methods to gather evidence. These include:

- work samples
- short responses
- investigations
- recounts of stories or performances
- transcripts of spoken texts
- photographs with annotations
- interviews
- anecdotal notes
- observations
- checklists.

February assessment focus

The following targeted Prep Literacy and Numeracy Indicators are the focus of monitoring at the start of February (Semester 1) in Year 1.

Annotated work samples have been developed for many of the Prep Indicators. These and other resources can be accessed online at http://www.qsa.qld.edu.au/11740.html.
Targeted indicators


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## Literacy Indicators

### Listening and Speaking

#### LS P v

**Demonstrate listening and understanding by:**
- retelling literal information
- asking questions to clarify
- following one- or two-step instructions in routine situations
- responding appropriately when interpreting non-verbal cues in informal and structured classroom situations

#### Assessment opportunities

Teachers gather evidence when children are:
- retelling experiences or repeating literal information, e.g. facts, direct speech, during show-and-tell, eating times and other routines and transitions
- retelling information when responding during show-and-tell, asking questions to clarify, and interpreting non-verbal language
- asking questions of speakers to clarify understanding during sharing times
- listening and responding during whole group or think-pair-share discussions
- following one- or two-step instructions during familiar classroom games and when transitioning to activities
- responding appropriately when interpreting non-verbal cues from peers during discussions within the routines of the classroom, e.g. discussing favourite television programs and computer games.

#### LS P vi

**Use simple sentence structures when:**
- asking modelled questions to seek permission or assistance and find out more information
- using commands to give simple instructions
- making statements based on personal experience to express feelings and opinions, give information, answer questions and initiate conversations

#### Assessment opportunities

Teachers gather evidence when children are:
- asking questions to find out more information when participating in conversations and discussions in small or whole groups
- participating in daily routines and transitions, e.g. asking permission to leave the room
- asking for assistance when writing and creating or reading and viewing
- using commands when talking with peers and during block construction, collage, playdough, and water and sand play
- making statements when collaborating with peers during sociodramatic play, e.g. shops, restaurants, post offices.
**LS P xi**

Interpret and use familiar and new vocabulary related to personal and school contexts to label and describe

**Assessment opportunities**

Teachers gather evidence when children are:
- interpreting and using familiar and new vocabulary related to personal contexts during informal classroom discussions with peers and during small group sharing times, e.g. describing weekend activities
- using familiar vocabulary to label and describe when speaking about and organising routine activities, e.g. timetables, classroom activities
- interpreting and using new vocabulary when participating in discussions about ideas or concepts related to new learning, e.g. new vocabulary about growing plants
- interpreting and using new vocabulary when planning for sociodramatic play and games.

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**Viewing and Reading**

**VR P i**

Suggest a purpose for viewing and reading and select literary, non-fiction or multimodal texts to meet this purpose

**Assessment opportunities**

Teachers gather evidence when children are:
- suggesting a purpose for reading a familiar book when prompted to select one from the reading corner
- suggesting a purpose for selecting a text when discussing individual library-book selection, e.g. to find out about dingoes or to read something funny
- selecting a literary text of personal interest
- selecting a non-fiction text for a class investigation
- selecting multimodal texts to seek information during a class investigation, e.g. finding a webpage
- suggesting purposes in discussions after shared reading.

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**VR P iii**

Use text-processing strategies (strategies readers use to decode a text) before, during and after reading, including:
- making connections to personal experiences and subject matter
- predicting from visual features, cover and title
- predicting and confirming ideas during individual or shared reading

**Assessment opportunities**

Teachers gather evidence when children are:
- making connections to personal experiences and subject matter during shared viewing and reading and talking with peers in the reading corner, e.g. I’ve got a dog, it’s brown and it barks a lot too
- predicting from visual features, cover and title before reading in activities such as drawing and think-pair-share discussions
- confirming predictions in discussions and activities after reading, e.g. book talks, annotated drawing responses.
### VR P iv

**Show understanding of predictable texts by demonstrating:**

- knowledge of print concepts, including reading from front to back of a book, using left-to-right progression, working from the top to the bottom of the text online
- recalling and retelling some information or key ideas from a shared text
- making simple inferences from visual, print and audio features
- making simple comparisons to other texts and identifying differences

### VR P viii

**Decode words using:**

- semantic cues, including morphemes (smallest units of meaning), familiar words and phrases, connections to prior knowledge of oral and written language
- grammatical cues, including familiar word order and language patterns
- phonic cues, including segmented individual sounds, sound-letter relationships for initial and final sounds and consonant blends, onset and rime (the separate sounds in a syllable or in a one-syllable word) and familiar words within words

### Assessment opportunities

**Teachers gather evidence when children are:**

- demonstrating knowledge of print concepts while reading in the library or book corner or in shared reading and discussions
- demonstrating knowledge of print concepts during a book interview or class book talk
- recalling and retelling key ideas and information when creating a story map or innovating on a shared text
- discussing the visual, print and audio features of a text and making simple inferences
- making simple comparisons to other texts when drawing sequenced pictures to respond to a text
- discussing simple comparisons to other texts and identifying differences when prompted to discuss the subject matter or personally interesting ideas or concepts, e.g. This one only shows pictures of frogs, the other one had the drawings to show you how they grow.

- decoding unfamiliar words in shared, guided and independent reading, making errors, omissions and self-correcting. Reading is analysed to provide information about the use of cues, e.g. using initial sounds and prior knowledge to read “cat” instead of “cap”
- using grammatical and phonic cues when identifying words or groups of words during shared or group reading discussions, e.g. How did you know that word said …?, Which word has a “c” sound?
- using phonic cues when reading words in a class list during collaborative writing.
## Writing and Creating

### WC P ii

| Write and create short text types to explore, record, respond and report ideas and events |

### Assessment opportunities

- Teachers gather evidence when children are:
  - exploring ideas generated in an investigation
  - recording instructions in steps for others to follow, e.g. ways to play a game
  - recording a list, reflection or recount in a daily journal
  - responding with messages, thank-you notes or descriptions of characters and favourite objects
  - responding by creating signs and labels for displays, construction areas and sociodramatic play spaces
  - reporting ideas about new classroom contexts using mind map drawings
  - reporting events for the school newsletter.

### WC P v

| Compose using modelled structures, demonstrating: |
| - concepts of print, including left-to-right directionality and understanding that words and groups of words make meaning |
| - understanding of the purpose of visual features |
| - editing for spelling, capital letters and full stops |

### Assessment opportunities

- Teachers gather evidence when children are:
  - collaborative writing, demonstrating concepts of print by writing horizontally across the page from top to bottom and left to right, clustering letters together and leaving spaces between words
  - identifying the purpose of visual features when participating in discussions, re-reading and planning writing
  - engaging in collaborative editing for spelling, capital letters and full stops soon after writing.

### WC P vi

| Write simple sentences (sentences that contain a subject and a verb) with spaces between words |

### Assessment opportunities

- Teachers gather evidence when children create:
  - messages and daily journal entries
  - personal responses to classroom experiences
  - recounts of shared experiences
  - plans for investigations
  - descriptions of items in a collection
  - instructions for games.

### WC P ix

| Spell: |
| - some high frequency sight words |
| - personally significant words |

### Assessment opportunities

- Teachers gather evidence when children create:
  - personal messages
  - labelled cards or pictures
  - work annotations
  - lists during sociodramatic play.
## Numeracy Indicators

### Calculating and estimating

#### CE P i

**Count to at least 20 using one-to-one correspondence (one number name for each object counted)**

**Assessment opportunities**

Teachers gather evidence when children are:
- completing number puzzles or games that involve counting by ones
- counting the steps in games with dice
- making and handing out tickets counting by ones
- counting the play equipment as it is tidied away
- counting equipment into similar containers: when the first container is full, start counting from that number to fill the second container and so on until all the containers are full
- collecting one object from each person in a group or the class
- counting dot patterns when playing number bingo or dominoes
- counting to assign resources for activities, e.g. How many hoops will we need for this group?

#### CE P iii

**Order and position whole numbers using 5, 10 and 20 as key reference points**

**Assessment opportunities**

Teachers gather evidence when children are:
- completing number puzzles or games that involve ordering and positioning numbers and identifying key reference points
- using dot dice in games and identifying position numbers using the key reference points
- making and handing out tickets and returning tickets to their correct place at the end of games, recognising key reference points
- finding a position in a line or queue when given a number, by looking for the reference points to guide the placement
- making a rain gauge, ordering and positioning numbers to record rainfall, noting the position of the key reference points
- playing transition games with number cards where the number has to be placed in position.

#### CE P iv

**Identify how many in collections to at least 20, using subitising (identifying small groups without counting)**

**Assessment opportunities**

Teachers gather evidence when children are:
- collecting one object from each person in the class or group and knowing how many have been collected
- identifying how many children are present or away during roll call
- identifying how many resources, e.g. 20 hoops are needed for the class
- assigning the correct number to:
  - dot dice up to 6 (subitising)
  - random dot arrangements when playing number bingo.
CE P vi
Use strategies to combine, add, take away and find the difference in everyday situations by:
• counting on to identify the quantity of a collection when one, two or three objects are added
• counting back to identify what is left in a collection when one, two or three objects are taken away
• comparing two quantities of single-digit collections and working out the difference
• making number patterns, e.g. the domino pattern, pairs or rows of three
• subitising

CE P ix
Match, copy and write familiar numerals and connect number names, numerals and quantities to 10 and beyond. Identify the word zero with its quantity and numeral

Assessment opportunities
Teachers gather evidence when children are:
• counting on while making or manipulating collections of objects in playdough, sand play or construction, e.g. with shells in sand play — adding another shell to a collection of four shells
• responding to prompts to count on when drawing or painting, e.g. How many flowers have you drawn? How many will you have if you draw two more?
• counting back while making or manipulating collections of objects, e.g. finding how many playdough eggs are left as each one hatches in the bird’s nest
• responding to prompts to count back when arranging flowers, e.g. How many flowers are in that vase? How many would be left if you took two flowers out of the vase?
• assigning resources to groups of children and prompting them to check how many are left as the objects are distributed
• taking objects off a tray and counting back to identify how many are left each time
• rearranging objects and subitising to make it easier to count on or count back
• comparing the number of children present and the number in the class or on the roll and working out the difference (number of children absent)
• comparing quantities of objects in sorting games and identifying the difference between two groups
• playing domino games, e.g. subitising (recognising the number in the patterns without counting), then adding those two numbers on the domino tile and matching them to another tile with the same total; or subtracting the numbers and finding a matching domino tile with the same answer.

Assessment opportunities
Teachers gather evidence when children are:
• matching, copying and writing number signs for dramatic play, construction play and collections of toys or play equipment
• matching number cards to quantities for routine and transition activities
• completing number puzzles to 10 that match numerals with quantities and number words
• making a set of cards that match quantity, numeral and number name
• investigating zero as “nothing of something” and labelling it as “zero”
• playing games where quantities are taken away until zero remains.
### CE P xi
**Assessment opportunities**

Teachers gather evidence when children are:
- sorting coins and notes for a cash drawer for dramatic play or a class shop
- exchanging money for items purchased from the class shop
- reading texts and viewing multimedia texts where money is exchanged, e.g. playing shop.

### Recognising and using patterns and relationships

#### PR P i

**Assessment opportunities**

Teachers gather evidence when children are:
- constructing a collage using a variety of materials of different shapes and colours to create patterns
- threading patterns using beads or other materials, e.g. noodles, coloured paper shapes
- connecting and manipulating blocks or materials of different shape or colour into patterns
- repeating body actions or clapping patterns with pauses to separate the repeating element
- creating people patterns and identify the repeating part, e.g. boys or girls, hair colour, eye colour, types of shoes
- describing or showing the repeating part of a pattern
- identifying the part of the pattern that repeats by placing a large rubber band, wool ring or chalk line around it.

### Using fractions, decimals, percentages, ratio and rates

#### FDPR P i

**Assessment opportunities**

Teachers gather evidence when children are:
- sharing parts of objects that can be divided into smaller pieces, e.g. parts of puzzles
- identify a whole object before it is broken into its parts or after it has been constructed, e.g. making a dough person by assembling the body parts.
## Using spatial reasoning

### SR P i

Identify, sort and describe:

- **3-D objects** (cubes, cylinders, spheres and cones) in everyday environments, using straight and curved surfaces and number of faces
- **typical representations of common 2-D shapes** (circles, triangles, rectangles including squares), using straight and curved lines and number of sides
- **non-typical representations of triangles and rectangles**

### Assessment opportunities

Teachers gather evidence when children are:

- describing attributes of 3-D shapes playing barrier games
- identifying attributes of 3-D shapes while drawing plans for constructions
- identifying straight and curved lines in block play when describing the types of blocks they need for parts of their construction
- connecting straight and curved toy train tracks and describing them
- playing 3-D and 2-D shape games, e.g. I wonder why — , What shape am I? How many sides does ___ have?
- describing drawings or paintings, e.g. I used curved lines to show the water in the river
- drawing pictures of their constructions and describing the shapes used
- selecting and describing 2-D shapes to fulfil design requirements, e.g. designing a toy that is powered by the wind, using a triangle with three straight sides as a sail to catch the wind
- tracing and describing non-typical representations of triangles and rectangles in photographs from the built environment.

### SR P ii

Describe own spatial position relative to an object or familiar location in the environment using everyday language, e.g. between, near, next to, forwards and towards. Follow and give single, routine directions

### Assessment opportunities

Teachers gather evidence when children are:

- identifying their own spatial position during ball games or barrier games, e.g. I rolled the ball between my legs
- identifying their own spatial position relative to an object when travelling round an obstacle course
- playing on the climbing equipment and identifying their own spatial position relative to another object, e.g. I’m near the ladder or I’m next to the post
- giving single directions to peers to position them on climbing equipment
- giving single routine directions for other children to follow in games, e.g. when taking a position on a pretend bus or boat — sit towards the front
- using positional language to give and follow single routine directions in games, e.g. Simon says stand next to your desk
- following spatial directions in music and games such as directions, e.g. walk forwards.
### Using measurement

#### M P I

**Use direct and indirect comparison and describe the relationship between different attributes using comparative language, e.g.**
- longer/shorter,
- bigger/smaller, holds more/less, heavier/lighter

**Assessment opportunities**

Teachers gather evidence when children are:
- playing games in which children compare attributes, e.g. pass the bag — a child picks two items, compares them by hefting and describes them “This one is heavier; this one is lighter”
- comparing two toys or blocks, side by side (direct comparison), e.g. This one is longer, that one is shorter
- comparing two different containers, e.g. filling one container to the top with sand, then pouring that sand into the second container (indirect comparison) and deciding which one holds more or holds less.

#### M P iii

**Arrange aspects of daily routines in sequence**

**Assessment opportunities**

Teachers gather evidence when children are:
- planning for daily events or activities
- planning a way to solve a problem
- reviewing the daily program and sequencing daily events or routines.

#### M P iv

**Connect the days of the week to familiar events and actions**

**Assessment opportunities**

Teachers gather evidence when children are:
- talking about the specific day of the week when certain family and/or recreational activities occur
- talking about which day of the week they will visit relatives
- discussing the organisation of familiar or new events on a day or within a week.