Information statement

The Literacy and Numeracy Checkpoints are informed by the Australian Curriculum learning areas and the Queensland Studies Authority (QSA) Literacy and Numeracy Indicators. The Checkpoints provide assessment resources for use in February, June and October to monitor children’s literacy and numeracy learning.

The Checkpoint assessments have been designed to be implemented within everyday classroom practice. They provide opportunities for children to demonstrate the indicators across learning areas.

Year 1 teachers may choose to use the Literacy and Numeracy Checkpoints to monitor children’s achievement of the targeted indicators as part of their whole-school assessment plan.

The Literacy and Numeracy Checkpoints:

- focus on the learning priorities of literacy and numeracy
- may be used by teachers to identify children who have not achieved the end-of-year expectations to inform teaching and learning opportunities to support children’s learning
- may be used by teachers to identify children who have already achieved the end-of-year expectations to inform teaching and learning opportunities to extend children’s learning
- provide a framework for teachers to provide feedback to children, parents and carers about each child’s literacy and numeracy learning, and set goals for future learning.

Assessment techniques

The Literacy and Numeracy Checkpoints use a variety of assessment techniques to gather evidence when developing learning profiles of children’s achievement.

These include:

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

Assessing children’s literacy and numeracy learning in Year 1 is an ongoing process. Teachers monitor children’s learning by gathering and analysing evidence and using this to plan teaching and learning for each child.
Assessment opportunities need to be authentic and purposeful. Teachers provide opportunities for each child to demonstrate learning individually, within small groups or within the whole class in everyday situations.

**Making judgments**

Teachers make judgments by matching evidence in each child’s response to the indicators being assessed. The indicator is either demonstrated or not demonstrated.

**Using data to inform future directions**

Teachers record judgments on the Data Analysis Assessment Record (DAAR), ticking each indicator demonstrated.

They use the DAAR to identify indicators not demonstrated by:

- the whole class — indicators that require explicit teaching using real-life activities to develop and consolidate the concepts associated with these indicators
- small groups of children — indicators that require explicit teaching using investigations, focused learning and teaching, play, real-life situations, and routines and transitions
- individual children — indicators that need explicit teaching across learning areas.


**Catering for diversity**

Teachers make required adjustments to teaching, learning and assessment to enable a student with specific educational requirements to demonstrate knowledge, skills or competencies (*Disability Discrimination Act 1992* and *Disability Standards for Education 2005 Commonwealth*): [www.qsa.qld.edu.au/10188.html](http://www.qsa.qld.edu.au/10188.html).

Inclusive strategies enable learners with specific educational requirements to participate in learning experiences. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged.

**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](http://www.qsa.qld.edu.au)).