

# Inclusive Assessment Program (IAP)

## SEPLA Conference

### Workshop – Day 2

Embedding meaningful assessment practices to support a strong and collaborative school culture



Tuesday 23 July 2024  
Educational Standards



# Acknowledgement of Country



We recognise the Ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

# Session objectives

In this workshop, you will have the opportunity to explore:

- which assessment tool/s to use, when and why
- how to embed these tools into your school's assessment practices
- how to support teachers to implement the tools
- examples of schools already successfully using the IAP tools.



# Supporting the NSW Plan for Public Education



NSW Department of Education

## Our Plan for NSW Public Education

Transforming lives through learning

Our plan is built on the power of public education to provide opportunities for all and transform lives through learning. Our plan sets our direction and priorities for the coming years and harnesses the commitment of our teachers and schools to provide an outstanding education for every learner. Our approach has been informed by evidence and insights from engagement with our education community.

**Our commitment**  
Every student learns, grows and belongs in an equitable and outstanding education system.

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Together we will	Advance equitable outcomes, opportunities and experiences	Strengthen trust and respect for the teaching profession and school support staff	Give children the best start in learning	Deliver outstanding leadership, teaching and learning	Strengthen student wellbeing and development	Provide meaningful post-school pathways
<b>With actions that</b>	<ul style="list-style-type: none"> <li>• Foster a culture that values diversity by advancing reconciliation and eliminating barriers</li> <li>• Ensure schools have access to the staff and specialists they need</li> <li>• Prioritise resources where they are needed most</li> <li>• Develop targeted, differentiated, evidence-informed initiatives and supports</li> <li>• Embrace diverse learner, family and staff voices in decision-making</li> <li>• Provide broad, inclusive and rich curriculum with strong co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Address staffing shortages</li> <li>• Attract and retain more high-quality teachers, especially in high-need locations and specialist subject areas</li> <li>• Ensure initial teacher education is fit-for-purpose by partnering with the university sector</li> <li>• Improve staff wellbeing</li> <li>• Address workload pressures to ensure a manageable workload for all staff</li> <li>• Support staff development through high-quality and accessible professional learning</li> <li>• Make public education a more attractive career with more quality career pathways</li> <li>• Strengthen development for leaders at all stages of their careers</li> </ul>	<ul style="list-style-type: none"> <li>• Increase enrolment and participation in preschool for all children</li> <li>• Build new public preschools co-located with public primary schools</li> <li>• Create better transitions between early education and primary school</li> <li>• Deliver the NSW Aboriginal Children's Early Childhood Education Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Support schools to deliver school excellence through continuous improvement</li> <li>• Deliver effective teaching practices including explicit teaching and effective feedback underpinned by high expectations</li> <li>• Strengthen educational and instructional leadership</li> <li>• Provide high-quality, evidence-based curriculum resources</li> <li>• Increase student literacy and numeracy</li> <li>• Strengthen high-quality assessment</li> <li>• Improve how data is used to inform teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Implement evidence-informed, whole-school wellbeing approaches</li> <li>• Create positive school cultures that value student voice</li> <li>• Build partnerships with students and families to connect them with the support they need</li> <li>• Provide equitable access to services by building partnerships across agencies</li> <li>• Expand counselling services in schools</li> <li>• Improve support for students at all transitions through school</li> <li>• Ensure schools are inclusive and safe</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance access to high-quality vocational education and training (VET) in schools, school-based apprenticeships and traineeships, and HSC pathways</li> <li>• Support, inform and inspire all students to choose post-school pathway options aligned to their goals</li> <li>• Improve access, opportunities and choice across post-school pathways including university, training and work for all students</li> </ul>
<b>So</b>	Every learner receives a high-quality education that enables them to excel	Our teachers and staff feel valued, included and supported to perform at their best	All children have the best start in life	Every student achieves ambitious learning goals every year	Every student is known, valued and cared for	Every student finishes school ready to succeed in their chosen pathway as an informed, responsible citizen
<b>And we'll measure success by</b>	<ul style="list-style-type: none"> <li>• Reducing gaps in student outcomes, due to structural inequities</li> <li>• Increasing community confidence in public education</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the number of school staff so supply meets demand</li> <li>• Increasing the proportion of teachers and school staff who feel valued, trusted and respected in their profession</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the proportion of children enrolled in preschool</li> <li>• Increasing the proportion of children who are developmentally on track</li> </ul>	<ul style="list-style-type: none"> <li>• Improving literacy and numeracy outcomes for all students</li> <li>• Increasing the proportion of students completing Year 12 in public schools</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the proportion of students reporting a sense of belonging</li> <li>• Increasing attendance rates</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the proportion of students who take up university, training or work in the year after school</li> </ul>
<b>Enabled by</b>	Support services that are efficient, effective and easy to access		School infrastructure that meets the needs of a growing population and supports improved student outcomes			
<b>Our values</b>	Excellence	Integrity	Equity	Accountability	Trust	Service

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# Whole-school assessment strategies

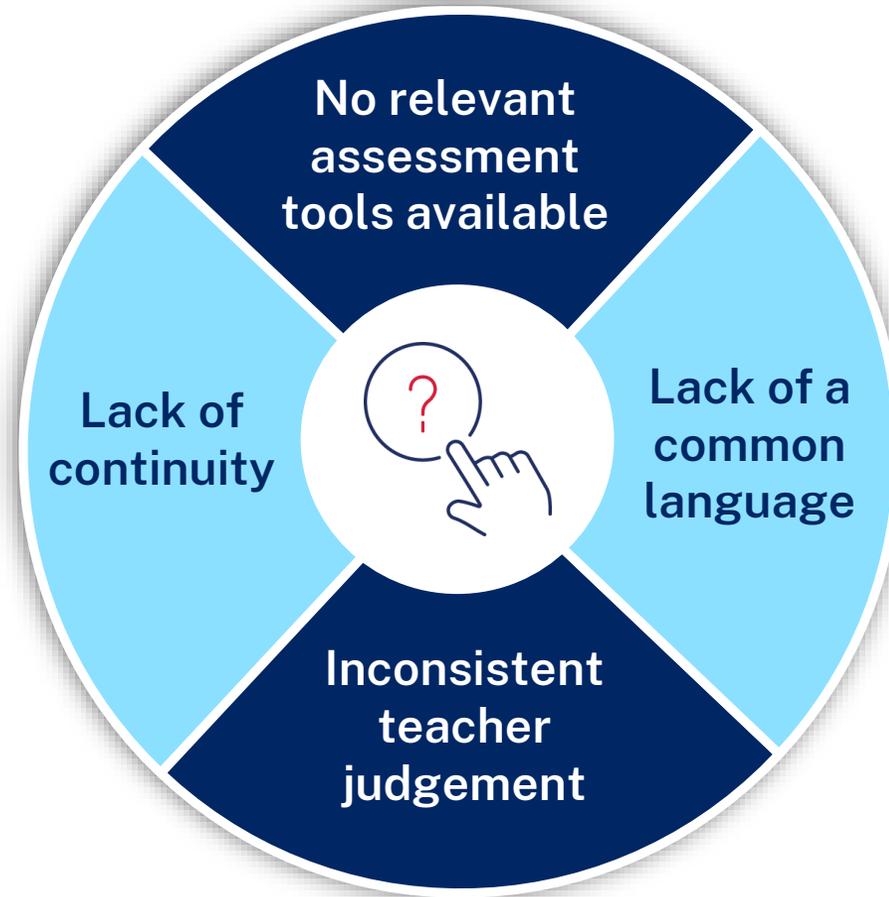
-  Ensures student-centred approach to teaching and learning
-  Delivers evidence-based practices
-  Improves school planning
-  Enables strong assessment and reporting practice
-  Provides a common language for educators

# Challenges assessing students with complex learning needs



- “There is **not enough information** about what works well for students with disability”
- “We will **build a better understanding** of how all students are progressing in relation to their learning, well-being and independence.”
- “We are committed to building a more inclusive education system, one where all students feel welcomed and are **learning to their fullest capability.**”

# Challenges assessing students with complex learning needs



# Inclusive Assessment Program

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The Inclusive Assessment Program (IAP), formerly known as the Assessment for Complex Learners (AfCL) project, provides educators with **optional** assessment tools for students with complex learning needs.

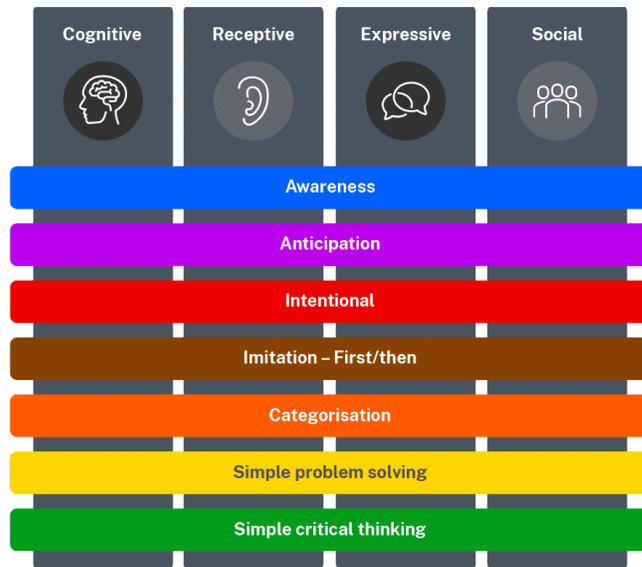
This could include students:

- with moderate to severe intellectual disability or mild intellectual disabilities requiring extensive support for emotional regulation or physical disabilities
- who need support developing their early language and learning skills, particularly if non-verbal and/or pre-intentional in their communication.

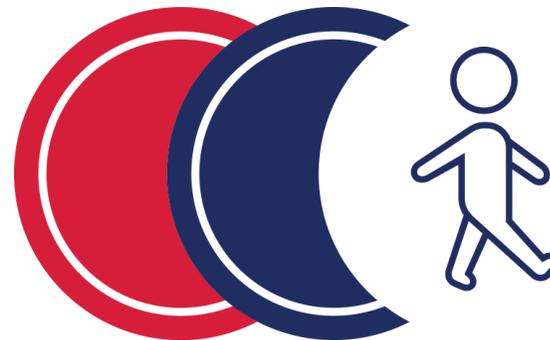


# Assessment tools

## Passport for learning



## Literacy and Numeracy Precursor Indicators



## Enables students to:

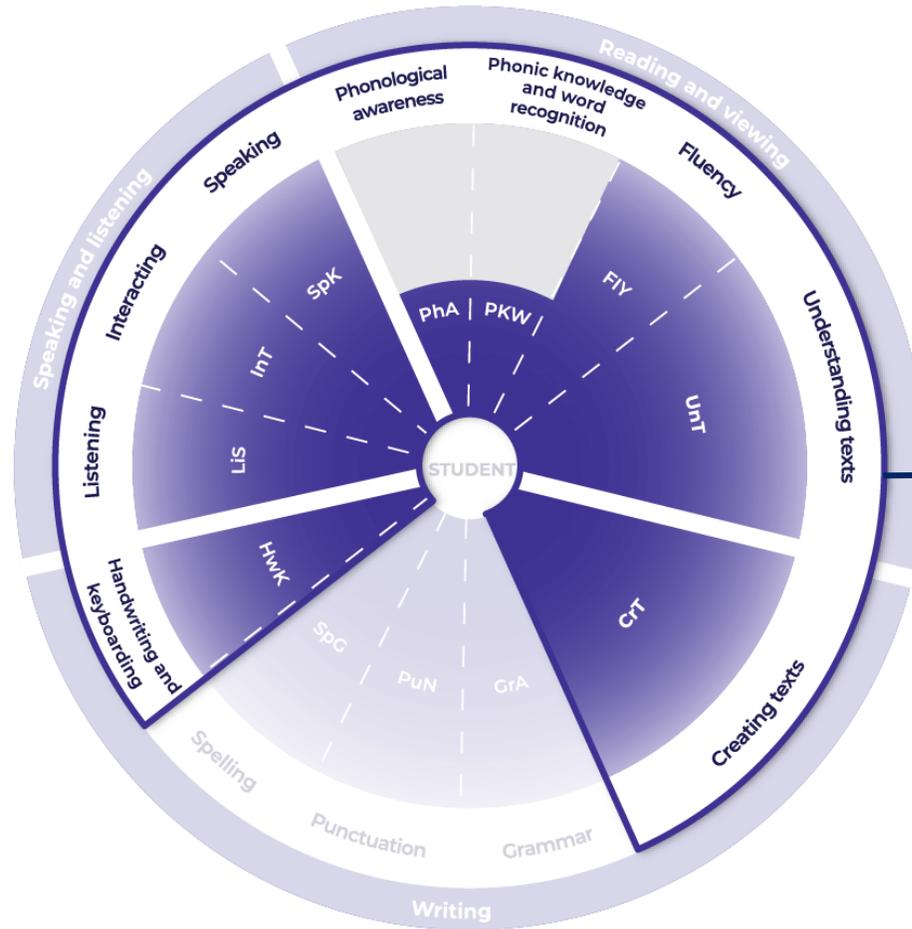
- have their own voice
- become more independent
- improve social and emotional regulation
- be the best learner they can be
- encourage meaningful learning.



# Literacy and Numeracy Precursor Indicators

# L&N Precursors – literacy sub-elements

## NLNLPs

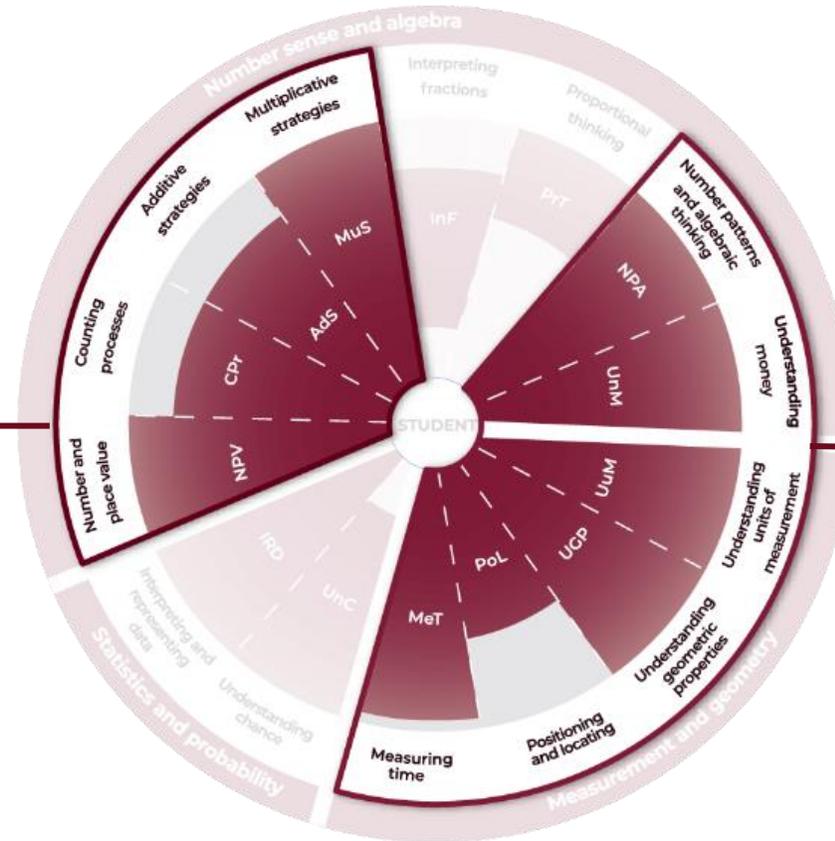


- Listening
- Interacting
- Speaking
- Phonological awareness
- Phonic knowledge and word recognition
- Fluency
- Understanding texts
- Creating texts
- Handwriting and keyboarding

# L&N Precursors – numeracy sub-elements

## NLNLPs

- Number and place value
- Counting processes
- Additive strategies
- Multiplicative strategies



- Number patterns and algebraic thinking
- Understanding money
- Understanding units of measurement
- Understanding geometric properties
- Positioning and locating
- Measuring time

# Using the data on student progress

Observe by student

Switch  

Indicators	Student indicator status
<b>UnT0 Understanding texts</b>	
<b>UnT0.1</b> Revised interacts with written, digital or sensory (touch and feel) texts (e.g. briefly attends to a book, looks or tracks digital text, uses hands/fingers with sensory texts)	 Demonstrated
<b>UnT0.2</b> Revised anticipates events in very familiar written, digital or sensory texts (e.g. student becomes excited when reader reaches the exciting part of the story)	 Demonstrated
<b>UnT0.3</b> Revised interacts with objects representing a character/idea related to a text (e.g. looks at, reaches for, touches, points to, manipulates)	 Demonstrated
<b>UnT0.4</b> Revised interacts with pictures or illustrations/photos/symbols representing a character/idea related to a text (e.g. looks at, reaches for, touches, points to)	 Partially demonstrated
<b>UnT0.5</b> Revised selects objects representing a character/idea related to a text (e.g. when asked "find the bear", student selects a toy bear from two or more objects)	 Demonstrated
<b>UnT0.6</b> Revised selects pictures or illustrations/photos/symbols representing a character/idea related to a text (e.g. when asked "find the bear", student selects a picture of a bear from a choice of two or more)	 Demonstrated



What can students do

Forming learning groups



Areas of focus

Differentiating learning



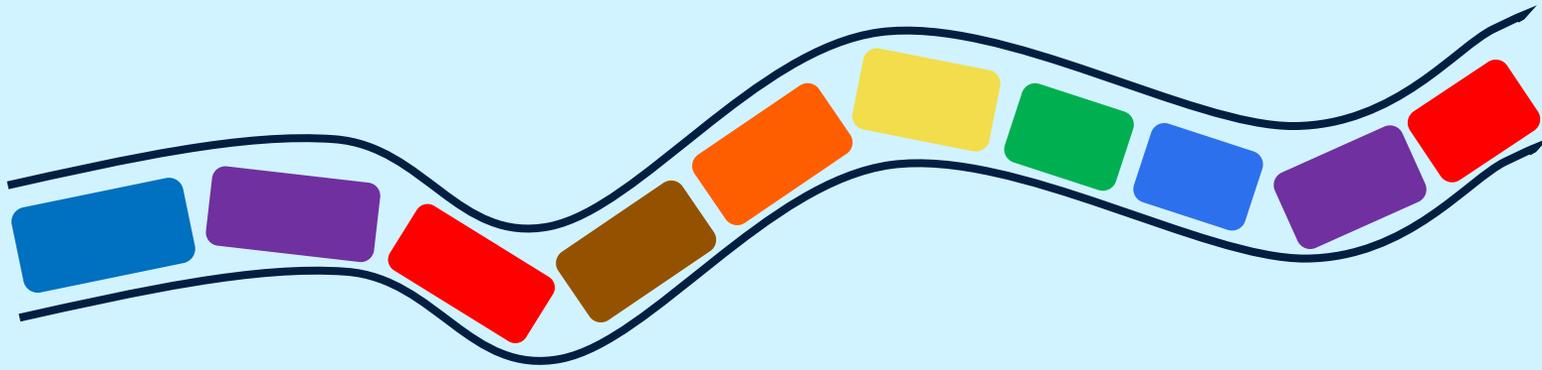
Next steps



# Passport for learning

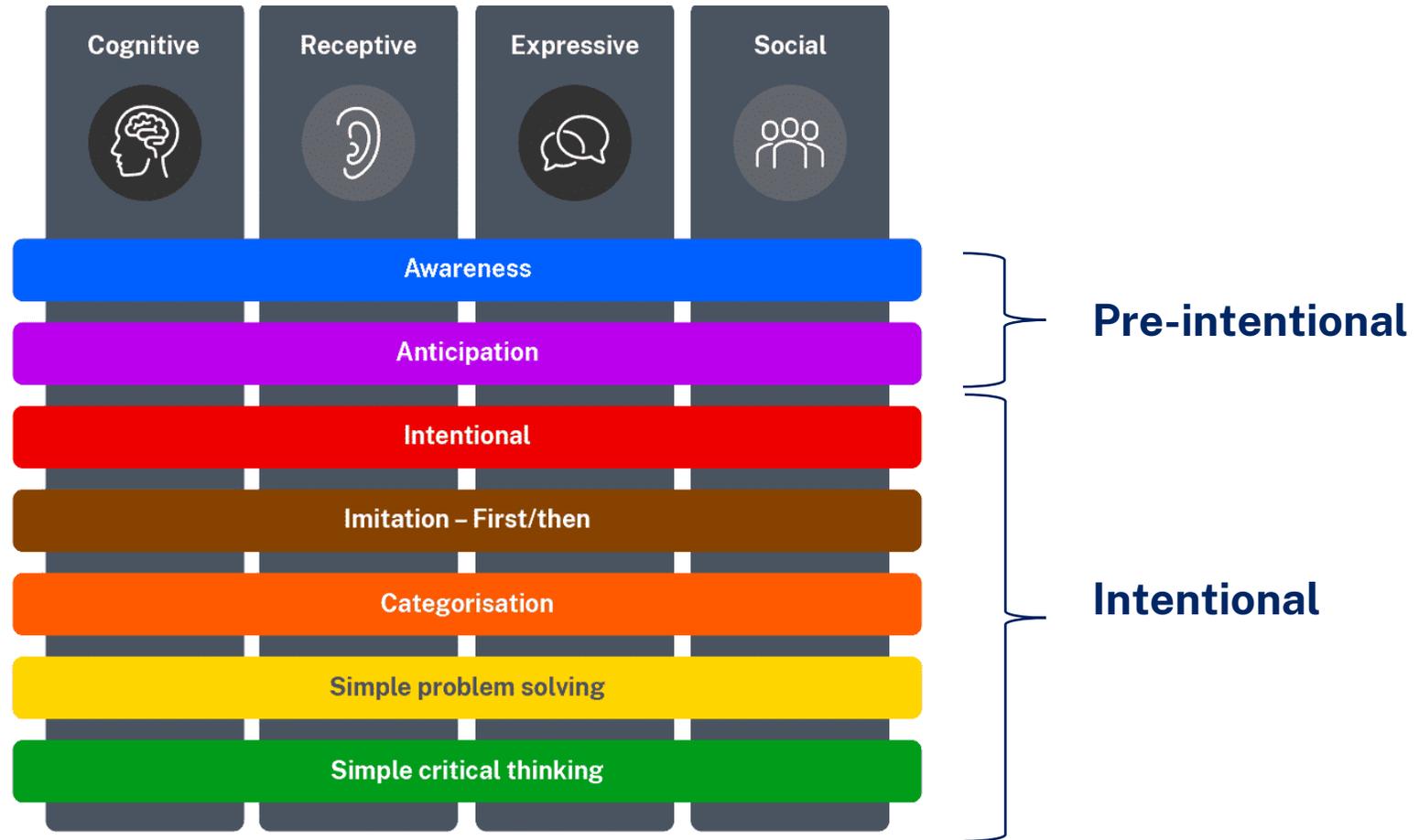
# The Passport for learning

Creating a continuous pathway of learning to **improve learning outcomes**



# Passport for learning framework

Identifying student capabilities across 4 domains

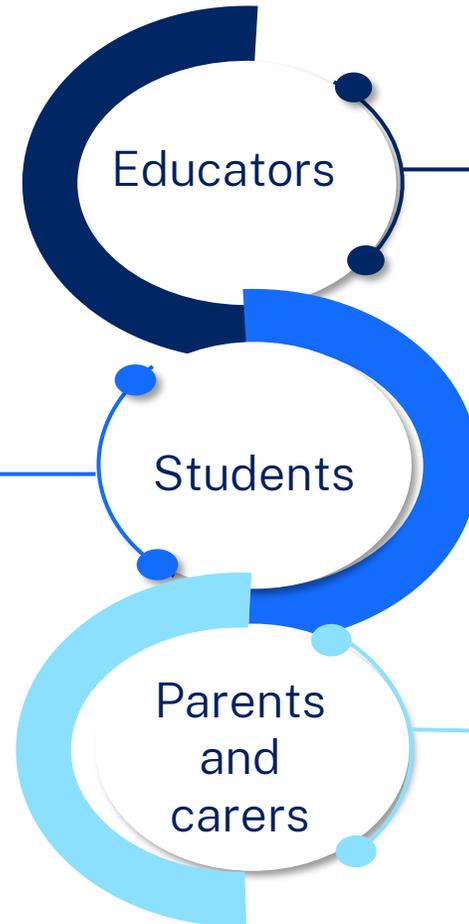


# Poster assessments

The overall stages poster is the **starting point** when assessing students using the Passport.

<b>Awareness</b> Blue	<b>Anticipation</b> Purple	<b>Intentional</b> Red	<b>Imitation and first-then</b> Brown	<b>Categorising</b> Orange	<b>Problem solving</b> Yellow	<b>Critical thinking</b> Green
<p>This student is:</p> <ul style="list-style-type: none"> <li>• learning to become <b>aware</b> of and <b>attend</b> to people, objects and activities</li> <li>• <b>pre-intentional</b> with their communication, still learning that their messages can gain a response from others.</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li>• learning to <b>recognise</b> people, objects and activities</li> <li>• learning to <b>predict</b> the next step during familiar routines</li> <li>• <b>sometimes requesting</b> an interesting activity or item within familiar routines.</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li>• <b>intentional</b> with their communication, understanding that their actions can gain a response from others</li> <li>• sometimes using <b>personalised signals</b> that only familiar people can recognise</li> <li>• understanding <b>basic cause-effect</b>, that their actions can affect the object (for familiar objects).</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li>• <b>imitating</b> the actions of other people with some level of understanding</li> <li>• able to <b>observe and copy</b> others</li> <li>• developing a <b>basic concept of time and order of events</b>, understanding the immediate event ('first') and one near future event ('then') (consistently follows 'first-then' schedules).</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li>• learning that items can be <b>grouped</b> based on their characteristics</li> <li>• <b>sorting</b> items into basic categories (for example, animals, plants, food)</li> <li>• understanding <b>sequences of 3 events</b> (consistently follows 'first-next-then' schedules).</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li>• <b>recognising simple problems</b> and asking others for help</li> <li>• with support, <b>identifying some possible solutions</b> to a problem (basic problem solving and reasoning skills)</li> <li>• able to <b>determine a simple reason</b> for how familiar items work or aspects of a situation</li> <li>• <b>predicting</b> what will happen next in a simple sequence of events.</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li>• <b>managing problems</b> by <b>identifying causes and options</b>, in discussion with others (for example, sharing a preferred activity/equipment)</li> <li>• able to <b>group items</b> based on more <b>abstract characteristics</b> (for example, animals into wild, pet or farm)</li> <li>• understanding the <b>concept of days</b> and can follow a weekly visual schedule.</li> </ul>

# Benefits of the Inclusive Assessment Program



- knowing and understanding students' strengths
- personalised learning goal setting
- increased inclusion
- improved visibility on student learning outcomes

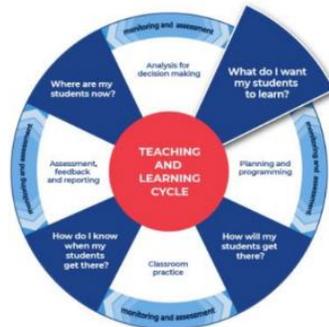
- robust formative assessment tools
- monitor student progress
- meaningful data
- reduces workload

- nuanced and informative reporting
- visibility on what their child can do
- involvement in developing learning goals
- targeted goals shared with stakeholders



# Improving student outcomes

# Exploring literacy and numeracy through the teaching and learning cycle



## Analysis for decision making

Where are my students now?

## Planning and programming

What do I want my students to learn?

## Classroom practice

How will my students get there?

## Assessment, feedback and reporting

How do I know when my students get there?

# Explicit teaching in NSW public schools

‘School-wide explicit teaching approaches incorporate **modelled, guided and independent** practice.

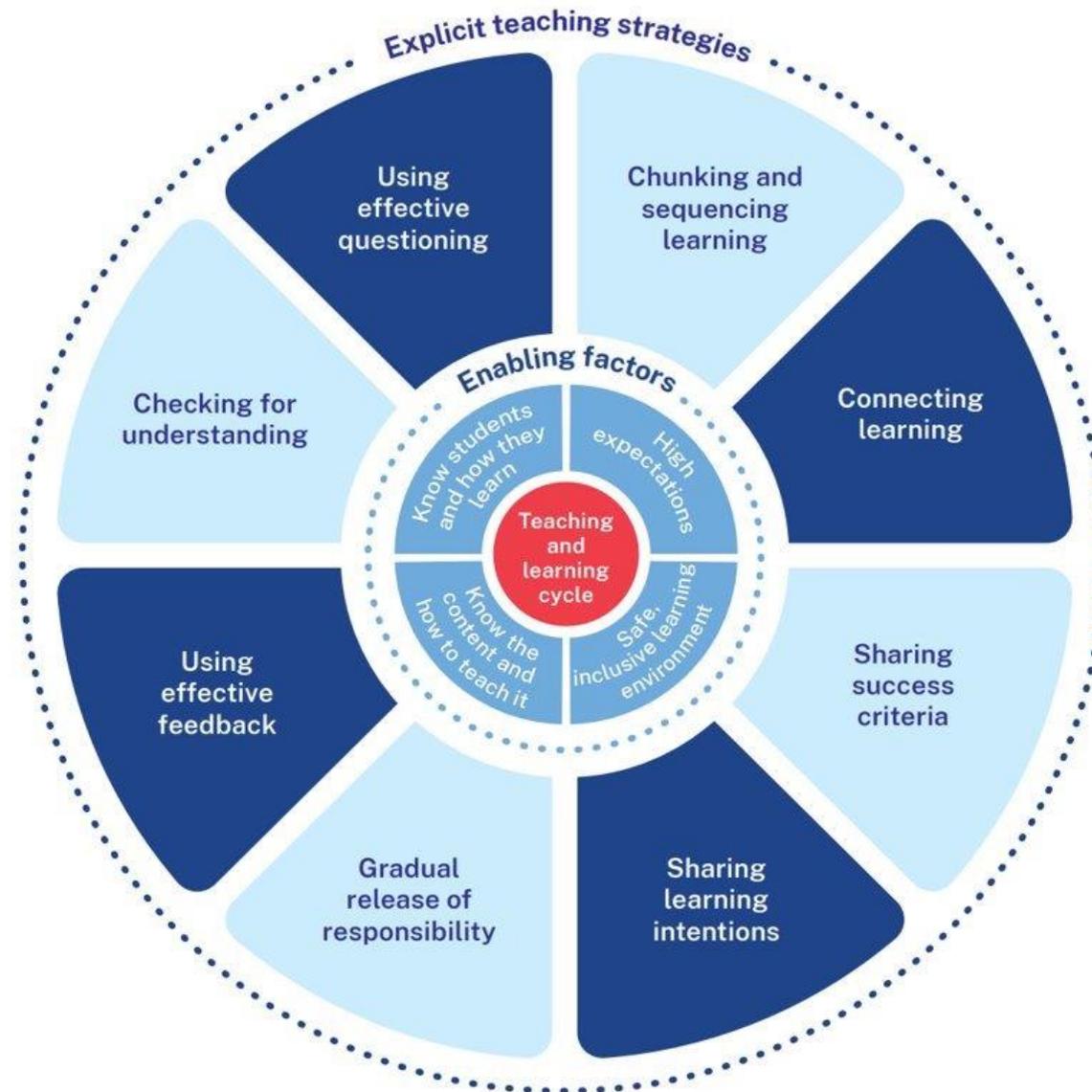
Teachers consider students’ cognitive load and employ explicit teaching strategies to optimise learning progress of students across the **full range of abilities.**

Effective methods are identified, promoted and modelled, and students’ learning improvement is monitored, demonstrating **growth.**’

School Excellence Framework, Teaching Domain (p 11)



# Explicit teaching



# Review of educators' use of IAP tools

## IAP supports 'What works best' practices



### IAP tools

Use data  
to inform practice



High expectations



Assessment



Explicit teaching



Collaboration





# Improvement measures

# Improvement measures 2024-2027

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Your school's Strategic Improvement Plan (SIP) is a key part of our shared commitment that every student learns, grows and belongs in an outstanding and equitable education system. Improvement measures allow you to see the positive impact of the initiatives you implement in your plan.

## Reading and numeracy improvement measures

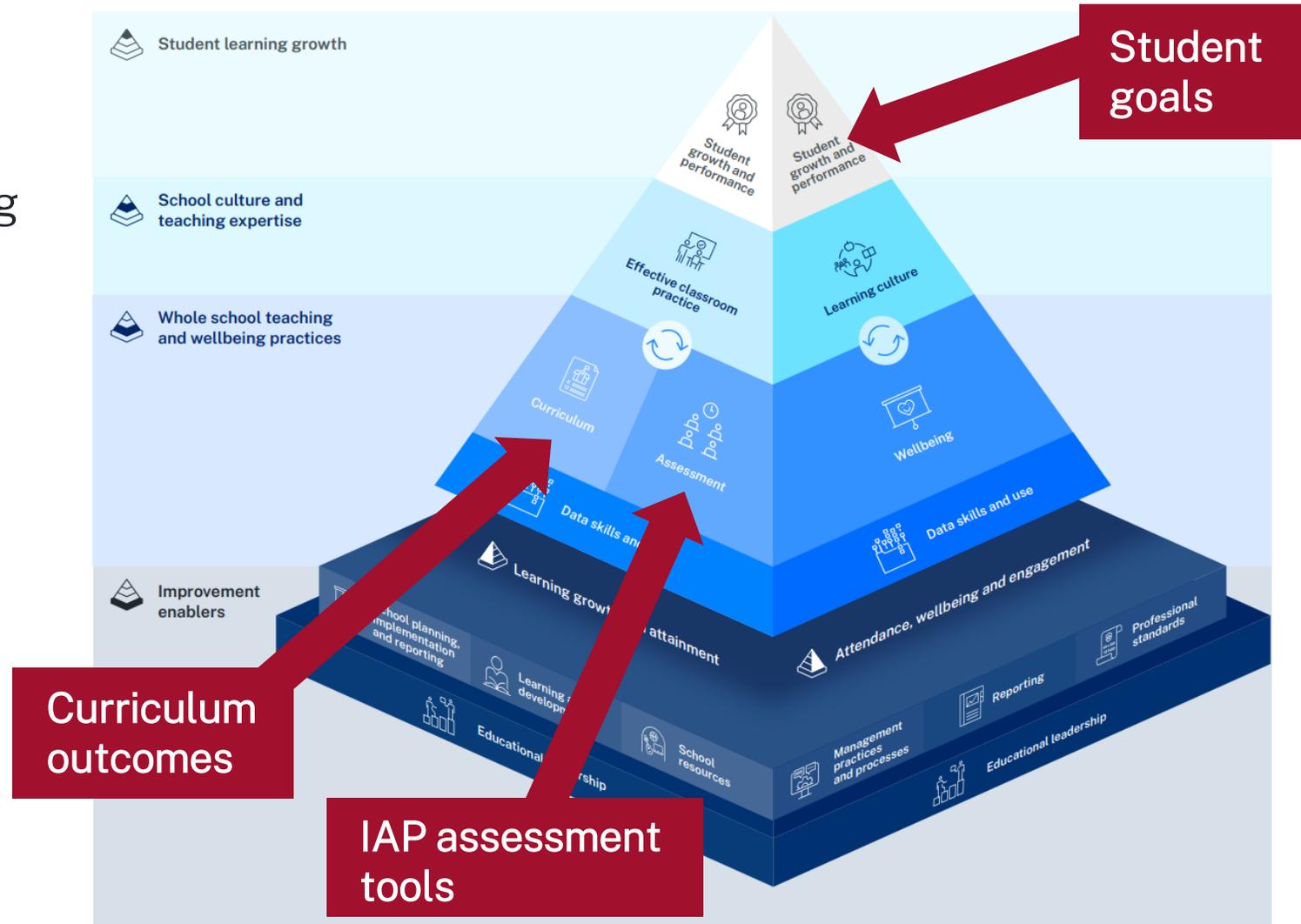
All schools are asked to identify reading and numeracy improvement measures for student achievement in reading and numeracy.

- Schools may also consider using assessment tools from the Inclusive Assessment program to track school progress and excellence in reading and numeracy.
- You can pick the tool that best suits your school's context and student cohort. These tools are suggested as an option if you are looking for tools that you can consistently adopt across your school.

# The School Excellence Framework (SEF)

The School Excellence Framework (SEF) Improvement Model supports the School Excellence cycle in determining focus areas for improvement.

The model provides a visual of the SEF and shows how the elements and domains are related and interconnected.



# Literacy and numeracy through the curriculum

Aligning the tools to syllabus outcomes, access content points

## English Syllabus – Oral language and Communication

Oral language and  
communication >

ENE-OLC-01

communicates effectively by using  
interpersonal conventions and  
language with familiar peers and  
adults

### Access content point

### Listening for understanding

- Respond to routine sounds and communications

#### Links to the Literacy and Numeracy Precursors



- reacts reflexively to a sound/stimulus (Lis0.1)
- makes vocalisations or movements in response to people (SpK0.1)
- responds to a sound/stimulus (LiS0.2)
- responds to different intonations (LiS0.3)
- responds differently to different sounds in the environment (PhA0.1)
- responds to own name (LiS0.6)

#### Links to Passport for learning (Bloom Blue-Red)



- Does the student indicate an awareness of auditory stimulus provided by an item or person? Question C1b (B-R)
- Can the student understand spoken words or messages? Question R3a (B-R)
- Can the student use a range of spoken words or messages consistently? Question E4a (B-R)
- Does the student respond to their own name? Question S4a (B-R)



# Implementation planning

# Planning implementation

## School

- What are the school's current assessment practices?
- What are the school's Strategic Improvement Plan goals?
- What other programs or initiatives are being run in the school?
- How will decisions around assessment approaches at a class, stage or individual student level be made in alignment with any whole-school assessment approaches?

## Teachers

- Have the teachers been using the IAP tools?
- Do they have knowledge of or are using the National Literacy and Learning Progressions?

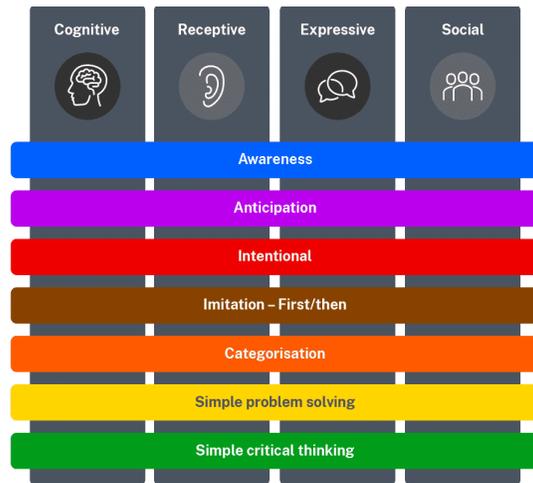
## Students

Consider the needs of the students:

- Do they meet the criteria of the IAP tools?

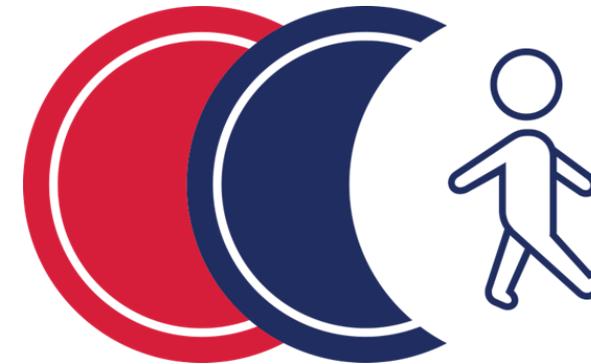
# Different approaches to using the tools

## Illustration of Practice – School A



### Passport

Fully embedded and all students are assessed using the Passport framework

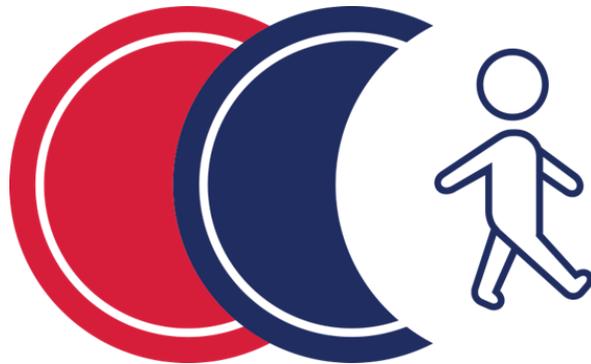


### Precursors

Using one sub-element to link with SIP focus area for all students

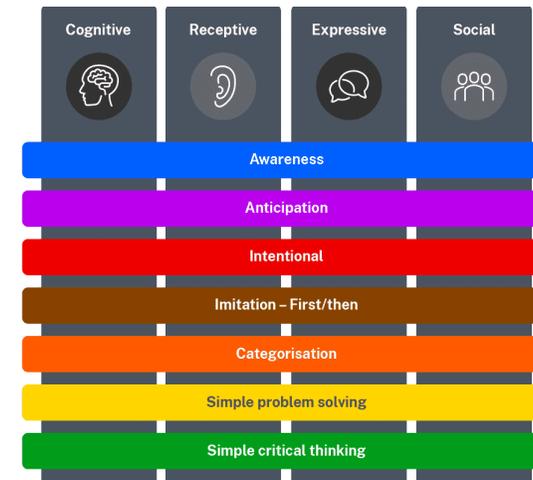
# Different approaches to using the tools

## Illustration of Practice – School B



### Precursors

Fully embedded and all students are assessed using the Precursor sub-elements in line with SIP



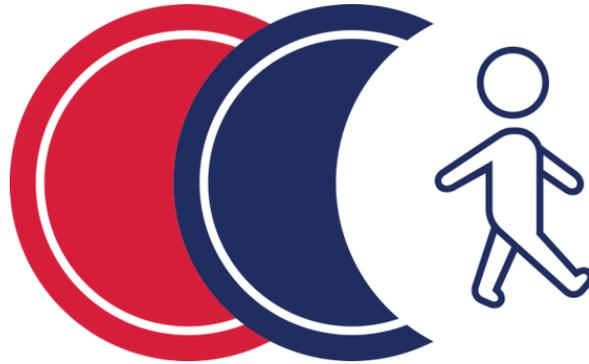
### Passport

Using the Passport with some students, who require extensive support for communication skills

# Different approaches to using the tools

## Illustration of Practice – School C

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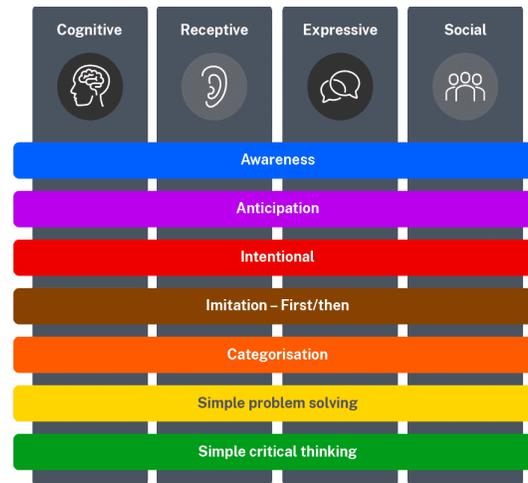


### **Precursors**

Just starting to implement them into their assessment schedule. They have chosen 2 literacy sub-elements that align with their focus area in their SIP.

# Different approaches to using the tools

## Illustration of Practice – School D



### Passport

They are using the Passport to assess all the students in the school. They are particularly focusing on those students who need support with their communication and social skills.

# Teacher feedback

What are the challenges?

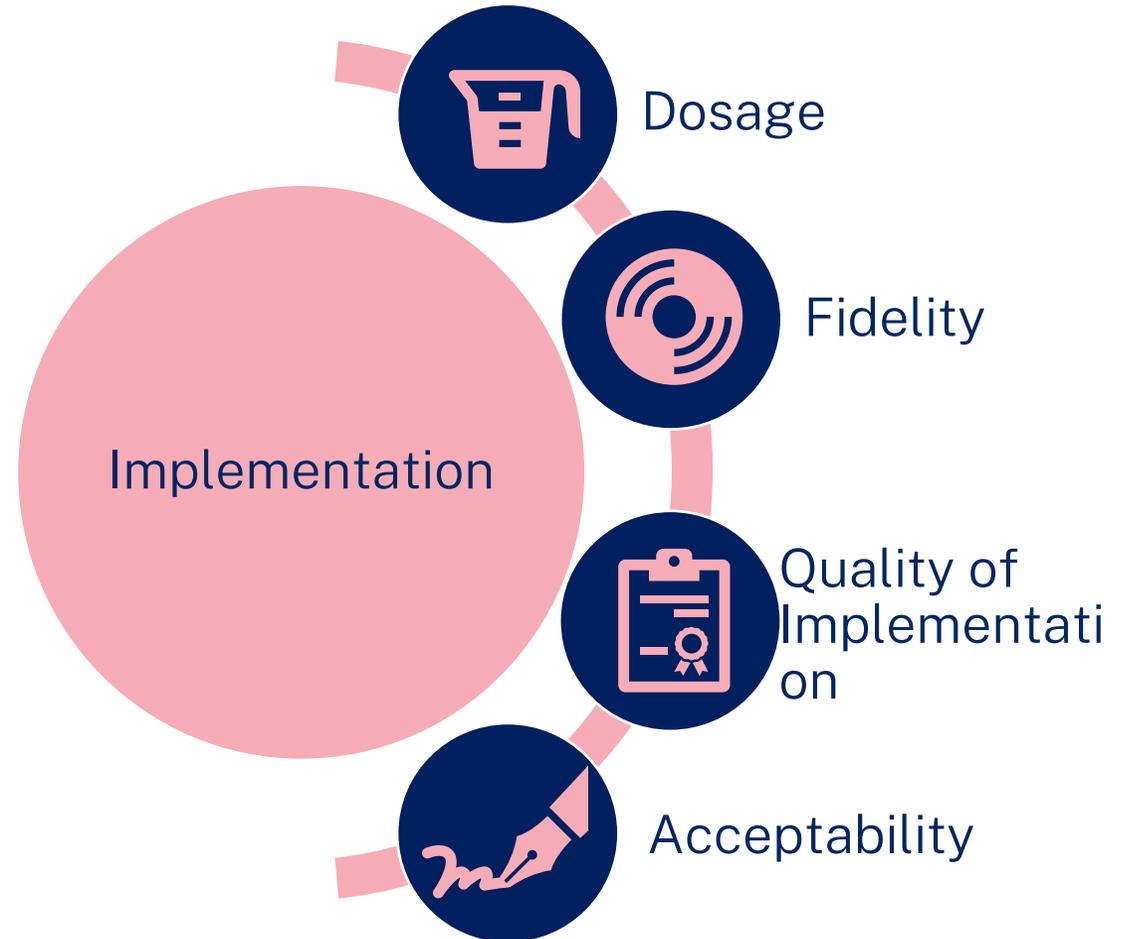


# Implementation science

# Article – Implementation in Education

Implementation is generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practices into real world settings (Mitchell, 2011).

- Implementation effectiveness
- Implementation quality

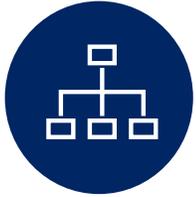


# De-implementation science

“ De-implementation is the art and science of removing an approach, practice, initiative, or program that is no longer meeting student and school needs. It is commonly described as the ‘discontinuation of existing practices or interventions’ (McKay et al., 2018) or ‘stopping practices that are not evidence-based’ (Prasad, 2014). ”

“ Much like effective implementation, de-implementation is not a simple, one-off activity, but a process requiring time, planning and follow through. An effective de-implementation process is likely to be cyclical and follow the same interconnected stages – *explore, prepare, deliver and sustain* (Evidence for Learning, 2019). ”

# Summary of Implementation Science



Thinking about change in a more structured and purposeful way.



Refers to the study of methods and strategies used to promote the adoption and integration of evidence-based practices into routine use.



Involves understanding the barriers and facilitators to implementation.



Designing effective strategies to ensure that practices are successfully implemented and sustained over time.



# Resources to support implementation

# Student vignettes

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## L&N Precursors student vignettes Creating texts

### Makes marks experimentally

#### The precursor

Makes marks experimentally (for example, in sand with a stick, with pencil on paper, presses keys on keyboard)

#### Focus

Develop early prewriting skills by making marks experimentally in a variety of different ways

#### This could include:

- using fingers and hands
- holding and grasping tools to make marks
- using keyboards and technology.

#### Assess

Consider the needs of the student and provide them with accessible tools. This is particularly important for students with physical disabilities who may not be able to use writing implements for mark making. These students can use technology to make marks, for example eye-gaze technology.

Observe whether the student can make marks. Provide interactional prompts if required and note these down when assessing this indicator. Allow students adequate processing time to demonstrate the skill before providing any interactional prompts.

#### Adjust

##### Possible adjustments could include:

- use of sensory/tactile experiences to support mark making (for example, sand, foam, gel boards)
- mark making implements that are appropriately sized to support grasp and physical manipulation
- appropriate colour contrast/background colours to support engagement and students with Cortical Vision Impairments (for example, use of lightboxes or other devices with backlighting)
- use of technology to support mark making (for example, iPads, interactive whiteboards, keyboards - including keyboards with larger keys, eye-gaze technology).

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L&N Precursors student vignettes - creating texts | 2

### Annotated demonstrations



Image 1: In this photo the student is making marks on a lit-up writing board. This student is demonstrating an early attempt at tracing.

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L&N Precursors student vignettes - creating texts | 9

### Annotated demonstrations



Image 8: In this photo the student is contributing to a shared text. Symbols have been used (with colour contrast). The student selected the symbol of the bird from a choice of 2 symbols (bird and feather) to contribute their idea for writing the caption to the picture. This demonstrates how understanding text and creating text elements are related, with the student demonstrating their understanding by pointing to the illustration of the birds in the visual text.

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L&N Precursors student vignettes - creating texts | 10

### Where to next

#### If not demonstrated

Provide the student with multiple opportunities to contribute their ideas to shared texts using photos/pictures/symbols. Reduce the number of options the student must select from if they are not demonstrating this skill. It might be necessary to present just one photo/picture/symbol to begin with, so the student learns that through their interaction with the photo/picture/symbol, they are contributing to the shared text.

Provide additional interactional prompts if required to support the student in achieving this indicator. Always aim to reduce the interactional prompts as the student becomes more competent. Consider the specific needs of the student and ensure appropriate adjustments have been made to support the student in being able to achieve this indicator. This is particularly important for students with physical disabilities or vision impairments that will require specific adjustments to be able to demonstrate this indicator.

#### If demonstrated

##### Future directions could be:

- shares ideas using icons and images (Creating texts, level 1)
- observes others writing with interest and attention (Creating texts, level 1)
- intentionally creates letter-like shapes or strings, experimenting with forms and shapes (Creating texts, level 1)
- composes emergent texts for specific purposes (Creating texts, level 2).

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## Annotated example

In this photo the student is contributing to a shared text.

Symbols have been used (with colour contrast).

The student selected the symbol of a bird from a choice of two symbols (bird and feather) to contribute their idea for writing the caption to the picture.

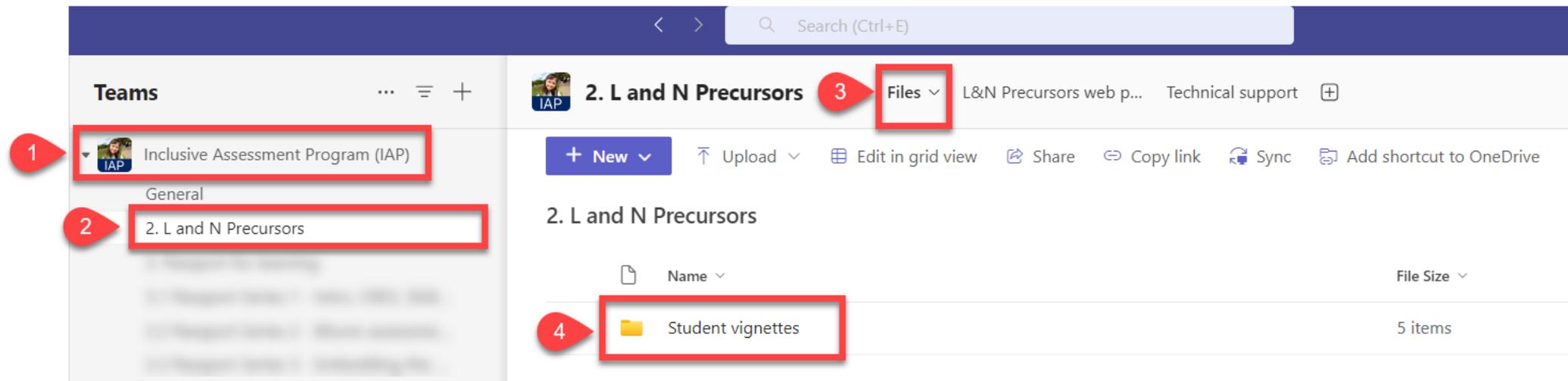


## Teaching strategies for shared texts

- Provide multiple opportunities for student to contribute their ideas to shared texts using objects and photos/pictures/symbols on a range of different topics
- Provide exemplars for students by working in groups where they can see others contributing to texts

# Student vignettes

Student vignettes are located in the IAP Microsoft Team, in the Literacy and Numeracy Precursors files.



# Using the data to inform practice

## Teaching strategy posters

- After viewing the data, teachers can use the teaching strategy posters to target particular domains, or skills.
- These posters provide suggested activities and learning focus areas that teachers can use for class programming or individualised programs.



NSW Department of Education

### Passport for learning Teaching strategies

## Awareness – Blue

Focus on this learner often giving their attention to people, objects and activities. Make sure all main communication partners regularly use key strategies and respond consistently to this learner.

**Cognitive**

**Observe and know this learner's level of attention**

- Present a range of highly engaging objects and activities. Respond in an animated, exaggerated manner.
- Present a range of stimuli – visual (lights), auditory (sounds) and tactile (vibration).
- Present stimuli in a smooth, patterned motion (left to right, high to low or diagonally). This helps this learner to track the stimuli.
- Notice and record if this learner is detecting, orienting and/or attending to the stimuli.

**Establish cause and effect activities (person and/or object)**

- Present a range of cause and effect objects (for example, switch-adapted toys) or equipment (for example, touch screens) for this learner to use.

- Present social games ('ready, set, go / 1, 2, 3', 'I see you' and 'surprise' types of games). Make sure all main communication partners respond in the same way and repeatedly during these games.
- Present any object and/or activity that produces an output (effect) because of this learner's action (cause).

**Focus on object recognition and/or use object recognition within an activity**

- Beginning – develop a list of key objects that are used within main learning activities. Choose one object to show before starting an activity. Highlight this cue repeatedly.
- Middle – present objects in different ways (refer to strategies above). Hide an object. Allow time to explore the object.

- Exaggerate the presentation of an object – exaggerate pointing to it or exaggerate the use of the object.
- Pause strategically at a key point in a routine or activity and wait expectantly. Notice and record this learner's response.

**Focus on building an understanding of 'finished'**

- End – at the end of an activity or routine, regularly place an object or item into a 'finished' box or bag, or cover the object.
- Emphasise the word 'finished' using spoken language, a keyword sign and/or this learner's own communication system.

**Receptive**

**Ensure this learner is working towards understanding 10 words or messages**

**Immerse in language – emphasise key words**

Refer to the 'Overall strategies' poster. Also use the following strategies:

- In addition to this learner's own communication system, use objects to emphasise key vocabulary.
- Carefully consider and highlight key cues (for example, gestures) to emphasise a word.
- Explicitly point to and regularly name objects, people and activities.

**Establish clear cues and steps to routines and activities**

- Select and use key cues repeatedly (for example, speech, object, location and gestures).
- Establish clear steps to routines and activities. Make sure all main communication partners present the same steps.
- Repeat the activity so that this learner becomes familiar with a set of key objects and words.

- Comment on what this learner and their nearby peers or educators are doing.
- Pause strategically at a key point and wait expectantly. Notice and record this learner's response.

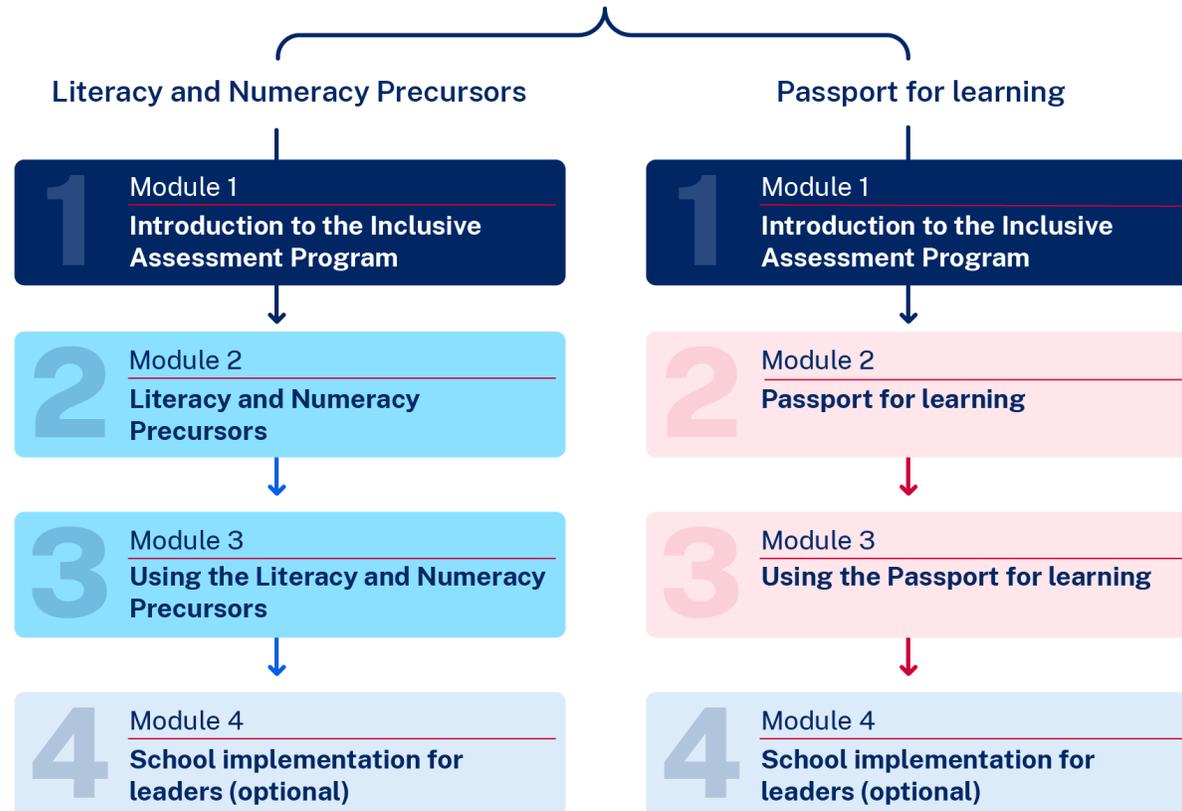
**Establish a personal dictionary or learner profile**

- Keep a record of language and contexts this learner responds to.



# MyPL courses available

## Inclusive Assessment Program courses



Literacy and Numeracy Precursors

ID: NR43495

Passport for learning

ID: NR43498

# Resources available to educators

## On-demand assessments



### Phonological awareness diagnostic

The Phonological awareness diagnostic is a quick online assessment that assesses a student's phonological awareness skills.



### Phonics diagnostic assessment

The Phonics diagnostic assessment is a quick online assessment that assesses a student's phonic knowledge and skills.



### IfSR-NP Number and place value

The IfSR-NP enables a teacher to gain insight into how students apply their mathematical understandings of number and place value.



### PLAN2

Plan, focus, observe and analyse students' literacy and numeracy needs using the learning progressions.

## Inclusive Practice hub

Evidence-based practice resources for schools to support students with disability and additional needs.

These resources can be filtered by functional need by using the [Inclusive Practice search engine](#).



# School culture

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**“To implement these tools you need to take small steps but have deep conversations”**

Principal, SSP

# Additional support



**Microsoft Teams community**

**Inclusive Assessment Program (IAP)**

**email**

[literacy.numeracy@det.nsw.edu.au](mailto:literacy.numeracy@det.nsw.edu.au)

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