

# Inclusive Assessment Program (IAP)

## SEPLA Conference

### Workshop – Day 1

High quality assessment practices that cater for the diverse learning needs of students



Monday 22 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 these tools align with the new syllabus outcomes
- how they can be used for reporting and identifying students' next steps
- 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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We recognise the Traditional Custodians of the lands where we learn, work and live, paying respect to Elders past and present as teachers of knowledge, songlines and stories. We strive to ensure every NSW Aboriginal and/or Torres Strait Islander learner achieves their potential through education.



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>Empower 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>
Enabled by	 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		
Our values	<div style="display: flex; justify-content: space-around; align-items: center;"> <div> Excellence</div> <div> Integrity</div> <div> Equity</div> <div> Accountability</div> <div> Trust</div> <div> Service</div> </div>					

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NSW Department of Education




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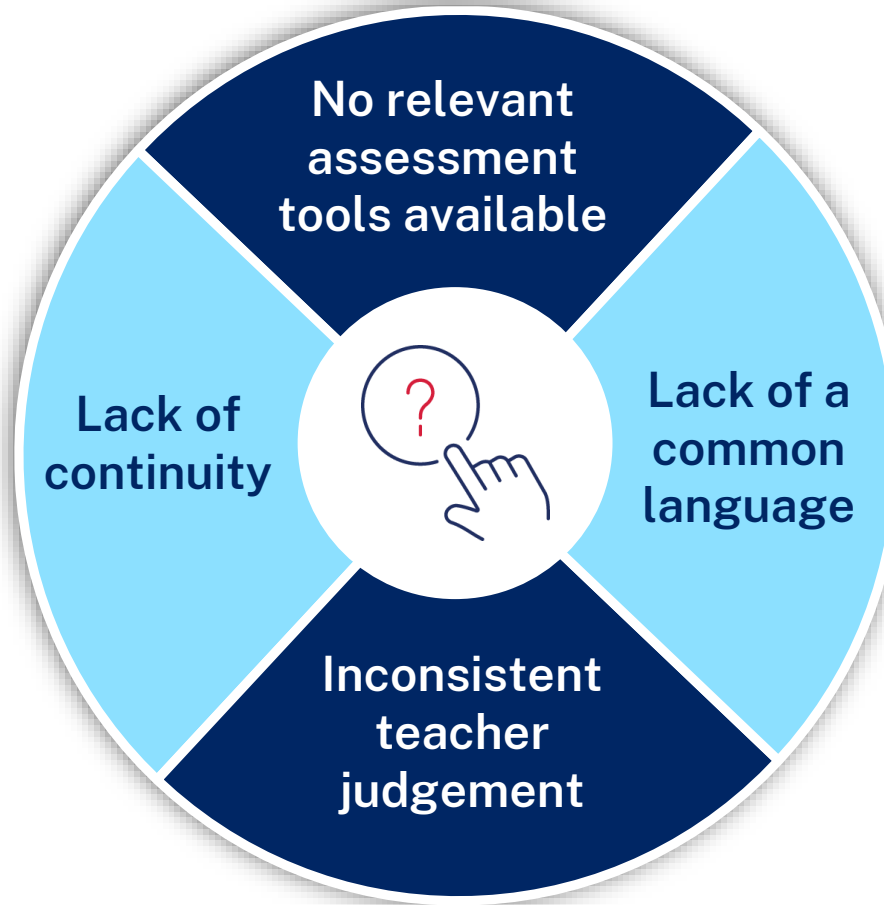
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# Challenges assessing students with complex learning needs



- “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:

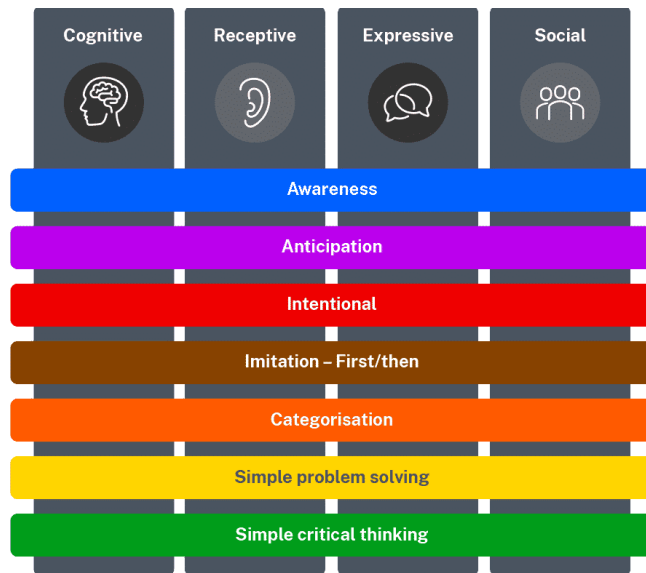
- with moderate to severe intellectual disability or mild intellectual disabilities requiring extensive support for emotional regulation or physical disabilities
- who need support developing their early language and learning skills, particularly if non-verbal and/or pre-intentional in their communication.



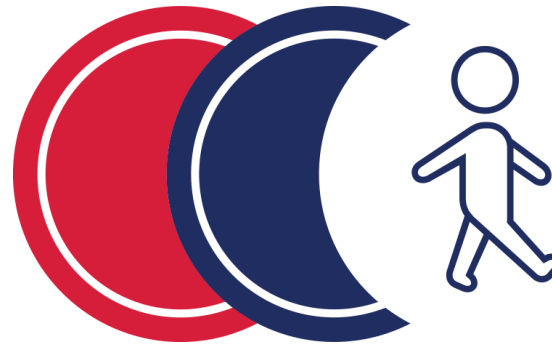


# Assessment tools

## Passport for learning



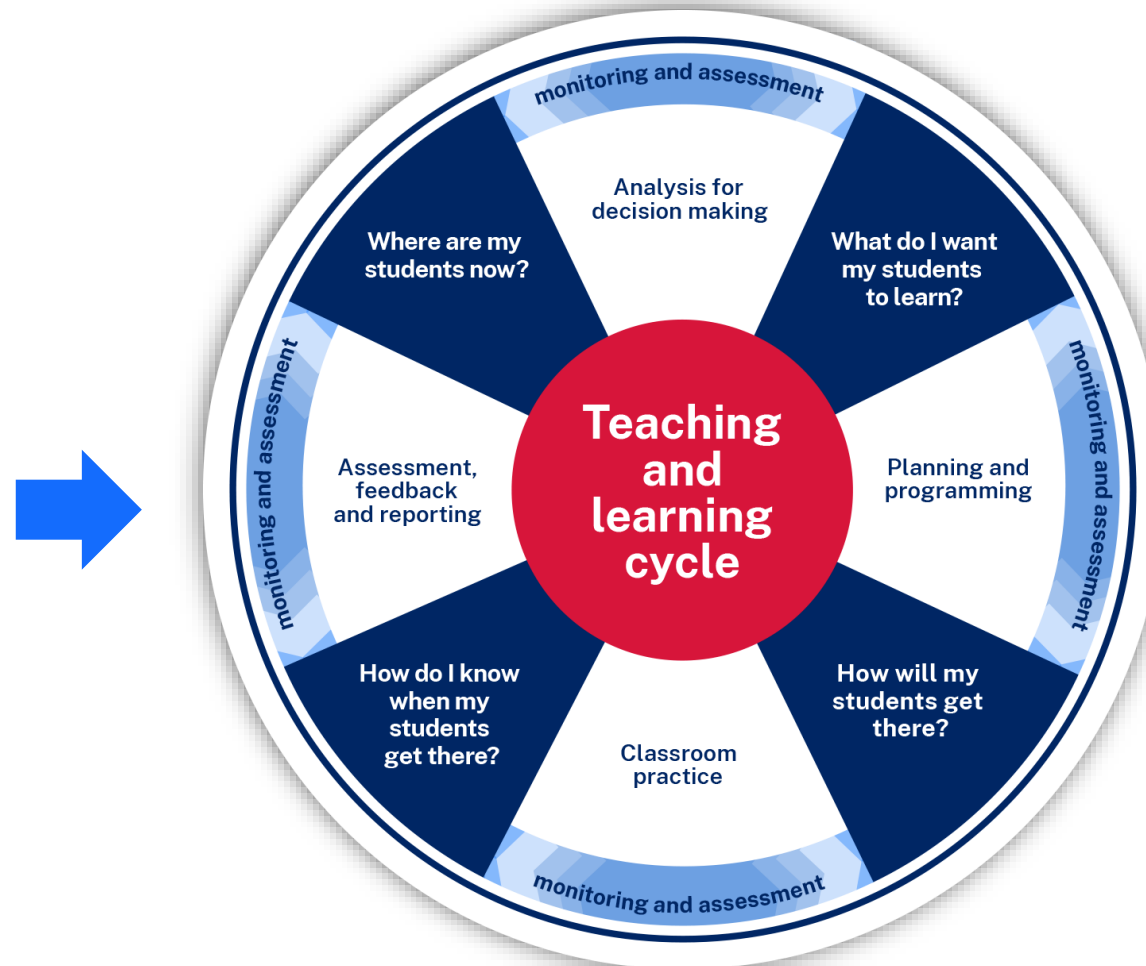
## Literacy and Numeracy Precursor Indicators



### 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.

# Supporting the teaching and learning cycle



# Teacher feedback

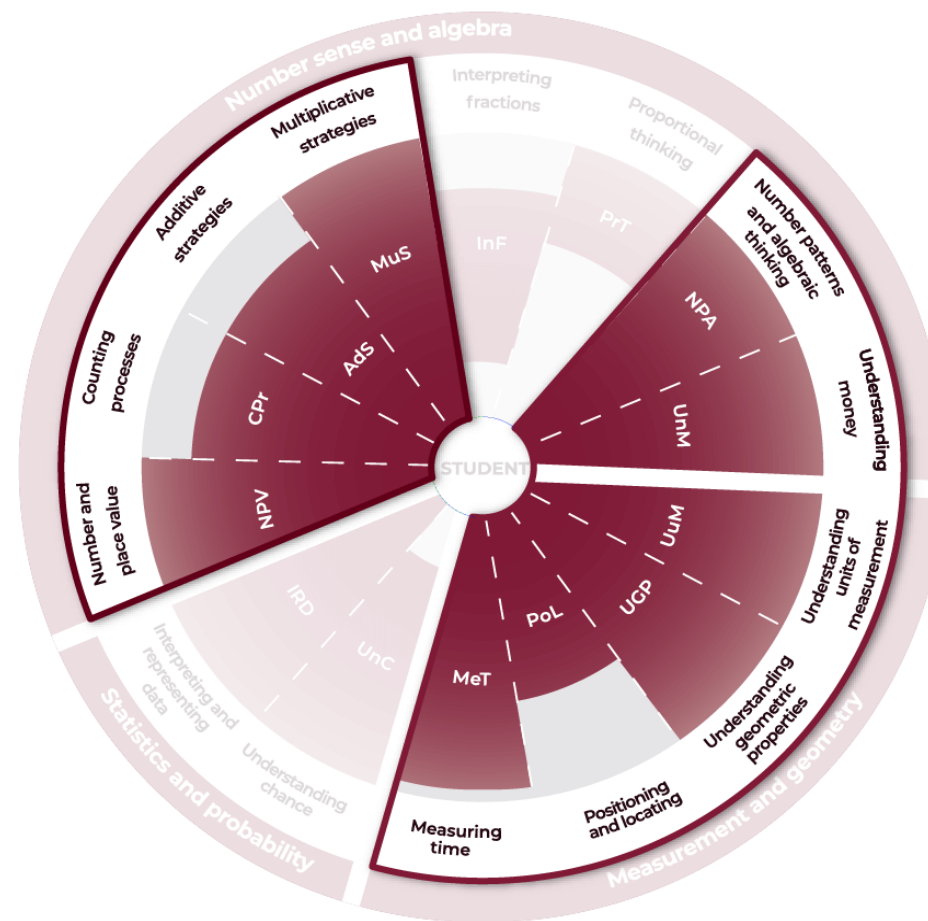
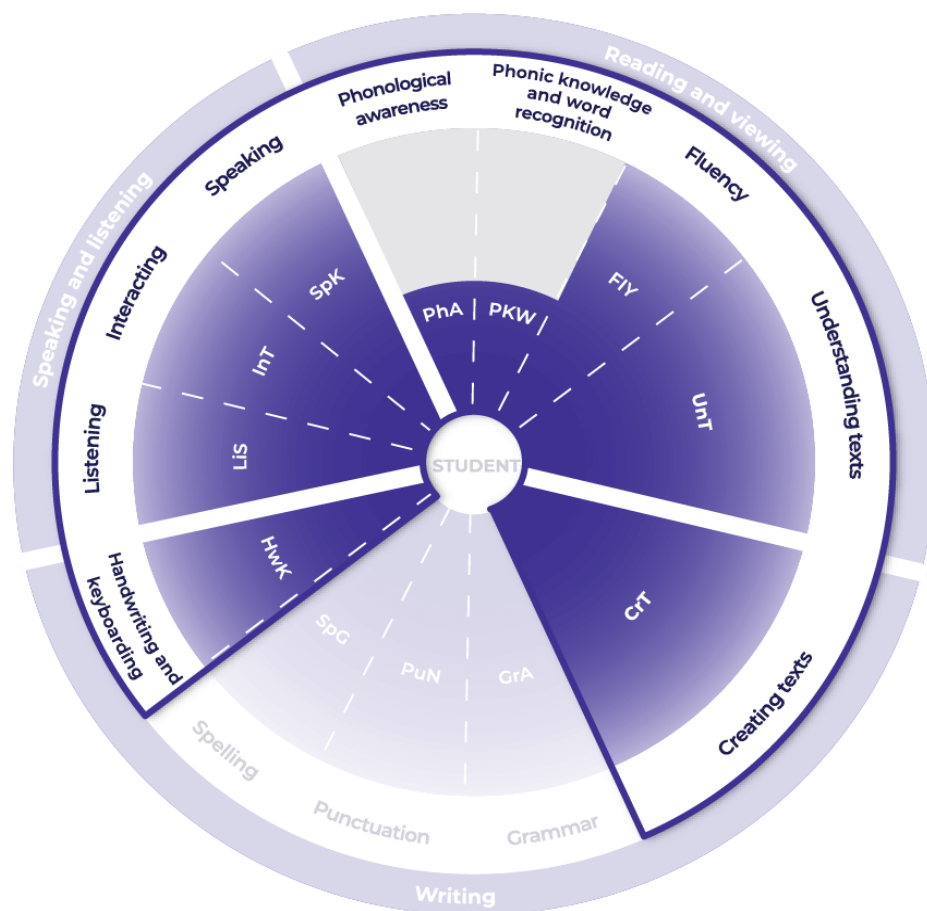
What are the challenges?





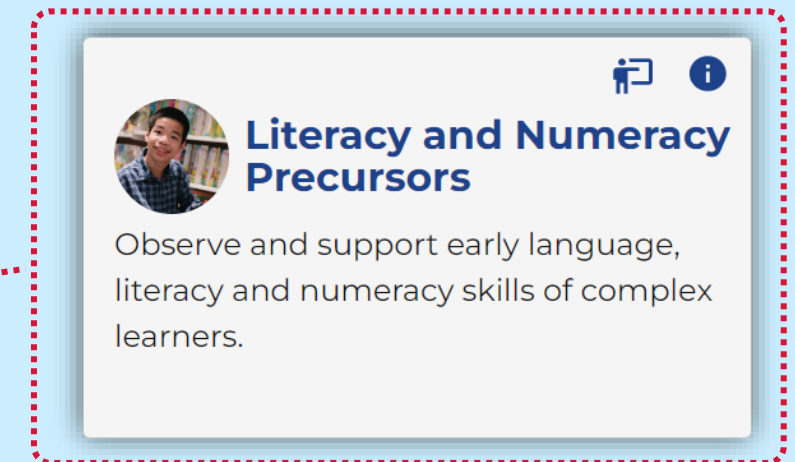
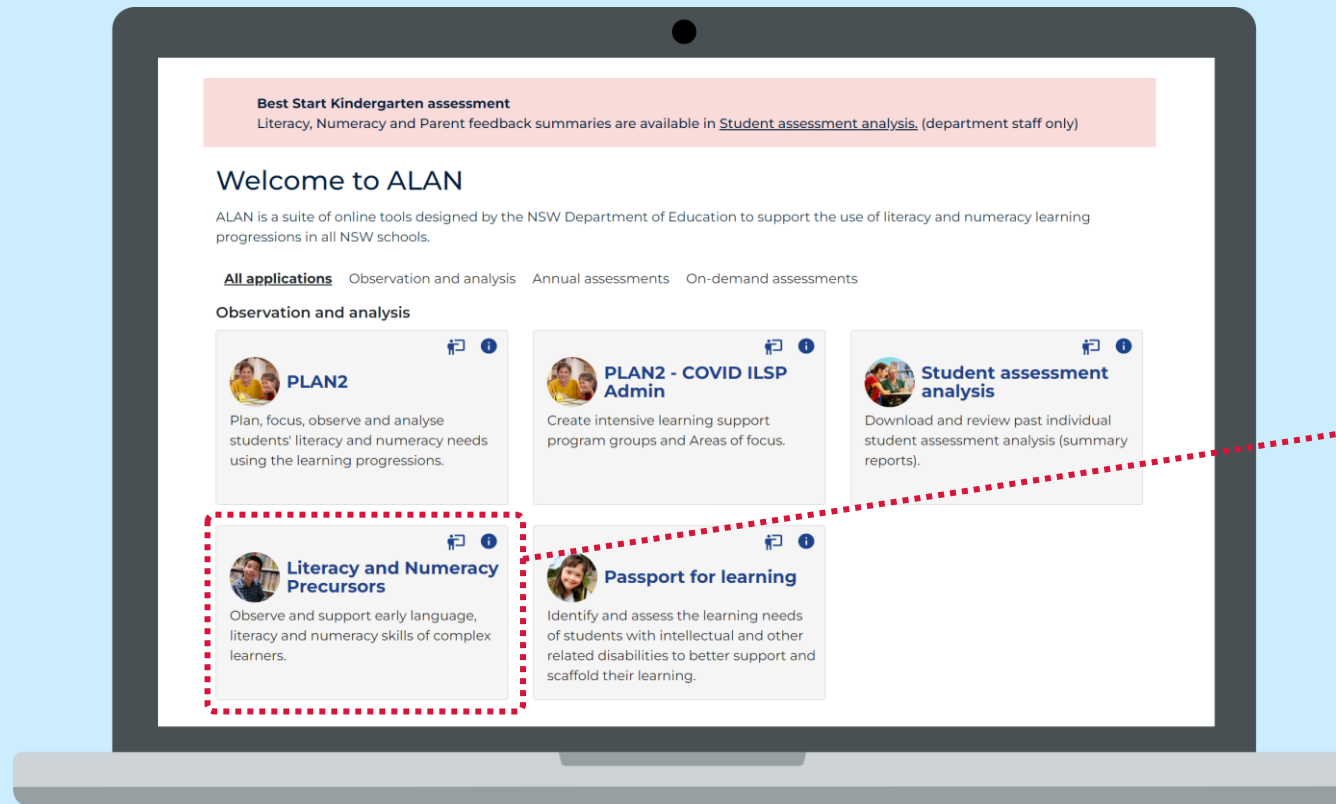
# Literacy and Numeracy Precursor Indicators

# Literacy and Numeracy Precursors sub-elements



# Literacy and Numeracy Precursors app

Online tool in ALAN





**Literacy and Numeracy Precursors**







Observe and support early language, literacy and numeracy skills of complex learners.



# 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

# Analyse data from the L&N Precursors

Using data to inform practice and develop learning goals



Observe by student				
<div>Switch </div> <div> <input type="text"/></div>				
Indicators	Student indicator status	Interactional prompts	Comments	
<b>CrT0.2</b> <b>No change</b> interacts with objects in relation to the target vocabulary or learning context (e.g. looks at, reaches for, points to, manipulates)	<b>C</b> Consolidated 			
<b>CrT0.3</b> <b>Revised</b> matches objects in relation to the target vocabulary or learning context with one or more distractors	<b>D</b> Demonstrated 			
<b>CrT0.4</b> <b>Revised</b> matches pictures/photos/symbols in relation to the target vocabulary or learning context with one or more distractors	<b>D</b> Demonstrated 			
<b>CrT0.5</b> <b>Revised</b> selects objects to contribute ideas to a shared text (e.g. when an educator and student are jointly creating a story or recounting an event, student looks at a ball)	<b>N</b> Not demonstrated 			
<b>CrT0.6</b> <b>Revised</b> selects photos/pictures/symbols to contribute ideas to a shared text (e.g. when an educator and student are jointly creating a story or recounting an event, student touches a picture of their parent)	<b>N</b> Not demonstrated 			

# Planning for teaching and learning

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## Linking:

- syllabus outcomes
- access content points
- Literacy and Numeracy  
Precursor Indicators





# Planning for teaching and learning

## Literacy and Numeracy Precursor Indicators

<b>CrT0.5</b> Revised	selects objects to contribute ideas to a shared text (e.g. when an educator and student are jointly creating a story or recounting an event, student looks at a ball)	<div>N Not demonstrated</div>		
<b>CrT0.6</b> Revised	selects photos/pictures/symbols to contribute ideas to a shared text (e.g. when an educator and student are jointly creating a story or recounting an event, student touches a picture of their parent)	<div>N Not demonstrated</div>		

Next step for this student: focus on **contributing ideas to a shared text**.

# Planning for teaching and learning

## Access content points

### Creating written texts >

#### ENE-CWT-01

creates written texts that include at least 2 related ideas and correct simple sentences

Access content points	Precursor indicators	Case Study
Participate in creating texts with others	<ul style="list-style-type: none"><li>selects objects to contribute ideas to a shared text (CrT0.5)</li><li>selects photos/picture/symbols to contribute ideas to a shared text (CrT0.6)</li></ul>	Jessica is working towards achieving this access content point.
Use photographs, pictures, symbols to create texts	<ul style="list-style-type: none"><li>selects photos/picture/symbols to contribute ideas to a shared text (CrT0.6)</li></ul>	Jessica is working towards achieving this access content point.

# Planning for teaching and learning

## Access content points

### Creating written texts >

#### ENE-CWT-01

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### Learning goals

Access content points	Precursor indicators	Case Study
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Use photographs, pictures, symbols to create texts	<ul style="list-style-type: none"><li>selects photos/picture/symbols to contribute ideas to a shared text (CrT0.6)</li></ul>	Jessica is working towards achieving this access content point.



# Student vignettes

NSW Department of Education



## 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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### Annotated demonstrations

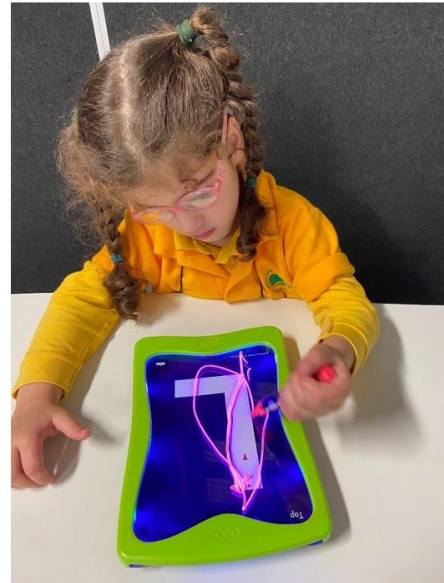


Image 1: In this photo the student is making marks on a lit-up writing board. This student is demonstrating an early attempt at tracing.

© NSW Department of Education, Apr-24



L&N Precursors student vignettes - creating texts | 2

### 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 | 9

### 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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L&N Precursors student vignettes - creating texts | 10

# Student vignettes



## 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.

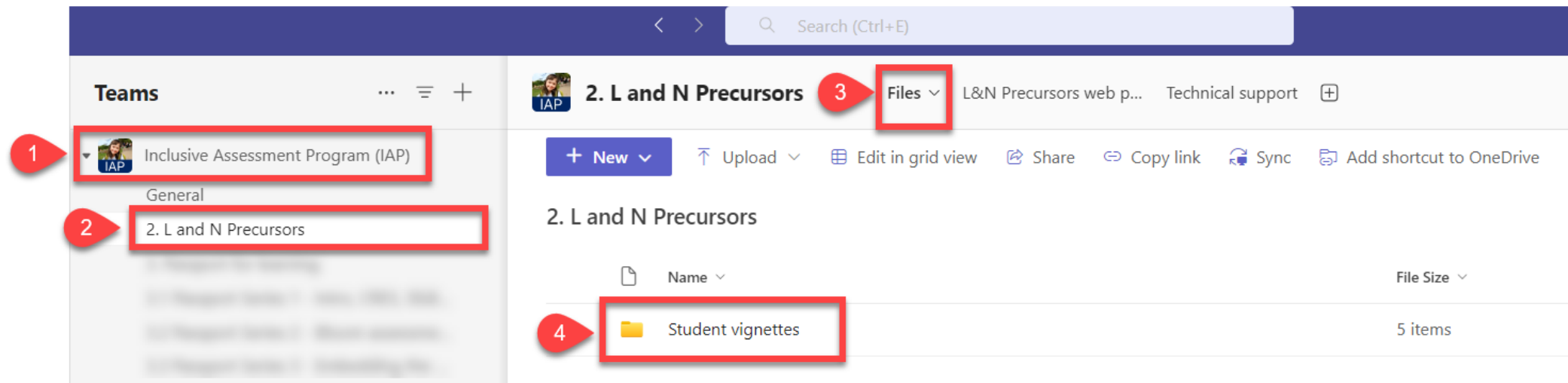


## Teaching strategies for shared texts

- 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.



# L&N Precursors assessment

## Observation history

The 'Observation history' function shows previous data in relation to the student's skill development.

This allows users to view student progress for reporting.

CrT0.5

selects objects to contribute ideas to a shared text (e.g. when an educator and student are jointly creating a story or recounting an event, student looks at a ball) **Revised**

### All observations (3)

10 Jul 2024	<b>D</b> Demonstrated Y2 (Example class) Prompts: Ve Comments: (no comments) Recorded by: Rigele, Nicole
30 May 2024	<b>P</b> Partially demonstrated Y2 (Example class) Prompts: M, Ve Comments: (no comments) Recorded by: Rigele, Nicole
30 May 2024	<b>N</b> Not demonstrated Y2 (Example class) Prompts: - Comments: (no comments) Recorded by: Rigele, Nicole

## Reporting

- Celebrate achievement
- Use wording from the Precursor indicators to describe the skill
- This example shows the student is now able to partially demonstrate this skill with a modelled and verbal prompt

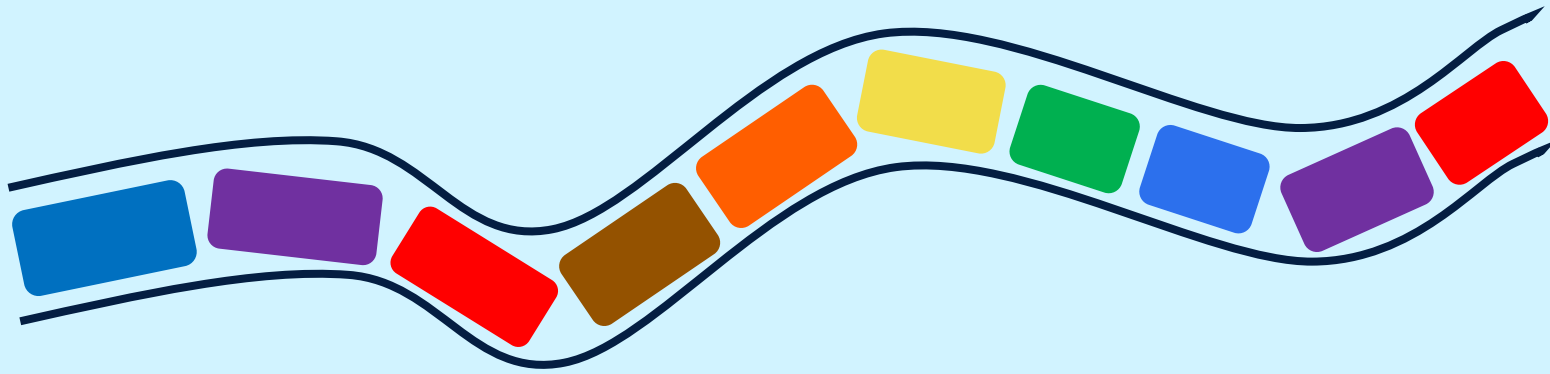




# Passport for learning

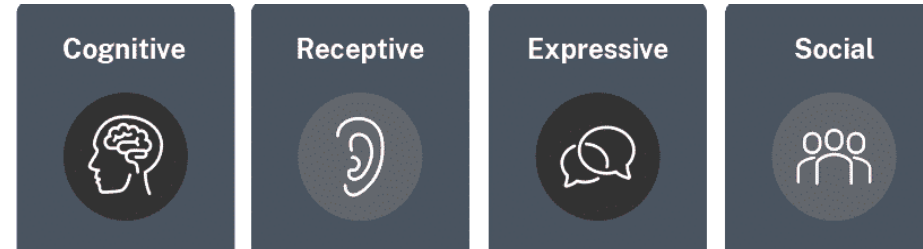
# The Passport for learning

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



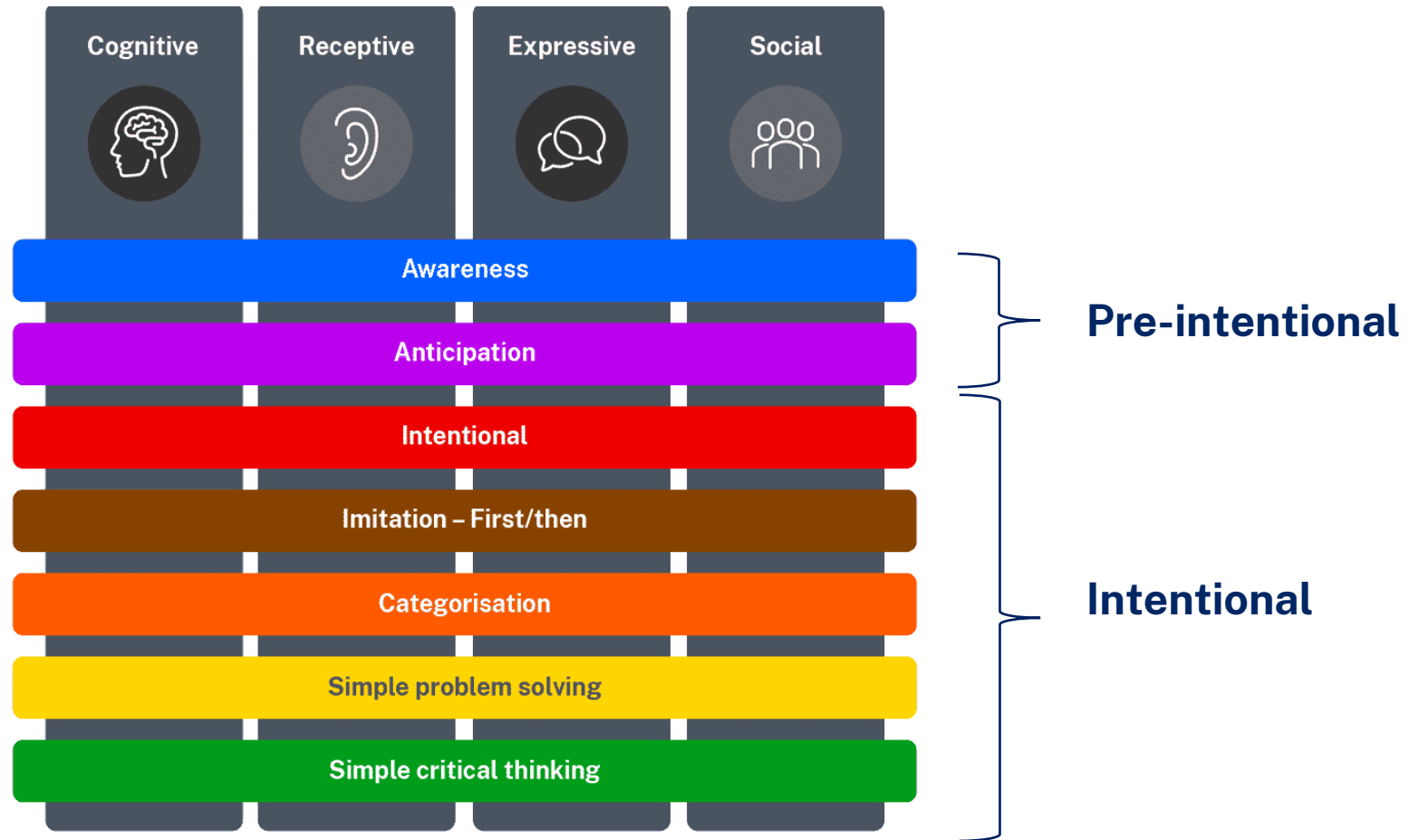
# Passport for learning framework

Identifying student capabilities across 4 domains



# Passport for learning framework

Identifying student capabilities across 4 domains



# Poster and Bloom assessments

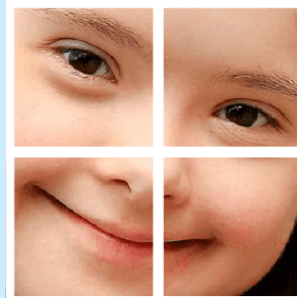
Assessments support us to build a picture of a student

Do I know my  
student's **CRES**?

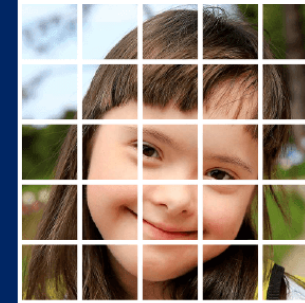
Overall  
stages  
poster



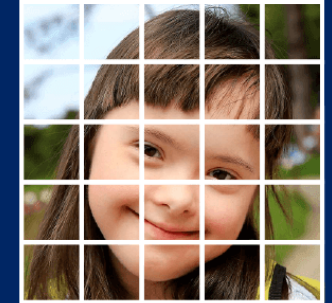
Poster  
profile



Bloom  
Blue-Red  
assessment



Bloom  
Red-Green  
assessment

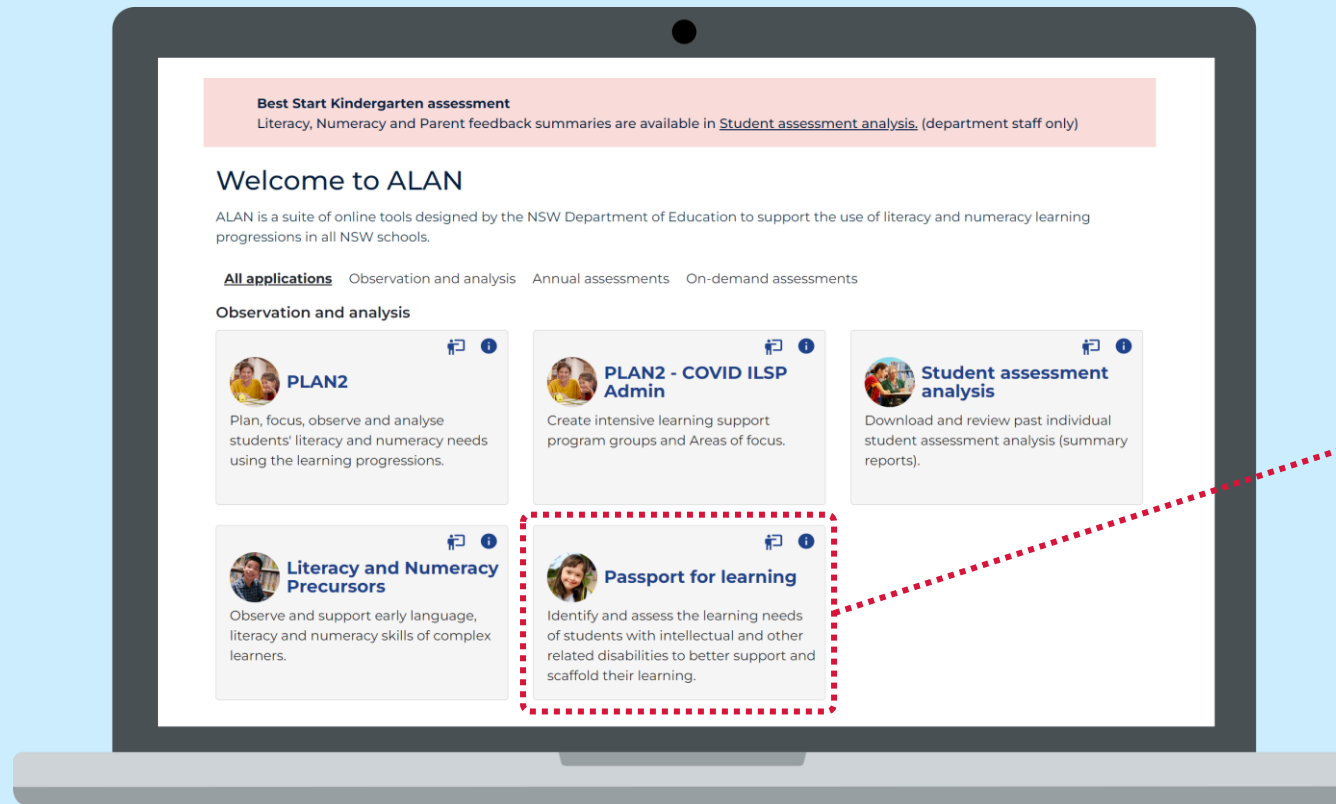


Snapshot data

In-depth data



# Using the Passport for learning online tool in ALAN



## Passport for learning

Identify and assess the learning needs of students with intellectual and other related disabilities to better support and scaffold their learning.

# Analyse data from the Passport's poster profiles

Using data to inform practice



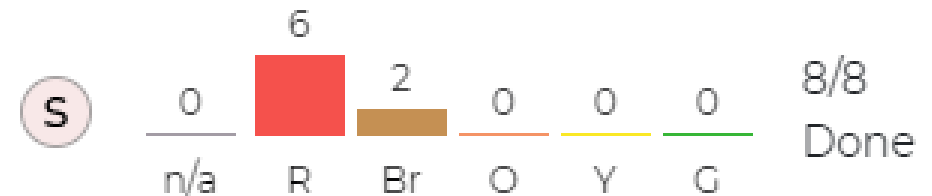
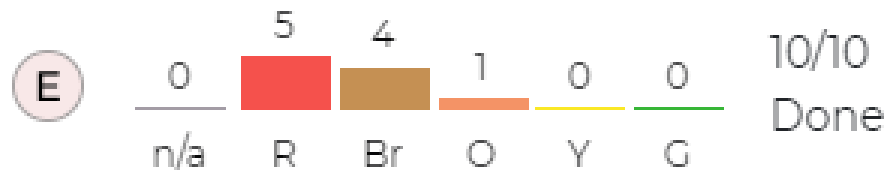
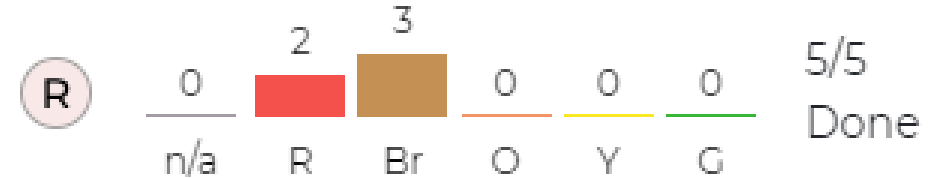
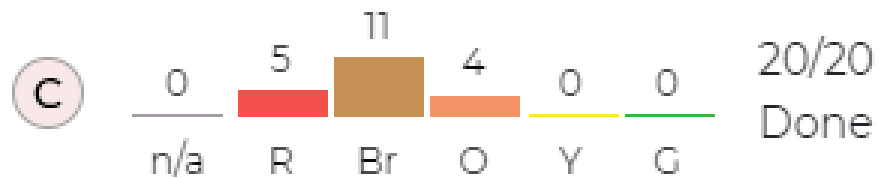
**Poster profile** Sliding scale ☒ Yes

	😊 Good day	😊 Most days	☹ Off day
O	Brown Orange	Brown	Red
C	Brown Orange	Brown	Red
R	Brown	Red Brown	Red
E	Brown	Red Brown	Red
S	Brown	Red Brown	Red

# Using data from the Passport's poster profile

Where to next with your student's Passport Bloom profile?

## Bloom assessment



Bloom summary

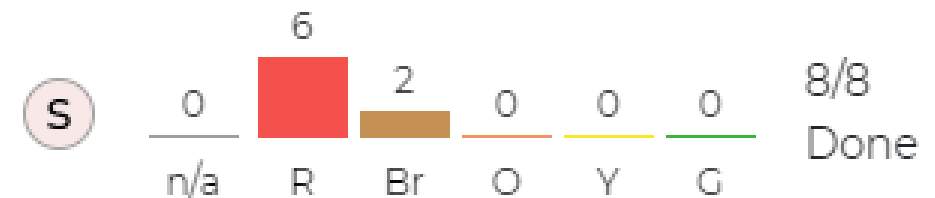
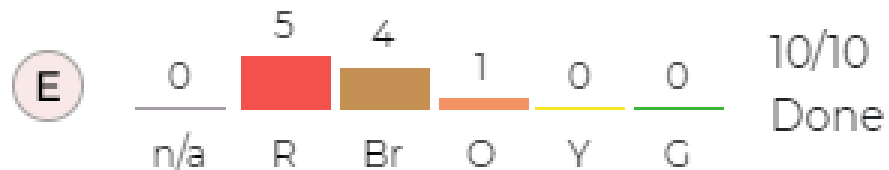
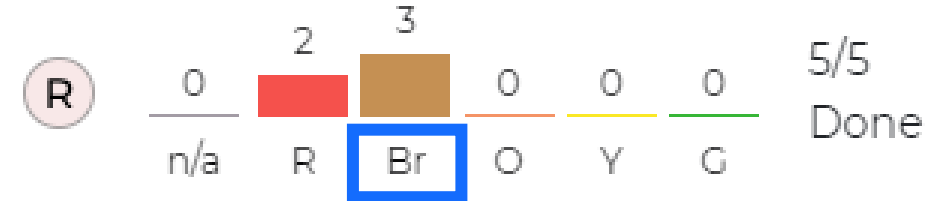
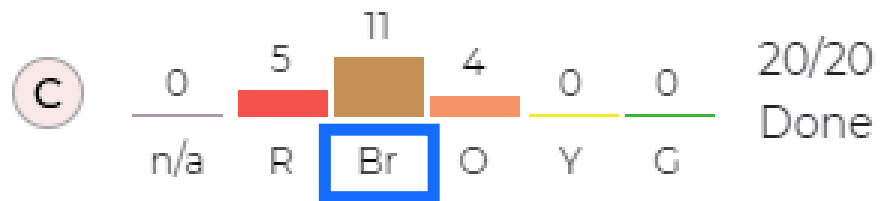
Bloom - Student change report



# Using data from the Passport's poster profile

Where to next with your student's Passport Bloom profile?

## Bloom assessment



Bloom summary

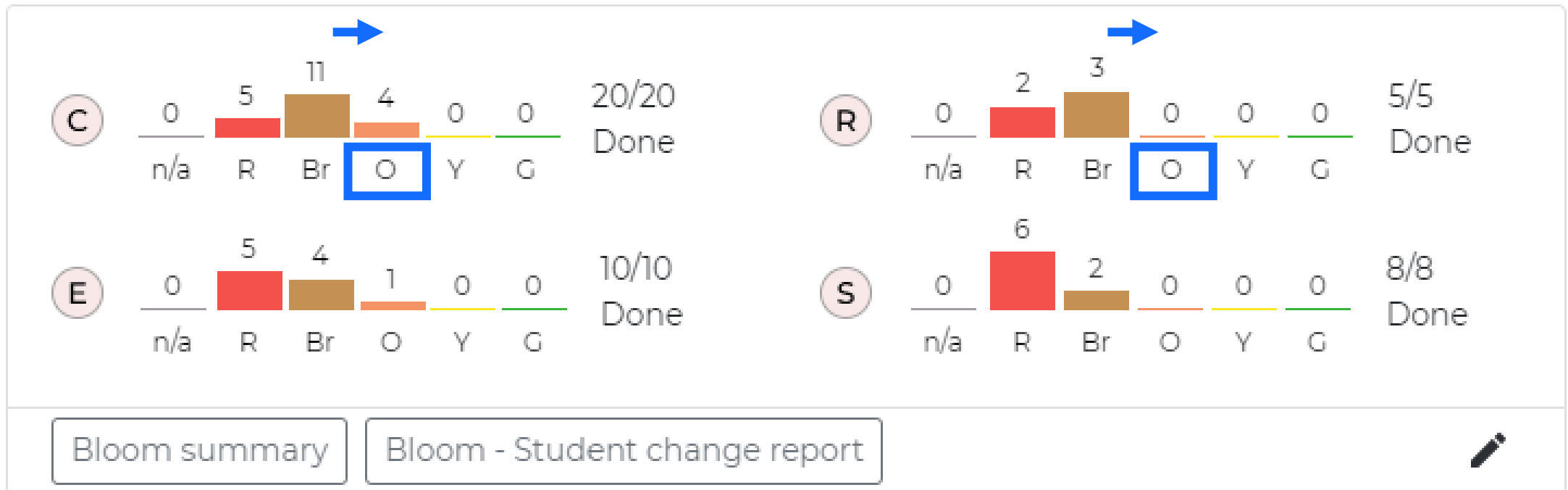
Bloom - Student change report



# Using data from the Passport's poster profile

Where to next with your student's Passport Bloom profile?

## Bloom assessment

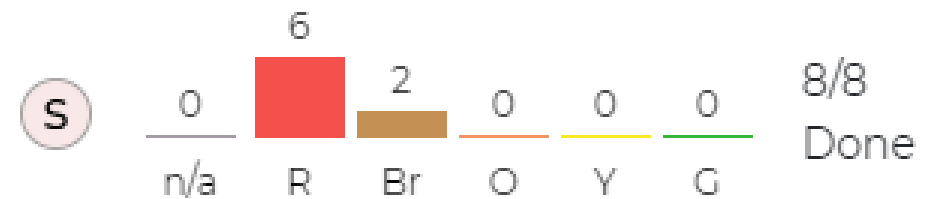
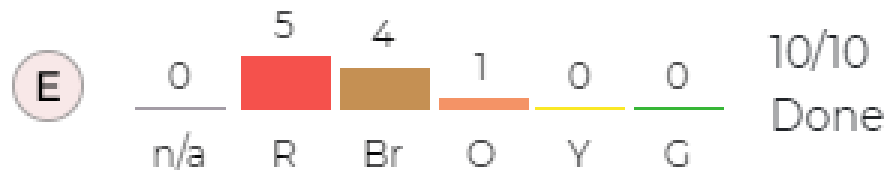
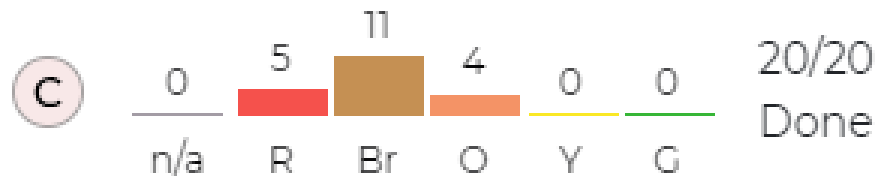




# Using data from the Passport's poster profile

Where to next with your student's Passport Bloom profile?

## Bloom assessment



Bloom summary

Bloom - Student change report



# Where to next?

Linking syllabus outcomes, access content points and data from the Passport

## 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 points

#### Social and learning interactions

- Accept and reject action, request or comment
- Communicate needs and express feelings
- Initiate a social interaction

# Using data to inform teaching and learning






## Question

**E3 Use messages, spoken words, phrases or sentences**

**E3a** Can the student use a range of spoken words or messages consistently?

## Notes

## Select passport colour

<input type="radio"/> <b>Intentional</b> Red 	<input type="radio"/> <b>Imitation and first-then</b> Brown 	<input type="radio"/> <b>Categorising</b> Orange 	<input type="radio"/> <b>Simple problem-solving</b> Yellow 	<input type="radio"/> <b>Simple critical thinking</b> Green 
<p>Use up to 15 messages or spoken words within familiar routines, activities, environments and with familiar people</p> <p>Messages include but are not limited to personalised signals, body movements, body posture, facial expressions, eye gaze, gestures, pointing, vocalisations, word approximations, objects, object symbols and personalised photographs.</p>	<p>Student can use 15-100 single messages or single spoken words spontaneously within context (for example, within familiar routines, people, using familiar objects and realistic pictures).</p> <p>Messages are the same as red, with the addition of realistic pictures.</p>	<p>Student can use 300 messages or spoken words, including using phrases or sentences of three to four messages or spoken words.</p> <p>Messages are the same as brown, with the addition of realistic line drawings (for example, a realistic picture from an internet search or a realistic Picture Communication Symbols™).</p>	<p>Student can use over 1,000 messages or spoken words, using phrases or sentences of three to six messages or spoken words.</p> <p>Messages are the same as orange, with the addition of abstract line drawings (for example, abstract line drawings from an internet search or abstract Picture Communication Symbols™).</p>	<p>Student can use between 2,000-3,000 messages or spoken words, using phrases or sentences of over eight messages or spoken words.</p> <p>Messages are the same as yellow, with the addition of more abstract line drawings (for example, abstract line drawings from an internet search or abstract Picture Communication Symbols™).</p>

# Using the Teaching strategy posters

## Inform teaching and learning program

### Intentional – Red



#### Expressive

**Ensure this learner is expressing themselves often and working towards expressing over 15 messages regularly**

Messages may include personalised signals, vocalisations, body movements, body posture, facial expressions, eye gaze, gestures, pointing, objects, object 'symbols' and personalised photographs.

**Respond consistently to this learner's signals and messages**

- Make sure all main communication partners respond in the same way and repeatedly to this learner's signals and messages.

**Create opportunities for this learner to expand their vocabulary**

- Build key points into most activities or routines where this learner must use or repeat a word or message.
- Ensure this learner has easy access to their vocabulary (via chat mats, vocabulary walls, posters, books, sentence strips, folders and/or their own communication system).
- Model a key word or phrase and pause, with an expectant look or gesture. Wait for this learner to imitate the word (using spoken language, visuals, a keyword sign, pointing and/or their own communication system).

- Build on this learner's messages to encourage them to combine words into 2-word phrases.
- Highlight the names of familiar items and demonstrate their uses (functions).
- Model and teach the phrase "What's that?" to expand this learner's vocabulary.
- Encourage this learner to make comments about objects or activities.

**Establish asking for 'more' activities**

- Pause strategically at a key point, ask "More?" and wait expectantly. Notice and record this learner's response.
- Model and teach this learner to respond using 2-word phrases (for example, "More apple").

**Introduce "Do you want ... ?" activities for this learner to develop choice-making skills**

- Present a known object, person or activity, ask "Do you want... ?", pause and wait expectantly. Notice and record this learner's response.
- Regularly model making choices and teach this learner to respond with yes or no in a variety of different contexts and/or using their own communication system.

- Keep highly preferred items out of reach (only keep items in view that this learner can use immediately). If this learner makes a request, respond immediately and regularly.
- Once this learner demonstrates they can intentionally choose, offer a choice between 2-4 items using both highly preferred and less preferred items.

**Establish opportunities to reject or request items**

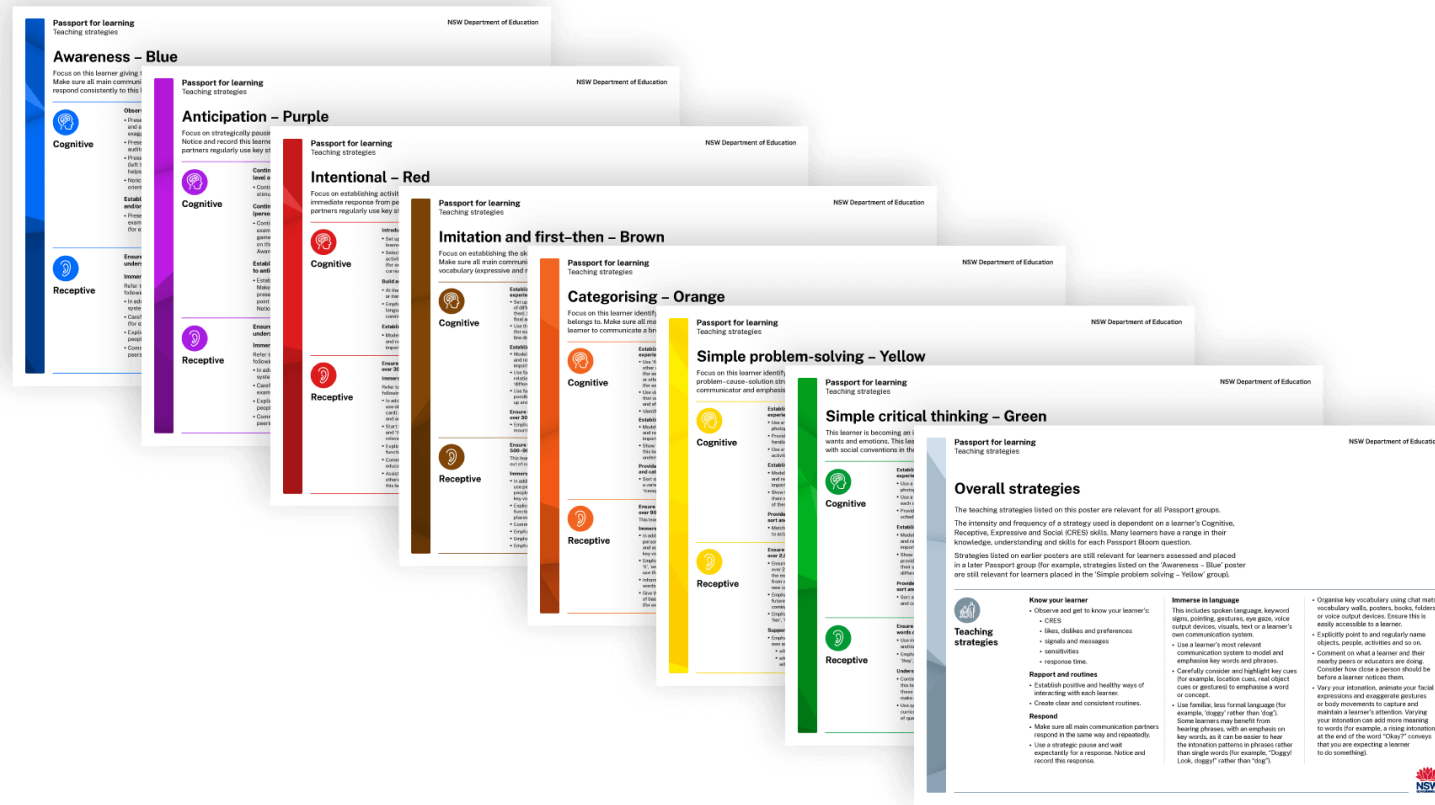
- Know this learner's likes and dislikes, preferred and less preferred items or activities.
- Offer a range of choices between preferred items and a distractor.
- Model and teach this learner to make requests and reject items or activities using single words and/or non-verbal forms (for example, pointing, eye gaze, smiling, taking the teacher to what they want).

**Establish a personal dictionary or learner profile**

- Keep a record of this learner's signals and messages. Record how main communication partners respond to this learner's signals or messages.

# Using the Teaching strategy posters

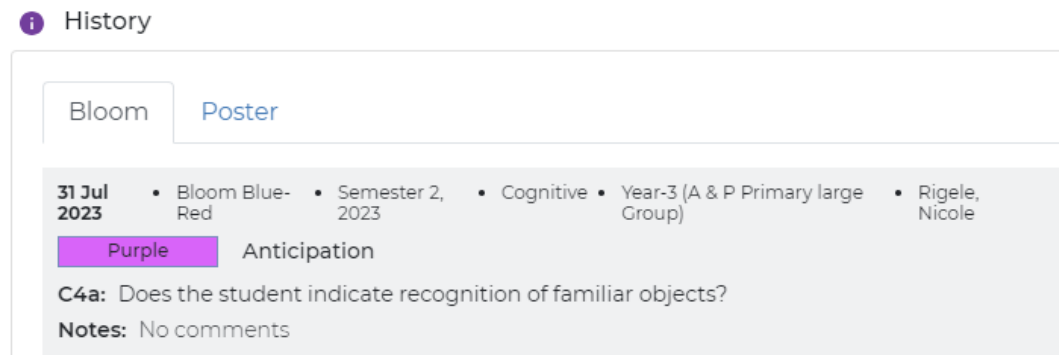
## Inform teaching and learning program





# Using the Passport for learning in reporting

- Teachers can use the Passport for learning to demonstrate where students have acquired new skills.
- The online app tracks changes over time and this can be used to make decisions on student progress.
- Use the wording from the criteria to describe the skills the student can do.
- Use the tool to identify next steps or learning goals for the student.



Remember to celebrate the learning success!

# Using the IAP assessment tools in reporting

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Teachers can use the IAP assessment tools to record observations on the student's skills and knowledge.



The assessment tool allows educators to track changes over time and this can be used to make decisions on student progress.



The tools allow educators to identify next steps or learning goals for the student.



# Using data to inform practice

# Explicit teaching in NSW public schools

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

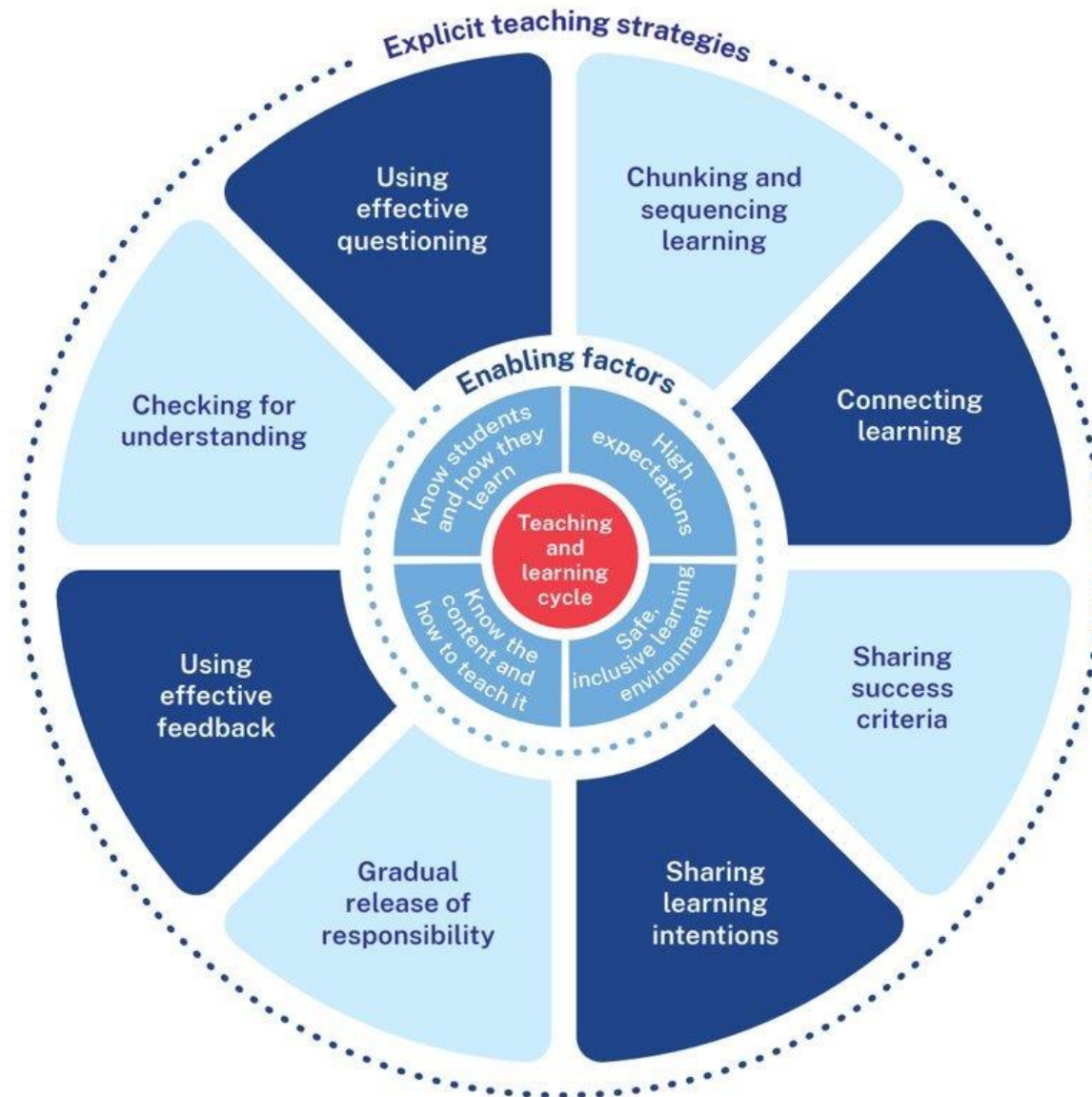
Teachers consider students’ cognitive load and employ explicit teaching strategies to optimise learning progress of students across the **full range of abilities**.

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







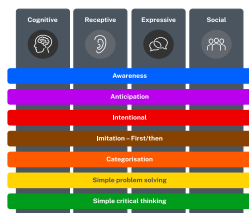
# Where do we start?

# Different approaches to using the tools

## 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



## School B

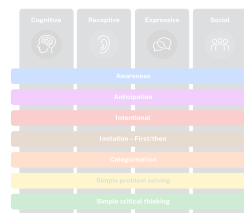
### Precursors

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



## School C

### Precursors

Beginning to implement the Precursors 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

## 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



## School B

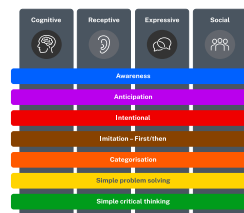
### Precursors

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### Passport

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



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# Different approaches to using the tools

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### 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



## School B

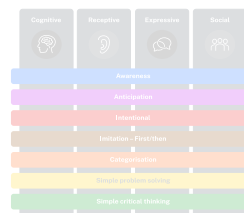
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### Passport

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



## School C

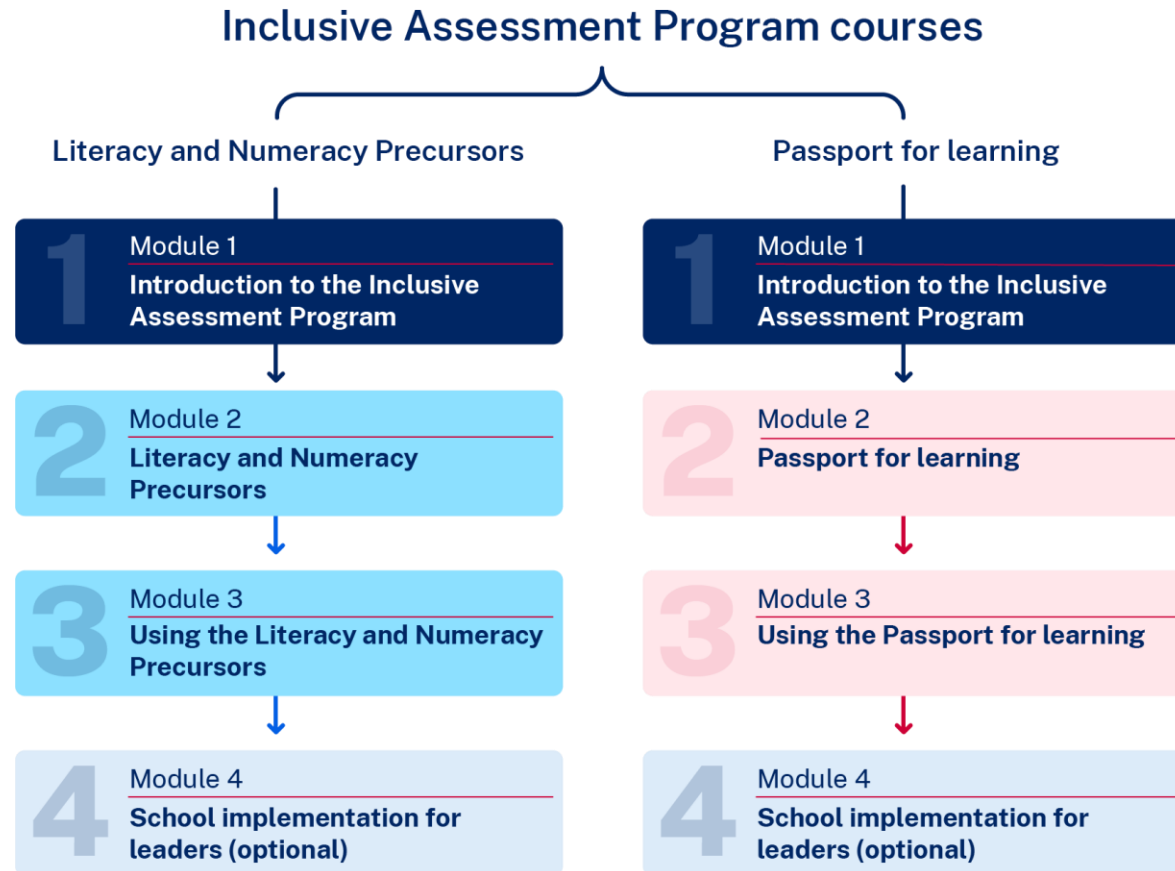
### Precursors

Beginning to implement the Precursors into their assessment schedule.

They have chosen 2 literacy sub-elements that align with their focus area in their SIP.



# MyPL courses available



**Literacy and Numeracy Precursors**

ID: NR43495

**Passport for learning**

ID: NR43498

# 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)



# 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](#).



# Whole-school assessment strategies

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-  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

# School culture



**“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)

# References

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