

Key Learning Areas	Assessment period	Topics and/or Concepts	The achievement grade includes assessment from the following tasks:
Reading  Writing  Speaking and Listening	<p><b>REPORT 1</b> Weeks 1-7 Wednesday, March 15</p> <p>PT Interviews – Thursday, March 30</p>	<p>Recount – Me and my family Diary writing Participate in classroom discussions Attentive listening Revise CAFÉ strategies and develop individual reading goals THRASS spelling – revise (Years 1-4) Persuasive text (Years 3-4)</p>	<ul style="list-style-type: none"> <li>• PM Benchmark</li> <li>• Cold/warm Assessment ( Big Write – summer holidays)</li> <li>• Reading strategy group levels</li> <li>• PROBE Reading Assessment (Level 30+ students)</li> <li>• English Online (Preps)</li> <li>• Running records</li> <li>• Writing Portfolio</li> <li>• Auditory processing (Preps)</li> <li>• Phonological awareness (Preps)</li> <li>• Oxford/SA spelling test</li> <li>• Sight word recognition</li> <li>• Observation survey (Years P-1)</li> <li>• Listening tasks</li> </ul>
	<p><b>REPORT 2</b> Term 1, week 8 – term 2, week 5 Wednesday, May 17</p>	<p>Persuasive text (Years 3-4) Recount/diary writing Information reports Participate in classroom discussions Attentive listening Big Write and VCOP CAFÉ strategies and individual reading goals THRASS</p>	<ul style="list-style-type: none"> <li>• Running records</li> <li>• Sight word recognition</li> <li>• Writing portfolios</li> <li>• Phonological awareness (Preps)</li> <li>• Ondemand reading</li> </ul>

	<p><b>REPORT 3</b> Term 2, weeks 6-11 Wednesday, June 28</p>	<p>Narrative Recount/diary writing Information reports Participate in classroom discussions Attentive listening Big Write and VCOP CAFÉ strategies and individual reading goals THRASS</p>	<ul style="list-style-type: none"> <li>• Bigwrite Cold Assessment – persuasive text (Class Pet)</li> <li>• Sight word recognition</li> <li>• Writing portfolios</li> <li>• Running records</li> <li>• Phonological awareness (Preps)</li> <li>• Observation survey</li> <li>• Oxford/SA spelling test</li> </ul>
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For Student Progress Report teachers will make an “on-balance’ judgement about each students’ achievement in this subject. They will draw on VEL’s assessment standards, classroom observation, student’s contribution to work in class, as well as from a range of assessment tasks outlined in this assessment guide.