

Assessment of student competencies

Student competency booklet

Refer to [Teacher Handbook](#) and Administration & Data Entry User Guide for further information

www.education.nt.gov.au/teachers-educators/assessment-reporting/student-competencies

Student Name: _____

Class: _____

Year: _____

HEALTH AND PHYSICAL EDUCATION

1. PERCEPTUAL MOTOR		Tick when achieved				
		Pre	T1	T2	T3	T4
PM1	Visual motor/tracking <ul style="list-style-type: none"> Screening: Observe the student's ability to hit moving targets, draw between lines in a maze, trace a picture or track a moving object with their eyes but without moving their head. 					
PM2	Complete a 7-9 piece jigsaw <ul style="list-style-type: none"> Screening: Observe the student's ability to complete a wooden interlocking jigsaw puzzle within a frame. 					
PM3	Copy a block construction <ul style="list-style-type: none"> Screening: Observe the student's ability to carry out verbal instructions and copy a block construction. Copy me: the student watches you construct stairs using 6 cubes/blocks, and then imitate construction. Do not use verbal prompts to assist child. 					
PM4	Cross the midline <ul style="list-style-type: none"> Screening: Observe the student's ability to cross the midline during a range of activities. Keeping body still and facing the board; use left hand to draw a mark on the right side of the board and use right hand to draw a mark on the left side of board. 					
2. FINE MOTOR		Tick when achieved				
		Pre	T1	T2	T3	T4
FM1	Copy the 5 shapes <ul style="list-style-type: none"> Screening: Observe the student's ability to copy the first five shapes. Note: Refer below for specific shapes in relation to the age of the student and Appendix 5 for a template of these shapes. 					
FM2	Draw a person with 6 body parts <ul style="list-style-type: none"> Screening: Students need to draw a recognisable person with at least 6 different body parts. 					
FM3	Draw between 2 horizontal and 2 vertical lines <ul style="list-style-type: none"> Screening: Draw between 2 horizontal and 2 vertical lines that are 6 mm wide and 5 cm long. Note: Refer to Appendix 6 for a template with these measurements. 					
FM4	Cut around a circle and triangle <ul style="list-style-type: none"> Screening: Observe student's ability to cut around a 10cm 					

	<p>circle and triangle within 10mm of lines with scissors.</p> <ul style="list-style-type: none"> Note: It is also important to observe student's posture, scissor ability to co-ordinate paper and scissors. Refer to the stages of cutting. 					
FM5	<p>Finger isolation</p> <ul style="list-style-type: none"> Screening: Observe the student's ability to isolate each finger with the thumb on the same hand. Touch tip of thumb and finger on same hand. Complete with both hands. 					
3. GROSS MOTOR		Tick when achieved				
		Pre	T1	T2	T3	T4
GM1	<p>Jump forward from standing position, two feet together</p> <ul style="list-style-type: none"> Screening: Observe the student's ability to jump forward from a standing position with two feet off the ground and landing with two feet together, not overbalancing, over a distance of 45cm. 					
GM2	<p>Balance steadily on each foot</p> <ul style="list-style-type: none"> Screening: Observe the student's ability to balance steadily on each foot for 5-8 seconds. Note: Refer to the Ages of Stages for required length of time for attainment 					
GM3	<p>Run smoothly turning quickly on the spot</p> <ul style="list-style-type: none"> Screening: Observe the student's ability to run negotiating corners and turning quickly on the spot. Note: lines on a basketball/netball court or cracks in the cement will give the student definable corners. 					
GM4	<p>Hop on each foot</p> <ul style="list-style-type: none"> Screening: Observe the student's ability to hop on each foot without losing balance. Refer below for specific markers in relation to the age of the student. 					
GM5	<p>Catch a ball in 2 hands away from the body</p> <ul style="list-style-type: none"> Screening: Observe the student's ability to catch with hands and arms isolated from the body. Stand 1½ - 2 metres away and throw ball to student. 					
4. SELF-CARE		Tick when achieved				
		Pre	T1	T2	T3	T4
SC1	<p>Perform self-care activities</p> <ul style="list-style-type: none"> Screening: Observe the student's ability to perform self-care activities appropriate to the preschool and school setting. For example eating, drinking, nose blowing, washing hands, and washing eyes and face, dressing and toilet routine. 					

SC2	Identify and express personal rights <ul style="list-style-type: none"> Screening: Observe students using gestures and non-verbal responses to express wants, needs and feelings. 					
SC3	Verbally ask an adult for help <ul style="list-style-type: none"> Screening: Observe the student's ability to ask an adult for assistance during in formal and informal interactions. 					
SC4	Display appropriate behaviours in a variety of settings <ul style="list-style-type: none"> Screening: Observe students demonstrating appropriate behaviour in a range of contexts e.g. school, playground, library and excursions. 					
SC5	Respond appropriately to changes in routines and the environment <ul style="list-style-type: none"> Screening: Observe the student's ability to cope with unexpected changes in routines and the environment e.g. adjust to wet weather routines, relief teacher, changes in seating arrangements. 					
SC6	Begin and complete activities and actions related to the task, with direction <ul style="list-style-type: none"> Screening: Observe the student's ability to begin and complete tasks e.g. make several attempts to fit a puzzle piece correctly until complete, experimenting with alternative ways of fitting puzzle pieces together. 					
SC7	Participate in routine social and classroom interactions <ul style="list-style-type: none"> Screening: Observe the student's ability to participate in routine social and classroom interactions e.g. brainstorming, shared writing, participation in discussion. 					
SC8	Self-regulation <ul style="list-style-type: none"> Screening: Observe the student's capacity to respond appropriately in conflict situations. Does the student either seek support or use alternative strategies to resolve problems appropriately either verbally or physically in a non-violent way? Note: Different cultures expect different behavioural and emotional reactions from children at different ages. 					



Two competencies have been marked with this symbol as an alert to indicate that they have been identified as critical areas of development for a Transition child to have attained before being able to cope with formal learning demands.

LITERACY

Literacy is an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. As described in the Australian Curriculum: 'Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts'.

NOTE: EAL/D children who speak a language other than English at home, and Indigenous language speaking children can be assessed in their first language, using the Assistant Teacher, Bilingual Assistant, an interpreter or after discussions with family members.

5. SPEAKING AND LISTENING		Tick when achieved				
		Pre	T1	T2	T3	T4
SL1	Answer familiar, simple questions with a verbal response <ul style="list-style-type: none"> Screening: Observe the student's ability to answer a simple question in their home language e.g. interact with others during play sessions, inside and outside the classroom, converse with educators and peers, respond to non-verbal cues. 					
 SL2	Follow 3 unrelated directions <ul style="list-style-type: none"> Screening: Observe the student's ability to follow 3 unrelated directions without further assistance or pointing to intended direction. Give all three directions before student begins e.g. touch the door, clap your hands and sit down. 					
SL3	First sound detection <ul style="list-style-type: none"> Screening: Observe the student's ability to identify some initial sounds in spoken words. Select two sounds from m, either b or p, and either g or k in student's first language e.g. b and m. Say: the word baby starts with b. Clap your hands when you hear other words that start with b. b: ball, cat, bite, bed, fish, dog. Say the sound of the letter, not the letter name, when asking the student to listen for the sound. 					
SL4	Say most speech sounds correctly <ul style="list-style-type: none"> Screening: Observe the student's ability to say most speech sounds correctly. 					
 SL5	Repeat a series of words spoken once aloud <ul style="list-style-type: none"> Screening: Observe the student's ability to repeat words aloud in their home language. Note: it is simpler for students to repeat one or two syllable words. 					
SL6	Speak using sentences <ul style="list-style-type: none"> Screening: Observe the student's ability to speak using sentences in their home language. 					

6. READING AND WRITING		Tick when achieved				
		Pre	T1	T2	T3	T4
RW1	Identify own name and some environmental print in a variety of contexts <ul style="list-style-type: none"> • Screening: Observe the student's ability to recognise his/her written name and the student's ability to read environmental print. • Use authentic opportunities for students to identify their name in different fonts, on a page with other writing or randomly placed on a desk. Use photos or walk around the school/community to determine what students know about signs and symbols e.g. girls and boys toilet symbol. 					
RW2	Demonstrate reading-like behaviours <ul style="list-style-type: none"> • Screening: Observe the student's ability to demonstrate reading-like behaviours. 					
RW3	Respond to shared text <ul style="list-style-type: none"> • Screening: Observe the student's ability to respond to questions about a shared text. 					
RW4	Use illustrations to make meaning from text <ul style="list-style-type: none"> • Screening: Observe the student's ability to look at the details in illustrations and talk about them. 					
RW5	Show awareness that speech can be written down <ul style="list-style-type: none"> • Screening: Observe the student's understandings that speech can be written. • Note: This can be demonstrated by students requesting their story to be scribed and or writing their own verbal story on paper. 					
RW6	Copy symbols <ul style="list-style-type: none"> • Screening: Observe the student's ability to copy/write most letters in their name or produce recognisable letter shapes. 					
RW7	Tell stories and communicate ideas through drawings, copied symbols and some letters <ul style="list-style-type: none"> • Screening: Observe the student's ability to communicate ideas through drawings, copied symbols and some letters. 					

NUMERACY

Numeracy is an essential skill for students in becoming successful learners at school and life beyond school, and in preparing them for their future roles as family, community and workforce members. As described in the Australian Curriculum: 'students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly'.

7. NUMBER AND GEOMETRY		Tick when achieved				
		Pre	T1	T2	T3	T4
NG1	Recite 1-10 in sequence <ul style="list-style-type: none"> Screening: Observe the student's ability to recite 1 to 10 in sequence. 					
NG2	Recognise numerals to 10 <ul style="list-style-type: none"> Screening: Observe the student's ability to recognise numerals (digits) 1 to 10. Display the numerals in random order. Ask students: <i>Show me the number four. Show me the number two.</i> 					
NG3	Identify and name the numeral that matches a given collection to 10 <ul style="list-style-type: none"> Screening: Observe the student's ability to identify and name numerals that match a given collection to 10. 					
NG4	Match and count 5 items using 1 to 1 correspondence <ul style="list-style-type: none"> Screening: Observe the student's ability to count 5 items using one to one correspondence by matching one set of objects to another i.e. egg to egg carton, marbles to patty pans 1, 2, 3, 4, 5 					
NG5	Continue a 2 part pattern <ul style="list-style-type: none"> Screening: Observe the student's ability to continue a 2 part pattern. 					
NG6	Instantly recognise spatial patterns for 1, 2, 3 without counting (subitising) <ul style="list-style-type: none"> Screening: Observe the student's ability to subitise groups of 1, 2 and 3. 					
NG7	Find and name a triangle, circle and square <ul style="list-style-type: none"> Screening: Observe the student's ability to find and name a triangle, circle and a square. 					
8. MEASUREMENT AND GEOMETRY		Tick when achieved				
		Pre	T1	T2	T3	T4
MG1	Say and demonstrate understanding of positional words <ul style="list-style-type: none"> Screening: Observe the student's ability to follow and use positional language in their home language e.g. put the pencil on top of the book, stand beside the table, the snake is on/near/under the rock. 					

MG2	Select objects according to size and uses language of size <ul style="list-style-type: none"> • Screening: Observe the student's ability to select objects and select according to a measurement criteria in their home language e.g. big/small, heavy/light, long/short and use language of size to demonstrate understanding. 					
MG3	What time is it? <ul style="list-style-type: none"> • Screening: Observe the student's ability to distinguish time in a daily cycle in home language i.e. recess time, home time, investigation time and assembly time or pack up time. 					
MG4	Sequencing of events <ul style="list-style-type: none"> • Screening: Observe student's ability to describe a 3 step sequence in home language. Visual aids may be used. What happens first, second, third? 					
MG5	Sort objects according to one criterion <ul style="list-style-type: none"> • Screening: Observe the student's ability to sort objects according to one criterion i.e. edible, non- edible, shape, colour, size. 					