What is Best Start?

The Best Start Kindergarten Assessment will identify students’ literacy and numeracy skills and understandings at school entry.
What is the assessment for?

- To provide information that supports teachers in meeting students’ individual learning needs;

- To provide parents and caregivers with feedback on what their child can do, and how they can best support their child’s learning;

- To assist the monitoring of student learning throughout the school years.
When will the assessment take place?

- Thursday 28\textsuperscript{th} January 2016
- Friday 29\textsuperscript{th} January 2016
- Monday 1\textsuperscript{st} February 2016

- You will receive a letter in December that outlines the time and date of your child’s assessment.
What will be assessed?

- Student’s school entry skills and understandings in **literacy and numeracy**

- Critical aspects in each area, as determined by research
What are the critical aspects of literacy to be assessed?

Reading texts
Writing

Speaking
Comprehension

Concepts about print
Phonics

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What are the critical aspects of numeracy to be assessed?

- Counting (numeral recognition and forward number word sequences)
- Counting as a problem solving process
- Pattern recognition
What are students asked to do during the Best Start Literacy Assessment?

- Teachers ask a series of questions to gather information about children’s early literacy knowledge.

For example:

To assess a child’s understanding of a text read to them, the teacher may ask the student to retell what happened in the story in their own words.
What are students asked to do during the Best Start Numeracy Assessment?

- Teachers ask a series of questions to gather information about children’s initial mathematical knowledge.

**For example:**

To see how far a child can correctly count, the teacher may ask them to start counting.

The child will be asked to stop when the teacher gets a sense of how well they can count.
How will student assessment information be communicated to parents and caregivers?

Parents and carers will receive clear, accessible feedback on:

- their child’s learning at school entry
- next steps in the learning process
- how to support their child’s learning
A day in the life of Kindergarten

- My day at Kindergarten
The Numeracy Continuum

Aspect 1: Counting sequences and numeral identification

- Numeral identification
- Sequence of numbers
- Number before and after
- Teen numbers
How do children learn to count?

- One of the first experiences children have with numbers is ‘counting’. Counting starts as a **pattern of words**, just like a nursery rhyme. The children may not necessarily initially relate the words to a quantity.

- Counting can be reinforced through story telling, picture books, songs and rhymes. *Goldilocks and the Three Bears*, *The Three Little Pigs* and the song *Five Little Ducks* all contain examples of counting.
Children learn the pattern of counting words by repetition.

When asking ‘counting questions’ allow your child to count as far as he or she is capable of and then encourage your child to join you while you continue counting. Although your child may be a little behind you as you say the numbers, he or she will still have a feeling of counting with you and with repetition, will begin to learn the sequence.
Counting

- It is often a good idea to **start counting from a number other than one**. For example, start counting from the age of your child. This encourages children to ‘**count on**’ from a number, rather than having to go back to one and start counting. This is a useful method when answering addition questions.
Counting

As well as counting forwards and backwards, ask your child to name the **number that comes before or after** a given number. For example, ask your child, "How old will you be on your next birthday?" or "How old were you last year?" This also helps develop children's ability to count.

However, remembering the number words in the correct order is only part of the process of counting. To count we need to **match the number words with the correct number of "things"**.

Many opportunities exist at home where you can encourage children to count objects.
Examples of counting

- count out the number of plates, cups and cutlery while setting the table
- count the number of buttons as you do up a cardigan
- count the number of pegs used when hanging out the washing,
- count the flowers in the garden or the number of flowers you pick to place in a vase
- count the number of steps taken from the front door to the letterbox
- count the number of eggs in a carton, and again after some have been removed
- count the number of times you and your child can throw a ball to each other without dropping it
- count the number of houses with dogs while walking along your street
The Numeracy Continuum

Aspect 2: Counting as a problem solving process
Early arithmetical strategies

- Many stages that students go through
- Some students need to see the objects to count them
- Some students can count but start from one
- Some students can count on from the biggest number
- Some students can use a range of strategies to solve problems
The Numeracy Continuum

Aspect 3: Pattern and number structure

- Subitising – instant recognition of a group/pattern
- Using five as a reference and then counting
- Arrays used in multiplication
- Separating and combining numbers
- Friends of ten
The Numeracy Continuum

Aspect 4: Multi-unit place value

- Ability to see tens in numbers
- This helps students to solve addition, subtraction, multiplication and division problems
The Numeracy Continuum

Aspect 5:
Multiplication and division

- Forming equal groups
- Counting forwards and backwards by a number
- Repeated addition
- Multiplication and division
The Numeracy Continuum

Aspect 6: Fraction units

- Exploring fractions as a unit
The Numeracy Continuum

Aspect 7: Measurement

- Length
- Area
- Volume
Useful Games

- Dominoes
- Card games
- Snakes and ladders
Other Concepts to Explore

- Shapes and objects
- Reading ‘o’clock’ time
- Patterns and algebra
- Graphs
Questions ?