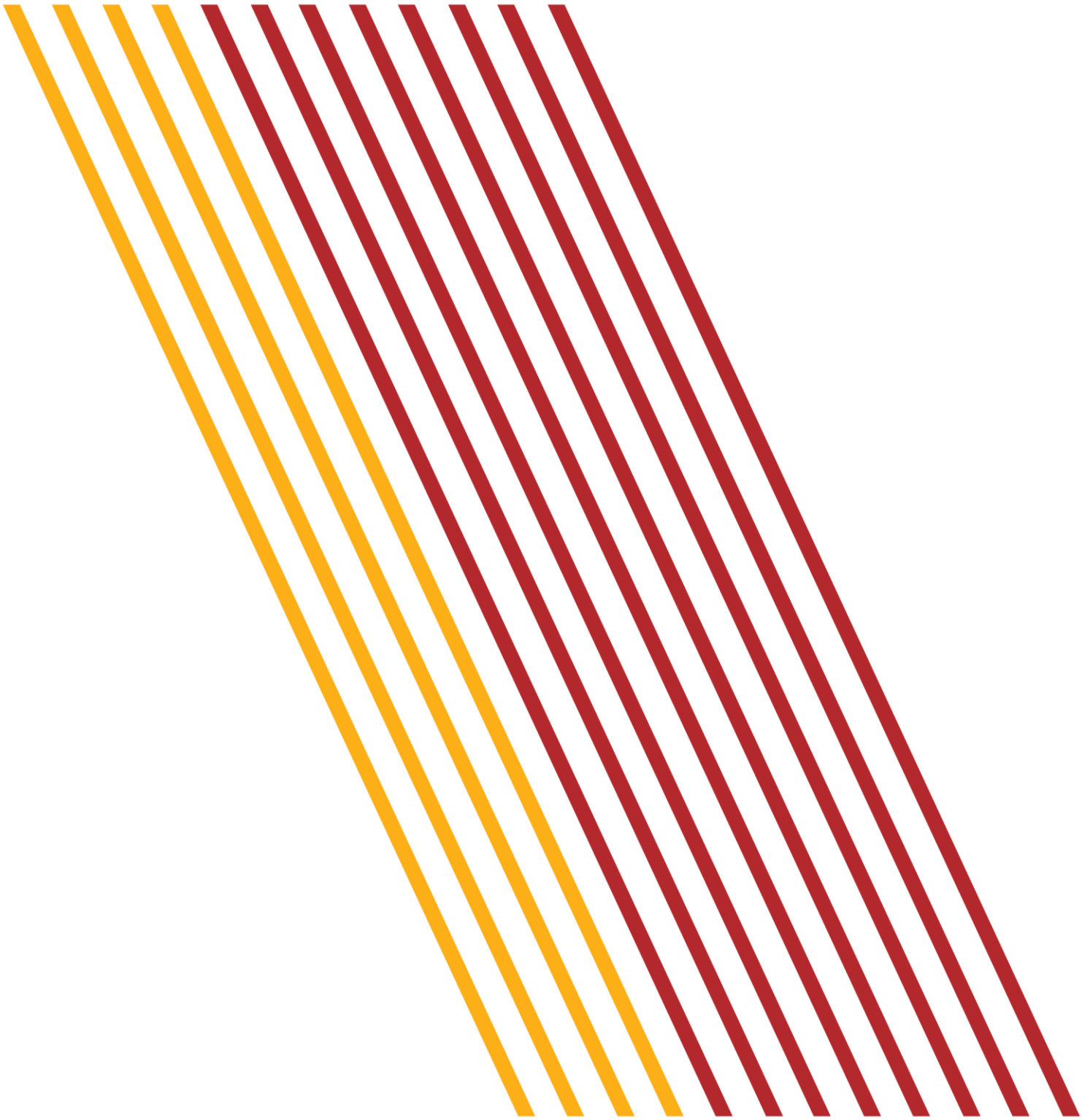
English Online Interview Guide



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Melbourne Jul-22

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Introduction

WHAT IS THE ENGLISH ONLINE INTERVIEW?

The English Online Interview (EOI) is a powerful online tool for assessing the English skills of students between Foundation and Year 2 and is aligned to English in the Victorian Curriculum F-10. The EOI reports achievement in the language modes of Reading, Writing, and Speaking and Listening.

The EOI is a one-to-one interview between a teacher and student, using specifically designed texts and downloadable resources.

Teachers record each student's responses directly into the online EOI assessment located on the Insight Assessment Platform (Insight): http://www.insight.vic.edu.au/Pages/Assessment_tools_login.aspx.

The data can then be used to generate a range of reports at the student, class, and school level. These reports provide a point-in-time overview of student achievement, and valuable diagnostic information to inform program planning and resource allocation.

DIAGNOSTIC ASSESSMENT TOOLS IN ENGLISH (DATE)

The Diagnostic Assessment Tools in English (DATE) were developed as tools to complement and extend the EOI, in response to the identified need for early intervention and diagnosis in both low and high-achieving students. The DATE supports the EOI by providing on-demand diagnostic assessments and help to clarify or elaborate on student data obtained from the EOI. DATE provides more fine-grained assessments of early literacy skills such as phonological awareness and text comprehension.

DATE consists of two components – the Early Literacy in English Tools and the Monitoring Progress Tools and are used to assist with the monitoring of student progress in English, provide specific diagnostic information, and allow for planning and monitoring of specific interventions.

The **Early Literacy in English Tools** are skill specific and assess the emergent literacy skills that develop reading, writing, and speaking and listening capabilities.

There are nine **Early Literacy in English Tools**:

- Alphabet Letters
- Comprehending Text
- Concepts of Print
- Listening and Recall
- Oral Language
- Phonemes
- Phonological Awareness
- Reading
- Writing.

These tools are designed for students working towards Victorian Curriculum Foundation level.

There are three **Monitoring Progress Tools: Reading, Writing, Speaking and Listening.** Each tool has three levels: Victorian Curriculum Level 2, Victorian Curriculum Level 3 and Victorian Curriculum Level 4. For further information regarding DATE see here: http://www.education.vic.gov.au/school/teachers/support/Pages/date.aspx.

Teachers can select parts of the tools to administer to find out how students respond to certain texts or writing purposes. Alternatively, the teacher can administer all the tasks in the tool, to identify the scope of students' mastery of the skills in the language mode and obtain an indicative Victorian Curriculum score.

LINKING EOI RESULTS TO DATE ASSESSMENTS

Insight provides a customised EOI report, directly linking each student's EOI results with the DATE assessments. This report assists teachers to gain a richer understanding of their students' early strengths and challenges in literacy.

More information about the Diagnostic Assessment Tools in English can be found here: https://edugate.eduweb.vic.gov.au/collaboration/date/default.aspx.

MANDATORY ASSESSMENT OF FOUNDATION STUDENTS

It is mandatory for all Foundation students to be assessed during the Term 1 EOI assessment period each year.

The EOI Module 1 is a point in time assessment and can only be accessed during a set assessment period at the start of each year. Students cannot be assessed using Module 1 outside this period. Schools are advised of the assessment period dates by circular, and via the Department's website.

ASSESSMENT MODULES

It is important that teachers are familiar with the EOI modules before commencing EOI assessment with students.

The EOI is organised into four modules. Each module:

- assesses a student in reading, writing, and speaking and listening
- is designed around expected achievement at a particular year and stage of schooling
- recognises the broad range of student skills and abilities within a year level and is designed to assess this range.

Although there are some similarities between each module, each uses different reading texts and asks different questions.

The EOI kit contains a reading text and picture storybook text for each of the four modules (eight texts in total). Digital Picture Storybook texts are also available online during the assessment period from the EOI website.

The recommended modules for each year level are as follows:

- Start of Foundation Year – Module 1
- Start of Year 1 - Module 2
- Start of Year 2 – Module 3

Module 4 is also available. Module 4 provides evidence of achievement across Victorian Curriculum Levels 2 – 4.

All modules are available for selection during the assessment period. Modules 2-4 are closed down when the mandatory assessment period ends and then become available again from Terms 2-4. Teachers have the flexibility to choose the most appropriate module for their students. This decision should be made balancing the recommendations above with the needs of the individual student, with consideration given to the range of difficulty of the tasks and questions in each module.

Detailed information on the assessment modules, including advice on module details is outlined in the *EOI Modules in More Detail* section.

On average, each assessment takes between 20 and 40 minutes to complete. It is preferable to complete all questions in a task together. However, an assessment can be paused at any time and resumed.

ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

The principal is responsible for promoting the value of the EOI to staff and for ensuring that all Foundation students are assessed within the mandatory assessment period. The principal should also ensure all aspects of the organisation and conduct of the EOI are appropriately resourced, including appointing a staff member as a school assessment administrator to oversee the mandatory assessment period, and provide adequate support and professional learning on the use of the EOI. The principal is also responsible for ensuring assessments have been finalised for all Foundation students by the end of the mandatory assessment period.

The EOI school assessment administrator appointed by the principal needs to ensure that all teachers conducting the EOI are familiar with Insight, know how to conduct an EOI assessment, and provide access to professional learning to other teachers, where required. The Assessment Implementation Unit runs sessions on Insight and EOI as well as training sessions for administrators and principals. It can be accessed here: Arc | Events | Providers (educationapps.vic.gov.au).

The EOI should be administered by the classroom teacher (rather than a CRT) in order to produce the most accurate results. Teachers should familiarise themselves with the EOI and how to conduct an assessment on Insight. Following the assessment, teachers should access the EOI reports on Insight to inform their curriculum planning for individuals and groups of students.

The texts provided in the EOI Resource Kit should not be used for any purpose other than for the EOI. The resource kits should be collected and stored securely when not being used in EOI assessments.

Administering the EOI

CHECKING THE CLASS SET UP AND STUDENT DETAILS

In Insight, classes and students are assigned to the teacher according to CASES21 data. For this reason, it is important that the data held in CASES21 is accurate prior to the assigning of any assessments.

School assessment administrators and principals, can also set up additional class groups and assign one or more teachers to these groups, if they wish, after CASES21 has been updated for the start of the school year.

Teachers will be able to assign assessments to the students in the classes assigned to them (including CASES21 home groups). To see more information about student details and assigned classes. See the Insight Technology Guidelines for Schools: http://www.insight.vic.edu.au/Pages/Pilot_2016_school_IT_contacts0315-839.aspx.

BECOMING FAMILIAR WITH THE EOI

All teachers should make sure they are familiar with the EOI's tasks, reports and downloadable resources before the formal assessment period commences. With the addition of the enhanced oral language tasks to the EOI in 2017, teachers will also need to familiarise themselves with the tasks and the resources required. The EOI can be reviewed in the Insight practice space.

WHICH STUDENTS CAN BE ASSESSED?

The EOI was designed to be used to assess *all* students from Foundation Year (Prep) to Year 4. Schools must use the EOI Module 1 during the assessment period to collect baseline data for Foundation students. Schools are also encouraged to use Module 2-4 in Terms 2-4 to track, review and monitor progress for students in Years 1 and 2.

The one-to-one nature of the EOI allows teachers to consider the needs of individual students. This includes English as an Additional Language (EAL) students and students with disabilities and additional learning needs.

STUDENTS ENROLLED IN MORE THAN ONE SCHOOL

Using Insight, assessment of the EOI can be conducted on all students enrolled in that school. Where a student is enrolled at two schools (e.g., if a student spends part of the week at a special school and part of the week at a mainstream school) they should only be assessed in one of those settings. It is recommended that the two schools coordinate to ensure the student is not assessed twice. Insight can help track if a student has been assessed already and this should be reviewed prior to commencing an assessment with a student. Both schools will be able to assess the student and hold the data gathered on that child, as long as the student appears in CASES21 in both schools. All assessment records and reports for the relevant student conducted at each school will be recorded and available for the school to view.

EOI EXEMPTIONS

The EOI is suitable for EAL students and students with disabilities and additional learning needs.

Teachers may use the assessment to identify learning needs of students, regardless of how long they have been in Australia or if the student has an intellectual disability. Teacher judgement and professional knowledge of the student will determine if the student can complete the assessment.

The conditions for exemption or withdrawal are:

- **Exemption -** a student has been diagnosed with a significant cognitive impairment in advance of the assessment taking place. This includes students who have significant intellectual disability such that he/she cannot perform in an assessment situation.
- **Withdrawal (sickness) -** a student is capable of being assessed but has a temporary disability, disorder or sickness and cannot complete the assessment.
- **Withdrawal (other absence) -** student is capable of being assessed but is not available during the assessment period.

If undertaking the EOI is not appropriate for students with significant cognitive impairment, they *may* be assessed using the Abilities Based Learning and Education Support (ABLES) English Reading and Writing, Speaking and Listening curriculum assessment and reporting tools. The English ABLES modules:

- allow teachers to assess students with disabilities readiness to learn
- generate reports that help to plan for personalised learning
- provide guidance material and strategies to help teach students based on their individual learning needs, with links to the appropriate curriculum level and resources
- track student progress and achievements.

This supports the department's work to increase the use of ABLES, to ensure all identified students working within the range, *Towards Foundation Level* of the Victorian Curriculum (Levels A to D) are assessed and supported. ABLES is accessible via Insight.

EAL Students

All reports generated from the EOI relate to the English learning area of the Victorian Curriculum. Teachers of EAL students may need to interpret these reports in relation to the expectations outlined for those students in the EAL Companion to the Victorian Curriculum. For further information see:

English as an Additional Language (EAL) - Rationale and Aims - Victorian Curriculum (vcaa.vic.edu.au)

For further assistance in assessing the English language learning of EAL students, teachers should refer to the:

Victorian Curriculum F-10 EAL Reporting Resource (education.vic.gov.au)

PREPARING THE SPACE AND THE RESOURCES

Conduct the EOI in a quiet comfortable space and ensure (as much as possible) that there are no interruptions whilst interviewing. It is important that each individual assessment is conducted in one sitting to ensure the most accurate and reliable results.

The appropriate texts (from the EOI Resource Kits as distributed by the School Assessment Administrator) should be made ready, with the relevant worksheets printed prior to interviewing. To print the worksheets:

1. Click *Learning Library tab* in Insight and search for the English resources.
2. Note the printing requirements (per student/per class) for the relevant module.
3. Click the links to the relevant worksheets.
4. Print the required quantities.

The texts should not be used for any purpose other than the EOI assessment and should be stored securely. The Department supplies kits to government schools free of charge. Contact studentlearning@education.vic.gov.au to order a kit.

Two texts are required for each module – a reading text and picture storybook. All Victorian government primary schools have received copies of the texts in an EOI Resource Kit. Some of the reading and picture story texts are available in other formats during the assessment period.

Module 1

Reading Text: Cupcakes

Picture Storybook Text: Clever Max

Module 2

Reading Text: The Beach Ball

Picture Storybook Text: The Lunch Boxes

Module 3

Reading Text: Blackie's Holiday

Picture Storybook Text: Tap Dancing Star

Module 4

Reading Text: Tiger and the Big Wind

Picture Storybook Text: The Golden Carambola Tree

Braille texts can be requested through the Statewide Vision Resource Centre (SVRC) by schools or visiting teachers. Please note that Braille texts should be returned to the SVRC at the end of the assessment period.

Statewide Vision Resource Centre
Phone: (03) 9841 0242
Email: svrc@svrc.vic.edu.au

ADDITIONAL RESOURCES REQUIRED FOR EACH MODULE

A range of **downloadable resources** are required to conduct the EOI. These can be accessed online (from the links below, from within the EOI, and from the *Learning Library* tab in Insight) and should be printed by the teacher before the assessment commences.

Assessment Material for **teachers** (one copy per class)

- **Initial Sound Sheet** – Module 1
- **Alphabet Sheet** – Modules 1 and 2
- **Annotated Writing Samples for Writing Task Assessment** – All Modules
- **The Family Picnic Storytelling Illustration** – Module 1
- **'ick' word sheet –** Module 2
- **A Day at the Beach Storytelling Illustration** – Module 2
- **P Word Sheet –** Module 3
- **Spelling Words - Teacher** – Module 3
- **Backyard Antics Storytelling Illustration** Module 3
- **Spelling Words - Teacher** – Module 4
- **The Jungle Play Storytelling Illustration** – Module 4

Assessment Materials for **students** (one copy per student)

- **Alphabet Recording Sheet** – Module 1
- **The Beach Ball Running Record Sheet** – Module 2
- **Spelling Sheet – Student** – Module 3
- **Blackie's Holiday Running Record Sheet** – Module 3
- **Spelling Sheet - Student** – Module 3
- **Tiger and the Big Wind Running Record Sheet** – Module 4

INSTRUCTIONS AND SCRIPT

The instructions to teachers and the script for teachers to use with students appear on left page of the screen. The following icons assist teachers to identify the different elements of the information provided.

Instructions to teachers

Script for teachers

Equipment required

Questions

Questions are presented on the right page of the screen.

SCORING IN THE INTERVIEW

Each question or task in the EOI has a rubric that is used to record student responses. Psychometric analysis was used in the development and trialing of the EOI to establish the relative difficulty of each question in comparison to all the other questions, and a score assigned to indicate the difficulty of each question. Easy items have the lowest scale scores, as items become more difficult their scale score increases. When a student's response is entered into the EOI, three processes occur:

- the raw scores for the individual questions are aggregated
- the total raw score is converted to an EOI scale score
- the EOI scale score is converted to an indicative Victorian Curriculum F-10 level.

Scale scores reflect student performance and are indicative of the quality of a students' responses against items of varying degrees of difficulty. EOI reports using scale scores are found in the Results table under the Class Profile, and the Student Literacy Profile. The scale score is also used for the tracking growth report. All other EOI reports use raw scores.

TASKS

Each assessment module contains a series of tasks.

Although all tasks can be conducted in a one-to-one situation, teachers may prefer to conduct some tasks, such as writing and spelling, with a small group of students or the whole class.

For each question, teachers select the response which most closely matches the response given by the student.

The tasks for each module are outlined below:

Module 1

- Oral Language
- Phonemic Awareness
- Cup Cakes
- Storytelling and Vocabulary Task: The Family Picnic
- Words and Sounds
- Clever Max
- Clever Max Writing Activity

Module 2

- Oral Language
- Phonemic Awareness
- The Beach Ball
- Storytelling and Vocabulary Task: A Day at the Beach
- Words and Sound
- 'Ick' Words
- The Lunch Boxes
- The Lunch Boxes Writing Activity

Module 3

- Oral Language
- Phonemic Awareness
- Blackie's holiday
- Storytelling and Vocabulary Task: Backyard Antics
- Segmenting words
- Tap Dancing Star
- Tap Dancing Star writing activity
- Spelling

Module 4

- Oral Language
- Tiger and the Big Wind

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- The Golden Carambola Tree
- Storytelling and Vocabulary Task: The Jungle Play
- The Golden Carambola Tree writing activity
- Spelling

PROGRESSING THROUGH THE TASKS – CHOOSING TASK ORDER

Tasks can be selected in any order, providing teachers flexibility in how they administer the EOI. However, all tasks should be completed in order to produce accurate reports and scale scores that are representative of a student's capabilities. It is also recommended that each individual assessment is conducted in one sitting to ensure the most accurate and reliable results.

- *Task 1* in all modules is the conversation. This task is intended as an icebreaker to help the student feel comfortable in the one-to-one interview situation. As well as providing a context for answering all subsequent questions, it provides an opportunity to assess the student's speaking and listening skills.

- *Task 2 and Task 4* in Modules 1, 2 and 3 focus on different aspects of hearing sounds in words. It is essential that these tasks are separated by Task 3. Task 2 is generally easier than Task 4. It is preferable that Task 2 is administered first to give students confidence. The strongly recommended order for these tasks is Task 2, Task 3 then Task 4.

- The writing task in each of the modules must be administered after the preceding task in which the students hear and retell a story and answer comprehension questions. The writing task can be administered to small groups or the whole class after students have completed the preceding task.

SAVING AND PAUSING AN ASSESSMENT

An assessment can be saved at any time by clicking *Pause Assessment* button which will then prompt you to pause and save to finish later.

TERMINATING A TASK IF A STUDENT CANNOT CONTINUE

In some circumstances it may be necessary to terminate a task before all questions in the task have been attempted by the student. This may occur if the student is clearly unable to provide further answers to the questions in the task. For example, some EAL students in the early stage of their EAL learning may have insufficient English to understand or respond to some tasks.

In some circumstances it may be necessary to use the *Pause Assessment* button and continue the Interview later. The tasks are very different in nature and students may be able to respond to some but not others. Each student should have an opportunity to attempt every task.

Where a student cannot continue with a particular task, the 'no attempt' option in the multiple-choice answers can be selected, or the assessment can be stopped without completing all of the assessment. You will be prompted if you want to complete the assessment even though there are unanswered questions. Care should be taken when interpreting reports in such instances, as non-completion of items may not be indicative of a student's capabilities.

The EOI Modules in more detail

This information is designed to support the film clips of the same title, which are accessible via the EOI homepage at: http://www.education.vic.gov.au/studentlearning/teachingresources/english/englishonline/default.htm.

This information and accompanying film clips will assist teachers to know what to look for as they progress through all Modules of the EOI with students, as well as what students typically can and cannot do at the start of Foundation level. NOTE: The film clips do not include information about the new enhancements.

LITERACY ASPECTS - ORGANISATION OF MODULE CONTENT

This information describes the tasks (or the elements of tasks) in the EOI which address certain literacy aspects. A summary of the organisation is presented below.

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Literacy Aspect	Tasks
Oral language and listening comprehension	Storytelling and vocabulary task
Phonemic awareness and phonics	Phonemic awareness and phonics tasks
Reading accuracy, comprehension, and concepts of print	Comprehension and assessment of reading tasks
Writing	Writing task

USING THE SCORING RUBRICS TO EVALUATE STUDENT RESPONSES

Every question in the EOI has a scoring rubric. These rubrics can inform teacher practice by guiding teachers' evaluations of the response's students give to each question in the EOI.

The categories of each rubric describe in detail the varying responses students may give to different questions. The first category of the rubric corresponds to the highest-level response.[1] Examples of this may include the correct answer (where the answer is simply right or wrong) or, in more complex questions, the most 'sophisticated response' such as the most structured, organised, and coherent writing response, the most engaged and purposeful oral interaction etc. Students whose responses consistently indicate this highest-level response are demonstrating mastery of the skills being assessed in the associated task.

Subsequent categories describe responses reflecting different degrees of student proficiency. The wording of these categories can inform the teacher of the level of achievement of the student as he/she works towards mastery of the skill being addressed. This information will help teachers to identify the focus of teaching and support required for individual students. The amount of time and support will vary depending on the pattern of student responses.

MODULE 1 OVERVIEW

ORAL LANGUAGE AND LISTENING COMPREHENSION

Oral language is foundational for literacy learning. As students engage in purposeful conversations they express meaning and interpret messages conveyed by others.

In Module 1, questions that assess oral language and listening comprehension are covered by the conversation, vocabulary, and storytelling tasks, as well as the retell questions.

Conversation Task

- Contribution to a conversation
- Quality of ideas and vocabulary
- Clarity of speech

Vocabulary and Storytelling Tasks

- Nouns
- Verbs
- Synonyms
- Narrative skill
- Quality of ideas
- Grammar
- Linking

Retelling Task – Clever Max

- Including the context, complication, resolution, and story end in the retell
- Number of logically sequenced events included in the retell
- Vocabulary and sentence structure used

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PHONEMIC AWARENESS AND PHONICS

As students learn about the sounds and patterns of language, they develop knowledge of individual sounds in spoken words, and learn to make links between sounds and letters.

In Module 1, phonemic awareness and phonics questions assess students' skills in manipulating spoken words. The skills and understandings assessed in these tasks are as follows:

Phonemic Awareness

- Rhyming words and sounds

Phonics: Words and Sounds

- Initial sound identification in a word
- Final sound identification in a word
- Alphabet names and sounds

In the phonemic awareness task, students identify rhyming words and generate rhyming words.

In the phonics task, students identify words with the same first sound, identify the end sounds in words and give a name or a sound for upper- and lower-case alphabet letters.

READING: ACCURACY, COMPREHENSION AND CONCEPTS OF PRINT

Students learn how to look at print and recognise that print tells a story. As students learn to do this, they can identify, interpret, and explain key events read.

In Module 1 questions, reading comprehension, reading accuracy and concepts of print are covered in the assessment of reading and comprehension tasks. The skills and understandings assessed in these tasks are as follows:

Assessment of Reading: Book student reads - very simple text

Concepts of print – student's ability to:

- Identify common print conventions

Reading skills – student's ability to:

- Identify how the story ends based on illustrations
- Locate words as they are read by teacher
- Read/attempt to read words or tell a story based on the pictures
- Recognise and read/attempt to read an above-expected level text type

Comprehension: Story read to students

Assesses student's ability to:

- Predict story from cover
- Identify prominent directly stated information
- State the reason for a character's feelings
- Explain key events
- Identify a main idea
- Make a complex inference
- Link information across the text to explain a character's actions

WRITING

Students learn how to use their knowledge of oral language to compose messages. They record their messages using what they know about how print works.

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In Module 1, rubrics that assess writing are covered in the writing task. The skills and understandings assessed in these tasks are as follows:

Writing Task

Student's ability to:

- Write their name
- Write about their picture
- 'Read' (make meaning from) their own writing attempt
- Write 'readable' or recognisable words
- Write relevant content

The writing task follows once the students have listened to the story in the comprehension task. Students are asked to write their name, draw a picture about the main character in the story they have just heard, write about their picture, and tell the teacher what their 'writing' says. The writing rubrics indicate what the teacher needs to look for to evaluate the writing and describes the range of responses that are typically demonstrated in writing at the start of Foundation Level.

MODULE 2 OVERVIEW

ORAL LANGUAGE AND LISTENING COMPREHENSION

Students use oral language to communicate successfully with others. As they listen to and respond to the ideas of others, they learn to flexibly use appropriate vocabulary.

In Module 2, questions that assess oral language and listening comprehension are covered by the conversation and, vocabulary and storytelling tasks, and the retell questions. The skills and understandings assessed in these tasks are as follows:

Conversation Task

- Contribution to a conversation
- Quality of ideas and vocabulary
- Clarity of speech

Vocabulary and Storytelling

- Verbs
- Adjectives
- Synonyms
- Narrative skill
- Quality of ideas
- Grammar
- Linking

Retelling Task – The Lunch Boxes

- Including the context, complication, resolution, and story end in the retell
- Number of logically sequenced events included in the retell

PHONEMIC AWARENESS AND PHONICS

Students become aware of the sounds in language. As students learn how to manipulate the sounds in spoken words, by substituting initial and final sounds in words, they are learning how to recognise patterns within print.

In Module 2, phonemic awareness and phonics questions assess students' skills in manipulating spoken words. The skills and understandings assessed in these tasks are as follows:

Phonemic Awareness

- Rhyming words and sounds

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Phonics: Words and Sounds

- Alphabet names and sounds
- Segment one syllable words into individual sounds
- Sound manipulation in one syllable words

Phonics: Pronouncing words

- Sound manipulation of same-syllable constructs

In the phonemic awareness task, students identify rhyming words and generate rhyming words.

In the phonics (Words and sounds) task, students give a name or a sound for upper- and lower-case alphabet letters, segment one syllable words into individual sounds and manipulate the sounds in one syllable words.

In the phonics (Pronouncing words) task students pronounce words based around the same syllable construct.

The rubrics for phonemic awareness and phonics are mainly scored as simply correct or incorrect.

READING: ACCURACY, COMPREHENSION AND CONCEPTS OF PRINT

Reading books requires the integration of several sources of information to establish meaning. Students use the illustrations to predict the author's message, read some words accurately and use some punctuation conventions.

In Module 2, reading comprehension, reading accuracy and concepts of print questions assess reading skills. The skills and understandings assessed in these tasks are as follows:

Assessment of Reading: Book student reads - simple illustrated book

Concepts of print - student's ability to:

- Identify some common print conventions

Reading skill - student's ability to:

- Read title
- Read in meaningful phrases, with expression and effective use of pausing, punctuation, stress, and pacing
- Self-correct
- Recognise and read/ attempt to read above- level text type
- Predict story through title and/or cover illustrations
- Identify prominent, directly stated information
- Link illustrations and text to explain events

Comprehension: Story read to students

Student's ability to:

- Link information across the text to explain a character's actions
- Recall prominent, directly stated information
- Make a complex inference
- Link illustrations and text to explain events.
- Recognise a common graphic convention to show 'thinking'

WRITING

Students learn how to write for a variety of purposes. They write simple sentences about personally relevant ideas and events, using some high frequency words and appropriate punctuation.

In Module 2, rubrics that assess writing are covered by the writing task. The skills and understandings assessed in these tasks are as follows:

Writing Task

Student's ability to:

- Write their name

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- ‘Read’ (make meaning from) their own writing attempt
- Write ‘readable’ or recognisable words
- Write relevant content
- Create simple sentences with conjunctions
- Spell high frequency words and two-syllable words
- Include full stops and/or capital letters

The writing task follows immediately after the students have listened to the story in the comprehension task. Students are asked to write their name and then write a story based around the main character in the book they have just heard.

The writing rubrics indicate what the teacher needs to look for to evaluate the writing. The rubric categories describe the range of responses that are typically demonstrated in writing at the end of Prep. The student is asked to read their own writing and the teacher evaluates how well the student’s reading matches their writing. The teacher also evaluates the relevance and coherence of the content, the sentence construction, and the spelling. A collection of annotated writing samples is available to support teachers’ judgements about the categories of the scoring rubrics for the writing.

MODULE 3 OVERVIEW

ORAL LANGUAGE AND LISTENING COMPREHENSION

Students communicate effectively with others. As they communicate in a range of contexts, they listen to others and respond appropriately.

In Module 3, questions that assess oral language and listening comprehension are covered by the conversation and, vocabulary and storytelling tasks, and the retell questions. The skills and understandings assessed in these tasks are as follows:

Conversation Task

- Contribution to a conversation
- Quality of ideas and vocabulary
- Clarity of speech

Vocabulary and Storytelling Tasks

- Adverbs
- Synonyms
- Narrative skill
- Quality of ideas
- Grammar
- Linking

Retelling Task – Tap Dancing Star

- Including the context, complication, resolution, and story end in the retell
- Number of logically sequenced events included in the retell

PHONEMIC AWARENESS AND PHONICS

Students become more competent at hearing and orally manipulating the sounds in words. This contributes to the development of independent problem-solving of words in reading and writing.

In Module 3, questions that assess phonemic awareness and phonics are covered in the phonemic awareness task and the segmenting words task. The skills and understandings assessed in these tasks are as follows:

Phonemic Awareness

- Manipulate first, last, and middle sounds in one syllable words

Phonics: Segmenting Words

- Segmentation of two and three syllable words

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In the phonics task, students manipulate the first, last and middle sounds in one syllable words.

In the phonemic awareness task, students pronounce unfamiliar words composed of phonetically regular syllables.

READING: ACCURACY, COMPREHENSION AND CONCEPTS OF PRINT

Students read more complex texts using a variety of problem-solving strategies. Students interpret the author's message, read in meaningful phrases, and use a variety of word solving strategies.

In Module 3, the reading comprehension and reading accuracy questions assess students' reading skills. The skills and understandings assessed in these tasks are as follows:

Assessment of reading: Book student reads

Concepts of print - student's ability to:

- Identify a print convention

Reading skills - student's ability to:

- Read in meaningful phrases, with expression and effective use of pausing, punctuation, stress and pacing
- Self-correct
- Identify prominent directly stated information
- Link illustrations and text to explain events
- Link information across the text to explain a character's actions
- Use evidence from the text to support opinion

Comprehension: Story read to students

Student's ability to:

- Recognise a common graphic convention
- Link illustrations and text to explain events
- Interpret a metaphor
- Identify a cause and its effect
- Recall prominent directly stated information
- Use evidence from the text to support an opinion

WRITING AND SPELLING

Students write for a variety of purposes. They develop their ideas in a clearly defined sequence. They use some high frequency words and regular spelling patterns.

In Module 3, rubrics that assess writing and spelling are covered by the writing and spelling tasks. The skills and understandings assessed in these tasks are as follows:

Writing Task

Student's ability to:

- Construct a story with a beginning, some development of ideas and an ending
- Select appropriate and varied vocabulary
- Spell high frequency words and less regular two-syllable patterns
- Include full stops and capital letters

Spelling Task

- 2 x one syllable simple
- 2 x one syllable consonant blends

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- 1 x one syllable irregular pattern
- 1 x two syllable simple
- 1 x two syllable irregular
- 1 x three syllable simple
- 2 x two syllable irregular pattern

The writing task follows immediately after the students have listened to the story in Task 5. Students are asked to write a story based around the main idea in the book they have just heard.

On completion of this task, students write 10 dictated words. The scoring rubrics differentiate correct spelling and stages in approximating the correct spelling for difficult words.

The writing rubrics indicate what the teacher needs to look for to evaluate the writing and describe the range of responses that are typically demonstrated in writing at the end of Year 1. The teacher evaluates the relevance and coherence of the content, the range of sentence constructions, the spelling, and the punctuation. A collection of annotated writing samples is available to support teachers' judgements about the categories of the scoring rubrics for the writing.

MODULE 4 OVERVIEW

ORAL LANGUAGE AND LISTENING COMPREHENSION

Students engage in purposeful conversation. They put simple ideas into logical sequence or order, using appropriate volume, pace, and tone, relevant vocabulary, and responsive listening strategies.

In Module 4, questions that assess oral language and listening comprehension are covered by the conversation and, vocabulary and storytelling tasks, and the retell questions. The skills and understandings assessed in these tasks are as follows:

Conversation Task

- Participation/engagement
- Spoken text structure
- Use of volume, tone, pace, expression, and non-verbal cues
- Vocabulary
- Strategies

Vocabulary and Storytelling Tasks

- Verbs and adverbs
- Synonyms
- Narrative skill
- Quality of ideas
- Grammar
- Linking

Retelling Task – The Golden Carambola Tree

- Context, key details of the plot including the complication and resolution
- Number of logically sequenced events
- Vocabulary
- Sentence complexity
- Use of volume, tone, pace, and expression
- Participation

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READING: ACCURACY, COMPREHENSION AND CONCEPTS OF PRINT

Students independently read and comprehend a variety of texts. As students read, they develop and use self-correcting strategies and read with increased fluency. Students read for literal, inferential and evaluative information.

In Module 4, reading comprehension and reading accuracy are assessed in this assessment. The skills and understandings assessed in these tasks are as follows:

Reading Assessment Task: Book student reads

Reading skills - student's ability to:

- Read in meaningful phrases, with expression and effective use of pausing, punctuation, stress and pacing
- Self-correct
- Identify prominent directly stated information
- Link information across the text to explain actions and events
- Make complex inferences
- Make a simple analysis of characters
- Use evidence from the text to support opinion

Comprehension Task: Story read to students

Student's ability to:

- Identify prominent directly stated information
- Link illustrations and text to explain events
- Make a complex analysis of characters
- State a reason for a character's feelings
- Identify a cause and its effect
- Use evidence from the text to support an opinion

WRITING AND SPELLING

Students demonstrate more complex writing skills, including the selection of ideas, construction of the text, the correct spelling of words and the use of common punctuation. They can clearly articulate their purpose for writing, in response to authentic literacy activities.

In Module 4, rubrics that assess writing and spelling are covered by the writing and spelling tasks. The skills and understandings assessed in these tasks are as follows:

Writing task

Student's ability to:

- Construct a story with a beginning (including setting), development of ideas (including plot and character development) and an ending
- Select appropriate and varied vocabulary and verb tenses
- Spell all high frequency words and less regular spelling patterns
- Include full stops, capital letters and additional punctuation

Spelling task

- 2 x one syllable simple
- 3 x one syllable consonant blend onsets + rimes
- 2 x two syllable simple
- 1 x one syllable irregular pattern
- 2 x two/three syllable irregular pattern

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In the spelling task, students write 10 dictated words. The scoring rubrics differentiate correct spelling and stages in approximating the correct spelling for difficult words.

The writing task follows once the students have listened to the story in Task 4. Students are asked to write a story based around one of the characters in the book they have just heard.

The writing rubrics indicate what the teacher needs to look for to evaluate the writing and describe the range of responses that are typically demonstrated in writing at the end of Year 2. The teacher evaluates the relevance and coherence of the content, the range of sentence constructions, the spelling, and the punctuation. A collection of annotated writing samples is available to support teachers' judgements about the categories of the scoring rubrics for the writing.

Reports

Note: On Insight only, Dimension refers to the Modes of the English Victorian Curriculum.

A range of reports for the EOI can be generated from Insight. Reports can only be generated for students whose assessment/s have been *completed and submitted.* All Language Modes (Dimensions) of English (Speaking and Listening, Reading, and Viewing and Writing) in the assessment must be completed before an EOI scale score can be awarded to a student.

There are several reports that can be generated and customised, to view student data. The reports have been updated to support the introduction of the Victorian Curriculum.

The reports that previously included AusVELS progression points on the axis have been amended to give an indicative Victorian Curriculum level. The axis proceeds in 0.5 increments, aligned to the Victorian Curriculum progression points. The "F" refers to Foundation level in the Victorian Curriculum.

Reports can be generated for an individual student, a pre-defined group, or a whole class.

- School Assessment Administrators can generate reports for any class as well for the whole school.
- With some reports an EOI scale score has also been included. When an assessment is finalised students receive an EOI scale score. This EOI scale score is then translated into the equivalent indicative Victorian Curriculum achievement level. This score will enable teachers to track student progression from previous years. All historical data taken over previous reporting periods has been migrated to Insight.
- A Diagnostic Report provides teachers with more detailed information about individual student responses to all the questions within a module demonstrating strengths and weaknesses in the language modes of reading, writing, and speaking and listening and the literacy aspects and sub aspects. The students' indicative Victorian Curriculum level is also shown in this report.

When all students in a year level complete the recommended module, information at an item level across the class can be easily compared. Groups of students with similar teaching needs can be identified based on their responses. If students within a year level are administered different modules the overall results will be directly comparable, however other comparisons can only be made by matching similar items across the different modules.

A summary of recommended reports available through Insight follows in the next section.

SUMMARY OF REPORTS

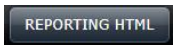
English Online Interview (EOI)

The following reports are recommended for use with the EOI (Modules 1, 2, 3, and 4):

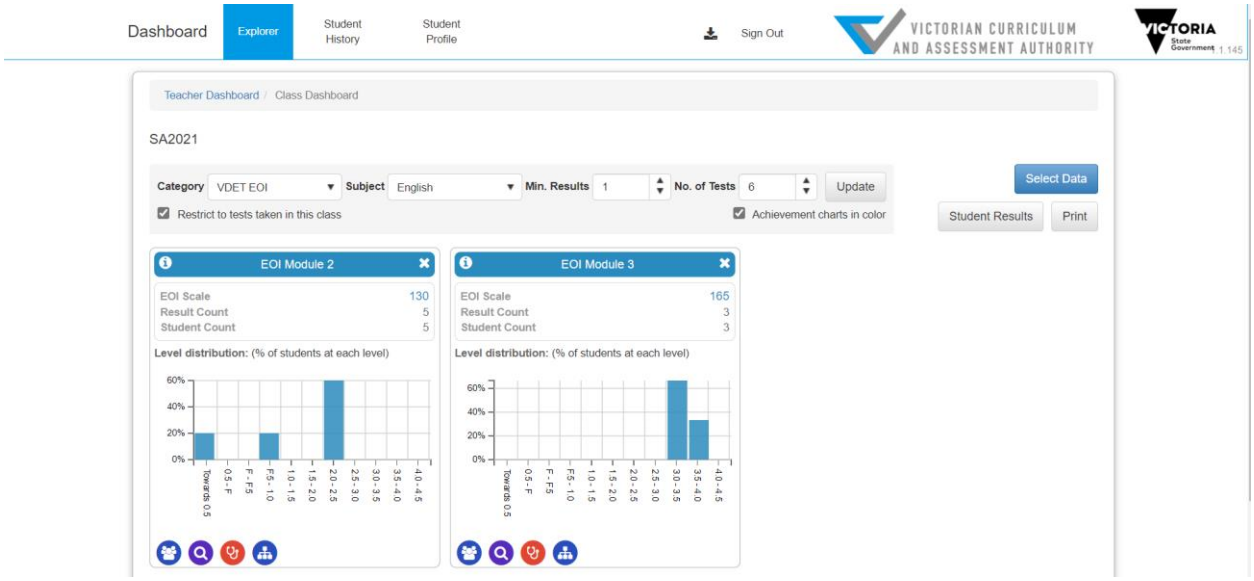
1. EOI Summary

What it shows: Number of student assessments and level distribution across indicative Victorian Curriculum F–10 levels.

How to access:

1. Reporting
2. Reporting HTML 

3. View Class

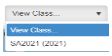


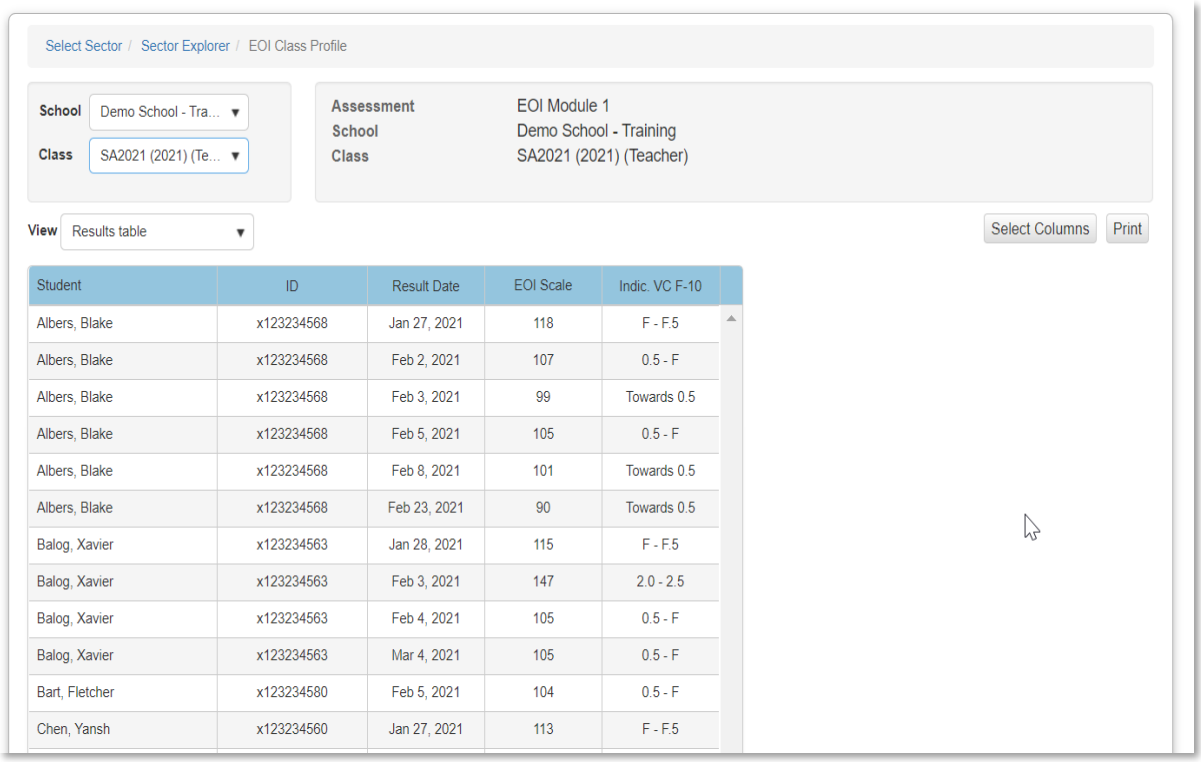
2. Class Profile

What it shows: Shows EOI scale score and indicative Victorian Curriculum F–10 level. Can be ordered by EOI Scale score and student name.

How to access:

1. Reporting
2. Reporting HTML

3. View Class 
4. Class Profile icon

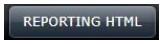


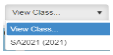
Student	ID	Result Date	EOI Scale	Indic. VC F-10
Albers, Blake	x123234568	Jan 27, 2021	118	F - F.5
Albers, Blake	x123234568	Feb 2, 2021	107	0.5 - F
Albers, Blake	x123234568	Feb 3, 2021	99	Towards 0.5
Albers, Blake	x123234568	Feb 5, 2021	105	0.5 - F
Albers, Blake	x123234568	Feb 8, 2021	101	Towards 0.5
Albers, Blake	x123234568	Feb 23, 2021	90	Towards 0.5
Balog, Xavier	x123234563	Jan 28, 2021	115	F - F.5
Balog, Xavier	x123234563	Feb 3, 2021	147	2.0 - 2.5
Balog, Xavier	x123234563	Feb 4, 2021	105	0.5 - F
Balog, Xavier	x123234563	Mar 4, 2021	105	0.5 - F
Bart, Fletcher	x123234580	Feb 5, 2021	104	0.5 - F
Chen, Yansh	x123234560	Jan 27, 2021	113	F - F.5

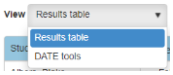
3. EOI to DATE Report

What is shows: Shows appropriately levelled Diagnostic Assessment Tools in English (DATE) tool for further diagnostic testing based on EOI Scale score. Use Select columns to show additional information (EOI Scale Score, Victorian Curriculum F–10 Level). DATE tools can be assigned via Online Testing > Assign Online Tests.

How to access:

1. Reporting
2. Reporting HTML 

3. View Class 
4. Class Profile icon
5. View drop-down box

6. DATE tools 

Student	Comprehendin...	Concepts of Print	Phonemes	Phonological A...	Alphabet Letters	Reading	Oral Language 1	Oral Langua
Citizen, Sarah	Comprehending Text Foundation	Concepts of Print Beginning	Phonemes Foundation	Phonological Awareness Foundation	Alphabet Letters Foundation	Reading Level 1	Oral Language Level 1	Oral Langu Level 1
Elliot, Lee	Comprehending Text Foundation	Concepts of Print Beginning	no tool	Phonological Awareness Beginning	Alphabet Letters Beginning	Reading Beginning	Oral Language Beginning	Oral Langu Foundatic
Gill, linda	Comprehending Text Level 1	Concepts of Print Foundation	Phonemes Foundation	Phonological Awareness Beginning	Alphabet Letters Foundation	Reading Level 1	Oral Language Foundation	Oral Langu Foundatic
Harvey, Levi	Comprehending Text Level 1	Concepts of Print Level 1	Phonemes Level 1	Phonological Awareness Level 1	Alphabet Letters Level 1	Reading Level 1	Speaking and Listening Levels 3 & 4	Speaking a Listening Le
McDowell, Leslie	Comprehending Text Level 1	Concepts of Print Level 1	Phonemes Level 1	Phonological Awareness Level 1	Alphabet Letters Level 1	Reading Level 1	Speaking and Listening Levels 3 & 4	Speaking a Listening Le

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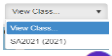
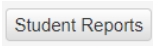
4. Item Analysis

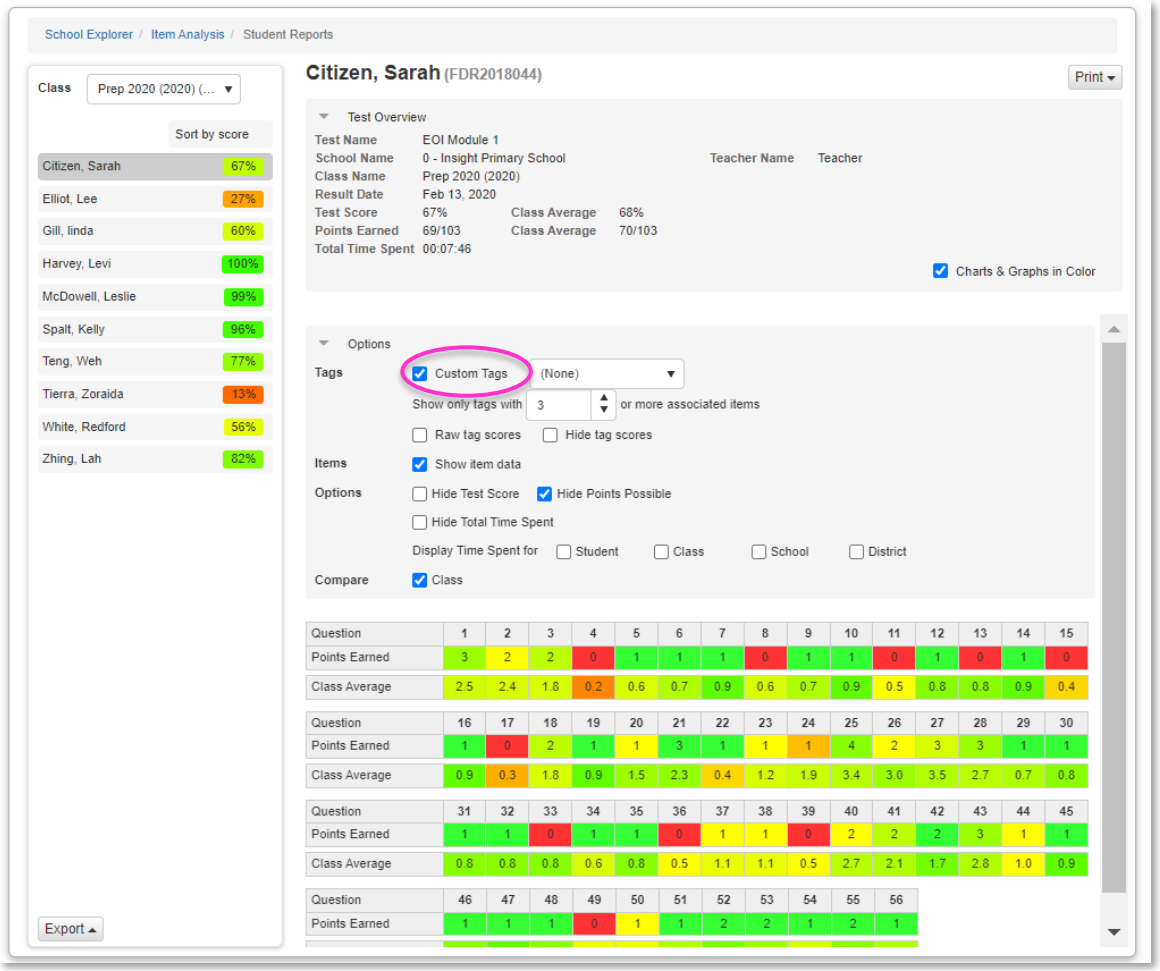
What is shows: Item Analysis shows student's responses compared with class and school and shows further breakdown by Mode or Task.

Check the ***Custom Tags*** checkbox to show Task (e.g., Phonemic Awareness) instead of Mode.

How to access:

1. Reporting
2. Reporting HTML

3. View Class 
4. Item Analysis icon
5. Student Reports 



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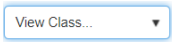
5. Student Learning Gain across multiple modules of EOI

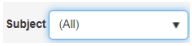
What is shows: Student result showing learning gain across three Modules of EOI

Click on ***Sub Scores*** to show further details.

How to **access:**

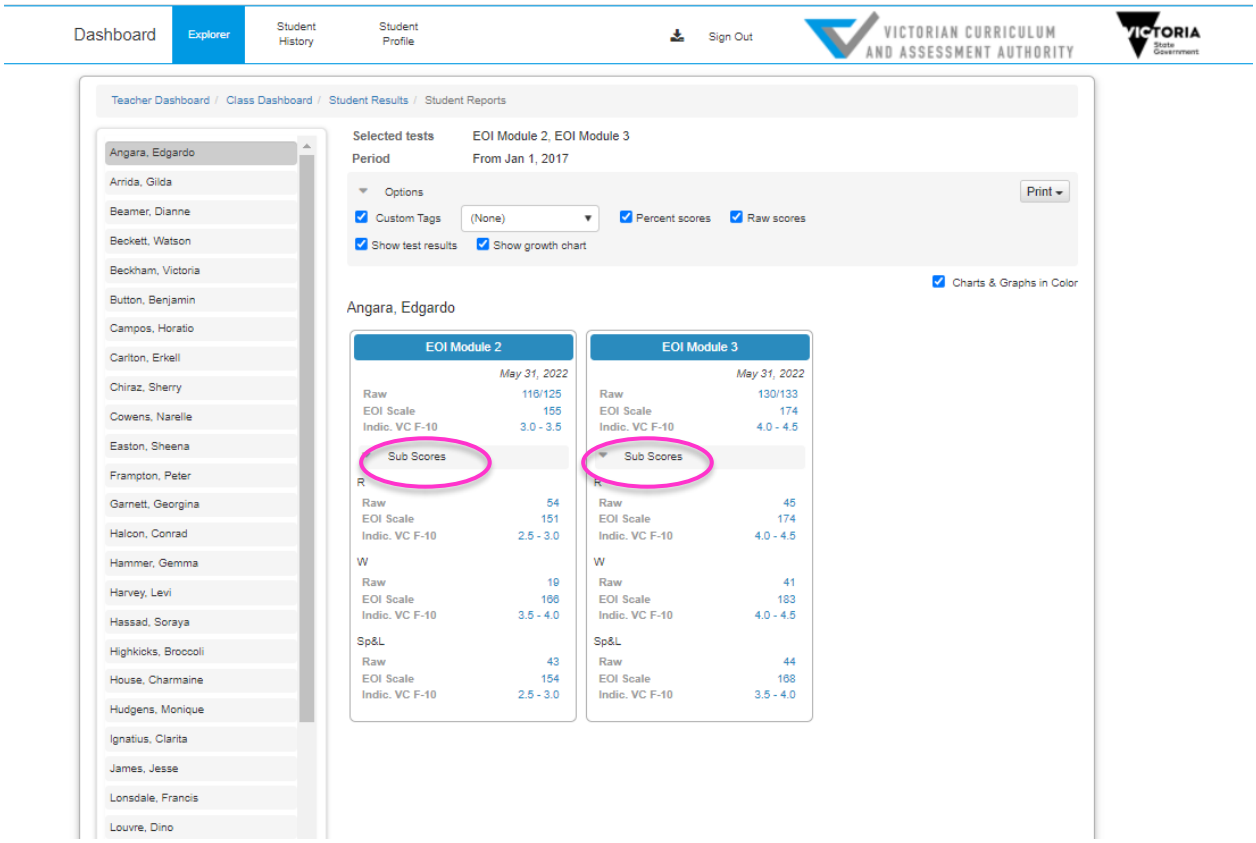
1. Reporting

2. Reporting HTML
3. View Class 

4. Select Subject 

5. Student Results

6. Student Reports



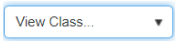
6. Class Diagnostic

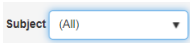
What it shows: Breakdown of student performance by Mode. Clicking on the Mode (e.g., LS: Listening and Speaking) shows range of student performance.

Select an individual Tag to access the side score table.

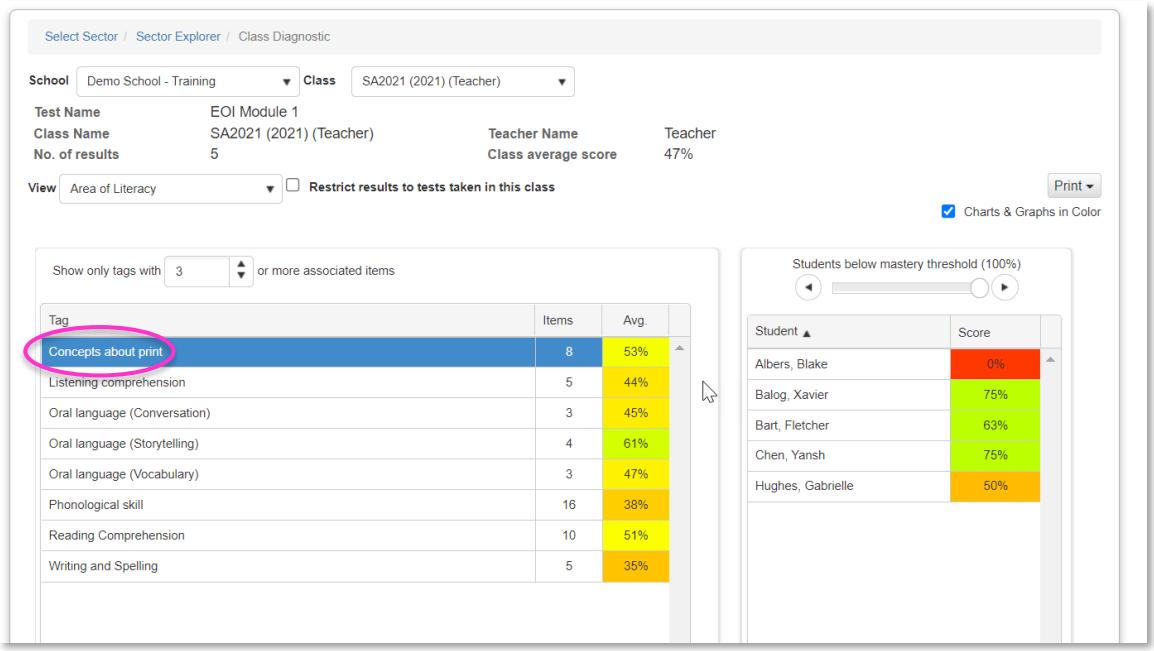
How to access:

1. Reporting

2. Reporting HTML
3. View Class 

4. Select Subject 

5. Class Diagnostic



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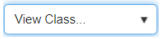
7. Grouping Report by EOI Mode or Task

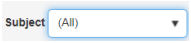
What it shows: This report automatically groups students with similar needs. The three columns (1), (2), (3) represent each of the EOI Modes.

Grouping report can also be generated for Task (e.g., Phonemic awareness)

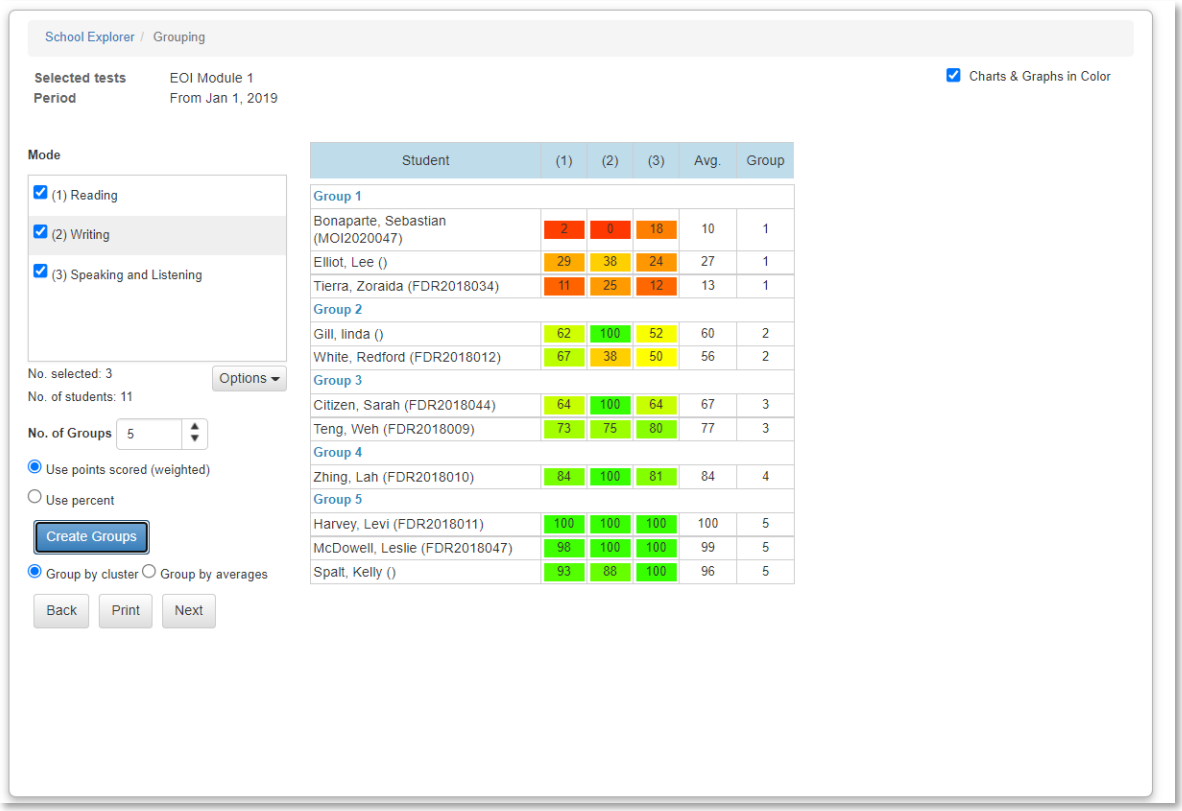
How to access:

1. Reporting
2. Reporting HTML

3. View Class 

4. Select Subject 

5. Grouping

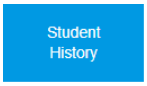


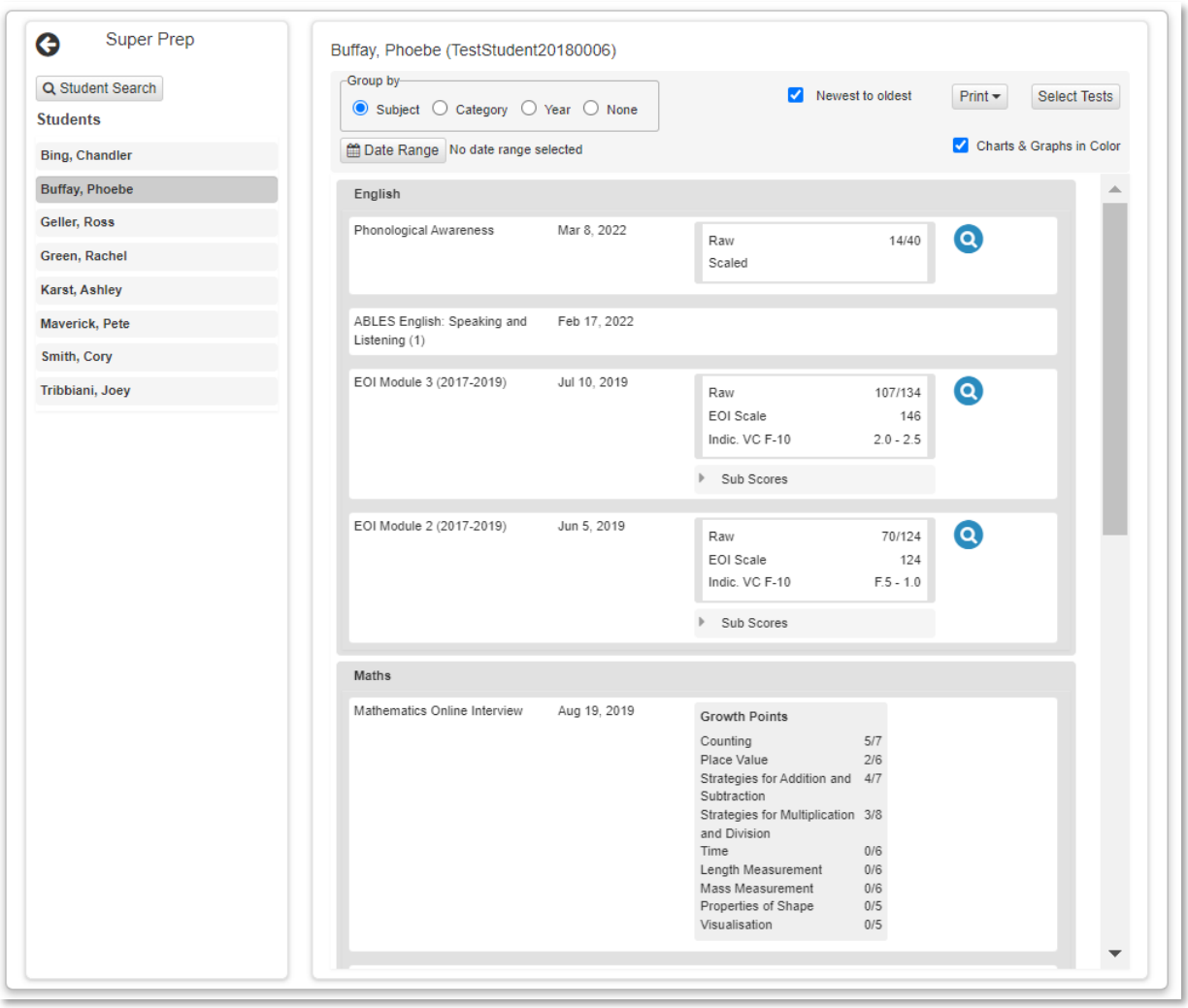
8. Student History

What it shows: Individual student history— all Learning Areas.

How to access:

1. Reporting
2. Reporting HTML

3. Student History 



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9. Assignment Review – Individual Students

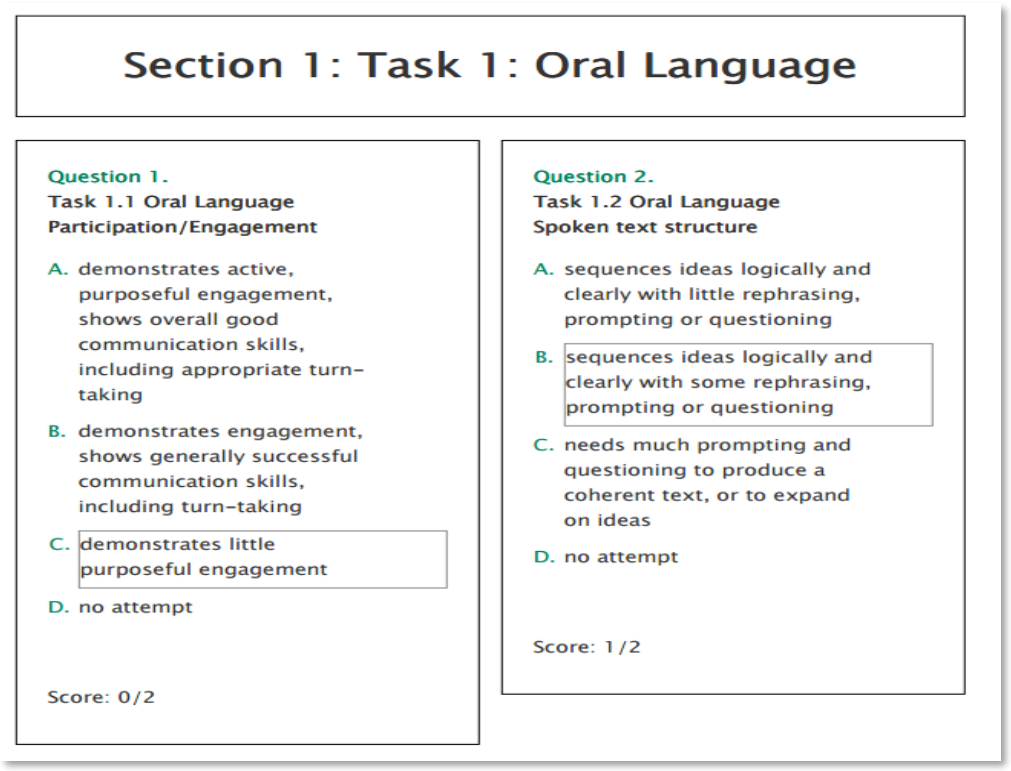
What it shows: Individual student responses to questions, can be filtered by questions (e.g. view all questions relating to Task 1: Oral Language)

How to access:

1. Online Testing
2. Test Review and Manual Grading

3. Review Test Assignments

4. Select Assessments
5. Review icon



Section 1: Task 1: Oral Language

Question 1.
Task 1.1 Oral Language
Participation/Engagement

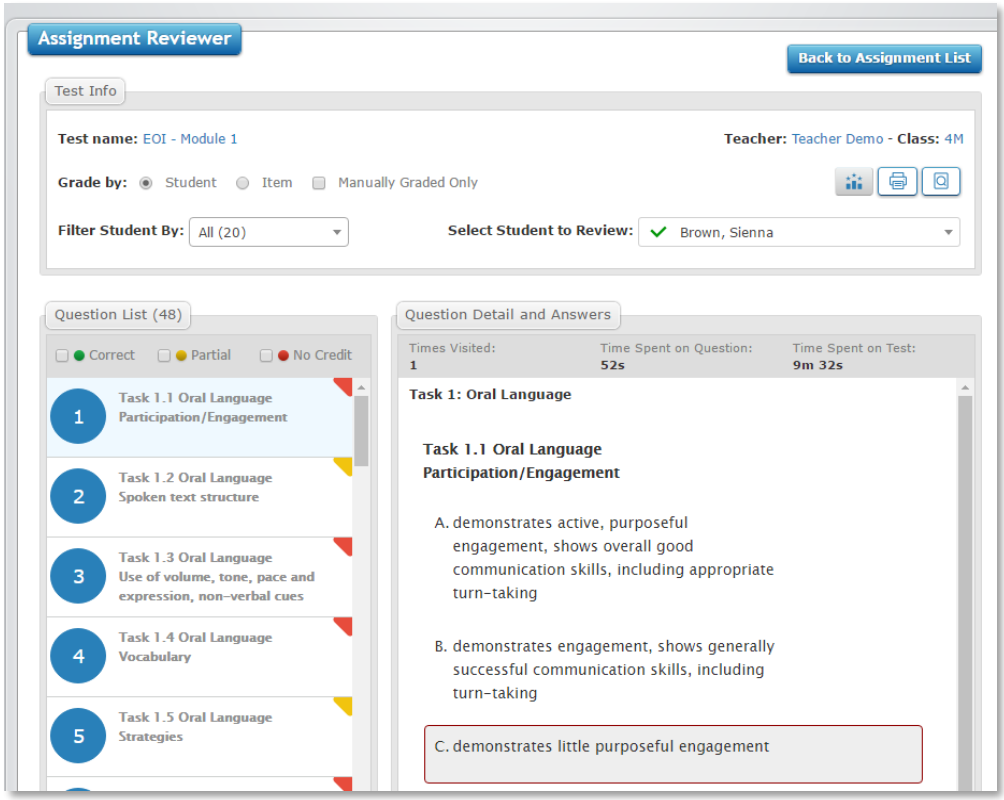
A. demonstrates active, purposeful engagement, shows overall good communication skills, including appropriate turn-taking
B. demonstrates engagement, shows generally successful communication skills, including turn-taking
C. demonstrates little purposeful engagement
D. no attempt

Score: 0/2

Question 2.
Task 1.2 Oral Language
Spoken text structure

A. sequences ideas logically and clearly with little rephrasing, prompting or questioning
B. sequences ideas logically and clearly with some rephrasing, prompting or questioning
C. needs much prompting and questioning to produce a coherent text, or to expand on ideas
D. no attempt

Score: 1/2



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Help and Support

TECHNICAL ASSISTANCE

What to do in the first instance when experiencing technical difficulties

Teachers need to contact their School Assessment Administrator if they have any technical difficulties with administering the EOI. Teachers should escalate any issues if the system is not working as expected, error messages appear on the screen, there are missing students from the class, or a user cannot access the EOI assessment. If there are any issues with using the system the School Assessment Administrator in the first instance, should refer to the Support documentation on Insight: https://www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/index.aspx?Redirect=1.

A simple resolution may be found in these guides.

If the issues cannot be resolved in-house, the School Assessment Administrator should contact the service desk and report the issue(s). Teachers are not required to report any problems individually. The School Assessment Administrator can contact the service desk on the teacher's behalf.

Contacting the DET Service Desk

Technical assistance is available for schools using the EOI. Technical enquiries may include issues such as:

- the system is not working as expected
- error messages on screen are preventing the user from proceeding
- students are not appearing in the EOI, or student details in the EOI don't match the details in CASES21
- a user cannot access the EOI.

The School Assessment Administrator should contact the Service Desk on behalf of the staff in the school to report any issues with the system. When contacting the Service Desk, users should provide as much information about the issue as possible including their name, school and campus number. Screen shots displaying error messages should also be provided where possible.

The Service Desk contact details are as follows:

- Website: Service Gateway (secure site) – log a service call
- Email: servicedesk@edumail.vic.gov.au
- Phone: 1800 641 943

FURTHER SUPPORT

Contacting Central Office

For EOI policy-related enquiries, schools can contact central office. Policy-related enquiries may include:

- advice on exemptions and withdrawals
- information regarding resources, including obtaining additional EOI Resource Kits.

Central office contact details are as follows:

- email: studentlearning@edumail.vic.gov.au – Emails should include 'English Online Interview' and your school name in the subject line.
- **Assessment Implementation Unit** (for training and professional learning):
  Email: assessment.implementation@education.vic.gov.au
- **Insight Assessment Platform**:
  www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/login.aspx
- **Insight resources:**
  https://fuse.education.vic.gov.au/pages/insight

- **EOI information and resources**: www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/pages/default.aspx
- Enhancing the English Online Interview Process (education.vic.gov.au)