

## Frequently Asked Questions Teacher Assessment of Communication (TAC)



### What age groups can this test be used with?

There are 2 Teacher Assessment of Communication tests;

- The Kindergarten (TAC-K)
- The Pre-primary (TAC-P)

However the tests can be used flexibly, for example children in Pre-primary with known or evident oral language issues may be assessed using the Kindergarten tool to assist with setting appropriate language goal setting for that child.

The Pre-Primary version can also be applied at a Year One or Year Two level, for children with continuing evident oral language difficulties, to also assist in appropriate goal setting.

### What information will I get from the TAC?

The TAC-K assesses the essential and basic oral language concepts a child should present with in early kindergarten entry. This test investigates how easily a child has established their oral language system in terms of concepts and ability to express themselves.

The TAC-P investigates higher language levels such as comprehension of questions and story generation.

### How does this relate to learning and literacy?

In terms of progression to literacy the TAC-K ensures basic language concepts and vocabulary systems in place for a child to then begin manipulating words and appreciating word segments e.g. syllables and sounds in preparation for early literacy.

The TAC-P ensures sophisticated language skills are in place that will have most impact in literacy development in the areas of preparation of written stories, recounts and other written texts, and in reading comprehension.

Oral language skills are essential for social and personal interactions, considered essential to protect mental health. Oral language proficiency underpins not only literacy but life long learning by giving children the ability to enquire, investigate and debate information.

### What impact can the TAC have on my class?

Next Challenge has found that the TAC assists in several ways;

- When teachers administer the TAC to their class, they have an opportunity to observe 1 on 1 how a child responds to language without cues or support they may access in a broader classroom environment.
- Kindergarten and Pre-Primary are environments where oral language learning can be facilitated by targeting skills most needed from the whole of class and small group profiles.
- Children with poor or impaired oral language skills require frequent models and repetitions of language concepts – early identification of these children allows teachers to structure the environment to provide this higher frequency of repetition.
- Each TAC has an accompanying Activity Pack that provides language targets teachers can use to enrich their classroom learning across all levels of language performance on the TAC.

For more information please read the **FAQ** about all of the **Next Challenge Teacher Assessment Tools**.