

## **Making Judgements Against the National Standards in Reading & Writing - Possible Sources of Evidence**

**The standards for reading and writing address the complexity and challenge of the texts and tasks that students need to engage with in order to meet the demands of the *New Zealand Curriculum*.**

The standards address the overall purpose of reading and writing in learning. They do not distinguish all the items of knowledge or specific skills and attitudes that students use as they read or write. The knowledge, skills, and attitudes that students draw on as readers and writers are described in the [Literacy Learning Progressions](#).

The reading and writing standards focus on the texts that students read and create, largely by themselves, as they work in various areas of the curriculum in a classroom setting. Students are expected to demonstrate, through a range of reading and writing tasks, that they are gaining control of their own reading and writing and can meet the standard independently, drawing on the resources available to them. The teacher needs to gather and record evidence from a range of sources to establish whether the student is doing so.

In reading, this may mean that the teacher:

- observes a student's reading behaviours and interactions, and forms judgements about the extent to which the student controls their own reading, in the context of supportive instructional approaches such as guided reading lessons
- prompts or questions students, while they are reading, in various curriculum contexts to ascertain whether they are transferring their knowledge and skills and applying them in new contexts to improve or deepen their learning as they read, respond to, and think critically about texts.

In writing, this may mean that the teacher:

- forms judgements, in the context of a discussion with the student, about the extent to which the student takes responsibility for their own writing (for example, whether the student knows what choices they have for making their language more precise)
- forms judgements about the extent to which the student demonstrates that they can select and use a process appropriate to their purpose for writing.

Teachers are required to use several sources of evidence in order to make a sound judgement about whether a student meets the standard. See chapter 3 of the *Effective Literacy Practice* handbooks and the Assessment kete on TKI for more information about reliable sources of evidence.

National Standards will set benchmarks of progress and achievement that may be unrealistic for children who are new learners of English. Progress and achievement for English language learners may initially be reported against the English Language Learning Progressions (ELLP) instead of the national reading and writing standards. See Fact Sheet 9: English Language Learners for more information <http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Fact-sheets>

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Reference should also be made to the ESOL Progress Assessment Guidelines (MOE 2005) when using assessment tools and processes in diagnosing the needs and monitoring the progress of English language learners.

In the following table we give some possible sources of evidence that teachers may wish to use when making overall teacher judgements against the standards for each year group. In some cases there are links to material which shows how outcomes from different assessment tools may align to the standards.

Standard	Possible Sources of Evidence
After 1 year at school	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Observation Survey (see script scrutiny information <a href="#">link</a>)</li> <li>• running record</li> <li>• observed behaviours and interactions on Green level texts (seen texts with at least 90% accuracy, refer illustrations)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• observed independent behaviours and interactions on writing samples in draft books/topic work</li> </ul>
After 2 years at school	<p>Reading:</p> <ul style="list-style-type: none"> <li>• running record</li> <li>• observed behaviours and interactions on Turquoise level texts (seen texts with at least 90% accuracy, refer illustrations)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• observed independent behaviours and interactions on writing samples in draft books/topic work (see illustrations)</li> </ul>
After 3 years at school	<p>Reading:</p> <ul style="list-style-type: none"> <li>• running record</li> <li>• STAR (see script scrutiny information <a href="#">link</a>)</li> <li>• observed behaviours and interactions on Gold level texts seen texts with at least 90% accuracy, curriculum levels 1/2 (refer illustrations)</li> <li>• ARBs</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• observed independent behaviours and interactions on writing samples in draft books/topic work at curriculum levels 1/2 (see illustrations)</li> <li>• ARBs</li> </ul>

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<p>By the end of Year 4</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• observed behaviours and interactions for meeting a range of different cross curricula reading purposes on curriculum level 2 texts (indicative SJ Pt 2, noun frequency level 8.5 – 9.5; see illustrations)</li> <li>• asTTle Reading</li> <li>• STAR (see script scrutiny information <a href="#">link</a>)</li> <li>• PAT Vocab &amp; Comp (see script scrutiny information <a href="#">link</a>)</li> <li>• ARBs</li> <li>• NEMP tasks</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• observed independent behaviours and interactions on writing samples in draft books/ cross-curricula work at curriculum level 2 (see illustrations)</li> <li>• asTTle Writing</li> <li>• ARBs</li> <li>• NEMP tasks</li> <li>• Supplementary Spelling Assessments (SSpA)</li> </ul>
<p>By the end of Year 5</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• observed behaviours and interactions for meeting a range of different cross curricula reading purposes on curriculum level 2/3 texts (indicative SJ Pt 3, noun frequency level 10-12; see illustrations)</li> <li>• asTTle Reading</li> <li>• STAR (see script scrutiny information <a href="#">link</a>)</li> <li>• PAT Vocab &amp; Comp (see script scrutiny information <a href="#">link</a>)</li> <li>• ARBs</li> <li>• Essential Skills Assessments: Information Skills (ESA:1S)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• observed independent behaviours and interactions on writing samples in draft books/ cross-curricula work at curriculum levels 2/3 (see illustrations)</li> <li>• asTTle Writing</li> <li>• ARBs</li> <li>• Supplementary Spelling Assessments (SSpA)</li> </ul>

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<p>By the end of Year 6</p>	<p>Reading:</p> <ul style="list-style-type: none"><li>• observed behaviours and interactions for meeting a range of different cross curricula reading purposes on curriculum level 3 texts (indicative SJ Pt 3, noun frequency level 10-12; see illustrations)</li><li>• asTTle Reading</li><li>• STAR (see script scrutiny information <a href="#">link</a>)</li><li>• PAT Vocab &amp; Comp (see script scrutiny information <a href="#">link</a>)</li><li>• ARBs</li><li>• Essential Skills Assessments: Information Skills (ESA:1S)</li></ul> <p>Writing:</p> <ul style="list-style-type: none"><li>• observed independent behaviours and interactions on writing samples in draft books/ cross-curricula work at curriculum level 3 (see illustrations)</li><li>• asTTle Writing</li><li>• ARBs</li><li>• Supplementary Spelling Assessments (SSpA)</li></ul>
<p>By the end of Year 7</p>	<p>Reading:</p> <ul style="list-style-type: none"><li>• observed behaviours and interactions for meeting a range of different cross curricula reading purposes on curriculum level 3/4 texts (indicative SJ Pt 4, noun frequency level 12-14; see illustrations)</li><li>• asTTle Reading</li><li>• STAR (see script scrutiny information <a href="#">link</a>)</li><li>• PAT Vocab &amp; Comp (see script scrutiny information <a href="#">link</a>)</li><li>• ARBs</li><li>• Essential Skills Assessments: Information Skills (ESA:1S)</li></ul> <p>Writing:</p> <ul style="list-style-type: none"><li>• observed independent behaviours and interactions on writing samples in draft books/ cross-curricula work at curriculum level 3/4 (see illustrations)</li><li>• asTTle Writing</li><li>• ARBs</li><li>• Supplementary Spelling Assessments (SSpA)</li></ul>

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<p>By the end of Year 8</p>	<p>Reading:</p> <ul style="list-style-type: none"><li>• observed behaviours and interactions for meeting a range of different cross curricula reading purposes on curriculum level 4 texts (indicative SJ Pt 4, noun frequency level 12-14; see illustrations)</li><li>• asTTle Reading</li><li>• STAR (see script scrutiny information <a href="#">link</a>)</li><li>• PAT Vocab &amp; Comp (see script scrutiny information <a href="#">link</a>)</li><li>• ARBs</li><li>• NEMP tasks</li><li>• Essential Skills Assessments: Information Skills (ESA:1S)</li></ul> <p>Writing:</p> <ul style="list-style-type: none"><li>• observed independent behaviours and interactions on writing samples in draft books/cross-curricula work at curriculum level 4 (see illustrations)</li><li>• asTTle Writing</li><li>• ARBs</li><li>• NEMP tasks</li><li>• Supplementary Spelling Assessments (SSpA)</li></ul>
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### **Conclusion:**

Students are expected to demonstrate, through a range of reading and writing tasks, that they are gaining control of their own reading and writing and can meet the standard independently. Multiple sources of evidence should be used to make judgements. Decisions about selection and 'how many sources' should be based on 'fit for purpose' and cognisance of the learners.