

# Supporting Teachers to make Overall Teacher Judgments

*Series One 2015*



*Consortium for  
Professional  
Learning*



**MINISTRY OF EDUCATION**

*Te Tāhuhu o te Mātauranga*

# The Aspect Framework

<http://assessment.tki.org.nz/Progress-and-Consistency-Tool/The-PaCT-framework/The-PaCT-aspects>



| <b>Reading</b><br><i>Read</i><br><i>Respond</i><br><i>Think critically</i>  | <b>Writing</b><br><i>Think about</i><br><i>Record</i><br><i>Communicate experiences, ideas, and information</i> | <b>Mathematics</b><br><i>Number and Algebra</i><br><i>Measurement and Geometry</i><br><i>Statistics</i>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Making sense of text: processing system.</li> </ul>                          | <ul style="list-style-type: none"> <li>Writing meaningful text: encoding.</li> </ul>                            | <ul style="list-style-type: none"> <li>Additive thinking.</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>Making sense of text: text structure.</li> </ul>                             | <ul style="list-style-type: none"> <li>Writing meaningful text: text features.</li> </ul>                       | <ul style="list-style-type: none"> <li>Multiplicative thinking.</li> </ul>                               |
| <ul style="list-style-type: none"> <li>Making sense of text: vocabulary knowledge.</li> </ul>                       | <ul style="list-style-type: none"> <li>Writing meaningful text: vocabulary knowledge.</li> </ul>                | <ul style="list-style-type: none"> <li>Patterns and relationships.</li> </ul>                            |
| <ul style="list-style-type: none"> <li>Making sense of text: reading critically.</li> </ul>                         | <ul style="list-style-type: none"> <li>Using writing to think and organise for learning.</li> </ul>             | <ul style="list-style-type: none"> <li>Using symbols and expressions to think mathematically.</li> </ul> |
| <ul style="list-style-type: none"> <li>Reading to organise ideas and information for learning.</li> </ul>           | <ul style="list-style-type: none"> <li>Creating texts to communicate knowledge and understanding.</li> </ul>    | <ul style="list-style-type: none"> <li>Geometric thinking.</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>Acquiring and using information and ideas in informational texts.</li> </ul> | <ul style="list-style-type: none"> <li>Creating texts for literary purposes.</li> </ul>                         | <ul style="list-style-type: none"> <li>Measurement sense.</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>Reading for literary experience.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Creating texts to influence others.</li> </ul>                           | <ul style="list-style-type: none"> <li>Statistical investigations.</li> </ul>                            |
|   |   | <ul style="list-style-type: none"> <li>Interpreting statistical and chance situations.</li> </ul>        |

# The Reading Aspects

Students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at Level \_.

**Making sense of text: using a processing system** - Readers develop expertise in using sources of information to make sense of text. Some of this information is found within the text, with the rest being brought to the text by the student from their background knowledge. Readers decode the text and make sense of it using strategies to monitor their understanding and take action if this breaks down. Students develop their expertise by reading an increasing range of texts with more independence, fluency, awareness and control over their repertoire of strategies.

**Making sense of text: using knowledge of text structure and features** - Readers develop their knowledge of text features and use this to navigate and understand texts. This knowledge includes recognising the structure of a text; the way it uses visual features such as headings and illustrations; its punctuation; the language used, and the voice and register. Students become increasingly skilled at recognising the purpose and features of different text types.

**Making sense of text: vocabulary knowledge** - As readers read, successful comprehension depends on their understanding most of the meanings of the words in the text. They recognise them in print and know what they mean. In the early stages, readers know words they decode because they are in their oral vocabulary. As they become more expert, most words, including academic words for expressing abstract notions, are in their reading vocabulary.

**Making sense of text: reading critically** - This aspect focuses on students' developing expertise in understanding how writers influence them as readers. They are able to identify the ways in which writers deliberately select language and text features, as well as content, to shape the way they respond to particular ideas or information.

**Reading to organise ideas and information for learning** – Students use their reading and writing to organise their ideas and information for different learning purposes. Students develop their expertise in selecting, noting down and organising ideas and information, using appropriate formats. They collate, analyse and classify the content they need for a variety of curriculum tasks.

**Acquiring and using information and ideas in informational texts** - Students become increasingly dependent on their reading to locate ideas and information in a wide range of print and digital texts, evaluate them in terms of their curriculum-related purpose, and then use the information and/or ideas to answer specific questions. As questions and tasks become more difficult, texts get more complex and the content more abstract and specialised.

**Reading for literary experience** - As they go through school, students develop their expertise in interpreting and responding to ideas, information and experiences in literary texts. Most of the literary texts they read are narrative fiction, including interactive fiction, although they will read and respond to other forms such as poems and plays.



*Nāu te rourou, nāku te rourou, ka ora ai te iwi.  
With your basket and my basket, we will feed the people*

# The Writing Aspects

Students will create texts in order to meet the writing demands of the New Zealand Curriculum at level \_\_.

**Writing meaningful text: encoding** - Beginning writers put a lot of their focus on encoding, or spelling, the words they want to use. As they develop their expertise in using the code fluently, they are able to use more of their cognitive resources to convey meaning. This expertise includes a knowledge of how words work (for example, phoneme-grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) as well as an expanding memory bank of high frequency words.

**Writing meaningful text: using knowledge of text structure and features** - This aspect focuses more closely on how students develop and use their knowledge of language features, syntax, and the structure of written text. Students develop their expertise in selecting text structure, layout, visual language features such as headings and diagrams, and language features such as cohesive devices to meet different purposes for writing.

**Writing meaningful text: vocabulary knowledge** - Students initially use words that are in their oral language or that have been generated in a classroom activity specifically for the writing purpose. At a midpoint in their development students develop their ability to use vocabulary encountered in their reading as well as the academic language of learning. Expert students become more precise in their use of language as well as being able to select and use vocabulary that is specific to particular areas of the curriculum, including words and phrases that express abstract concepts.

**Using writing to think and organise for learning** - Students use their (reading and) writing to organise their ideas and information for different learning purposes. Students develop their ability to use their writing to clarify and develop their ideas as well as reflect on their learning. They develop their expertise in selecting, noting down and organising ideas and information, using appropriate formats. They collate, analyse and classify the content they need for a variety of curriculum tasks.

**Creating texts to communicate knowledge and understanding** - From the start of schooling students use their writing to demonstrate their knowledge and understanding about topics and themes from across the curriculum. As they develop their writing expertise, they become more adept at revealing what they know, selecting and using text features including text structure and language features that are increasingly topic or subject specific.

**Creating texts for literary purposes** - Students use their writing for literary purposes. They develop their expertise in creating different types of texts that express their experiences, ideas and imagination, evoking a response in their audience with increasing effectiveness.

**Creating texts to influence others** - Even when they are novice writers, students create texts in order to challenge their audience to do something or think about something differently. They write to argue a point or persuade someone to change their mind.

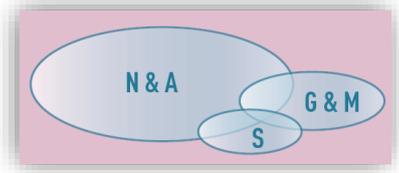
Expert writers know how to effectively achieve these purposes. They choose appropriate structures and features, and control the language they use in order to make the maximum impact on their audience.



*Nāu te rourou, nāku te rourou, ka ora ai te iwi.  
With your basket and my basket, we will feed the people*

# The Mathematics Aspects

Students will be achieving at level \_\_ in the mathematics and statistics learning area of The New Zealand Curriculum.



**Additive thinking** - This aspect is similar to the additive domain of the Number Framework in that it focuses on the increasingly sophisticated and flexible addition and subtraction strategies students develop to solve increasingly complex problems. However, the sets of illustrations are not a direct match to the stages of the number framework. For example, imaging (step 3) is not identified as a discrete set and the higher stages of the domain are illustrated by more than one set of illustrations.

**Multiplicative thinking** - This aspect combines elements from both the multiplicative and proportional domains of the Number Framework but once more the sets of illustrations are not a direct match to the stages of the Number Framework. This aspect focuses on the student's ability to think multiplicatively as they solve multiplication, division and proportional problems with an extended range of whole numbers, decimals, fractions, ratios and percentages, in a range of contexts.

**Patterns and relationships** - This algebraic thinking aspect develops understanding of the structure of and the relationships within numbers, shapes and measures. In exploring patterns of increasing complexity, students develop the ability to recognise, reason, explain and generalise relationships between quantities.

**Using symbols and expressions to think mathematically** - This algebraic thinking aspect is fundamental to all other aspects of mathematics. It focuses on the way in which we use symbols, expressions and equations to communicate mathematical ideas. In solving problems in a range of contexts, the student must make sense of the symbols they read and must be able to express their understanding of a problem, using the symbolic language of mathematics.

**Measurement sense** - The measurement aspect is based on the notion that progression in the understanding of measurement is determined by increased sophistication in the unit of measure and the perceptual difficulty of the attribute being measured.

**Geometric thinking** - As students make sense of and navigate their spatial world, they come to recognize, describe and use the properties and symmetries of shapes, and to describe movement and position with increasing accuracy.

**Statistical investigations** - The statistical investigations aspect is based on the development of an increasingly sophisticated implementation of the statistical inquiry cycle that includes posing investigative questions, collecting data, displaying data and discussing results.

**Interpreting statistical and chance situations** - As students are exposed to statistical evidence presented by others they need to be able to interpret and gain information from what they see, and critically evaluate both the quality of the evidence and the arguments being presented on the basis of

## Water bottles

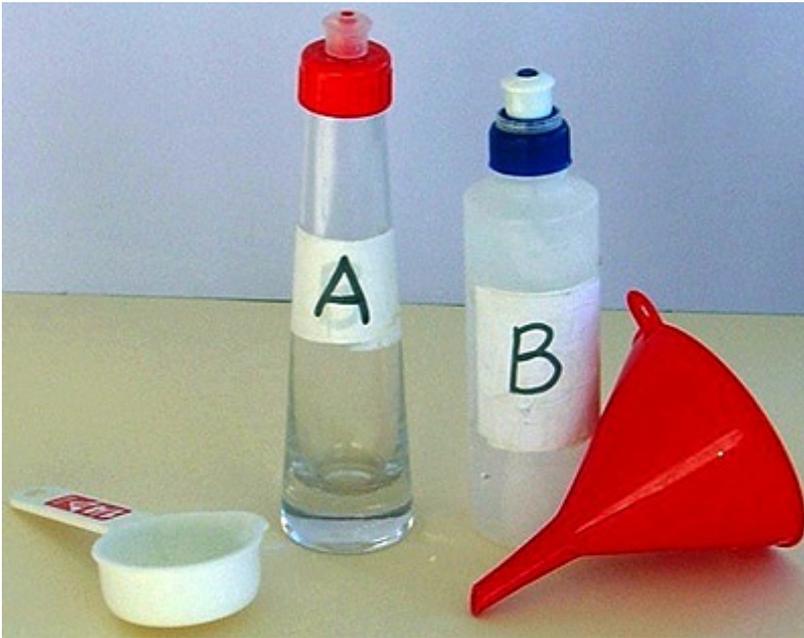
### Annotation

Wiremu uses non-standard measurement units appropriately to compare the capacity of two containers. He understands that the number of scoops of water that fit into a bottle will determine the bottle's capacity, and he uses this measuring method to help him decide which bottle, from a choice of two, holds more water. When he measures, he understands that, in order to compare two containers, each scoop must be full and he must not spill any water from his measuring scoop.

### Problem: Water bottles

The teacher shows the student two water bottles, gives him a scoop, a funnel and a container of water and asks:

*Which bottle holds more water?*



### Student Response

Wiremu counts the number of full scoops of water it takes to fill bottle A. He is careful not to spill any water as he fills the bottle.

**Wiremu:** Bottle A has four scoops.

He then repeats the exercise, counting the number of scoops that are required to fill bottle B.

**Wiremu:** Bottle B takes seven scoops.

**Teacher:** So which bottle holds more water?

**Wiremu:** B because it fits more scoops of water in it.

**List****Annotation**

Terence uses the framework modelled by the teacher to help him **record** and **organise** the items he thinks that the students will need for the trip to include in the letter to parents. As Terence writes down his ideas he:

- draws on the earlier **class discussion** and brainstorm about the upcoming trip as well as his own **prior experiences** of class trips to create his list of necessary items
- **uses the headings from the class brainstorm** to create three categories to successfully organise his list
- records all the items that are important to take on a class trip.

His illustration is unrelated to his writing.

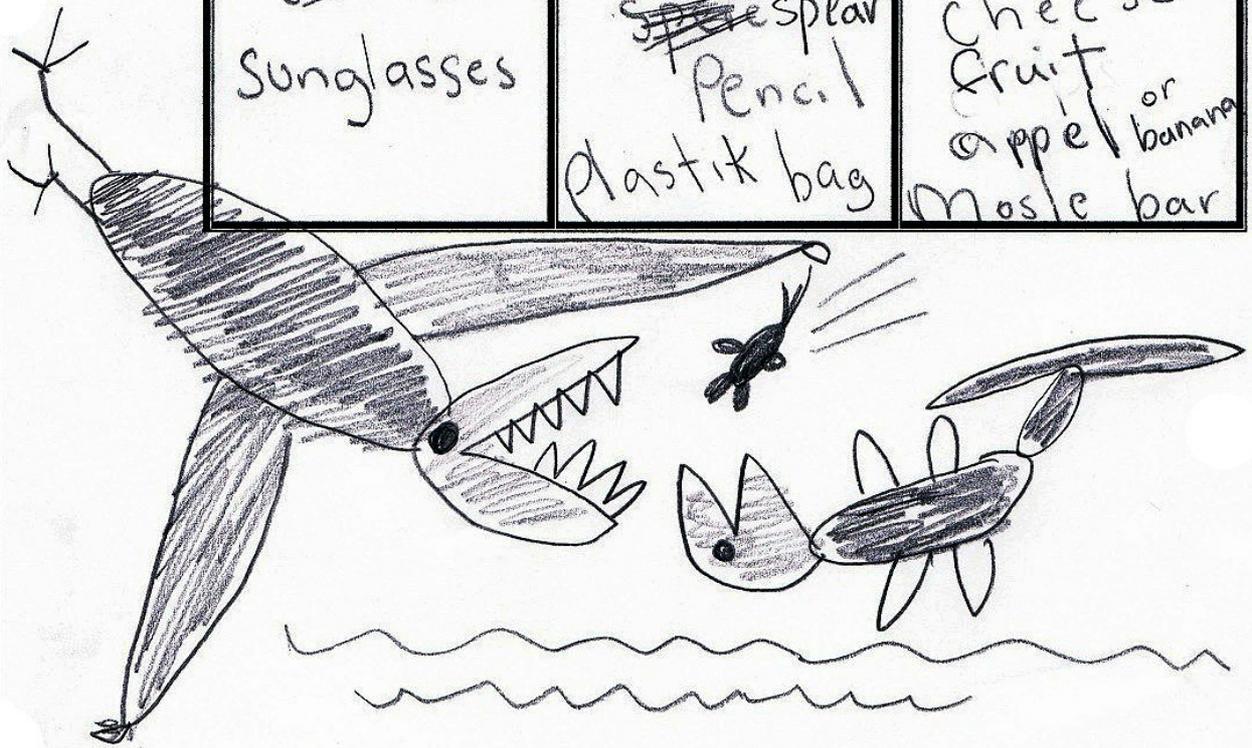
**Task: List**

The class are preparing for a trip to a local dairy farm. They have talked about the day and will be working with the teacher to write a class letter to take home to their parents to let them know what each student will need to bring on the day. To prepare for writing the letter, the teacher asks the students to list some of the information they will need to include in it. The teacher provides a simple framework for organising their lists.

**Student response**

What we need to take on our farm trip  
on Wednesday - from Terence

| What to Wear             | School Bag             | Lunch Box       |
|--------------------------|------------------------|-----------------|
| Shoes                    | Lunch box              | Enuf            |
| Socks                    | drink bottel           | food for        |
| School uniform           | not book               | all day         |
| sunscreen                | Pencil                 | <del>3</del> 3  |
| Extra sweater            | rain Coat              | Sanwiches !!    |
| <del>Jacket</del> Jacket | <del>extra dot</del>   | Snaks -         |
| Sunglasses               | <del>spere spear</del> | like            |
|                          | Pencil                 | Cheese          |
|                          | Plastik bag            | Fruit           |
|                          |                        | appel or banana |
|                          |                        | Mosle bar       |



## Kendra

## Annotation

Kendra **evaluates** the author's message as she analyses two selected parts of the poem.

She identifies how the author has **conveyed her message** of homesickness and her struggle with an unfamiliar environment through **deliberate** use of metaphor, personification and visual layout.

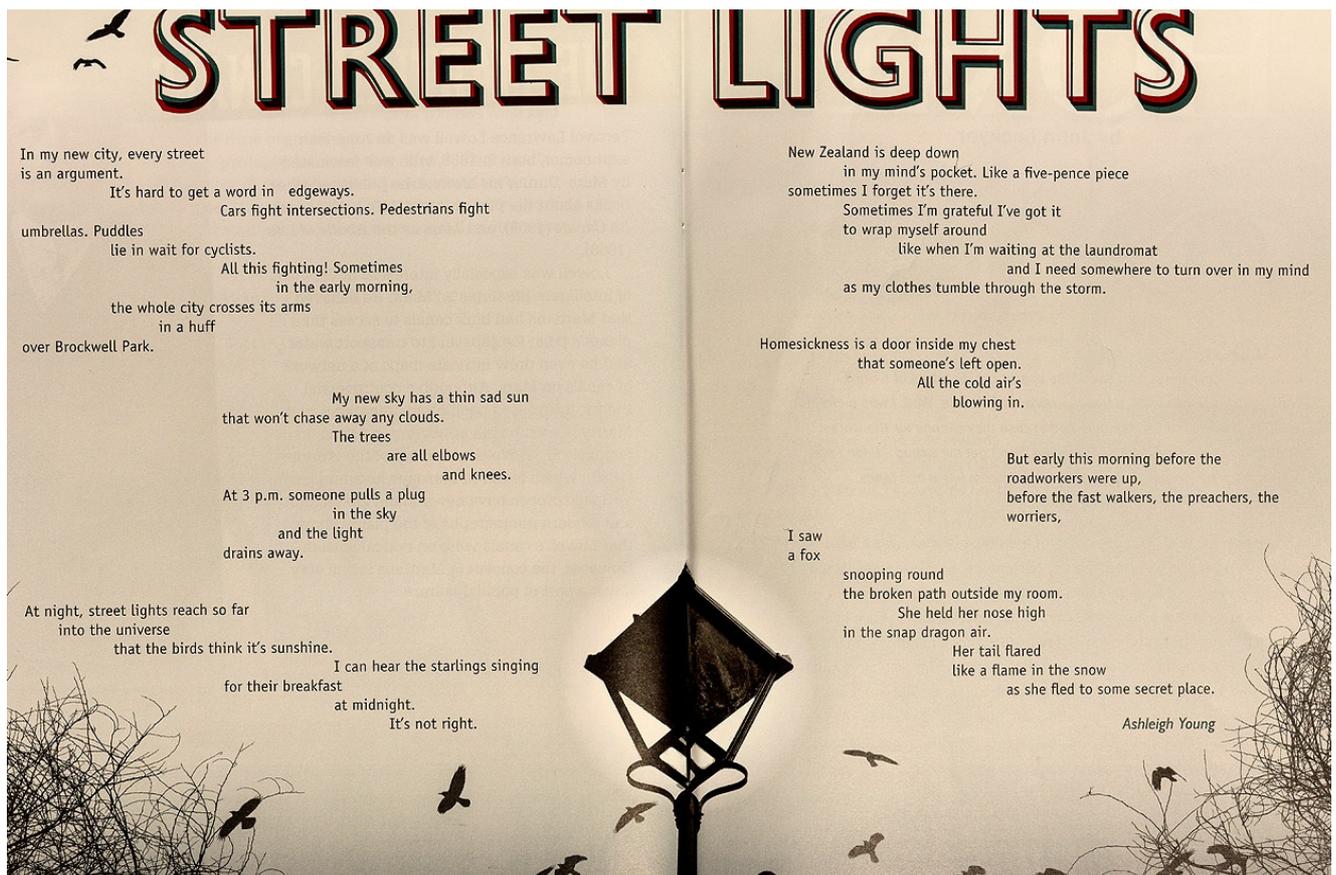
Kendra's analysis demonstrates that she is very aware of how the author has **positioned** the reader by connecting to the reader's emotions through careful use of specific **language features**.

## Text

## "Streetlights"

This poem, about living in a city far from home, conveys strong emotions – sadness, anger, homesickness, hope – through its use of figurative language, including: metaphors, such as "every street is an argument", "my mind's pocket", personification, such as "puddles lie in wait", "cars fight intersections", and two similes, "like a five-pence piece" and "like a flame in the snow".

The poem is written as a narrative with a fragmented layout, using jagged and dislocated sentences. It begins with mostly short simple sentences, but longer and more complex sentences are used as the poem develops. There is a mix of past and present tense and three flashbacks.



## Task: Kendra

The students are exploring poetry through reading and writing. They are focussing on the ways in which authors influence their reader's reactions and convey strong images and emotions, and they are exploring the language devices that authors use to influence their readers, including figurative language, specific vocabulary and phrases and the organisation and layout of ideas in a poem. Their task is to select specific sections of a poem for analysis and response.

## Student response

| Poem extracts   | My response  |
|---|--|
| <p>In my new city, every street is an argument. It's hard to get a word in edgeways. Cars fight intersections. Pedestrians fight umbrellas. Puddles lie in wait for cyclists. All this fighting! Sometimes in the early morning, the whole city crosses its arms in a huff over Brockwell Park.</p> | <p>I felt sad for the writer when I read this poem. She made me feel what she's feeling about being in a strange new city (I think London), that it's unfriendly and everything about it is against her. 😞 She does this by using personification to make the city like people in a really bad mood, arguing and fighting, eg, 'every street is an argument' and 'its 'hard to get a word in edgeways' and ' in a huff'. She makes us think even the puddles are attacking people to get across her message that everything in her new place is unfriendly and unfamiliar. 😞 The way she did this is quite effective because if she said that she felt sad and she didn't like being in the city, I wouldn't have cared much, but writing it like this is way better, I can really see what she is getting at.</p> |
| <p>New Zealand is deep down in my mind's pocket. Like a five-pence piece sometimes I forget its there. Sometimes I'm grateful I've got it to wrap myself around like when I'm waiting at the Laundromat and I need somewhere to turn over in my mind as my clothes tumble through the storm.</p>    | <p>In this part of the poem she is waiting for her clothes to be washed and she's used words that link to the idea of clothing like 'mind's 'pocket', and 'to wrap myself around' so we know her memories are warm and comforting, (like wearing a warm sweatshirt or a big coat). I love the way she writes that NZ is tucked away like you can tuck things in a pocket and keep them safe and find them later when you need to. We know that NZ is always in her heart. 😊 She uses the idea of a storm while she watches her clothes so you get the sense that she's feeling churned up inside, but thinking about NZ makes her feel better. 🌟</p>   |
| <p><b>Overall reflection</b></p>  | <p>The writer could have written a story about feeling homesick but instead she wrote about it as a poem. She doesn't say exactly what she feels- we have to infer everything. I think she really influenced my reactions by using powerful images and figurative language to connect to our emotions. Now I understand what it's like for her so far from her home. 😊</p>   |

## Reference

# Kelly - Student Writing Example 1

What the teacher noticed about Kelly's ability to use writing to think and organise for learning.

Kelly enjoys writing and likes writing down her ideas when it is a narrative.

Teacher: what do you like about writing?

Kelly: *I like to write about adventures and other exciting things.*

Teacher: What don't you like about writing?

Kelly: *I don't like report writing because it is boring.*

Kelly is able to follow instructions and is working on becoming more independent and is beginning to use simple frameworks that she has selected to clarify thinking for her Social Studies and Science work. During her inquiry she selected a graphic organiser for planning and organising her information for her inquiry writing. She recorded facts and relevant information from the reading text to answer her questions.

She is developing her understanding of generating and refining questions that are relevant to the writing purpose although needs support to summarise confidently.

She uses the internet as well as texts to gather and clarify ideas, choosing to use the 4 square plan and adding additional notes about what she has learnt.

Lately I have noticed that Kelly is making connections with the way author structures ideas in a non-fiction text when reading for information and uses the model to record details and facts. During a study of Antarctica Kelly has begun to experiment with another graphic organiser as evident in the way she has recorded the connections in the Antarctic food web.

Kelly actively seeks feedback about her writing. She is beginning to need less teacher support to reflect on the way she writes helps to clarify her thinking and extend her learning.



Inquiry writing  
May 2014

## Vincent Van Gogh

One of the most famous artists ever to have lived and completed many paintings was Vincent Van Gogh.



Vincent Van Gogh painted a piece of realistic art called starry night. Starry night was the first painting that Vincent Van Gogh ever painted out of his head. He put in eleven stars that occupied the dark night. He also put the moon in front of the gleaming sun with caused an eclipse. There was yellowish light that went across the wonderful painting, we don't know why but it brings more effect to the piece of art. Vincent painted eleven stars in the sky because he knew a story from the Bible about Joseph putting eleven stars in the sky.

The man of art had a medical problem where he heard voices in his head so he had to be sent to an asylum. He stayed in the asylum for one year. In the asylum he painted more than eight hundred pieces of art. He only painted what he could see out the windows of his room. Before Vincent went to the asylum his ear got partly cut off by his friend Paul Gauguin. Paul Gauguin was an artist and a sword fighter. Vincent's ear got cut off with a sword fight with him.



Asylum where Vincent Van Gogh stayed.

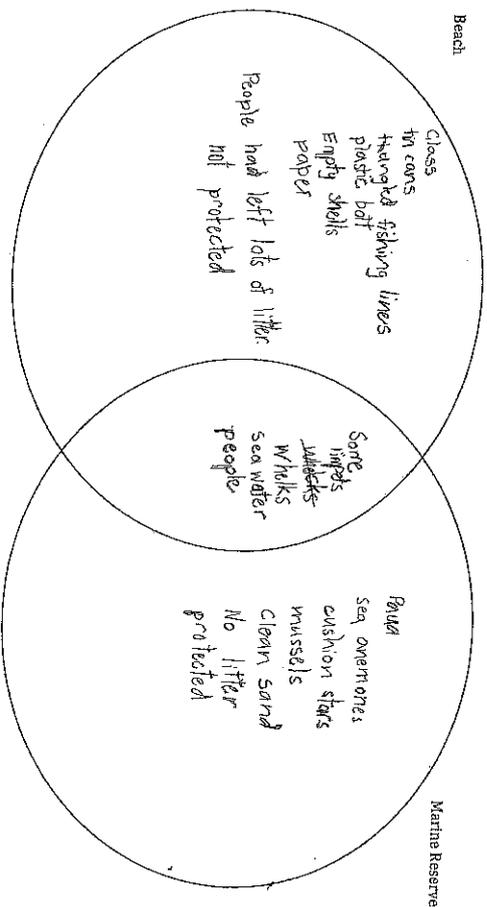
|   |  |
|---|--|
| <p>① Famous person<br/>Describe what he does</p>        | <p>② Interesting/ exciting things about the person</p>                 |
| <p>Summarise things I have learnt about this person</p> | <p>Vincent Van Gogh<br/>③ Medical problem<br/>Trouble - in a fight</p> |

Van gogh      One ear  
Painter      sword fight  
medical problem      800 pieces of art  
Starry night  
asylum

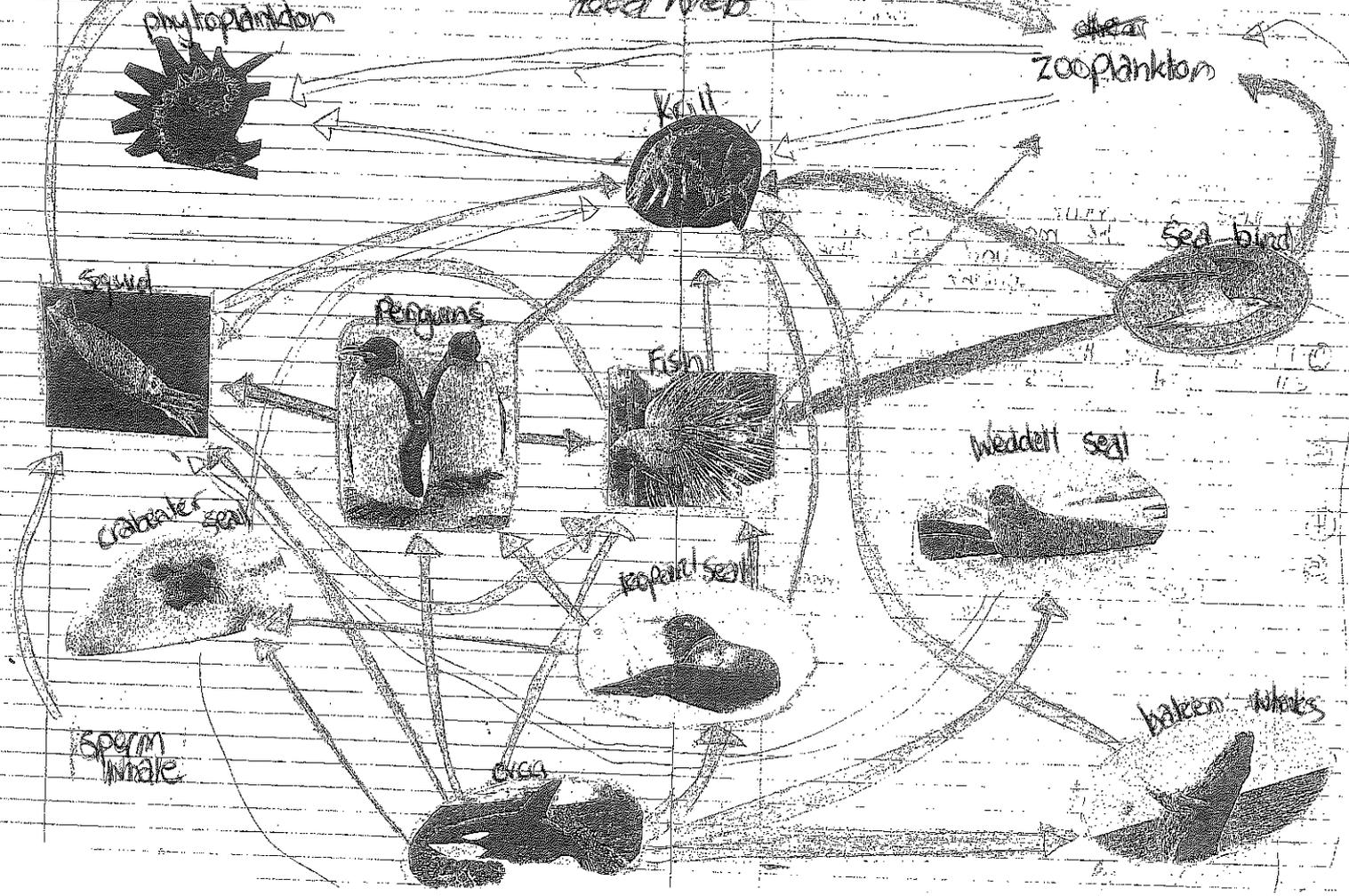
| Protecting our environment:<br>Marine Reserve | Strengths   | Challenges   | So what |
|---|---|--------------|---------|
| Activity                                      | explore<br>look   | take nothing |         |
| Creatures of the sea                          | net's sea turtles<br>SEA ANEMONES<br>MUSSELS<br>LIMpets<br>STARFISH<br>FLUNDER stingray |              |         |

| Protecting our Beach | Strengths  | Challenges                              | So what                            |
|----------------------|--|---|------------------------------------|
| Activity             | fish freedom to motor boats jet skis sail swim     | Look after the environment. clean water | Might not last for everyone        |
| Creatures of the sea | cat eyes periwinkles snails<br>spottles<br>seaweed | Empty part from shells                  | More creatures will disappear      |
| Risks,               | High risk of continue pollution                    | Free use of beach for fun.              | worker notices Police teach people |

Compare and contrast: What is the same and what is different?



# Sharing learning about connections in Antarctic food web



Journey to Antarctica  
 Before Reading Activities  
 In weeks 8 and 9 you are going to be reading a text called 'Journey to Antarctica'. Before reading, good readers activate their prior knowledge, predict and ask questions.

| Questions before reading   | Predictions   | My prior knowledge  |
|--|---|---|
| <p>Who wrote the story?<br/>                     How do they keep warm?<br/>                     How cold does it get?</p> | <p>Whats its like to live there<br/>                     What else is there<br/>                     Who lives in Antarctica<br/>                     How do people get there</p> | <p>Its cold very very cold<br/>                     it snows and there is ice &amp; water<br/>                     penguins and seals live there.</p> |

I learned that lots of people live in Antarctica.  
 The people get there by boat and plane  
 People keep warm by wearing warm special cloths  
 There are more animals in Antarctica than I knew about  
 M Hooper wrote the story about her travels

# Matua - Student Writing Example 2

What the teacher notices about Matua's ability to use writing to think and organise for learning.

Matua confidently generates his own frameworks to record, organise and integrate his ideas for learning. His response to oral and visual texts show that he is able to take notes and analyse the key ideas. It is also noticeable that he is able to generate and order questions in relation to this learning. His choice of headings basic facts, hero, inspirational leader, adventurer, Hero to record the key messages and the quote from Peter Blake Dare, Dream, Do that Matua records as meaning *"if you want something badly enough you just need to get on with it"* shows that he is able to reflect on what this means to him.

When asked to summarise an article about the zephyrometer that the teacher read to the group Matua created his own criteria of who, what when, where, why and how, for recording the relevant information in note form. He was able to use his notes to draft a plan and produced a written report.

Matua independently reflects on his maths learning in his journal. He generated a number of questions after a learning conversation that helped him to clarify his thinking and evaluate what was hard, what he needed to keep working on and what helped him with his learning.

Note taking from a video clip and reading text.

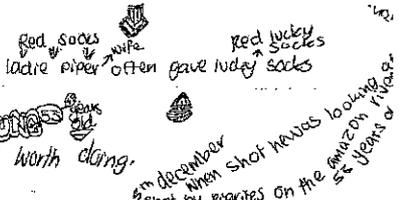
\*Sir Peter Blake\*

Friday 4th July 2014

Sir Peter Blake facts

My notes/facts

- 1. He's a hero
- 2. If it wasn't hard it's not worth doing.
- 3. Dare to dream
- 4. America cup
- 5. Red socks
- 6. Take big risks
- 7. Died



killed 2001  
 Born 1948 → 1st of October  
 Husband  
 Father  
 yachtsmen  
 Environmental list  
 Dare dream D.O.

Sir Peter Blake

Other new Zealanders

World famous utter.  
 red sock  
 dared to dream big.  
 Only 1 way to find out about your dream is to do it 100%  
 Achieved his dream

dare means take you out of your comfort zone.

kids can become a big thing just from a little thing.

Follow your heart and make it come true.

Compelled to help kids learn about the community.

taught the world about how to dream and make it come true.

- \*Inspirational leader
- \*Won with the red socks.
- \*Retired from sailing

7 years old when he started sailing

Wanted to make a difference because the pollution in the waters.

Went to the mall river to see the pollution but got shot by pirates and

Tuesday 1st July 2014

Manu Tututuku

Prior knowledge

- They fly in the sky
- Religions say the kites connect between the earth and the heavens.
- Manu tututuku means kites.
- lifted up by the wind. ✓ Good Pk

My questions

- When are Manu tututuku flown?
- Where are the Manu tututuku flown? Is there a certain place to fly them?
- Why are Manu tututuku flown?
- How are the Manu tututuku made?
- Who makes Manu tututuku?
- What does a Manu tututuku look like?
- What does a Manu tututuku have to do with Maori?

New piece of knowledge I have...

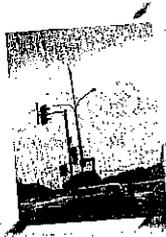
- Manu tututuku are rare.
- Made from illegal equipment. ✓
- Passed down from ancestors.
- Didn't last long because it's very fragile.
- Only 7 Manu tututuku are left in the world.
- Only 2 at the paper.

Friday 15<sup>th</sup> August 2014

Listen to the article that I read to you, take notes of the important information.

You are now going to create your own summary using key information and your own knowledge.

Think of an interesting headline.  
Don't forget to include who, what, where, when, why and how.



Important Information:

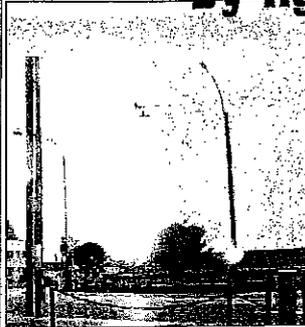
- Who: Phil Price
- What: ~~Thunder~~ lightning → Zephyrometer (Lightning bolt threads wind needle)
- Where: Near Wellington airport
- When: 14 August - Installed 2002
- Why:
  - How: Lightning and thunder-storm
  - Violent storm
  - Shook 100 of needle
  - Moved direction of wind
  - Phil Price - artist who made sculpture
  - Southerly coming up South Island

(Zephyrometer boom) Thursday 14 August the zephyrometer near Wellington airport has just been struck by lightning a big wave of lightning. Phil Price the artist of the sculpture had made that in 2002-2003. The southerly had been moving up the South Island and finally hit in late afternoon. Jason the newspaper reporter says that the lightning hit very hard and the wind detector may not be able to be used again. The violent storm caused pieces from the zephyrometer to scatter around the carpark. The zephyrometer can not be used any more and hopefully it will be replaced.

Headlines

The light switch got turned on  
Strike 10 pines go down but also the zephyrometer  
So fast but alot of damage left behind.  
Zephyrometer & torn to pieces by lightning.  
Phil Price

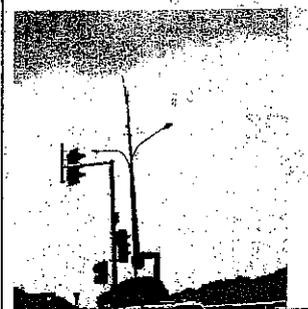
## Zephyrometer torn to pieces by lightning.



A light switch turned on the zephyrometer

On Thursday the 14th of August the zephyrometer near Wellington Airport has just been struck by a big wave of lightning. Phil Price, the artist of the sculpture, made this sculpture in 2002-2003.

A southerly had been moving up the South Island and finally hit in the late afternoon. Jason, A newspaper reporter says that "The lightning hit very hard and the wind detector may not be able to be used again." The violent storm caused pieces from the zephyrometer to scatter around the carpark.



Destroyed and unrepairable

The zephyrometer cannot be used anymore and hopefully it will be replaced.

Reported by

Tuesday 1st July 2014

Maths Journal  
Writing

Multiplication & division.

Which one do I find the hardest? Why?

I find division hard because I always get it mixed up with multiplication and then I forget how to work the division question out. I find it easy if I have a worked out division question next to me so I can look at it and see how its worked out and that.

Whats facts do I need to learn?  
How will I do this?

I need to work on my  $\div 0$  because I just get confused with my  $\times$  because I know  $3 \times 0 = 0$  and I was thinking that the division ones were the same. I will keep on working on the questions and get people at home to help me.

What tricks do I know?

I know that if its  $5 \times 2$  its 10 because I find my  $5 \times$  easy if its  $5 \times 4$  I change the question to  $10 \times 2 =$ .

I find my  $\times 10$  really easy because if its  $3 \times 10$  I know straight away its 30.

I know my  $\times 0$  its already 0.

# Angela - Student Reading Example 1

When the teacher was asked to describe what she knows about Angela's ability for making sense of text- reading critically , she said...

Angela is able to take the key messages from both fiction and non-fiction texts.

After the initial reading and listening to the audio of the fiction text 'Helpful' by Feanna Ti'akoi we had a group discussion to decide if the title of the story reflected what had happened in the story.

Teacher: So this story was called 'Helpful'. Do you think that is a good title for the book?

Angela: *Yeah it was a funny story.*

Peer: Yeah they didn't want to be helpful but they had to.

Teacher: Who was helpful in the story?

Angela: *I think Kele was really helping Grandad. But Vika was a little bit naughty because she tried to get out of it by tricking grandad but in the end Dad tricked her.*

Teacher: What do you mean by that?

Angela: *Well, she said she had to go help her friend do homework and Dad knew she didn't really want to help Grandad because she hates gardening even though she pretended to Grandad that she loved it. But then the friend rang up to say she couldn't come over because they had visitors, and Dad thought it was funny. He even made her help her friend the next day!*

When reading fiction texts she is starting to understand how the speech gives clues about how characters think and feel.

With the same text we used readers theatre and Angela had the role of Vika. As I watched the group prepare and present to the class I noticed that Angela was able to identify all her lines and delivered them with appropriate intonation.

She then completed the following speech and thought bubble task .She was independently able to isolate the correct speech for each character from the text and add appropriate thinking bubbles. This showed a good level of understanding of all characters in the story.

Name: Angela

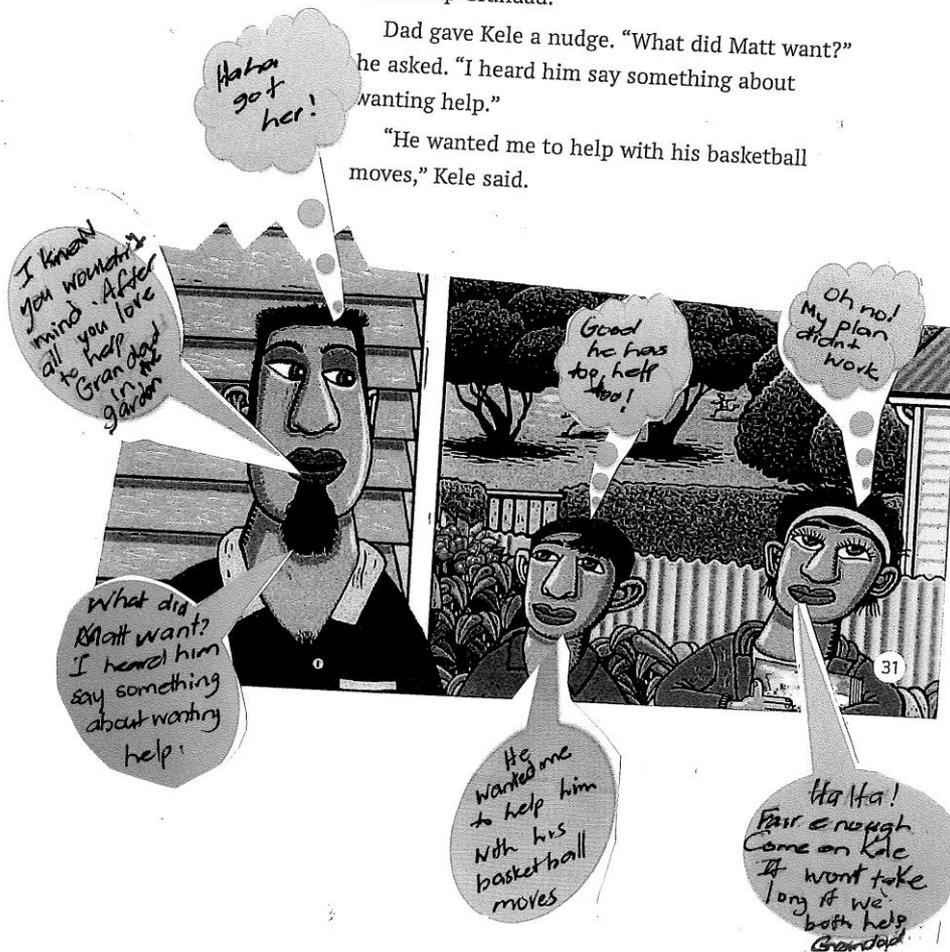
1. Add the speech bubbles to show what the characters are saying.
2. Add thinking bubbles to show what you think the characters are thinking.

Vika's mouth dropped open. She stared at Dad.  
"I knew you wouldn't mind," said Dad. "After all, you love to help Grandad in the garden!"

Vika rolled her eyes. Then she laughed.  
"Fair enough," she said. She put her book on the steps. "Come on, Kele. It won't take long if we both help Grandad."

Dad gave Kele a nudge. "What did Matt want?" he asked. "I heard him say something about wanting help."

"He wanted me to help with his basketball moves," Kele said.

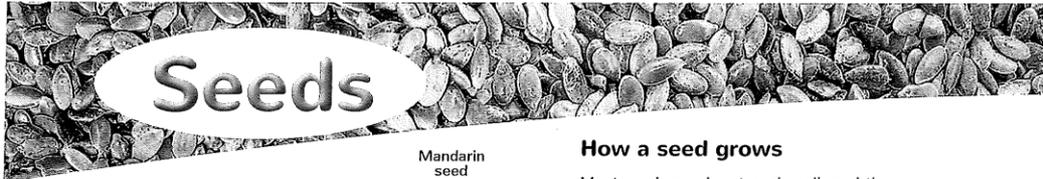


On non-fiction texts she is able to identify key messages and understand the purpose of the text. This is demonstrated in her response to the following independent task.

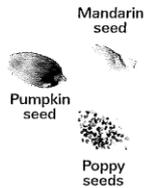
Name: Angela

What does this page tell us?

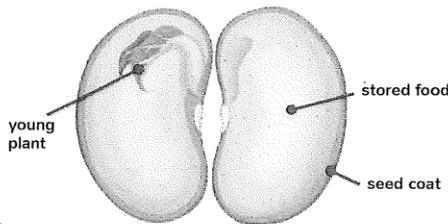
It tells us what seeds look like inside.  
It tells us how seeds start to grow.



Nearly all plants produce seeds. Seeds come in many shapes, colours, and sizes. They can look very different on the outside. However, on the inside, every seed contains a tiny plant, as well as food so that the plant can grow.



#### A seed cut in half

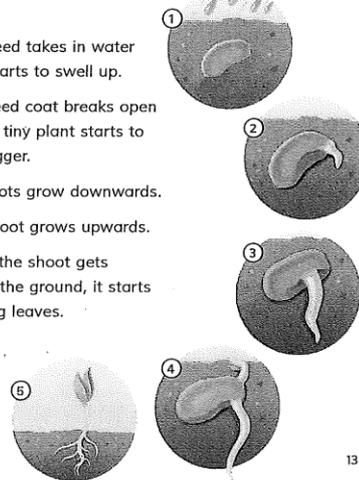


12

#### How a seed grows

Most seeds need water, air, soil, and the right temperature to **germinate** (start growing). When it has all these things:

1. The seed takes in water and starts to swell up.
2. The seed coat breaks open as the tiny plant starts to get bigger.
3. The roots grow downwards.
4. The shoot grows upwards.
5. When the shoot gets above the ground, it starts forming leaves.

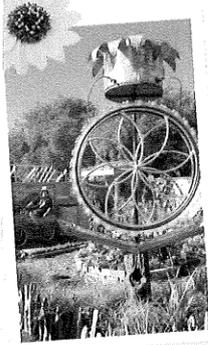


13

Is this information useful to you?

Yes now I know what will happen to the bean seeds we planted. First it will look like nothing is happening because the roots will be growing. Then we will see the seeds come up.

After being introduced to "Our Gifted Garden" by Bernadette Wilson during a guided reading session, she was able to complete the following independent tasks as response activities.



## Our Gifted Garden

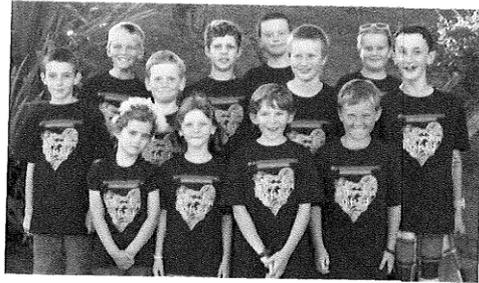
by Bernadette Wilson

Does your school have a garden? Our school does. In fact, our school entered a garden in the Ellerslie International Flower Show!

Like lots of New Zealand schools, Raumatī South School is an **Enviroschool**. Students in Enviroschools learn how to grow healthy plants and how to protect the environment for the future. Our school garden has won lots of awards for being **sustainable**. (That means the garden grows plants without harming the environment or using too much water or taking the goodness out of the soil.)

The Ellerslie International Flower Show began in Auckland in 1994, but it now takes place in Christchurch. Each year, garden designers set up their garden displays and thousands of people come to see them. There are prizes for the best gardens.

18



### Planning the garden

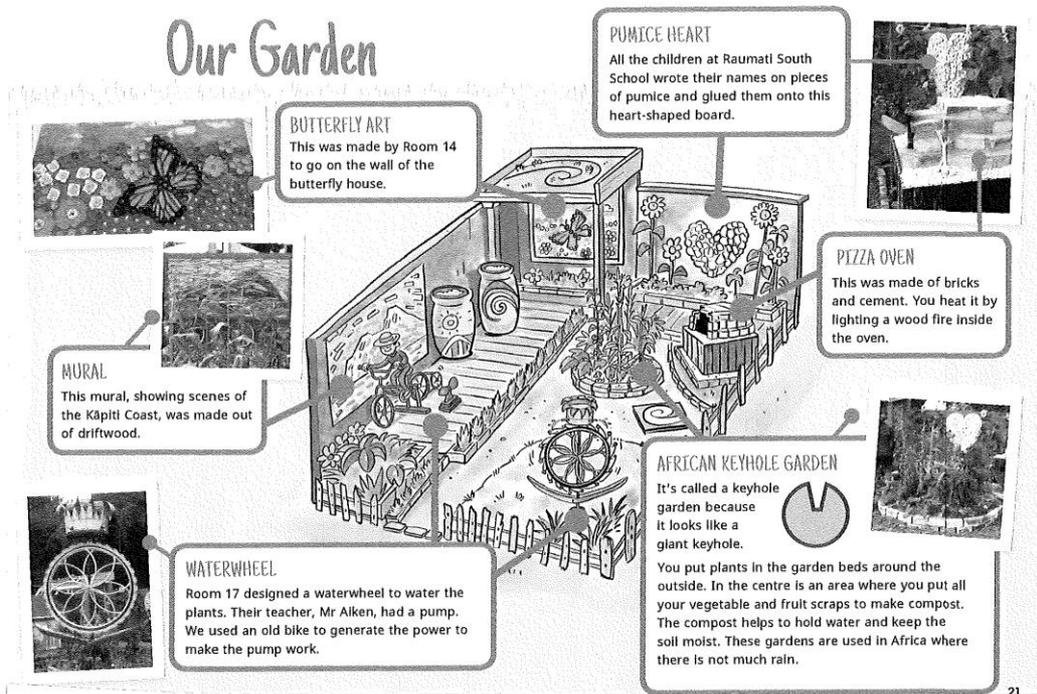
The students and teachers who plant and care for the garden are called the Go Green team. The flower show was going to be held in March, so we had six months to plan and prepare our garden. We wanted to make it really special. Mr Stewart and Mrs Turner helped us to design it. (They organise our Go Green team.)

The rules said that the garden had to be 6 metres long and 6 metres wide. We wanted to have vegetables, herbs, and fruit as well as other plants. We also wanted some New Zealand native plants so that we could have lizards and wētā. Every class came up with ideas for things they wanted to see.

Then we drew a plan of the garden.

19

Look at the plan ~~4~~,  
How have the Go Green team designed their garden so that it is sustainable?



I think the garden is sustainable because it has a butterfly house so the butterflies have somewhere to live. The African keyhole garden is also sustainable. There is a space to put food scraps that get turned into compost. The compost makes the soil better and keeps water better. Another sustainable thing is the bike you ride to make the waterwheel work. It is a very good sustainable garden and it won the award.

So you can see from this response Angela recognises the message the author is conveying and has been able to gain an understanding of sustainability from page 19 of the text and use that understanding to select the features from the related diagram on page 20. She could identify three features that she felt made the garden sustainable. She has provided the relevant factual details through describing three garden features as well as sharing her reasoning for selecting them. She has also used other information from the text to justify her own response.

Using a separate a separate article Angela was able to demonstrate her clarity of understanding by selecting the plants that related to the concept of sustainability she had identified in the preceding task. She has clearly understood the key message that is being conveyed in the Our Gifted Garden text.

## Helpful Trees and Plants

There are many helpful trees and plants in New Zealand. These are the ones that Nan uses in "Rongoā Māori".



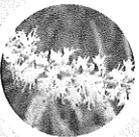
### **Kawakawa**

It's easy to spot kawakawa. This small tree has heart-shaped leaves that are often covered with caterpillar holes. In summer, it has orange, spikey flowers.



### **Pūriri**

This tree grows about 20 metres tall. It has bright red berries that are eaten mostly by native birds like kererū, kōkako, and tūi.



### **Koromiko**

The koromiko is a small shrub with tiny flowers that grow in bunches. The flowers smell sweet to attract butterflies and bees.



### **Harakeke**

Harakeke is also known as flax and has many important uses. As well as being a medicine, it is used for such things as clothing, mats, kete, ropes, and nets.

Response activity

I think the koromiko would be good to have near the butterfly house because the flowers smell sweet and attract butterflies and bees. Bees are good for the garden.

The Pūriri would also bring native birds to the garden so they have berries to eat. It is good for the environment.

# Ryan - Student Reading Example 2

When asked to describe Ryan's ability for making sense of text- reading critically the teacher says:

During our recent social sciences unit which focussed on how people participate individually and collectively in response to community challenges, which we explored through the context of the world wars, Ryan was provided with a range of texts from the school journal and online.

He was asked to respond to any text that he found interesting. We described interesting as a text where you discovered something new and surprising.

Ryan wrote the following response. In this response he clearly shows that he recognises the way the author has positioned him as a reader. He describes how he responded to the text and identifies the language and content used by the reader that positioned him as a reader. He can even label the technique used by the author after we discussed this in a group discussion.

He also offers his own point of view and briefly discusses the point of view in light of information gained from other texts he has read.

## Reading Response - The Children's War

This was an interesting article, it had a <sup>intriguing</sup> surprising title The Children's War. The author <sup>Jack Phillips</sup> tells us about how the First World War was shared with the children of that time.

The article presented a lot of new information. I really had to think about what the author was saying in some parts. Sometimes it felt like he was saying one thing but really meant something else. I now know that technique is called irony and authors can use it to make a comment on an idea.

We are provided with lots of evidence about how the Government controlled information for children to encourage them to think positively about the war. In 1917 the Govt weren't sure when the war would end and wanted to <sup>make</sup> ensure there would be more soldiers in the future.

Back then the school journal was used to provide children with positive stories and articles about ~~heroes~~. You could tell the author Jack didn't approve.. Some of the language he used gave it away: eg

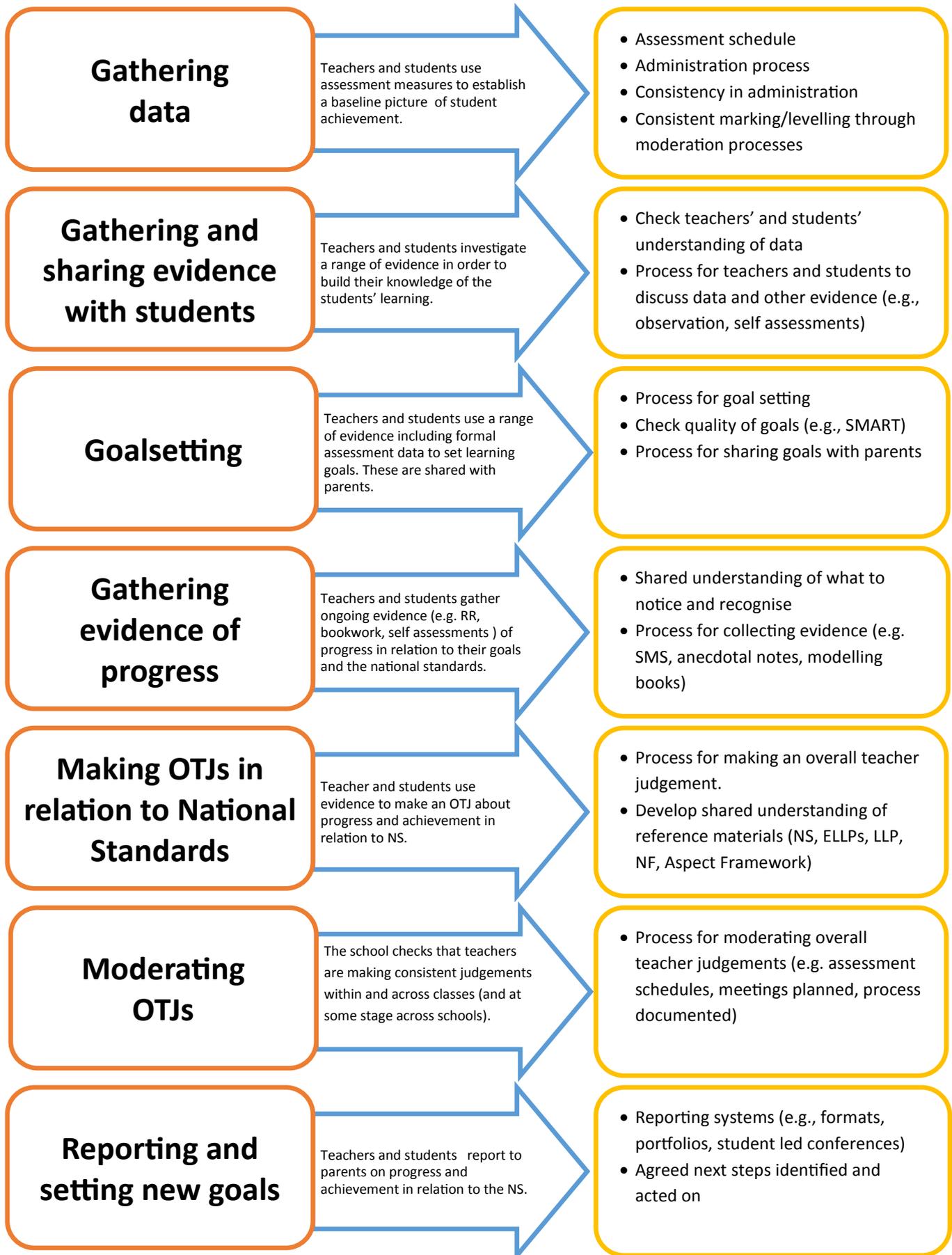
Between 1914 and 1918, the Journal contained a lot of material about the war - with one catch; it avoided the unpleasant truth about soldiers' experiences. Instead, the war was given a positive spin, with stories of heroism & success.

With one catch, instead, given a positive spin. These words and phrases suggest that the author doesn't agree with their Government's actions and neither do I.

...../...../.....

Back then people still identified with the Empire. so you can kind of understand why they did it but I still don't agree with it. ~~We don't~~ As a country we don't feel that way now. It was very unfair to cover up all the terrible things that were happening to our soldiers in the war especially when lots of the things that happened were a result of bad planning. The children and others in the country did not get a true picture of the war. They didn't know how horrible it really was.

# Assessment Systems, Practices and Processes



## Do we have to use those terms?

<http://assessment.tki.org.nz/Reporting-to-parents-whanau/Examples-and-templates/Reporting-for-students-below-NS>

Below is an example of comments for a student working below National Standard. **Note that the words *below standard* are not used in the report.**

A graph showing David's progress is not included here. Schools will use their judgment about including a graph for students working below National Standard, keeping in mind Principle 5 on the enhancement of student, parent and whānau motivation. ([Link to the Reporting Principles here.](#))

### Teacher Comment On Achievement In Reading

#### Summary

*David has learnt to work out most words as he is reading, and to recall and discuss texts at orange level. He can monitor and self correct his reading at this level but not when the texts get harder. David and I are working together to bring him up to the expected standard for his year, which is the next text level, turquoise. David's efforts are being supported by four hours of small group tutoring in reading each week with a focus on strategies to help him read Turquoise texts.*

*With this support, and yours at home, we expect David to be successful at gold level by the end of Year 3 (the expected standard for his year).*

#### Next learning steps in reading

*David and I will concentrate on using his knowledge about the sounds letters make to solve unfamiliar words, and work out the meaning of more complex words quickly, so that he can more easily grasp the meaning of what he reads. We have decided his best way to do this is through looking for common patterns in unknown words and re-reading the text to gather more information. We will be checking David's progress regularly to ensure he maintains this progress.*

#### What you can do at home

*David could build on his skills by reading aloud regularly at home, and talking to you about what he is reading. Reading more complex stories to him will help him to grow the number of words he understands, as well as his understanding of how sentences are put together. Encourage his questions and talk about the books you share. We want David to understand and think deeply about the ideas in the books he reads, not just about the words. Making this fun will help him keep enjoying reading.*

[Look on these web pages](#) for more tips on how you can support David at home.

#### Annotation

Comment starts positively with what David has learnt to do.

The report is clear David is working below standard, and by how much. It doesn't use the words 'below standard'.

The teacher shows she shares the responsibility for lifting David's achievement level. The additional tutoring is described as supportive of his efforts. The language reflects shared responsibility. The gaps in his learning are described, along with a specific strategy to close those gaps.

#### Annotation

The language is positive, e.g. "build on his skills". Advice for parents is clear and in plain language.

## Supporting Teachers to make Overall Teacher Judgments – Principles of Reporting

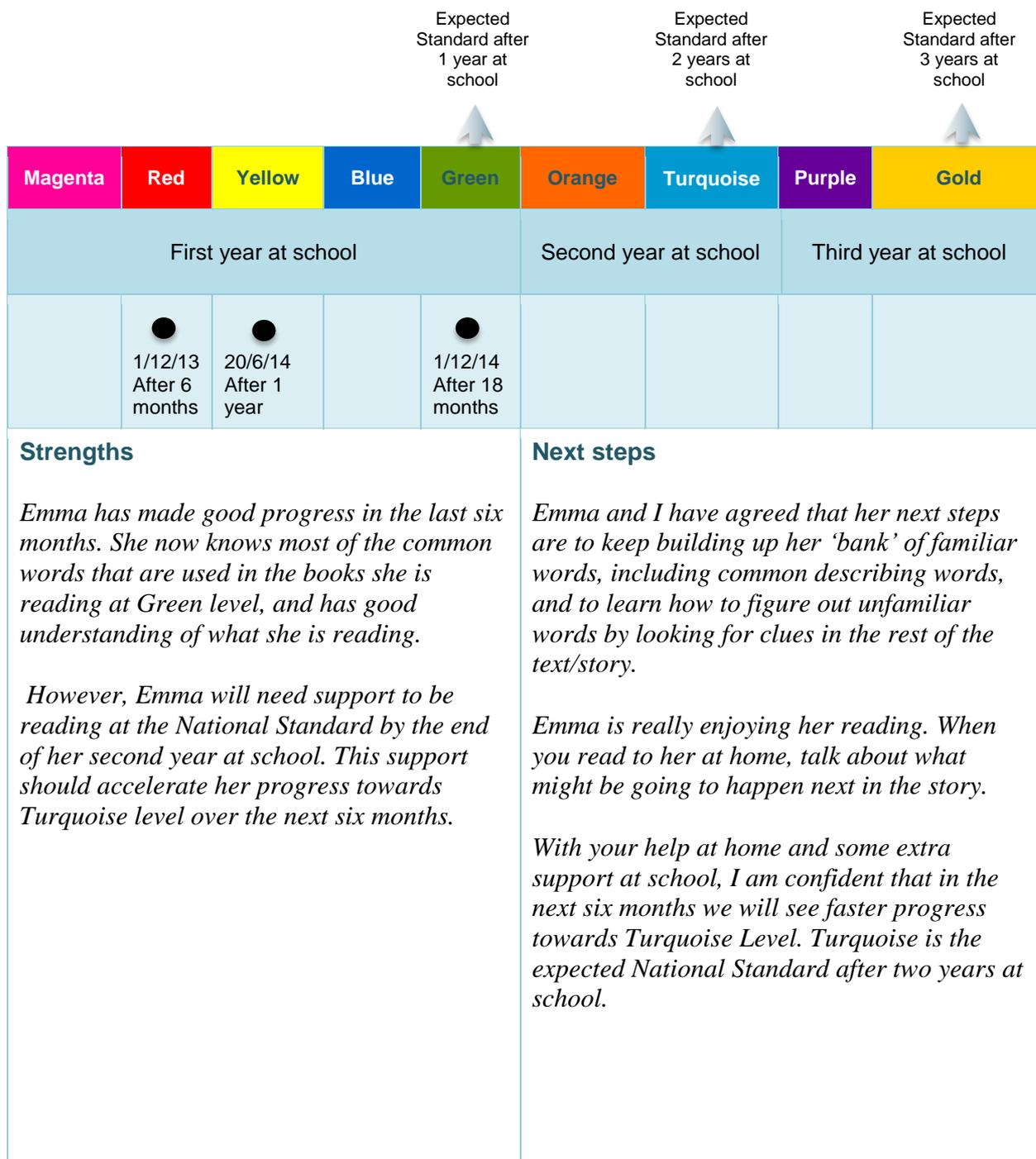
| The principle and what it means  | What could this look like?   | What parts of this do we do effectively? | What do we need to do, review or explore? |
|--|--|--|---|
| <p><b>1. Be reciprocal (ako) – This is:</b><br/>Meaningful information sharing between teacher, student and parents/ whānau where:</p> <ul style="list-style-type: none"> <li>• Parents/whānau have the opportunity to share their knowledge, expectations and aspirations</li> <li>• Teachers use the exchanges to build on their knowledge of the student’s identity, language, culture, interests and talents</li> <li>• The student knows that the teacher understands and respects who they are.</li> </ul> | <p><b>In practice this could mean:</b></p> <ul style="list-style-type: none"> <li>• Considering opportunities for parents/whānau sharing time e.g. hui and fono</li> <li>• Student involvement in reporting e.g. student reflections on their learning</li> <li>• Building the concept of partnership for supporting our learners</li> </ul> |  |   |
| <p><b>2. Involve and benefit students - This is:</b></p> <ul style="list-style-type: none"> <li>• When students have the opportunities to discuss, clarify, and reflect on their goals, strategies and progress with their teachers and their parents.</li> <li>• Benefitting students by clarifying what they know and can do and what they still need to learn.</li> </ul>   | <p><b>In practice this could mean:</b></p> <ul style="list-style-type: none"> <li>• Student led or three way conferencing</li> <li>• Reflective students comments</li> <li>• Students’ clarity about their learning goals and next steps.</li> </ul>   |  |   |

| The principle and what it means   | What could this look like?   | What parts of this do we do effectively? | What do we need to do, review or explore? |
|---|--|--|---|
| <p><b>3. Enhance student, parent, whānau motivation and engagement - This is:</b></p> <ul style="list-style-type: none"> <li>enabling each and every child to celebrate their progress towards their learning goals.</li> <li>Reporting in a way that motivates every student to fully engage in learning.</li> </ul>   | <p><b>In practice this could mean:</b></p> <ul style="list-style-type: none"> <li>Not using terms such as 'Below' and 'Well below' but still being clear of the student's position</li> <li>Positive statements on what the student has learnt to do</li> <li>The sharing of specific strategies being used to improve his/her learning.</li> </ul>  |  |   |
| <p><b>4. Be clear to parents – This is:</b></p> <ul style="list-style-type: none"> <li>Using language and terms that parents/ whānau can easily understand. This includes reducing/eliminating multiple assessment scales e.g. stanine, numeracy stage, sublevel scores.</li> <li>Parents and whānau being confident about interacting with teachers</li> <li>Parents and whānau understanding where their child is at, what progress they have made and where they need to go next.</li> </ul> | <p><b>In practice this could mean:</b></p> <ul style="list-style-type: none"> <li>Schools regularly inquiring into and evaluating the effectiveness of their information-sharing processes.</li> <li>Modifying processes and practices as a result of listening to parents' and students' views.</li> <li>Being aware of educational jargon that parents may not understand. Either explain or eliminate.</li> </ul> |  |   |
| <p><b>5. Focus on foundational learning areas – This is:</b></p> <ul style="list-style-type: none"> <li>providing clear information about student progress and achievement in literacy, numeracy, key competencies and 'learning-to-learn' skills.</li> </ul>   | <p><b>In practice this could mean:</b></p> <ul style="list-style-type: none"> <li>A greater area dedicated to these components of written reports</li> <li>Students sharing learning goals in these areas</li> <li>Sharing what learning goals and skills have been developed in integrated curriculum areas.</li> </ul>   |  |   |

| The principle and what it means  | What could this look like?   | What parts of this do we do effectively? | What do we need to do, review or explore? |
|--|--|--|---|
| <p><b>6. Include valid information across the breadth of the curriculum – This is:</b></p> <ul style="list-style-type: none"> <li>• Sharing learning that has taken place across multiple learning areas</li> <li>• Acknowledging the breadth of our New Zealand curriculum</li> </ul>     | <p><b>In practice this could mean:</b></p> <ul style="list-style-type: none"> <li>• Taking into account cross curricula activities that required the application of literacy and numeracy skills</li> <li>• Focussing on sharing information across multiple learning areas</li> <li>• Using learning stories or similar to share the learning that has occurred in the integrated curriculum</li> <li>• Using student voice</li> <li>• Using digital solutions by capturing learning through images, video or audio.</li> </ul> |  |   |
| <p><b>7. Utilise technologies to enhance information sharing – This is</b></p> <ul style="list-style-type: none"> <li>• Finding digital solutions that improve the reciprocal process of sharing information</li> <li>• Using technology to make student progress more visible.</li> </ul> | <p><b>In practice this could mean:</b></p> <ul style="list-style-type: none"> <li>• Video, audio or images</li> <li>• Class blogs or wikis</li> <li>• e-portfolios</li> <li>• Parent portals</li> <li>• Reflections recorded digitally</li> </ul>  |  |   |

# Example 1 Report – Emma - Reading

In the first three years of school reading progress and achievement can be reported using the colour wheel on the back of the *Ready to Read* series as this is linked to both the curriculum and National Standards.



## Key



Your child's achievement

| KEY COMPETENCIES:                 | COMMENT   |
|-----------------------------------|---|
| Managing Self                     | George is learning to take increased responsibility for his own learning. He is working hard to maintain his focus especially in small group work. Active listening in whole class discussions is important, as this will enable him to develop his own understanding.<br>George enjoys working with his friends and happily engages with students and adults. He is able to express his thoughts and feelings clearly.<br>He needs to develop strategies that will enable him to problem solve in a variety of tasks and situations.<br>With support he is starting to become aware of his next steps and goals. |
| Relating to Others                |   |
| Participating & Contributing      |   |
| Thinking                          |   |
| Using language, symbols and texts |   |

Teacher: \_\_\_\_\_

Team Leader: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: 22 July 2013

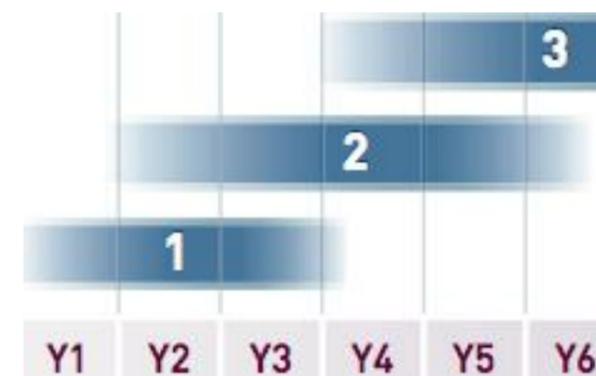


# Rainbow Primary School 2013

## July Report Year Six / Room 2

**Student:** George Ardiles

This is a report on the student's progress or achievement towards the National Standard for pupils in Reading, Writing and Mathematics. This report also outlines the student's achievement in the other Curriculum areas. This achievement is according to the New Zealand Curriculum levels as shown by the chart below:



In our school each subject receives an effort grade. The effort grade key is:

**E** Excellent  
**S** Satisfactory

**VG** Very Good  
**IN** Inconsistent

| READING:   | EFFORT: | VG |
|--|---------|----|
| <p><b>Achievement in relation to National Standard</b><br/>Based on current progress, George is unlikely to meet the national standard that is expected at the end of year 6. However he continues to make notable progress.</p> <ul style="list-style-type: none"> <li>• George is well supported with his reading at home.</li> <li>• He recognises the need to read regularly and enjoys talking about the books he has read.</li> <li>• He is able to sequence and retell in order stories and events.</li> <li>• He works hard to use word patterns to help him to read tricky words.</li> <li>• He uses pictures clues to try and help him to understand what different words mean.</li> </ul> |         |    |
| <p><b>Next Learning Steps</b><br/>George now needs to:</p> <ol style="list-style-type: none"> <li>1. Apply these skills consistently when reading across the curriculum. He will benefit from reading simple non-fiction (information) books regularly at home too.</li> <li>2. Develop his comprehension skills so that he can more successfully select important information that is needed when answering written questions about what he has read.</li> </ol>  |         |    |

| MATHEMATICS:  | EFFORT: | S |
|---|---------|---|
| <p><b>Achievement in relation to National Standard</b><br/>Based on current progress, George is unlikely to meet the national standard that is expected at the end of year 6. However he continues to make notable progress and has benefited from peer support in mathematics. He is:</p> <ul style="list-style-type: none"> <li>• Working hard to learn basic facts that will help him to find pairs of numbers that make a ten. E.g. <math>6 + 4 = 10</math> so <math>16 + 4 = 20</math>.</li> <li>• Using counting on or back, from the biggest number, to solve simple problems such as <math>8 + 9 = 17</math> and <math>24 - 7 = 17</math>.</li> <li>• Skip counting in groups of 5 and ten e.g. 5, 10, 15, 20 25, 30 etc.</li> <li>• Solving problems linked to geometry and measurement with support.</li> </ul> |         |   |
| <p><b>Next Learning Steps</b><br/>George now needs to:</p> <ol style="list-style-type: none"> <li>1. Learn the pairs of numbers that make 100 as well as the timetables for x2, x5, x10, x3, and x4.</li> <li>2. Develop strategies other than counting on to help him add and subtract with greater success. E.g. Splitting numbers into their values such as <math>13 + 25 = 10 + 20 = 30</math> and <math>3 + 5 = 8</math> so <math>30 + 8 = 38</math>.</li> </ol>   |         |   |

| WRITING:   | EFFORT: | VG |
|--|---------|----|
| <p><b>Achievement in relation to National Standard</b><br/>Based on current progress, George is unlikely to meet the national standard that is expected at the end of year 6. However he continues to make notable progress. He is able to:</p> <ul style="list-style-type: none"> <li>• Write for enjoyment on a given topic (although the ideas are sometimes unrelated)</li> <li>• Use basic punctuation such as full stops and capital letters for the start of sentences and for people's names.</li> <li>• Extend his sentences by joining two ideas together with words such as 'but', 'so' and 'because'.</li> <li>• Use interesting adjectives and verbs to interest his audience.</li> </ul> |         |    |
| <p><b>Next Learning Steps</b><br/>George now needs to:</p> <ol style="list-style-type: none"> <li>1. Increase his use of punctuation to question, exclamation and speech marks as well as commas to separate parts of a sentence.</li> <li>2. Recognise the different features of different types of writing so that he can apply these with greater success. e.g. present tense for non-fiction, use of headings, a clear introduction and conclusion related to the topic, words to show a sequence such as 'first', 'then', 'after a while', 'finally'.</li> </ol>  |         |    |

| NZ CURRICULUM AREAS  | EXPECTATION    |     |           |
|--|----------------|-----|-----------|
|  | Below          | At  | Above     |
| <b>TOPIC: (Science, Technology, Social Studies)</b>              | <b>Effort:</b> |     | <b>S</b>  |
| Understands main ideas of topic studies                          | ✓              |     |           |
| Gathers information from different sources                       | ✓              |     |           |
| Discusses ideas and findings                                     | ✓              |     |           |
| Applies thinking strategies                                      | ✓              |     |           |
| <b>PHYSICAL EDUCATION AND HEALTH:</b>                            | <b>Effort:</b> |     | <b>S</b>  |
| Participates in regular physical education                       | ✓              |     |           |
| Shows awareness of health issues                                 | ✓              |     |           |
| <b>THE ARTS:</b>   | <b>Effort:</b> |     | <b>VG</b> |
| Participates in music activities                                 |                | ✓   |           |
| Participates in drama activities                                 |                | N/A |           |
| Explores movement in dance                                       | ✓              |     |           |
| Explores a variety of ideas, techniques and media in visual arts |                | ✓   |           |

## Supporting Teachers to make Overall Teacher Judgments – taking today’s learning back into your school

| Areas to Discuss at school Level  | Current Situation<br><i>‘Our Hunches’</i>  | Possible actions to explore our systems/processes in this area   | Desired Outcome  |
|---|--|--|--|
| <b>Example</b><br>Do we have a shared understanding of the reference materials used to make decisions, including definition of terms? | <b>Example</b><br>We use a range of reference materials <ul style="list-style-type: none"> <li>• NZC, Literacy progressions, NS, Illustrations on Literacy on-line</li> </ul> However, we are not sure that teachers link this material. We think they see them in isolation. Teachers possibly do not understand the link between the wording in the standard and the reference material eg. Think, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum. | <b>Example</b><br>Have a couple of sessions, using all these documents, to make the connections and highlight the common principles and language that is common to them all. | <b>Example</b><br>Teachers will be able to make the connections between these documents, their classroom programmes and the OTJs that they make. This will ultimately result in an increase teacher’s confidence in making OTJs and the dependability of them. |
| 1.  |  |  |  |
| 2.  |  |  |  |
| 3.  |  |  |  |



*Nāu te rourou, nāku te rourou, ka ora ai te iwi.  
With your basket and my basket, we will feed the people*



*Nāu te rourou, nāku te rourou, ka ora ai te iwi.  
With your basket and my basket, we will feed the people*

## References and links

### Moderation

Moderation on TKI - <http://assessment.tki.org.nz/Moderation>

Illustrations and the National Standards modules - <http://nzmaths.co.nz/ns-modules/>

Mitchell, K., & Poskitt, J. (2010. How do teachers make overall teacher judgement (OTJs) and how are they supported to make sound and accurate OTJs?) - <http://assessment.tki.org.nz/Research-and-readings/National-Standards>

### Progress and Consistency Tool

Introducing the PaCT and getting started - <http://www.pactinfo.education.govt.nz/>

Welcome to the Progress and Consistency Tool (PaCT) - <http://assessment.tki.org.nz/Progress-and-Consistency-Tool>

### Reporting to parents and whanau

TKI Reporting to parents and whanau - <http://assessment.tki.org.nz/Reporting-to-parents-whanau>

### National Standards

Maths poster - <http://nzmaths.co.nz/nzc-and-standards>

Reading poster -

[http://nzcurriculum.tki.org.nz/content/download/7801/111265/file/NZC%20Reading%20Standards\\_Poster\\_MOE.pdf](http://nzcurriculum.tki.org.nz/content/download/7801/111265/file/NZC%20Reading%20Standards_Poster_MOE.pdf)

Writing poster -

[http://nzcurriculum.tki.org.nz/content/download/7800/111262/file/NZC%20Writing%20Standards\\_Poster\\_MOE.pdf](http://nzcurriculum.tki.org.nz/content/download/7800/111262/file/NZC%20Writing%20Standards_Poster_MOE.pdf)

Definitions of student achievement

<http://assessment.tki.org.nz/Overall-teacher-judgment/Definitions-of-achievement>

Clarification about National Standards

<http://assessment.tki.org.nz/Reporting-to-parents-whanau/Clarifications-about-National-Standards>