

Supporting Teachers to make Overall Teacher Judgments

Series Two

Term Three

2015

Participant booklet



*Consortium for
Professional
Learning*



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Standards-Referenced, Criterion-Referenced, Norm-Referenced: Explaining the difference.

Excerpts taken from the above document - <http://assessment.tki.org.nz/Overall-teacher-judgment/NS-policy-documents>

The implementation of National Standards in New Zealand, unlike standards-based reform in other jurisdictions, emphasises the importance of teacher professional judgments, assessment for learning principles and practice, and the importance of information sharing to support student learning.

In order to explain achievement and progress in the NZC National Standards context, it is important to understand the distinction between standards-referenced assessment, criterion-referenced assessment and norm-referenced assessment.

The NZC National Standards

The standards describe the literacy and numeracy knowledge, skills and understanding needed by year 1-8 students if they are to fully access, and meet the demands of, The New Zealand Curriculum across all learning areas. Like the NZC achievement objectives, the standards are broad descriptions of expected achievement. They provide a nationally consistent guide to illustrate what students should be aiming for, or beyond, as they move through years 1-8 of their schooling. However, the standards are more specifically and definitively linked to a period of time (after one / two / or three years at school) or year level (end of year 4 / 5 / 6 / 7 / or 8), than the achievement objectives. As such, the NZC National Standards, provide a more time-specific guide yet remain very broad indicators like the achievement objectives from which they are derived.

The standards are deliberately broad. They *are not* intended to be used as a test or a check-list. Each standard encompasses a number of skill and knowledge components. No one tool, task, activity, learning conversation or observation will be able to fully provide the information needed across all dimensions of each standard. Also, no one assessment can ever unequivocally provide a complete and accurate picture about a student's achievement. For this reason, evidence of achievement and progress should be drawn from a range of sources including: observation of students, learning conversations with students and their parents as well as more formal assessment tools and activities. Furthermore, as the NZC National Standards are concerned with reading, writing and mathematics skills needed across the curriculum, it is appropriate that evidence be collected across all learning areas.

Assessment in relation to National Standards is standards-referenced. Overall teacher judgments, and the consequent reporting to students and their parents about achievement and progress in relation to the National Standards, reflect 'on balance' standards-referenced judgments.

Standards-Referenced Assessment

Standards-referenced assessment utilises broad descriptors of expected achievement as reference points in relation to which professional judgments about progress and achievement are made. These broad descriptions are supported by annotated examples to guide professional judgment. Evidence is drawn from a range of sources, formal and informal, and a professional judgment made.

Because the NZC National Standards are broad descriptors of expectation, it is likely that there will be some variation in level of achievement across the range of skills, knowledge and understanding expected by any given standard. The professional judgements teachers make about progress and achievement in relation to a standard are, therefore, overall teacher judgments about whether the student is 'on balance' achieving 'at' the standard or somewhere above or below the standard. This 'on-balance' judgment takes into account a range of information both tacit and explicit:

- tacit knowledge - internalised information embedded in personal experience (personal knowledge and insight) accumulated in the context of every day activity, observation, conversation, interaction and association with others (students, parents, colleagues ...)



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- assessment tools/tasks/activities – evidence produced from the appropriate and purposeful (sensitive and tailored to context) use of resources, including specifically structures observations and conversations, to inquire into specific aspects of learning,

and considers this in relation to:

- standards – broad descriptors of where student achievement needs to be at specific stages of schooling in order to fully access and meet the demands of the National Curriculum,

guided by:

- exemplars – examples, criteria or illustrations to show in a concrete way what different levels of achievement look like

Criterion-Referenced and Norm-Referenced Assessments

Assessment resources which contribute information to an overall teacher judgment may include *criterion-referenced* or *norm-referenced tools*, tasks, and activities. These will have been designed and used to purposefully, and appropriately, inquire into specific aspects of learning and, therefore, have a narrower focus than the broader National Standard in relation to which they are contributing information.

A *criterion-based assessment* is designed to judge the quality of a student's work against benchmarks of expected performance in relation to a specific competency or body of knowledge appropriate to the student, without the need to compare students. That is, an individual student either has the skills, knowledge and understandings being assessed or not.

A *norm-referenced assessment* is one that has been designed to determine the position of an individual relative to others in a population, with respect to the skills, knowledge and understanding being measured. The assessment is based on what the average student of a given age can do. It allows teachers to compare a student with others in the class or with others in the country.



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Ready to Read Series Review Information

Information accessed from - <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series/Ready-to-Read/Ready-to-Read-in-literacy-programmes/Ready-to-Read-review-webinar>

Review webinar

In 2014, The Ready to Read series underwent a robust review to ensure its continuing effectiveness in supporting children to build a strong foundation in literacy in their early years at school. Previous communications to the sector (see list below) conveyed some key messages about changes to the series, such as, having one level and fewer books at Magenta, using instructional texts for guided reading (rather than texts that have already been used for shared reading), and clarifying the gradient of difficulty to better support the development of a reading processing system. [Curriculum Update 28](#), published in the Education Gazette on 8 September (volume 93, Number 16) describes the outcomes of the review in more detail. A flyer listing all texts relevelled as a result of the review process was sent to schools during September 2014. See [links below](#)

A webinar which fully explains the changes is available online. You can view it here - [RtR webinar](#)



Why was there a review?

Ready to Read (and the Junior Journal) need to clearly reflect and support the expected outcomes of the National Standards and the literacy learning progressions for after 1, 2, and 3 years at school. The materials need to provide appropriate challenges that will help students develop a self-extending reading processing system and to respond to and think critically about texts. Ongoing review of the series is important to ensure that series is current and that the materials provide these learning opportunities.

What are the changes at Red and at Magenta?

A significant outcome of the review has been a decision to make Magenta one level instead of two. There has been a lot of concern about the length of time some students were spending at Magenta and Red. In some cases students were still there after a year at school. A lot of the understandings about text that students need to develop at this early stage can be developed in other ways before introducing guided reading.

In the Literacy Learning Progressions on page 10, it states that students begin reading Magenta from their first day of school but in line with the new changes, this statement is no longer accurate and now should read that students should experience instructional reading (which includes reading to students, shared reading etc) from day one but not guided reading using Magenta texts.

In order for guided reading to be effective, students need to have developed understandings about reading and print. There are many other approaches that will help build these understandings before students start guided reading at Magenta. It is also important to note that texts from other series, labelled at Magenta, may not have the same characteristics as Ready to Read Magenta and may not support the reading outcomes described on LLP page 10.

Will the criteria for each guided reading level be made available to teachers?

Probably not, in all its detail, as there is a lot of information to include but do remember that the TSMs for every text describe the key text characteristics in relation to the corresponding national standard.

See also [Criteria for Colour Wheel levels](#)



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Does a guided reading level accuracy rate at 90-95% enable children to develop a reading processing system? Are children able to read a text largely by themselves if they encounter one in 10 words as difficult?

Yes, this has been identified by Marie Clay as the optimal level for instruction using instructional texts so there's enough stretch and challenge but it's not too hard.

Do we need a stronger focus on making connections with children's existing schema, or lived lives and experiences to enable them to make meaning from text rather than reading words of the page with little meaning making?

In regard to Ready to Read this is actually very strong focus. Drawing on prior knowledge is a vital part of developing a self-extending reading processing system. Making connections to students' own lives has always been a primary focus for Ready to Read texts both before and after the review. This is strongly reflected in the TSM for every text.

Can you please clarify teaching practice for shared reading and guided reading in the first 3 years of school?

Both approaches have the same intended outcomes, independence in reading and enjoyment in reading. In shared reading the teacher reads an enlarged text with a group of students revisiting the text several times. The teacher controls the reading of the text with the students joining in as they feel confident. After multiple readings the students are able to read the small text, or the big book, by themselves. So they move from shared to independent.

In guided reading working with their teacher in a small group, the students read an instructional text, after the teacher has provided a rich introduction. Over the years the practice of guided reading appears to have shifted to a very high level of teacher intervention, with the teacher closely directing the lesson, having students read only one or two pages at a time, all students reading at the same time, and often in unison.

Guided reading should be the students reading the whole text mostly by themselves without constant chunking of the text by the teacher. As they read, the teacher observes and listens in to students, providing as much support as required. The aim is not just to get the student through the book but to provide maximum opportunities to problem solve and develop as readers. In order to do this readers need to be continually problem solving on increasingly difficult texts gaining control over the processes that lead to independent successful reading.

This will only work if the students

- *are ready for guided reading*
- *have developed understandings about print*
- *are given material at an appropriate level of challenge*
- *have been given an appropriate introduction to the text*

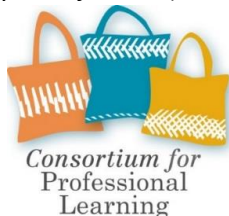
Introducing the text is clearly outlined in the TSM for the new texts.

How do you prompt for development and use of comprehension strategies during reading at higher levels if you are not stopping for discussion/chunking the text during reading?

Sometimes it will be appropriate to stop at various points during the first reading, however we are suggesting that the first reading is as uninterrupted as possible so that students get the opportunity to read it for themselves. Ultimately this is what independent readers need to be able to do. The first reading of an instructional text is the only opportunity that students get to truly apply their own reading processing system. The RtR and JJ texts are designed for multiple readings, so the second reading (straight after the first one) may be the time when you want to stop, discuss, draw out ideas and build comprehension.

Why are the new Shared Books not levelled on the colour wheel or with a curriculum level?

The [Nov 2011 Gazette](#) featured an excellent article about shared reading and we encourage you to go back to it for more information. Shared texts contain memorable language and literary content that is above the level that the student can initially access by themselves. Shared texts are not linked to levels at all, allowing flexibility for teachers to choose how and when to use them. Several of the shared texts are very appropriate from the first day at school. During the first two years of school (or below Purple on the colour wheel), non-fiction or information texts are mostly



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introduced to students through the shared reading approach. Shared texts continue to be accompanied by small books for students to read independently after multiple readings of the big book with the teacher.

Why have some books changed levels?

One of the outcomes of the Ready to Read review was greater clarity about the text criteria and the gradient of difficulty. Some texts changed a complete colour level and these books were reprinted and sent to schools in December 2013 and September 2014. An example of the thinking behind the releveling of *No, Skipper* is provided in the webinar.

Is there somewhere where I can get a list of the books that have changed levels?

There was [a full list in the September flyer](#) sent to schools and it's also online. The overall gradient of difficulty across the series will make sense over time as more books are published and gaps are filled.

How have the TSM changed?

TSM are no longer sent to schools in print, they are only available online.

Some key changes have been made to the 2014 TSM that reflect the ideas about guided reading, such as emphasising the need for a careful, robust introduction, and then having the students reading the texts largely by themselves. The section that used to be called "Reading the text" is now called "Monitoring the reading" and provides a lot of support about how teachers can notice and respond to what individual students are actually doing, including examples of teacher prompts. The TSM for the new texts are online now.

Clarification of the reading approaches (reflected in Teacher Support materials)

1. Introducing a text (modelling ways of making sense of text)

- Clarifying the context and setting
- Helping students to make connections to their own experiences
- Browsing through some or all of the illustrations, discussing the unfolding story, encouraging inference and prediction
- Drawing out or feeding in key words and phrases

2. The first reading

- Observe closely as the students read the text quietly to themselves, noting their use of letter information, their ability to read high-frequency words and to read groups of words together in phrases as well as any instances of self-monitoring and self-correction. Provide support for individual students as necessary

3. Monitoring

- If a student makes an error without noticing a problem, wait until the end of the sentence or page before intervening, unless they stop reading. Waiting gives them an opportunity to notice the error and fix it themselves.
- Use appropriate prompts to draw their attention to the error.

4. Rereading and discussing the text

- When the students have finished reading, remind them of the reading purpose. What happened? Retell the story in pairs.
- Encourage students to think critically: Why did Katie decide to feed Greedy cat? Is he hungry or is he greedy?
- Have students reread the text, with frequent stops for discussion. You could use this rereading to draw attention to text features relevant to the colour wheel strategies.

5. After reading

- Task should arise from monitoring of the students' needs during the lesson and should provide purposeful practice and reinforcement.
- Where possible, make links to other reading texts, including texts generated from language experience and shared reading, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

Are there any plans to provide the questions from the TSM in an assessment layout for teachers to use the Ready to Read texts as an assessment tool?

There are no plans as yet but it is certainly something to consider. Please note that the Ministry is currently reviewing the Ready to Read teacher support materials (TSM) in light of the 2013/14 series review.

Where do I find copies of previous communications about the Ready to Read review?

- [Ready to Read review webinar](#)
- [Ready to Read 50th Birthday flyer](#) (December 2013)
- [Ready to Read turns 50](#) (February 2014)
- [Curriculum Update 28](#) (8 September 2014)
- [Ready to Read Update August 2014 \(PDF 2MB\)](#)

Further reading to support the webinars:

- [Teacher support materials](#) (guided reading texts)
- [Teacher support materials](#) (shared reading texts)
- [The Literacy Learning Progressions](#)



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The Aspect Framework

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



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

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.



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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.

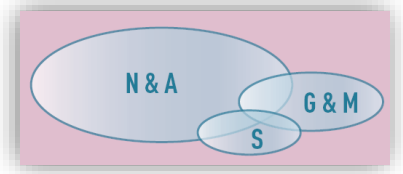
Expert writers know how to effectively achieve these purposes. They choose appropriate structures and features, and control the language they use in order to make the maximum impact on their audience.



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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



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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.

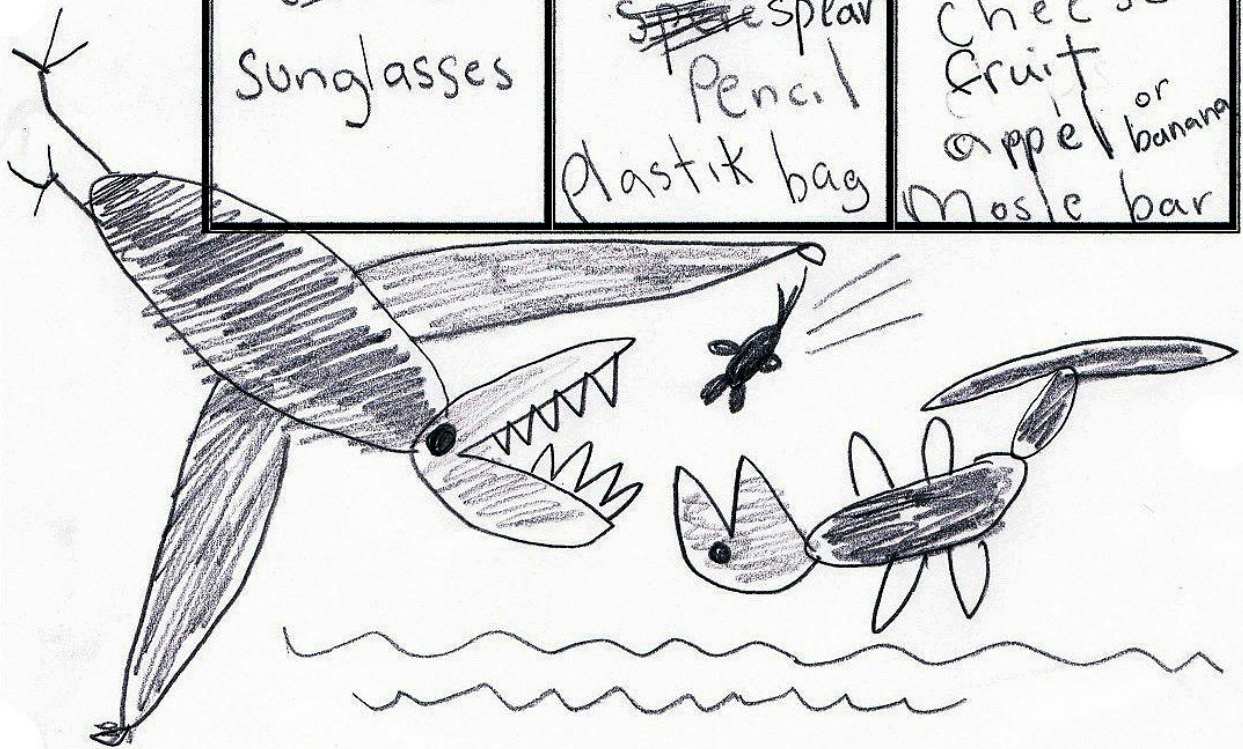
Task: List

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	3 3
Extra sweater	rain Coat	Sanwiches !!
Jacket Jacket	extra dot	Snaks -
Sunglasses	spere spear	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.

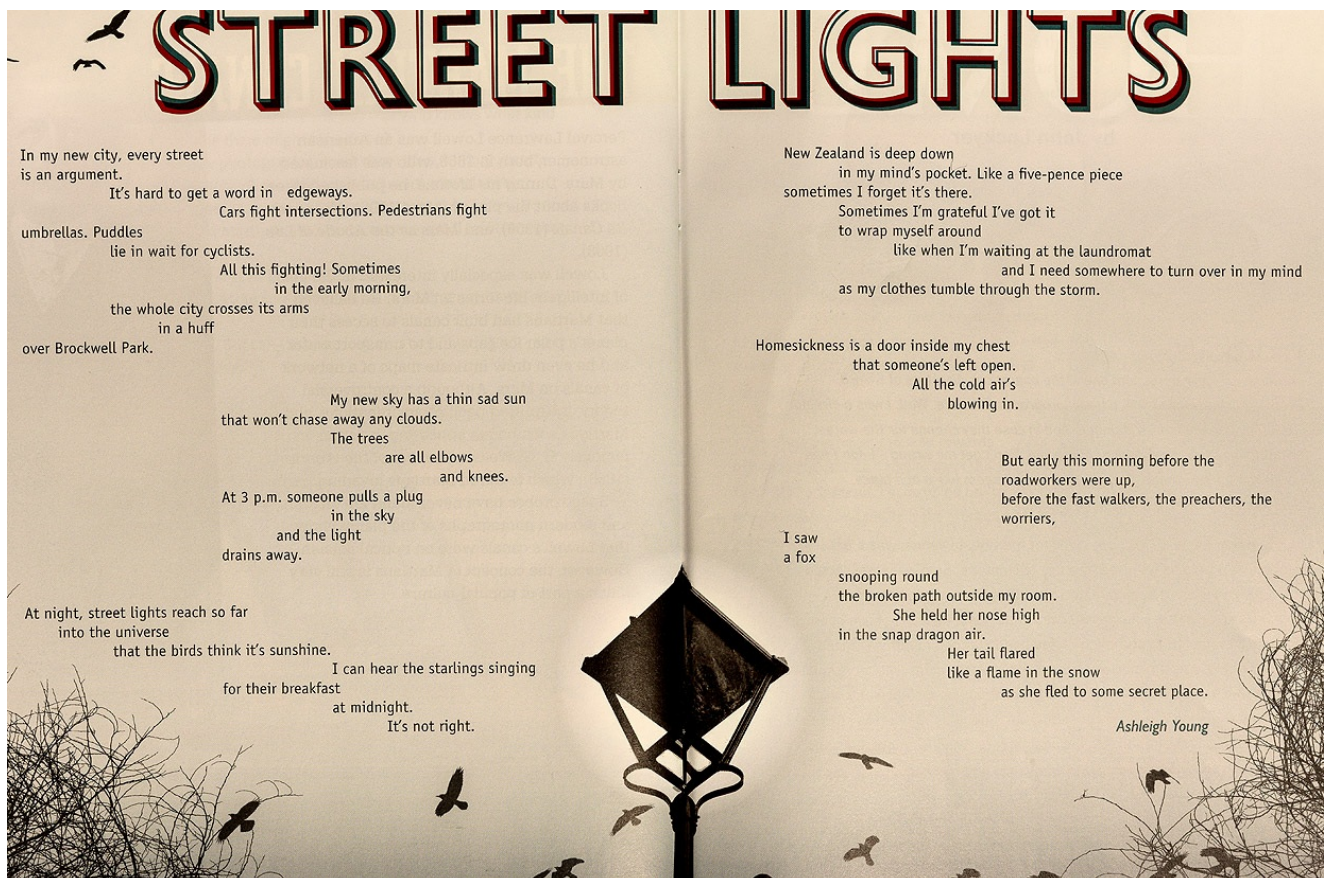
Kendra's analysis demonstrates that she is very aware of how the author has **positioned** the reader by connecting to the reader's emotions through careful use of specific **language features**.

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>Overall reflection</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

Young, Ashleigh. 2011. "Street Lights". *School Journal*, Level 4, October. Wellington: Learning Media for the Ministry of Education, page

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

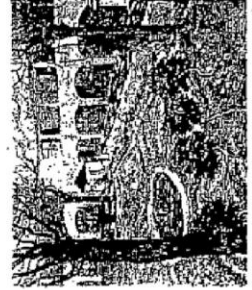
Vincent Van Gogh

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.

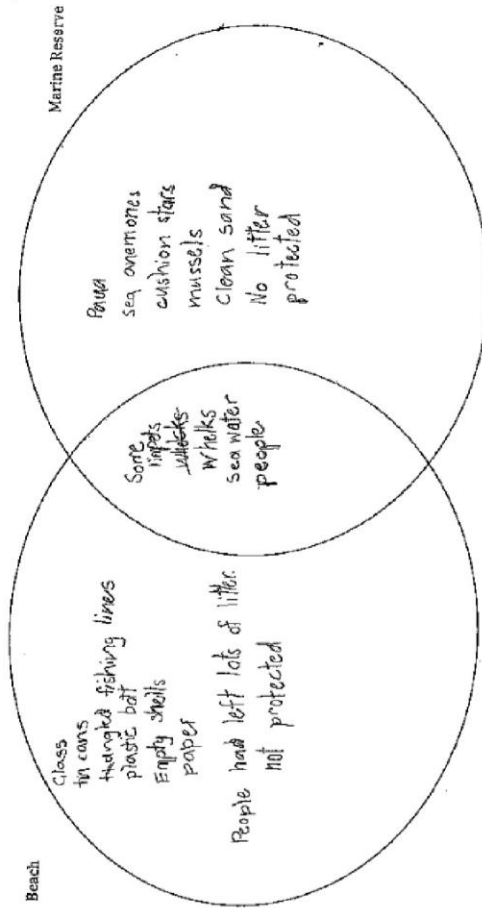
<p>1) Famous person Describe what he does</p>	<p>2) Interesting, exciting things about the person</p> <p>3) Medical problem Trouble - in a fight.</p>
<p>Summarise things I have learnt about this person</p>	<p>Starry night asylum 800 pieces of art.</p>

Van gogh One ear
Painter sword fight
medical problem 800 pieces of art.

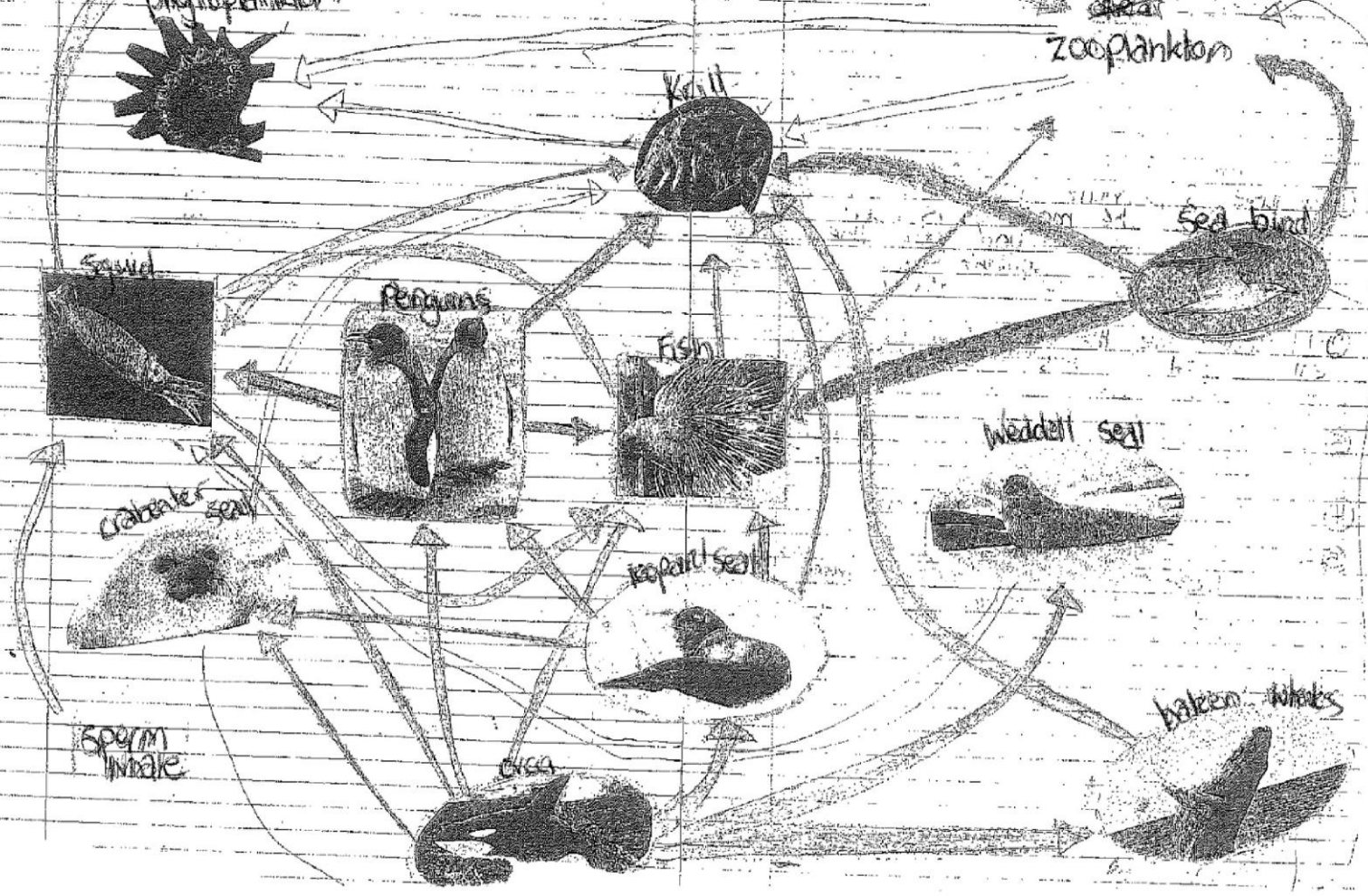
Protecting our environment Marine Reserve	Strengths	Challenges	So what
Activity	Explore look	Take nothing	
Creatures of the sea	Wet's sea turtles sea anemones mussels limpets flounder stingray		

Protecting our Beach	Strengths	Challenges	So what
Activity	fish motor boats jet skis swim sail	look after the environment. clean water	Might not last for everyone
Creatures of the sea	cat eyes periwinkles spotties starfish seaneta	Empty part ^{part} shells	More creatures will disappear
Risks	High risk of continue pollution	Free use of beach for fun.	make 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.

My prior knowledge	<p>It's cold very very cold it snows and there is ice & water Penguins and seals live there</p>
Predictions	<p>Whats its like to live there What else is there Who lives in antarctica How people get there</p>
Questions before reading	<p>Who wrote the story? How do they keep warm? How cold does it get?</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

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

Sir Peter Blake

World famous yachtsman
Red socks
Dared to dream big.

Only 1 way to find out about your dream. It's to do it. NO.

Achieved his dream

Compelled to help kids learn about the community.

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

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

good socks
leave extra often gave away socks
red lucky socks
shot by pirates on the 52 years on the water

2001
Born 1948
Husband
Father
Environmentalist

Dare dream

Other new zealanders

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.

Inspirational leader

born with the red socks.
received from sailing.

7 years old when he started sailing

Went to the mall river to see the Alushton but got shot in the mantes and

Tuesday 1st July 2014

Manu Tokohua

Prior knowledge

- they fly in the sky.
- Religions say the skies connect between the earth and the heavens.
- Manu Tokohua means kites.
- lifted up by the wind. ✓ Good Pt

My questions

- When are Manu Tokohua flown?
- Where are the Manu Tokohua flown? ✓
- Why are Manu Tokohua flown?
- Who are the Manu Tokohua made?
- What makes Manu Tokohua?
- What does a Manu Tokohua look like?
- What does a Manu Tokohua have to do with modernity?

Now piece of knowledge I have...

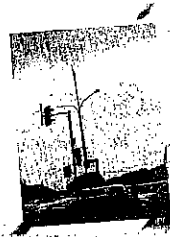
- Manu Tokohua are race
- Made from light equipment.
- Passed down from generations.
- Didn't last long because it's very fragile about 1 min.
- Only 7 Manu Tokohua are left in the world.

Friday 15th 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:

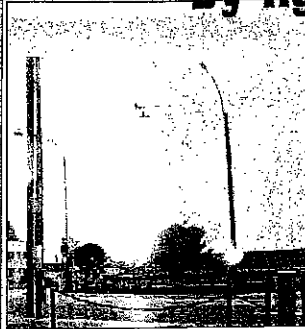
- Who: Phil Price
- What: ~~zephyrometer~~ Thunder lightning → Zephyrometer (Lightning bolt threads wind needle)
- Where: Near Wellington airport
- When: 14 August - Installed 2002
- Why:
- How: Lightning and thunder-storm
- Violent storm
- Shook 100 of needle
- Moved direction of wind
- Phil Price -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

(zephyrometer) 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.
Final decision

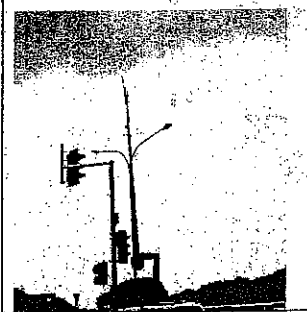
Zephyrometer torn to pieces by lightning.



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

I find my $\times 10$ really easy because if its 3×10 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

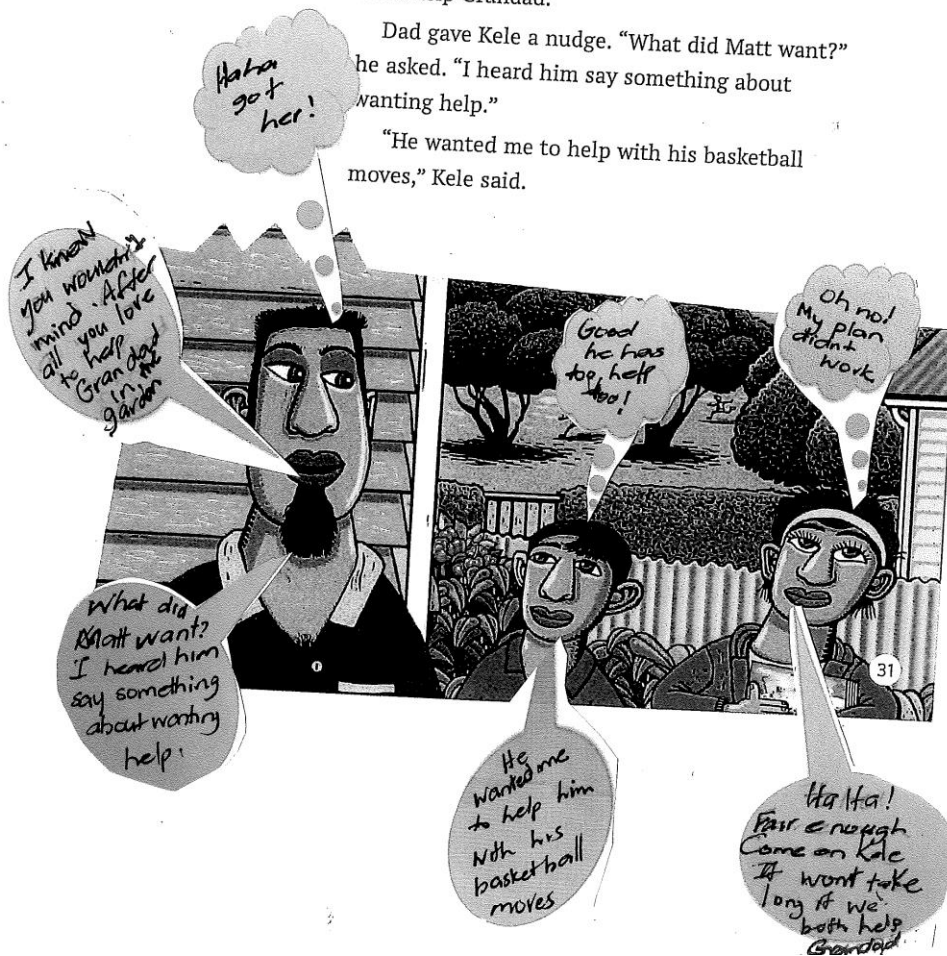
1. Add the speech bubbles to show what the characters are saying.
2. Add thinking bubbles to show what you think the characters are thinking.

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.

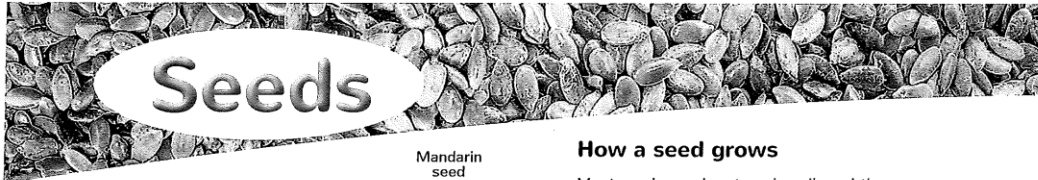


On non-fiction texts she is able to identify key messages and understand the purpose of the text. This is demonstrated in her response to the following independent task.

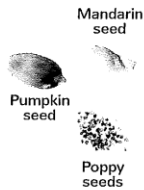
Name: Angela

What does this page tell us?

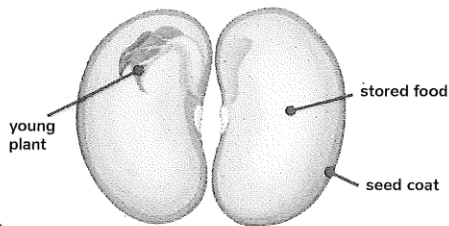
It tells us what seeds look like inside.
It tells us how seeds start to grow.



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.



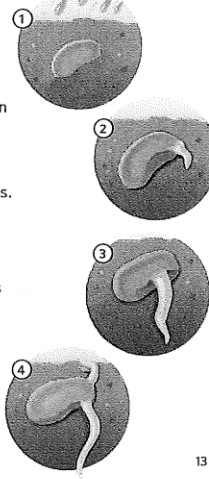
A seed cut in half



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.



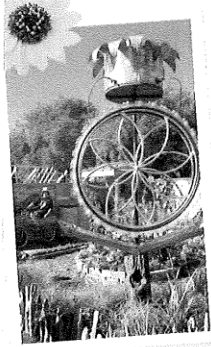
12

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

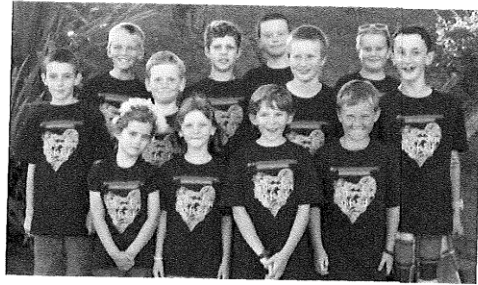
by Bernadette Wilson

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

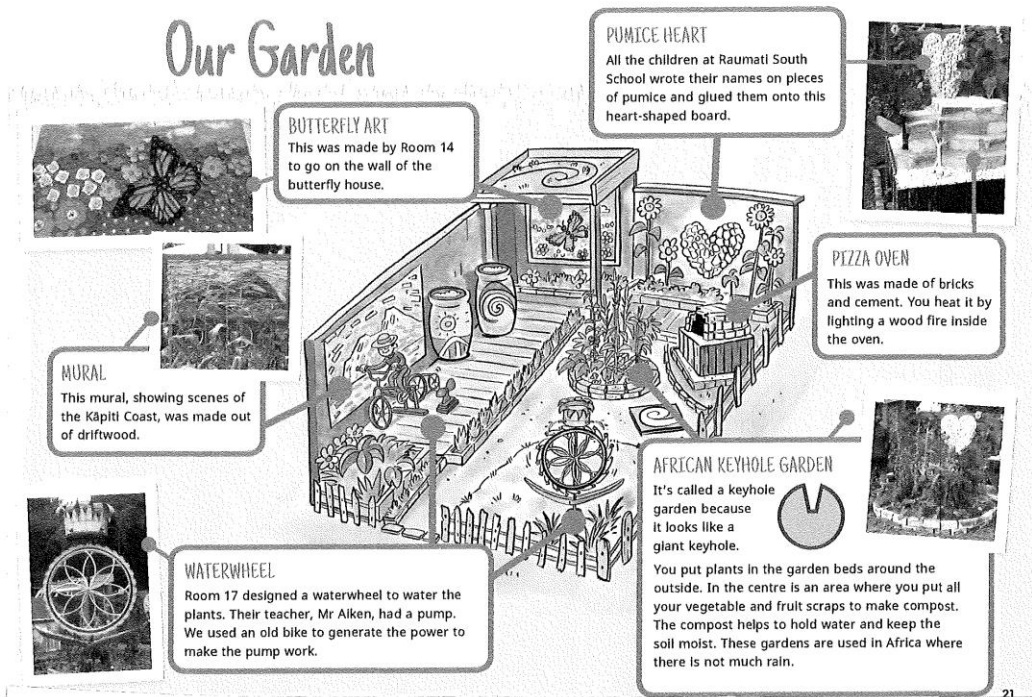
The students and teachers who plant and care for the garden are called the Go Green team. The flower show was going to be held in March, so we had six months to plan and prepare our garden. We wanted to make it really special. Mr Stewart and Mrs Turner helped us to design it. (They organise our Go Green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



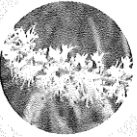
Kawakawa

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 Childrens War

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

The article presented a lots 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 a 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 ^{make} 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

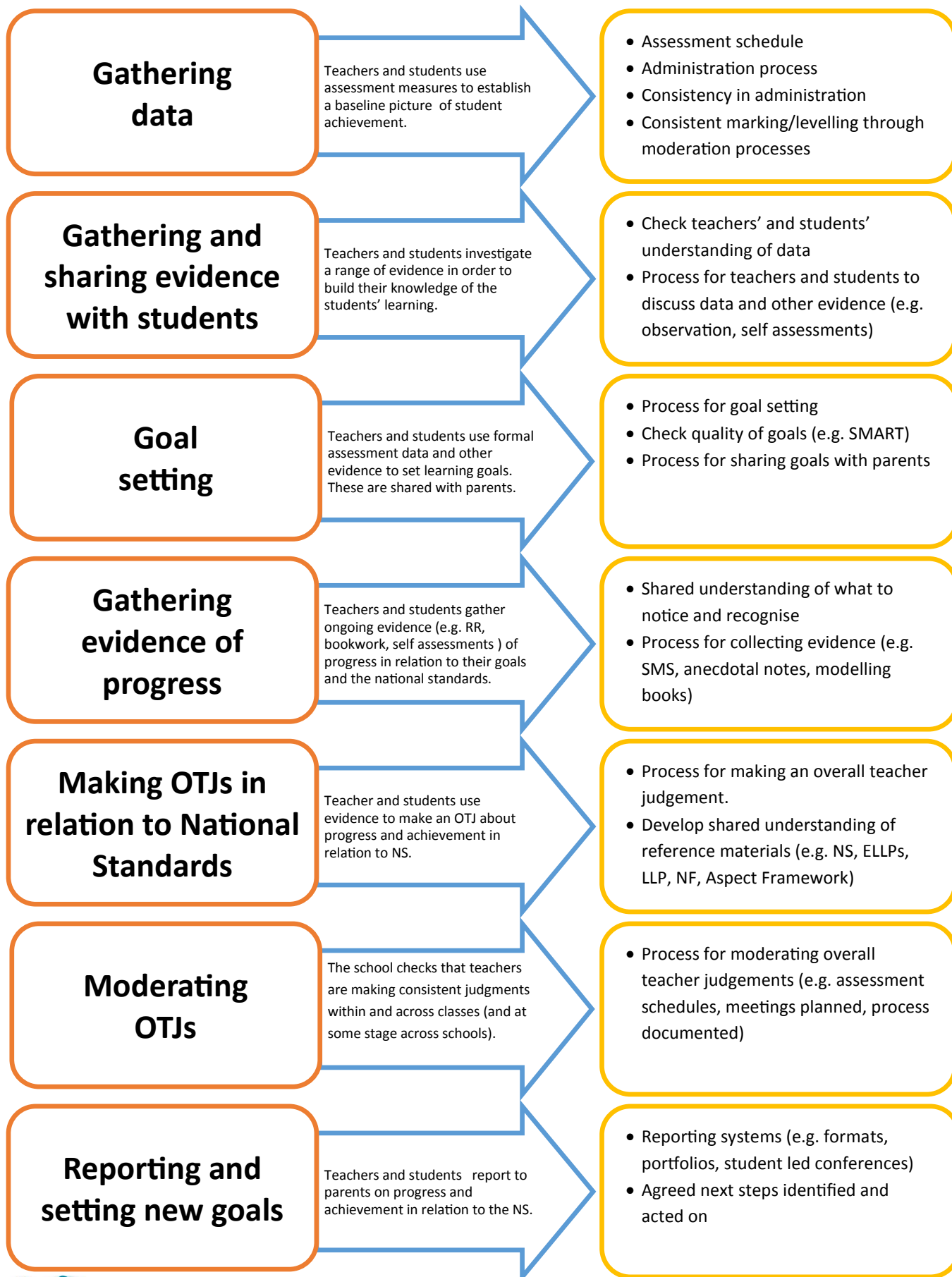
Between 1914 and 1918, the Journal contained a lot of material about the war - with one catch; it avoided the unpleasant truth about soldiers experiences. Instead, the war was given a positive spin, with stories of heroism & success.

With one catch, instead, given a positive spin. These words and phrases suggest that the author doesn't agree with their Governments 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



Clarifications about National Standards

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

In the table below are a number of common misunderstandings about National Standards and clarifications for each of them.

Misunderstandings	Clarification
<p>Misunderstanding</p> <p><i>Standards-based assessment is the same as criterion-referenced assessment.</i></p>	<ul style="list-style-type: none"> • Standards-referenced assessment shows what a student can do in relation to descriptions of expected achievement supported by exemplars. Teachers' judgments are about the important aspects that students need to bring together to achieve the standard. It entails making one judgment across a number of aspects of learning. • Criterion-referenced assessment shows what students can or can't do in relation to a specific list of tasks or skills. Teachers' judgments are about whether the student has achieved each individual skill or task. It entails making several judgments against a checklist.
<p>Misunderstanding</p> <p><i>Expectations should align to current norms.</i></p>	<ul style="list-style-type: none"> • Setting expectations at current norms would mean that we don't expect achievement to get any better than it is now. If expectations were set at current norms we would need to be sure that the demands of living in our society and economy were not changing. • Norm-referenced assessment shows how students are achieving compared with a statistical sample of others of an equivalent group at a given point in time. • Standards-referenced assessments show how students are achieving compared to an expected level of achievement regardless of where the achievements of others sit.
<p>Misunderstanding</p> <p><i>Judgments should be made against school-defined standards.</i></p>	<ul style="list-style-type: none"> • Parents are entitled to know that the standards that their child's school sets are as high as the standards at other schools. • Schools and teachers need to know that their judgments align with other teachers and schools.
<p>Misunderstanding</p> <p><i>The terms At, Above, Below and Well Below must be used for reporting to parents. This means some schools are using the terms Below and Well Below on reports even when teachers judge that these terms are likely to demotivate the child and/or their parents and whānau.</i></p>	<ul style="list-style-type: none"> • The intention of National Standards policy is to provide a means of informing improvement through the formative use of standards-referenced assessment. It is not intended as a means of sorting and labelling, either at the classroom or the school level. The only place these terms are required to be used is in whole-school level reporting to assist Boards of Trustees to make informed resourcing decisions. • For reporting to parents, families and whānau, schools do not have to use the <i>At, Above, Below and Well Below</i> scale. Schools may choose to report student achievement in relation to National Standards by identifying the year standard which is the best fit for that student's achievement. There are a number of approaches which may be taken, but the student's achievement in relation to National Standards must be conveyed clearly. • Written reports should be personalised when necessary to ensure ongoing success and motivation to learn, and finer grained progressions within standards, for example, the ELL progressions, may be used to describe the progress and achievement of students. • For the Board of Trustees' annual report, schools must report in relation to National Standards using the four-point scale (<i>At, Above, Below and Well Below</i>) described in NAG 2A, and include all students.
<p>Misunderstanding</p>	<ul style="list-style-type: none"> • No single source of assessment information can accurately summarise a student's achievement or progress. The use of a range of evidence accumulated over time builds dependability in progress and achievement decisions.

<p>Assessment tools can be used as proxies for OTJs.</p>	<ul style="list-style-type: none"> Assessment tools only measure some aspects of each standard. Teachers should use a range of information including assessment tools and their own observations to inform their judgments. For each student, they need to consider where achievement sits in relation to each aspect of learning within the standard and then make an overall judgment about where ‘on balance’ the student’s achievement sits in relation to the standard. This also provides information about which aspects of learning within the standard need particular attention in order to support the student to appropriately move their learning forward.
<p>Misunderstanding</p> <p>A reading age can be used to assign a standard.</p>	<ul style="list-style-type: none"> Reading age provides only an indication about the difficulty of the text the child is reading and does not describe a student’s level of reading expertise. (Refer Literacy Learning Progressions.) Teachers should make overall judgments about students’ achievement after considering each aspect within the reading standard. They should then make an overall judgment about where ‘on balance’ the student’s achievement sits in relation to the standard.
<p>Misunderstanding</p> <p>Children who have just achieved the standard or are just above the standard can be assigned as being above the standard.</p>	<ul style="list-style-type: none"> Children who have just achieved a standard should be described as being At the standard, because this is the standard their achievement is closest to ‘on balance’. They should only be described as being above the standard if, ‘on balance’, their achievement is closest to the standard a year or more above their year level.
<p>Misunderstanding</p> <p>Independently and largely by themselves means the child completes their tasks with no help from the teacher or other resources.</p>	<ul style="list-style-type: none"> Independently and largely by themselves means students can complete tasks with minimal teacher support. The amount of support given and the way the student responds will help the teacher to make a professional judgment about the extent of control the student has over their reading and writing. In mathematics, teachers should base their decision about a student meeting a given expectation on whether the student solves problems and models situations in the expected way independently and most of the time.
<p>Misunderstanding</p> <p>Teachers should report students are working towards the standard for their age when the student is anywhere below the expected standard.</p>	<ul style="list-style-type: none"> When reporting to parents about where progress and achievement sits in relation to the National Standards, the description of performance should be more specific than <i>working towards</i>. <i>Working towards</i> can be interpreted in many different ways. Parents find the term confusing because it does not provide a clear enough picture of how their child is progressing. Parents want to know how close their child is to achieving the next standard. Reporting that students are beginning to achieve aspects of the next Standard or that they are close to achieving a standard or, if it is mid year, that they are on track to meet a certain standard by the end of the year, all provide more clarity than the phrase ‘working towards.’ When discussing progress and achievement in relation to a standard relative to curriculum level, the following should be borne in mind. The National Standards are one year increments. New Zealand Curriculum bands span approximately two years. The term “towards” was used to denote the interim year in a two year curriculum band i.e. students working towards level 4 are deemed to have met curriculum level3 (likely to be Year 7) and could be expected to achieve curriculum level 4 at the end of the coming year (likely to be Year 8) after another year of instruction. The mathematics standard used the term “early” to mean the same thing. Reading and writing standards changed to use the term “early” as well at the time the A1 posters were published.
<p>Misunderstanding</p>	<ul style="list-style-type: none"> At mid-year teachers should state: <ul style="list-style-type: none"> – if students are on track to meet the appropriate year’s standard,

<p>Teachers should report against the end of year standard at mid year.</p>	<ul style="list-style-type: none"> - if there are aspects that need to be focused on to help the student reach the standard - if there are more specialised interventions needed because there are concerns that the child is at risk of not meeting the standard by the end of the year. • For students who will make progress, but will not make a year’s progress in a year, a personalised, more fine-grained reporting approach is likely to be needed to ensure progress can be seen and celebrated.
<p>Misunderstanding</p> <p>Standards are a band with blurry edges, like curriculum levels. This means all children six months below and six months above the standard are actually “At” the standard.</p>	<ul style="list-style-type: none"> • Standards are not a band with blurry edges. The standards are a description of what students should know and be able to do at the end of each year of learning. Teachers should decide which standard best describes the student’s current achievement after considering where the student’s achievement sits in relation to each aspect of learning within the standard. They should then make an overall judgment about where on balance the student’s achievement sits.
<p>Misunderstanding</p> <p>Children who do not start school until they are 6 or 7 should be assessed against the end-of-year 1 standard, since it is their first year at school.</p> <p>When reporting to parents about progress against National Standards, you calculate the time spent at school from the date they started, if they started after they turned 5 years old.</p>	<ul style="list-style-type: none"> • This depends on how the student is classified by the school. For example if a student enters school at age 6 and the school places them in a year 2 class with similar aged students, then it is appropriate to consider the student against the “end of 2 years at school” standard at the same time as other students of the same age. This is because National Standards are about ensuring that each student is appropriately progressing towards the next stage of learning. • It is important the teachers and schools notice where learning progress sits relative to where it needs to be to meet the demands of the curriculum. This highlights where additional or different support may be needed to move progress along so that the student is prepared to meet the demands of the curriculum expected in Year 4. • If students enter school at age 6 and are classified by the school as Year 1, the answer could be different. You will find more a more detailed paper about the relationship of Ministry Classification, School Classification and National Standards Classification of students here.
<p>Misunderstanding</p> <p>Teacher judgments are not a ‘national standard’.</p>	<ul style="list-style-type: none"> • Teachers make an overall judgement about a student's progress and achievement in relation to National Standards. Because no single source of information can accurately summarise a student's achievement, a range of evidence, from a variety of sources, is collected to compile a comprehensive picture of a child’s progress and achievement. • Moderation processes improve the dependability of an overall teacher judgment and the evidence that informs and supports it.
<p>Misunderstanding</p> <p>National Standards narrow the curriculum and force teachers to focus on literacy and numeracy, to the detriment of the rest of the curriculum.</p>	<ul style="list-style-type: none"> • The Standards describe the literacy and numeracy knowledge, skills and understanding needed by year 1-8 students if they are to fully access, and meet the demands of, the <i>New Zealand Curriculum</i> across all learning areas. The standards are broad descriptions of expected achievement. They provide a nationally consistent guide to illustrate what students should be aiming for (or beyond) as they move through years 1-8 of their schooling. • The National Standards focus on literacy and numeracy because students need these foundation skills to access, and achieve across, all areas of The <i>New Zealand Curriculum</i>. Literacy, for example, is an enabler for all learning. A student can’t succeed in social studies or science if they can’t read and write. Consistent with this, evidence of progress and achievement in relation to the standards can, and should, be drawn from across all areas of the curriculum.

Reporting to parents without using above, at, below or well below

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

How we report for students who are below or well below a National Standard provides the real test of the quality of reports. These students are the ones who are likely to be fragile about their sense of themselves as learners, and about their ability to fully engage in learning. How we report about their progress and achievement can have a marked effect on their future success.

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 whanau motivation.

<http://assessment.tki.org.nz/Reporting-to-parents-whanau/Principles-of-effective-reporting/Framework-for-effective-information-sharing>

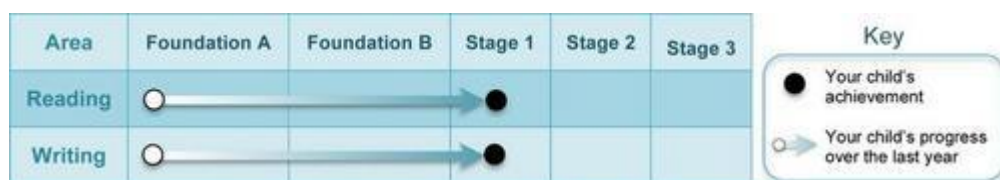
Teacher Comment On Achievement In Reading	
<p>Summary</p> <p><i>David has learnt to work out most words as he is reading, and to recall and discuss texts at orange level. He can monitor and self-correct his reading at this level but not when the texts get harder. David and I are working together to bring 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.</i></p> <p><i>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).</i></p>	<p>Annotation</p> <p>Comment starts positively with what David has learnt to do.</p> <p>The report is clear David is working below standard, and by how much. It doesn't use the words 'below standard'.</p> <p>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.</p>
<p>Next learning steps in reading</p> <p><i>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.</i></p>	
<p>What you can do at home</p> <p><i>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.</i></p> <p><u>Look on these web pages</u> for more tips on how you can support David at home.</p>	<p>Annotation</p> <p>The language is positive, e.g. "build on his skills". Advice for parents is clear and in plain language.</p>

Mid-year report for ELLS student

This is Timothy's first year at school in New Zealand and he is still working at becoming proficient in English. His current level of attainment means that he is still working towards meeting the Year 5 National Standards for reading and writing.

Although Timothy's progress and achievement need to be reported to the Board of Trustees in relation to the National Standards, it is recommended that schools also assess and report the progress and achievement of English language learners in relation to the English Language Learning Progressions (ELLP), as the progressions provide a guide to typical language learning pathways for students learning English as an additional language. Schools and teachers should use their judgment to determine whether reporting to parents using the ELLP or National Standards is more appropriate for individual learners.

Students of Timothy's age usually progress through four stages as they learn English to reach the age-appropriate standard; that is Foundation, Stage One, Stage Two and Stage Three.



Strengths

Timothy is not yet meeting the National Standard appropriate for his year level in reading or writing because he is in the early stages of learning English. He is making good progress in reading. He knows the initial sounds of words in English and can use this knowledge and pictures to work out any unknown words at the blue level of the colour wheel. He can read and understand the basic word list we have been working on.

In writing Timothy used the vocabulary from our earthquake topic in his report. The ideas in his report were presented logically. He can use words from the Basic Word list in his writing. Timothy can correctly use full stops. He sometimes underlines words that he needs to check in his writing. His handwriting is easy to read.

Next steps

Timothy and I will keep working on the sounds of two letters together e.g. bl, cl, th and use these in his writing. We will read books at the green level of the colour wheel and talk about the main ideas

Timothy and I are working on making his pieces of writing longer. We will work on using 'and' and 'because' to join his ideas.

Example from <http://assessment.tki.org.nz/Reporting-to-parents-whanau/Examples-and-templates>

Supporting Teachers to make Overall Teacher Judgments – Principles of Reporting

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



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

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

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

Names on this report are fictitious.

Report to show progress and achievement

AT THE END OF TWO YEARS AT SCHOOL

June 2014

Name: Aroha

Room: 32

Teacher: Ms Jones

Attendance: **Excellent** (99.4% present with 0.6% justified within the school policy)

Overall Teacher Judgements (OTJ)

No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's progress looks like.

An OTJ draws on and applies the evidence gathered up to a particular point in time in order to make a judgment about a student's progress and achievement.

NATIONAL STANDARDS

READING

Assessments used: Running Records, Teacher Observation, Class Work

General Comment:

Aroha is currently reading at Purple, which is above the National Standard expected at the end of 80 weeks at school. She has become more confident at sharing her thoughts, ideas and opinions about a text with her group. Aroha enjoys visiting the library each week.

Next learning steps:

- To add more detail to her retell.
- To continue to develop comprehension skills.

How you can help at home:

- Encourage Aroha to retell favourite books or parts of stories in her own words.
- Help Aroha with any words she doesn't understand and look them up together in the dictionary if you need to.

WRITING

Assessments used: Switch on to Spelling Assessments, Teacher Observations, Class Work

General Comment:

Aroha is currently working at the National Standard for the end of 80 weeks at school. She always takes her time to plan her stories and is working on adding detail to her work. She enjoys writing about all the wonderful things she does in the weekend and holidays.

Next learning steps:

- To use capital letters and full stops correctly.
- To proof read and edit her stories to check that they make sense.

How you can help at home:

- Continue to help Aroha practise her weekly spelling words.
- Encourage Aroha to practise her writing at home – diaries, emails, letters, lists.

Mathematics

Assessments used: Strategy Snapshots, Knowledge Snapshots, Basic Facts Assessments, Class Work, Teacher Observations, Gloss

General Comment:

Aroha is currently working above the National Standard expected for the end of 80 weeks at school. In Numeracy, she is working at early stage 5. She can add and subtract by using her knowledge of place value, and her number knowledge is developing well. She enjoys basic facts.

Next learning steps:

- To subtract by splitting numbers e.g. $32-5$, $32-2=30$, $30-3=27$.
- To confidently share the strategy she uses to solve problems.

How you can help at home:

- Practise basic facts with Aroha. Time them if you can so she can recall these quickly.
- Name the numbers that are 10 before and after up to 100 and 1000.

Key	National Standard	Well Below National Standard	
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READING

New Zealand Curriculum Levels	Colour Wheel levels for Years 1 – 3 Reading Ages for Years 4 - 6						
NZC Level 4+							
At NZC Level 3	10.0 – 12.0						
Early NZC Level 3							
At NZC Level 2		8.0 – 9.5					
Early NZC Level 2	Gold						
At NZC Level 1	Purple						
	Turquoise			✓			
	Orange						
	Green						
	Blue						
	Yellow						
	Red						
Magenta							
Anniversary Date:		After 1 year at school	After 2 years at school	After 3 years at school	At the end of Year 4	At the end of Year 5	At the end of Year 6

WRITING

New Zealand Curriculum Levels						
NZC Level 4+						
At NZC Level 3						
Early NZC Level 3						
At NZC Level 2						
Early NZC Level 2						
At NZC Level 1			✓			
Within NZC Level 1						
Beginning NZC Level 1						
Time at School	After 1 year at school	After 2 years at school	After 3 years at school	At the end of Year 4	At the end of Year 5	At the end of Year 6

Mathematics

New Zealand Curriculum Levels	Numeracy Strategy Stage						
NZC Level 4+	Stage 8+						
Early NZC Level 4	Stage 7						
At NZC Level 3	Stage 6: Advanced Additive						
Early NZC Level 3							
At NZC Level 2	Stage 5: Early Additive						
Early NZC Level 2							
At NZC Level 1	Stage 4: Advanced Counting						
Early NZC Level 1	Counting	Stage 3					
		Stage 2					
		Stage 1					
Time at School		After 1 year at school	After 2 years at school	After 3 years at school	At the end of Year 4	At the end of Year 5	At the end of Year 6

The National Standards in Mathematics provide descriptions of how students are expected to solve problems in maths. They recognise that students vary in their responses and emphasise **how** a solution is arrived at. This is a critical part of the standard. Teachers gather evidence across each strand of mathematics – Number and Algebra, Geometry and Measurement, and Statistics over **the whole year**, using a range of formal tools together with student reflection, conversations and observations of in class work. A strong understanding of number is vital if students are to succeed in mathematics, and the strategies that students use to solve problems are a most critical requirement for meeting the standards.

Roydvale Vision

Confident, Active Contributors; Motivated and independent Learners; Skilful, Knowledgeable Thinkers; Spirit of Generosity.

Roydvale School Values

Respect, Responsibility, Perseverance, Learning

Aroha is becoming a **confident, active contributor** in her maths and reading groups. She is starting to confidently share her thoughts and ideas with others.

Aroha shows a **spirit of generosity** by always helping others.



Aroha is a very **respectful** class member. She always treats people the way she wants to be treated.

Aroha is a **responsible** member of Room 22. She always follows the rules.

Aroha is **persevering** with **learning** her basic facts and spelling words.

Extra Support (if needed)

- No extra support is currently required

Photo goes here

Other Curriculum Areas:

Aroha's reading and writing skills and her 'can do' attitude are helping her make good progress across all curriculum areas.

She is showing a talent for gymnastics and she has a lovely singing voice.

Photo goes here

General Comment:

Aroha is a kind and caring member of Room 32. She is helpful and always keen to take on important roles and responsibilities within the classroom, where she can be relied upon to carry these out sensibly. She is developing excellent work habits. Aroha is achieving well in all curriculum areas and can be proud of her achievements so far this year. Well done Aroha!

Class Teacher:

Principal:

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

Areas to Discuss at school Level	Current Situation <i>‘Our Hunches’</i>	Possible actions to explore our systems/processes in this area	Desired Outcome
Example Do we have a shared understanding of the reference materials used to make decisions, including definition of terms?	Example We use a range of reference materials <ul style="list-style-type: none"> • NZC, Literacy progressions, NS, Illustrations on Literacy on-line 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.	Example 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.	Example 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*

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>

Ministry resources

English Language Learning Progressions - <http://esolonline.tki.org.nz/ESOL-Online/Student-needs/English-Language-Learning-Progressions>

The National Administration Guidelines (NAGs) <http://www.education.govt.nz/ministry-of-education/legislation/nags/>

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 whānau

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

Writing poster -

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>

Support material from this workshop will be available on cpl.org.nz.