b

Room: .....

Name: .............

Teacher: ..............

**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.

**[Year level]**

**[Date]**

**Attendance:** **[Grade]** (Quantify)

Report to show progress and achievement

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| --- |
| NATIONAL STANDARDS |
|  |
| READING | Assessments used: | ................................................... |
| General Comment: |
| Next learning steps: |
| How you can help at home: |
|  |
| WRITING | Assessments used: | .......................................................... |
| General Comment: |
| Next learning steps: |
| How you can help at home: |

|  |  |  |
| --- | --- | --- |
| Mathematics | Assessments used: | .......................................................... |
| General Comment: |
| Next learning steps: |
| How you can help at home: |

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| **Key** | National Standard |  | Well Below National Standard |  |

 |
|  |
| READING |  Insert ✓ where appropriate |
|

|  |  |  |
| --- | --- | --- |
| **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 |

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|  |
| WRITING | Insert ✓ where appropriate |
|

|  |  |
| --- | --- |
| **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 |

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| Mathematics | Insert ✓ where appropriate |
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| **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 |

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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.

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| School Vision | School Values  |
| Further comments on learning. Can be based around Key Competencies and Values. | School logo | Further comments on learning. Can be based around Key Competencies and Values. |
| Extra Support (if needed) | Other Curriculum Areas: |
| * Details of extra support, if needed.

Insert photo here. | Comment here about learning across the curriculum. Insert photo here.    |
|    |
| General Comment: |
|  |
| Class Teacher:  | Principal:  |