

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	
-----	-------------------	------------------------------	--

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: