

# ***Assessment and Reporting of Student Progress***

## ***June 2011***



**The aims of this session is for parents to gain an understanding of:**

- How we assess our students achievements in the areas of reading, writing and maths
- How we report our students achievements in the areas of reading, writing and maths
- National Standards : what the law says, how we are complying and what some of the myths are

## National Standards – what are they?

- A description of what all New Zealand children are expected to be able to do in reading, writing and maths in Years 1-8.
- Founded in a desire to have a greater number of student succeeding at NCEA Level 2 (Year 12 – typically 17 years old)
- Students will assessed against the standards
  1. after 1 year at school
  2. after 2 years at school
  3. after 3 years at school
  4. at the end of Year 4
  5. at the end of Year 5
  6. at the end of Year 6

**This is the basis of a significant change**

## National Standards – 5 key features

*NAG2A From 2010, schools will report to parents, family, and whānau (in writing and in plain language) at least twice a year about their child's progress and achievement in relation to the standards.*

1. **Plain language – achieved** in 2010 with improvements to be made
2. **Twice a year – achieved** (portfolios interviews, CLR, open door)
3. **Progress - achieved**
4. **Achievement - achieved**
5. **In relation to the standards – not achieved** as part of a planned strategy

## National Standards

*NAG2A: From 2010, schools will report to parents, family, and whānau (in writing and in plain language) at least twice a year about their child's progress and achievement in relation to the standards.*

**MYTH:** schools must use the language of AT, ABOVE, BELOW WELL BELOW when reporting to parents.

**TRUTH:** plenty of schools do but we won't

**WHY NOT:** because we want our parents to know where their children are. Saying a student is well below a standard doesn't tell you where the student actually is.

**QUESTION:** *refer to NAG2A on your handout – when is the language of AT, ABOVE, BELOW WELL BELOW to be used?*

## How will you know if your child is where they should be based on the National Standards

The expectations for all standards are shown on the CLR



- After 1 Year - **Towards Level 1**
- After 2 Years - **Level 1**
- After 3 Years - **Towards Level 2**
- End of Year 4 - **Level 2**
- End of Year 5 - **Towards Level 3**
- End of Year 6 - **Level 3**
- End of Year 7 - **Towards Level 4**
- End of Year 8 - **Level 4**

We are not using AT, ABOVE , BELOW, WELL BELOW

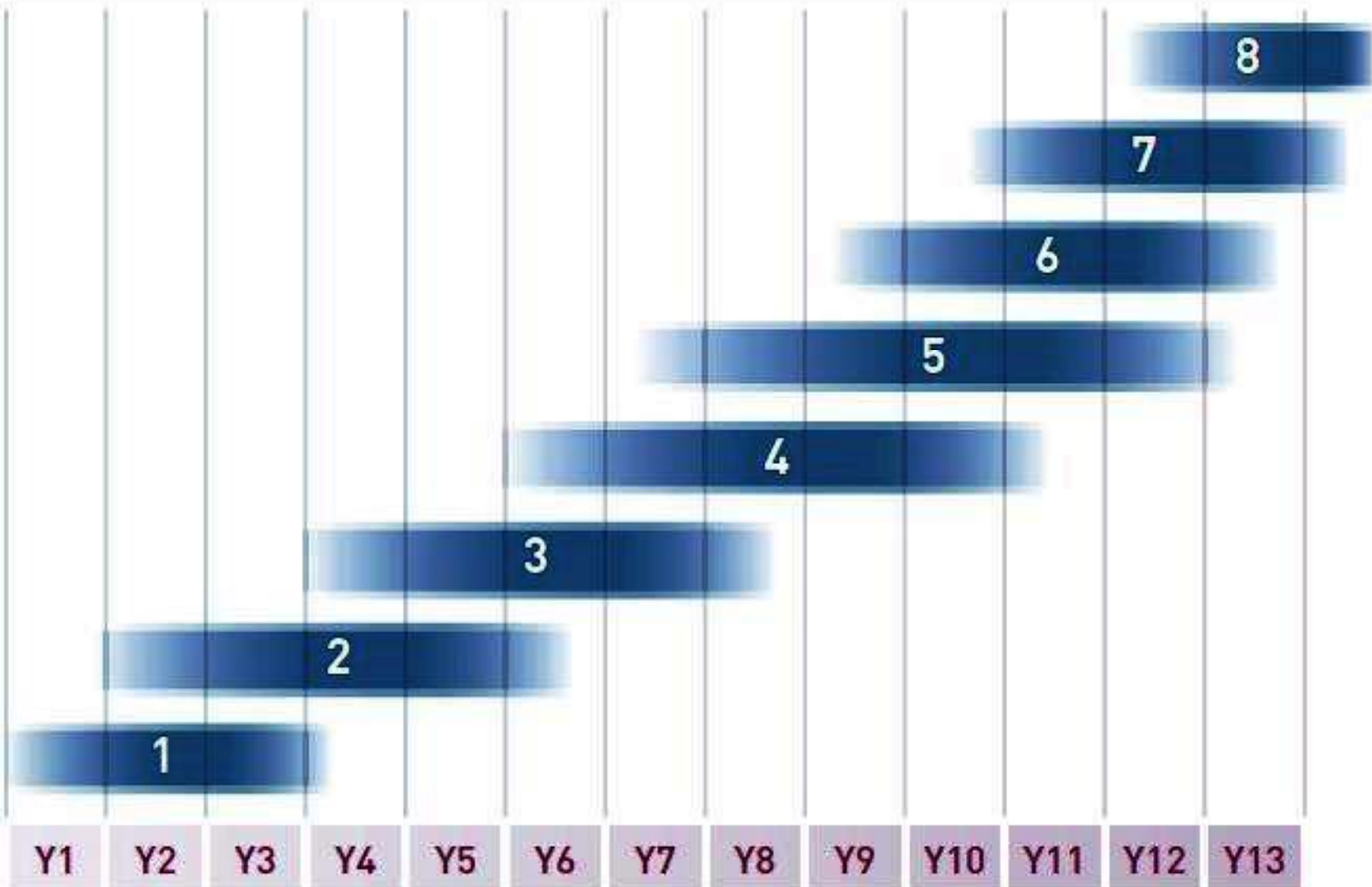
We are using the **levels** because that tells you where your child is at

The levels shown are a progression

### AN EXAMPLE:

- \* A Year 4 student is reported as 'below expectation'. Does that mean he is **Towards Level 1, Level 1 or Towards Level 2?**
- \*Being at **Towards Level 1** indicates a different range of challenges and implications to **Towards Level 2 – parents, why?**

## Years and Curriculum Levels



## **What happens in 2011**

### ***Parent teacher Discussions***

These take place twice during the year (Term 1 and Term 3).

### ***Student Work Books and Portfolios***

Students workbooks in Reading, Writing and Maths replace the portfolio.

### ***Open door policy***

We are available throughout the year to discuss any aspect of your child's learning and welfare.

### ***The Cumulative Learning record (CLR)***

This document remains as a **component** of our reporting.

## **Significant Change – Cumulative Learning Record**

Format essentially the same as 2010

Will come home twice a year – but not the same time for all students (more on that later)

Your child's National Standards expectation level will be indicated

The progression through the National Standards expectation level will be indicated

## **The Cumulative Learning record (CLR) in greater depth**

This will tell you how your child is progressing towards and meeting the appropriate standard.

Point 1: judgment at the middle of the 'year' – **PROGRESS**

Point 2: judgment at the end of the year – **FINAL**

## **What is an Overall Teacher Judgment (OTJ)?**

Based on a variety of assessment tools, used over time. It is not JUST one assessment (eg: reading test, writing sample or maths test).

## Where you will find this on the Learning Record 1

### FROM THE FRONT PAGE

This tells you whether this Learning Record is Progress or Final. This is important as it is the final record that tells you whether your child has achieved at the expected level or not

#### **PROGRESS LEARNING RECORD**

**Student**



**Year Level**  
5

**Teacher**  
Sherill Beale

**NATIONAL STANDARDS EXPECTATION LEVEL: End of Year 5**

This tells you what your child's National Standards expectation level is. This is important as it allows you to work out where your child's current achievement is in relation to what is expected.



## Where you will find this on the Learning Record 1

Timing of the Overall Teacher Judgment (OTJ)

**Overall Teacher Judgment** These are the OTJs the teacher has made against the national Standard

**NB:** it is when the Final CLR is received that the determination can be made as to whether the National Standard has been achieved – otherwise it is Progress towards the Standard

### CORE CURRICULUM AREAS: Literacy and Numeracy

READING Overall Teacher Judgement	
Term 2	Term 4
Towards Level 3	Level 3

National Standards Expectations	
After 1 Year: Towards Level 1 After Two Years: Level 1 After Three Years: Towards Level 2	End of Year 4: Level 2 End of Year 5: Towards Level 3 End of Year 6: Level 3
Next Steps In Learning and How You Can Help At Home	
<p style="text-align: center;"><b>End of Term 1</b></p> Refer to the text for better understanding, more detailed information and clues for answering questions. Be prepared to quote evidence from the text. Self-monitor your own reading.	<p style="text-align: center;"><b>End of Term 2</b></p> ~~~~~
Teacher Comment on Progress Made	

**Teacher Comment on Progress Made** This is completed for *Final* CLR's only. Teacher's comments regarding your child's learning.

**National Standards Expectation Level**  
 Refer to the front page to determine what your child's expectation level. Use this to determine if your child is achieving as the National Standards Expectations dictate.

**Next Steps and How You Can Help At Home** Completed for *Progress* CLR's. This lets you know what your child is working on as they move towards the Final CLR and judgment against the National Standard. Note the date title.

## **CLR – other key points**

**Overall Teacher Judgment** – variety of areas

**Next Steps and How You Can Help At Home** – at the Progress point

**Other Curriculum Areas / Social Comment / Principal Comment:** made at years end

## **TIMING OF THE CLR – significant change**

**CLR –TIMING OF THE CLR – significant change**

***Year 4-6 students: - business as usual***

**Point 1: judgment at the middle of the year – PROGRESS Term 2**

**Point 2: judgment at the end of the year – FINAL Term 4**

**Also: written teacher comments on progress made Term 3**

**Remember: Next Steps and How You Can Help At Home is aligned to **PROGRESS****

## **CLR –TIMING OF THE CLR – significant change**

*Year 0-3 students* -different times.

**Anniversary of first starting school** – this determines when judgments are made NB:  
**birthdays are irrelevant**

**National Standards are based on** ‘After 1 Year At School, After 2 Years At School, After 3 Years At School’.

## **NEW ENTRANTS**

- the timing of your child’s school entry may impact upon what is reported in the first 12 months of schooling.

## CLR –TIMING OF THE CLR – significant change

*Year 0-3 students* -different times.

Your child's start of school anniversary .....	January February March	April May June	July August September	October November December
<b>Progress</b> CLR will be issued in .....	Term 2	Term 4	Term 3	Term 2
<b>Final</b> CLR will be issued in .....	Term 4	Term 2	Term 1 2012	Term 4