
Resilience Engagement Accountability Curiosity Honesty

Havelock North Intermediate School



Implementation Guide

**Version 1
March 2010**

RATIONALE:

In 2010 National Standards come into effect. This holds schools more accountable for reporting to parents in Plain English and giving them a clear and concise picture of where their child is at. There has been a lot of conflicting reports about how National Standards are to be used and how to report against them. At Havelock North Intermediate we accept the National Standards as part of a process to enhance students learning. We have identified our own process for using and reporting against the National Standards.

WHAT ARE NATIONAL STANDARDS?

National Standards in reading, writing and maths show what all New Zealand children are expected to be able to do by the end of each stage during Years 1-8.

REPORTING ABOUT ACHIEVEMENT AND PROGRESS:

“Teachers should communicate each student’s progress and achievement in relation to the National Standards throughout the year, using a range of formal, informal, oral and written means. This can ensure that any concerns are attended to promptly.

As a part of this process, the National Administration Guidelines now require schools to report to parents, families and whānau in plain language, in writing about their children’s achievement and progress in relation to National Standards, at least twice a year.”

Taken from: <http://assessment.tki.org.nz/Reporting-to-parents-families-and-whanau/Guidelines/Guidelines-for-reporting/Reporting-about-achievement-and-progress>

INTERPRETING THE STANDARDS:

Teachers are able to gather information on students from a range of means and methods to make an Overall Teacher Judgement (OTJ). In fact using data from a range of different sources assists in creating the full picture of where the student is at.

WHY USE OVERALL TEACHER JUDGEMENT?

No single source of information can accurately summarise a student’s achievement or progress. A range of approaches are necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student’s unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability. Because of this, to assess a student in relation to National Standards, teachers need to bring together a range of evidence in order to form an overall teacher judgement.

TIMING OF THE OVERALL TEACHER JUDGEMENT

“The overall teacher judgement (OTJ) will be made either at the end of the year or around the anniversary of the student’s school entry.

The standards for Years 4-8 are for the end of the school academic year (for example, by the end of Year 4). This means teachers will make their OTJ at the end of the year.”

Taken from <http://assessment.tki.org.nz/Reporting-to-parents-families-and-whanau/Guidelines/Guidelines-for-reporting/Reporting-about-achievement-and-progress>

ASSESSMENT

The following Assessments are used to help teachers to make their Overall Teacher Judgement (OTJ) as specified in relation to National Standards.

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Supplementary Test of Achievement in Reading (STAR)			Supplementary Test of Achievement in Reading (STAR)
Writing Sample			Writing Sample
Progressive Achievement Test: Reading Comprehension (PAT)			Progressive Achievement Test: Reading Comprehension (PAT)
Running Records	Running Records	Running Records	Running Records
Numeracy Project Knowledge Test A	Numeracy Project Knowledge Test B	Numeracy Project Knowledge Test C	Numeracy Project Knowledge Test D
	Global Strategy StageTest (GLOSS)		Global Strategy StageTest (GLOSS)
	Progressive Achievement Test: Mathematics (PAT)		Progressive Achievement Test: Mathematics (PAT)
Assessment Resource Bank			
Anecdotal Comments			

READING/WRITING ASSESSMENTS

Assessment Tool	Purpose	How to administer	Feature
STAR	Supplementary Test of Achievement of Reading. Helps teachers identify students needing extra help, group students by ability and needs and diagnose areas of difficulty.	Each student receives an individual test paper and booklet. Students are given a set amount of time to complete the individual sub-tests.	Focuses on: Word Recognition Sentence Comprehension Paragraph Comprehension Vocabulary Range Language of Advertising Reading Different Genres or Styles of Writing.
PAT	PATs are multiple-choice tests designed to help teachers determine achievement levels. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students.	Each student is given an individual test paper and booklet. Students are given 45 minutes of testing time.	Question are categorised into three types: retrieval, local inference, and global inference.
Running Records	Through listening to a student read, observing, scoring and interpreting the reading of the student, the teacher gains an insight into the students reading ability, behaviour and is able to determine when the student is reading fluently.	It works with the student reading aloud to the teacher while the teacher records what the student reads or does.	At HNI this assessment is used when a teacher needs more information about a students reading behaviours.
Written Language Sample (Matrix)	Identify 'best fit' features for Deeper features and Surface Features.	Students are provided with the time and guideline to produce a piece of written language.	Enables teachers to target areas of need in students writing.

MATHEMATICS ASSESSMENTS

Assessment Tool	Purpose	How to administer	Feature
Numeracy Project Knowledge Tests	The interview tests for knowledge, things that students know without having to use a strategy.	These are completed as a written test of students Number knowledge.	It provides a starting point for grouping students and identifying their needs.
PAT	PATs are multiple-choice tests designed to help teachers determine achievement levels. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students.	Each student is given an individual test paper and booklet. Students are given 45 minutes of testing time.	The tests look at: Number Knowledge Number Strategies Algebra Geometry and Measurement Statistics
Global Strategy Stage Tests	The GloSS (Global Strategy Stage) assessment is an individual test of mathematical strategies. Students are assigned stages, reflecting their overall ability to apply an increasingly sophisticated range of calculation strategies when solving problems.	Teacher spends time with each student observing and recording their approaches to number-based problem solving.	It provides a global strategy stage across the operational domains of the numeracy project i.e. addition/subtraction, multiplication/division, proportions/ratios.

MID YEAR REPORTING

At Havelock North Intermediate we will be reporting in Plain English towards the end of Term 2 about children's progress in Reading, Writing, and Mathematics. A copy of this report format is included in this document. On this report you will see a section for teachers to comment on progress in relation to the National Standards, and a place to identify next learning steps in each area. This report is based on a template provided by the Ministry of Education from <http://assessment.tki.org.nz/Reporting-to-parents-families-and-whanau/Examples-and-templates/Templates>

The report will be sent home prior to Parent/Teacher Interviews with this information filled in. Parents/caregivers are expected to read these reports and bring them to the interview. In the interview this information can be discussed and the 'How you can help at home' section can be filled out with input from Parent/caregivers, students, and teachers.

The Mid Year Reports reflect the Reading, Writing, and Mathematics Standards as given to all schools in New Zealand, reported to parents/caregivers in Plain English.

In this report students will not be ranked as being below, at, or above the National Standard. Teachers will only be reporting on progress against what they have already taught in class this year. National Standards are based on what can reasonably be expected of students by the end of the year.

“The standards for reading and writing establish the level of literacy expertise that can reasonably be expected of most students by the end of each period or year of schooling, from the first year of school through to the end of year 8.”

The New Zealand Curriculum Reading and Writing Standards for years 1-8 (2009), p8

“The standards for mathematics set out what can reasonably be expected of most students by the end of each period or year of schooling, from the first year of school through to the end of year 8. However, students start at different points and progress at different rates. That is why, when interpreting achievement, it is important to consider the rate of progress as well as the expected standard.”

The New Zealand Curriculum Mathematics Standards for years 1-8 (2009), p6

Mid Year Reports will be sent home with Student Portfolio's before Parent/Teacher Interviews.

PARENT/TEACHER INTERVIEWS

At Havelock North Intermediate, Parent/Teacher Interviews are an opportunity to talk about children's progress with the student involved in the discussion. Interviews are 10 minutes long with your child's homeroom teacher and you may also book a 10 minute interview with your child's Maths teacher.

At this interview you can fill out the 'How you can help at home' section of the Mid Year Report and talk about students progress in terms of meeting the National Standard by the end of the year.

It is important to have students portfolio's at the interview so that the information/work provided in this portfolio can also be shared and discussed.

REPORTING REVIEW

A review will be carried out after Parent/Teacher Interviews (June 2010) to look at how we can improve our process for reporting to parents.

END OF YEAR REPORTING

This report will detail where your child is at in relation to the National Standards. This report will rank your child as being below, at, or above the National Standard in Reading, Writing, and Mathematics.



Havelock North Intermediate

MID YEAR REPORT 2010

Peter Peterson

Year 7

NATIONAL STANDARDS

PROGRESS IN RELATION TO NATIONAL STANDARDS

Reading:	Next learning steps:
Writing:	Next learning steps:
Mathematics:	Next learning steps:

How you can help at home:

[Reading:]
[Writing:]
[Mathematics:]

Extra support (if needed):

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