



Understanding End of Year Reports

Literacy Assessment

Information for Parents

All schools with students in Years 1-8 will be reporting to Parents against the National Standards in reading, writing and mathematics.

The standards are a description of what all New Zealand Year 1-8 students are expected to be able to do in reading, writing and mathematics at the end of the school year. It has been recognised that some students will need more time than their peers to meet the required standard at their year level.

At Paraparaumu Beach School we use a wide range of methods to find out where students are at in reading, writing and mathematics. These include:

- using a range of summative and formative assessments
- using a range of monitoring tools
- classroom observations
- talking with students about their learning
- self and peer assessment

Definitions of Achievement

Above: A student's current level of achievement is at a standard above their year group.

At: A student's current level of achievement is currently meeting the standard.

Below: A student's current achievement is at a standard below their year group.

Well Below: A student's current achievement is at a standard well below their year group.

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 individual progress. Because of this, to assess students in relation to National Standards, teachers will bring together a range of evidence in order to form an overall teacher judgement.

Stanine Scores

A stanine score is a scaled score which provides a guide to teachers and parents on how a student's performance on national assessments, compares to other students of the same age throughout New Zealand. Stanines have been scaled to fit the 'Bell Curve of Normal Distribution'. The following table provides you with the information needed to interpret a student's stanine score.

Stanine	Performance	Percentage of Student Population
1	Critical. Well below	4%
2 and 3	Below Average.	19%
4, 5 and 6	Average. At expected	54%
7 and 8	Above Average.	19%
9	Advanced. Well	4%

At Paraparaumu Beach School we use a range of assessment tools which provides a stanine score. In the end of year reporting period the only tool we use that provides a stanine score is:

Year 1 - Year 2 Students

Observation Survey: This literacy assessment is administered when a student has their sixth birthday to assess their progress in beginning literacy. It is made up of five tests, each of which focuses on a different area. The tests are: letter identification, concepts of print, word reading writing vocabulary, and hearing and recording sounds in words. At school entry students are given part of the observation survey to ascertain their: letter identification, concepts of print and word reading knowledge.

Reading Levels

At Paraparaumu Beach School we use a range of reading assessments across the school to enable a teacher to plan an effective reading programme for their class. One tool we use is a **Running Record** which allow teachers to record what reading behaviours a student uses when they read aloud. From the information gathered teachers are able to ascertain a student's **independent** reading age.

For students in Years 1 – 3, teachers refer to the colour wheel levels used for the Ready to Read book series to ascertain a reading age. The chart below will enable you to understand the Ready to Read colour wheel.

Colour Wheel	Reading Age
Magenta - Red	5.0 - 5.5years
Yellow - Dark Blue	5.5 - 6.0 years
Green	6.0 - 6.5 years
Orange	6.5 - 7.0 years
Turquoise	7.0 - 7.5 years
Purple	7.5 - 8.0 years
Gold	8.0 - 8.5 years
Silver	8.5 – 9.0 years

Spelling Levels

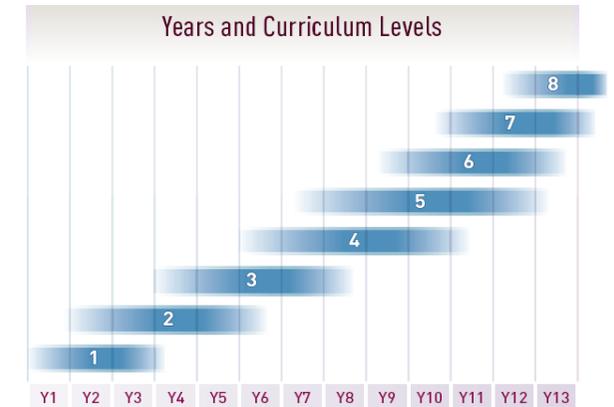
At Paraparaumu Beach School teachers in Years 2 – 8 use the **South Australian Spelling Test** as a normed assessment tool. This assessment informs teachers and parents of a student's spelling performance and provides a spelling age.

Writing Levels

To establish a student's writing level teachers at Paraparaumu Beach School use the **New Zealand Curriculum**. The exemplars are authentic pieces of writing showing achievement in relation to the levels in the New Zealand Curriculum. Teachers compare their students' work against the relevant exemplars to find the appropriate curriculum level that the students are working at.

Curriculum Levels

The chart below shows how the curriculum levels fit within each Year group.





Understanding End of Year Reports Mathematics Assessment Information for Parents

All schools with students in Years 1-8 will be reporting to Parents against the National Standards in reading, writing and mathematics.

The standards are a description of what all New Zealand Year 1-8 students are expected to be able to do in reading, writing and mathematics at the end of the school year. It has been recognised that some students will need more time than their peers to meet the required standard at their year level.

At Paraparaumu Beach School we use a wide range of methods to find out where students are at in reading, writing and mathematics. These include:

- using a range of summative and formative assessments
- using a range of monitoring tools
- classroom observation
- talking with students about their learning
- self and peer assessment

Definitions of Achievement

Above: A student's current level of achievement is at a standard above their year group.

At: A student's current level of achievement is currently meeting the standard.

Below: A student's current achievement is at a standard below their year group.

Well Below: A student's current achievement is at a standard well below their year group.

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 individual progress. Because of this, to assess students in relation to National Standards, teachers will bring together a range of evidence in order to form an overall teacher judgement.

Stanine Scores

A stanine score is a scaled score which provides a guide to teachers and parents on how a student's performance on national assessments, compares to other students of the same age throughout New Zealand. Stanines have been scaled to fit the 'Bell Curve of Normal Distribution'. The following table provides you with the information needed to interpret a student's stanine score.

Stanine Score	Performance Descriptors	Percentage of Student Population per
1	Critical. Well below expected levels.	4%
2 and 3	Below Average. Below expected	19%
4, 5 and 6	Average. At expected levels.	54%
7 and 8	Above Average. Above expected	19%
9	Advanced. Well above expected	4%

At Paraparaumu Beach School we use a range of assessment tools which provides a stanine score. In the end of year reporting period the only tool we use that provides a stanine score is:

Year 7 - Year8 Student's

PAT (Progressive Achievement Test)

Mathematics: This assessment gauges a student's knowledge, skills, and understandings of mathematics. It is made up of five sub-tests each focuses on a different area: number knowledge / number strategies, geometry, measurement, statistics and algebra.

At Paraparaumu Beach School the following assessments are used to gain information about student's numeracy strategy and number knowledge:

New Enrolments Years 4 - 8

NumPA (Numeracy Diagnostic Interview):

This interview is an in depth diagnostic assessment for both strategy and knowledge.

All other Students

JAM (Junior Assessment of Mathematics):

This assessment ascertains the understandings a student has. It focuses on number strategies, number knowledge, patterns, shape and length.

GloSS (Global Strategy Stage):

This assessment identifies a student's strategy understanding and thinking through the solving of number problems across the domains of addition/subtraction, multiplication/division, and proportions/ratios. There are eight strategy stages altogether, which are linked to the New Zealand curriculum levels.

IKAN (Individual Knowledge Assessment for Numeracy):

This assessment identifies what a student can instantly recall. It is made up of six sub-tests each focuses on a different area: forward and backward number sequence, number identification, fractions, place value and basic facts.

Number Framework Overview

Strategy Stages

- **Stage 0: Emergent.** Cannot consistently count a group of objects nor have 1 to 1 correspondence.
- **Stage 1: Counting from One.** Count and form a set to 10 but cannot solve simple problems.
- **Stage 2: Counting from One.** Solve simple problems by physically counting the objects.
- **Stage 3: Counting from One.** Solve simple problems in their head.
- **Stage 4: Advanced Counting.** Solve problems by counting on or back from the largest number.
- **Stage 5: Early Additive.** Solve simple problems by splitting up and adding together numbers in their head.
- **Stage 6: Advanced Additive.** Use a range of different methods to solve more challenging addition/subtraction problems in their head. They answer multiplication problems by using basic facts.
- **Stage 7: Advanced Multiplicative.** Use a range of methods to solve multiplication and division problems in their head. They use multiplication/division to solve problems with fractions.
- **Stage 8: Advanced Proportional.** Solve complicated problems involving fractions, proportions and ratios using a combination of methods.

Number Knowledge

- **Number Order and Sequence:** To identify a

number sequence to enable students to count.

- **Number Identification:** To identify whole numbers, fractions, and decimals, in their written form .
- **Groupings and Place Value:** To know that the place of a digit in a number conveys its value.
- **Number Facts:** To automatically know addition, subtraction, multiplication, division and number facts. Also doubles, fractions/decimals/percentage conversions, powers of numbers, square numbers, factors and common factors, common and least common multiples.
- **Written Recording:** To record problems using pictures, diagrams, words, and written symbols.

The following table provides you with the information needed to link the strategy and knowledge stage to the New Zealand curriculum levels and Year levels.

Year Level	Curriculum Level	Strategy Stage
Year 1	1	Stage 3
Year 2	1	Stage 4
Year 3	2	Early Stage 5
Year 4	2	Stage 5
Year 5	3	Early Stage 6
Year 6	3	Stage 6
Year 7	4	Early Stage 7
Year 8	4	Stage 7