

# Assessment and Reporting of Student Progress

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

- How we assess our students achievements in the areas of reading, writing and numeracy.
- How we report our students progress and achievements in the areas of reading, writing and numeracy.
- Our continued approach to the implementation of the National Standards.
- The role of the Board of Trustees in the implementation of the National Standards
- The strategic direction of the Board of Trustees in 2011

## Assessment and Reporting

Area	2011	Prior to 2010
1) Learning snapshots	In books, 3 times a year.	Two testing windows: March, November
2) Parent interviews/ Goal setting	February , August	June
3) Learning Journals	As indicated by team leaders	July/ December, Portfolios
4) Progress Report Record (E-Tap)	March (OTJ), July, December	No
5) Children's books	Checked and moderated in syndicates each term	No

## **Changes in assessing/testing - 2011**

- Identified 'testing windows' — 3 per year
- Clearly identified testing procedures across the school
- Trials of ASTTLE testing - Target groups of children in Years 4-6 students in reading and writing and Numeracy

### **ASTTLE is**

- a nationally referenced testing format
- suggested as part of National Standards

## **Changes in reporting - 2011**

- Parent Interviews in February based on assessment data and Observational teacher judgements. and 'nextsteps' in learning identified and shared, learning goals will also be decided upon between parent/teacher/child.

- Parent Interview in August based on July assessment data.

`Next steps' in learning identified and shared with reference to Term 1 discussion points — recorded on e-tap reporting form

- The Parent Interview Discussion Record sheet will be kept in the Learning Journal

- The introduction of a Progress Report Card, E-Tap

### **Children's Books**

- These will be marked in accordance with the Marking student work policy.
- They will be checked and moderated each term in a syndicate meeting to check consistency.

## **Learning Journals**

**Student Achievement and Progress** (Maths and Writing - Reading is reported in terms of a reading age)

- Students work will be assessed against the Achievement Objectives in the NZ Curriculum
- Students work will show what the child can do
- It will show progress report cards
- 3 way conference sheets
- Each syndicate will determine what is required for their syndicates learning journals.

## **Progress Report Card**

- Follows testing in March, July and December
- End of Term 4 - teacher written comments against areas identified and recorded in progress report card and this forms the basis of Parent Interviews in Term 1 and start of Term 3 for 2011

# Progress Learning Record – WRITING

Writing level achieved		
February	July	December
Mark 1P	Mark 1P	Mark 1P
Age 1P	Age 1P	Age 1P
<b>Expectation by year's end:</b>		
	After 1 year <input type="text" value="2"/>	Year 4 <input type="text" value="2"/>
	After 2 year <input type="text" value="2"/>	Year 5 <input type="text" value="2"/>
	After 3 year <input type="text" value="2"/>	Year 6 <input type="text" value="2"/>
Comment 1P	Comment 1P	Comment 1P
NLS 1P	NLS 1P	NLS 1P

**Why** — In 2011 National Standards will require us to make judgments as to whether A student is AT, ABOVE or BELOW. To do that we need to know what they can do without assistance.

In 2010 we have been trialing report forms to assess your child. The 2010 end of year report shows what your child can do and their next learning steps. This will go into each child's Learning journal for 2011.

### **Why have these refinements been made?**

- a commitment to evidence based practice - quality data to inform next steps in learning
  
- our self-review that commenced July 2010
  - staff
  - BOT
  - Parent feedback
  - ERO

## **National Standards — starting point**

### **Board of Trustees**

- Are legally obligated to ensure National Standards are implemented
- Are undertaking training in the standards from the Ministry of Education and NZ School Trustees Association
- Are working with the Principal and staff to ensure a procedure is in place.

## **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 be ranked **AT ABOVE OR BELOW** 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

**National Standards — 5 key features**

*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
2. Twice a year
3. Progress
4. Achievement
5. In relation to the standards

**St Mary's School sits very well in relation to National Standards**

A well considered and clearly articulated assessment and reporting system

A refined staffing structure in 2011

- Leadership team working with staff and students at all levels
- Lead Teachers in Reading, Writing and Numeracy
- Heavy emphasis on individualized staff development, based on

school/class target groups

- A staffing structure that supports teacher/student learning

A policy in place at BoT level to ensure implementation

**A strategic thinking Board of Trustees**

**Board of Trustees focus area 2011**

Self-review is an integral part of Board operations

The charter has been consulted and worked on in 2010 and is the driving force behind all that we do here at St Marys.

The Charter

- Is the guiding document for our school
- Sets strategic direction in terms of student learning
- Takes account of the governance role of the Board

Charter refinement based on:

- Self-review

- Education Review Office feedback
- A real desire by the BoT and Staff to have a 'pathway for learning' and clear directions.

## **Board of Trustees focus area 2011 - continued**

The Board has set a goal for 2011

*The redevelopment of the school's charter to best reflect the intentions of the 2010 NZ Curriculum and the needs of 21 century learners*

Achieving this goal will necessitate:

- Examination and identification of the key themes of the 2010 curriculum by the teaching staff
- Community consultation and input
- Statements adopted that articulate what St Marys Catholic School values in terms of students' knowledge, skills and values