

SCHOOL PROCEDURE 41: NEW ZEALAND CURRICULUM LEVELS AND OVERALL TEACHER JUDGEMENTS

Rationale

It is necessary for schools to design and shape assessment in their classrooms so that teaching and learning is meaningful and meets the needs of their particular communities of students. Central to the practice of 'Overall Teacher Judgements' is the concept that students who truly understand and are involved in their learning will experience accelerated rates of achievement. Students who are involved in their learning can be thought of as assessment-capable or active learners. They know what they need to learn, where they are with that learning and what their next learning steps are.

To enable students to take charge of their learning, they need to be deliberately and systematically taught how to be assessment capable and active in their learning. Teachers can engage in 'rich learning conversations' with their students around overall teacher judgements and next steps in learning, referenced to the learning progressions.

Guidelines

Moderation:

The moderation process begins with the planning of teaching, learning and assessment. Teachers at Whareorino School meet regularly to discuss evidence of student learning, progress and achievement. Teachers...

- make OTJs about their own students' achievement
- collate samples for the moderation process and provide copies to other teachers
- meet to discuss their judgments of a sampling of students' achievement based on the evidence they have
- through discussion and clarification, come to an "agreed" judgment of each student's achievement in relation to the New Zealand Curriculum Levels.

Overall Teacher Judgement:

An overall teacher judgement (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgement about a student's progress and achievement.

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, area 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 NZC Curriculum Levels, teachers need to bring together a **range of evidence in order to form an overall teacher judgement.**

Overall teacher judgements of progress and achievement involves combining information from a variety of sources, using a range of approaches. Evidence may be gathered in the following three ways.

- **Observing** the process a student uses to complete a learning task.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering, analysing and evaluating** results from formal assessments, including standardised tools.

Above, At, Working Towards and Well Below the New Zealand Curriculum Levels:

In each NZ Curriculum learning area there is a description of the learning required in reading, writing and mathematics, and all other learning areas, to meet the demands of The New Zealand Curriculum. In making overall teacher judgements in relation to the NZC Curriculum Levels, teachers will consider the evidence from multiple sources to determine how to report each student's performance.

Defining achievements:

Above: A student's current level of achievement is at a standard above their year group, which means that special consideration needs to be given to their learning needs in order to provide them with sufficient challenge to continue their accelerated rate of progression into the future.

At: A student is currently meeting the expected achievement level, but there is every reason to believe that their learning needs can be accommodated within effective differentiated classroom teaching should realistically enable them to meet or exceed the achievement expectation for the next year.

Working Towards: A student is not currently meeting the required achievement expectation, but there is every reason to believe that their learning needs can be accommodated within effective differentiated classroom teaching in order to meet the standard for next year.

Well below: A student's current achievement against the NZC Level standard is such that in order to have a realistic chance of making sufficient progress to meet the achievement expectations for next year, special consideration needs to be given to their learning needs. Specific actions, in addition to effective differentiated classroom teaching, will need to be taken.

The way in which these generic definitions are translated into practice within different subject areas may vary. One approach is to identify the year standard (linked to curriculum progression) which is the "best fit" with the students current level of achievement in the subject. If the balance of evidence shows that student performance:

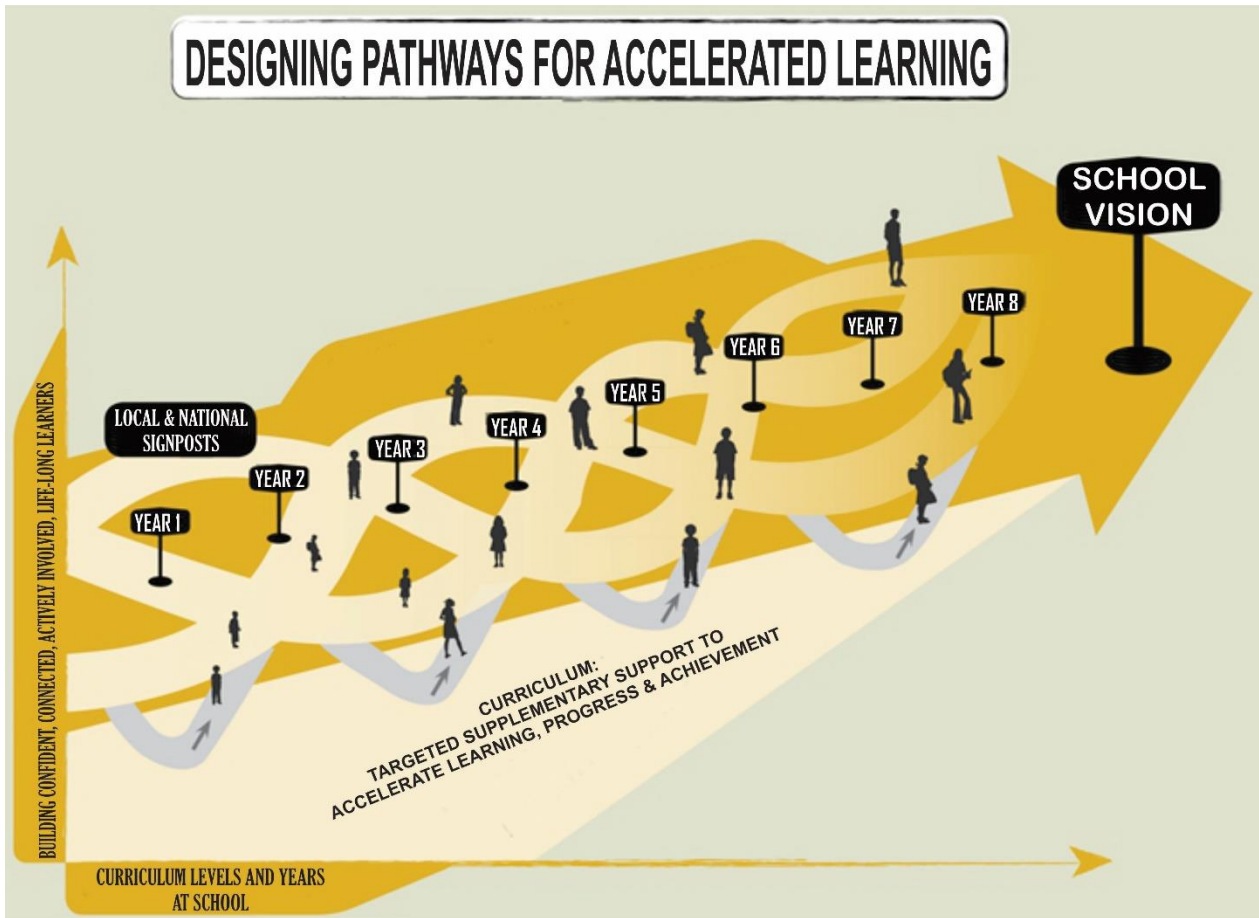
- maps more closely to a standard above that year's standard, the student's achievement is likely to be described as **above** the NZ Curriculum Level expectation
- is predominately meeting the expectations at a year level, the student's achievement will be described as **at** the NZ Curriculum Level expectation
- maps more closely to the preceding year's standard, the student's achievement will be described as **working towards** the NZ Curriculum Level expectation
- maps more closely to a standard more than one year below, the student's achievement is likely to be described as **well below** the NZ Curriculum Level expectation

Students who are well below the expected standard will require modified classroom programmes and extra support to continue their development and maintain positive attitudes. Teachers need to explore methods and approaches to accelerate the learning, progress and achievement of students identified as 'at risk learners'.

In order to make a judgement from the balance of evidence, a range of sources will need to be considered, including classroom observation against clear criteria, demonstrated behaviour on texts and tasks and the information from student performance on assessment activities.

What about those not meeting the standard?

Ultimately the responsibility for ensuring a student reaches the “standard” lies with the teacher, the team and the school. It is important that we identify those students who are not meeting the standard or those at risk of falling short of the standard, and act with urgency. To support a school-wide understanding of the support required, the following diagram and information on APPENDIX 1 and 2, identify where the responsibility lies and actions that may need to be taken.



Reading Standards – how do they work?

READING															
Curriculum Level	Level One								Level Two		Level Three		Level Four		
Year	Months at School				One	1 ½	Two	2 ½	Three	Four	Five	Six	Seven	Eight	
Expected Age at Achievement	5.0	5.3	5.6	5.9	6.0	6.5	7.0	7.5	8.0	8.5	9.0	10-12 years		12-14 years	
Book Levels	1-2	3-5	6-8	9-11	12-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32	32+
Curriculum Level					Green		Turquoise		Gold		Emerald	Ruby	Sapphire		

The reading standards for years 1-8 explain that the reading standards “establish the level of literacy expertise that can be reasonably expected of most students at the end of each period or year if schooling

from the first year of school through to the end of Year 8” (MOE,2009c, P.8) The model describes three aspects to reading:learning the code (learning to read), making meaning and thinking critically.

For example, “students will read (learning the code), respond to (making meaning) , and thnking critically abouttexts”. The first part is about decoding - or reading the lines. The second part is about getting the meaning - reading between the lines. The third part is about the audience for the text, the agenda of the writer and what the wider issues are - reading beyond the text.

Tools to support making an OTJ in reading:

5 Year Observation – Reading

6 Year Observation – Reading

Running Record

Reading Observation

STAR

E-asTTle Reading

SLP (Student Learning Plan) Learning Support and Expectations Reading

See: <http://assessment.tki.org.nz/Assesment-tools-resources>

Writing Standards - how do they work?

WRITING													
Curriculum Level	Level One			Level Two		Level Three			Level Four				
Year	6mth	One	Two	Three	Four	Five	Six	Seven	Eight				
Expected Level of Achievement	Oi-0iii	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a
National Standards													

* It's important to note there are no actual colours to differentiate Levels in Writing.

The aim of writing instructions is to build student’s accuracy, their fluency, and their ability to create meaningful text. For information about the instructional strategies and teaching approaches that teachers can use to help students achieve this aim and meet the early writing standard, refer to chapter 4 of the *Effective Literacy Practice* handbooks.

The first sentence of each writing standard for all year groups (except students after one year at school), states that students will create texts in order to meet the writing demands of the *New Zealand Curriculum* at specified levels.

The second sentence describes the ways in which students use writing (‘to think about, record, and communicate experiences, ideas and information’) and the purposes for writing (‘to meet specific learning purposes across the curriculum’). This sentence of the standard is expressed indentically for each year, but the accompanying material describes how writing is used with increasing sophistication and complexity, as students move through the levels of the curriculum and work with more challenging content. The key phrases in this sentence apply at all levels of learning.

Tools to support making an OTJ in writing:

SLP (Student Learning Plan) Writing Progressions – fold out chart

STP (Student Learning Plan) I CAN Writing sheets

E-Asttle Rubric Sheet

E-Asttle Writing

Literacy Progressions

Mathematics:

MATHEMATICS									
Curriculum Level		Level One		Level Two		Level Three		Level Four	
Year		One	Two	Three	Four	Five	Six	Seven	Eight
National Standards	Expected Level of Achievement - Numeracy Stage	At Stage 3	At Stage 4	Early Stage 5	At Stage 5	Early Stage 6	At Stage 6	Early Stage 7	At Stage 7
	Expected Level of Achievement - Curriculum Strand	Early Level One	At Level One	Early Level Two	At Level Two	Early Level Three	At Level Three	Early Level Four	At Level Four

*It is important to note that there are no actual colours of achievement in Mathematics

* It's important to note there are no actual colours to differentiate Levels in Mathematics.

Mathematics is the most international of all curriculum subjects, and mathematical understanding influences decision making in all areas of life; private, social, and civil. Mathematics education is a key to increasing post-school and citizenship opportunities of young people, but today, as in the past, many students struggle with mathematics and become disaffected as they continually encounter obstacles to engagement. It is imperative that we understand what effective mathematics teaching looks like, and what teachers can do to break this pattern.

When making sense of ideas, students need opportunities to work both independently and collaboratively. At times they need to be able to think and work quietly, away from the demands of the whole class.

At times, students need to be in pairs or small groups, so that they can share ideas and learn with and from others. At other times, they need to be active participants in purposeful, whole-class discussion, where they have the opportunity to clarify their understanding and be exposed to broader interpretations of the mathematical ideas that are the present focus.

Problem solving:

We feel that by solving problems, students get a better feel for what mathematics is all about, what it can do, and how it does it.

Mathematical problem solving is about finding solutions and not just answers to mathematical problems. We say that **method + answer = solution**.

We believe there are four steps that you need to go through in solving most mathematical problems. These are:

1. Understand and explore the problem
2. Find a strategy
3. Use the strategy to solve the problem
4. Look back and reflect on the solution

Tools to support making an OTJ in Mathematics

Student profiles
Strand Pre and Post tests
IkaN
GloSS
PAT Maths
Basic Facts

See: <http://assessment.tki.org.nz/Assessment-tools-resource>

Oral Language:

Oral Language underpins all learning and all social interactions. Whenever we think, read and write, and whenever we communicate with others, we are drawing on oral language in some way. We use oral language to convey information, develop understandings, think critically, express ideas and identity, define our membership of social groups, build relationships, and manage social interactions. Our ability to use oral language effectively enables us to learn, to apply our learning, and to address the challenges of social and technological change.

Oral language is much more than speaking and listening. We think and learn through language; oral language is the basis for all thought and communication. It is that powerful influence in early literacy development, and it is important that, as teachers, we create purposeful opportunities for children to talk.

Tools to support making an OTJ in oral language:

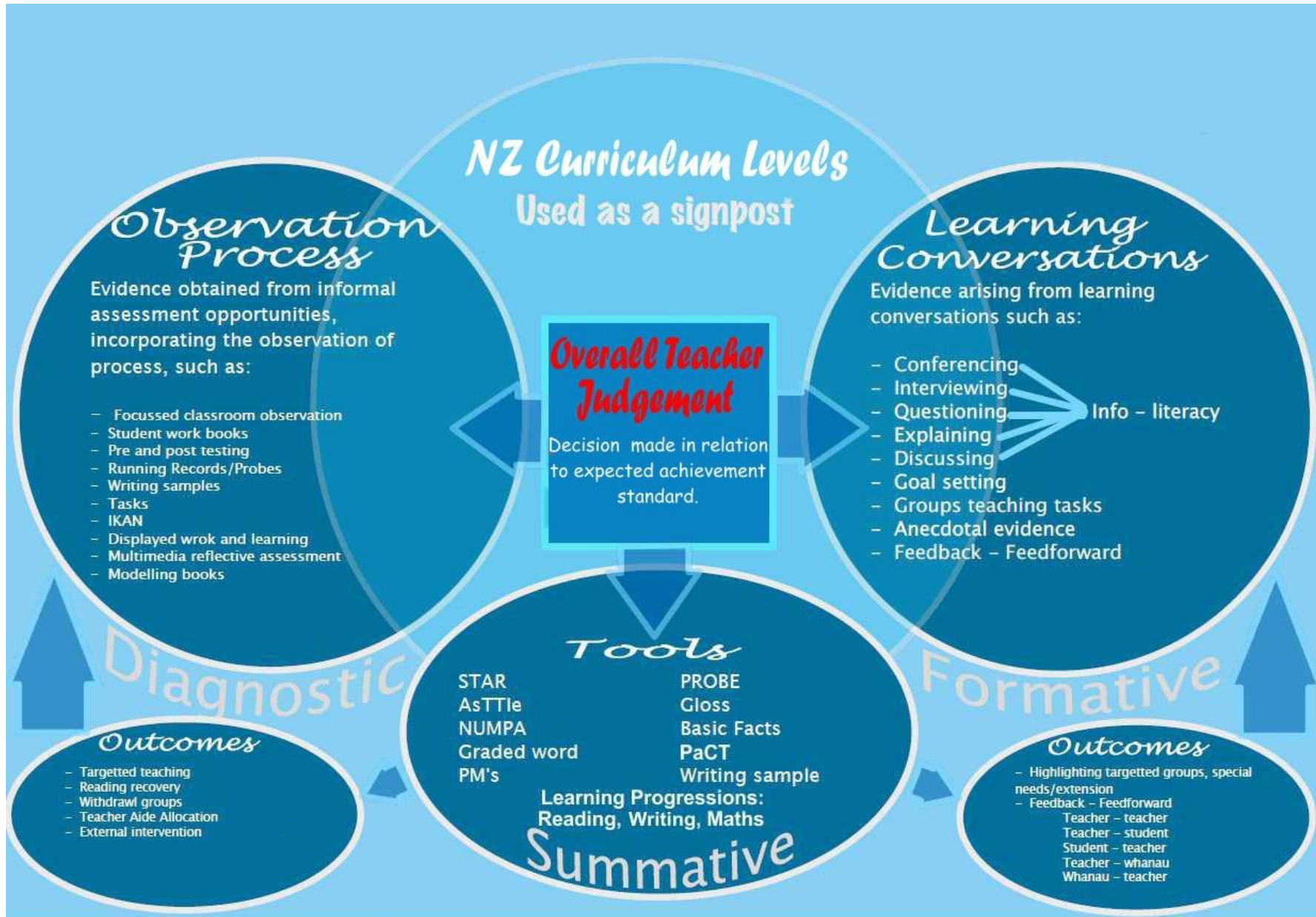
- Informal observations using Oral Language Progressions
- Informal Observations using English Language Learning Progressions
- Observing phonological awareness
- Record of Oral Language
- Junior Oral language screening tool (JOST)
- PAT Listening

See: <http://assessment.tki.org.nz/Assessment-tools-resources>



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Overall Teacher Judgements:

