

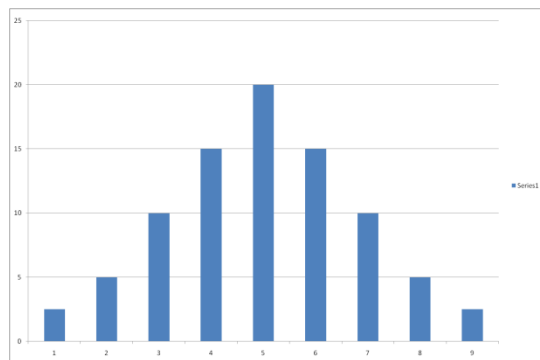
STAR Y3-8

(Supplementary Test of Reading Achievement)

A test of word and sentence comprehension for students who are fluent readers. This test increases in difficulty at each year level.

STAR takes up to half an hour and asks students to identify words and chose the best word to complete sentences.

The test is scored according to national norms and these are described according to a stanine. Stanine 5 is average.



AsTTle Y4-8

A web based programme that allows teachers to construct tests in Maths, Reading and/ or Writing. The tests are marked on line and graded against Curriculum levels 1,2,3,4 etc using national norms.

Each level is further broken down into

B: Beginning, P: Proficient, A: Achieved,

Attainment relative to age is reported on a console sheet. Teachers will explain these in more detail to parents at student conferences.

Teachers can also obtain information on what gaps in learning may be apparent as well as ideas for the “next steps” of learning to be undertaken.

For example

A student at Y4 would be expected to be at Level 2, Y5-6 at Level 3, Y7-8 at Level 4.

BASIC FACTS Y3-6

This is not nationally normed but a school based test of fluency in recall of basic math facts. It is generally considered that skill in this area makes a major contribution to progress in Maths overall. The school encourages all students to learn basic facts for homework as well as in class and are tested each month.

For Y3 the test is of 60 addition and subtraction facts with no time limit

For Y4 out of 100 with a time limit of 8 minutes

For Y5/6 out of 100 with a time limit of 6.5 minutes.

GLOSS Y1-8

A test of Mathematical knowledge also based on quick and secure recall. Results are based on Numeracy stages 1-8. On average students reach

Stage 4 in Year 3 . However higher stages can take up to 2 years to progress through and will usually be at Stage 6-7 at the end of year 6.

Teachers use this test to organise teaching groups and identify learning needs.

PETER'S SPELLING

A test of words for children to spell. The results assign a “Spelling age” which can be compared with actual age. This test only describes what a student can do on words in isolation. High scores here do not always translate into correct spelling in written work.

PRETOS Y4-6

A test of proof reading to see if students can find and/ or correct errors. This test is reported in a stanine and demonstrates the ability of a child to attend to detail in writing

RUNNING RECORDS Any age but usually Y1-3

A moment by moment check on correct reading of a text when a child reads aloud. Teachers gain information about learning needs, skills used by students and their sentence comprehension. If a child is reading at 90% correct rate, they are considered to be working at the correct level and if showing good skills ready to move on to the next level. A higher score would suggest this level is too easy/ a low..too hard. Books for early readers are

graded into Colours Red (L1,2,3), Yellow (L4,5,6), Blue (L7,8,9) Green (L10,11,12) and so on. Within these colours teachers may use levels but this is not necessary for most readers. NB These are NOT curriculum levels but chosen by Reading Recovery teachers for particular learning focus.

Colours and levels are not equal units of progress. Children are expected to reach Green by the end of one year at school but will move more slowly through the next set of colours. This is because the nature of reading changes around this point.

By the end of 2 years at school, students are expected to be at Turquoise (L17-18) and Gold (L21-22) after three years at school.

PROBE Y3 (but can be used for advanced Y2 students)

A test of reading comprehension similar to a running record but checks a wider range of student comprehension skills than a running record does. It is useful for students who have reached L22 as a running record has become redundant at that point since the child can read fluently and independently.

Results are reported in Reading Age compared to chronological age and gives teachers indicators of “next steps” for student learning.

6 year net

At the time of each student’s 6 birthday, the school tests students who are showing signs of difficulty in getting underway with reading. The net is a group

of 6 tests that can give insights into particular difficulties and may indicate a need for an accelerated individualised programme such as Rainbow Reading or Reading Recovery

NATIONAL STANDARDS

are not assessed on the basis of test results.

Instead teachers consider them along with other evidence to form an **Overall Teacher Judgement** about the best fit for each student. As a result it is possible for a child to achieve a low or high score on a test but still be assessed differently.

This is because any test result is tentative. Students can perform poorly for a number of reasons and so teachers consider results against their wider knowledge of each student.

REVIEW

The school reports assessment to the Board as assurance of ongoing student progress and to indicate areas that may need future resourcing in plans and budgets.



More information on assessments can be found at

<http://assessmentsonline.co.nz>



ASSESSMENT

MOVING YOUNG MINDS to HIGHER GROUND

“Not everything that can be measured is worth knowing and not everything worth knowing can be measured” Einstein

Despite this shrewd observation, we do our best to ensure each student is achieving for success, to check on student progress and to review results in order to inform our planning for each student.

