

CROFTS

A test of 100 commonly used and/ or mis-spelt words. Children are tested on these words "in isolation"..as per a traditional spelling test. *Cedric Croft NZCER*

Numbers of students in each score range

	Y3	Y4	Y5	Y6
70-100	15	36	46	49
28-69	42	12	9	8
0-27	13	0	0	1

Average score

	Boys	Girls	Overall
Y6	81%	84%	82.5%
Y5	76%	78%	77%
Y4	77%	84.5%	80.25%
Y3	56%	57%	56.5%

Nos of Maori students below av 2/13

Nos of Pacifica below av 1/3

Shows most students Y4-6 can spell most of these words. However they don't always do so when writing. Our target for 2010 is for Y5 students to be scoring over 90% by the end of the year. Y3 students are still learning these words.

Staff have conducted an analysis of each child's performance and taken steps in planning programmes to address these diverse needs. They are also using a proof reading rubric to enable students to work with the teacher in identifying their weaknesses and set goals for learning.

PRETOS

A normed test of proof reading ability Y4-6. The test includes two texts..students are asked to recognise errors in one/ the second has errors identified and asks students to produce the correct spelling. *NZCER*

	B Recog	B Prod	B Total	G Recog	G Prod	G Total	Overall Total
Y6	51	52	51.5	64	74	67	59.25
Y5	61	49	55	69	65	67	61
Y4	63	47	55	62	62	62	58.5

Most children score higher on recognising errors than on correcting errors but not always. Y5 and Y4 boys show less consistency across the two skills than girls although this does not hold true for Year 6 students.

Overall scores of Crofts compared to Pretos show that while Y6 score highest on spelling words they score lower overall than Y5 at proof reading.

Comparisons of individual performance shows that some children are good at both spelling at proof reading but many others show considerable variations and it is clear that being able to spell words in isolation is no guarantee that a child will produce correct work or that they will recognise and correct errors.

As with Crofts the results for Maori/ Pacifica students vary and there is no clear pattern of underachievement. Instead they are included in the general analysis to gives teachers more information as to the best strategies they can employ to meet different needs. Staff also remember that this is one test on one day and needs to be balanced against other data and observations to give a full picture.

Analysis has been undertaken to compare:

High Crofts High Pretos

A good speller and proof reader..focus on irregular words, Proof reading matrix

High Crofts Low Pretos

A good speller but a poor proof reader needing to give more attention to detail..spelling rules, finding information in texts, proof reading matrix to set own goals for improvement

Low Crofts Low Pretos

Poor spelling and proof reading..realistic spelling goals, word groups, proof reading matrix

Low Crofts High Pretos

Can't explain...underperforming? Were they Engaged in the task? Proof reading matrix