

# READING

## After 3 years at school

### What we assess

The ability to:

- Use the picture or the meaning of the story to work out unfamiliar words, or to understand the meaning
- Notice when they have made a mistake and fix it up, most of the time
- Find information that is clearly stated in the story, as well as some information that is hidden or suggested
- Talk about the meaning of the story and tell you what they have learned from reading about a special topic, and check out if they know as much as the author when reading about an area of interest.

## Level: 21 Gold

### How we assess it

- Regular monitoring in small reading groups
- Running Records: A Running Record is when a teacher assesses a child's reading individually. The teacher notes the types of errors made and how accurately they read at that level. (Is it too easy or too hard?) Teachers also look closely to see if children notice their errors and if they can correct those errors themselves.
- STAR Tests  
STAR stands for Supplementary Tests of Achievement in Reading. This testing begins in Year Three. STAR testing helps teachers more accurately assess the students reading ability in:
  - word recognition
  - sentence comprehension
  - paragraph comprehension
  - vocabulary knowledgeIn particular STAR helps teachers to identify students who need extra help, identify particular difficulties students or groups of students may be having, or to compare students with the national standard for that age/year group.

### Small but important

In your garden, there could be more than a quarter of a million earthworms!

Earthworms might be small, but they are very important. They make the soil healthy for plants to grow.



2



### Below the surface

We don't see earthworms very often because sunlight is harmful to them and they live underground.

Below the surface, they are quietly tunnelling and eating their way through the soil. Their tunnels allow air and water to move through the soil more easily. This helps plants to grow strong and healthy.

Worms create tunnels as they move through the soil.

3

# WRITING

After 3 years at school	Level: 2 early (Curriculum Level 2)
<p><u>What we assess</u></p> <p>The ability to:</p> <ul style="list-style-type: none"> <li>• Think about, record and communicate experiences, ideas and information.</li> <li>• Organise their writing using a basic structure, e.g. writing a text with a beginning, a middle and an end.</li> <li>• Write for a range of purposes that are linked to the curriculum, e.g. a report for social sciences.</li> <li>• Write mainly simple (and sometimes complex) sentences that have different beginnings and lengths.</li> <li>• Use some words that are specifically about the topic and chosen for the audience.</li> <li>• Often correctly spell words they use, and use what they know about sounds in words to try and work out how to spell unknown words.</li> <li>• Build on their knowledge of punctuation and use it more often.</li> </ul> <p><i>Example of a Level 2 early piece of writing:</i></p> <p>On Wednesday in two thousand and eight R-Block decidid</p> <p>togo to the hall to Blow some BuBBles but we made</p> <p>a mess. "It was such a mess that I nerlyfell over!!!</p> <p>next Mrs Rhoades took us outside then we</p> <p>blew some of our own Bubbles. With some Bubble Blowers that we made out of pipe cleaners and then we</p> <p>went to the hall with our teacher mrS rhoades</p> <p>and when we got inside the hall we sat</p> <p>down and then Jean rhoades (how(who) is our teacher)</p> <p>used a Bubble disc wich is from the Shop Blew heaps</p> <p>of Bubbles that we popped were the shape of a</p> <p>soccar dall</p> <p>flew up to the roof!</p>	<p><u>How we assess it</u></p> <ul style="list-style-type: none"> <li>• Regular monitoring – daily writing in Regular monitoring – daily writing in Regular monitoring – daily writing.</li> <li>• Syndicate and school wide moderation of a piece of writing which is compared against examples of levelled writing.</li> <li>• Surface features of a piece of writing which include, spelling, punctuation and grammar.</li> <li>• Deeper features of a piece of writing which include, vocabulary, language (able to use interesting words, similes and metaphors etc.), sentences (simple, compound, and a variety of beginnings and lengths), content and ideas, (what has been included to make the writing interesting), and organisation (beginning, middle and end).</li> <li>• Overall Teacher Judgement based on daily writing and writing samples.</li> <li>• National Standards:             <ul style="list-style-type: none"> <li>- descriptors (a list of things that should be included in writing at this level).</li> <li>- illustrations (examples of writing showing what is expected at this level).</li> </ul> </li> </ul>

# SPELLING

After 3 years at school		Level
<p><u>What we assess</u></p> <p>The ability to ....</p> <ul style="list-style-type: none"> <li>• Use visual memory to correctly spell most of the words in Essential Lists 1-4 and some words in list 5 &amp; 6</li> <li>• Select the correct spelling patterns for words (spell the k sound correctly in both <b>catch</b> and <b>kitchen</b>)</li> <li>• Apply knowledge of spelling rules (eg. Adding suffixes – <b>baby/babies</b>, <b>half/halves</b>)</li> <li>• Apply knowledge of graphemes, such as <i>or</i>, <i>awe</i>, <i>oar</i> and <i>oor</i>, to write words correctly</li> </ul>	<p><u>How we assess it</u></p> <p><b>Letter/Sound Assessment</b></p> <p>Some sounds can be written in many different ways. This test assesses whether or not children can hear and record sounds in words in at least one way</p> <p><b>Pseudo Test</b></p> <p>This test highlights the sounds children are unable to write when they try to write unfamiliar words. The words in this test are ‘made-up’ words so that children can not use their visual memory (what the word ‘looks like’). They need to use their knowledge of spelling patterns (consonants, short vowels, long vowels, initial blends – br, tr, fl, digraph patterns – sh, ch, ng, ow, oy)</p> <p><b>Speedy Spelling</b></p> <p>Children write down as many words as they can, quickly, in 10 minutes. This is an assessment of how many words children can spell correctly in 10 minutes.</p>	<p>42/42 sounds</p> <p>90/90 sounds</p> <p>50-100+ sounds</p>

# MATHEMATICS

<p><b>After 3 years at school</b></p> <p><i>If your child is meeting the Mathematics Standard after three years at school they will be working at early curriculum level 2, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.</i></p> <p><i>They will be solving problems by breaking up numbers and moving them around without counting. For example, <math>8+5</math> could become <math>8+2+3</math>.</i></p>	<p><u>Level:</u></p> <p>Curriculum Level 2 (Early)</p> <p><u>Numeracy Project Stage:</u></p> <p>Stage 5 (Early)</p> <p>Early Additive</p>
<p><u>What we assess</u></p> <p>The ability to...</p> <ul style="list-style-type: none"> <li>• Explore patterns in numbers up to 1000</li> <li>• Use their basic facts to solve problems</li> <li>• Talk about fractions when sharing and exploring shapes and quantities</li> <li>• Organise objects and talk about what's different and what's the same</li> <li>• Create and describe patterns</li> <li>• Measure objects and time</li> <li>• Give and follow directions</li> <li>• Talk about the reasons why an event is likely to happen or not</li> <li>• Investigate a topic, display and discuss what they have discovered.</li> <li>• Basic facts knowledge - instantly recall addition and subtraction facts to 10, doubles to 20 and halves from 20, "ten and ___" facts, multiples of ten that add up to 100. Instant recall means that your child can answer these basic facts in less than 4 seconds.</li> <li>• Learning addition facts up to 20 and subtraction facts from 20, as well as learning the 2, 5, and 10 times tables.</li> </ul> <p><i>During your child's third year at school 60-80 percent of mathematics teaching will focus on number learning.</i></p>	<p><u>How we assess it</u></p> <ul style="list-style-type: none"> <li>• Regular monitoring in small maths groups</li> <li>• Junior Assessment of Mathematics (JAM). This is a new numeracy project assessment that was introduced at the beginning of 2012. It has a series of mathematical activities and questions that your child is asked, to show their thinking and how they are working out their answers. It looks at both their mathematical knowledge and their use of mathematical strategies. After three years at school your child may be assessed using JAM or the Numeracy Project Assessment (NumPA) depending on their learning needs.</li> <li>• Global Strategy Stage (GloSS) There are three GloSS assessments-one for addition and subtraction, one for multiplication and division, and one for proportions and ratios. We may use GloSS to give us an indication of wither your child is early/at a numeracy stage.</li> <li>• Individual Knowledge Assessment of Number (IKAN) We use IKAN to determine a child's numeracy stages in the areas of mathematical knowledge.</li> <li>• Mathematics Progressive Achievement Tests (Maths PATs) These tests indicate student's levels of achievement in the skill, knowledge and understanding of mathematics as outlined by the New Zealand Mathematics Curriculum.</li> <li>• Basic facts testing</li> <li>• Overall Teacher Judgment (OTJ) based on what they have seen in the classroom; talking about learning with children; children's assessment of their own and each others' work; and results from formal testing.</li> </ul>

## Sorting Sports Balls

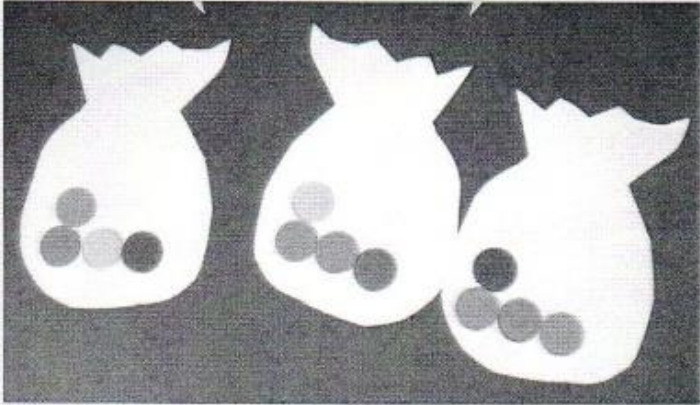
Make counters and "bags" available for students who may need or want to use them.



There are 12 balls to go into 3 bags.  
Each bag should have the same number of balls.  
How many balls should you put into each bag?

I noted you put 4 in each bag.  
How did you know to do that?

I know  $4 + 4 + 4 = 12$ .



Emily then wrote:

$$4 + 4 + 4 = 12$$

4 balls in each bag

**Discussion**  
This task provides some of the evidence needed to show that Emily is achieving at early curriculum level 2 and the year 3 standard in Number. She has demonstrated that she is able to use basic facts to partition a number and solve a "sharing" problem. This suggests that she is working at the Early Additive stage of the Number Framework.