

READING

At the end of Year 4

What we assess

The ability to:

- Know what they like to read and be able to choose what's right for them
- Understand what they are reading and be able to talk about the main ideas, as well as ideas that are not so obvious
- Recognise and understand the information in different kinds of books
- Read smoothly, like talking
- Notice when they make a mistake in their reading and be able to fix it, most of the time
- Read to find out information, like answers to questions.

Level: Curriculum Level 2

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. 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.
- e-asTTle reading. e-asTTle is a web-based assessment tool. Teachers use it to electronically set reading comprehension tests that are aligned to the curriculum. Every test can be tailored to assess the specific needs of students. The programme will analyse student results and present the information in comprehensive reports. Teachers use e-asTTle to identify exactly what a student can and can't do so that we can focus teaching and learning to their needs

Mihi and the Foghorn Father
by Rachel Hayward

Mihi lay in bed, staring at the ceiling. It was Saturday – rugby day. She felt sick. Some people get butterflies in their tummy when they're nervous, but Mihi had eels – squirming, twisting eels.

The bedroom door burst open. "Get up, lazybones!" yelled Dad cheerfully. "You don't want to be late!"

Mihi felt the eels tumbling and leaping in her stomach. Her rugby games were on at the same time as Amokura played netball, so Mum and Dad took turns to come. This was Dad's rugby weekend. Mihi wished Mum could come as well. She might keep Dad quiet.

Dad was enthusiastic. He was encouraging. But he was really loud. Mum said he had a voice like a foghorn. Mihi had never heard a foghorn, but she knew Dad had the biggest voice on the sideline.



The illustration is split into two panels. The left panel shows an elderly man with white hair (Dad) sitting on the edge of a bed, looking at a young girl (Mihi) who is lying under a brown blanket. A framed picture on the wall shows a person holding a microphone. The right panel shows three people (Dad, Mum, and another person) standing outdoors. Dad is in the center, wearing a blue jacket and a cap, with his mouth wide open as if shouting. Mum is on the right, wearing a purple jacket, looking towards Dad. Another person is on the left, wearing an orange jacket. There are stylized clouds and trees in the background.

WRITING

At the end of Year 4	Level:2 at (Curriculum Level 2)
<p data-bbox="92 271 331 304"><u>What we assess</u></p> <p data-bbox="92 338 309 376">The ability to:</p> <ul data-bbox="103 409 767 1043" style="list-style-type: none">• Use their writing to think about, record and communicate experiences, ideas and information.• Write by themselves for different purposes.• Know that their writing needs to be suited to the audience.• Read and change their writing to improve it, most of the time.• Notice mistakes and correct them in their writing (spelling, grammar, punctuation), most of the time.• Publish their writing in a variety of ways including using computers, cameras, illustrations and diagrams.• Use an opening to grab attention.• Use simple connecting words (as, so, when) to give the story flow and join main events. <p data-bbox="92 1048 620 1084"><i>Example of a Level 2 at piece of writing:</i></p> <div data-bbox="108 1115 638 1592" style="border: 1px solid black; padding: 5px;"><p data-bbox="124 1126 622 1581">When my Grandad died I falt emty and lost and I thort he was to young to die because it' s usually time to go when youre old. I was five then when I was at the funeral I was baying [banging] on the ground and crying at the same time, I was so sad and mad. When that was over I wanted to forget it but I couldn' t. Mum kept saying remember all the good time' s but I coundn' t. All I cound think of was the funeral. Then when I got older I started to think that things happen like that. I hope no one else will die again.</p></div>	<p data-bbox="794 271 1054 304"><u>How we assess it</u></p> <ul data-bbox="783 338 1490 1084" style="list-style-type: none">• Regular monitoring – daily writing in writing books.• Surface features of a piece of writing which include, spelling, punctuation and grammar.• 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).• Overall Teacher Judgement based on daily writing and writing samples.• Syndicate and school wide moderation of a piece of writing.• National Standards:<ul data-bbox="831 936 1490 1084" style="list-style-type: none">- descriptors (a list of things that should be included in writing at this level).- illustrations (examples of writing showing what is expected at this level).

SPELLING

By the end of Year 4		Level
<p><u>What we assess</u></p> <p>The ability to</p> <ul style="list-style-type: none"> • Use visual memory to correctly spell most words from Essential Lists 1-4 and many words from lists 5-7 • Use knowledge of diverse spelling patterns to correctly spell words such as ship, chef, ocean, station, special • Apply knowledge of common prefixes (un-, sub-, pre-, non-) • Apply knowledge of common suffixes (-ful, -ly, -tion, -able/-ible, -ment) 	<p><u>How we assess it</u></p> <p>Letter/Sound Assessment</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>Pseudo Test</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>Senior Pseudo Test (Ngahere)</p> <p>This is similar to the original Pseudo test but also assesses children’s knowledge of spelling rules and suffixes</p> <p>Speedy Spelling</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>90+/120 sounds</p> <p>100+ words</p>

MATHEMATICS

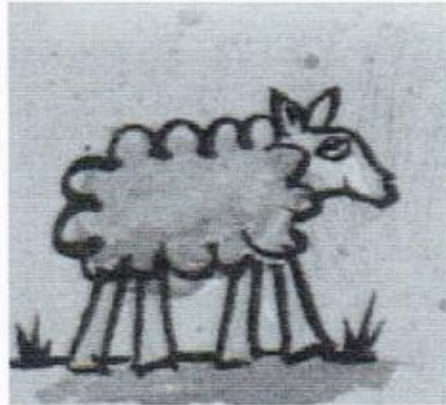
<p>At the end of Year 4</p> <p><i>If your child is meeting the Mathematics Standard at the end of year 4 they will be working at curriculum level 2, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.</i></p> <p><i>They will be solving problems by using basic addition, subtraction and simple multiplication facts and their knowledge of place value.</i></p>	<p><u>Level:</u></p> <p>Curriculum Level 2 (At)</p> <p><u>Numeracy Project Stage:</u></p> <p>Stage 5 (At)</p> <p>Early Additive</p>
<p><u>What we assess</u></p> <p>The ability to...</p> <ul style="list-style-type: none"> • Work with numbers up to 1000 • Use their knowledge of the 2, 3, 4, 5 and 10 times tables to solve problems • Find fractions of sets, shapes and quantities • Make and continue patterns and explain the rule for the pattern • Sort objects and describe how they have been grouped (e.g. shape and size) • Choose how you can best measure length, area, volume, capacity, weight, temperature and time • Use simple maps to show position and direction • Talk about events that will or will not happen • Make up questions to investigate then graph and discuss their findings • Basic facts knowledge - instantly recall addition facts to 20 and subtraction facts from 10; doubles to 20 and halves from 20; “ten and ___” facts; multiples of ten that add up to 100; 2, 5, 10 multiplication facts and 2, 5, 10 division facts. Instant recall means that your child can answer these basic facts in less than 4 seconds. <p><i>During Year 4, 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"> • Regular monitoring in small maths groups • 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 whether your child is early/at a numeracy stage. • Individual Knowledge Assessment of Number (IKAN) We use IKAN to determine a child’s numeracy stages in the areas of mathematical knowledge. • 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. • Basic facts testing • 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. • Year 4 children in Ngahere Syndicate will also do e-asTTle Maths. e-asTTle is an online assessment tool, developed to assess your child’s achievement and progress in mathematics.

Counting Sheep

[Adapted from Figure It Out, Algebra, Levels 2-3, page 10]

1 sheep has 4 legs:

- How many legs do 4 sheep have altogether?
- If there were 44 legs, how many sheep would there be?



Noah attempted to state the information given (1 sheep has 4 legs) as a mathematical statement: "1 = 4".

$$1 = 4$$

$$4 \times 4 = 16 \text{ leg}$$

He used a known multiplication fact ($4 \times 4 = 16$) to solve the first problem.

$$16 \times 2 = 32$$

" " " "

4 sheep 8 sheep

To solve the second problem, Noah started with his answer from the first problem. Then he doubled the 16 to get 32 and added another 16 to get 48. Then he subtracted 1 sheep to get the right number of legs.

The teacher noted that Noah over-generalised the use of the equals sign: he used it to show the relationship between sheep and legs (e.g., "1 = 4", "16 = 4 sheep") rather than to symbolise the balance between sides of an equation. The teacher noted this as a teaching point.

$$32 + 16 = 48$$

" " " "

8 sheep 12 sheep



12 sheep = 48 legs
44 legs - 1 sheep

But that's 12 sheep, so take off 1 sheep and get 44 legs.

Discussion

This task provides some of the evidence needed to show that Noah is achieving at curriculum level 2 and the year 4 standard in Number. He has demonstrated that he is able to apply basic addition (for example, doubling) and subtraction facts and simple multiplication facts (4×4) to combine and partition whole numbers. This suggests that he is working at the Early Additive stage of the Number Framework.