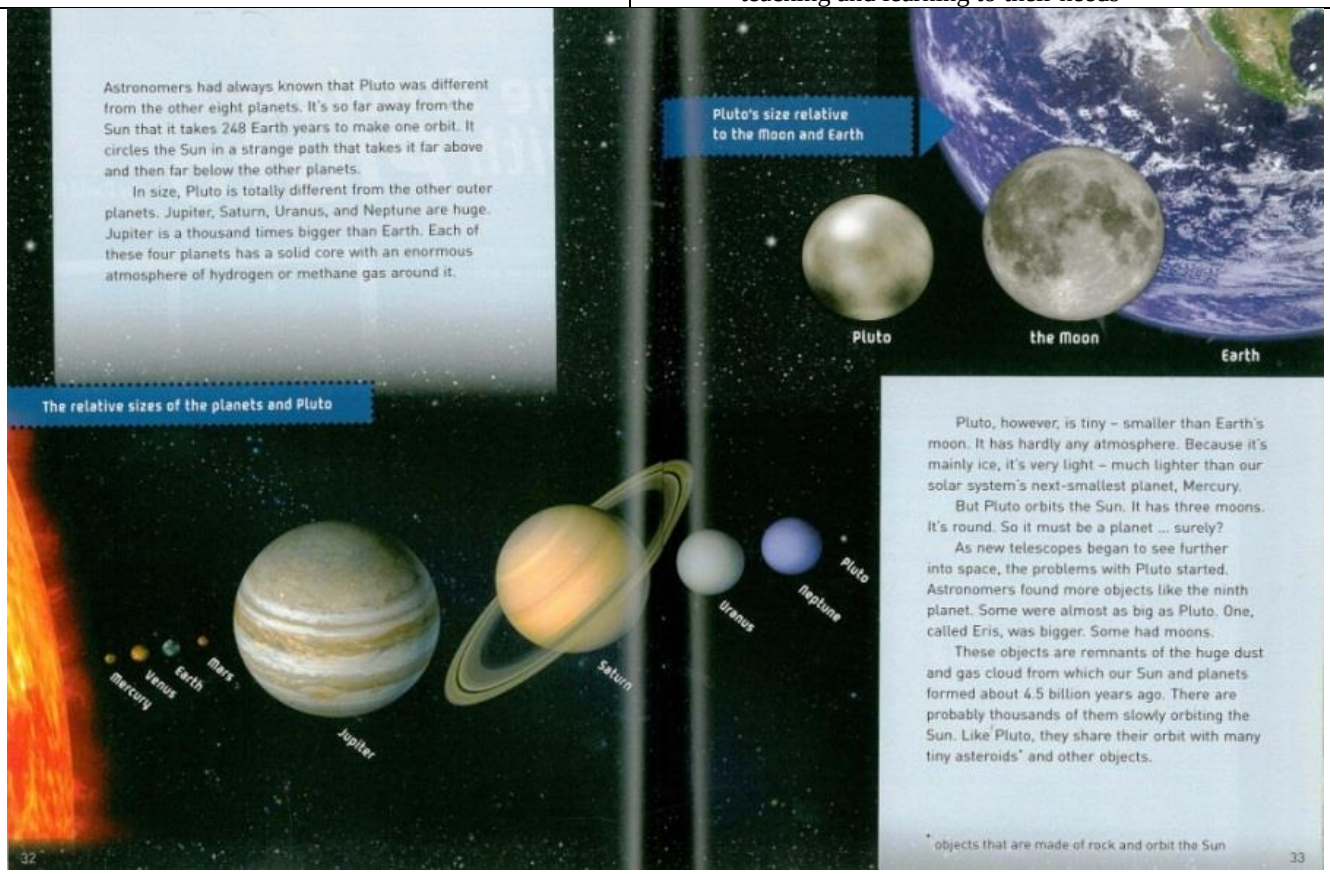
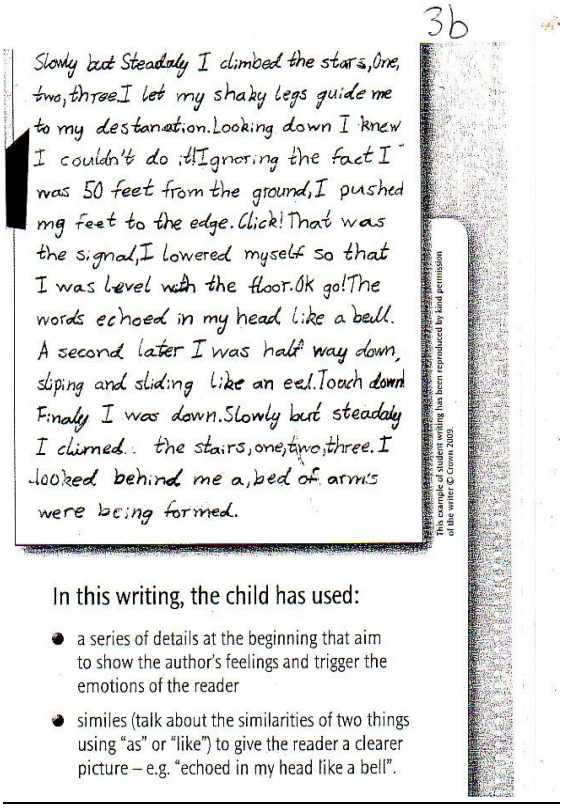
READING

At the end of Year 5	Level: Curriculum Level 3
<u>What we assess</u> The ability to: • Read for longer periods of time • Choose stories that support their learning and choose stories to read for fun • Choose what reading skills they use when they have difficulties and when they are reading harder stories – e.g., rereading parts they don't understand • Work out words they don't know by using other words around the problem, pictures or other clues • Understand and discuss the different levels of meaning a story can have – e.g., understanding hidden meanings • Read different stories about the same topic, and be able to pull this information together to express an idea, or write on a topic • Ask and answer questions about things they read • Discuss the way authors have made choices when writing – about the words, places, characters and ideas the authors have chosen.	<u>How we assess it</u> • Regular monitoring in small reading groups and during class inquiry topics • Running Records (where a need is identified): 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 knowledge In 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



WRITING

At the end of Year 5	**Level: 3 early (Curriculum Level 3)**
<u>What we assess</u> The ability to: • Use different ways to think about, plan, organise and communicate experiences information and ideas. • Use words and phrases that are about a topic and chosen for the audience. • Choose the best way to express their message or ideas in writing. • Organise their writing, use detail to support main ideas and paragraphs to group their ideas. • Improve the clarity and impact of their writing, often after feedback from others. • Check their own writing to correct spelling grammar and punctuation. • Choose the best way to publish their writing, including computer technology, print, charts and diagrams. • Use language features such as similes, to make their writing more interesting. *Example of a Level 3 early piece of writing*  3b Slowly but Steadaly I climbed the stars,One, two,three.I let my shaky legs guide me to my destanation.Looking down I knew I couldn't do it!Ignoring the fact I was 50 feet from the ground,I pushed my feet to the edge.Click! That was the signal,I lowered myself so that I was level with the floor.OK go!The words echoed in my head like a bell. A second later I was half way down, sliping and sliding like an eel.Touch down Finaly I was down.Slowly but steadaly I climed the stairs,one,two,three.I looked behind me a,bed of arm's were being formed. This example of student writing has been reproduced by kind permission of the author © Crown 2003 In this writing, the child has used: • a series of details at the beginning that aim to show the author's feelings and trigger the emotions of the reader • similes (talk about the similarities of two things using "as" or "like") to give the reader a clearer picture – e.g. "echoed in my head like a bell".	<u>How we assess it</u> • 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: - 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 5		Level
<u>What we assess</u> The ability to …. • Use visual memory to correctly spell most words from Essential Lists 1 -6 • Use knowledge of how words work to fluently and correctly spell most unfamiliar words, including words of many syllables	<u>How we assess it</u> **Senior Pseudo Test** This is similar to the original Pseudo test but also assesses children's knowledge of spelling rules and suffixes	100+/120 sounds

MATHEMATICS

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<td>At the end of Year 5

If your child is meeting the Mathematics Standard at the end of year 5 they will be working at early curriculum level 3, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.

They will be solving problems involving several steps, for which they need to choose the most appropriate method to help them solve the problem. They will be learning a range of approaches to solving problems.</td>
<td><u>Level</u>:

Curriculum Level 3 (Early)

<u>Numeracy Project Stage</u>:

Stage 6 (Early)

Advanced Additive</td>
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<td><u>What we assess</u>

The ability to…

• Choose an appropriate method to solve problems (using +,-, x,÷) and clearly explain their methods to other people
• Use their known basic facts to work out unknown facts and to find fractions of sets, shapes and quantities
• Sort 2D and 3D shapes and justify how they have been grouped
• Use grid references on maps and points of the compass to describe the location of objects
• Measure the size and capacity of objects
• Explore the concept of chance by listing all the possible outcomes
• Investigate questions, show the information and discuss the data
• 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.
• Learning all addition and subtraction facts to and from 20; all multiplication facts to 10x10, all division facts from 100, multiplication facts with 10s, 100s and 1000’s.

During Year 5, 50 to 70 percent of mathematics teaching time will focus on number learning.</td>
<td><u>How we assess it</u>

• 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 wither your child is early/at a numeracy stage.
• Individual Knowledge Assessment of Number (IKAN)
We use IKAN to determine your child’s numeracy stages in the areas of mathematical knowledge.
• Mathematics Progressive Achievement Tests (Maths PATs)
These tests indicate your child’s levels of achievement in the skill, knowledge and understanding of mathematics as outlined by the New Zealand Mathematics Curriculum.
• e-asTTle Maths
e-asTTle is an online assessment tool, developed to assess your child’s achievement and progress in mathematics.

• 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.</td>
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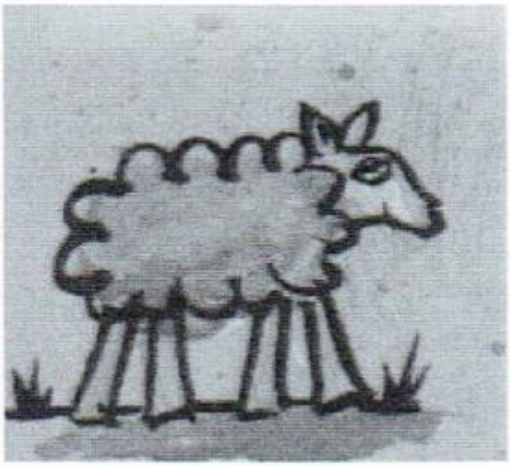
Counting Sheep

(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?*



Jazmin solved the problems with two equations, using known facts for both multiplication and division.

4 x 4 = 16 legs

44 ÷ 4 = 11 sheep

The teacher checked Jazmin's use of strategy by asking: "How many sheep would there be if there were 76 legs?"

Well, 4 times 10 is 40, so that's 10 sheep, and there are 36 legs left. And then 4 times 5 is 20, so that's 16 left, and 4 times 4 is 16, so ... it's 10 + 5 + 4. That's 19 ... 19 sheep.

Discussion

This task provides some of the evidence needed to show that Jazmin is achieving at early curriculum level 3 and the year 5 standard in Number. She has demonstrated that she is able to apply her basic fact knowledge and additive and simple multiplicative strategies to combine and partition whole numbers. This suggests that she is working at the Advanced Additive stage of the Number Framework.