

READING

At the end of Year 6	Level: Curriculum Level 3
<p><u>What we assess</u></p> <ul style="list-style-type: none">• Read longer stories more quickly, and read for longer periods of time• Find information and ideas easily in the story, as well as information that is more hidden – using clues in the story and what they already know• Work out words they don't know the meaning of by using clues in the story or pictures and diagrams• Quickly find important ideas and information by 'skimming' and 'scanning' (e.g., using sub-headings, key words or first sentences in paragraphs)• Know they sometimes need to read from several sources of information (books, magazines, the Internet) to get all the information they need for their work.	<p><u>How we assess it</u></p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">- 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



WRITING

At the end of Year 6	Level: 3 at (Curriculum Level 3)
<p data-bbox="94 243 329 279"><u>What we assess</u></p> <p data-bbox="94 285 306 321"><u>The ability to:</u></p> <ul data-bbox="103 331 779 741" style="list-style-type: none">• Choose the type of writing to suit the audience.• Plan what they will write in different ways.• Organise their writing logically using paragraphs as well as other features like headings, sub-headings, diagrams and captions.• Choose words carefully to suit the topic or purpose and to make people want to read their writing.• Check their writing to make sure it makes sense.• Spell most words correctly and use appropriate punctuation. <p data-bbox="94 747 776 783"><i>Example of a Level 3 at piece of writing:</i></p> <div data-bbox="110 789 634 1608" style="border: 1px solid black; padding: 10px;"><p data-bbox="289 800 456 831" style="text-align: center;">The Big Wave</p><p data-bbox="126 863 613 1598">When will I make it back to the surface, I hope I won' t die. I wish we past that humungis wave. Floating upside down makes me feel sick. I kick my feet and wriggle around. Somebody picks me up by my feet then they turn me the right way up and hold me around my waist. I cough and splutter letting out the salt water that went into my mouth (when I was upside down). Then I open my eyes. It is my mum that is holding me she is holding the kiyak too. I notice that the top of her nose is bleeding and her sunglasses are gone. Mum can' t touch the bottom of the beach but she is kicking harder and harder. Another wave comes in. It is up to my neck, the water sprays into my eyes and they sting so badly that I cry. We finally reach the shore, I take off my life jacket and mum takes hers off to. Then I run to Dad. He gives me a big cuddle. I sit down on the warm sand with my legs lying out in front of me and my hands on my knees. I feel safe and relieved that I survived.</p></div>	<p data-bbox="805 243 1060 279"><u>How we assess it</u></p> <ul data-bbox="821 285 1494 1062" 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="862 919 1425 1062" 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 6		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 all 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	<p><u>How we assess it</u></p> <p>Senior Pseudo Test This is similar to the original Pseudo test but also assesses children's knowledge of spelling rules and suffixes</p>	<p>100+/120 sounds</p>

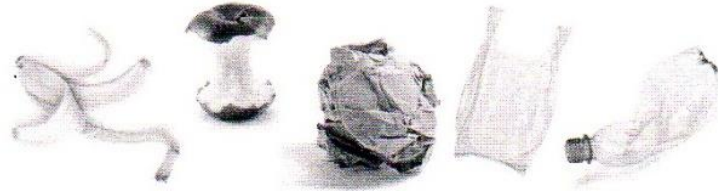
MATHEMATICS

<p>At the end of Year 6 <i>If your child is meeting the Mathematics Standard at the end of year 6 they will be working at curriculum level 3, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.</i></p> <p><i>They will be solving problems involving several steps and which require them to choose the most appropriate method for the problem. They will be learning a range of approaches to solve problems and will be able to make general statements about numbers and patterns.</i></p>	<p><u>Level:</u> Curriculum Level 3 (At) <u>Numeracy Project Stage:</u> Stage 6 (At) Advanced Additive</p>
<p><u>What we assess</u></p> <p>The ability to...</p> <ul style="list-style-type: none"> • Solve problems (using +, -, x, ÷) that require them to choose the best method • Use repeated halving or known multiplication facts to solve problems involving fractions • Find the value of a given number in a pattern • Sort, create and identify 2D and 3D shapes • Measure time and find the area and volume of objects • Use grid references on maps and points of the compass to give directions • Draw objects from different points of view • Explain results of investigations by identifying patterns • Experiment to work out the likelihood of an event happening • Basic facts knowledge - instantly recall addition and subtraction facts to and from 20; multiplication facts to 10x10; division facts from 100; multiplication facts with 10s, 100s and 1000s. Instant recall means that your child can answer these basic facts in less than 4 seconds. <p><i>During Year 6, 50 to 70 percent of mathematics teaching time 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 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.

Breakdown of Waste Timeline

1. Select some food and packaging items from the table that our class created after last week's research.

Time that items found in school lunchboxes take to break down	
Food	Packaging
Apple core: 2 months	Plastic bag: 10 years
Banana skin: 4 weeks	Paper bag: 8 weeks
Orange skin: 5 weeks	Plastic wrap: 25 years
Sandwich crust: 2 weeks	Greaseproof paper: 8 weeks
Leftover noodles: 6 weeks	Plastic water bottle: 450 years
Bread: 12 days	



2. Draw a timeline. Place your selected items on the timeline to show how long each item takes to break down.
3. Choose one food and one packaging item from your timeline and calculate the difference between the times that they take to break down.

Rawiri created a timeline to show the relative break-down times of the items he chose. He used appropriate units to order the time that these items take to break down. There is some sense of scale to the timeline (halfway at 225, and he did try to separate 10 years and 25 years from the various weeks). However, the cluster of items at the beginning of the timeline is not to order or to scale.

The teacher observed that Rawiri independently used partitioning to quickly find half of 450.

Noodles - 6 weeks
Plastic bag - 10 years

(52 wks in a year)

Rawiri applied simple multiplicative thinking to convert years into weeks.

$52 \times 10 = 520$ weeks

Rawiri considered restructuring the equation $520 - \square = 6$ but moved on to another strategy. This shows that he can think flexibly about the problem in order to find an efficient strategy.

$520 - \square = 6$ weeks

Rawiri initially split 520 into 500 and 20 and then used a basic fact ($20 - 6 = 14$) to calculate this part of the answer efficiently. He combined whole numbers using an additive strategy: "So if $20 - 6$ is 14, then $520 - 6$ is 514; oh, and it is in weeks."

$520 - 6 = 514$ weeks

$20 - 6 = 14$

The items that Rawiri chose did not allow him to demonstrate flexible use of multiplicative strategies, but when asked how many months were in 32 weeks, he replied, "4 times 8 is 32, so there are 8 months in 32 weeks." This showed a basic understanding of inverse relationships.

Discussion

This task provides some of the evidence needed to show that Rawiri is achieving at curriculum level 3 and the year 6 standard in Number. He has demonstrated that he is able to apply additive and simple multiplicative strategies flexibly to solve problems. This suggests that he is working at the Advanced Additive stage of the Number Framework. He is also working within curriculum level 3 in Measurement. However, as with Kavitha, he has made errors in scale (possibly stemming from his choice of items spanning from 0-450 years for his timeline).