

Cotswold School

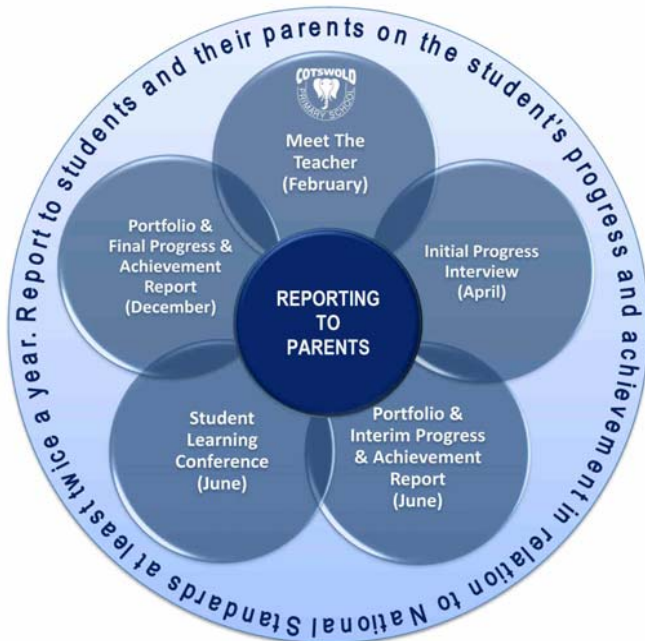
Progress & Achievement Report In Relation To National Standards

Stephen Harrison

Room: 30

Year: 6

Teacher: Harry Stedman



INTRODUCTION

Doing well in reading, writing and mathematics gives children the skills they need to do well in other curriculum areas at school.

Cotswold School is required to report to parents twice each year on how their child is doing in Reading, Writing and Mathematics in relation to National Standards. The standards show what New Zealand children are expected to be able to do in reading, writing and mathematics at each period or year of schooling. The standards have been designed so that students who meet them will be on track to achieve NCEA Level 2.

As part of reporting, teachers will also talk to you about your child's progress and achievement, including against the National Standards, as part of parent-teacher interviews and meetings, informal discussions and/or student-led conferences.

To work out where each child is at, teachers will make an overall teacher judgement (OTJ) using a range of assessments, including:

- What they have seen in the classroom
- Talking about learning with students
- Children's assessment of their own and each others work
- Results from formal tests.

In this mid-year report, Stephen's achievement in Reading, Writing and Mathematics has been compared with the National Standards and depicted on a chart. Comments have been made about recent achievements and suggested next steps for learning.

We will be holding three way conferences (student, parents and teacher) on Thursday 4 August, 2011. Conferences can be booked online by following these steps:

Go to the Cotswold School Website - www.cotswold.school.nz

Click on the "August Learning Conferences" link on the menu on the right hand side of the main page.

Principals, Boards of Trustees and teachers need to set annual goals for their students and their school, that are challenging but achievable for them. Cotswold School's Annual Goals and Student Achievement Targets are included in the school Charter which can be accessed from the school website www.cotswold.school.nz or collected from the school office.

STEPHEN HARRISON

Principal

READING

Standard Applying

At the time of this assessment **Stephen** is **10.11** years old and is in **Year 6**. **Stephen** needs to be achieving at **Level 3** by the end of **Year 6**

In recent months Stephen has learnt to:

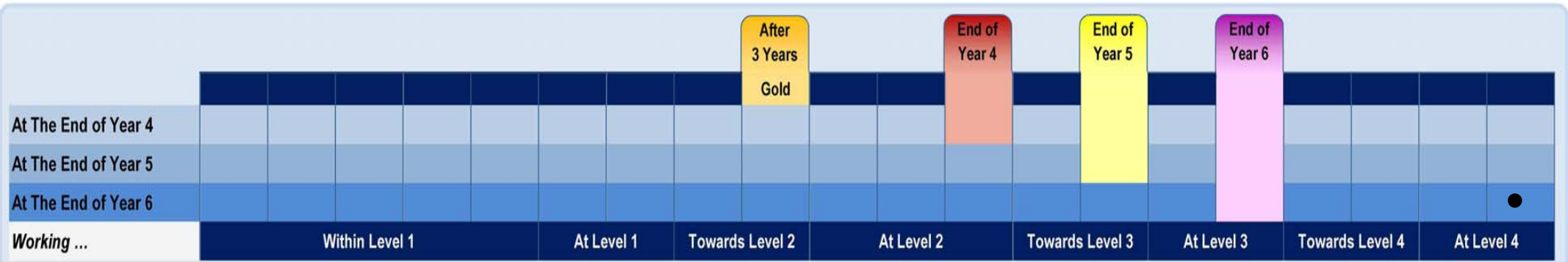
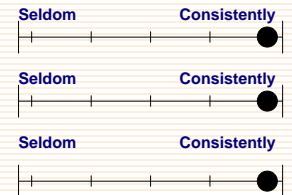
- Interpret illustrations and other graphics
- Maintain meaning over longer and more complex structures
- Cope with longer time sequences and more complex characters

Stephen's next learning steps are to:

- Compare and combine information from a variety of sources
- Understand that context can change a words meaning
- Decode texts fluently and accurately
- Use the library

Self Management & Application

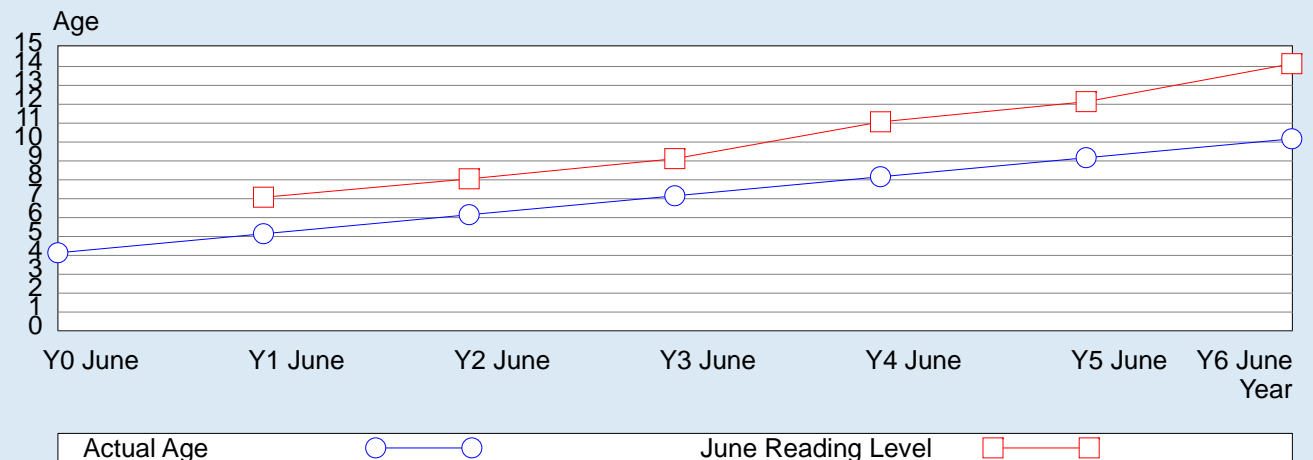
- Sets and maintains high
- Takes risks and is persistent
- Manages learning time effectively



Stephen is currently working above the National Standard in Reading.

Summary of Reading Levels

		Actual Age	Running Record Level
Year 4:	June:	08.11	11.0 Years
	Nov:	09.04	12.0 Years
Year 5:	June:	09.11	12.5 Years
	Nov:	10.04	13.5 Years
Year 6:	June:	10.11	15.0+ Years
	Nov:	11.04	



WRITING

Standard Applying

At the time of this assessment **Stephen** is **10.11 years old** and is in **Year 6**. He needs to be achieving at **Level 3** by the end of **Year 6**.

In recent months Stephen has learnt to:

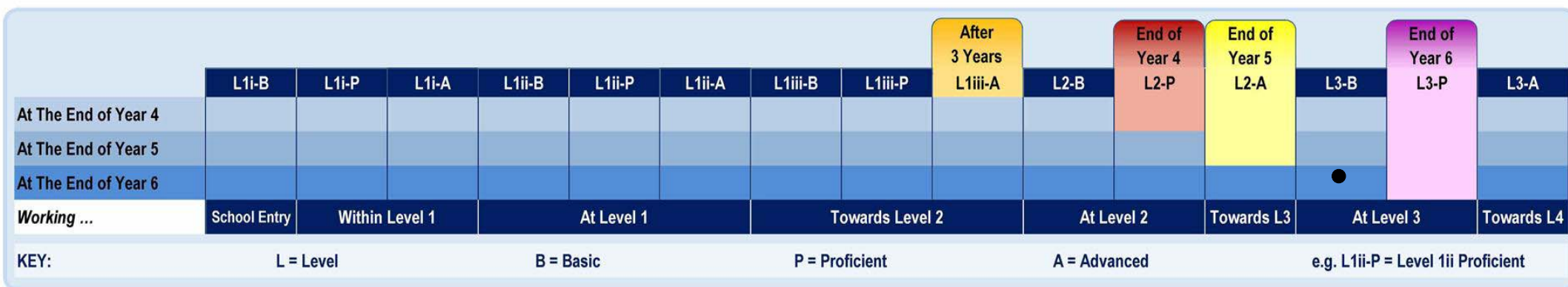
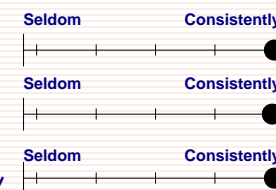
- Show some awareness of purpose and audience through choice of content, language and writing style
- Use paragraphs
- Use a variety of sentence structures, beginnings and lengths

Stephen's next learning steps are to:

- Link ideas and events using connective words and phrases eg. Later that evening
- Use dialogue appropriately to add to the story

Self Management & Application

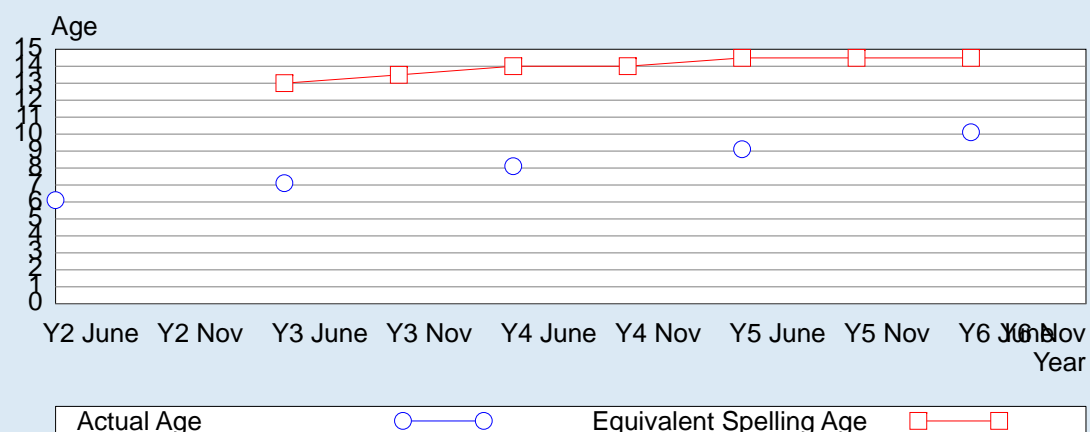
- Sets and maintains high
- Takes risks and is persistent
- Manages learning time effectively



Stephen is currently on track to meet the National Standard in Writing.

Summary of Spelling Age Results

		Actual Age	Peter's Spelling Raw Score	Equivalent Spelling Age
Year 4:	June:	08.11	58	14
	Nov:	09.04	60	14
Year 5:	June:	09.11	65	14.5
	Nov:	10.04	64	14.5
Year 6:	June:	10.11	65	14.5
	Nov:	11.04		



MATHEMATICS

Standard Applying

At the time of this assessment **Stephen** is **10.11 years old** and is in **Year 6**. **Stephen** needs to be achieving at **Level 3** by the end of **Year 6**.

In recent months Stephen has learnt to:

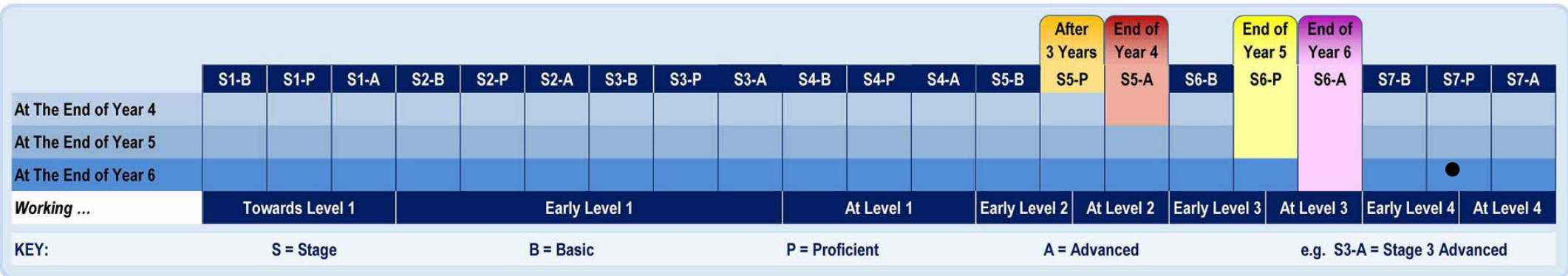
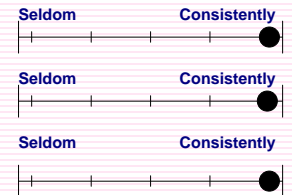
- Solve fraction problems using known multiplication and division facts e.g. $1/5$ of 35 using $5 \times 7 = 35$
- Add to patterns with 2 variables
- Describe patterns using rules that use multiplication
- Use multiplication and division to solve addition and subtraction problems with whole numbers
- Solve multiplication and division problems using a variety of strategies

Stephen's next learning steps are to:

- Determine using tables or graphs a given member of a pattern eg the 20th and state the rule
- Solve addition and subtraction problems involving decimals, integers, and related fractions using appropriate strategies
- Use a range of multiplication and division strategies to solve problems with fractions, proportions and ratios.

Self Management & Application

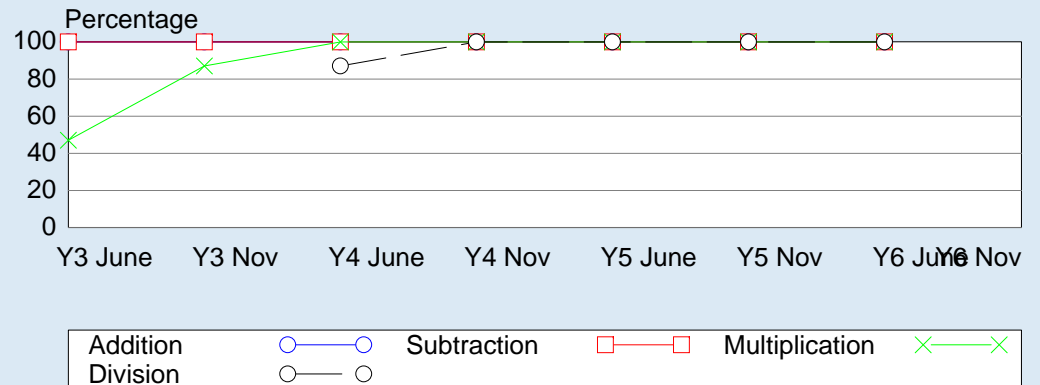
- Sets and maintains high
- Takes risks and is persistent
- Manages learning time effectively



Stephen is currently working above the National Standard in Mathematics.

Summary of Basic Facts

		Addition %	Subtraction %	Multiplication %	Division %
Year 4:	June:	100	100	100	87
	Nov:	100	100	100	100
Year 5:	June:	100	100	100	100
	Nov:	100	100	100	100
Year 6:	June:	100	100	100	100
	Nov:				



General Comment

Stephen consistently works very hard and shows interest, enthusiasm and curiosity in all learning areas. He shows initiative and always exceeds the requirements as he constantly challenges himself and completes extra work. Stephen takes on roles of great responsibility both in and out of the classroom and can always be relied on to fulfil tasks to a high standard. Stephen is actively involved in a wide range of in extra-curricular activities including the Cotswold Water Polo Team, the Cotswold Marbles Championship and the Cross Country Walking Race.

Based on current data the Ministry of Education estimate that in reading:

- 50 percent of students are likely to be at or above the standard after 1 year at school
- 60 percent are likely to be at or above the standard at Year 4
- 60 percent are likely to be at or above the standard at Year 8.

Based on current data the Ministry of Education estimate that in mathematics:

- 80 percent of students are likely to be at or above the standard after 1 year at school
- 70 percent are likely to be at or above the standard at Year 4
- 50 percent are likely to be at or above the standard at Year 8.

In every classroom children achieve at different levels and progress at different rates; some children will be working well beyond their peers, and others will be working well below.

Ministry of Education, New Zealand Education Gazette, Number 7 - 3 May, 2010

Supporting Stephen's Learning At Home

Stephen's class teacher, Harry Stedman will provide and discuss with you at our Learning Conferences, things that you can do at home to support Stephen's learning. The resources pictured below feature learning activities parents and children can do at home. They explain the National Standards in reading, writing, and mathematics for years 1 to 8. The early learning fold out gives tips and ideas for parents, families and whanau to grow a love of learning from their child's birth until they start school. They demonstrate interactive, fun, easy, everyday activities that parents can relate to and do at home, and while out and about. These resources are available from our school office and can also be accessed and downloaded from our school website - <http://www.cotswold.school.nz/WebSpace/330/>

