



Cotswold School

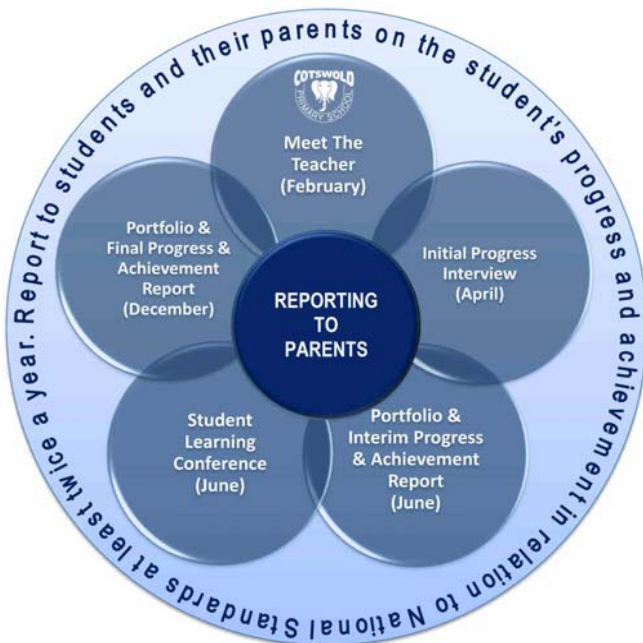
Progress & Achievement Report In Relation To National Standards

Andrew Simpson

Room: 11

Year: 3

Teacher: Tracey Jourdain and Lissa Kyle



INTRODUCTION

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.

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

At Cotswold School your child will receive this report card after one year at school, after two years at school and after three years at school.

This report card is part of our reporting to parents. 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.

It is not expected that students will show all the skills or understandings for a level. Students start at different points and progress in their learning in different ways and at different rates from one another.

If your child is **below** in Reading, Writing or Mathematics, your child's class teacher will make contact with you via email or phone to arrange an interview to discuss your child's progress. This interview time will be a chance for the teacher to share home learning ideas and the programme of work that will be happening at school.

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

DEFINITION

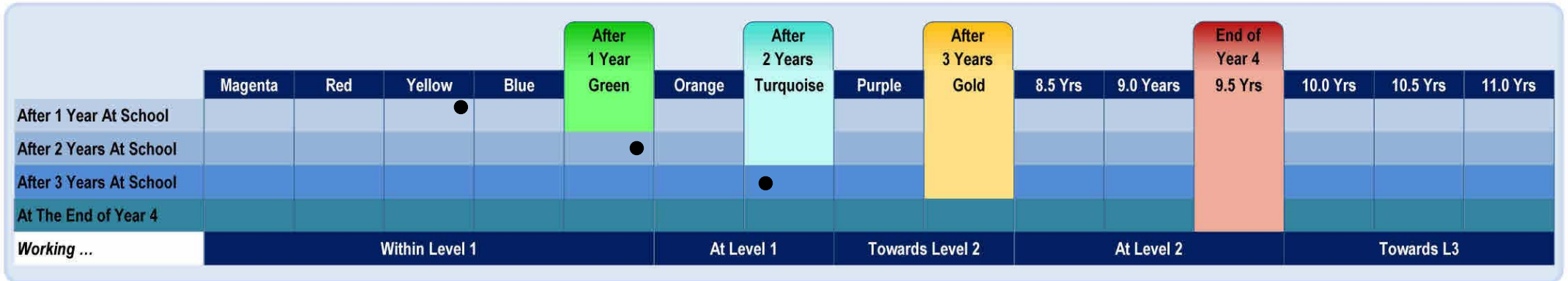
The terms basic, proficient and advanced are referred to in this report. For the purpose of this report these are defined as:

- Basic - The student has a rudimentary control of the indicators defined at this level
- Proficient - The student has satisfactory control of the indicators defined at this level
- Advanced - The student has extensive control of the indicators defined at this level

Reading Using a 'Best Fit' Model

The standard addresses the overall purpose of reading in learning. It does not distinguish all the items of knowledge or specific skills and attitudes that students use as they read.

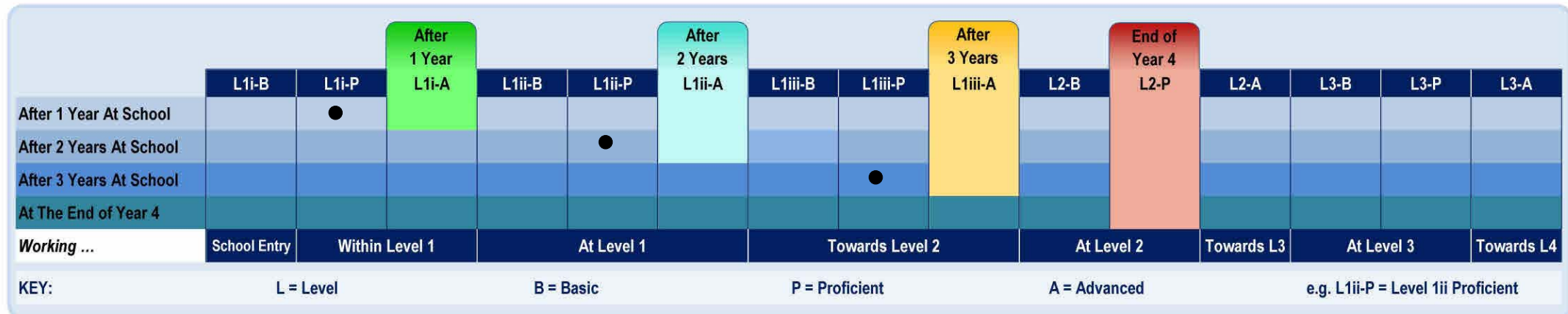
After three year at school students will read, respond and think critically about fiction and non fiction texts at **gold level**. Highlighted in **gold** is the National Standard benchmark for children after three years at school. ● marks Andrew's achievement



Writing Using a 'Best Fit Model'

The standard addresses the overall purpose of writing in learning. It does not distinguish all the items of knowledge or specific skills and attitudes that students use as they write. Student's writing skills have been assessed using Asttle and our school wide writing checklist.

After three years at school students will create texts as they learn a range of contexts across the NZ curriculum **as they work towards level 2**. Highlighted in **gold** is the National Standard benchmark for children after three years at school. ● marks Andrew's achievement.



Mathematics Using a 'Best Fit' Model

Student's numeracy knowledge and strategies, geometry, measurement, algebraic, statistical and fraction knowledge are all considered when assigning a level. The expectations for number are the most critical for meeting a standard. Student's mathematical skills have been assessed using National Standards criteria. The student must use knowledge to think mathematically when solving problems or modeling situations in a range of meaningful contexts by selecting and applying appropriate knowledge, skills and strategies.

After three years at school students will be achieving at **early level 2** in mathematics and statistics. Highlighted in **gold** is the National Standard benchmark for children after three years at school.

- marks Andrew's achievement.

	S1-B	S1-P	S1-A	S2-B	S2-P	S2-A	S3-B	S3-P	S3-A	S4-B	S4-P	S4-A	S5-B	S5-P	S5-A	S6-B	S6-P	S6-A	S7-B	S7-P	S7-A
After 1 Year At School									●												
After 2 Years At School													●								
After 3 Years At School															●						
At The End of Year 4																					
Working ...	Towards Level 1			Early Level 1						At Level 1			Early Level 2	At Level 2	Early Level 3	At Level 3	Early Level 4	At Level 4			
KEY:	S = Stage			B = Basic			P = Proficient			A = Advanced			e.g. S3-A = Stage 3 Advanced								