

Understanding Your Child's ENPS Report 2011

Expectations refer to **National Standards**.

Your child's report includes teacher comments and assessment data reflecting attainment in the key learning areas of the NZ Curriculum. This data may take the form of a chronological age (spelling, reading) an asTTle level (writing, reading) a PAT stanine or a Numeracy stage and Knowledge Bank (Maths). Each test is explained in greater detail below.

Check the table at the bottom of this explanation to see how your child's attainment compares to the **National Standards** for each subject and Year group.

What is Probe/PM?

These are assessment tools used to monitor reading. They track the ability of children to decode text and check their understanding of the text through a variety of comprehension questions. These questions are designed to target particular skills and the use of comprehension strategies such as vocabulary understanding, reader reactions and the ability to infer or 'read between the lines' etc. In order to move to a higher level the children must get 80% of the questions correct.

You will be provided with a reading age or equivalent level. If you have been provided with a PM level use the 'expectation indicator' on the report to determine where your child is compared to children of similar age/year group.

What is asTTle?

This is an educational resource for assessing literacy and numeracy (in both English and Maori) developed for the Ministry of Education by the University of Auckland. asTTle provides teachers, students and parents with information about a student's level of achievement, relative to curriculum achievement outcomes, for Levels 2-6 and national norms of performance for students in Years 4-12.

Students in Year 4-6 have been assessed using this tool in both reading comprehension and written language.

In order to ascertain a child's written language levels we analyse a sample of writing (recount) from each child. After a process of school-wide moderation a 'best fit' level is assigned to each writing sample. eg. Level 2 b = beginning/basic p= proficient, a = advanced.

English Exemplars

Students in Years 1-3 are assessed against **national exemplars**, using a model sample of writing (recount). A curriculum level is determined using a number of criteria relating to both surface features and deeper features of writing. These samples are moderated by teachers.

Gloss

Gloss is a test of mental calculation and problem solving strategies, and is designed to inform the teaching of mathematics as part of the Numeracy Project. Each child is assigned a 'stage' that relates to a conceptual level of mathematical thinking of number work. It does not reflect subject knowledge in other mathematical strands, such as geometry or measurement.

For further information on assessment see:

<http://www.tki.org.nz/r/assessment/>

Expectations for Reading, Writing and Mathematics based on National Standards				
	Writing Expectations	Reading Expectations	Maths Expectations	
			Gloss Stage	Knowledge Bank
After 1 year	English Exemplars Level 1b- 1p	Level 12-14 (PM)	2-3 Counting from 1	
After 2 years	Level 1p - 1a	Level 17-18 (PM)	4 Advanced Counting	
After 3 years	Level 2b - 2p	Level 21-22 (PM) Children reading above this level are provided with a PROBE reading age	5 Early additive part-whole	4
By the end of Year 4	AsTTle Level 2p - 2a	Level 2p - 2a	5 Early additive part-whole	5
By the end of Year 5	Level 3b - 3p	Level 3b	6 Advanced additive Early multiplicative	5/6
By the end of Year 6	Level 3p - 3a	Level 3p - 3a	6 Advanced additive advanced multiplicative	6

Levels refer to curriculum levels.

