

ASSESSMENT AND REPORTING TIMETABLE January 2020 (updated)



ASSESSMENT	TIME FRAME	PR / DP REPORTING TO BOARD	PURPOSE	END OF YEAR EXPECTATIONS
<p align="center">WRITING* Unassisted writing sample (e-asTTle rubric, Tatuanui School Progressions) All Year Levels</p>	Term 1 First week (Baseline data OTJ to DP) Term 2 last week - assessment data (OTJ to DP) Term 3 last week Term 4 Week 8 (OTJ to DP)	Term 1 (end): Baseline data Term 3 Week 1: School Progress Term 4 Week 9: School Achievement in relation to our Tatuanui School expectations	To collect data and inform next steps teaching /learning To monitor/track children to identify needs for support To inform the Board of the progress and achievement To report to parents.	Year 1 – Working within Level 1 Year 2 – At level 1 Year 3 – Working toward Level 2 Yr 4 – At level 2 Yr 5 – Working toward Level 3 Yr 6 – At Level 3
<p align="center">Spelling – Essential Words All Year levels</p>	Term1 1 st week (Baseline data) Term 1 End Term 2 End Term 3 End Term 4 Week 5		To identify high frequency words that need to be learnt	Spelling: (as per NZC &LLP) Yr 1: Some high frequency & some key personal words Yr 2: Most of List 1&2, Some List 3&4. Yr 3: Many of List 1-4 &some List 5&6 Yr 4: Most of List 1-4 & many of List 5&6 Yr 5: Correctly spell all List 1-7 Yr 6: Correctly spell all List 1-7 & working on extension programme.
<p>Peters Spelling Yr 1-6</p>	Term 3 Week 4	Term 3	To find a spelling age	Spelling at chronological age
<p align="center">READING Running Records/Probe & Tatuanui School Indicators Enter data on Edge</p> <p align="center">All students</p>	Term 1 Week 1-3 All students (Baseline data OTJ to DP) June - school wide mid-year Term 4 Week 8	Term 1: Baseline data Term 3 Week 1: School Progress re likelihood of achievement to our Tatuanui School expectations Term 4 Week 9: School Achievement to our Tatuanui School expectations	To find reading age, reading behaviours and comprehension levels. To collect data and inform next steps teaching /learning To monitor/track children to identify needs for support To inform the Board of the progress and achievement To report to parents.	Year 1 – Working within Level 1 (Green) Year 2 – At level 1 (Turquoise) Year 3 – Working toward Level 2 (Gold) Year 4 – At level 2 (8.5-9.5yrs) Year 5 – Working toward Level 3 (10-12 Yrs) uses strategies with guidance & support) Year 6 – At Level 3 (10-12 Yrs) uses strategies independently)

STAR (Yr3-6)	Term 1 Week 5 Term 4 Week 4	Term 1 (last Bd meeting of term) Term 4 (last Bd meeting of term)	To inform the Board of progress and achievement of the stanine scores	The students will make measurable gains
PAT Comprehension PAT Vocabulary PAT Listening	Term 1 Week 5 Term 4 Week 5		To assess progress To identify gains in scale score	At / Above Tatuani School expectations (Stanine 4-9) Scale scores will have improved
MATHEMATICS JAM Stages 1-4 GLOSS Stages 5+	Jrs-Yr 0 – 3 JAM, Term 2 Week 7-8 Term 4 Week 6 Srs- GLOSS Term 2 Week 7-8 Term 4 Week 6	Progress and Achievement school wide - Term 2 & Term 4 End of Year Board Meeting to school expectations	To identify strategies and knowledge children have. To identify the stage the child is working at and identify gaps. To inform teaching To report to BOT progress and achievement To report to parents.	Track strategy and knowledge stage
PAT Mathematics	Term 1 Week 5 Term 4 Week 5	Term 1	To assess progress To identify gains in scale score	
New Entrant Entry Assessment	Within 4-6 weeks of a new entrant child starting school.	February Board meeting of previous year's data. (Principal reports.)	Provides baseline data.	New Entrant teacher will have conversations with parents.
6 Year Observation Survey	6 th birthday (within a month).	February Board meeting of previous year's data. (Principal reports.)	Provides information on achievement progress in reading, writing and understanding print to school expectations	Reading achievement Green Level. Stanine 4 or above. Conversations with parents.
Other curriculum: Other Learning Areas per term assessed by teacher in charge.	Health/PE - Aquatics Social Science Science The Arts Technology	Report to Board snapshot of evidence of levels achieving in the NZ Curriculum.	Balance of other curriculum areas covered and assessed school wide	Whole school sample, undertaken, collected, collated and annotated for school reporting to Board and Parents. In annual overview select curriculum area to be focused on and Teacher identified to oversee for lead. 1 curriculum reported per term
SENCO	End of each Term	Report to Board progress/acceleration of, students in - ESOL, GATE, SEG ORRS	Provides information on the 'extra' support over and above classroom programme that caters for these identified students.	Tha with the availability of enhancement or remedial programmes for identified students that acceleration is made in relation to their progress in learning.