

ASSESSMENT AND REPORTING TIMETABLE January 2021 (updated)



ASSESSMENT	TIME FRAME	PR / DP REPORTING TO BOARD	PURPOSE	END OF YEAR EXPECTATIONS
<p>WRITING* Unassisted writing sample (e-asTTle rubric, Tatuani School Progressions) All Year Levels</p>	<p>Term 1 First week (Baseline data OTJ entered onto DP's assessment document by the end of Week 3) Term 2 last week - assessment data (OTJ to DP) Term 3 last week Term 4 Week 5 (OTJ to DP)</p>	<p>Term 1 (end): Baseline data Term 3 Week 1: School Progress Term 4 Week 9: School Achievement in relation to our Tatuani School expectations</p>	<p>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.</p>	<p>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>
<p>Spelling – Essential Words All Year levels</p>	<p>Term 1 1-2 week; Baseline data Term 1 End Term 2 End Term 3 End Term 4 Week 5</p>		<p>To identify high frequency words that need to be learnt</p>	<p>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>
<p>Peters Spelling Yr 1-6</p>	<p>Term 3 Week 4</p>	<p>Term 3</p>	<p>To find a spelling age</p>	<p>Spelling at chronological age</p>
<p>READING Running Records/Probe & Tatuani School Indicators Enter data on SMS All students</p>	<p>Term 1 Week 1-3 All students (Baseline data OTJ entered onto DP's assessment document by the end of Week 6) June - school wide mid-year Term 4 Week 5</p>	<p>Term 1: Baseline data Term 3 Week 1: School Progress re likelihood of achievement to our Tatuani School expectations Term 4 Week 9: School Achievement to our Tatuani School expectations</p>	<p>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.</p>	<p>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 (8.5-9.5yr Probe 8) Year 5 – Working toward Level 3 (9 ½ - 10 ½ Probe 10) Year 6 – At Level 3 (10 ½ - 11 ½ Probe 12)</p>

STAR (Yr3-6)	Term 1 Week 4 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	At / Above Tātuanui School expectations (Stanine 4-9) Scale scores will have improved
MATHEMATICS	Term 1 Yr 0 – 3 JAM, (new chn) Term 2 Week 7-8 Term 4 Week 6	Progress and Achievement school wide - Term 2 & Term 4	To identify gains in scale score To identify strategies and knowledge children have. To identify the stage the child is working at and identify gaps. To inform teaching	Track strategy and knowledge stage
JAM Stages 1-4 GLOSS Stages 5+	Srs- GLOSS Term 2 Week 7-8 Term 4 Week 6	End of Year Board Meeting to school expectations	To report to BOT progress and achievement To report to parents.	
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 the 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.	That with the availability of enhancement or remedial programmes for identified students that acceleration is made in relation to their progress in learning.