



# Learning Progressions Pāngarau

## Pāngarau Aromatawai Timeline and Guidelines

Blue = Standardised assessments or whole school tools

Green = In class/teacher data

All the items listed in the 'What' column work together to inform an overall teacher judgement **Whakatau Aronga**

**Whakatau Aronga** are to be completed by Week 5 of each term and entered into eTap for the year 1-3 students.

**Whakatau Aronga** are to be completed by week 5 of term 2 and term 4 and entered into eTap for year 4-8 students.

### Guidelines for Whakatau Aronga

Please read the **Whakatau Aronga** GUIDELINES.

Please keep in mind the following when making a judgement on any of the elements below (including the in class data).

- Manawa Taki - Student must be *working two years or more* below the curriculum expectations.
- Manawa Āki - Student must be *working one whole year* below the curriculum expectations = B
- Manawa Ora- Student is working at the curriculum expectations (NB: 6 months above or below is still 'at'). = P
- Manawa Toa - Student must be working *one whole year above* the curriculum expectations. = A

### Expectations for formative assessment record keeping

#### Reading, writing and maths

- Each child should have a section
- Information should be kept against the success criteria being taught to each group or the class
- The notes kept should be of quality, based on the learning
- Must include cross-curricula achievements of the success criteria
- Ongoing throughout the teaching
- There must be evidence that planning is changed/modified to reflect this formative assessment data
- The system for this documentation to be ready at planning stage

#### Other subjects

- Each child should have a section
- Information should be kept against the success criteria being taught to each group or the class
- The school's non reading/writing/maths achievement levels are used ([B, P, A](#))
- Notes should be kept in an ongoing manner, throughout each unit (not at the end)
- Should includes ticks or letters etc and anecdotal comments
- There must be evidence that planning is changed/modified to reflect this formative assessment data
- The system for this documentation to be ready at planning stage

## Pāngarau Aromatawai Timeline and Guidelines

Year 1-2

What	When	Guidelines	How to use the results
<p>He uiui aromatawai tōmua I te pāngarau.</p> <p>Āpitianga uiui rautaki</p>	<p>New children to the school in their first two weeks</p> <p>All others - Before mid year and end year reports (twice)</p> <p>Term 2 - by week 3</p> <p>Term 4 - by week 3</p>	<ul style="list-style-type: none"> <li>● <b>He uiui aromatawai tōmua I te pāngarau</b> guidelines to be used by 0-3 Kaiako. All teachers to ensure they read the teachers' guide on pages 1 and 2 before starting.</li> <li>● All modules, including multiplicative thinking and strand to be assessed.</li> <li>● Start where each student finished, rather than from the beginning each time.</li> <li>● A different coloured pen to be used each time you test a child. Dates to be recorded in the 'stage' boxes using the pen colour of the testing.</li> <li>● All student responses are to be recorded in full, including kaiako supporting comments.</li> <li>● Limit affirmations and informing students if they are correct or not. This is to encourage the students to explain their thinking. At the end of the assessment, give lots of affirmations around the child's thinking, effort etc.</li> <li>● If students are ready to come off <b>He uiui aromatawai tōmua I te pāngarau</b>, teachers can use <b>Āpitianga uiui rautaki</b> for these children (<b>He uiui aromatawai tōmua I te pāngarau</b> is suitable for those we know are working at L1 and early L2). You may have to change to <b>Āpitianga uiui rautaki</b> while you are <b>He uiui aromatawai tōmua I te pāngarau</b> testing if the student show early additive thinking in number strategies. If you think a child is ready to move to <b>Āpitianga uiui rautaki</b>, please consult your team leader.</li> <li>● This tool can be used in an ongoing manner before units of work begin to inform planning.</li> <li>● Results for each child is to be entered on eTap by week 3 of term 2 and 4.</li> <li>● If you have any students that are 'pre- <b>He uiui aromatawai tōmua I te pāngarau</b>.' i.e. before or at emergent 0, then check and record any mathematical language or every day language that the child uses e.g. big, small, more, less etc. JAM is also about helping teachers understand what students can and their capabilities.</li> </ul> <p>Moderation by team</p> <ul style="list-style-type: none"> <li>● Before mid and end year 'Whakatau Aronga' the team will collect 3 samples from each class to moderate.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>He uiui aromatawai tōmua I te pāngarau</b> is designed as a diagnostic tool to inform teachers where each student is at in each module. This is the most important function of this tool.</li> <li>● <b>He uiui aromatawai tōmua I te pāngarau</b> data should be used for group analysis and/or teacher anecdotal notes.</li> <li>● Teachers can use parts (modules) of the assessment that are appropriate for the class at a given time.</li> <li>● Teachers can use the number sections for individual students if the need arises at a different time to usual testing.</li> <li>● <b>He uiui aromatawai tōmua I te pāngarau</b> can also be used in small group situations, particularly the strand modules.</li> <li>● Results should be shared at team meetings to ensure consistency in decision making about stages.</li> </ul>
<p>In class data (class work and end of unit assessments)</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>● This must be evidence driven and teachers must have data showing how a child is going with their class maths work, with an emphasis on their mathematical thinking.</li> <li>● Notes for this will be kept in the teacher's formative and anecdotal assessment documentation.</li> <li>● End of unit tests should be set as a summative for the unit that was taught.</li> <li>● A combination of assessment tools should be used (i.e. do not use an ARB for every summative).</li> </ul>	<ul style="list-style-type: none"> <li>● Use this information to inform planning and programmes on a regular basis.</li> <li>● Feedback to students should centre around how they are doing in their in class maths problem solving tasks.</li> <li>● An analysis of class based assessment results will help show the impact of the teaching.</li> </ul>



## Pāngarau Aromatawai Timeline and Guidelines

		<ul style="list-style-type: none"> <li>• These assessments need to be common across the team at the end of each unit of work.</li> <li>• These should be differentiated according to each child's level.</li> <li>• A 'Manawa Taki, "Manawa Aki', "Manawa Ora, 'Manawa Toa' score to be given on Whakatau Aronga sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• An analysis of these will help inform next term's overview and future teaching.</li> </ul>
<b>Student voice (assessment capability)</b>	Ongoing	<ul style="list-style-type: none"> <li>• Student voice, on the following key questions, is gathered and used regularly in maths:             <ul style="list-style-type: none"> <li>○ Where am I going? What are my goals?</li> <li>○ How am I going? What progress is being made towards the goal?</li> <li>○ Where to next? What activities need to be undertaken next to better progress?</li> </ul> </li> <li>• Students understand where they are at in relation to the maths learning progressions and can answer the questions above.</li> <li>• Student assessment capability in maths is monitored and used to make an Whakatau Aronga.</li> <li>• Notes for this will be kept in the teacher's formative and anecdotal assessment documentation.</li> <li>• A 'well below', 'below', 'at', 'above' score to be given on Whakatau Aronga sheets.</li> <li>• Moderation of student voice must take place before the overall Whakatau Aronga is made. The <u>Assessment Capability at Whakarewarewa School</u> document to be used as a benchmark.</li> </ul>	<ul style="list-style-type: none"> <li>• If a child does not have clarity around their goals, their progress and how to improve, then this needs to be explicitly taught through each unit of work.</li> <li>• Allow students to self and peer assess regularly.</li> <li>• Feedback to students should be specified to the learning.</li> <li>• Regularly ask students to reflect on their learning and monitor own progress.</li> </ul> <p>Ensure students understand key assessments e.g. <b>He uiui aromatawai tōmua i te pāngarau.</b></p> <ul style="list-style-type: none"> <li>• results.</li> <li>• All students should be taught how to use the maths learning progressions.</li> </ul>

## Pāngarau Aromatawai Timeline and Guidelines

Year 3-8

What	When	Guidelines	How to use the results
<p><b>Āpitianga Uiui Rautaki</b></p>	<p>New children to the school in their first 2 weeks</p> <p>Term 2 - by week 3</p> <p>Term 4 - by week 3</p>	<ul style="list-style-type: none"> <li>● <b>Āpitianga Uiui Rautaki</b> guidelines to be used by Kaiako with proficient ākonga.</li> <li>● Start one stage before their prior successful stage, rather than from the beginning each time.</li> <li>● If students need to be tested on JAM rather than <b>Āpitianga Uiui Rautaki</b>, then JAM should be used for these students.</li> <li>● A different coloured pen to be used each time you test a child. Dates to be recorded on page 2 using the pen colour of the testing.</li> <li>● All student responses are to be recorded with clarity (showing the student's correct or incorrect strategy), not just ticks or the answer.</li> <li>● Use the <a href="#">school recording sheet</a> - printed on A3. The same sheet is for 2 years of school (4 tests).</li> <li>● Recording sheets to be kept in student, individual files or books.</li> <li>● Limit affirmations and informing students if they are correct or not. This is to encourage the students to explain their thinking. At the end of the assessment, give lots of affirmations around the child's thinking, effort etc.</li> <li>● Results for the term 2 and term 4 assessments are to be entered on eTap by week 3 of each of those terms.</li> </ul> <p><u>Moderation by team</u></p> <ul style="list-style-type: none"> <li>● Before mid and end year year OTJs the team will use 3 samples from each class to moderate.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Āpitianga Uiui Rautaki</b> is designed as a diagnostic tool to inform teaching. This is the most important function of this tool.</li> <li>● The data should be used for group analysis and/or teacher anecdotal notes.</li> <li>● Next steps (page 2 of the recording sheet) can be co-constructed with students.</li> <li>● The next steps should cover any misconceptions that become evident during the test and to teach the strategies for the stage above the successful stage e.g. if a child is at E6, you would teach the strategies for stage 6.</li> <li>● Results should be shared at team meetings to ensure consistency in decision making about stages.</li> </ul>

## Pāngarau Aromatawai Timeline and Guidelines

Student voice (assessment capability)	Ongoing	<ul style="list-style-type: none"> <li>• Student voice, on the following key questions, is gathered and used regularly in maths:             <ul style="list-style-type: none"> <li>○ Where am I going? What are my goals?</li> <li>○ How am I going? What progress is being made towards the goal?</li> <li>○ Where to next? What activities need to be undertaken next to better progress?</li> </ul> </li> <li>• Students understand where they are at in relation to the maths learning progressions and can answer the questions above.</li> <li>• Student assessment capability in maths is monitored and used to make an OTJ.</li> <li>• Notes for this will be kept in the teacher's formative and anecdotal assessment documentation.</li> <li>• Moderation of student voice must take place before the overall OTJ is made. The <u>Assessment Capability at Whakarewarewa School</u> document to be used as a benchmark.</li> <li>• A 'Manawa Taki, "Manawa Āki", "Manawa Ora, 'Manawa Toa' score to be given on OTJ sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• If a child does not have clarity around their goals, their progress and how to improve, then this needs to be explicitly taught through each unit of work.</li> <li>• Allow students to self and peer assess regularly.</li> <li>• Feedback to students should be specified to the learning.</li> <li>• Regularly ask students to reflect on their learning and monitor own progress.</li> <li>• Regularly ask students "what I learnt today?" "What I found hard?" type questions during reflection.</li> <li>• Ensure students understand key assessments e.g. both 'He uiui tōmua i te pāngarau &amp; āpitianga uiui rautaki.'</li> <li>• All students should be taught how to use the maths learning progressions.</li> </ul>
In class data (class work and end of unit assessments)	Ongoing	<ul style="list-style-type: none"> <li>• This must be evidence driven and teachers must have data showing how a child is going with their class maths work, with an emphasis on their mathematical thinking.</li> <li>• Notes for this will be kept in the teacher's formative and anecdotal assessment documentation.</li> <li>• End of unit tests should be set as a summative for the unit that was taught.</li> <li>• A combination of assessment tools should be used (i.e. do not use an ARB for every summative).</li> <li>• These assessments need to be common across the team at the end of each unit of work.</li> <li>• These should be differentiated according to each child's level.</li> </ul>	<ul style="list-style-type: none"> <li>• Use this information to inform planning and programmes on a regular basis.</li> <li>• Feedback to students should centre around how they are doing in their in class maths problem solving tasks.</li> <li>• An analysis of class based assessment results will help show the impact of the teaching.</li> <li>• An analysis of these will help inform next term's overview and future teaching.</li> </ul>



## Pāngarau Aromatawai Timeline and Guidelines

		<ul style="list-style-type: none"><li>• A “Manawa Taki, “Manawa Āki”, “Manawa Ora, ‘Manawa Toa’ score to be given on OTJ sheets.</li></ul>	
--	--	--	--