



# Learning Progressions Pānui



KIA U KI TE PAI

# Whakarewarewa School

## Pānui Assessment 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 a 'Whakatau Aronga' = overall teacher judgment (OTJ).

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

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

### Guidelines for OTJs

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

- Manawa Taki = Well Below - Student must be *working two years or more* below the curriculum expectation.
- Manawa Āki = Below - Student must be *working one whole year* below the curriculum expectation.
- Manawa Ora = At - Student is working at the curriculum expectation (NB: 6 months above or below is still 'at')
- Manawa Toa = Above - Student must be working *one whole year above* the curriculum expectation.

### Expectations for formative assessment record keeping

#### Pānui, tuhituhi, and pāngarau

- 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 (Manawa Āki = B, Manawa Ora = P, Manawa Toa = 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



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Year 1-2

What	When	Guidelines	How to use the results
5 Year 1 Month testing	Data to be on eTap within the first 6 weeks at school	<p><b>Tāutu Pū(Letter Identification)</b></p> <ul style="list-style-type: none"> <li>○ Manawa Toa = Above expectations</li> <li>○ Manawa Ora = Meeting expectations</li> <li>○ Manawa Āki = Improvement required</li> <li>○ Manawa Taki = Causing concern</li> </ul> <p><b>Kete Kupu(High Frequency Words)</b></p> <ul style="list-style-type: none"> <li>○ Manawa Toa = Above expectations: Knows all Pingao words</li> <li>○ Manawa Ora = Meeting expectations: Knows all Kiekie words words</li> <li>○ Manawa Āki = Improvement required: Knows all Harakeke words</li> <li>○ Manawa Taki = Causing concern: limited kupu(words)</li> </ul>	<ul style="list-style-type: none"> <li>● Use this information to inform planning and programmes on a regular basis</li> <li>● Summary of results will be used to inform 5 year 1 month (6 week) .reporting</li> </ul>
5 Year 6 Months Observation Survey	Data to be on eTap no later than 2 weeks before or after 20 week anniversary	<ul style="list-style-type: none"> <li>● Only to be administered on students who are not meeting expectations in reading (reading below level 6) - thoroughly completed with student responses and analysis.</li> <li>● 5 year 6 month testing kit to be used (CAPS, Letter ID, Hearing and recording sounds, Clay word reading test, Writing vocabulary, Running Record for level 3 and above)</li> <li>● Summary must be completed on cover sheet</li> <li>● Letter informing parents to be completed, shared with team leader for checking and then sent home.</li> <li>● Assessment must be filed into student individual files or books.</li> <li>● Use the analysed information to support kaiako OTJ for ākongā pānui level.</li> <li>● All relevant assessment sheets or templates can be located in the drive. For assistance request should be made via Lead.</li> </ul>	<ul style="list-style-type: none"> <li>● Use this information to inform planning and programmes on a regular basis</li> <li>● Summary of results will be used to inform 20 week reporting.</li> <li>● Summary of results via a letter are to be shared firstly with the lead Kaiako, afterwards sent out to whānau.</li> </ul>
He Mātai Āta Titiro ki te Tūtukitanga Mātātupu Pānui, tuhi  6 Year Net	Data to be on eTap and '6 Year NET data for reading recovery' document no later than 2 weeks before or after 40 week anniversary	<ul style="list-style-type: none"> <li>● Only to be administered on students who are not meeting expectations in reading (reading below level 12 at 6 years old). This means every child at 6 years will need a fresh running record, which will ascertain if they need a 6 year net or not.</li> <li>● Latest instructional running record must be entered onto 'ETAP for all students at 6 years old' regardless of if they are below or not.</li> <li>● 6 year NET testing kit to be used (Ngā Tikanga o te Tuhi Kōrero(CAPS), Tāutu pū(Letter ID), Whakarongo, Tuhia ngā Tangi o roto I ngā kupu(Hearing and recording sounds), Te Whakamātautau Kupu(Clay word reading test, Writing vocabulary), Pānui haere/haurapa(Running Records for Level 3 and above) - thoroughly completed with student responses and analysis.</li> <li>● Summary must be completed on cover sheet</li> </ul>	<ul style="list-style-type: none"> <li>● Use this information to inform planning and programmes on a regular basis</li> <li>● Summary of results will be used to inform 40 week reporting.</li> <li>● Summary of results via a letter are to be shared firstly with the lead Kaiako, afterwards sent out to whānau.</li> </ul>



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		<ul style="list-style-type: none"> <li>Letter informing parents to be completed, shared with team leader for checking and then sent home.</li> <li>Assessment must be filed into student individual files or books.</li> <li>Hearing and recording sounds - see template in drive.</li> <li>Word reading - see template in drive.</li> </ul>									
<b>Running Records Pānui Haere</b>	Data to be on eTap by Monday of week 3 of terms 2 and 4	<ul style="list-style-type: none"> <li>One or more as needed throughout the term (minimum of one for each child).</li> <li>The running record sheet is to be filled in fully, with date and all other relevant data completed. Student responses must be recorded in detail i.e. not just ticks.</li> <li><b>Ngā Kete Kōrero</b> guidelines must be followed exactly. Please see 'procedures'.               <ul style="list-style-type: none"> <li>Student reads the text to themselves and retells</li> <li>Reading to the teacher</li> <li>Comprehension</li> <li>Analysis</li> </ul> </li> <li>Instructional tests to be filed in students' individual files or books - at least one per term.</li> <li>Latest instructional level to be entered into eTap.</li> </ul> <table border="1" data-bbox="629 874 1480 1171"> <thead> <tr> <th></th> <th>Nga Kete Korero</th> </tr> </thead> <tbody> <tr> <td><b>Easy/ Independent</b></td> <td>Accuracy 96%-100% Comprehension 80% +</td> </tr> <tr> <td><b>Instructional</b></td> <td>Accuracy 90%-95% Comprehension 66%- 80%</td> </tr> <tr> <td><b>Hard</b></td> <td>Accuracy under 90% Comprehension below 66%</td> </tr> </tbody> </table>		Nga Kete Korero	<b>Easy/ Independent</b>	Accuracy 96%-100% Comprehension 80% +	<b>Instructional</b>	Accuracy 90%-95% Comprehension 66%- 80%	<b>Hard</b>	Accuracy under 90% Comprehension below 66%	Analysing the results of the running record will help you set the right levelled readers for each child. You can also use what you learn during this process to set learning goals. Think about: <ul style="list-style-type: none"> <li>Does the child have mastery of directionality, one-to-one correspondence, return sweep, etc.?</li> <li>Did the errors made by the child make sense or sound right?</li> <li>Did the child attempt to self-correct?</li> <li>Did the child use the meaning, structure, and visual cues to identify words and get meaning from the text? Did he or she use them in an integrated way, or did he or she rely heavily on one particular source of information?</li> <li>Did the child make an attempt to read a word before asking you to help?</li> <li>How was the child's fluency? Did she or he just word-call?</li> <li>Did the child seem to recognize phrases?</li> <li>Were there many pauses? Were the pauses lengthy?</li> <li>How was the child's expression or intonation?</li> </ul>
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<b>High Frequency Words</b>	By end of week 3 of each relevant term  Ongoing	<ul style="list-style-type: none"> <li>Level to be assessed by teacher.</li> <li>Once all words are able to be read instantly the student may progress to the next level. (Up to the Kaiako)</li> <li>Assessment sheets to be filed into student individual files or books. All of these must be handed over to the next Kaiako for those progressing to the next class.</li> <li>A mark of 'Manawa Toa - above', 'Manawa Ora - at', 'Manawa Āki - below', 'Manawa Taki - well below' to be given to students who are getting anniversary reports on the 'Whakatau Aronga' OTJ sheet by week 3 of the relevant term.</li> </ul>	<ul style="list-style-type: none"> <li>Kaiako to monitor and track progress. This will support next steps and progression towards the next list above.</li> <li>High frequency word level can be used to support Kaiako OTJs and to inform next steps related to pānui haere Ngā Kete Kōrero reading level or the proposed instructional NKK pānui level the ākongā could be progressing towards.</li> </ul>								



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		<ul style="list-style-type: none"> <li>● <b>After 20 weeks:</b> <ul style="list-style-type: none"> <li>○ Manawa Toa = Above expectations</li> <li>○ Manawa Ora = Meeting expectations</li> <li>○ Manawa Āki = Improvement required</li> <li>○ Manawa Taki = Causing concern</li> </ul> </li> <li>● <b>After 40 weeks</b> <ul style="list-style-type: none"> <li>○ Manawa Toa = Above expectations</li> <li>○ Manawa Ora = Meeting expectations</li> <li>○ Manawa Āki = Improvement required</li> <li>○ Manawa Taki = Causing concern</li> </ul> </li> <li>● <b>After 60 weeks</b> <ul style="list-style-type: none"> <li>○ Manawa Toa = Above expectations</li> <li>○ Manawa Ora = Meeting expectations</li> <li>○ Manawa Āki = Improvement required</li> <li>○ Manawa Taki = Causing concern</li> </ul> </li> <li>● <b>After 80, 100 and 120 weeks:</b> <ul style="list-style-type: none"> <li>○ Manawa Toa = Above expectations</li> <li>○ Manawa Ora = Meeting expectations</li> <li>○ Manawa Āki = Improvement required</li> <li>○ Manawa Taki = Causing concern</li> </ul> </li> <li>● A mark of 'Manawa Toa = above', 'Manawa Ora = at', 'Manawa Āki = below', 'Manawa Taki = well below' to be given to students who are getting anniversary reports on the 'Whakatau Aronga' OTJ sheet by week 3 of terms 2 and 4.</li> </ul>	
<p><b>Letter Identification</b></p>	<p>By end of week 3 of each term</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>● Assessment to be administered by teacher.</li> <li>● If there are still gaps after 6 year NET/5 year 6 month testing, teacher to continue assessment in an on-going manner.</li> <li>● Student to say the name of the letter, the sound it makes and a word beginning with that letter to achieve 1 point.</li> <li>● Assessment sheets to be filed into student white files at the end of the year to be passed onto the next classroom teacher.</li> <li>● A mark of 'Manawa Toa = above', 'Manawa Ora = at', 'Manawa Āki = below', 'Manawa Taki = well below' to be given to students who are getting anniversary reports on the OTJ sheet by week 3 of terms 2 and 4.</li> <li>● <b>After 20 weeks: (use 5 year 6 month NET )</b></li> </ul>	<ul style="list-style-type: none"> <li>● Data to inform letters/sounds to be taught in class.</li> <li>● Analyse any letter/sound confusions that may be apparent.</li> <li>● High priority for those ākonga to receive supplementary phonological awareness and phoneme acquisition through the 'Tata' programme.</li> </ul>



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<p><b>Student voice (on assessment capability)</b></p>	<p>By end of week 3 of each term</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>● Student voice, on the following key questions, is gathered and used regularly in reading:             <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>● Student assessment capability in reading 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>● A mark of 'Manawa Toa = above', 'Manawa Ora = at', 'Manawa Āki = below', 'Manawa Taki = well below' to be given to students who are getting anniversary reports on the OTJ sheet by week 3 of terms 2 and 4</li> <li>● Moderation of student voice must take place before the overall 'Whakatau Aronga' OTJ is made. The Assessment Capability at Whakarewarewa School 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> <li>● Ensure students understand key assessments e.g. Pānui haere, He Mātai Mātātupu, ngā nekenekehanga.</li> </ul>



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Reading across the curriculum	By end of week 3 of each term  Ongoing	<ul style="list-style-type: none"><li>• This must be evidence driven and each teacher must have data each term on how students apply their reading skills across the curriculum.</li><li>• Notes for this will be kept in the teacher's formative and anecdotal assessment documentation.</li><li>• Evidence for this will include the progress against reading progressions.</li><li>• Moderation of reading across the curriculum must take place before the overall OTJ is made.</li><li>• A mark of 'Manawa Toa = above', 'Manawa Ora = at', 'Manawa Āki = below', 'Manawa Taki = well below' to be given to students who are getting anniversary reports on the OTJ sheet by week 3 of terms 2 and 4.</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 reading tasks.</li><li>• Students should understand that in order to meet curriculum expectations, they must apply their reading skills across the curriculum and that this has a heavy weighting in terms of OTJ decisions.</li></ul>
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## Pānui Assessment Timeline and Guidelines

Year 3-8

What	When	Guidelines	How to use the results												
<p><b>Pūkete Pānui (Pānui haere)</b></p>	<p>Tests to be administered by week 5 of every term</p> <p>Data to be on eTap by Monday of week 8 in terms 2 and 4</p>	<p><b>Ngā Kete Kōrero(NKK) - TMoA taumata levelling system</b></p> <ul style="list-style-type: none"> <li>All students tested on Ngā Kete Kōrero at least once each term. Kaiako will be mindful of ākonga time in rūmaki immersion, using the progressions monitor and track movement according to 'time in immersion' principles, aligned with NKK pānui level.</li> <li>Haurapa will only be used for those ākonga whom have had continuous rūmaki learning, and the equivalence or more than two years in level 1 immersion Māori.</li> <li>All running records will be completed fully, in accordance 'Pānui haere' to guidelines.</li> <li>All Ngā Kete Kōrero and Haurapa guidelines will be adhered to at all times.</li> <li><i>Instructional</i> tests to be filed in students' individual files or books.</li> <li>Data to be on eTap by Monday of Week 8</li> </ul> <table border="1" data-bbox="622 794 1487 1161"> <thead> <tr> <th></th> <th>Pūkete Pānui - NKK taumata</th> <th>Haurapa</th> </tr> </thead> <tbody> <tr> <td><b>Easy/ Independent</b></td> <td>Accuracy 96%-100% Comprehension 80% +</td> <td>Accuracy 96%-100% Comprehension 80% +</td> </tr> <tr> <td><b>Instructional</b></td> <td>Accuracy 90%-95% Comprehension 66%- 80%</td> <td>Accuracy 90%-95% Comprehension 70%- 79%</td> </tr> <tr> <td><b>Hard</b></td> <td>Accuracy under 90% Comprehension below 66%</td> <td>Accuracy under 90% Comprehension below 70%</td> </tr> </tbody> </table>		Pūkete Pānui - NKK taumata	Haurapa	<b>Easy/ Independent</b>	Accuracy 96%-100% Comprehension 80% +	Accuracy 96%-100% Comprehension 80% +	<b>Instructional</b>	Accuracy 90%-95% Comprehension 66%- 80%	Accuracy 90%-95% Comprehension 70%- 79%	<b>Hard</b>	Accuracy under 90% Comprehension below 66%	Accuracy under 90% Comprehension below 70%	<p><b>Using Kaiako analysis and interpretation</b></p> <ul style="list-style-type: none"> <li>Inform teaching and learning practices or next steps, and plan an effective literacy programme that caters to the individual and group ākonga learning needs.</li> <li>Provide feedback on ākonga next steps: where they are, the skills needed to progress from where they are and how they can achieve success.</li> </ul>
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			<ul style="list-style-type: none"> <li>The Target Setting function can be used to set targets with students.</li> </ul>
<b>Student voice (on assessment capability)</b>	<p>Ongoing</p> <p><u>Juniors</u> Week 3 of the relevant term</p> <p><u>Seniors</u> Term 2 - Week 3 Term 4 - Week 3</p>	<ul style="list-style-type: none"> <li>Student voice, on the following key questions, is gathered and used regularly in reading:             <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>Student assessment capability in reading 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>A mark of 'Manawa Toa = above', 'Manawa Ora = at', 'Manawa Āki = below' to be entered into OTJ sheets by week 3 of the relevant term.</li> <li>Moderation of student voice must take place before the overall 'Whakatau Aronga – OTJ' is made. The Assessment Capability at Whakarewarewa School 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>
<b>Reading across the curriculum</b>	<p>Ongoing</p> <p>Term 2 - Week 3 Term 4 - Week 3</p>	<ul style="list-style-type: none"> <li>This must be evidence driven and each teacher must have data each term on how students apply their reading skills across the curriculum.</li> <li>Notes for this will be kept in the teacher's formative and anecdotal assessment documentation.</li> <li>A mark of 'Manawa Toa = above', 'Manawa Ora = at', 'Manawa Āki = below' to be entered into OTJ sheets week 3 of term 2 and 4</li> <li>Evidence for this will include the progress against reading progressions.</li> <li>Moderation of reading across the curriculum must take place before the overall OTJ is made.</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 reading tasks.</li> <li>Students should understand that in order to meet curriculum expectations, they must apply their reading skills across the curriculum and that this has a heavy weighting in terms of OTJ decisions.</li> </ul>