



Whakarewarewa School

# Learning Progressions Tuhituhi



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## Tuhituhi 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 an overall teacher judgment (OTJ).

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

OTJs are to be completed by 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

<u>Pānui, tuhituhi and pāngarau</u>	<u>Other subjects</u>
<ul style="list-style-type: none"> <li>• Each child should have a section</li> <li>• Information should be kept against the success criteria being taught to each group or the class</li> <li>• The notes kept should be of quality, based on the learning</li> <li>• Must include cross-curricula achievements of the success criteria</li> <li>• Ongoing throughout the teaching</li> <li>• There must be evidence that planning is changed/modified to reflect this formative assessment data</li> <li>• The system for this documentation to be ready at planning stage</li> </ul>	<ul style="list-style-type: none"> <li>• Each child should have a section</li> <li>• Information should be kept against the success criteria being taught to each group or the class</li> <li>• The school's non reading/writing/maths achievement levels are used               <ul style="list-style-type: none"> <li>◦ (Manawa Āki=B, Manawa Ora = P, Manawa Toa = A)</li> </ul> </li> <li>• Notes should be kept in an ongoing manner, throughout each unit (not at the end)</li> <li>• Should include ticks or letters etc and anecdotal comments</li> <li>• There must be evidence that planning is changed/modified to reflect this formative assessment data</li> <li>• The system for this documentation to be ready at planning stage</li> </ul>

### Year 1-3

What	When	Guidelines	How to use the results
Essential Spelling Lists Kete Kupu word lists	Term 1 - Week 5  Term 3 - Week 5	<ul style="list-style-type: none"> <li>• Students begin at Essential List one mastering each word in groups, and if required via online platform or using phonemic practice cards.</li> <li>• Once each child masters list 1 they progress to the next lists above, list 2, list 3 and so on</li> </ul>	<ul style="list-style-type: none"> <li>• The results will indicate the instructional spelling level the student is working at.</li> <li>• Before a student can move up a level they need to be able to apply their words in their writing.</li> </ul>



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		<ul style="list-style-type: none"> <li>Throughout the year teachers re-assess as needed.</li> <li>When administering the test the teacher must say the word, put it into a sentence and repeat the word again.</li> <li>Spelling programmes to commence for students who are working above Lists 10 or He Pakari-2 taumata and above in reading.</li> <li>All children must have been tested at least once in term 1 by week 5 and again re-tested by term 3 week 5</li> <li>Data entered into eTap for the list the child is currently achieving at only</li> </ul> <p><b>Essential Spelling Lists or Kete Kupu Expectations</b></p> <p>In accordance to the literacy progressions - He Ara Ako i te Reo Matatini but aligned to our rūmaki ākonga and the extremely low 'te reo Māori' knowledge and understanding)</p> <ul style="list-style-type: none"> <li>After 6 months of immersion in rūmaki - a minimum of 5 words</li> <li>After 1 year of immersion in rūmaki - a minimum of 10 words</li> <li>After 2 years of immersion in rūmaki - a minimum of 15 words</li> <li>After 3 years of immersion in rūmaki - a minimum of 2 lists</li> <li>At the end of Year 4 - a minimum of 5 lists</li> <li>At the end of Year 6 - a minimum of 7 lists</li> <li>At the end of Year 8 - a minimum of 9 lists</li> </ul>	<ul style="list-style-type: none"> <li>Spelling words are explicitly taught and practised in class and for home learning.</li> <li>Online platforms can be used to support ākonga with mastery of words and show examples of how to use these new words in a basic sentence and extended.</li> <li>Kaiako acknowledge that mastery of lists will be a huge challenge, particularly, those ākonga who are late starters to rūmaki, and have absolutely no formal te reo learning.</li> <li>Kaiako will look into developing strategies to firstly increase the 'te reo Māori' component needed to support ākonga to learn new words, particularly, kete kupu essential spelling lists.</li> </ul>
<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 writing:             <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</li> </ul> </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> </ul>





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		<p>progress?</p> <ul style="list-style-type: none"> <li>• Student 'assessment capability' in writing 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 document to be used as a benchmark.</li> <li>• A mark of 'Manawa Toa', 'Manawa Ora', 'Manawa Āki', 'Manawa Taki' to be given on the OTJ sheet by week 3, term 2 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly ask students to reflect on their learning and monitor own progress.</li> <li>• All students years 3 and above should be able to use a writing matrix to self monitor their writing progress.</li> <li>• All students in year 1 to 2 should be taught and aware of writing progressions.</li> </ul>
<p>Writing across the curriculum</p>	<p>By end of week 3 of each term</p> <p>Ongoing</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 writing 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 <i>writing elements</i> and <i>writing behaviours</i> (to be 'at – Manawa Ora' a child must be working within the appropriate year level of the tuhituhi behaviors rubric).</li> <li>• Moderation of tuhituhi across the curriculum must take place before the overall Whakatau Aronga(OTJ) is made.</li> <li>• A mark of 'Manawa Toa - above', 'Manawa Ora - at', 'Manawa Āki - below', 'Manawa Taki - well below' to be given on the 'Whakatau Aronga' sheet by week 3, term 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 writing tasks.</li> <li>• Students should understand that in order to meet curriculum expectations, they must apply their writing skills across the curriculum and that this has a heavy weighting in terms of OTJ decisions.</li> </ul>
<p>In class writing samples</p>	<p>By end of week 3 of each term</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• These will include pre and post writing tasks</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 <i>writing elements</i> and <i>writing behaviours</i> (to be 'at' a child must be working within the appropriate year level of the writing behaviours rubric).</li> <li>• Moderation of in class writing samples 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 on the OTJ sheet by week 3, term 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 writing tasks.</li> <li>• Kaiako to begin to use the 'He Manu Tuhituhi' templates. A brick that offers a variety of different writing genre and examples that suit all year levels. Kaiako to use the ranges best suited to ākonga and their skillset and based on time in immersion.</li> </ul>



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Year 4-8

What	When	Guidelines	How to use the results
<b>He Manu Tuhituhi - Writing examples</b>	Term 1 - Week 9  Term 3 - Week 9	<ul style="list-style-type: none"> <li>Proficient ākonga will be able to choose a genre and write according to the criteria of the chosen genre.</li> <li>Non proficient ākonga will be given time and more examples of how to use the templates and criteria to achieve writing success.</li> <li>Proficient ākonga will be able to use all of the writing processes such as, 'te whakarite, te whakatakoto, te whakamārama, te whakatika, te whakaputa and te tuku atu, tuku mai' as a guide towards completing a comprehensive piece of writing.</li> <li>Non proficient ākonga will be supported to sequentially master the writing processes of, 'te whakarite, te whakatakoto, te whakamārama, te whakatika, te whakaputa and te tuku atu, tuku mai' as a guide towards completing a piece of writing that mostly makes sense according to the success criteria for this group of ākonga.</li> </ul>	<ul style="list-style-type: none"> <li>Kaiako to assess the proficiency of each ākonga to inform planning of the writing programme.</li> <li>Kaiako model a set of procedures &amp; co-construct a criteria for how ākonga can become successful writers.</li> <li>'Āheinga reo, puna reo and rautaki reo' to be taught as a unit and never in isolation.</li> <li>Kaiako explicitly model the importance of, 'pānuī, tuhituhi and kōrero,' and how they all simultaneously work in unison to ensure all ākonga are successful. Literacy programmes should reflect this collaborativeness.</li> </ul>
<b>Student voice (on assessment capability)</b>	Ongoing  Term 2 - Week 3 Term 4 - Week 3	<ul style="list-style-type: none"> <li>Student voice, on the following key questions, is gathered and used regularly in writing:               <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 writing progressions and can answer the questions above.</li> <li>Student assessment capability in writing 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 entered into OTJ sheet by week 3 of term 2 and 4</li> <li>Moderation of student voice must take place before the overall OTJ is made.</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. 'He Manu Tuhituhi' genre specific rubrics.</li> <li>All students should be taught how to use the, 'He Manu Tuhituhi' writing genre and the correlating rubrics.</li> </ul>
<b>Writing across the curriculum</b>	Ongoing  Term 2 - Week 3 Term 4 - Week 3	<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 writing 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 <i>writing elements and writing behaviors</i> (to be 'at' a child must be working within the appropriate year level of the writing behaviors rubric).</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 writing tasks.</li> <li>Students should understand that in order to meet curriculum expectations, they must apply their writing</li> </ul>





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		<ul style="list-style-type: none"> <li>Moderation of tuhituhi across the curriculum must take place before the overall OTJ is made.</li> </ul>	<p>skills across the curriculum and that this has a heavy weighting in terms of Whakatau Aronga - OTJ decisions.</p>
In class writing samples	<p>Ongoing</p> <p>Term 2 - Week 3</p> <p>Term 4 - Week 3</p>	<ul style="list-style-type: none"> <li>These will include pre and post writing tasks</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 <i>writing elements</i> <u>and</u> <i>writing behaviours</i> (to be 'at' a child must be working within the appropriate year level of the writing behaviours rubric).</li> <li>Moderation of in class tuhituhi samples must take place before the overall Whakatau Aronga - 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 writing tasks.</li> <li>Students should use their in class writing to self-assess against the different genre rubrics.</li> </ul>











