

Ātātou
pūrākau

Our
stories



visible
learning^{plus}

Know Thy Impact

Sharing what Visible Learning looks like in action in the
classroom

How do we measure our impact?

Background

- 40 mins Southeast of Auckland City
- Decile 10
- Semi rural
- 380 pupils



Passion



Respect



Integrity



Diversity

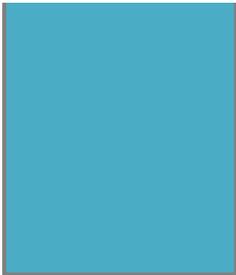


Empathy

2011

Limited Statutory Manager

 EDUCATION REVIEW OFFICE
TE TARI AROTAKE MATAURANGA



Where did we begin?

The Visible Learning School

Systems and processes?

Feedback to teachers?

Visible learners? Assessment capable?

Know thy impact? What is impact?



Data – Systems and processes

Step 1 – Collect baseline data

- What to assess?
- How to assess?
- When to assess?
- Establishing guidelines and timelines



Year 1-3

What	When	Guidelines	How to use the results
<p>Essential Spelling Lists</p>	<p>Term 1 - Week 5</p> <p>Term 3 - Week 5</p>	<ul style="list-style-type: none"> Students begin at Essential List one and stop when they have 5 mistakes within a list. If a child has been working on a higher level list, e.g. in the previous year they were on list 4, then the testing should start at list 4. Throughout the year teachers re-assess as needed. When administering the test the teacher must say the word, put it into a sentence and repeat the word again. Spelling programmes to commence for students who are working above Level 6 in reading. All children must have been tested at least once in term 1 by week 5 and again re-tested by term 3 week 5 Data entered into eTap for the list the child is currently achieving at only <p><u>Essential Spelling List Expectations</u> (as noted in The Literacy Learning Progressions)</p> <ul style="list-style-type: none"> After 1 year at school most words from List 1 and some of List 2 After 2 years most of Lists 1 and 2 some of Lists 3 and 4 After 3 years many of Lists 1-4 some of Lists 5-6 End of Year 4 most of Lists 1-4 many of Lists 5-7 End of Year 6 all Lists 1-8 	<ul style="list-style-type: none"> The results will indicate the instructional spelling level the student is working at. Before a student can move up a level they need to be able to apply their words in their writing. Spelling words are explicitly taught and practised in class and for home learning.
<p>e-asTTle writing sample</p>	<p>Term 1 - Week 1</p> <p>Term 2 - Week 1</p> <p>Term 3 - Week 1</p> <p>Term 4 - Week 1</p>	<ul style="list-style-type: none"> Set purpose and prompt to be used, once agreed on by the team. Please fill in this doc once a decision is made at team level. Test conditions according to asTTle guidelines. No modification to be made to prompt or test guidelines. Use the asTTle rubric for marking - not the student speak one <ul style="list-style-type: none"> Mark 3 tests by the end of week 2 Blind moderation session to be held with team before any more marking is completed Mark all tests after moderation session Moderation session after all marking is completed Data for this to only be entered if the child is getting a mid or end year report that term - enter mid year reports in markbook number 28 (mid) and end year reports in markbook number 29 (end) 	<ul style="list-style-type: none"> All pathways should be shared and discussed with students. Results from the pathways can be used to co-construct new learning with students. The Group Learning Pathways can be used to identify strengths and weaknesses across the class and team, and hot spots for teaching. The Console Reports can be used for team wide tracking of achievement. The Target Setting function can be used to set targets with students.
<p>Student voice (on assessment capability)</p>	<p>By end of week 3 of each term</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Student voice, on the following key questions, is gathered and used regularly in writing: <ul style="list-style-type: none"> Where am I going? What are my goals? How am I going? What progress is being made towards the goal? Where to next? What activities need to be undertaken next to better progress? Student 'assessment capability' in writing is monitored and used to make an OTJ. Notes for this will be kept in the teacher's formative and anecdotal assessment documentation. 	<ul style="list-style-type: none"> 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. Allow students to self and peer assess regularly. Feedback to students should be specified to the learning. Regularly ask students to reflect on their learning and monitor own progress.

Data - Teacher assessment capability

Step 2 – Analysing the data

- What is the data telling us?
- Who is/isn't achieving?
- Who is/isn't progressing?
- Are there any patterns?
- So what?



Achievement

Students with special needs are indicated in purple font

Maori students are indicated in red font

Pacific students are indicated in blue font

Target students should be indicated by orange font on planning, assessment and OTJ documentations

	Year 8		Year 7		Year 6		Year 5
	2014 OTJ		2014 OTJ		2014 OTJ		2014 OTJ
a	Well Below	a	Below	a	Well Below	a	Below
b	Well Below	b	Below	b	Below	b	Below
c	Well Below	c	Below	c	Below	c	Below
d	Below	d	Below	d	Below	d	Below
e	Below	e	Below	e	Below	e	Below
f	Below					f	Below
g	Below					g	Below

Digging deeper

Comparison Year 5 and 6 Writing Against National Picture

Console Report for Test: Kauri Term 2 writing

Group: All Test Candidates

Date Tested: 08 May 2014

Comparison Information

Ethnicity: All

Year: 5, 6

Gender: All

Language: All

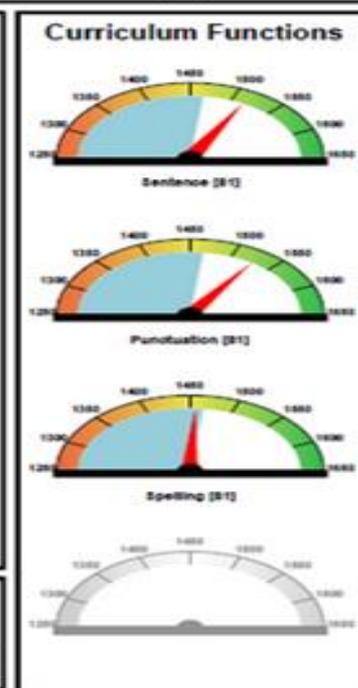
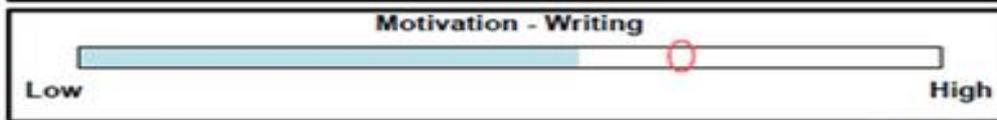
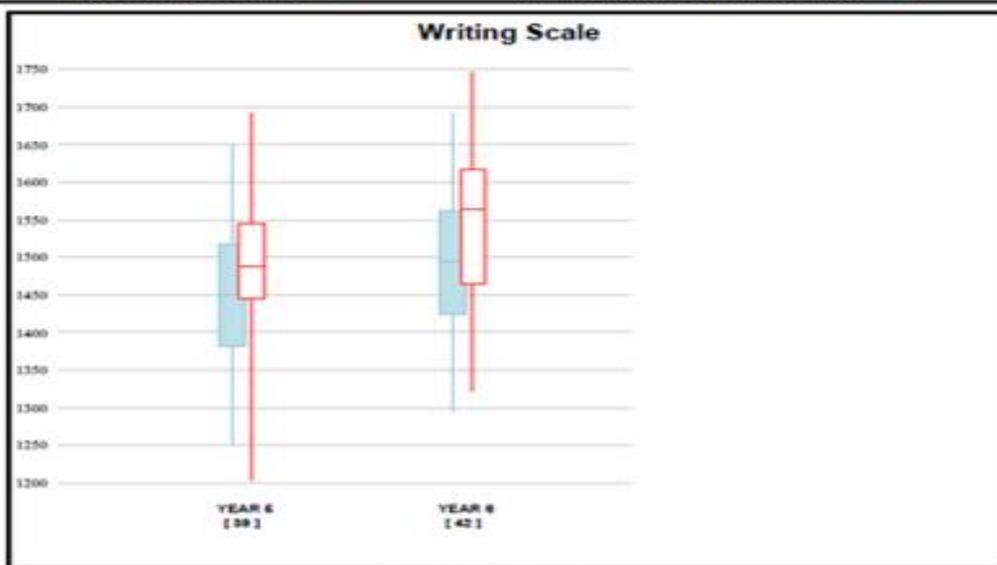
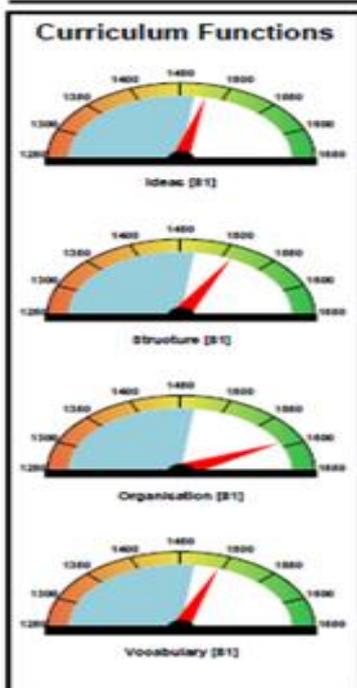
Cluster: All Clusters

NZ Performance: 

Location: All Schools

No. of Students: 81

Your Group Performance:  No. of Results: [n]



Data Analysis

In this section think about the following questions (you do not need to repeat the quantitative data above).

- What is the data above telling you in terms of reading *achievement* in your team?

Overall as a team 80% are achieving at or above. Girls are achieving highly while boys have a large group below. Maori students are not achieving well with 50% below.

Of the 9 Maori and Pasifika students, 4 are achieving at or above standard while 5 are below. For the 5 students achieving below 1 student is on an IEP, 2 of these students are on the ALL literacy program to accelerate their learning, 2 of these students attended the workshop for reluctant writers during book week.

- What is the assessment data (i.e. e-asTTle, in class writing assessments, writing across the curriculum, student voice) telling you about progress in your class?
- According to your assessment data, what percentage of your team are making acceptable progress?
- According to your assessment data, what percentage of your team are not making acceptable progress?
- According to your assessment data, what percentage of your team have made accelerated progress?

As a team we felt that students under achieved on the mid year asTTle test. This was an untaught genre which could have affected the overall scores. We don't feel that this is an overall reflection of their writing ability. In year 5, 55% of students have made acceptable progress and 45% have made unacceptable progress on this test.

In year 6, 81% of students have made acceptable progress and 20% have not made acceptable progress on this test. 49% of year 6's have made accelerated progress, several of whom are our target students.

Some students still find the asTTle style test difficult as they have a much shorter time and pressure to complete all steps of the writing process within this time. As a team we have discussed the need to have more in class timed writing sessions which follow

Boys = 41

Anniversary Reports Issued	No of Students Well Below or "Of Concern"	No of Students "Below" National Standard Or Working Below	No of Students "At" or " On Track to Meet" National Standard	No of Students Above or Already Meeting the National Standard
Mid year 5 (22)	2	3	15	2
Mid year 6 (19)	0	6	12	1
Totals (%)	2 3%	10 24%	27 66%	3 7%

Girls =38

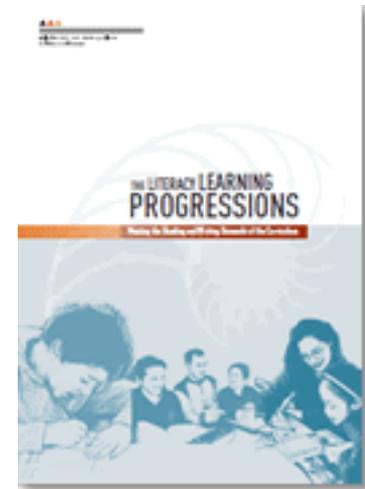
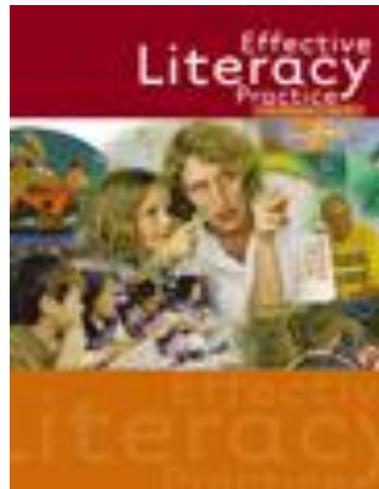
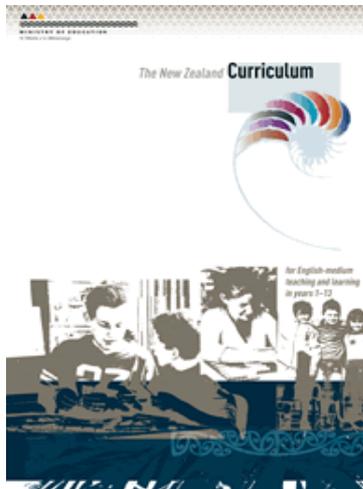
Anniversary Reports Issued	No of Students Well Below or "Of Concern"	No of Students "Below" National Standard Or Working Below	No of Students "At" or " On Track to Meet" National Standard	No of Students Above or Already Meeting the National Standard
Mid year 5 (16)	0	1	13	2
Mid year 6 (22)	0	3	10	9
Totals (%)	0	4 11%	23 60%	11 29%

Maori/Pacifika (number = 9)

Anniversary Reports Issued	No of Students Well Below or "Of Concern"	No of Students "Below" National Standard Or Working Below	No of Students "At" or " On Track to Meet" National Standard	No of Students Above or Already Meeting the National Standard
Mid year 5 (3)	1	0	2	0
Mid year 6 (5)	0	4	1	1
Totals (%)	1 11%	4 45%	3 33%	1 11%

How does the data connect to other things?

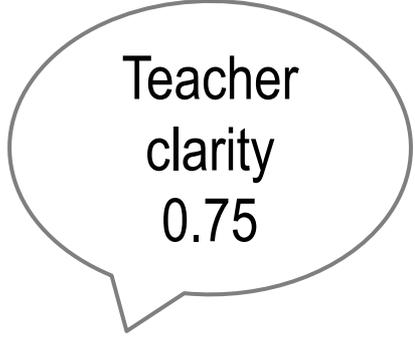
- Unpacking the curriculum
- Developing school 'progressions'
- Connecting these progressions to what the data shows.



Data – Teacher assessment capability

Step 3 – How do we use this data?

- Unpacking the curriculum
- Developing school ‘progressions’
- Connecting these progressions to what the data shows

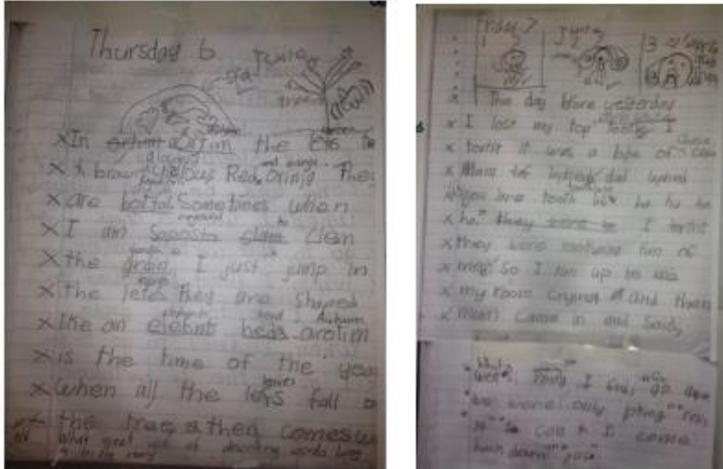
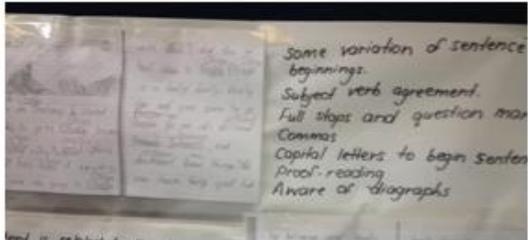


Teacher
clarity
0.75

Teacher clarity progressions

Writing Expectations



Expected characteristics	Exemplar showing most of the characteristics expected at this stage of learning
After 80 weeks at school - 2 full years	
<p>Purpose, process and audience</p> <ul style="list-style-type: none">• Uses simple planning strategies to organise their ideas and then apply their planning as they turn ideas into connected sentences• Uses appropriate text structures for text types such as simple recounts, descriptions, and reports• Chooses the best text type or their purpose• Revises their text (often in response to feedback) and edits it for clarity and accuracy of meaning• Proofreads own writing to check for punctuation and spelling• Listens to what others tell them about their writing and makes changes by: making the meaning clearer for the reader, adding detail, deleting detail• Acts on feedback given to them• Says what they are doing well in writing and what their next step is <p>Knowledge and skills include:</p> <p><u>Ideas/Sentences/Punctuation</u></p> <ul style="list-style-type: none">• Writes all upper and lower case letters correctly and with speed• Writes all numbers correctly• Composes mainly simple and compound sentences, with some variation in their beginnings• Uses simple conjunctions correctly, with subject-verb agreement and noun-pronoun agreement• Uses full stops, question marks, or exclamation marks to end sentences and using capital letters correctly to begin sentences (and for familiar proper nouns)• Develops content that is related to the curriculum topic, with some (mostly relevant) detail <p><u>Spelling/Vocabulary</u></p> <ul style="list-style-type: none">• Draws on knowledge and skills that include; using their personal content vocabulary of written words as well as words and phrases that are part of their expanding oral vocabulary	 

Clevedon writing progressions

Variation in sentence beginnings

Applying strategies for sounding out words

text

Uses personal content vocab

Visual memory to spell HFNs.

Uses simple planning strategies to organise ideas.

Learning to Use full stops, capital letters and commas.

uses simple planning strategies to organise ideas

- uses personal content vocab
- H.F words
- Basic spelling word endings
- precise adjective
- Upper/lower case
- mainly simple with variety of beginnings

100 weeks / after 2½ years

Description -

Structure: Beginning, Middle, End

After 100 weeks at school

Used simile and adjectives to add detail

Spells HFw correctly

Simple and compound sentences

Uses capital letters, full stops and proper nouns correctly.

Organisation shows a logical sequence.

Next Steps:

- Use complex sentences and vary the beginnings.

After 120 weeks at school

3 full years at school

Recount

Content is relevant -

includes detail that supports the main points

Punctuation mostly correct

Specific vocab - conveys experiences & mood

Simple and compound sentences - varying structure & length

End of year 4

Some compound sentences (but run-on too)

Inconsistent punctuation

Uses an appropriate text structure for the purpose (to persuade)

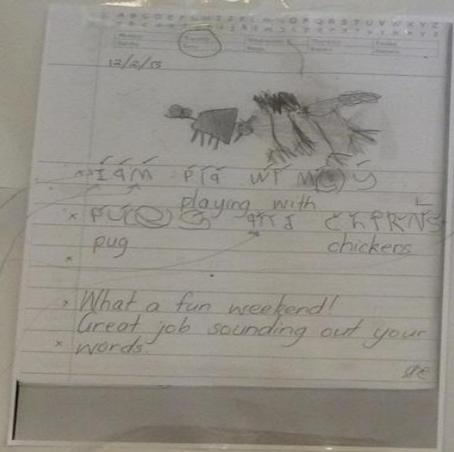
- position statement
- 2 reasons (lacks conclusion)

After 10 weeks at school

10 Weeks

Forms some letters correctly

Picture plan



Finger spaces

Return sweep

Attempting to sound out words.

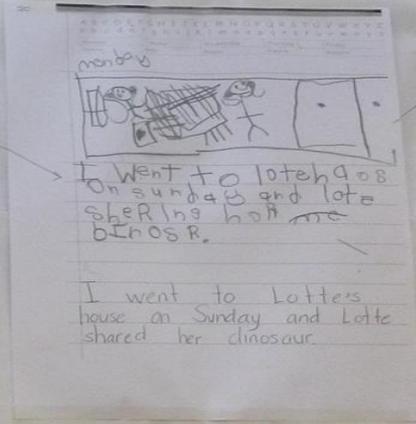
After 20 weeks at school

20 weeks

I can hold an idea in my head long enough to write it down

I can hear and write the first and last sound in some words.

I can think, draw about what I want to write about.



I went to Lotte's house on Sunday and Lotte shared her dinosaur.

I went to Lotte's house on Sunday and Lotte shared her dinosaur.

I can start with capital letter and ending with a full stop.

I am not afraid to have a go at what I don't know.

I can use a word card for words I can read.

Data – What about the students?

Step 4 – Developing assessment capable learners

- What are the characteristics of an assessment capable learner?
- What does an assessment capable learner sound like?
- What is it that an assessment capable learner should do?
- What specific teaching should be evident?
- What do the classroom walls look like in order to promote students' assessment capability?

in the second year of school

What does an assessment capable learner sound like?	What is it that an assessment capable learner can do?	What specific teaching should be evident?	What do the classroom walls look like in order to promote students' assessment capability?
<ul style="list-style-type: none"> They say, "I am learning to ..."e.g I am learning to point my finger to the words when I read "I can" 	<ul style="list-style-type: none"> Show evidence in work, "Here is a full stop." 	<ul style="list-style-type: none"> Learning Intentions shared and Success criteria co-constructed 	<ul style="list-style-type: none"> Visible learning environment - reading levels/writing levels/maths levels so that students are clear about where they are at and where to next
<ul style="list-style-type: none"> Say what their goal is e.g. "I need to remember my finger spaces in my writing." "I am working on" 	<ul style="list-style-type: none"> Show which writing tractor/reading planet/maths lily pad that they are on 	<ul style="list-style-type: none"> Opportunities for students to self and buddy assess. Teacher modelling how to give specific feedback using the success criteria 	<ul style="list-style-type: none"> Child friendly wall displays that children can manipulate and move levels themselves.
<ul style="list-style-type: none"> Say what level they are working at in all areas. E.g "I'm on the red tractor and my goal is to hold what my idea in my head" 	<ul style="list-style-type: none"> Co-construct success criteria 	<ul style="list-style-type: none"> Reflect during lessons on how they are 	<ul style="list-style-type: none"> Examples of peer work

By the end of year 8

What does an assessment capable learner sound like?	What is it that an assessment capable learner can do?	What specific teaching should be evident?	What do the classroom walls look like in order to promote students' assessment capability?
<ul style="list-style-type: none"> Would be able to say what level they are working at "I am working at about level 4" 	<ul style="list-style-type: none"> Can speak specifically about their learning strengths and learning needs. "I have lots of good ideas to write about, but I still need to learn about punctuation" Can put their hands on a range of different evidence to show how they are working towards their goal 	<ul style="list-style-type: none"> Learning intentions and success criteria (inclusive of their goals) Co-construction of success criteria. 	<ul style="list-style-type: none"> Progressions on the wall for appropriate levels. Exemplars that are part of the focus area and show a range of levels.
<ul style="list-style-type: none"> Would be able to say what level they need to be at the end of the year. "I am in year 7 because I was at the National Standard at year 6 I should be working at about a 4b (or the beginning of level 4) by the end of the year" 	<ul style="list-style-type: none"> Set their own goals "My goal is to continue to work on my vocabulary in my writing, because I am only at rubric 4 and I would like to be working in rubric 5" 	<ul style="list-style-type: none"> Ensure goals are set with the students Need to give the students the language of learning 	<ul style="list-style-type: none"> Group goals LI evident to refer to
<ul style="list-style-type: none"> Will be specific in what they say about what they are learning. "My first attempt at shows me that I can..... I need to now work on" In integrated studies- being able to articulate the key concepts 	<ul style="list-style-type: none"> Resource themselves to be able to meet their goals. (fuel their own learning) "I am working on getting faster and more accurate recall of my basic facts, so I found this website and I am practising on it each night" 	<ul style="list-style-type: none"> Ensure students have individual goals as well as group goals if they need them. 	<ul style="list-style-type: none"> Modelling books available.
<ul style="list-style-type: none"> "I am using to help me to meet my 	<ul style="list-style-type: none"> Reflect on their learning /& towards 	<ul style="list-style-type: none"> Provide opportunities for peer 	<ul style="list-style-type: none"> Interactive walls (pull things off to use

Make a start...

Teacher's name: Kate

What do I need to do?	What will it look like?	Time frame
Each student to have goals for writing	<ul style="list-style-type: none">● Make a template for goal setting● Goal setting sheet will be in front of draft writing books● The goal sheet will have a review/reflection section for student to write on. I can also contribute here.● Goals will come from writing behaviour rubric and easTTle ILP and the easTTle student speak rubric● Children will tick off ones that they have achieved by dating it	Week 7 Plan to do in Week 8 Ongoing but fully established and operational by week 2 of term 3

Assessment capable students

What are the key characteristics of assessment capable students?

Students who can:

- Co-construct learning with the teacher
- Students who understand the learning intentions of lessons
- Students who are active participants in learning

Assessment capable students

Students who can:

- self assess accurately and successfully against the success criteria and know their next steps in learning.

Self reported
grades
1.44



Assessment capable students

Students who can peer assess accurately and successfully, giving feedback and feed forward against the success criteria.



Assessment capable students

Students who can set SMART goals in learning, then self-monitor and evaluate their progress towards and achievement against them.

Self reported
grades
1.44



Assessment capable students – What's our impact?

Stage 1 – Gather and share

Stage 2 – Gather and analyse

Stage 3 – Gather, analyse and use



Student Voice

1. What are you learning in this lesson (or... e.g. in writing)?

Name	Response

2. How will you know if you are successful (success criteria)?

Name	Response

3. Why are you doing this task/this learning? (Purpose: do they know why or how this task will help them with their overall learning/goals)

Name	Response

4. What are you doing really well in (insert subject)? How do you know (ask for evidence)?

Name	What are you doing really well?	How do you know?

5. What is your next learning goal to progress in (insert subject)?

Name	Next learning goal
	I

6. What can your teacher do to help you in (insert subject)?

Name	What can your teacher do to help you?

Our Visible Learning Action Plan

Build a staff of inspired and passionate teachers who know their impact on their class.



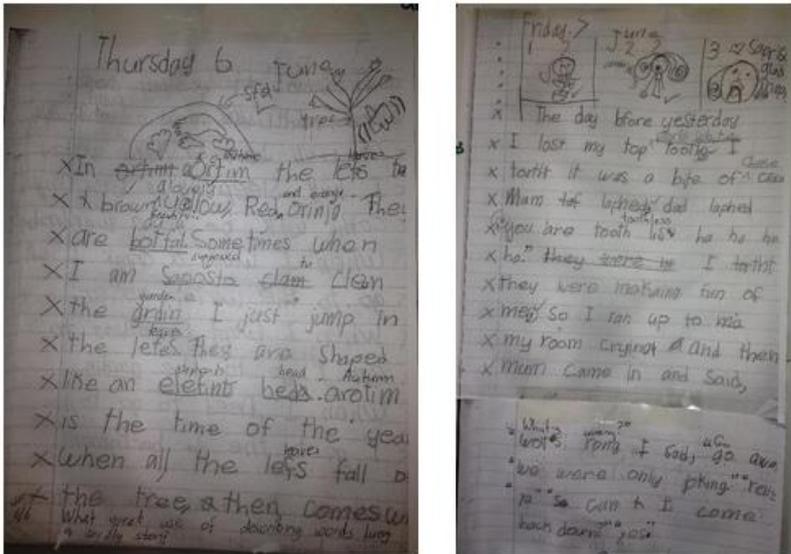
What does this mean for me as a teacher?

Gaining clarity

- Knowing the curriculum
- Using the progressions
- Clevedon exemplars
- Understanding where to next



Writing Expectations

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Ideas

Learning Intention:

I am learning to think of ideas and write about them.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6
I have one simple idea that is on the topic.	I have a few simple ideas on the topic.	I have many simple ideas on the topic with no detail. OR I have ... topic	My ideas are on the topic and are beginning to show some complexity. Also...	My ideas are complex and elaborated.	My ideas are original, show insight and authority. My ideas may reflect issues or themes in the

Structure and Language

Learning Intention:

I am learning how to structure my writing and use the correct language.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6
I am trying to: <ul style="list-style-type: none"> • recount • tell a story • describe • give instructions • persuade • explain 	I have some parts of the structure. AND/OR I use some of the language features for the purpose.	I have some parts of the structure. AND I use most of the language features for the purpose.	I have all the parts of the structure and one part may be well developed. AND I use appropriate language features for the purpose.	I have selected an appropriate purpose and format for my audience. I have included all parts of the structure and they are well developed. AND I use appropriate language features for the purpose and they are thoughtfully selected for the audience.	I have selected an appropriate purpose and format for my audience. I have included all parts of the structure and they are well developed. AND I deliberately select language features which will have an impact on my audience.

Writing Behaviours

What Good Writers Do



In the first year at school	After one year at school	After two years at school	After three years at school	By the end of year four	In year five	By the end of year six	In year seven	By the end of year eight
Early Level 1	Early Level 1	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3	Early Level 4	At Level 4
Writing Process								
<p>I can plan by using words or pictures.</p> <p>I can plan by talking about my ideas.</p>	<p>I can plan by using words or pictures.</p> <p>I can plan by talking about my ideas.</p>	<p>I can plan by writing down words.</p> <p>I can plan by brainstorming my ideas.</p> <p>I can use my plan to order my ideas.</p>	<p>I can plan in different ways to organise my ideas e.g. lists, mind maps, brainstorm etc.</p> <p>I can use my plan to order my ideas.</p>	<p>I can plan in different ways to organise my ideas.</p> <p>I can use graphic organisers when I plan.</p>	<p>I can use a variety of planning formats to plan for my writing.</p> <p>I can choose which planning format best fits my purpose.</p>	<p>I can plan effectively in a variety of ways for a range of purposes.</p> <p>I can use information literacy skills to find and record information that I need for my writing.</p>		
<p>I can hold an idea in my head and write it down.</p> <p>I can reread what I write as I am writing.</p> <p>I can read my writing to myself and others.</p>	<p>I can reread what I write as I am writing.</p> <p>I can listen to what others tell me about my writing and make changes by:</p> <ul style="list-style-type: none"> adding detail, deleting detail, changing punctuation, changing spelling. <p>I can use the classroom wall charts, dictionaries and word cards.</p>	<p>I can listen to what others tell me about my writing and make changes by:</p> <ul style="list-style-type: none"> making my meaning clearer for the reader, adding detail, deleting detail. <p>I can proofread my own writing to check for:</p> <ul style="list-style-type: none"> punctuation, spelling. <p>(By using previous writing or other sources to find the correct spelling)</p>	<p>I can revise my own writing.</p> <p>I can edit my own writing.</p> <p>I can proofread my own writing to check for</p> <ul style="list-style-type: none"> punctuation, spelling. <p>(By using my own knowledge, classroom resources and junior dictionaries)</p>	<p>I can reread my writing as I write and when I finish in order to check the meaning is clear.</p> <p>I can revise and edit my writing to make sure it:</p> <ul style="list-style-type: none"> is clear, has impact, fits my purpose. <p>I can proofread my writing to check for spelling, grammar and punctuation.</p>	<p>I can independently revise and edit my own writing to:</p> <ul style="list-style-type: none"> make the meaning clear for the audience, add impact. <p>I can proofread my writing to check for spelling, grammar and punctuation using computer and print based tools.</p>	<p>I can write (draft) and rewrite my text by revising and editing - checking that:</p> <ul style="list-style-type: none"> the text meets the purpose, it will engage my audience. <p>I can proofread to check for spelling, grammar and punctuation using computer and print based tools.</p>		

10 weeks at school

Forms some letters correctly

Picture plan

Return sweep

Finger spaces

Attempting to sound out words.

20 weeks at school

- capital letter at beginning of sentence
- HFW words
- Picture drawn
- 2 sentences about a topic

• Have a go

• Some letters are formed correctly

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lesson	Lesson	Lesson	Lesson	Lesson	Lesson

Write - (punctuation)
Start some sentences with capital with letters. A
End some sentences with full stops.

I Love my Poney

They like to
play with
me too. I am
happy because I ride
her every day.

20 week

Data driven planning

- Analysing data - what is it telling me?
- Planning to student needs - targeted teaching
- Monitoring the impact

WRITING GROUP ANALYSIS

Group Name: Full stops

Teacher: R Baker

Room: 6

Term: 1

Weeks: 4-11

Student names	In class data black - start of term 1 blue - week 9, term 1 analysis	asTTle level	asTTle aRs Score	Student voice
John	short plan, short writing, well organised into paragraphs, needs to improve vocab, strong punctuation ideas uses a range of detailed vocab, strong personal voice, planning is beginning to have detail, correct spelling and punctuation, repetitive sentence beginnings sentences, revising	3A	1556	"Maybe interesting poetry. I think I could improve my ideas and persuasive vocab and language."
Jane	simple plan, could expand on ideas as writing is short, great spelling, punctuation and organisation ideas planning is improving, needs to remember punctuation and check sentences are correct sentences, organisation	3A	1556	"I would like to learn how to write explanations. Like researching information, taking notes and then using that to write with."
Jack	needs to expand ideas in plan and writing and improve vocab. strong punctuation (watch capital letters with handwriting) and spelling, sentences make sense ideas / vocab remembers to use full stops in writing, struggles with spelling some words as she doesn't sounds all out letters, uses paragraphs consistently to separate ideas, uses lots of simple and compound sentences, could benefit from sentences at a higher level spelling, sentences	4P	1645	"I really like persuasive and narrative. Im not really good at narratives and I want to practise persuasive. I don't know the structure of narratives . I need to work on structure and spelling and punctuation."
Jill	struggles with spelling some words needs work on sounds. strong punctuation, planning needs more ideas, writing is well organised, needs to improve her vocab ideas / vocab uses correct punctuation, clearly structured writing uses paragraphs, beginning to use a detailed plan, sometimes writing is short in length, could benefit from organisation - extending ideas within paragraphs to get P.E.E and to use topics sentences organisation, sentences	3B	1518	"I don't know what I want to learn next, I have already learnt language and that was what I needed to work on. I'm not good at spelling, I think I could work on that. I would like to learn how to use a variety of sentences."

Focussing the learning - Teacher analysis of children's needs in writing

What is the data telling me my students can do and now need to learn?

Sentences R3 TO R4/5 - Overall this group needs to learn how to use a range of sentence types and lengths to make their writing interesting. They often have repetitive sentence beginnings so need to learn different ways to structure a sentence to help with this. Look at adding detail into a sentence eg: adding in who, what, when, where and how. Student voice has also suggested that the group would like to work on sentences and organisation.

Kristoffer	4p	8	at	4b	5
Jaymeson	4b	7	at	4a	5
Jonty	4p	8	at	4b	5
Georgia	4b	7	at	4b	4a
Sarah	4p	7	at	4b	4a
Ethan G	4b	8	at	4b	3a
Christina		7	at	4b	4a
Joshua	4b/p	7	at	4b	3a/4b
Jack	4p	8	at		4a/5
Fergus	4b	7	at	3a	4a/5

Ide
beg
con
mo
ela
ext

Kris- has got the ideas but needs to formulate them more effectively.

Jaymeson- tends to list his ideas, instead of expanding on each one.

Jack- has some good ideas but tends to be quite disjointed within his writing.

Ethan G- needs to follow through with his ideas & to think about new ideas to add a certain amount of complexity. (can lose focus in a lesson if not monitored)

Josh - has got the ideas but needs to formulate them more effectively (has more simple ideas)

Georgia- needs to follow through with her ideas & add more details to them.

Jonty- Tries to elaborate on his ideas, but they are still simple and short.

Sarah- needs to elaborate on her ideas to create more

<p>Common Learning Needs What is important and therefore worth spending time on given where my students are at?</p> <p>Teaching Objectives</p>	<p>Common Learning Needs</p> <p>Teaching strategies and activities to support learning What strategies are most likely to help my students learn this?</p>	<p>Planning</p> <p>Learning Intention (WALT)</p>	<p>Planning</p> <p>Success Criteria (I can)</p>
<p>Sentences R3 TO R4/5</p>	<p>Introducing the LI</p> <ul style="list-style-type: none"> ● purpose and why ● teacher modelling of the skill - deliberately using different sentence lengths and types <p>Unpacking at the rubric</p> <ul style="list-style-type: none"> ● looking at the rubric for SC ● co-constructing any additional SC together from teacher modelling <p>Looking at exemplars</p> <ul style="list-style-type: none"> ● annotating own work as exemplars ● looking at good exemplars of the skill by other writers - TKI and asTTle <p>Practising the skill</p> <ul style="list-style-type: none"> ● practise a range of sentence lengths - complex, compound and simple ● practise a range of sentence types - statement, exclamation, command ● mini lesson pg 80 - using ing and ed ● use sentence resources eg: sentence opener ladder, adding detail poster, sentence starters ● independently writing a piece with the sentences as a focus ● annotate where you have used the skill and label types and lengths <p>Reflection on learning, peer and self assessment</p> <ul style="list-style-type: none"> ● sharing back follow on tasks and getting feedback from the teacher and peers ● assess against the SC and rubric ● peer assess another students work ● assess or compare against an exemplar ● reflection on progress - teacher to check off against LI 	<p>I am learning to use a range of sentence types and lengths for effect</p>	<ul style="list-style-type: none"> · Write simple sentences with one idea · Write compound sentences with two ideas and joining words like and, but etc · Write questions, commands, statements and exclamations · Write sentences have the correct subject and verb · Check that my sentences make sense · All my sentences begin with a capital letter · All my sentences end with a full stop · I can use commas to separate ideas

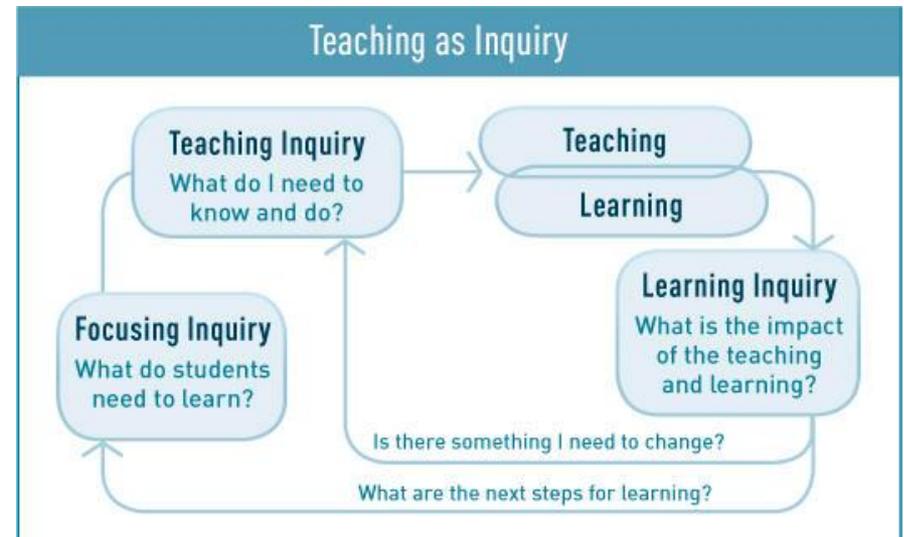
Clarity in teaching and learning

- Sharing learning intentions and purpose
- Teacher clarity of success criteria
- Use of exemplars
- Teacher modelling
- Student activities



Know thy impact

- How are my learners going?
- What does success look like for my learners?
- What else do I need to do to move them?
- Evaluating my teaching



Feedback

- Self assessment
- Peer assessment
- Specific to learning intentions and success criteria
- Acting on feedback
- Feedback to the teacher



Peer assessment

1. Pick a buddy
2. Read the success criteria for the task
3. Write feedback in their book or google doc and discuss it with them

Here are some sentence starters to help you when you are buddy-checking work:

Feedback - Look for things they have done well

- This work meets the criteria because...
- The biggest strength of this work is...
- You have thought of a good way of doing...
- I like the way you...
- Well done you have....



Feed forward - Look for things they could improve on by going back to the success criteria

- You might like to...
- Next time you might like to do...
- You could take another look at...
- I suggest that....
- It would be even better if....
- I think you could improve on....

A Zebra in the Garden



Lily-Rose is learning to write by herself. She is trying to have a go and has set herself a goal of writing two sentences.



Ms Sholson's Students  18 March 2014 15:55

Lily-Rose - I like the way you have used full stops and finger spaces. Lilli-Rose

Lily-Rose - Keep trying to write more sentences. Rosa

Campbell - I like the way you remembered to use capital letters and a full stop. Evan

Campbell - Remember to underline your try words when you are writing. Joe

Abigail - I like the way you wrote two sentences. Moss

Abigail - Try to write your sentences faster. Campbell



Jaymeson 10 June 2014 15:41

Alana, I like your piece of writing. You have added lots of ideas that draw in the reader to keep on reading. You added lots of complex punctuation throughout your writing, and most of it was in the correct places. I did find a few mistakes, (like capital letters and spaces in-between words. I think its a good idea to read over your writing a few times. In summary I think this is a great, attention-seeking piece of writing to read.

Jaymeson.

The ghost of **FARMER JACK**

In front of me and my ally is a dark, misty forest. As we walk close
hear the wind yelping for help; "heeeep..." "Meeeeee..." We ignore it and
head into the dark, misty forest.

As we go deeper into the forest it gets darker and darker and qui

Notifications

Comment



Tobin WOOD

9:58 AM Aug 5, 2014 ▾

Connor says Great hook Tobin it made me want to find out more I think you are a rubric 5/6 to get to a straight rubric 6 you need to use subheading and linking words between paragraphs

Reply • Resolve



Rachael Baker *Marked as resolved*

8:44 PM Today



Rachael Baker *Re-opened*

8:44 PM Today



Reply...

Monday 28 July
Fido's adventure #1

"Fido".... "Fido, there you are, come here boy! My owner says as he finds me sleeping in my kennel. "There you, go hows mummy's little baby doing", I signal Maria that my collar is furiously itchy, but alas she does not listen. She hands me my food bowl, Doggie puffs my favourite. I look out the window as i munch into my cereal, meanwhile Maria pops some bread in the toaster. "Old jeffy road, just can't beat it eh Bob? I Say as I gaze into the sunrise. "Eh it's alright but what really matters is this cheese and how I can get it out of this mouse trap!

My itchy collar is causing SOOO much pain I think I might have to go to the vet! I signal my owner one more time; rrrruuff ruff, I bark as my owner is eating her toast, meanwhile (of course) Bob just got into our fridge. "Is this what's bothering you?" "Ow boy that must hurt." My owner takes my collar off strengthily. "Go outside to play boy". I take flight into my doggy | door and zoom into the front yard. "There's noting better then playing out in the beautiful front yard and playing on the slide, what do ya think Bob"? "I'd rather eat my fresh cheese pretzels". "Suit yourself". I think to myself cautiously, is that was I think it is? I shout to Bob;"A



Rachael Baker

5:55 PM Aug 4, 2...

Resolve

AsTTle assessment of sentence structure and punctuation.

Wow Tobin a great variety of sentences types and lengths here, I agree with your rubric 5 for sentence structure.

You have a wide range of punctuation including speech marks, question marks, commas and apostrophes but not all is used correctly, rubric 6.

[Show less](#)

Assessment capable students

Students becoming their own teachers – giving them the skills to know:

- Where do I need to be by the end of the year?
- Where am I now?
- What can I do well?
- Where to next for me as a learner?

Thinking about learning...

Celebrating what you've learnt:

1. What new learning can you celebrate?
2. What did you learn today and why?
3. What did you enjoy today and why?

Thinking about what you learnt:

4. What helped you learn today? (the activity, teacher, buddy, group work?)
5. What really made you think while you were learning?
6. How would you change the lesson today?

Tricky learning:

7. What did you find tricky and why?
8. What did you do when you found the learning tricky?
9. What do you need more help with?
10. What are your next steps and how do you know this?

Using your learning:

11. How does this relate to what you already know?
12. How can you use your new learning?
13. How could you use your learning in other subjects?
14. How could you use your learning to help you or others later in your life?



Classroom environment

- Language of learning
- Tools and resources
- Learning focussed
- Supporting each other
- Talking about learning goals



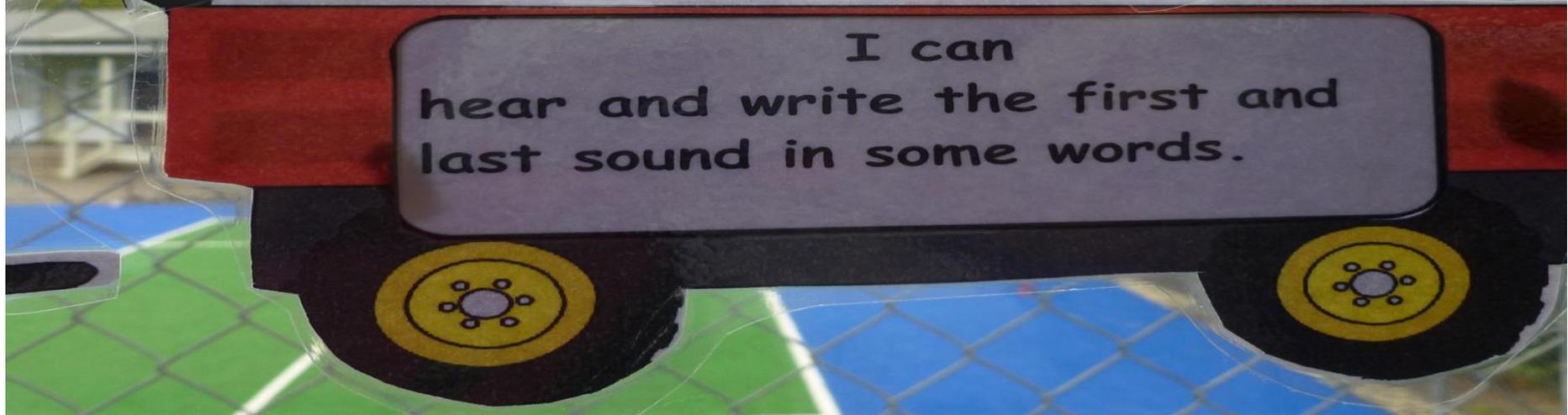




5. I know what a conjunction is such as and, or but and can find it in my writing.



I can
hear and write the first and
last sound in some words.



Sam

Luke

Mark

Ryan

Kiera

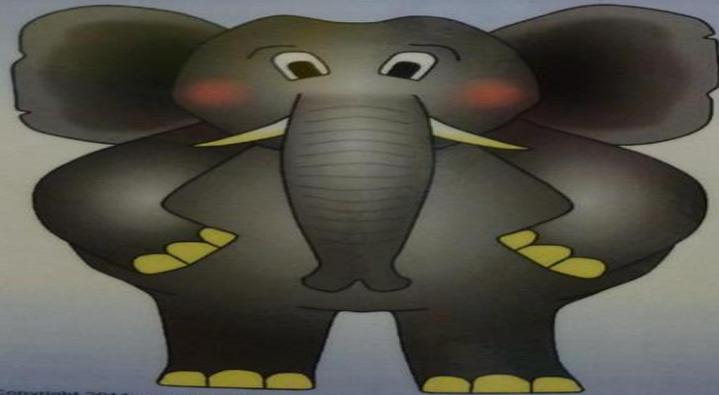
Noah

Jayden



OUR WALT

make inferences
about what
we read



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to be successful we will:

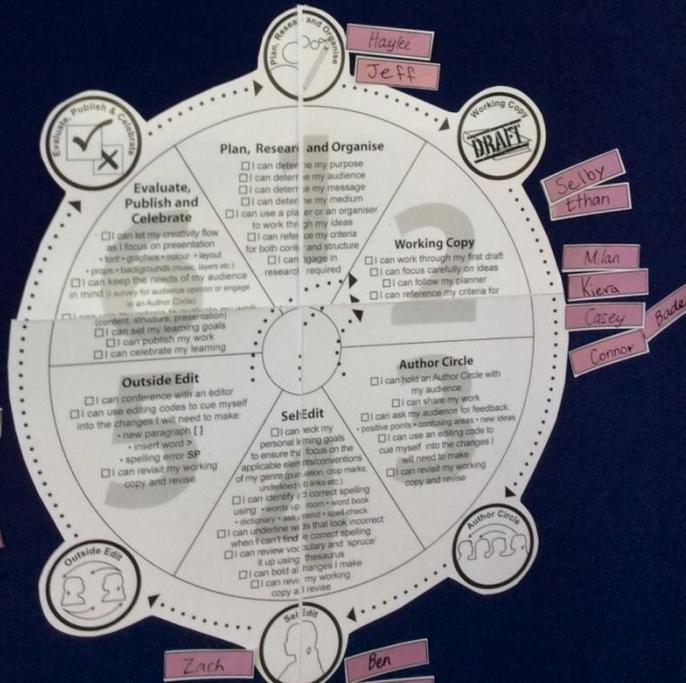
- connect with our prior knowledge
- find clues in the text
- find clues in the pictures or diagrams
- work out what the author doesn't say but wants / expects us to know
- make predictions about what the author wants us to know / think

WALT use the **authorthink** process to support our writing

Success Criteria: I can complete each of the following steps fully (all criteria at each step are met).

authorthink

a framework for quality publishing



We are learning to write by ourselves

- Full stop
- Finger spaces
- Capital letter
- use my balloon words

How will we be successful in writing today?



Spelling

I am learning to spell correctly in my writing

Rubric 4 Rubric 5 Rubric 6

- | | | |
|--|---|---|
| <p>I spell most words correctly. I use my knowledge of spelling rules.</p> <p>I spell words using my knowledge of spelling rules.</p> <p>I spell words using my knowledge of spelling rules.</p> <p>I spell all words I use in a text.</p> | <p>I spell all common words correctly. I use my knowledge of spelling rules.</p> <p>I spell words using my knowledge of spelling rules.</p> <p>I spell words using my knowledge of spelling rules.</p> <p>I spell words using my knowledge of spelling rules.</p> | <p>I spell all words correctly. I use my knowledge of spelling rules.</p> <p>I spell words using my knowledge of spelling rules.</p> <p>I spell words using my knowledge of spelling rules.</p> <p>I spell all words I use in a text.</p> |
|--|---|---|

Sentence Structure

I am learning to write sentences for effect

Rubric 4 Rubric 5 Rubric 6

- | | | |
|--|--|--|
| <p>I write simple sentences. I use a range of punctuation.</p> <p>I write simple sentences. I use a range of punctuation.</p> <p>I write simple sentences. I use a range of punctuation.</p> | <p>I write simple sentences. I use a range of punctuation.</p> <p>I write simple sentences. I use a range of punctuation.</p> <p>I write simple sentences. I use a range of punctuation.</p> | <p>I write simple sentences. I use a range of punctuation.</p> <p>I write simple sentences. I use a range of punctuation.</p> <p>I write simple sentences. I use a range of punctuation.</p> |
|--|--|--|

Evaluate, publish and create

- Evaluate**
- I can use the rubric to assess my writing. I focus on the areas of the L1 and L2.
 - I can justify the decisions I make in my writing in the text.
 - I can use peers (formally and other ways) to help me to assess my writing.
 - I can keep the needs of the audience in my mind when writing in the form of my need as I create my text.
 - I can set my own learning goal for myself and assess these to others.
- Publish and Create**
- I can let my creativity show through using a variety of publishing tools - ensuring that I have considered the needs of the audience when selecting my font, graphics, colour, layout, backgrounds etc.

Business Plan: Creative Tools

To: [Name]

By: [Name]

For: [Name]

On: [Date]

Vocabulary

I am learning to use vocabulary effectively in my writing

Rubric 4 Rubric 5 Rubric 6

- | | | |
|--|--|--|
| <p>I use a variety of words and phrases to add detail.</p> <p>I use a variety of words and phrases to add detail.</p> <p>I use a variety of words and phrases to add detail.</p> | <p>I use a variety of words and phrases to add detail.</p> <p>I use a variety of words and phrases to add detail.</p> <p>I use a variety of words and phrases to add detail.</p> | <p>I use a variety of words and phrases to add detail.</p> <p>I use a variety of words and phrases to add detail.</p> <p>I use a variety of words and phrases to add detail.</p> |
|--|--|--|

Ideas

I am learning to think of ideas and write about them

Rubric 4 Rubric 5 Rubric 6

- | | | |
|---|---|---|
| <p>My ideas are simple and straightforward. I use a range of punctuation.</p> <p>My ideas are simple and straightforward. I use a range of punctuation.</p> <p>My ideas are simple and straightforward. I use a range of punctuation.</p> | <p>My ideas are simple and straightforward. I use a range of punctuation.</p> <p>My ideas are simple and straightforward. I use a range of punctuation.</p> <p>My ideas are simple and straightforward. I use a range of punctuation.</p> | <p>My ideas are simple and straightforward. I use a range of punctuation.</p> <p>My ideas are simple and straightforward. I use a range of punctuation.</p> <p>My ideas are simple and straightforward. I use a range of punctuation.</p> |
|---|---|---|

Punctuation

I am learning to use punctuation in my writing

Rubric 5 Rubric 6 Rubric 7

- | | | |
|--|--|--|
| <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> | <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> | <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> |
|--|--|--|

Organisation

I am learning how to organise my ideas in my writing

Rubric 5 Rubric 6 Rubric 7

- | | | |
|--|--|--|
| <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> | <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> | <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> |
|--|--|--|

Structure and Language

I am learning to structure my writing and use the correct language

Rubric 4 Rubric 5 Rubric 6

- | | | |
|--|--|--|
| <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> | <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> | <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> <p>I use a range of punctuation to add detail.</p> |
|--|--|--|

SELF EDIT & EDITOR'S PENCIL

Checklist for self-editing and peer-reviewing writing.

1. Check for correct spelling and punctuation.

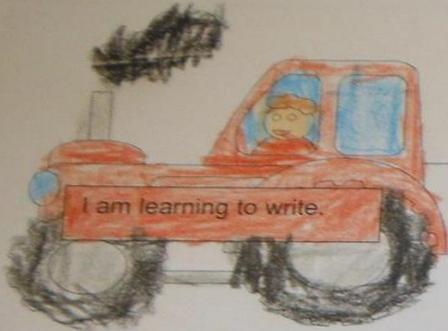
2. Check for correct grammar and sentence structure.

3. Check for correct use of language and style.

4. Check for correct use of punctuation and capital letters.

5. Check for correct use of punctuation and capital letters.

20 week writing tractor



I can plan my writing by drawing a picture



I can use my plan to write my ideas



I can start people's names with a capital letter.



I can hear and write the first and last sound in some words.



I can start my writing with a capital letter and end with a full stop.



I can write one or two sentences related to a topic.



I can write the words I use when I talk.



I can spell some high frequency words.



I can use a word or alphabet card to write words and sounds I hear.



I am beginning to reread as I write to improve my writing



I can read back about what I have written.





Level 1

English: Written Language
Transactional Writing: Explanation

LEVEL 1 1H 1M 2 3 4 5

Why Do We Wear Our Seatbelt?

WHAT THE WORK SHOWS: Ryan expressed strong personal reasons for wearing seatbelts. This is explained clearly in simple, direct language.

Deeper features
Impact: Explains a personally significant occurrence with some clarity.
Ideas: Includes ideas and reasons, mostly subjective, and supported by some simple detail.
Sentences: Uses mostly simple sentences with variation in beginnings.
Structure: Crafted logic through opening question and answer.
Vocabulary: Uses high-frequency words and some key content words.

Handwritten notes:
Why do we wear our seatbelt in the car? We wear our seatbelt because we will get hurt. If we don't wear our seatbelt we will get hurt by a policeman. He will tell us to give him some money. The policeman puts you back where you have a car crash.

Surface features
Grammar: Shows a simple sentence structure.
Spelling: Shows good knowledge of basic spelling patterns.
Punctuation: Uses capital letters and full stops with some consistency.
Sentences: Uses a range of sentence types and lengths.
Vocabulary: Uses general appropriate vocabulary.
Language features: Used present tense for regular occurrence.
Uses a comparison to make the explanation clearer.



Level 2

English: Written Language
Transactional Writing: Explanation

LEVEL 1 1H 1M 2 3 4 5

Why Does Earth Need the Atmosphere?

WHAT THE WORK SHOWS: Jane writes a simple but very clear explanation of a topic that interests her. She confidently uses cause-and-effect sentence structures and displays an impressive mastery of surface features.

Deeper features
Ideas: Explores a selected phenomenon clearly.
Supports ideas with some detail.
Attempts to make reasoning as logical as possible.
Structure: Begins to sequence explanation logically and coherently, with some paragraphing and links with some consistency.
Sentences: Uses cause and effect within the text.
Vocabulary: Uses a range of sentence types and lengths.
Language features: Used present tense for regular occurrence.
Uses a comparison to make the explanation clearer.

Handwritten notes:
The atmosphere has kept us in a clean and dangerous way of the air and makes us feel the atmosphere in the air. The atmosphere has kept things in and hot things out. As a result Earth is the only planet people can live on.

Surface features
Grammar: Uses most grammatical constructions correctly and coherently.
Spelling: Demonstrates good understanding of all basic sounds and patterns in written English, and continues to explore English and patterns in written English.
Punctuation: Punctuates with increasing independence.



Level 3

English: Written Language
Transactional Writing: Explanation

LEVEL 1 1H 1M 2 3 4 5

What Happens When You Are Asleep?

Handwritten text:
When you sleep, your body goes into a state of relaxation. Your heart rate slows down, your breathing becomes regular, and your body temperature drops. Your brain is still active, but it's in a different state. It's like a computer that's in a power-saving mode. Your body is still working, but it's not as busy as when you're awake. Your muscles are relaxed, and your mind is at peace. You're in a state of unconsciousness, but your body is still doing its job. Your heart is still pumping blood, your lungs are still breathing, and your brain is still processing information. You're just not aware of it. When you wake up, your body has been working hard to keep you alive and healthy. It's amazing how much your body can do while you're asleep.



Level 4

English: Written Language
Transactional Writing: Explanation

LEVEL 1 1H 1M 2 3 4 5

How Were Mummies Made?

WHAT THE WORK SHOWS: The text explains a process with clear steps, using appropriate words to describe the process. The language is clear and concise, and the structure is well-organized.

Deeper features
Ideas: Shows clear understanding of the process.
Structure: Uses clear steps to explain the process.
Vocabulary: Uses appropriate words to describe the process.
Language features: Uses appropriate tense and structure.

Handwritten text:
Mummies were made by drying out the bodies of the dead. The process was done in several steps. First, the body was washed and cleaned. Then, it was wrapped in special materials to keep it from rotting. The body was then placed in a coffin or sarcophagus. The process was done in a hot, dry place so that the body would dry out completely. This process was done for many centuries, and it is still done today. Mummies were made to preserve the body for the afterlife. The process was a very important part of ancient Egyptian culture. It was a way to show respect for the dead and to ensure that they would be able to live again in the next world. The process was a very complex one, and it required a lot of skill and knowledge. It was a way to show that the dead were still important to the living. The process was a way to show that the dead were still part of the community. It was a way to show that the dead were still with us. The process was a way to show that the dead were still with us. The process was a way to show that the dead were still with us.

PREFIXES

A prefix is a syllable added to the beginning of a word. It can change the meaning of the word. Below is a list of common prefixes. Their meanings and examples of each.

Prefix	Meaning	Example
anti-	opposite	anti-war
dis-	opposite	dislike
mis-	wrong	misunderstand
sub-	under	submarine
super-	above	superhero
trans-	across	transatlantic
inter-	between	international
intra-	within	intra-city
co-	together	cooperate
contra-	against	contradict
contra-	against	contradict
contra-	against	contradict

What Good Spellers do...

They use a dictionary to check the meaning of words.

They use a thesaurus to find synonyms and antonyms.

They use a spell checker to check their spelling.

They use a word list to learn new words.

They use a word card to remember words.

They use a word game to learn words.

They use a word search to find words.

They use a word puzzle to learn words.

They use a word crossword to learn words.

They use a word bingo to learn words.

They use a word scavenger hunt to learn words.

They use a word relay to learn words.

They use a word relay to learn words.

They use a word relay to learn words.

Collecting my own student voice

- Know thy impact
- Knowing what to collect and how
- What is it telling me?
- Using it to inform my own planning



What were my strengths?



What were my weaknesses?



What was my favorite memory?



Writing reflection

Your username (rbaker@clevelandonschool.co.nz) will be recorded when you submit this form. Not rbaker? [Sign out](#)

Do you know where you are going with your learning in writing?

Are you clear about the areas you need to work on and your goals? Do you know what your success criteria is and where to find it?

Do you know how you are going in writing?

Are you progressing well? Do you get enough feedback about how you are going? Are you on track to meet your goals? Do you know your assessment results? Do you know what level you should be at?

Do you know where to next in writing?

What are your next learning steps? What do you need to do to improve?