

Progress Tools

Porirua School



Using the Learning Progression Frameworks to inform Teaching and Learning



Informing planning

Tracking progress of our students

Moderation

Spiral of inquiry

Practice Analysis Conversations

What processes did we go through to implement the use of Learning Progression Frameworks?

- Professional Development
- Collaboration
- Adapting planning and monitoring templates
- Termly reviews



Maths LPF placements

	Additive Thinking	Multiplicative Thinking	Patterns & Relationships	Symbols and expressions	Geometric thinking	Measurement Sense	Statistical investigations	Interpreting statistical & chance situations
Set 1								
Set 2								
Set 3								
Set 4								
Set 5								
Set 6								
Set 7								
Set 8								

Aspect Report for Reading

School: Porirua School

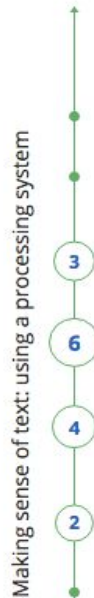
Group: Room 6

Year: Year 4

Reporting cycle: 2018 - Latest

Students: 15 of 15 students for this year level

Sets of illustrations



Focus Aspect: Reading Critically



Set	Students	Next Steps	Text Level/Text Types	How will you monitor student progress?
1		<p>Identify the writer's message in a simple text and make simple inferences to interpret it.</p> <p>Identify the main ideas as well as some information and details in the text that support this message, and identify some language features that the writer uses to convey it.</p> <p>Express an opinion about the writer's message and relate it to their own experiences.</p>	<div style="border: 1px solid black; width: 80px; height: 60px; margin-bottom: 10px;"></div> <p>Link into Inquiry - Citizenship Fiction and non-fiction</p>	<p>Running Records</p> <p>Anecdotal notes against success criteria - modelling book</p> <p>Observations/conversations during guided sessions</p> <p>Independent work - responses</p>
2		<p>The students know that texts can be written to influence audiences.</p> <p>They make inferences to interpret the writer's message from a mixture of explicit and implicit information that is nearby in the text and illustrations.</p> <p>They ask questions and make connections with their own experience in order to clarify the writer's message.</p> <p>The students recognise that the writer has deliberately chosen a particular message, and that it could have been conveyed in a different way.</p> <p>They can distinguish fact from opinion and can recognise when language is being used to influence the reader.</p>	<div style="border: 1px solid black; width: 80px; height: 60px; margin-bottom: 10px;"></div> <p>Level 2 texts, JJ</p> <p>Link into Inquiry - Citizenship Fiction and non-fiction</p>	<p>Running Records</p> <p>Anecdotal notes against success criteria - modelling book</p> <p>Observations/conversations during guided sessions</p> <p>Independent work - responses</p>
3		<p>The students know that texts can be written to influence audiences.</p> <p>They make inferences to interpret the writer's message from a mixture of explicit and implicit information that is nearby in the text and illustrations.</p> <p>They ask questions and make connections with their own experience in order to clarify the writer's message.</p> <p>The students recognise that the writer has deliberately chosen a particular message, and that it could have been conveyed in a different way.</p> <p>They can distinguish fact from opinion and can recognise when language is being used to influence the reader.</p>	<p>Level 2/3 texts</p> <p>Link into Inquiry - Citizenship Fiction and non-fiction</p>	<p>Asttle</p> <p>Anecdotal notes against success criteria - modelling book</p> <p>Observations/conversations during guided sessions</p> <p>Independent work - responses</p>

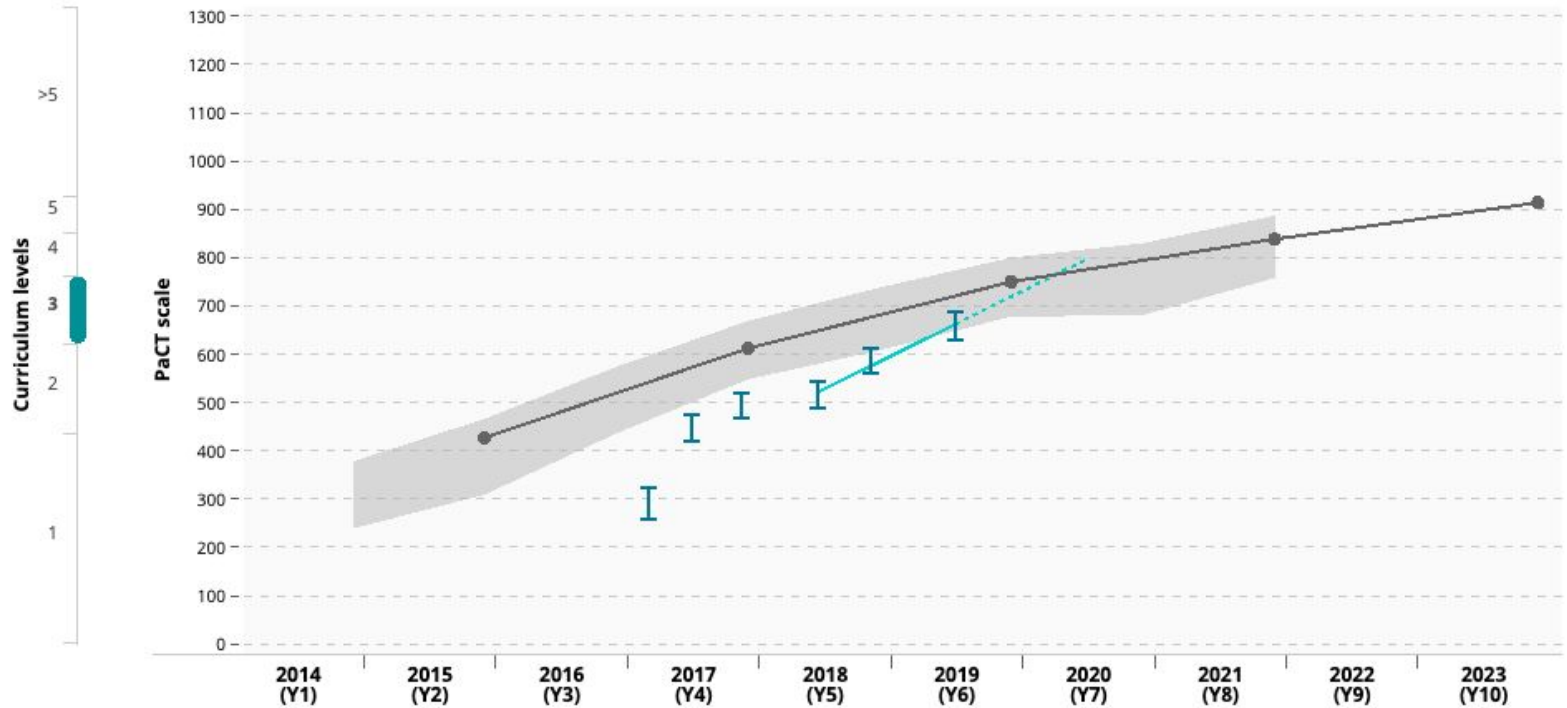
- Dependable judgments
- Moderation
- Teacher reflection
- Wide range of evidence (student work)



Moderation is a process



Tracking progress of students

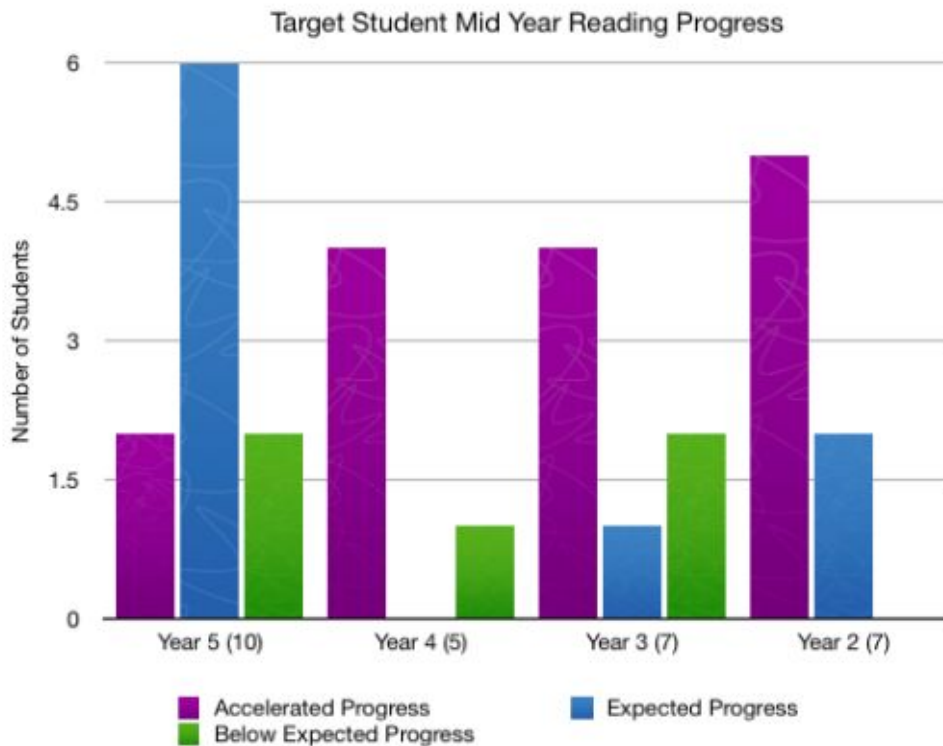




*Manaaki Tamariki
Caring for Kids*

Reading

24/29 (83%) of our target students have made expected or accelerated progress in reading.



Now we have a greater understanding of the Learning Progression Frameworks we have cut back on the assessments we do.



We used to say ...

Our Assessment Schedule shows we need to do these assessments this week.

We now ask ...

Would this assessment tell me anything different than the information I already have?



Curriculum Progress Tools: Supporting Progress



The Learning Progression Frameworks

- Understanding Progress -

[Learn about the LPFs](#)

[Go to the LPFs](#)

The Progress and Consistency Tool

- Tracking Progress -

[Learn about PaCT](#)

[Login to PaCT](#)



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