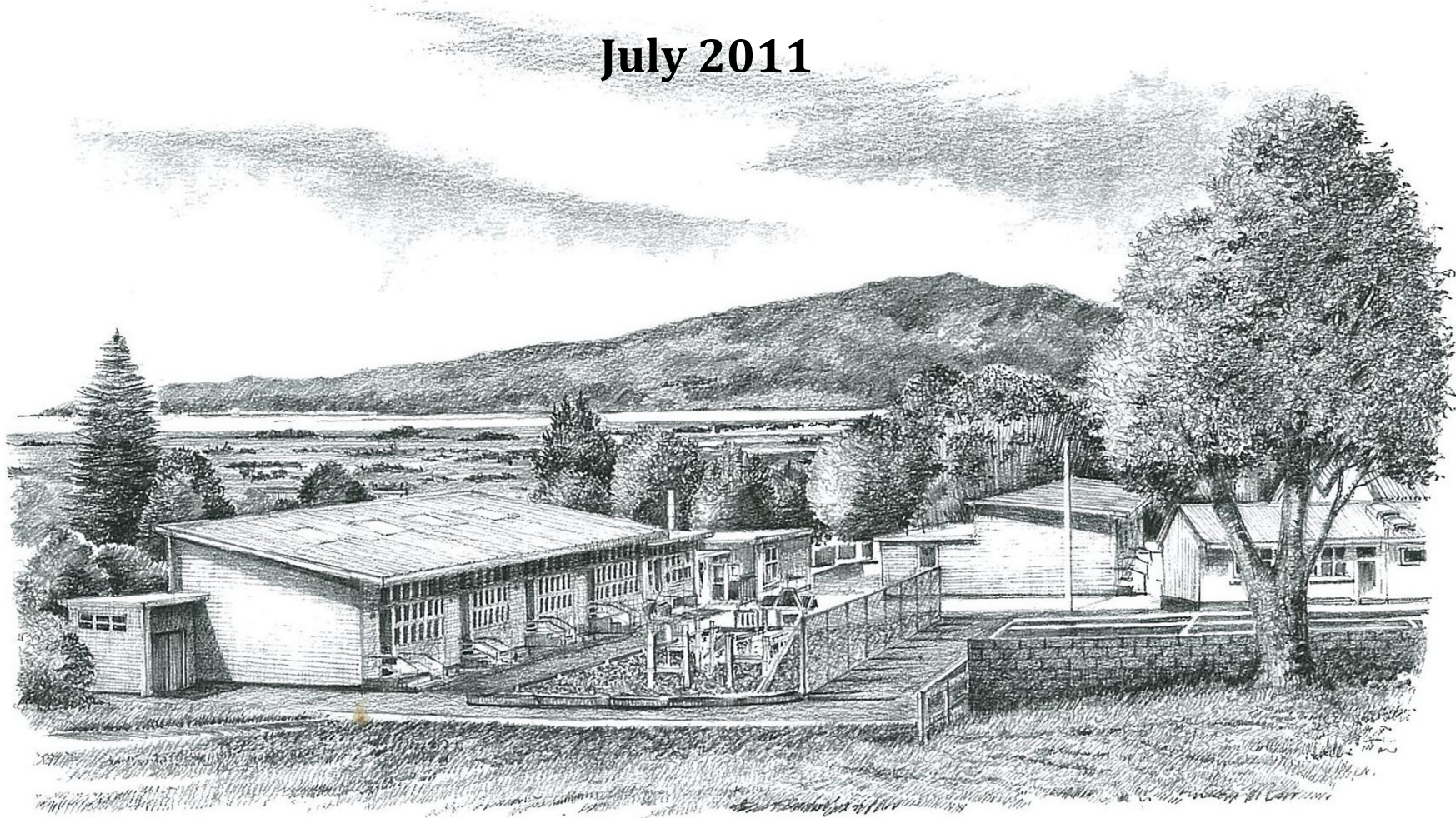


# **Analysis of the Interim National Standards**

## **Over All Teacher Judgements**

### **Reading, Writing and Maths**

**July 2011**



## Introduction

All students have been given interim assessments for Reading, Writing and Maths as at 12 July. The assessments were based upon the likelihood of the student meeting the relevant National Standard by the end of the year. Students were given one of three grades for each area assessed.

- *By the end of the year it is likely that the student will be achieving above the National Standard appropriate for either their time at school or year level or*
- *By the end of the year it is likely that the student will be achieving the National Standard appropriate for either their time at school or year level or*
- *By the end of the year it is likely that the student will be still moving towards but not achieving the National Standard appropriate for either their time at school or year level*

The progress statements were supported by Data Files which contained work samples benchmarked to the appropriate curriculum level for their year level. The Data Files may have also contained other work samples (not benchmarked) of either student/teacher choice.

Both the National Standards Progress Statements and work samples were then to be used as the basis for discussion in the 3-Way Student/ Parent/Teacher Interviews held in the last two weeks of Term 4.

<b>Cohort Description</b>	<b>Number of Students from a total population of 492</b>	<b>Percentage of total student population</b>
NZ European	351	71%
Maori	52	10%
Other; (All other ethnicities not listed)	65	13
Pacific Peoples; (Excluding Kiribati)	14	3%
Other Pacific Peoples (Kiribati only )	10	2%
ELLs Funded; Students who are English Second language Learners and are supported with MoE \$\$	16	3%
ELLs Unfunded; Students who are English Second language Learners and are not supported with MoE\$\$	16	3%

# Analysis

- Reading All **81%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level
- Writing All **71%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level
- Maths All **70%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level
  
- Reading Maori **86%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level
- Writing Maori **78%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level
- Maths Maori **76%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level
  
- Reading Pacific **57%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level *while 0% of **Other Pacific Peoples** are meeting or exceeding the standard*
- Writing Pacific **71%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level *while 10% of **Other Pacific Peoples** are meeting or exceeding the standard*
- Maths Pacific **50%** of students are achieving at a level that indicates that they are likely to be achieving at or above the National Standard appropriate for either their time at school or year level *while 10% of **Other Pacific Peoples** are meeting or exceeding the standard*
  
- Maori achievement is well above the levels of achievement for all students at Waikanae School.
- Girls perform better than boys in Reading and Writing while Boys perform better than Girls in Maths
- Pacific Island Achievement is well below that of any other ethnic cohort with our ELLs students (all of whom a new immigrants) from Kiribati performing poorly
- Achievement levels are highest in Reading. Achievement levels are lowest in Maths. Results in all three areas trend downwards over the eight years
- The Over Time Graphs show that teachers are being more definitive with their judgements in that we have made more Above and Below judgement in comparison to At in the three assessment rounds to date

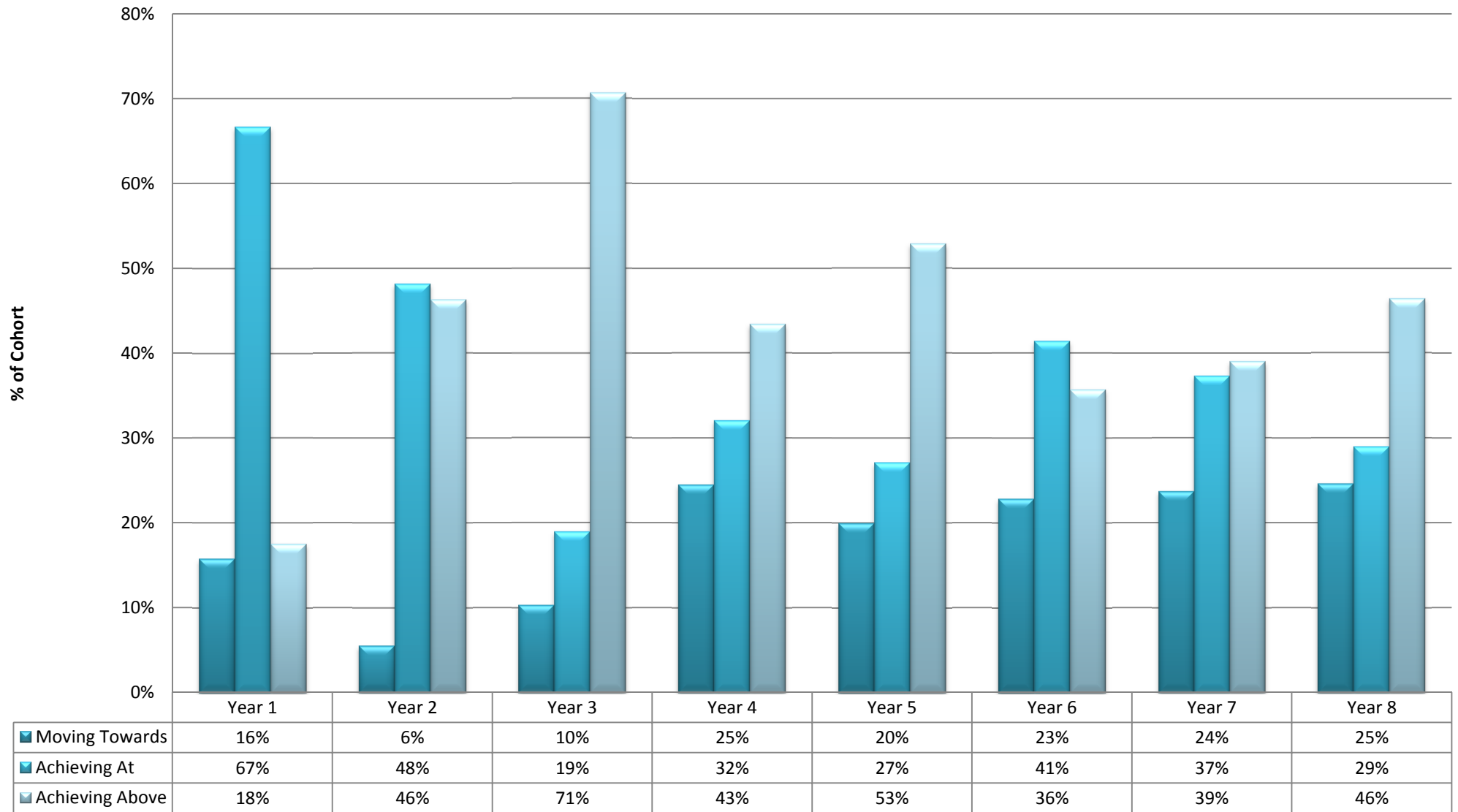
## How valid are our Judgements?

Importantly various anomalies come to light when we aggregate our OTJ data.

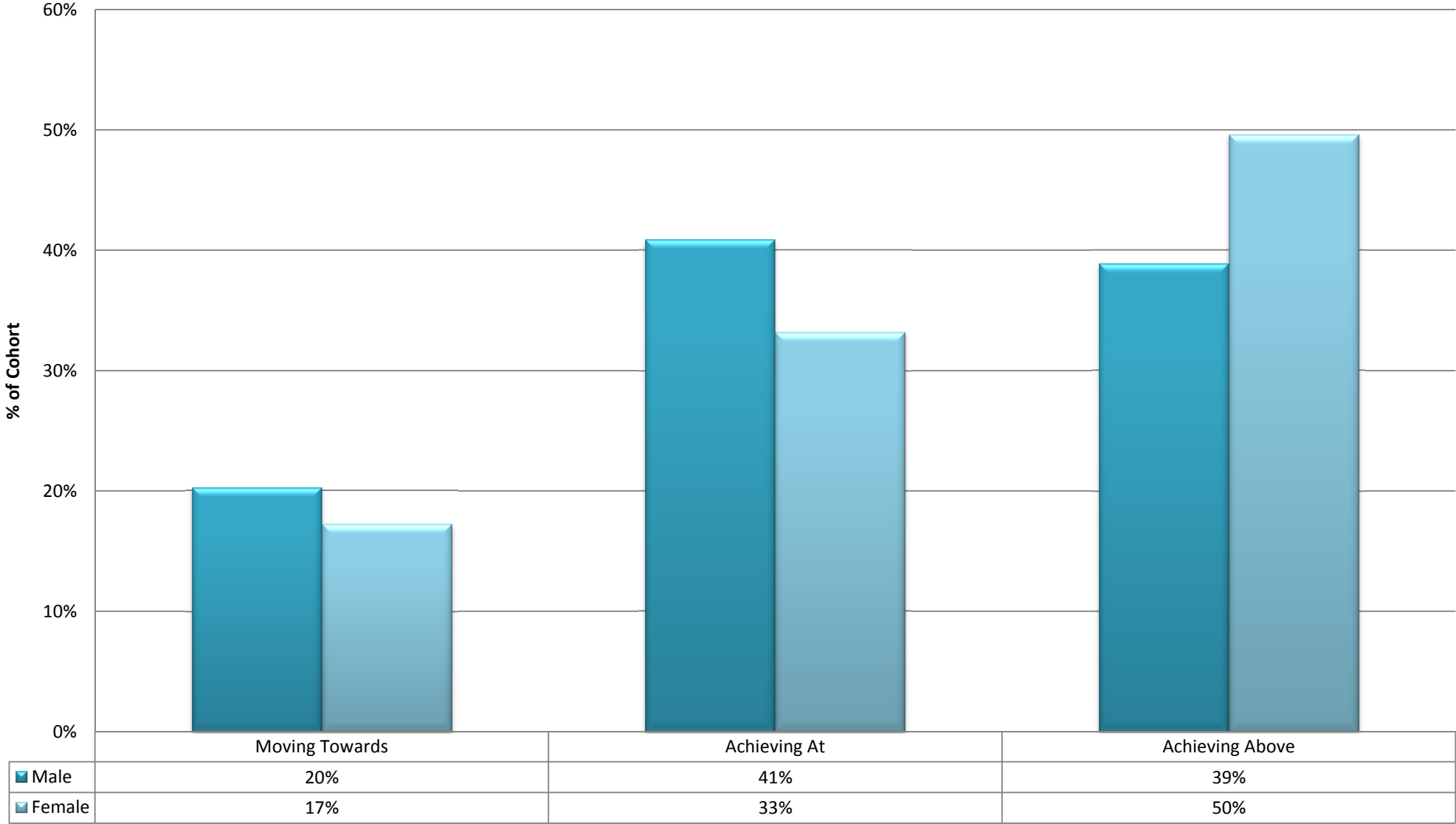
- *The variation in Reading Judgements between Junior and Senior School clearly seen at the Year 3 and 4 interface (Page 5)*
- *The variation in Writing Judgements between Junior and Senior School clearly seen at the Year 2 and 3 interface This being the curriculum level 1 -2 split (Page 9)*
- *The variation in Maths Judgements between Junior and Senior School clearly seen at the Year 2 and 3 interface . This being the curriculum level 1 -2 split(Page 13)*
- *The huge variation in judgements between the Junior School Year 1 2 and the Senior School Year 7 8 in all three subject areas(Pages 5,9,and 13)*
- *The variation in judgements between Reading and Writing/Maths (Page 17)*
- *The variation in Judgements made when students move from Curriculum Level 1 to Curriculum Level 2 which is the Year 2 3 transition. (Page 22)*
- *The variation in Judgements made when students move from Curriculum Level 3 to Curriculum Level 4 which is the Year 6 7 transition (Page 26)*
- 

The above anomalies give weight to the argument that our judgements while based on The New Zealand Curriculum, The New Zealand National Standards, our effective use of assessment tools and benchmarked work samples, high quality anecdotal notes and teacher observations and a wealth teacher knowledge and experience are still judgments and not hard facts. They are in effect our best professional guess. As such their reliability once removed from our immediate learning environment is highly questionable. If we have this number of anomalies and levels of subjectivity in our OTJ data how can we be assured that other schools are not having similar issues. The variations with the Judgements made within our school will be reflected throughout every school in New Zealand. One wonders just how the Ministry of Education can expect to make accurate comparisons between schools when there will be nothing standard about the OTJ data they receive?

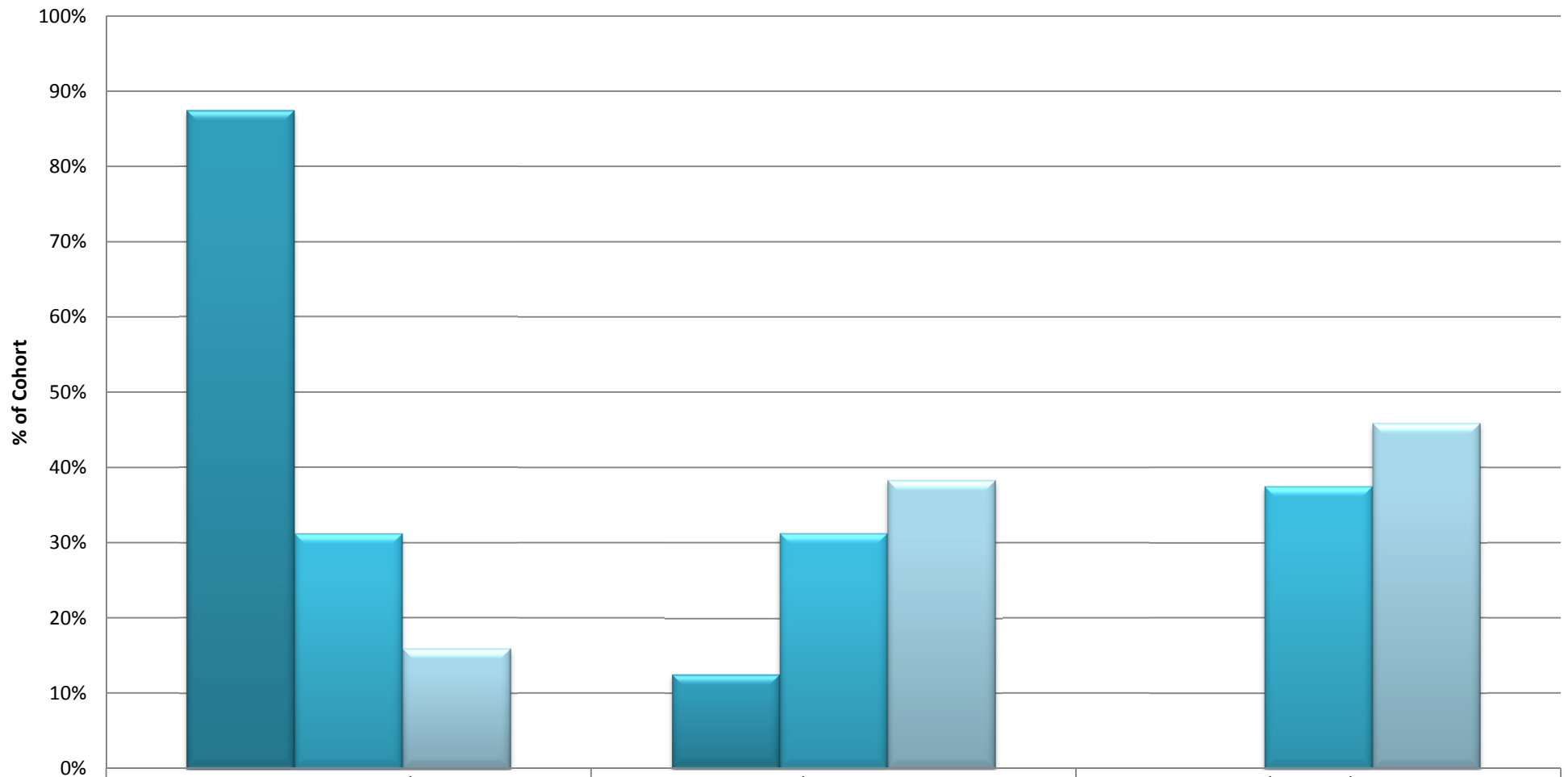
## Interim Reading OTJs by Year July 2011



# Interim Reading OTJs by Gender July 2011

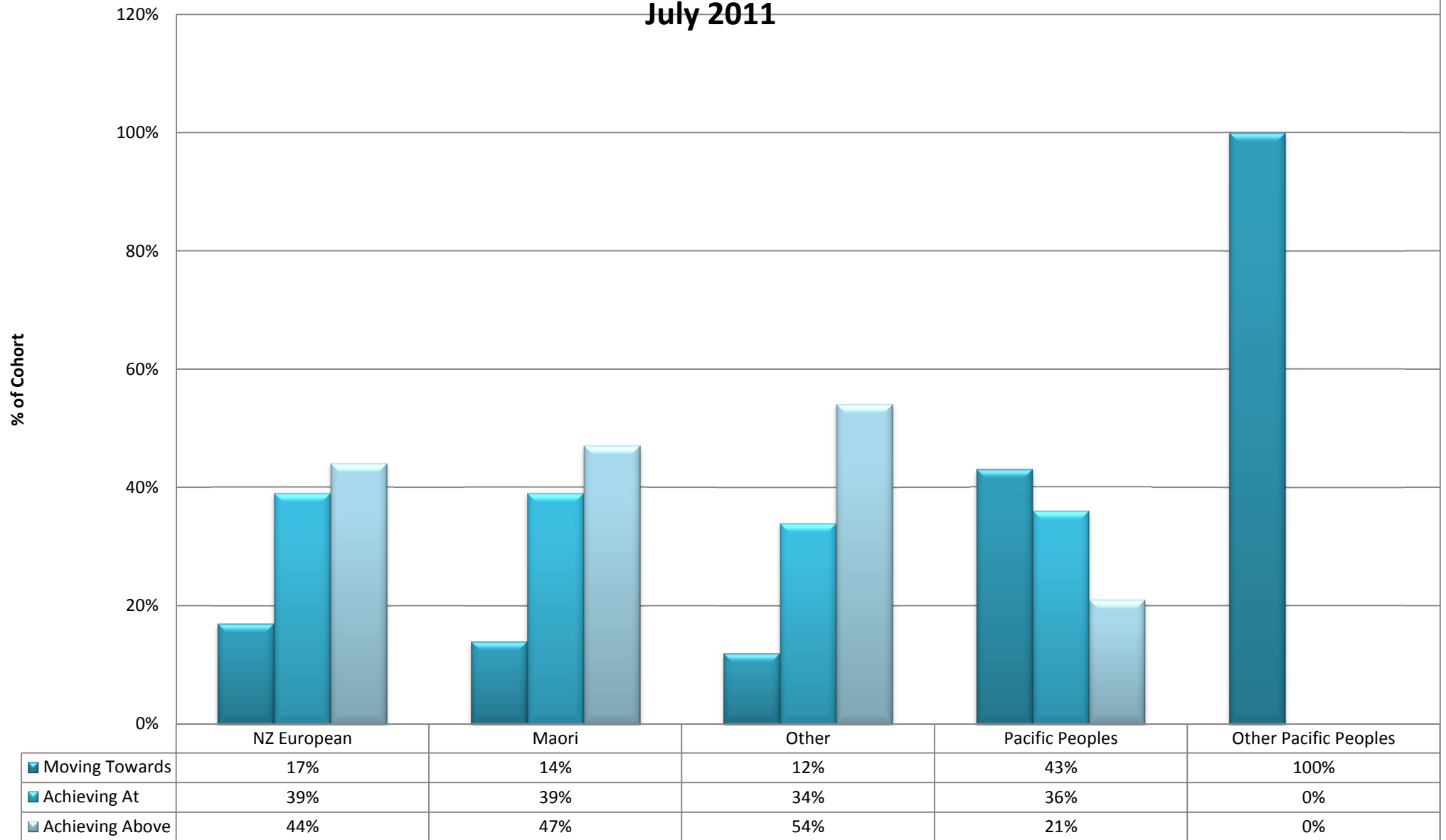


## Interim Reading OTJs by ELLS July 2011

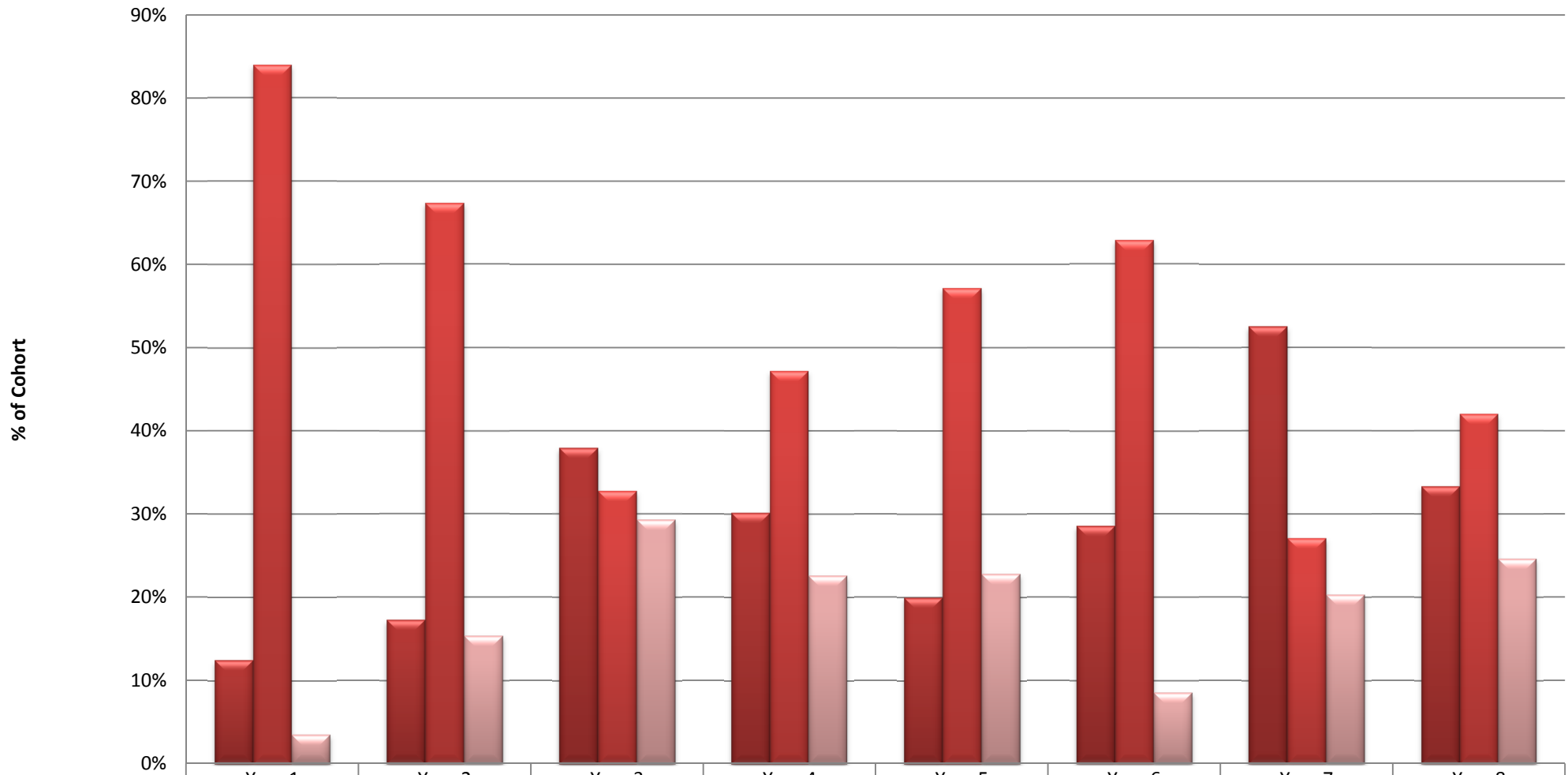


	Moving Towards	Achieving At	Achieving Above
Funded	88%	13%	0%
Unfunded	31%	31%	38%
No	16%	38%	46%

## Interim Reading OTJs by Ethnicity July 2011



## Interim Writing OTJs by Year July 2011



■ Moving Towards

■ Achieving At

■ Achieving Above

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

13%

17%

38%

30%

20%

29%

53%

33%

84%

67%

33%

47%

57%

63%

27%

42%

4%

15%

29%

23%

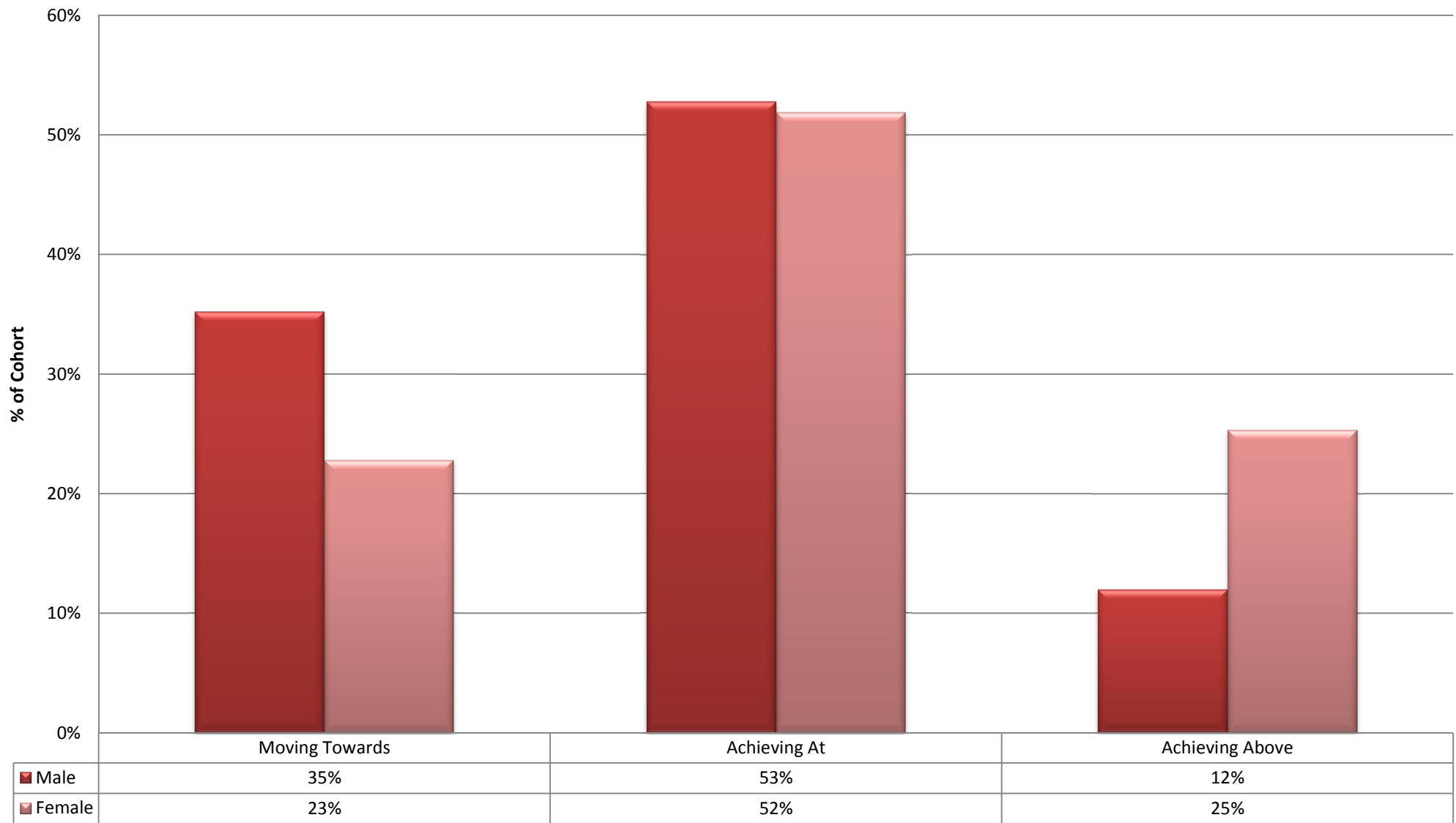
23%

9%

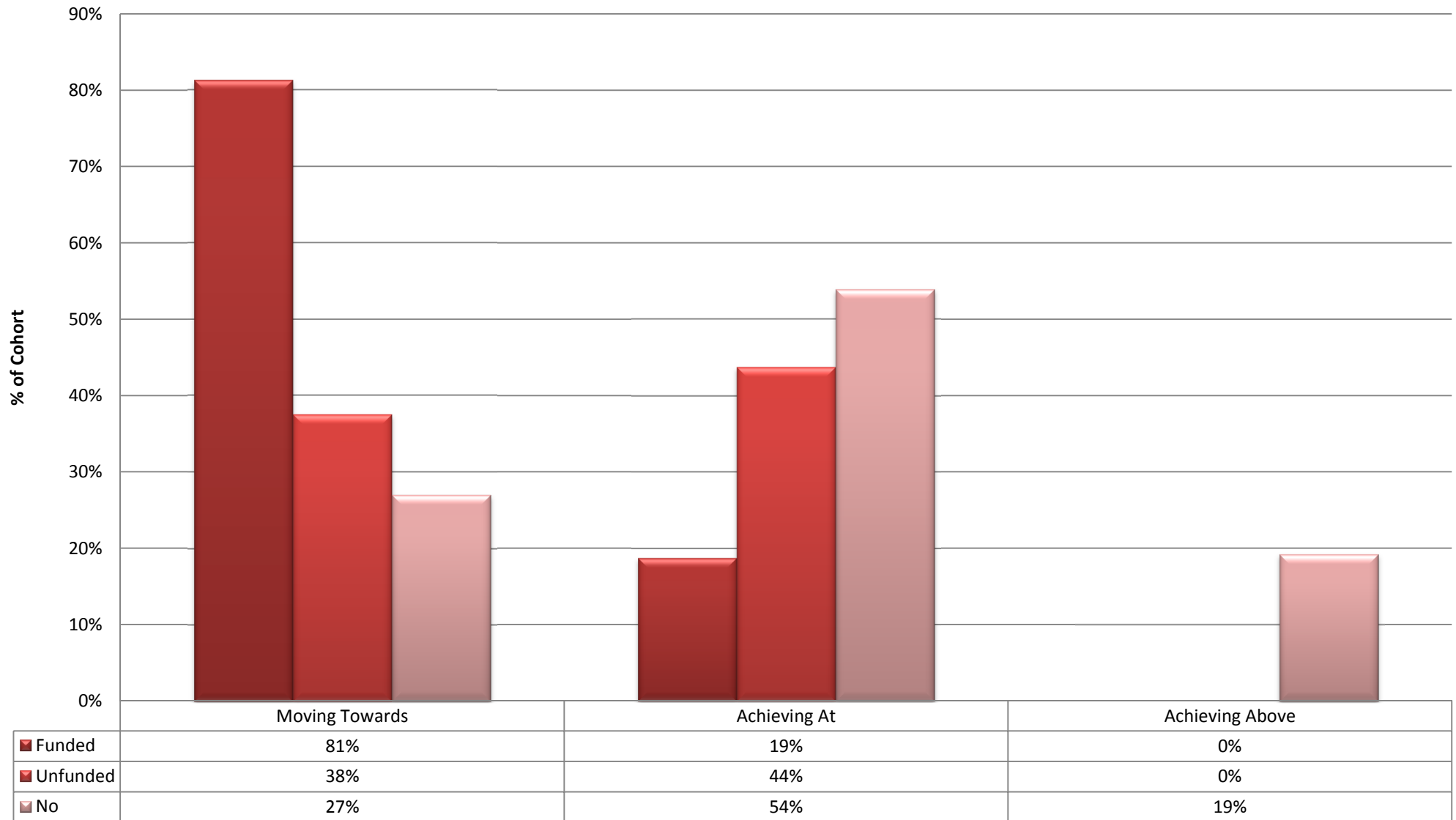
20%

25%

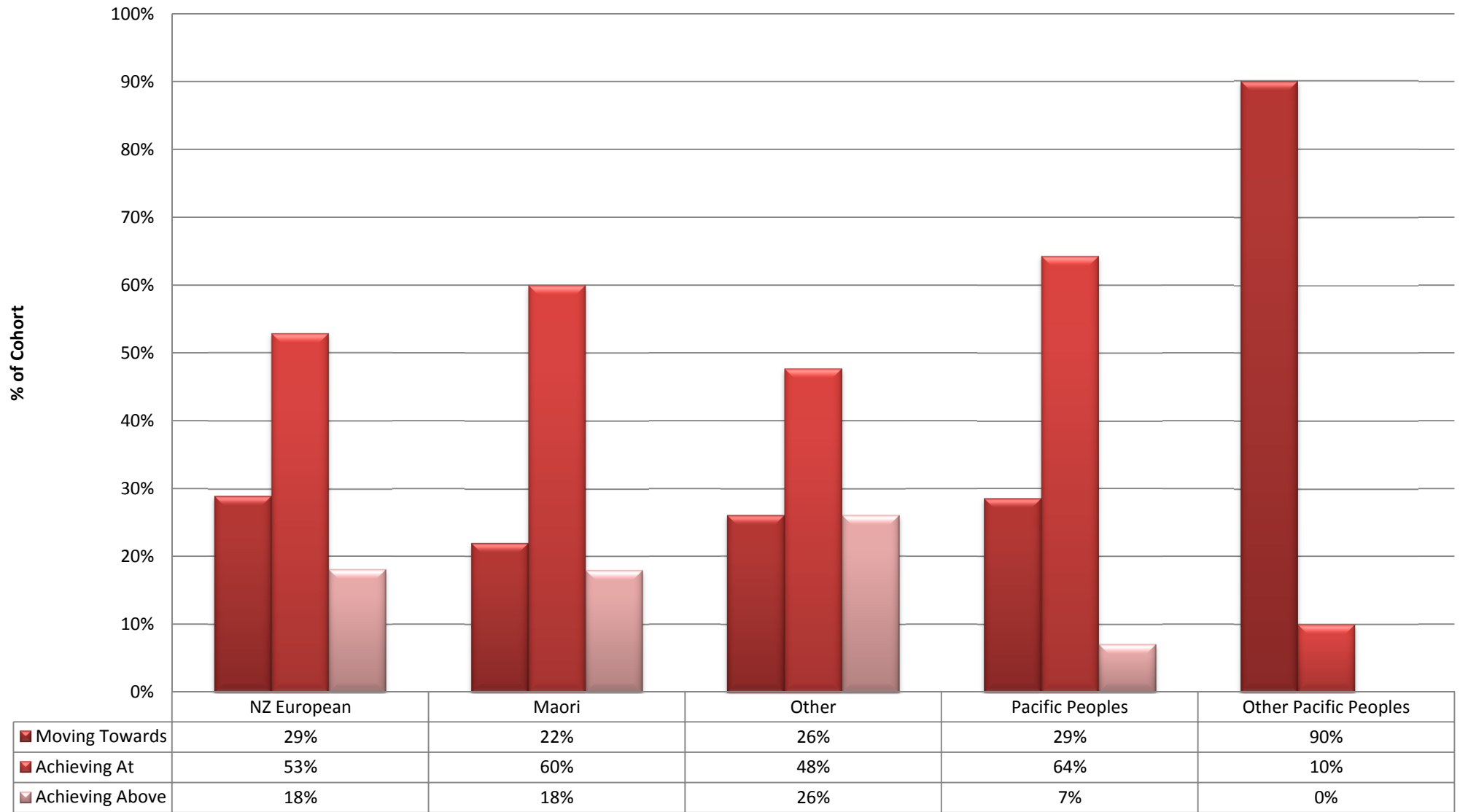
## Interim Writing OTJs by Gender July 2011



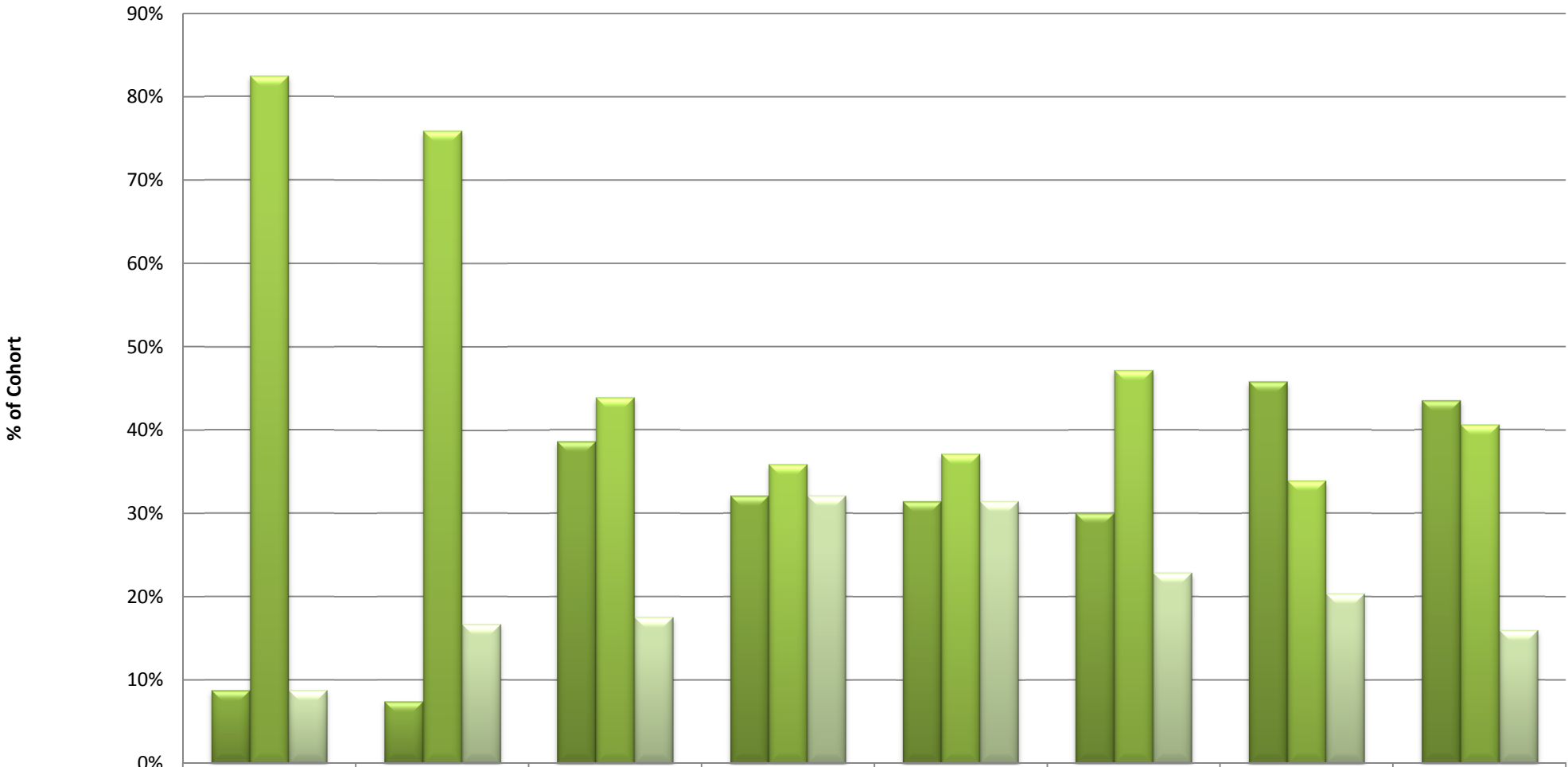
## Interim Writing OTJs by ELLS July 2011



## Interim Writing OTJs by Ethnicity July 2011

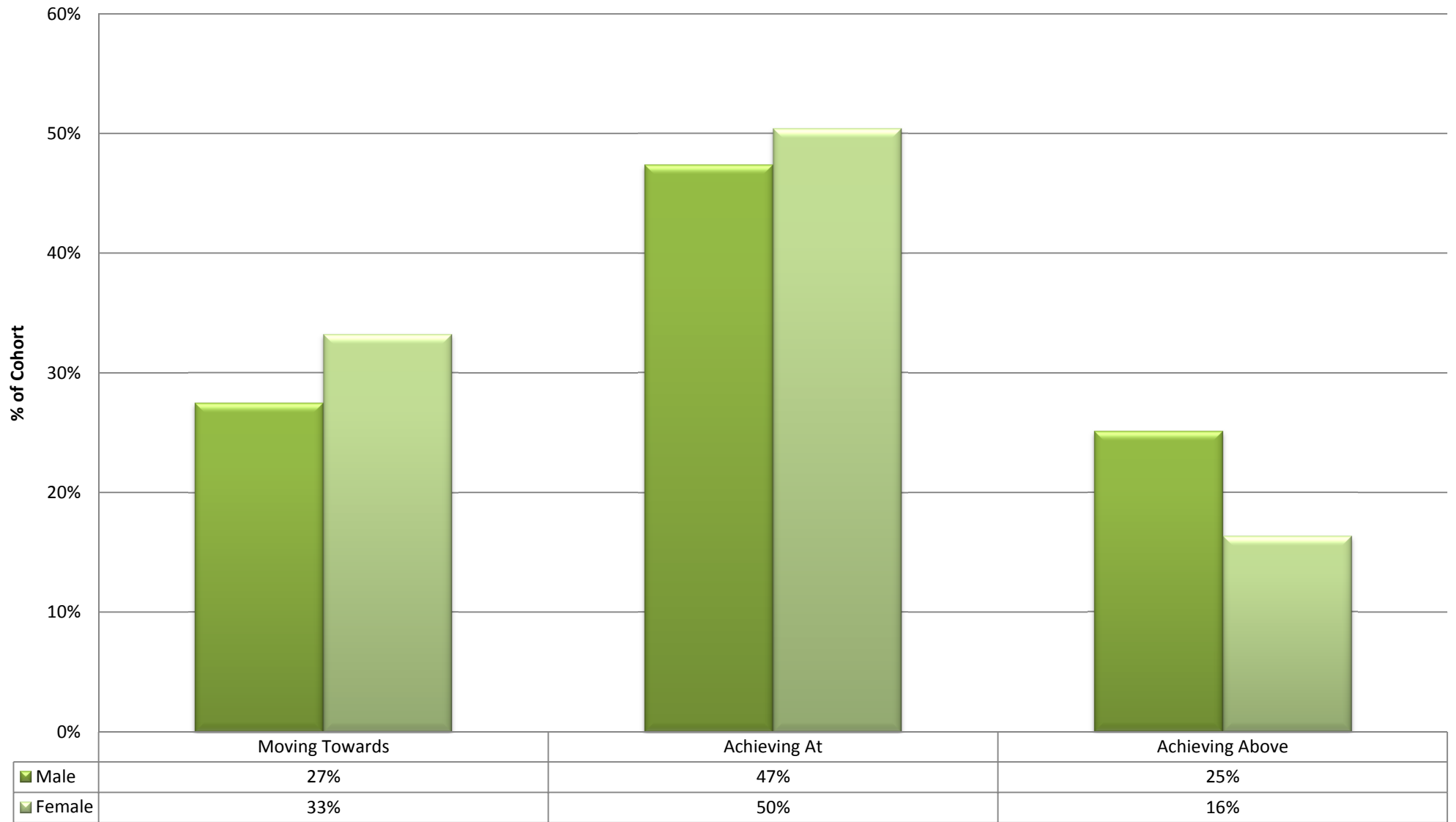


## Interim Maths OTJs by Year July 2011

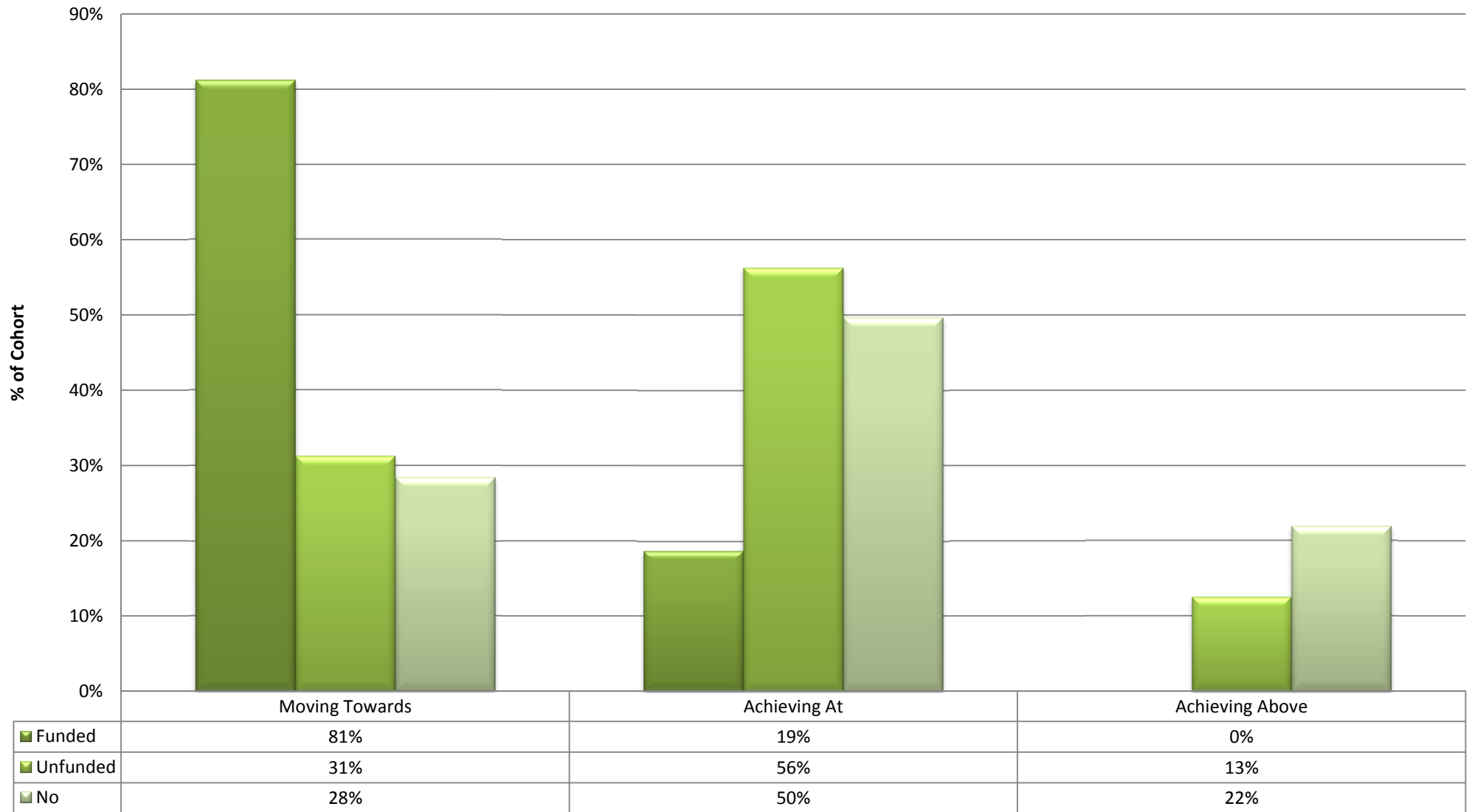


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
■ Moving Towards	9%	7%	39%	32%	31%	30%	46%	43%
■ Achieving At	82%	76%	44%	36%	37%	47%	34%	41%
■ Achieving Above	9%	17%	18%	32%	31%	23%	20%	16%

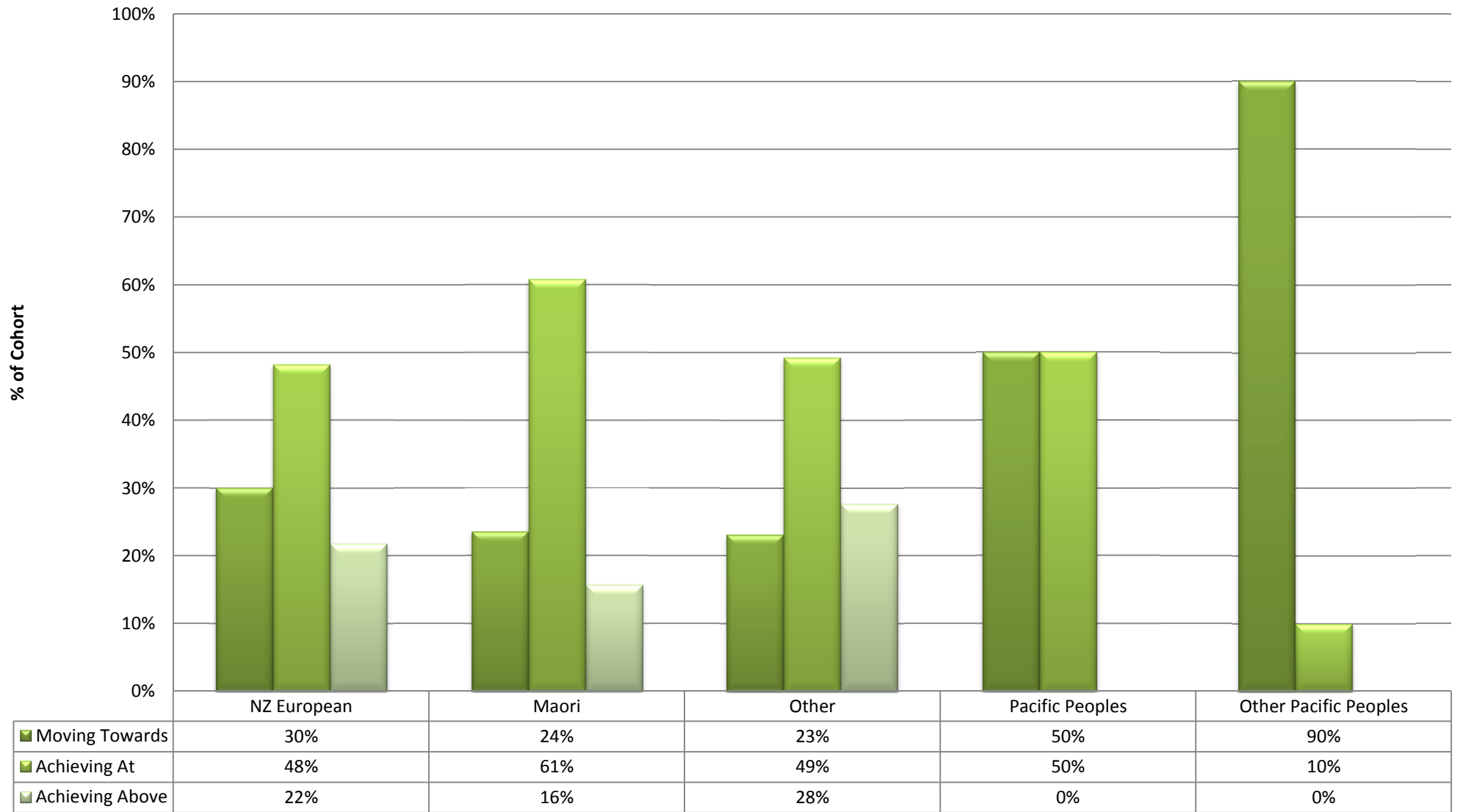
## Interim Maths OTJs by Gender July 2011



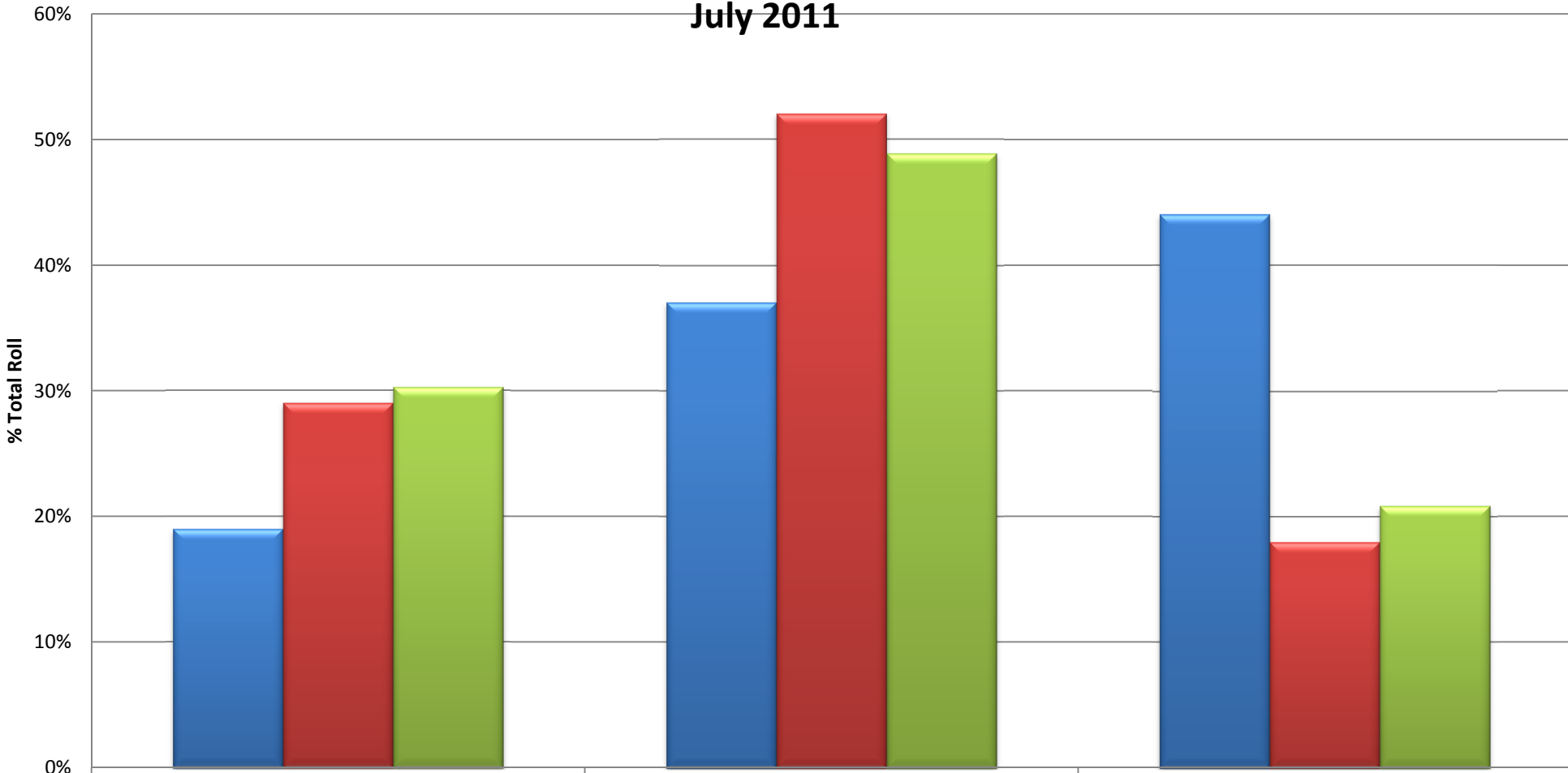
## Interim Maths OTJs by ELLs July 2011



## Interim Maths OTJs by Ethnicity July 2011

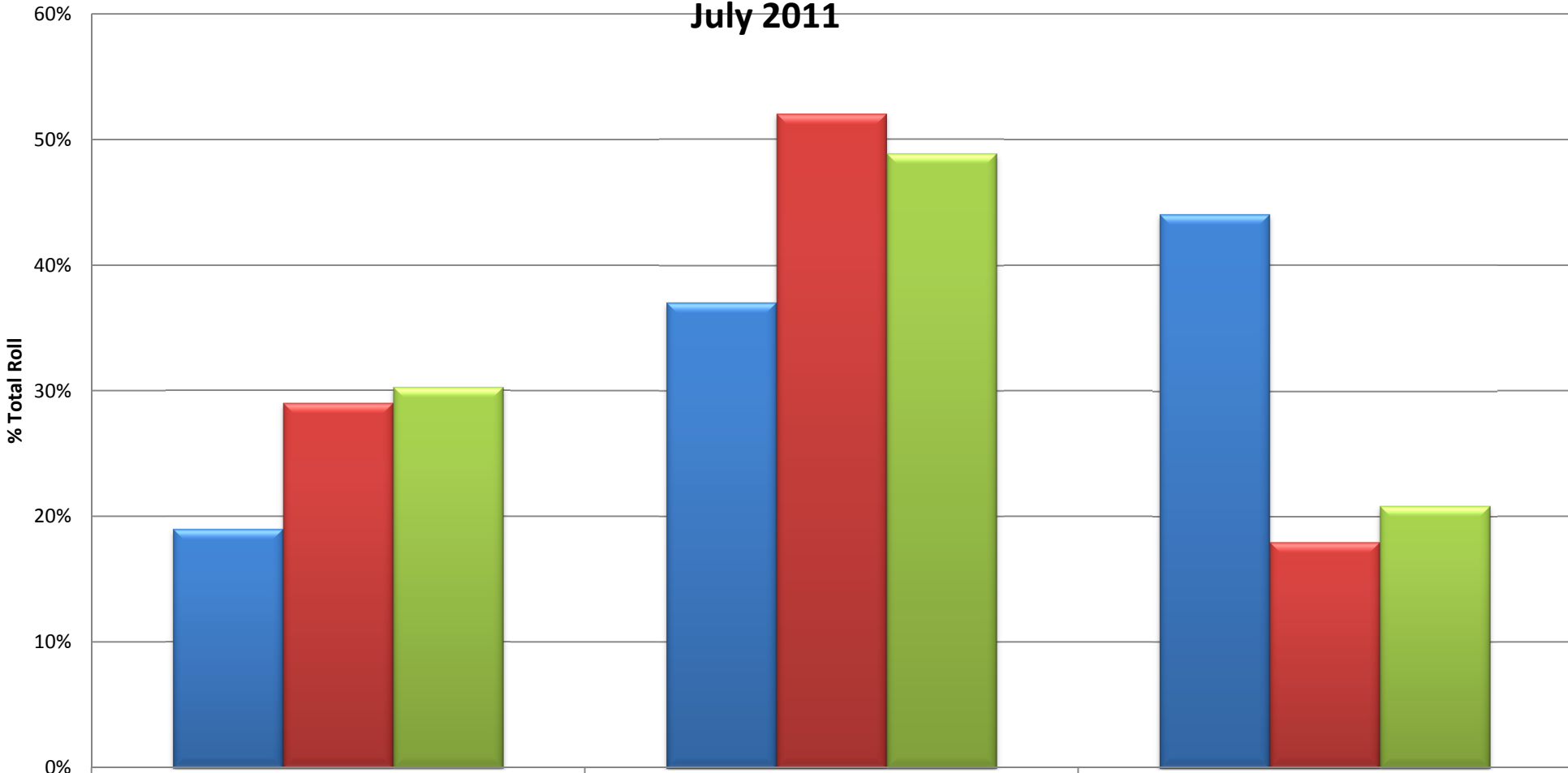


**Interim Reading OTJs All  
Reading V Writing V Maths  
July 2011**



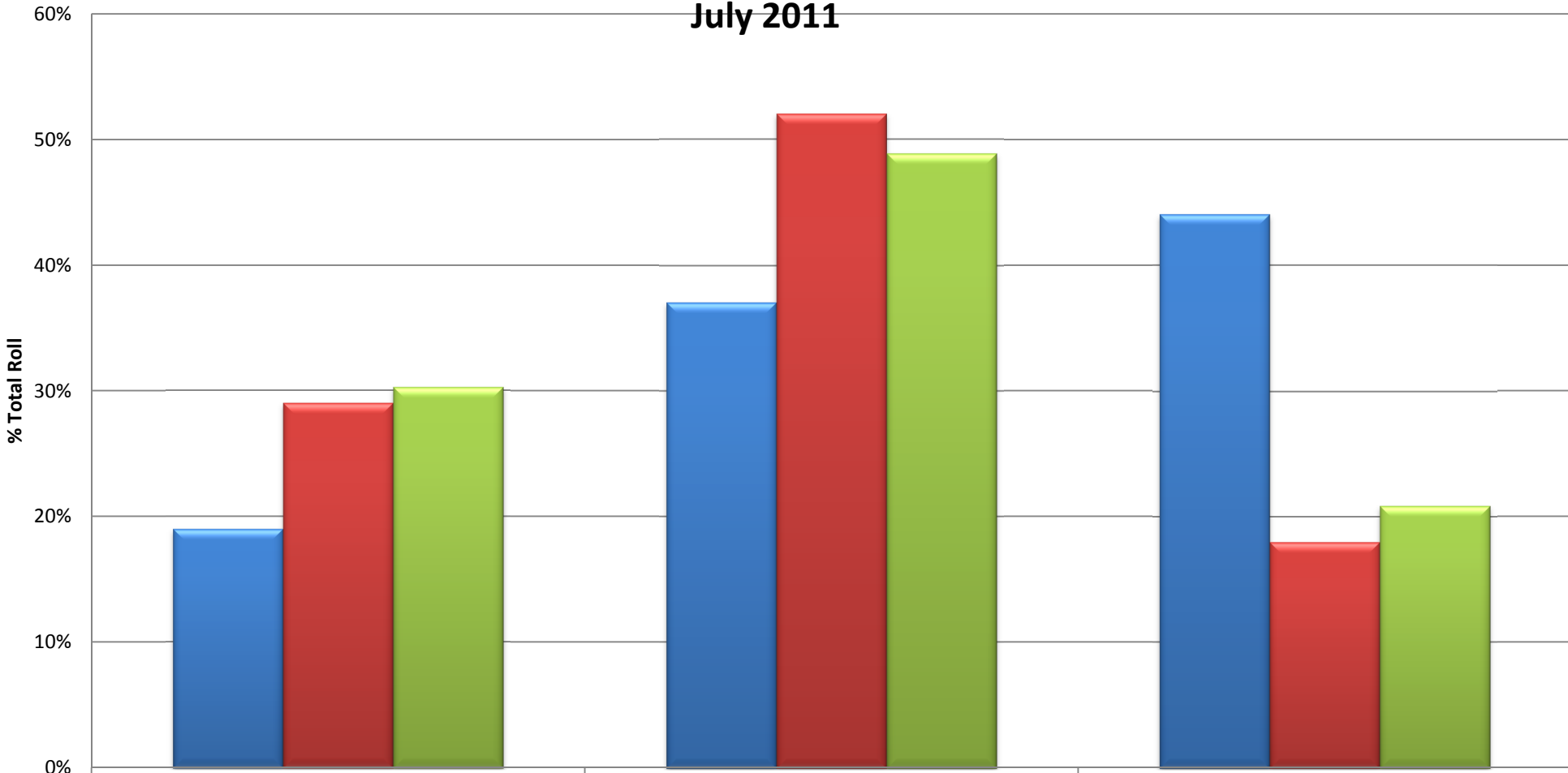
	Moving Towards	Achieving At	Achieving Above
■ Reading	19%	37%	44%
■ Writing	29%	52%	18%
■ Maths	30%	49%	21%

## Interim Reading OTJs All Reading V Writing V Maths July 2011



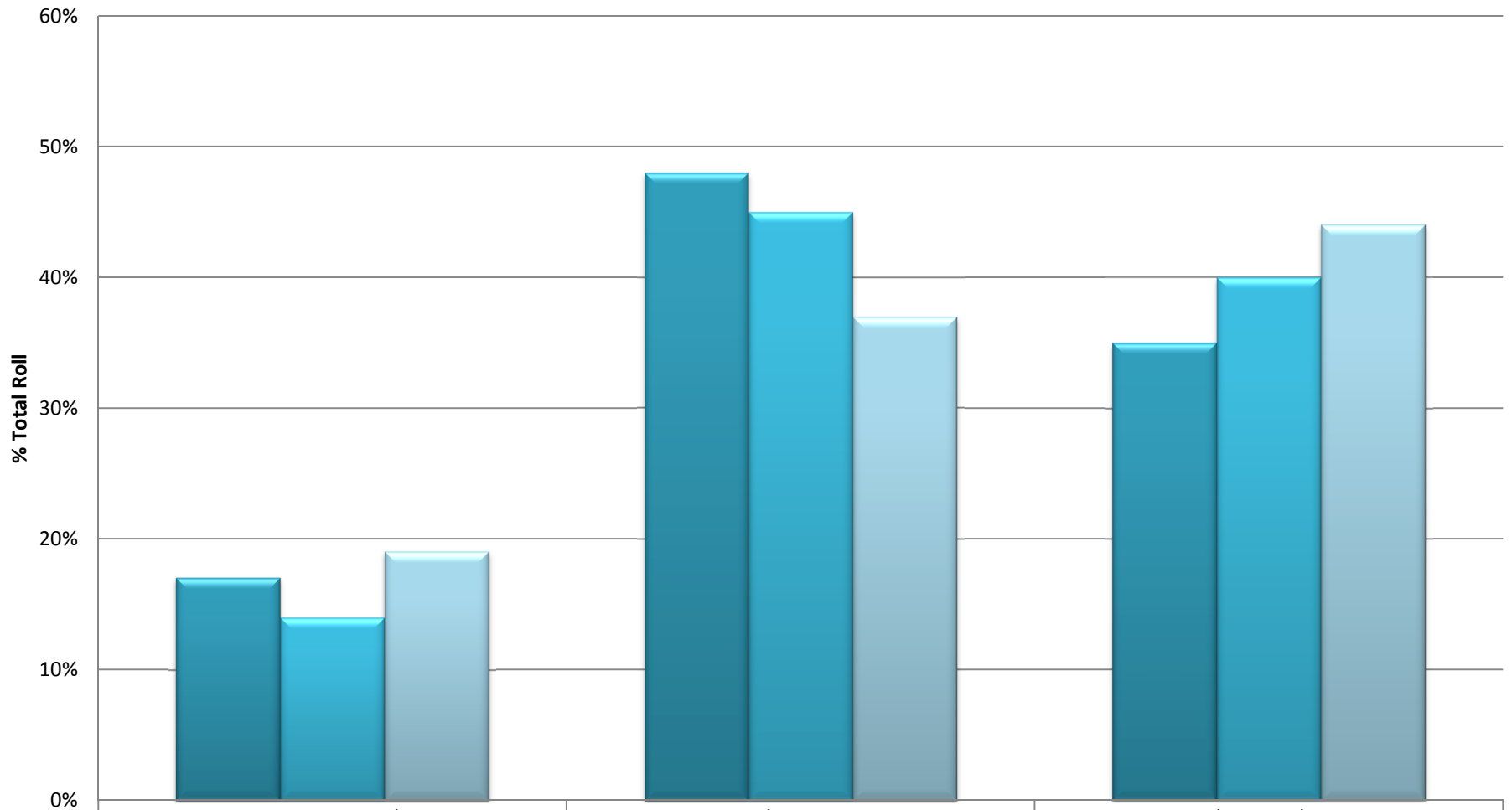
	Moving Towards	Achieving At	Achieving Above
■ Reading	19%	37%	44%
■ Writing	29%	52%	18%
■ Maths	30%	49%	21%

## Interim Reading OTJs All Reading V Writing V Maths July 2011



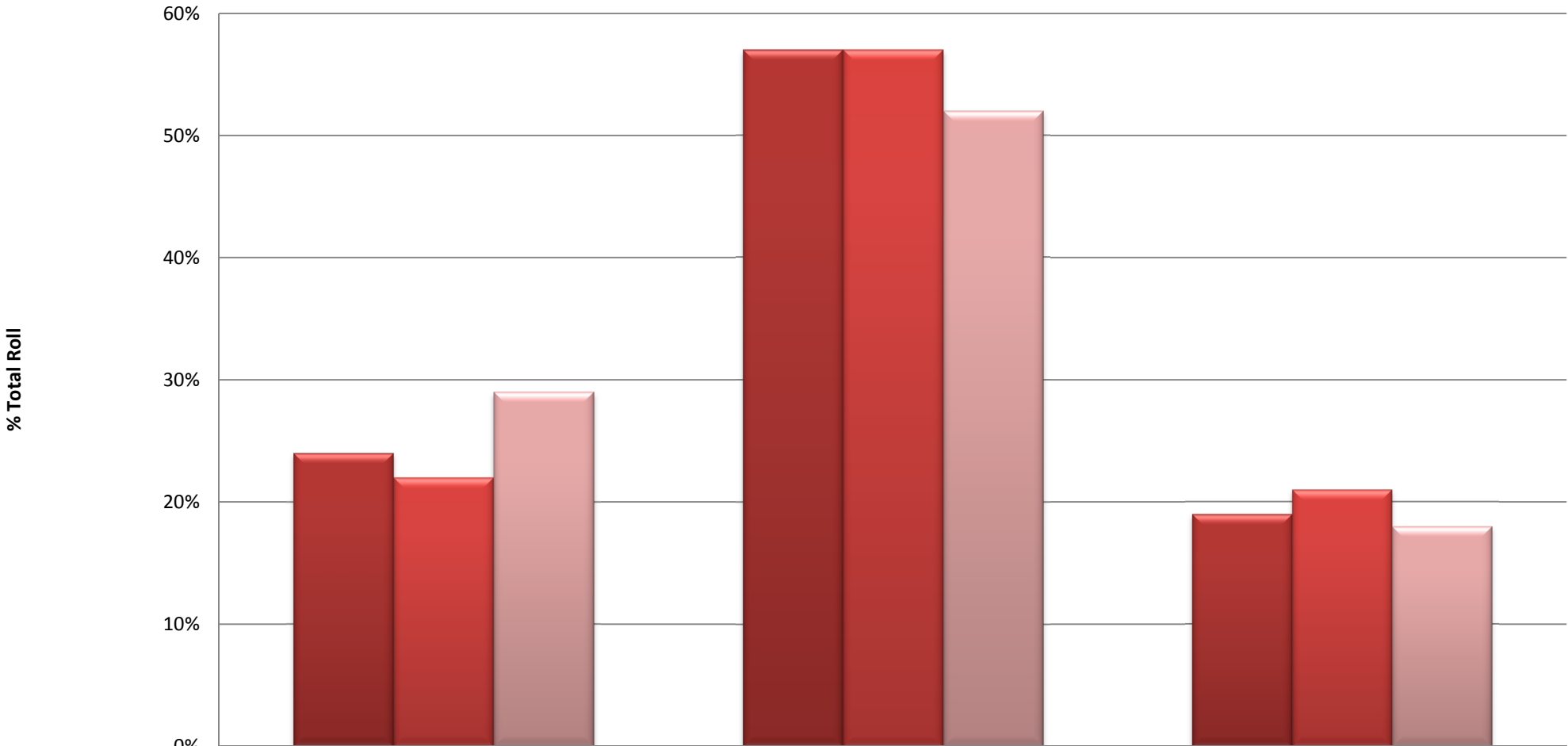
	Moving Towards	Achieving At	Achieving Above
■ Reading	19%	37%	44%
■ Writing	29%	52%	18%
■ Maths	30%	49%	21%

## Reading OTJs All Overtime 2010 to 2011



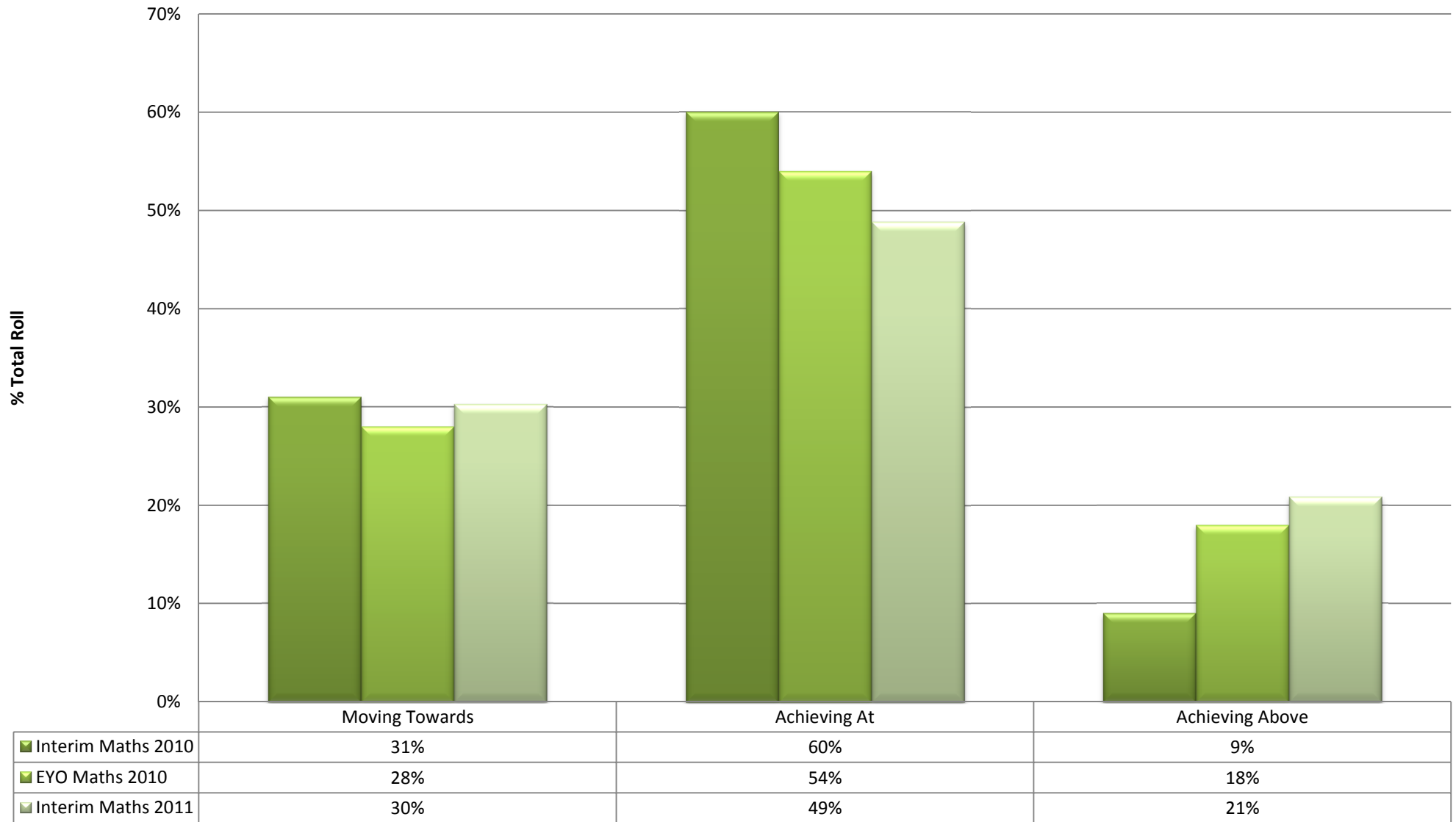
	Moving Towards	Achieving At	Achieving Above
Interim Reading 2010	17%	48%	35%
EOY Reading 2010	14%	45%	40%
Interim Reading 2011	19%	37%	44%

## Writing OTJs All Overtime 2010 to 2011

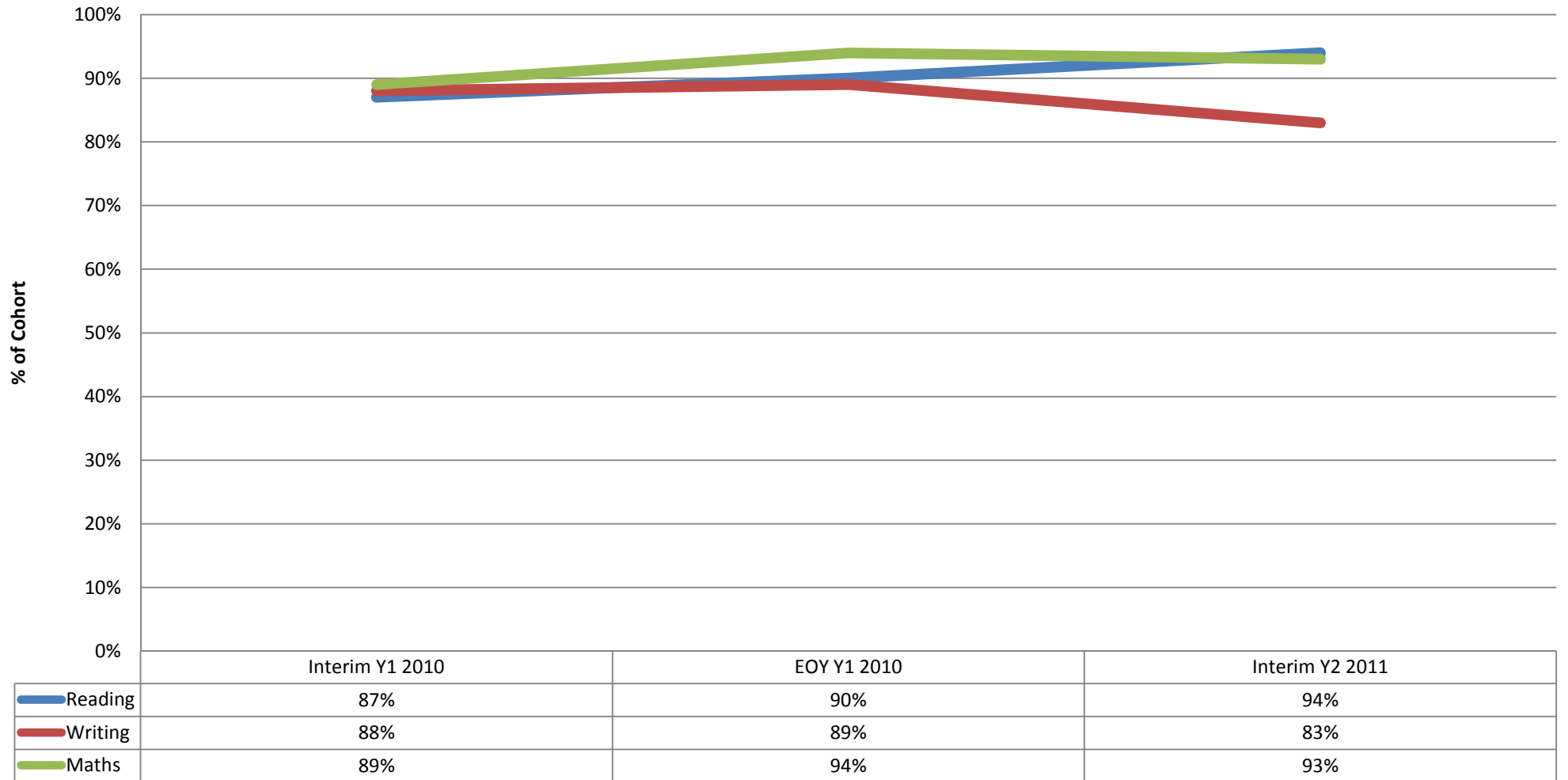


	Moving Towards	Achieving At	Achieving Above
■ Interim Writing 2010	24%	57%	19%
■ EYO Writing 2010	22%	57%	21%
■ Interim Writing 2011	29%	52%	18%

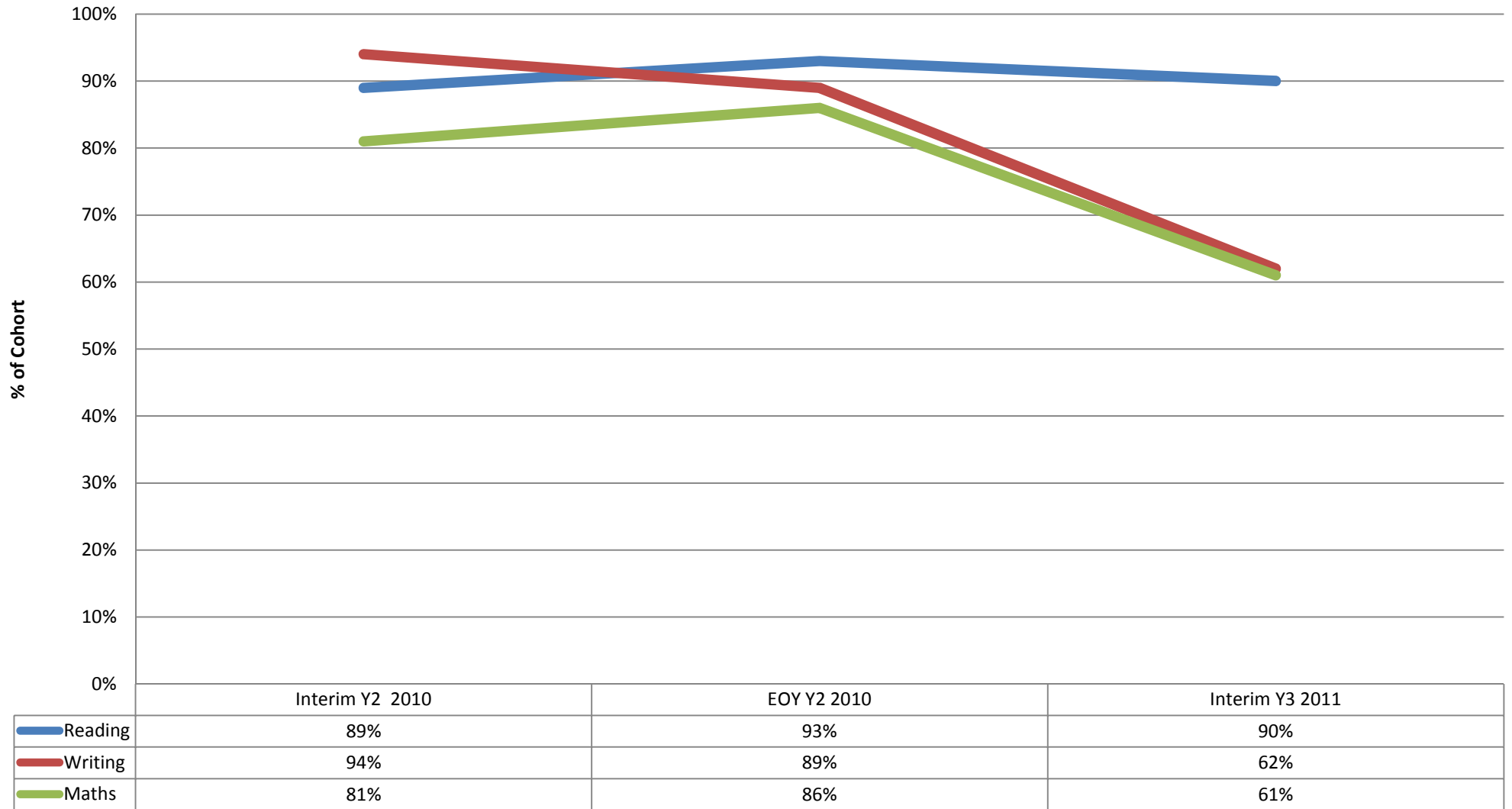
## Maths OTJs All Overtime 2010 to 2011



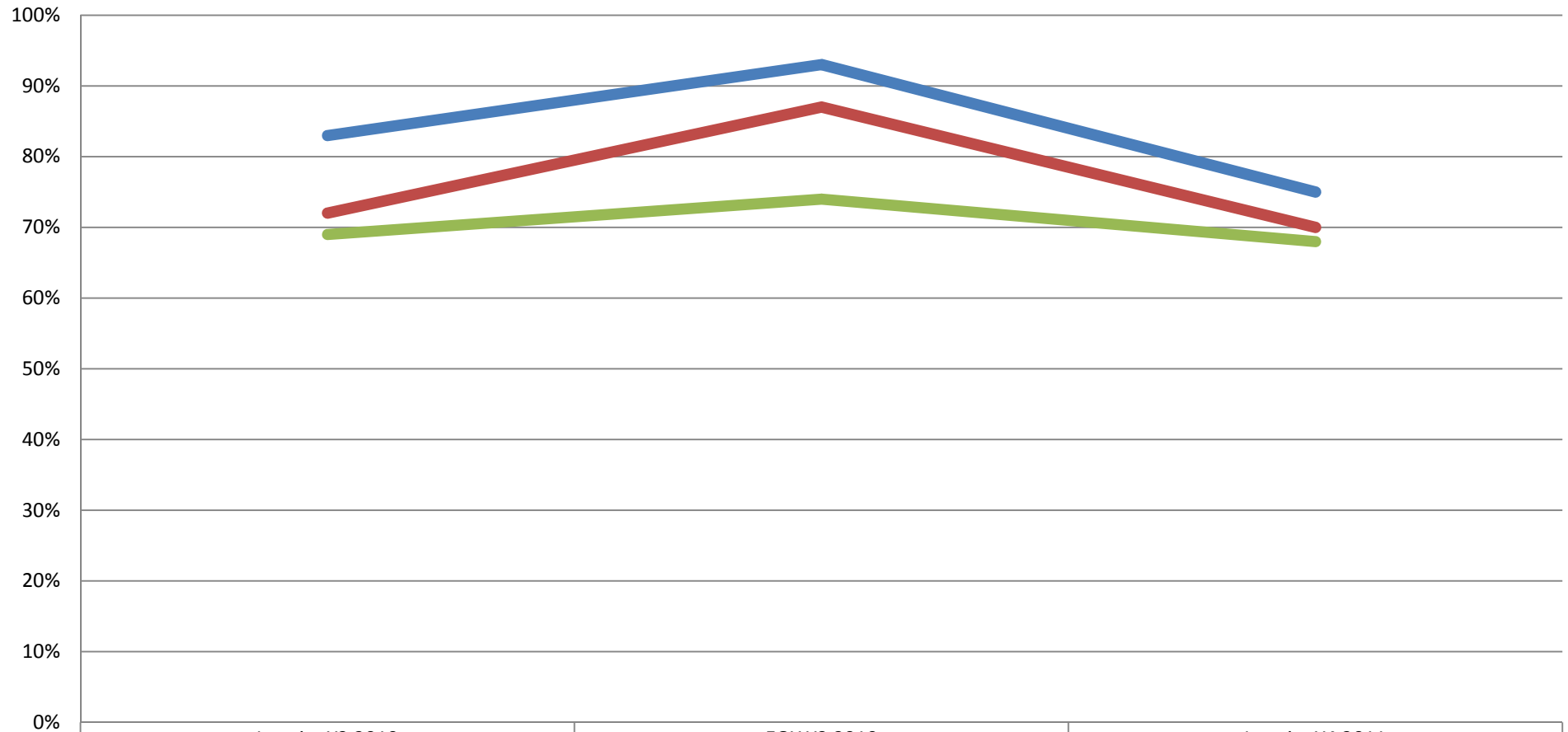
## Year One 2010 Cohort OTJs Reading Writing and Maths Over Time



## Year Two 2010 Cohort OTJs Reading Writing and Maths Over Time

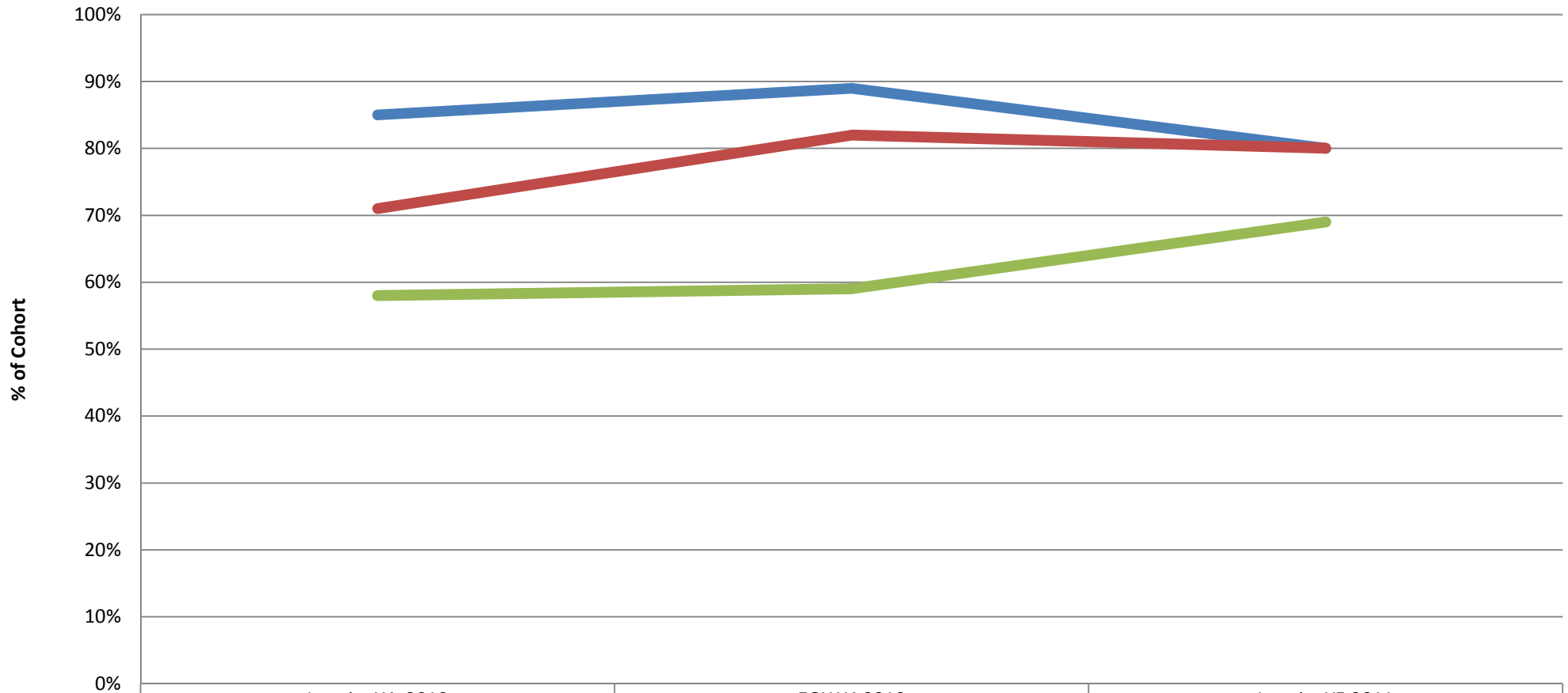


## Year Three 2010 Cohort OTJs Reading Writing and Maths Over Time



	Interim Y3 2010	EOY Y3 2010	Interim Y4 2011
Reading	83%	93%	75%
Writing	72%	87%	70%
Maths	69%	74%	68%

## Year Four 2010 Cohort OTJs Reading Writing and Maths Over Time



— Reading  
— Writing  
— Maths

Interim Y4 2010

EOY Y4 2010

Interim Y5 2011

85%

89%

80%

71%

82%

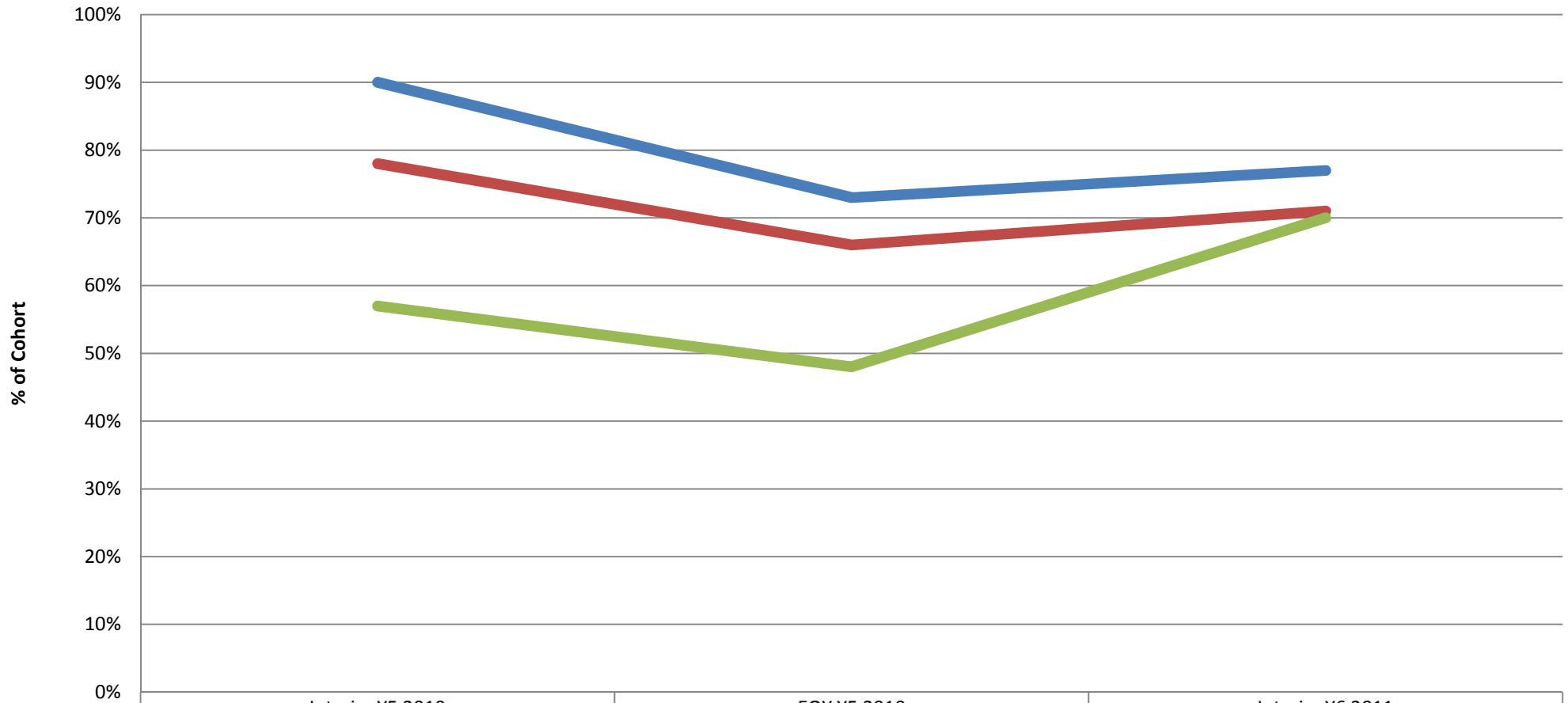
80%

58%

59%

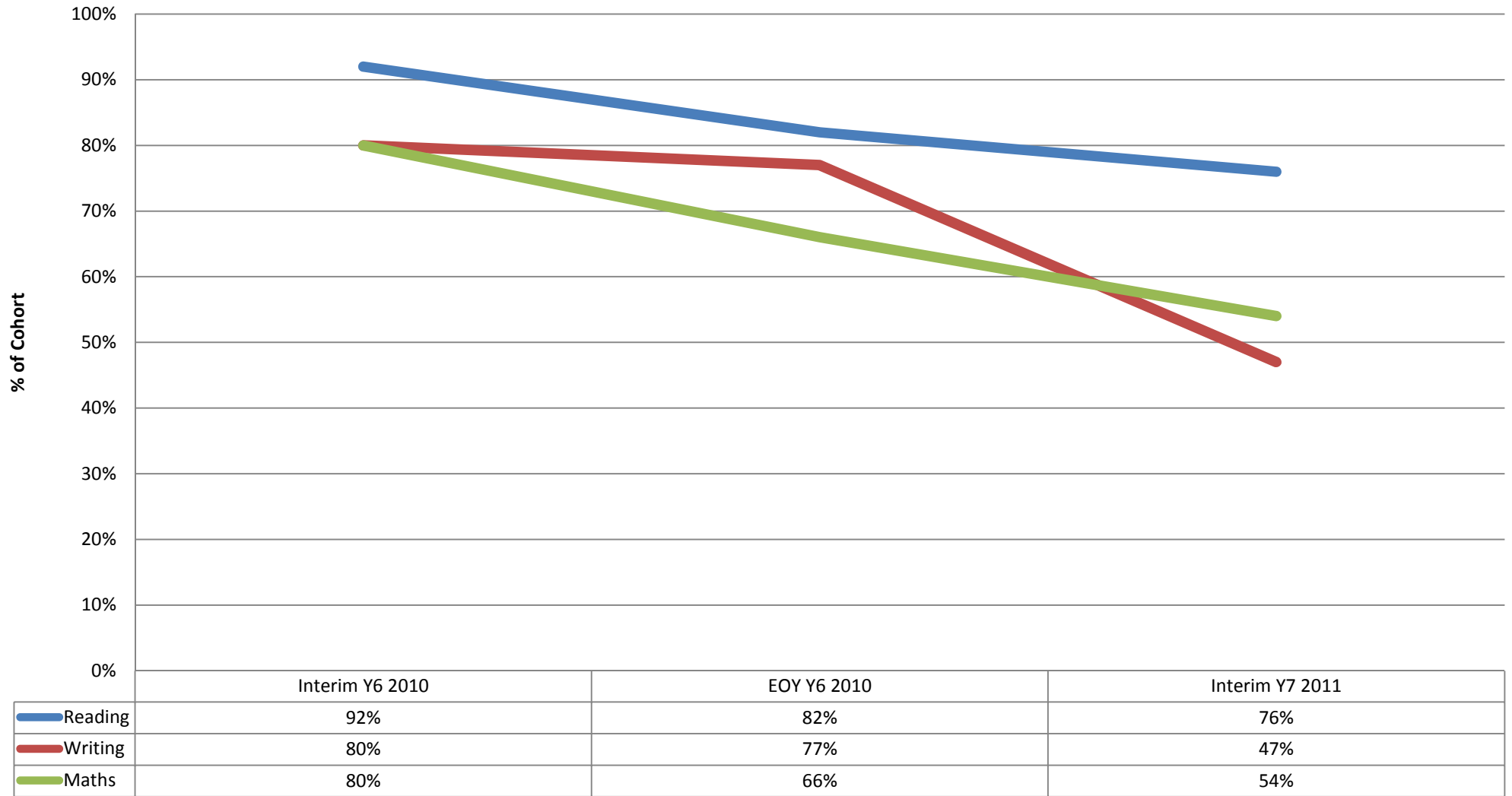
69%

## Year Five 2010 Cohort OTJs Reading Writing and Maths Over Time

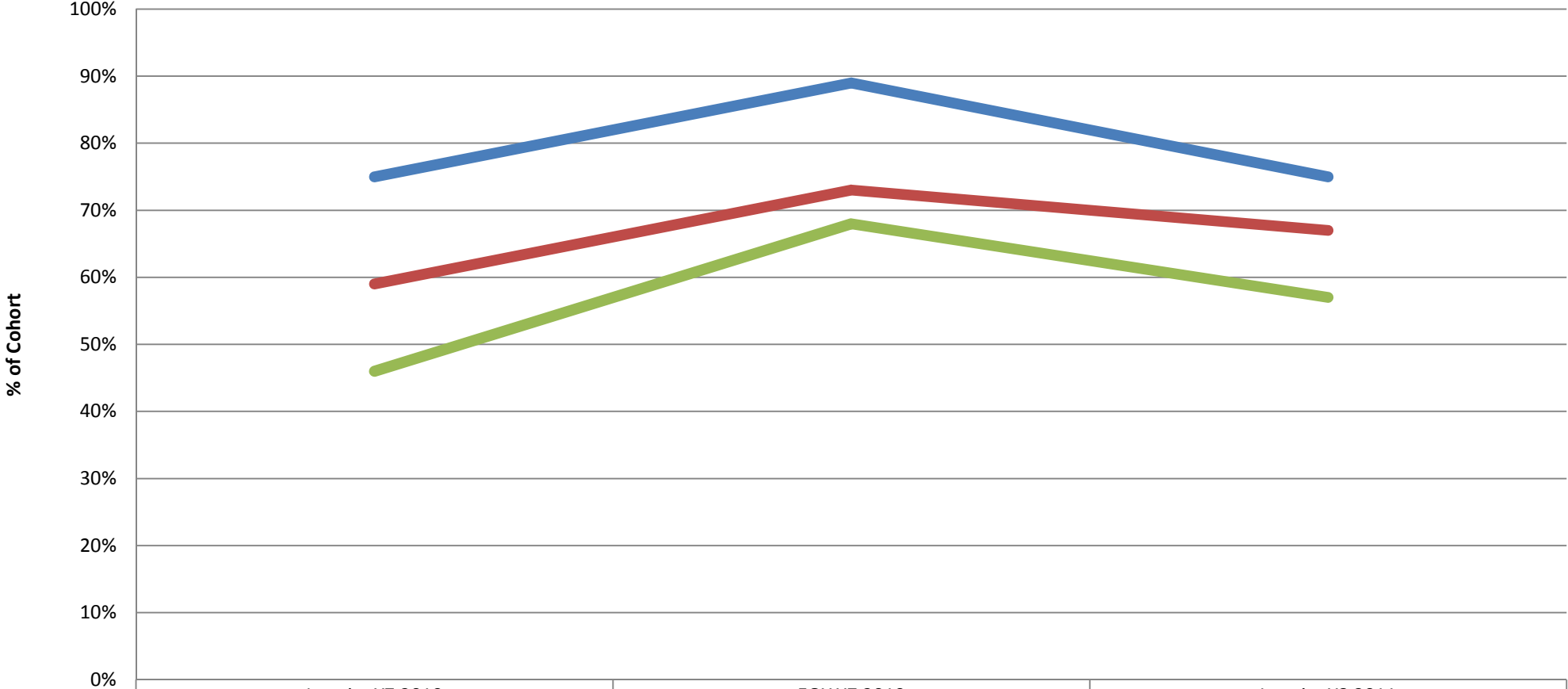


Reading	90%	73%	77%
Writing	78%	66%	71%
Maths	57%	48%	70%

## Year Six 2010 Cohort OTJs Reading Writing and Maths Over Time



## Year Seven 2010 Cohort OTJs Reading Writing and Maths Over Time



Reading

75%

89%

75%

Writing

59%

73%

67%

Maths

46%

68%

57%