

*With our three way conferences it is our intention that, where possible, your child will be able to understand and explain their report to you.
For a further explanation about your child's report please see the back of your report.
You may also find this page helpful as we have tried to answer the questions that have been raised from parents about the report format we use.
As always, your child's classroom teacher is happy to answer any questions too.*

End of Year Report

Year:

Date:

Name:

My Reading Progress 2010 PM/PROBE Level			
National	Level	Reading Age	Date
	Probe	15.0 years	
		14.0 years	
		13.0 years	
	30	12.0 years	
By the end of Year 6	29	11.0 years	
	28	10.0 years	
	27		
By the end of Year 5	26	9.0 years	Term 4
	25		Term 3
By the end of Year 4	24	8.5 years	Term 1
	23		
After three years	22	8.0 years	
	21		
	20		
	19	7.5 years	
	18		
	17	7.0 years	
	16		
	15	6.5 years	
	14		
	13	6.0 years	
	12		
	11		
	10		
	9		
	8		
	7		
	6		

My AsTTle Reading Progress End Of Year Expectations		
Level	National Standard	Date
4	A	
	P	
B		
3	A	By end of Year 6
	P	By end of Year 6
	B	By end of Year 6
2	A	By end of Year 5
	P	By the end of Year 4
	B	By the end of Year 4
1	A	
	P	
	B	

My Writing Progress End Of Year Expectations		
Level	National Standard	Date
4	A	
	P	
B		
3	A	By the end of Year 6
	P	By the end of Year 6
	B	By the end of Year 6
2	A	By the end of Year 5
	P	By the end of Year 4
	B	By the end of Year 4
1	A	
	P	
	B	

Reading:

Writing:

Spelling Stanine Term 1: _____ Term 4: _____

The Arts:

Inquiry:

Health and PE:

This is the result from a standardised New Zealand test called the SSpA. See the back of your report for an explanation about stanines. If your child has maintained their stanine level then they have made the expected progress for the year. An increase in stanine reflects better than expected progress and a drop in stanine means your child has maintained a similar level to the start of the year.

This is the PM/PROBE reading ladder we use. An explanation of this is on the back of the report. Children who are achieving above their chronological age in Year 5 and 6 will no longer be tested with the PM reading test. They will begin to be reported against the Asttle ladder as this gives teachers of children at this level better data to inform their teaching and then extend the child's learning.

Writing levels are determined by a sample in test conditions, but also from samples of students work taken over a period of time.

There will be times when a child's stage for maths, or level in reading and writing will stay the same. Stages in maths, and levels in reading and writing take time to work through as is shown by the National Expectations indicated on the report. See the written explanation in the comments box for the subject about the progress that has been made.

N numeracy Progress 2010			My Numeracy Progress 2010		
Number and Division			Ratio and Proportion		
Stage	National Standard	Date	Stage	National Standard	Date
8 Advanced Proportional	By the end of Year 7		8 Advanced Proportional	By the end of Year 7	
7 Advanced Multiplicative			7 Advanced Multiplicative		
6 Advanced Additive	By the end of Year 5/6		6 Advanced Additive	By the end of Year 5/6	
5 Early Additive	By the end of Year 3/4		5 Early Additive	By the end of Year 3/4	
4 Advanced Counting	After two years		4 Advanced Counting	After two years	
3 Counting from One by Imaging	After one year at school	Term 4	3 Counting from One by Imaging	After one year at school	Term 4
		Term 3			Term 3
		Term 1			Term 1
2 Counting from One on Materials			2 Counting from One on Materials		
1 One to One Counting			1 One to One Counting		
0 Emergent			0 Emergent		

Mathematics:

IKAN Stage: Term 1: Term 4:

Key Competency:

Extra Curricula Activities:

General comment:

Principal's comment:

Signed: Principal _____ Teacher _____

The shaded area on the maths ladders is an area where students are not yet accessing that domain. For example, students working at stage 2 are not yet thinking multiplicatively, and students working at stage three are not yet able to think proportionately.