Full Set of Rubrics

for

SELF-REVIEW TOOL FOR SCHOOLS: FOCUS ON STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY (YEARS 1 – 8)

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Completed for:

Ministry of Education

Prepared by:

Real Evaluation
Actionable evaluation for the real world

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INTRODUCTION

This document contains a set of 10 'rubrics' developed to support the inquiry cycle used by schools, with a specific focus on how effectively their literacy approaches and strategies meet the needs of students achieving below curriculum expectations in literacy. The rubrics and associated guides have been field tested in several schools and refined based on feedback.

The rubrics are designed to be used alongside the various self-review tools currently available to teachers and schools: http://nzcurriculum.tki.org.nz/National-Standards/Self-review-tool. In particular, some schools may need an intensive inquiry process focusing specifically on students achieving below curriculum expectations in literacy and how well it meets their needs; these tools will help facilitate that inquiry.

This tool has been designed *for schools to use for themselves* rather than being a Professional Development provider tool. Providers may suggest that schools use this tool and will be able to offer support with the review process where needed.

This document is designed to be read in conjunction with:

- The Quick Start Guide for Self-Review Tool For Schools: Focus on Students Achieving below curriculum expectations in literacy (Years 1-8)

- Frequently Asked Questions About the Self-Review Tool For Schools: Focus on Students Achieving below curriculum expectations in literacy (Years 1-8)

Both of these documents are available on the Te Kete Ipurangi (TKI) website. http://literacyonline.tki.org.nz/
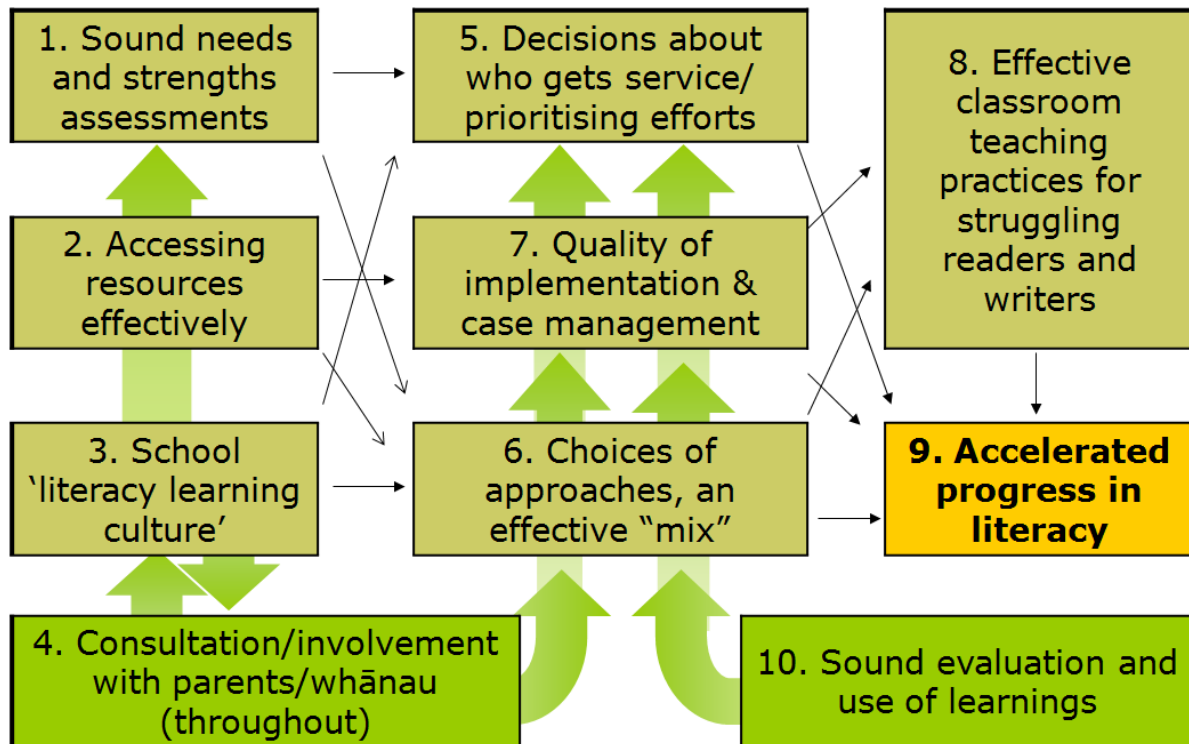
> A rubric is a description of what performance looks like at different levels of effectiveness.

The 10 rubrics are intended to help English-medium schools reflect on and use a variety of information sources to answer **for themselves** the following evaluative inquiry questions:

1. How well do we <u>assess</u> and <u>understand</u> the nature and extent of the <u>strengths and needs</u> of our students achieving below curriculum expectations in literacy? *And, the strengths and needs of our teachers & staff when supporting this group of students?*

2. How well do we <u>know about</u> and <u>access</u> appropriate <u>literacy-related resources and resource people</u>?

3. How well have we developed and how well do we continue to support a <u>positive literacy culture in our school</u> (incl. policies, practices, attitudes, values)?

4. How effectively and appropriately do we <u>consult with and involve parents/whānau</u> of students achieving below curriculum expectations in literacy?

5. How well do we make decisions about <u>which students achieving below curriculum expectations in literacy should be served/prioritised</u>? Based on what?

6. How well do we <u>choose the most educationally powerful and cost-effective mix of interventions</u> for the students achieving below curriculum expectations in literacy we serve?

7. <u>How effectively do we implement</u> these interventions (including case management of students)?

8. When teaching to meet the needs of students achieving below curriculum expectations in literacy, <u>how effective are those classroom teaching practices?</u>

9. How well do our <u>students achieving below curriculum expectations in literacy make accelerated progress</u> thanks to our efforts?

10. <u>How well do we evaluate</u> each literacy approach or intervention (both in-class and out-of-class initiatives) and <u>use</u> this information to
    a. improve/tweak approaches and interventions or their implementation and
    b. inform choices about selection, combining and targeting of approaches and interventions?

Each of the ten inquiry questions listed above represents an important component in the mix that schools need in order to accelerate the progress of their students achieving below curriculum expectations in literacy. The relationships among these ten components are illustrated below Figure 1.

FIGURE 1. MODEL SHOWING THE RELATIONSHIPS AMONG THE 10 COMPONENTS NEEDED TO SUPPORT ACCELERATED PROGRESS FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY[1]

1. Sound needs and strengths assessments

2. Accessing resources effectively

3. School 'literacy learning culture'

4. Consultation/involvement with parents/whānau (throughout)

5. Decisions about who gets service/ prioritising efforts

7. Quality of implementation & case management

6. Choices of approaches, an effective "mix"

8. Effective classroom teaching practices for struggling readers and writers

9. Accelerated progress in literacy

10. Sound evaluation and use of learnings

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[1] Numbering is to allow easy matching to the list of inquiry questions on p. 2 and does not indicate any particular temporal order or priority ranking.

RUBRICS FOR EVALUATING SCHOOL MANAGEMENT OF LITERACY INTERVENTIONS

The next few pages present the 10 rubrics for schools to use in evaluating how well they manage literacy and achieve progress for their students achieving below curriculum expectations in literacy. The rubrics are:

Each of the rubrics also has suggestions for possible sources of data. More detailed information about what questions to ask key informants, for some of the rubrics, is listed under *Specific Interview Protocols and Other Data Collection Tools and Suggestions* (p. 36).

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RUBRIC 1. QUALITY OF STUDENT AND OTHER NEEDS AND STRENGTHS ASSESSMENTS	
CORE CONCEPT: *How well does our school assess and understand the nature and extent of the needs and strengths of our <u>students achieving below curriculum expectations in literacy</u>[2] – and the underlying causes of those needs? In addition, how well does the school understand the needs and strengths of the teachers and other staff who work with those students?*	
RATING	**DESCRIPTION**
Highly Effective	- There is a <u>deep understanding</u>[3] of the needs and strengths of students relative to the Literacy Learning Progressions – and what they need in order to access the curriculum – so that students achieving below curriculum expectations in literacy and students of concern are identified early. - There is also a <u>deep understanding</u> of teachers' strengths in relation to building on those strengths and meeting those needs. - Schools and teachers are able to map their existing strengths, understandings and teaching practices against the strengths and needs of students achieving below curriculum expectations in literacy and to identify areas where teachers and schools need further support, resourcing or professional development. - This is informed by an <u>appropriate</u> selection of tools that cover the domain but also answer targeted questions about specific needs of students achieving below curriculum expectations in literacy. - The data systems are centralised, responsive, accessible, current, user-friendly – and used effectively by teachers and others to inform classroom teaching practices and to select additional complementary support and services for students and for teachers.

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[2] <u>Students achieving below curriculum expectations in literacy</u> = Students who are unable to adequately access the curriculum due to being substantially behind the reading and writing expectations for their cohort (as laid out in the NZC, the National Standards, etc) AND/OR whose rate of progress in reading and writing is too slow to achieve this.

[3] In Rubric 1 (sound needs and strengths assessment), you will see that the various levels of performance describe a <u>lack of understanding</u>, a <u>basic understanding</u>, a <u>sound basic understanding</u>, a <u>deepening understanding</u> or a <u>deep understanding</u> of the needs and strengths of students relative to the Literacy Learning Progressions. When making a rating on that rubric, your literacy leaders and others should discuss what these terms mean in your school, given the student populations and communities you serve. What does "deep" understanding of their strengths and needs look like?
For further explanation, please refer to the FAQs document, under *The rubrics are not very precise about where the performance cut-offs are – why not?*

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RUBRIC 1. QUALITY OF STUDENT AND OTHER NEEDS AND STRENGTHS ASSESSMENTS	
CORE CONCEPT: *How well does our school assess and understand the nature and extent of the needs and strengths of our* <u>*students achieving below curriculum expectations in literacy*</u>[2] *– and the underlying causes of those needs? In addition, how well does the school understand the needs and strengths of the teachers and other staff who work with those students?*	
RATING	**DESCRIPTION**
Consolidating Effectiveness	• There is a <u>deepening understanding</u> of the needs and strengths of students relative to the Literacy Learning Progressions – and what they need in order to access the curriculum – so that students achieving below curriculum expectations in literacy and students of concern are identified early. • There is also a <u>deepening understanding</u> of teachers' strengths in relation to building on those strengths and meeting those needs. • All of the elements listed under Developing Effectiveness are present • Many of the additional elements listed under Highly Effective are also present, although some may have areas where they could be strengthened.
Developing Effectiveness	• There is a <u>sound basic understanding</u> of the strengths and needs of students achieving below curriculum expectations in literacy AND a developing deeper understanding of the specifics underlying those strengths and needs. • Teachers' strengths and needs in relation to teaching students achieving below curriculum expectations in literacy and using assessment tools are being recognised and used to make decisions about professional development and support/resourcing. • Classroom teachers and others working with the student can articulate not just assessment results from tools, but also have an ongoing knowledge of how students are using their developing strengths in literacy to access the curriculum. This helps them identify students who are struggling but may have been missed by the formal assessment. • Assessment and other information is used to select and implement practices and solutions that build on those strengths and address those needs. • Assessment tools are validated, useful, relevant and appropriate for the learners.
Minimally Effective	• There is a <u>basic understanding</u> of the strengths and needs of students achieving below curriculum expectations in literacy, and this information is used to select and implement practices and solutions that build on those strengths and address those needs. • The needs/strengths/progress may not be monitored sufficiently to ensure that the solutions are effective or understanding how the needs/strengths have changed over time. • Classroom teachers may not be closely enough involved in the assessment process to get a clear understanding of the strengths and needs of students achieving below curriculum expectations in literacy.

RUBRIC 1. QUALITY OF STUDENT AND OTHER NEEDS AND STRENGTHS ASSESSMENTS	
CORE CONCEPT: *How well does our school assess and understand the nature and extent of the needs and strengths of our <u>students achieving below curriculum expectations in literacy</u>[2] – and the underlying causes of those needs? In addition, how well does the school understand the needs and strengths of the teachers and other staff who work with those students?*	
RATING	**DESCRIPTION**
Ineffective	Any one or more of the following: • A <u>lack of understanding</u> of the nature of the needs of students achieving below curriculum expectations in literacy leads to the implementation of ineffective, patchwork or one-size-fits-all solutions. • Lack of consistency in understanding the journey, needs and support required for students achieving below curriculum expectations in literacy as they move through the school. • Needs assessment tools identify who the students achieving below curriculum expectations in literacy are, but these are not complemented with targeted assessments, so the exact nature of the learners' needs are not adequately identified.
Detrimental	Any one or more of the following: • Some students achieving below curriculum expectations in literacy are not identified, or some are identified too late to be able to intervene effectively. • Needs and strengths assessment data are gathered but not used to inform practice. • Needs and strength assessment tools are administered ritualistically but not used or reflected on to check validity. • Needs and strength assessments have repeatedly missed important problems (e.g. serious language difficulties, hearing or vision problems) • Teachers are left with sole responsibility for diagnosis of needs and strengths, with insufficient support/resources to identify or meet the needs of students achieving below curriculum expectations in literacy.

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations) - see the general list of discussion questions on p. 36; use this in conjunction with the probe questions that are specific to strengths and needs assessment:

- Interviews with classroom teachers

- Interviews with students achieving below curriculum expectations in literacy themselves

- Interviews with parents/family/whānau

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 2. KNOWLEDGE AND EFFECTIVE ACCESS OF LITERACY RESOURCES AND RESOURCE PEOPLE	
CORE CONCEPT: *How well do school leaders, teachers, support people and literacy leaders in our school <u>know about</u> and <u>access</u> appropriate literacy-related resources and resource people? And, how well do school leaders enable, prioritise and coordinate access to these resources?*	
RATING	**DESCRIPTION**
Highly Effective	All of the practices listed under *Consolidating Effectiveness* and in addition: • Throughout the school there is a clear, shared and thorough understanding of – and effective use of – the literacy resources (personnel, tools, materials and spaces, both inside and outside the school) available to address the needs of students achieving below curriculum expectations in literacy. • This includes defensible evidence and knowledge about what each resource offers and what mix of approaches, initiatives and interventions is known to work for what kinds of learning needs. • Resources in use are evaluated on an ongoing basis to add to that knowledge base and to drive continuous improvement. There is a good selection of and knowledge about the cultural and linguistic appropriateness of literacy resources for diverse students achieving below curriculum expectations in literacy. • There is knowledge sharing with children's previous teachers and schools or ECE providers to learn what has worked/not worked so far – passing on that critical knowledge.
Consolidating Effectiveness	• Sound, well targeted budgeting decisions are made about which resources are provided to ensure the identified diverse needs, strengths and interests of students achieving below curriculum expectations in literacy are met as a priority and that those students can use them to access the school curriculum. • There is a good system in place that allows teachers and others working with the child to access resources (e.g. release time to observe highly skilled teachers in action). Teachers have the knowledge to access those resources effectively. • Learners with specific identified strengths and needs in reading and writing are, on entry and on an ongoing basis, matched with the teachers and others who will best be able to help them succeed.
Developing Effectiveness	All of the elements under Minimally Effective and in addition: • There is knowledge sharing with children's previous teachers to learn what has worked/not worked so far – passing on that critical knowledge. • There is some effort to match learners with specific identified strengths and needs with the teachers and others who will best be able to help them succeed.

RUBRIC 2. KNOWLEDGE AND EFFECTIVE ACCESS OF LITERACY RESOURCES AND RESOURCE PEOPLE	
CORE CONCEPT: *How well do school leaders, teachers, support people and literacy leaders in our school <u>know about</u> and <u>access</u> appropriate literacy-related resources and resource people? And, how well do school leaders enable, prioritise and coordinate access to these resources?*	
RATING	**DESCRIPTION**
Minimally Effective	• Within the school there is a limited understanding of – and use of – the literacy resources (both inside and outside the school) available to address the needs of students achieving below curriculum expectations in literacy. • There is only limited knowledge of what each resource offers and what mix of initiatives works for what kinds of learning needs. • There is some budget allocation for specific materials targeted to students achieving below curriculum expectations in literacy.
Ineffective	Any one or more of the following: • Monitoring of what resources are working and for whom is evident but insufficient in extent and/or quality. • Too many resources in use are out of date, unrelated to the curriculum and/or to the needs, strengths and interests of students achieving below curriculum expectations in literacy.
Detrimental	Any one or more of the following: • Literacy resources for students achieving below curriculum expectations in literacy, their teachers and others who support them are clearly a low priority in the school and are clearly extremely inadequate for the identified needs, strengths and interests. Resources are spread thin and literacy is not a priority. • Resources are available to only a limited number of teachers and others. • Students achieving below curriculum expectations in literacy do not feature in learning outcome/progress goals for the school. • There is evidence that teachers and others are poorly informed about the nature of resources or lack sufficient expertise to work effectively. • There is a serious lack of awareness of what resources are available and/or what they can achieve/provide, so that inappropriate resources are used and/or resources are used inappropriately • There is a complete lack of monitoring of what resources are working for which learners and under what conditions.

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations) - see the general list of discussion questions on 36; use this in conjunction with the probe questions that are specific to knowledge and effective access of literacy-related resources.

- Interviews with classroom teachers

- Interviews with students achieving below curriculum expectations in literacy themselves

- Interviews with parents/family/whānau

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 3. SCHOOL LITERACY LEARNING CULTURE	
CORE CONCEPT: *How well has our school developed and supported a positive literacy learning culture – including strategy and policies, norms and practices ("the way we do things around here"), beliefs, values and attitudes ("the way we think around here")?*	
RATING	**DESCRIPTION**
Highly Effective	All of the following: • There is a shared belief that every child can learn and succeed at their peer level with effective teaching, and that every child is everyone's responsibility • There is a clear shared understanding that, for students achieving below curriculum expectations in literacy, *accelerated* progress is essential - and every literacy initiative in the school is geared to address that need • All school leaders (including the BoT), teachers and staff believe in and have a commitment to language and literacy learning success for all learners • Literacy is a valued, integral part of the school curriculum • Appropriate literacy-related resources are given high strategic priority in budget decisions; choices about what to fund are evidence-based • School system clearly prioritises literacy and demonstrates inclusive, cultural and holistic approach to language and literacy learning • Ongoing commitment to inquiry and improvement cycles • School literacy learning culture regularly evaluated and reported on to Boards of Trustees and whānau, and appears in the annual plan
Consolidating Effectiveness	All of the elements listed under Developing Effectiveness (below), plus several of the elements listed under Highly Effective (above)
Developing Effectiveness	All of the elements under Minimally Effective and in addition: • Many school leaders (including the BoT), teachers, staff and parents/whanau believe in and have commitment to language and literacy learning success. • School system acknowledges inclusive, cultural and holistic approach to language and literacy learning • A cycle of inquiry and improvement around literacy learning is starting to emerge
Minimally Effective	All of the following: • Literacy-related resource strategy is linked to budget decisions • Teachers recognise that children need some reading and writing skills to access the New Zealand curriculum

RUBRIC 3. SCHOOL LITERACY LEARNING CULTURE	
CORE CONCEPT: *How well has our school developed and supported a positive literacy learning culture – including strategy and policies, norms and practices ("the way we do things around here"), beliefs, values and attitudes ("the way we think around here")?*	
RATING	**DESCRIPTION**
Ineffective	• Some effective practices and pro-literacy culture thinking within the school. • There are significant pockets within the school where some of the 'detrimental' practices or thinking are evident • School leaders may have begun addressing these areas of weakness within the school literacy culture, but insufficient progress has been made
Detrimental	School demonstrates any one or more of the following: • No expectations or belief in improvement of literacy achievement for students achieving below curriculum expectations in literacy • Indifference to student literacy and learning needs • School leaders (including the BoT), teachers and/or staff see students achieving below curriculum expectations in literacy as "not their problem" and don't take ownership of the needs assessment – no further inquiry to try and understand the nature of the needs or how to address them. • No evidence of literacy focus in strategic and systemic planning (i.e. resourcing, professional development) • Literacy is not seen as critical to accessing the New Zealand curriculum (i.e. children can get by without literacy)

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations)
- Interviews with classroom teachers
- Interviews with students achieving below curriculum expectations in literacy themselves
- Interviews with parents/family/whānau

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 4. CONSULTATION AND INVOLVEMENT WITH PARENTS, CAREGIVERS, FAMILIES AND WHĀNAU	
CORE CONCEPT: *How well does our school consult with and involve parents/whānau of students achieving below curriculum expectations in literacy?*	
RATING	**DESCRIPTION**
Highly Effective	Consultation/Involvement with parents/whānau and caregivers show evidence of ALL of the elements listed under Consolidating Effectiveness and in addition, ALL of the following: • Parents/whānau/caregivers are extremely well-informed on an ongoing basis, confident and highly engaged in all aspects of their children's reading and writing in ways that maximise the children's potential. • Parents/whānau/caregivers report that their knowledge and perspectives are well respected, highly valued and fully integrated in ways that benefit the children's education. • Māori content and language are clearly evident and infused in ways that are appropriate for local whānau; good linkages are made between curriculum context and the cultures and backgrounds of other students achieving below curriculum expectations in literacy • Multiple opportunities/avenues are negotiated for participation in key aspects of their children's learning environment/education • Parents/whānau/caregivers have an understanding of current teaching and learning approaches • Close links are formed with the local community with a view to creating enduring partnerships between the school and the local community • Children are included in relevant aspects of consultation
Consolidating Effectiveness	All of the items under Developing Effectiveness and in addition: • Levels and quality of parent/whānau/caregiver engagement are very high and provide strong support for children's education • Programming or services are consistently informed by advice from parents/ whānau/caregivers and reflects and draws on their cultural context, values, strengths and aspirations • Parents/whānau/caregivers report that they are able to engage *as Māori* (or, as Pasifika, or in accordance with their own cultural identities) in culturally appropriate and mana-enhancing ways. • Māori content and language are included into the education or support of children, in accordance with whānau wishes • Schools welcome, value, proactively encourage *and act upon* parent/whānau/ caregiver input in culturally appropriate and inclusive ways • Parents/whānau/caregivers recognise the importance of the role they have to play in their child's learning and report feeling empowered to support the child in improving their child's reading and writing

RUBRIC 4. CONSULTATION AND INVOLVEMENT WITH PARENTS, CAREGIVERS, FAMILIES AND WHĀNAU	
CORE CONCEPT: *How well does our school consult with and involve parents/whānau of students achieving below curriculum expectations in literacy?*	
RATING	**DESCRIPTION**
Developing Effectiveness	All or nearly all of the following, with only very minor weaknesses evident: • Levels and quality of parent/whānau/caregiver engagement are high enough to support the learning of students achieving below curriculum expectations in literacy well, although there is still some room for improvement • Programming is consistently informed by advice from parent/whānau/caregiver and reflects their diverse cultural contexts, values, strengths and aspirations. • Parents/whānau/caregivers report that they are able to engage with the school in supporting their children's education in culturally appropriate ways. • Strong and early liaison is evident with child, parents/caregiver and whānau, principal, senior management, classroom teachers and SENCO. • Parents and communities are involved in the development of relevant school policies and practices • Parent groups are established to support specific initiatives • BOT, senior managers and teachers have skills to enhance interactions and develop partnerships with parents/whānau/caregivers • Parents are kept informed of their children's progress through regular communications, both face to face and in written form • Several successful attempts have been made to address things that limit or prevent parent/whānau/ caregiver involvement (such as language, timing and location of involvement opportunities, unfamiliarity with the New Zealand school system, or an intimidating or non-user-friendly environment)

RUBRIC 4. CONSULTATION AND INVOLVEMENT WITH PARENTS, CAREGIVERS, FAMILIES AND WHĀNAU	
CORE CONCEPT: *How well does our school consult with and involve parents/whānau of students achieving below curriculum expectations in literacy?*	
RATING	DESCRIPTION
Minimally Effective	***Some evidence*** of the above-listed success factors in consultation/involvement with parents/whānau/caregivers but room for significant improvement. One or two classroom practices listed under Ineffective may be evident. Most or all of the following apply: • Levels of parent/whānau/caregiver engagement are just sufficient to support the education of students achieving below curriculum expectations in literacy, although there is significant room for improvement • Programming is beginning to be informed by advice from parents/whānau/caregivers and is beginning to reflect their community and cultural contexts, values, strengths and/or aspirations • The school, in its approach to parent/whānau/caregiver involvement, demonstrates some understanding of Māori, Pasifika, Asian and other cultures in the local community, including the concepts of whānau, co-parenting and other family structures. • Advice is generally sought from parents/whānau/caregivers before making decisions about programming or services, although some communication may be one-sided and directive rather than consultative. • Links have been formed with the local community. • Some worthwhile attempts are made to address things that limit or prevent parent/whānau/caregiver involvement (such as language, timing and location of involvement opportunities, unfamiliarity with the New Zealand school system, an intimidating or non-user-friendly environment)
Ineffective	Any three or more of the following: • Levels of parent/whānau/caregiver engagement are lower than what is needed to adequately support children's education • It is assumed that parent/whānau/caregiver non-attendance at meetings and events reflects a lack of interest in children's education • Information is inadequate in quality, user-friendliness and/or frequency to allow meaningful parent/whānau/caregiver involvement • Schools and parents/whānau/caregivers do not work in partnership • Key people are frequently missing from the conversations • Dialogue is initiated but not acted on – actions identified but not taken • Only very limited attempts are made to address things that limit or prevent parent/whānau/caregiver involvement (such as language, timing and location of involvement opportunities, unfamiliarity with the New Zealand school system, an intimidating or non-user-friendly environment)fx

RUBRIC 4. CONSULTATION AND INVOLVEMENT WITH PARENTS, CAREGIVERS, FAMILIES AND WHĀNAU	
CORE CONCEPT: *How well does our school consult with and involve parents/whānau of students achieving below curriculum expectations in literacy?*	
RATING	DESCRIPTION
Detrimental	Any one or more of the following: • Levels of parent/whānau/caregiver engagement are extremely low or are deteriorating – to an extent that adversely impacts the education of students achieving below curriculum expectations in literacy • Parents/whānau/caregivers report being talked "at" or down to, made to feel unwelcome or stupid, or that their perspectives are disrespected or sidelined • Information is withheld or communicated in ways that prevent meaningful parent/whānau/caregiver involvement (e.g. emphasis on problems/trouble/ inabilities, jargon-infused or culturally inappropriate communications) • No serious attempts are made to address things that limit or prevent parent/whānau/caregiver involvement (such as language, timing and location of involvement opportunities, unfamiliarity with the New Zealand school system, an intimidating or non-user-friendly environment)

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations)
- Interviews with classroom teachers
- Interviews with students achieving below curriculum expectations in literacy themselves
- Interviews with parents/whānau/caregivers

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 5. DECISIONS ABOUT WHO GETS SERVED/PRIORITISED FOR LITERACY HELP	
CORE CONCEPT: *Given that we have limited resources, how effectively and appropriately does our school make decisions about which students achieving below curriculum expectations in literacy should be served/prioritised?*	
RATING	**DESCRIPTION**
Highly Effective	All of the items under Consolidating Effectiveness, and in addition: - Prioritisation is geared toward achieving an equitable distribution of performance against the progressions for all ethnicities and gender groups, rather than (for example) an equal distribution of literacy resources - There is transparency and a specific set of guidelines or principles that drive decisions around who gets served/prioritised – these are flexible, regularly reviewed and well understood - All key people are involved in initial and ongoing review decisions around who gets served/prioritised - parent/whānau input is included
Consolidating Effectiveness	All of the items under Developing Effectiveness and in addition: - Decisions about who is targeted/prioritised are made with sound knowledge of what has been tried before – and what has worked/not worked – with each child and what support is potentially available within the school - All key people are involved in decisions around who gets served/prioritised – parent/whānau input is included - Decisions about which children are prioritised are made in a timely way, as soon as an urgent problem is noticed or within 1 term at most – however, students are given a chance to make progress with the help of highly effective classroom teaching before they are targeted for outside resources - Prioritisation of major target groups is included in strategic planning and goals, and a multi-faceted, systems-level approach is used to ensure they are prioritised and their needs met
Developing Effectiveness	- Decisions about which children are prioritised are made based on their performance and progress relative to the Literacy Progressions and National Standards. - Decisions about which children are prioritised are *generally* made in a timely way, most within 1 term – however, students are given a chance to make progress with the help of highly effective classroom teaching before they are targeted for outside resources - Decisions about who is served are made with at least some input from key people around the child – *including the classroom teacher*
Minimally Effective	- Decisions about which children are prioritised are made based on a snapshot of their performance relative to the Literacy Progressions and National Standards, but data about their progress is not usually used. - Decisions about which children are prioritised may take up to 2 terms - Decisions about who is served are made with at least some input from key people around the child – *including the classroom teacher*

RUBRIC 5. DECISIONS ABOUT WHO GETS SERVED/PRIORITISED FOR LITERACY HELP	
CORE CONCEPT: *Given that we have limited resources, how effectively and appropriately does our school make decisions about which students achieving below curriculum expectations in literacy should be served/prioritised?*	
RATING	**DESCRIPTION**
Ineffective	Any one or more of the following: • Students who are only slightly behind curriculum expectations are being prioritised for scarce out-of-class literacy resources when their needs could likely be met by highly effective classroom teaching practice; students who are truly achieving below curriculum expectations in literacy and need those out-of-class resources may not be prioritised for what would best fit their needs • Decisions about who to prioritise are made too late to allow effective early intervention, sometimes taking longer than 2 terms • Decisions about who is served are made without sufficient input from key people around the child • Decisions are based on a single measure, without adequate additional assessment information
Detrimental	Any one or more of the following: • Some other characteristic besides literacy need (e.g. behaviour problems, attendance record, supportiveness of parents) is driving decisions around who gets served – and this leads to serious mismatch of support, to the likely detriment of literacy needs • Lack of deliberate prioritisation – simplistic methods used to spread resources across students without due regard for their needs or the best way to address those needs (e.g. equal resource regardless of need, or ad hoc allocation)

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations)
- Interviews with classroom teachers
- Interviews with students achieving below curriculum expectations in literacy themselves
- Interviews with parents/family/whānau
- Review of strategic plan
- Review of curriculum implementation plans
- School data relative to Literacy Progressions and National Standards – match between this and school prioritisation decisions
- Ask literacy team, SENCO, ESOL how they made decisions
- Ask parents/whānau what their understanding is about the prioritisation criteria/principles
- Board of Trustees – look at resource allocation that enables or limits prioritisation possibilities
- Policies, procedures, implementation plans

- Get the view of outside support people – are they asked to assist/give advice on prioritisation; what's their view on prioritisation methods used at this school?
- Ask classroom teachers how clear (and fair!) it is which of their kids are getting prioritised for support – and whether they are getting prioritised for PD and other support
- Ask students whether they need and whether they receive additional help outside the classroom

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 6. CHOICES OF APPROACHES AND INTERVENTIONS – AN EFFECTIVE MIX	
CORE CONCEPT: *How effectively and appropriately does our school choose a cost-effective mix of approaches and interventions for our students achieving below curriculum expectations in literacy?* Based on and supported by: • a sound knowledge of the strengths and needs of students achieving below curriculum expectations in literacy and the teachers and others who work with them (Rubric 1), • a thorough knowledge of the people and material resources available (Rubric 2) and • a literacy learning culture within the school (Rubric 3), … … the school makes sound, well-based decisions about which mix of resources and approaches to use in order to best meet the needs of the students served.	
RATING	**DESCRIPTION**
Highly Effective	All of the elements listed under Consolidating Effectiveness and in addition: • Cohesive and coordinated approach with children, parents/caregiver and whānau, Principal, senior management, classroom teachers and SENCO. • Clear evidence of a child-centred approach to intervention selection • Learning conversations are used as a vehicle for improving teacher community practice • Interventions chosen are **SMART (**Specific, Measurable, Achievable, Reflective and Timely)
Consolidating Effectiveness	All of the items under Developing Effectiveness and in addition: • Interventions chosen are matched to student strengths and needs, backgrounds, cultures and interests • Choices are clearly based on a thorough knowledge of the purpose, design and implementation of selected approach • Interventions and approaches are well aligned with classroom teaching practice

RUBRIC 6. CHOICES OF APPROACHES AND INTERVENTIONS – AN EFFECTIVE MIX	
CORE CONCEPT: *How effectively and appropriately does our school choose a cost-effective mix of approaches and interventions for our students achieving below curriculum expectations in literacy?* Based on and supported by: • a sound knowledge of the strengths and needs of students achieving below curriculum expectations in literacy and the teachers and others who work with them (Rubric 1), • a thorough knowledge of the people and material resources available (Rubric 2) and • a literacy learning culture within the school (Rubric 3), … … the school makes sound, well-based decisions about which mix of resources and approaches to use in order to best meet the needs of the students served.	
RATING	**DESCRIPTION**
Developing Effectiveness	• Interventions chosen are evidence-based and cost-effective • All interventions that have been tried before in the school have been tested and proved to be effective (make a difference) • Interventions chosen are aligned to effective literacy practice • Intervention is supportive and supplementary to classroom teaching practice • Strong and early liaison regarding intervention choices with the child, parents/caregiver and whānau, principal, senior management, classroom teachers and SENCO.
Minimally Effective	• *Some evidence* of the above-listed good practices in choices of literacy interventions but significant room for improvement. • Liaison with *most* of the following: child, parents/caregiver and whānau, Principal, senior management, classroom teachers and SENCO.
Ineffective	Any one or more of the following: • Intervention programmes are chosen as an alternative, rather than a supplement, to increasing the effectiveness of classroom teaching practice • No liaison with most of the following: child, parents/caregiver and whānau, principal, senior management, classroom teachers and SENCO.
Detrimental	Intervention choice displays any one of the following: • Interventions that have been shown not to work with particular students are given to them again and again despite evidence of ineffectiveness • Interventions do not match the needs and/or levels of the children served • Interventions do not recognise or reflect the strengths of the children served

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations)
- Interviews with classroom teachers
- Interviews with students achieving below curriculum expectations in literacy themselves
- Interviews with parents/family/whānau

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 7. EFFECTIVENESS OF IMPLEMENTATION AND CASE MANAGEMENT OF STUDENTS	
CORE CONCEPT: *How effectively does our school implement our chosen approaches and interventions? How well does the team around the child 'case manage' students who struggle with reading and writing?*	
RATING	**DESCRIPTION**
Highly Effective	All of the elements listed under Consolidating Effectiveness and in addition: • Monitoring and evaluation of the Intervention System is regular, purposeful, incisive, useful *and used* to improve implementation • Student achievement is constantly being scanned and evaluated against teaching practice to ensure that literacy initiatives and approaches are responsive to emerging needs and learnings about what's working for students achieving below curriculum expectations in literacy • Approaches are flexible and adjusted to meet changing students' needs • There is a very high level of coordinated involvement of appropriate individuals around case management of high intensity mixes of initiatives
Consolidating Effectiveness	All of the elements listed under Developing Effectiveness, and in addition: • The language of instruction is consistent as the student transitions among classes, schools and/or support services to maintain continuity of learning. • There is a designated professional who leads the case management for each child, and that person checks in with the child on a regular basis to ask how things are going and swiftly addresses any identified issues. • Monitoring of what's working and what's not is consistent and systematic (frequent – e.g. daily) (student level) • Intervention System is reviewed and updated regularly • There is a thorough shared understanding among the student, their parents/whānau, the classroom teacher and others working with this child of what the approach is intended to achieve in terms of accelerated progress relative to the national age-related peer group • Liaison and communication among all parties – learning support, classroom teacher, parents/whānau – is effective, structured, systematic, regular and focused on monitoring • Well-justified, educationally and culturally appropriate decisions are made as to whether a particular intervention is implemented inside or outside the classroom

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RUBRIC 7. EFFECTIVENESS OF IMPLEMENTATION AND CASE MANAGEMENT OF STUDENTS	
CORE CONCEPT: *How effectively does our school implement our chosen approaches and interventions? How well does the team around the child 'case manage' students who struggle with reading and writing?*	

RATING	DESCRIPTION
Developing Effectiveness	• There are clearly defined expectations regarding the accelerated rate of progress expected by each student within a particular timeframe, with timed milestones • Students achieving below curriculum expectations in literacy are given priority for placement in classrooms and other programmes where there is known to be highly effective teaching practice relative to their specific strengths and needs. • Students achieving below curriculum expectations in literacy are clear about why they are participating in a particular literacy programme or approach, how it fits with what else they are doing and what is expected of them • Ownership and responsibility for the mix of literacy interventions and approaches rest appropriately with the various people who have the relevant expertise and interest – roles are clear and documented • Liaison and communication among all parties – learning support, classroom teacher – is structured, systematic, regular, effective, focused on monitoring • There is a clear and explicit rationale for decisions regarding whether a particular intervention is implemented inside or outside the classroom, and individually or in a group setting • Appropriate resourcing is devoted to professional development required to ensure effective implementation of approaches to enhancing literacy
Minimally Effective	• There is a team within the school whose job it is to know about, coordinate and oversee the implementation of literacy interventions and approaches • Roles of the team working around the child are reflected in job descriptions and relevant planning and/or implementation documentation, but may not be completely clear to all parties • There are at least some expectations regarding the accelerated rate of progress expected by each student within a particular timeframe • There is some effort made for liaison and communication among all parties – e.g. learning support, classroom teacher – but it may not be as structured, systematic, regular, effective, or focused on monitoring as it should be • Appropriate physical space is allocated for delivering out-of-class literacy initiatives
Ineffective	Any one or more of the following: • Interventions are ad hoc and sporadic • Students achieving below curriculum expectations in literacy are not able to articulate why they are participating in a particular literacy programme or approach, how it fits with what else they are doing or what is expected of them • There are no clear expectations regarding the accelerated rate of progress expected by each student within a particular timeframe • Interventions are insufficiently supported at the systems level (e.g. teachers being pulled out of learning support to be relievers)

RUBRIC 7. EFFECTIVENESS OF IMPLEMENTATION AND CASE MANAGEMENT OF STUDENTS	

CORE CONCEPT: *How effectively does our school implement our chosen approaches and interventions? How well does the team around the child 'case manage' students who struggle with reading and writing?*

RATING	DESCRIPTION
Detrimental	Any one or more of the following: • Children are allowed to believe that they are the problem and that is why they are being sidelined into various literacy interventions • Least skilled programme personnel and/or classroom teachers are allocated students with the greatest needs for support • Children are inappropriately or too often excluded from classroom programmes as a result of participating in literacy intervention(s) – or are excluded from literacy interventions as a result of receiving in other support • A complete lack of ongoing monitoring and support leads to insufficiently skilled teachers and other personnel exacerbating children's problems and challenges with reading or writing

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations)
- Interviews with classroom teachers
- Interviews with students achieving below curriculum expectations in literacy themselves
- Interviews with parents/family/whānau

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 8. EFFECTIVENESS OF CLASSROOM TEACHING PRACTICES FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY	
CORE CONCEPT: *To what extent and how well does our school show evidence of classroom teaching practices that are highly effective for students achieving below curriculum expectations in literacy?*	
RATING	**DESCRIPTION**
Highly Effective	Classroom teaching practices show evidence of ALL of the elements listed under Consolidating Effectiveness and in addition, ALL of the following: • <u>All</u> teachers are able to clearly articulate their theory-grounded, evidence-based rationale for teaching and learning decisions and actions aimed at addressing the needs of students achieving below curriculum expectations in literacy; • <u>All</u> teachers are fully aware of their own strengths and needs with respect to teaching students achieving below curriculum expectations in literacy; they call in assistance and resources as needed, and doing so is not seen as a sign of weakness; • Across the entire school there is clear evidence in <u>all classrooms</u> of a flexible, dynamic, innovative and responsive approach to understanding and meeting the diverse and changing needs of students achieving below curriculum expectations in literacy; • There is clear evidence of positive, learning-focused relationships between teachers and students achieving below curriculum expectations in literacy in <u>all classrooms</u> across the school; • The <u>vast majority</u>[4] of students achieving below curriculum expectations in literacy are directly involved in and take responsibility for their own learning, at a level appropriate for their age • The <u>vast majority</u> of students achieving below curriculum expectations in literacy believe teachers care about their learning.

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[4] The following approximate guide may be useful when interpreting terms:
- Virtually all = close to 100%, with only small numbers of reasonable exceptions, as noted
- The vast majority = usually about three quarters or more
- A clear majority = *significantly* more than half
- Most = more than half
- At least some = a significant number, not just a handful, but likely to be fewer than half

RUBRIC 8. EFFECTIVENESS OF CLASSROOM TEACHING PRACTICES FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY	
CORE CONCEPT:	*To what extent and how well does our school show evidence of classroom teaching practices that are highly effective for students achieving below curriculum expectations in literacy?*
RATING	**DESCRIPTION**
Consolidating Effectiveness	Classroom teaching practices show evidence of ALL of the following: • <u>Virtually all</u> teachers in the school can demonstrate that they have been effective in shifting the performance of students achieving below curriculum expectations in literacy; the few exceptions to this would be teachers just starting their careers who have yet to build such a track record • Across the school, there is evidence that the <u>vast majority</u> of teachers are reflective practitioners, fully aware of who students achieving below curriculum expectations in literacy are, as well as their strengths, needs and backgrounds • The <u>vast majority</u> of teachers can articulate what teaching practices and other support/resources will be required to address the needs of their students achieving below curriculum expectations in literacy; • The <u>vast majority</u> of teachers experiment with alternative teaching strategies, using evidence of impact and feedback to inform decisions AND there is also evidence of MOST of the practices listed under Highly Effective, perhaps with a few minor weaknesses or areas for improvement.
Developing Effectiveness	• Classroom teaching practices show evidence of MOST of the success factors listed under Consolidating Effectiveness, or all/most of them with just a few weaknesses AND • May also be seeing SOME emerging elements from the list under Highly Effective.
Minimally Effective	• Some evidence of the above-listed success factors in classroom teaching but significant room for improvement • Some classroom practices listed under Ineffective may be evident, but are <u>not</u> widespread AND are being actively addressed by the school.
Ineffective	No classroom teaching practices listed under Detrimental are evident, but most of the following are evident in <u>more than one classroom</u>: • Rigid, inflexible approach, sticking to the plan regardless of learner progress • Inadequate matching of tasks and activities to the current or changing needs of students • Student progress data being tracked but not used effectively • Minimal but not particularly effective effort to remove barriers to learning

RUBRIC 8. EFFECTIVENESS OF CLASSROOM TEACHING PRACTICES FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY	
CORE CONCEPT: *To what extent and how well does our school show evidence of classroom teaching practices that are highly effective for students achieving below curriculum expectations in literacy?*	
RATING	**DESCRIPTION**
Detrimental	Classroom teaching practices <u>in one or more classrooms</u> show evidence of ANY ONE or more of the following: • Teacher unable to identify students who are struggling – unaware of where students should be in the progressions • "Outsource and forget" – the needs of students achieving below curriculum expectations in literacy are the problem of the outside assistance • Needs of students achieving below curriculum expectations in literacy are overlooked (e.g. they are given "busy work") • No serious effort to consider or remove barriers to learning • Excessive use of whole class teaching for reading and/or writing • Students achieving below curriculum expectations in literacy are excluded from potentially effective opportunities to learn based on predictions of failure • Poor management of class – energy is spent on behaviour management not teaching

Possible sources of data include:

• Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations)
• Interviews with classroom teachers
• Interviews with students achieving below curriculum expectations in literacy themselves
• Interviews with parents/family/whānau

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 9. ACCELERATED PROGRESS FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY	
CORE CONCEPT: *To what extent and how well does our school achieve progress for our students achieving below curriculum expectations in literacy? Is our students' progress fast enough to be considered "minimally effective," "highly effective" (etc)? How well is the potential of diverse students realised? How effectively is the school reducing any disparities in literacy progress? And, how effectively is progress monitored and analysed, and the information shared and used to inform practice?*	
RATING	DESCRIPTION
Highly Effective	ALL of the following are evident and backed by sound evidence:

ALL of the following are evident and backed by sound evidence:

- The <u>vast majority</u>[5] of students currently or previously identified as achieving below curriculum expectations in literacy are making a *useful rate of <u>accelerated progress</u>*[6] and <u>virtually all</u> are making at least *some* accelerated progress relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group.
- The accelerated progress of students achieving below curriculum expectations in literacy is fast enough to ensure that <u>virtually all</u> students are reading and writing at levels consistent with the Literacy Learning Progressions, the National Standards and (as appropriate) the English Language Learning Progressions by the time they leave the school (be this Year 6 or Year 8) – *any exceptions* to this are limited to extremely challenging cases such as children with special needs and highly transient student populations.
- Accelerated progress for students achieving below curriculum expectations in literacy is equally evident across boys and girls and children of all ethnicities – there are no subgroups who are being disproportionately 'left behind' in improved literacy outcomes.
- During their time at the school, students with special needs and those at the school for only a short time have their capabilities maximised, progress at their full potential, and use their language competencies in a range of school settings.
- Students are clearly enjoying success and reaching their potential in literacy *in ways that support and build on* the strengths and worldviews that reflect their family and cultural values and perspectives.
- <u>Virtually all</u> students are able to articulate their progress in reading and writing, and there is clear and substantial evidence of increased levels of confidence, self-awareness, engagement and motivation.
- There is a clear, shared understanding among <u>all</u> key people regarding expectations of progress; all key people actively respond to information on students' progress and uphold the shared learning goals.
- Purposeful, appropriate and SMART assessment tools are used to track and measure student progress against NZC, the National Standards, the Literacy Progressions and (as appropriate) the English Language Learning Progressions; data are insightfully analysed, in depth by subgroup (e.g. Māori, Pasifika, ESOL and gender) and using an eclectic range of techniques, to better understand what is working and not working for each student and why (see also *Sound needs and strengths assessment,* Rubric 1, and *Sound evaluation and use of learnings,* Rubric 10)

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[5] The following approximate guide may be useful when interpreting terms:

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- Virtually all = close to 100%, with only small numbers of reasonable exceptions, as noted
- The vast majority = usually about three quarters or more
- A clear majority = *significantly* more than half
- Most = more than half
- At least some = a significant number, not just a handful, but likely to be fewer than half

[6] For help with interpreting a 'useful' rate of progress, see the Quick Start Guide.

RUBRIC 9. ACCELERATED PROGRESS FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY	
CORE CONCEPT: *To what extent and how well does our school achieve progress for our students achieving below curriculum expectations in literacy? Is our students' progress fast enough to be considered "minimally effective," "highly effective" (etc)? How well is the potential of diverse students realised? How effectively is the school reducing any disparities in literacy progress? And, how effectively is progress monitored and analysed, and the information shared and used to inform practice?*	
RATING	**DESCRIPTION**
Consolidating Effectiveness	ALL of the following are evident and backed by sound evidence:

ALL of the following are evident and backed by sound evidence:

- A clear majority (i.e. *significantly* more than half) of students achieving below curriculum expectations in literacy are making a *useful rate of accelerated progress*[6] above and the vast majority are making at least *some* accelerated progress relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group.
- The accelerated progress of students achieving below curriculum expectations in literacy is fast enough to ensure that the vast majority of students are reading and writing at levels consistent with the Literacy Learning Progressions, the National Standards and (as appropriate) the English Language Learning Progressions by the time they leave the school (be this Year 6 or Year 8) – *any exceptions* to this are limited to extremely challenging cases such as children with special needs.
- Accelerated progress for students achieving below curriculum expectations in literacy is very similar across boys and girls and children of all ethnicities – any remaining disparities are small, steadily reducing, and being actively addressed to ensure that no subgroups are disproportionately 'left behind' in improved literacy outcomes.
- During their time at the school, students with special needs have made substantial progress in their reading and writing – i.e. the outcomes are *very strong* for these students given their capabilities, and there is evidence that they are at least starting to apply these skills in a range of learning settings.
- There is evidence that students are enjoying success and reaching their potential in literacy *in ways that support and build on* the strengths and world-views that reflect their family and cultural values and perspectives.
- The vast majority of students are able to articulate their progress in reading and writing, and there is clear evidence of increased levels of confidence, self-awareness, engagement and motivation
- There is a very good level of shared understanding among key people (including students achieving below curriculum expectations in literacy and their parents/whānau) regarding expectations of progress
- Purposeful, appropriate and SMART assessment tools are used to track and measure student progress against the National Standards, the Literacy Progressions and (as appropriate) the English Language Learning Progressions; data are insightfully analysed by subgroup (e.g. Māori, Pasifika, ESOL and gender), to better understand what is working and not working for each student and why

RUBRIC 9. ACCELERATED PROGRESS FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY	
CORE CONCEPT:	*To what extent and how well does our school achieve progress for our students achieving below curriculum expectations in literacy? Is our students' progress fast enough to be considered "minimally effective," "highly effective" (etc)? How well is the potential of diverse students realised? How effectively is the school reducing any disparities in literacy progress? And, how effectively is progress monitored and analysed, and the information shared and used to inform practice?*
RATING	**DESCRIPTION**
Developing Effectiveness	ALL of the following are evident and backed by sound evidence: • <u>Most</u> students currently or previously identified as achieving below curriculum expectations in literacy are making a *useful rate of <u>accelerated</u> progress[6]* above and <u>a clear majority</u> are making at least *some* accelerated progress relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group. • The accelerated progress of students achieving below curriculum expectations in literacy is fast enough to ensure that <u>the vast majority</u> of those students are reading and writing at levels consistent with the Literacy Learning Progressions, the National Standards and (as appropriate) the English Language Learning Progressions by the time they leave the school – *most exceptions* to this are limited to challenging cases such as children with special needs and other significant challenges. • There is evidence of some reduction in disparities in literacy progress between boys and girls and among students achieving below curriculum expectations in literacy of different ethnicities; any remaining disparities are being addressed. • There is evidence that, in their time at the school, students with special needs and other significant challenges have made good progress in their reading and writing – i.e. the outcomes are *strong* for these students, given their capabilities. • There is evidence that students are starting to enjoy greater success in literacy *in ways that support and build on* the strengths and worldviews that reflect their family and cultural values and perspectives. • <u>Most</u> students are able to articulate their progress in reading and writing, and there is good evidence of increased levels of confidence, self-awareness and motivation • There is a good level of shared understanding among key people (including students achieving below curriculum expectations in literacy and their parents/whānau) regarding expectations of progress • Student progress is monitored in a timely way against NZC, the National Standards and (as appropriate) the English Language Learning Progressions; data are analysed by subgroup (e.g. Māori, Pasifika, ESOL and gender), shared and discussed with the student and key others; people question the rate of progress (i.e. just any rate of progress is not considered acceptable); rates of progress are regularly reviewed and (for individuals and cohorts) tracked over the entire time they are at the school, and are used effectively to select and adapt approaches for each student

RUBRIC 9. ACCELERATED PROGRESS FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY

CORE CONCEPT: *To what extent and how well does our school achieve progress for our students achieving below curriculum expectations in literacy? Is our students' progress fast enough to be considered "minimally effective," "highly effective" (etc)? How well is the potential of diverse students realised? How effectively is the school reducing any disparities in literacy progress? And, how effectively is progress monitored and analysed, and the information shared and used to inform practice?*

RATING	DESCRIPTION
Minimally Effective	All of the following generally apply, with only minor variations: • <u>At least some</u> students (i.e. a significant number, but likely to be fewer than half) currently or previously identified as achieving below curriculum expectations in literacy are demonstrably making a *useful rate of accelerated progress[6]* above and <u>most</u> are making at least *some* accelerated progress relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group. • The accelerated progress of students achieving below curriculum expectations in literacy is fast enough to ensure that <u>most</u> of these students will be reading at levels consistent with the Literacy Learning Progressions, NZC, the National Standards and (as appropriate) the English Language Learning Progressions by the time they leave the school – *most exceptions* to this are limited to challenging cases such as children with special needs or other significant challenges. • There is evidence of some reduction in disparities in literacy progress between boys and girls and among students achieving below curriculum expectations in literacy of different ethnicities; any remaining disparities are being addressed. • In their time at the school, transient students and those with special needs or other significant challenges have made reasonable progress in reading and writing and have not slipped further behind. • There is evidence that students are starting to enjoy greater success in literacy *in ways that support and build on* the strengths and worldviews that reflect their family and cultural values and perspectives. • <u>At least some</u> students are able to articulate their progress in reading and writing, and there is some evidence of increased levels of confidence, self-awareness and motivation • There is a reasonable school-wide understanding regarding expectations of progress for students achieving below curriculum expectations in literacy • Student assessment data are collected, recorded, analysed by subgroup (e.g. Māori, Pasifika, ESOL and gender) and shared; barriers to progress are identified; rates of progress are regularly reviewed and (for individuals and cohorts) are tracked over the entire time they are at the school. • At any particular time, the school should know the numbers of students achieving below curriculum expectations in literacy, of various subgroups, who are at various curriculum levels AND how fast they are accelerating over time. This information should be up to date, drawing on a combination of formal and informal literacy assessments that are conducted more often and more rigorously than for students who are not struggling with reading and writing.

RUBRIC 9. ACCELERATED PROGRESS FOR STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY	
CORE CONCEPT: *To what extent and how well does our school achieve progress for our students achieving below curriculum expectations in literacy? Is our students' progress fast enough to be considered "minimally effective," "highly effective" (etc)? How well is the potential of diverse students realised? How effectively is the school reducing any disparities in literacy progress? And, how effectively is progress monitored and analysed, and the information shared and used to inform practice?*	
RATING	**DESCRIPTION**
Ineffective	Any <u>one or more</u> of the following: • Students currently or previous identified as achieving below curriculum expectations in literacy are generally progressing at about the expected rate of progress against NZC and at about same pace as the most relevant comparison group[7] (i.e. parallel to the comparison group's trajectory), with few making accelerated progress. • During their time at the school, transient students and those with special needs or other significant challenges have made some progress in reading and writing, but in many cases progress falls short relative to reasonable expectations. • There are gaps in the school-wide understanding regarding expectations of progress for students achieving below curriculum expectations in literacy • Assessment data are collected and analysed, and are just sufficient to get an approximate idea of progress rates; however, there is significant room for improvement
Detrimental	Any <u>one or more</u> of the following: • A number of students currently or previous identified as achieving below curriculum expectations in literacy have been progressing *at a slower rate than their national peer group*, i.e. they have fallen even further behind while at the school. [Note: It may not be considered 'detrimental' for some children with special needs to be progressing more slowly than national peer norms – the literacy team should consult with special education specialists to determine whether these children are progressing adequately in literacy relative to their strengths and capabilities.] • Several teachers are not able to articulate the expected rate of progress for students achieving below curriculum expectations in literacy in their classes. • Student assessment data are inadequate to gauge progress, so it is not known whether students are progressing fast enough.

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations)

- Tracking and monitoring assessment data, e.g. using wedge graphs for reading and writing; spreadsheet analysis (from within school and from previous school, if available) – baseline and tracked over the time students are in the school

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[7] For guidance about the appropriate 'relevant comparison group' given the inquiry question, see the Quick Start Guide.

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- School Management Systems (SMS)

- Notes from syndicate meetings and professional learning community meetings

- Interviews and data from classroom teachers and support staff, e.g.

    - Children's draft book, modelling books

    - Teacher observations of children's response to instruction and their independent interactions and behaviours

    - Teacher planning notes (incl reflections and anecdotal notes) and uses of assessment

    - Records and notes from previous support interventions

    - Conference notes from discussions between child and teacher (and/or parents)

- Interviews with students achieving below curriculum expectations in literacy themselves (goal setting, reflection, student conferences)

- Interviews with parents/family/whānau and/or any correspondence with them

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

RUBRIC 10. SOUND EVALUATION OF LITERACY EFFORTS AND USE OF LEARNINGS	
CORE CONCEPT: *How well does our school evaluate literacy interventions (both in-class and out-of-class interventions) and use this information, for example, to (a) inform strategic decisions, (b) reflect on our literacy-related effectiveness as a school, (c) improve interventions/ implementation and (d) inform choices about selection and targeting of interventions?*	
RATING	DESCRIPTION
Highly Effective	All of the items under Consolidating Effectiveness and in addition: • Leaders (incl. administrators, BoTs) use evaluation findings (e.g. from the 10 rubrics) to make highly effective, strategic decisions around resourcing, recruitment/hiring, setting targets, selecting literacy initiatives • Leaders deliberately seek out feedback and suggestions and use these and evaluation findings (from the 10 rubrics and any other needed sources) to reflect on and enhance the part *they* play in setting the 'tone', building a literacy learning culture and maximising the capability of the school to meet the needs of struggling, readers and writers • Strategic decisions are made around where in-depth evaluation is most needed to complement current institutional and individual knowledge and knowledge from the literature – in this way, evaluation's value for money is maximised for the school

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RUBRIC 10. SOUND EVALUATION OF LITERACY EFFORTS AND USE OF LEARNINGS	
CORE CONCEPT: *How well does our school evaluate literacy interventions (both in-class and out-of-class interventions) and use this information, for example, to (a) inform strategic decisions, (b) reflect on our literacy-related effectiveness as a school, (c) improve interventions/ implementation and (d) inform choices about selection and targeting of interventions?*	
RATING	**DESCRIPTION**
Consolidating Effectiveness	All items under Developing Effectiveness and in addition: • The school shows a strong shared understanding of the cycle of inquiry, including how needs assessment, implementation and outcome data should be used to inform decisions about intervention design and targeting, professional development and leader actions and priorities • The school uses high quality assessment information to identify students achieving below curriculum expectations in literacy, track progress and inform teaching and learning decisions/practices • The literacy team and some school leaders use evaluation findings (from the 10 rubrics) to make effective decisions around resourcing, recruitment/hiring, setting targets, selecting literacy initiatives, implementation and follow-up • Evaluation is happening at all levels within the school to ensure programming for students achieving below curriculum expectations in literacy is highly effective • There is regular review of evaluation focus areas (what is evaluated), approaches, methods and tools to ensure they deliver the most useful, valid, credible and timely information possible as cost-effectively as possible. • Actually making difficult decisions when the data aren't as expected
Developing Effectiveness	• The progress of students achieving below curriculum expectations in literacy is evaluated not just in terms of technical skills and vocabulary, but in terms of functional competence, i.e. how well the students are able to use these to perform in actual reading and writing tasks • The progress of students achieving below curriculum expectations in literacy is evaluated not just in literacy programmes, but also how well the acquired skills are used to access the whole curriculum (e.g. comprehension in other areas, writing, etc) • Teachers, specialists and support staff use various sources of feedback and evaluation evidence (including progress data, observations, walk throughs, formal appraisals) to reflect on and improve their own practice and its impact on the learning of students achieving below curriculum expectations in literacy • There is a clear and well justified rationale for the mix of evaluation tools, sources and approaches used to evaluate literacy initiatives, approaches and strategies, and a shared understanding of this across the school • There is a clear understanding of the purpose of each piece of evaluative information and how it will help answer each evaluation question, which in turn is used to inform users' decision making

RUBRIC 10. SOUND EVALUATION OF LITERACY EFFORTS AND USE OF LEARNINGS	
CORE CONCEPT: *How well does our school evaluate literacy interventions (both in-class and out-of-class interventions) and use this information, for example, to (a) inform strategic decisions, (b) reflect on our literacy-related effectiveness as a school, (c) improve interventions/ implementation and (d) inform choices about selection and targeting of interventions?*	
RATING	**DESCRIPTION**
Minimally Effective	• Strong utilisation focus – focused around questions – who needs to know what, when, for what purpose; information is useful for intended users of the information, and actually used • Clear identification of needs and strengths (see rubric 1) linked to sound goal and target setting, which then identifies the key desired outcomes • A variety of evaluation tools, sources and approaches is understood and used to evaluate literacy initiatives, approaches and strategies • Students and parents/whānau are kept informed about their progress • Good use is made of previous experience and evaluative evidence – what's been tried with which kinds of learners or types of need, what worked best for whom, etc. (drawing on BES, local knowledge and professional experience)
Ineffective	Any one or more of the following: • Single-measure or single-tool evaluation of effectiveness is evident • Evaluative data are collected, but there is insufficient focus on utilisation (i.e. who needs to know what, when and why), so that information is underutilised
Detrimental	Any one or more of the following: • Evaluation is viewed and performed ritualistically and/or as a compliance exercise • Evaluation information is used punitively rather than to inform continuous improvement • There is little or no evaluation activity evident beyond tracking of student assessment data

Possible sources of data include:

- Asking your literacy team to discuss the rubric and what level of effectiveness they believe your school is currently at, and why (based on what evidence or observations)
- Interviews with classroom teachers
- Interviews with students achieving below curriculum expectations in literacy themselves
- Interviews with parents/family/whānau

For more information about what questions to ask these key informants, see Specific Interview Protocols and Other Data Collection Tools and Suggestions (p. 36).

SPECIFIC INTERVIEW PROTOCOLS AND OTHER DATA COLLECTION TOOLS AND SUGGESTIONS

The Quick Start Guide for this tool outlines in some detail how to get started with Rubric 9 (accelerated progress of students achieving below curriculum expectations in literacy). This includes ideas on how to use the National Standards, various assessment tools and overall teacher judgements (OTJs) to answer the question of how effectively your school is accelerating the progress of its students achieving below curriculum expectations in literacy.

As part of the exploratory study in which these rubrics were developed, some but not all of the other rubrics had some interview questions drafted to help guide data collection from various sources – the literacy team; classroom teachers; parents, caregivers, families and whānau; and students achieving below curriculum expectations in literacy themselves. These supporting guides are included in this section.

As mentioned in the FAQs document, under *What evidence should be used with the rubrics? How much is enough?*, it is important to use multiple different sources of evidence (interview data from different people, testing/assessment data, other documentation) to cross-check your initial conclusions.

Before getting started, please review the Quick Start Guide and the FAQs document.

LITERACY TEAM INPUT

A good place to start with the rubrics is to have the literacy team (school literacy leaders plus, optionally, your literacy facilitator) use them as a conversation starter. Where do you believe your school is on each of the rubrics, and why? For each rating, push for specific, concrete evidence not just that *efforts* are being made in that area, but that *success* is being seen in that area (e.g. for Rubric 3, the school culture *really is perceived as being that way* by teachers, students, parents/family/whānau).

The following are some starter questions to get the literacy team conversation going for the rubrics:

Questions to ask the literacy team	Relevant rubric(s)
1. Suppose we wanted to have a highly effective [insert rubric name] in place in 5 years' time. Look at the elements in that top row of the rubric – how close (or, how far away) are we on each of those elements?	All rubrics

Questions to ask the literacy team	Relevant rubric(s)
2. Looking down to the descriptors of ineffective and detrimental [insert rubric name], are we seeing any evidence of those attitudes, behaviours or practices in pockets of the school? Where, why, and how serious are they?	All rubrics
3. Where would you rate the school right now on the rubric? Why? Based on what evidence? [Dig for both confirming and disconfirming evidence.]	All rubrics
4. How closely does the evidence/input from classroom teachers and parents/caregivers /families/whānau align with what the literacy team sees? Where are the areas of disagreement or differences of perspective? Should they result in an adjustment of the school's rating on this dimension? Why or why not?	All rubrics
5. How well does the rubric itself make sense as a rating scale/tool? Anything missing? Anything irrelevant? Anything need clarification?	All rubrics
6. Do we have a good understanding of the skills/expertise a student *requires* for reading and writing at this level?	Rubric 1: strengths and needs assessment
7. Do all our teachers have a really clear view of what skills and expertise their students need to have by the time they leave their classroom and move onto the next?	Rubric 1: strengths and needs assessment
8. Do teachers at our school know not just who the students achieving below curriculum expectations in literacy are, but the true *nature* of those needs – from all the various sources of assessment data (both formal testing and informal assessment) that we use?	Rubric 1: strengths and needs assessment

Questions to ask the literacy team	Relevant rubric(s)
9. How well do we *complement* the information we get from STAR, asTTle, etc to get a full understanding of the needs and strengths of students achieving below curriculum expectations in literacy?	Rubric 1: strengths and needs assessment
10. Are we aware of the range of resources available and what they do? [Get one of your team to check Literacy Online and asTTle What Next – and see how many you are familiar with and use.]	Rubric 2: accessing resources effectively
11. Do we have anyone designated to stay up to date with new resources as they come out?	Rubric 2: accessing resources effectively

Complement the literacy team's input with triangulated data from other sources such as:

- Parents, caregivers, families, whānau

- Classroom teachers not directly involved in driving literacy initiatives

- Students achieving below curriculum expectations in literacy themselves

- Any student need or progress data available (see the Quick Start Guide for ideas)

- Relevant documents such as annual reports, etc.

QUESTIONS TO ASK PARENTS, FAMILY, WHĀNAU

Gathering data from parents, family and whānau could be as simple as asking a small number of teachers to ask at their next parent/teacher interviews one or two of the following questions to the parents of students achieving below curriculum expectations in literacy. Later, have those come together to discuss what they heard. If possible, triangulate this evidence by talking with some parents/family/whānau who *weren't* able to attend the parent/teacher conferences.

Questions to ask parents/family/whānau	Relevant rubrics
1. How much does the school make you feel <u>included</u> (welcomed, invited) in helping your child with reading and writing? Has the teacher talked to you about how well your child is reading and writing for a [age]-year-old? How are you kept informed of progress? Has he or she talked to you about how you might be able to support your child with reading and writing?	Rubric 3: school literacy learning culture Rubric 4: parent/whānau engagement
2. How well do you think the teacher (the school) really understands who your child is – their interests, their strengths, their background, their culture? Has anyone asked you about this? What do you think the school *doesn't* understand about your child?	Rubric 1: strengths and needs assessment
3. What do you think of the books that your child brings home to read? Do they seem relevant and interesting for them? Are they challenging enough? Easy enough? Do they make your child more interested in reading? Less interested?	Rubric 2: accessing resources effectively
4. Have you seen any reading goals that have been developed with your child? How about goals for writing? Did the goals make sense to you? Did anyone have a conversation with you about how you can help your child achieve those goals?	Rubric 3: school literacy learning culture Rubric 8: effective classroom teaching practice
5. Who within the school do you see taking active responsibility for your child's literacy development? Is there anyone who seems to think it's "not their problem"?	Rubric 3: school literacy learning culture Rubric 8: effective classroom teaching practice
6. Do you think your child's teacher *believes* your child can and will succeed in reading and writing? What makes you think so/not?	Rubric 3: school literacy learning culture

Questions to ask parents/family/whānau	Relevant rubrics
7. What kind of support have you seen being provided for your child? Is there any other support you would like?	Rubric 5: choice of approach and interventions Rubric 7: effectiveness of implementation and case management of students
8. How do you feel about what they have been doing at home? What do they like/dislike to read?	Rubric 1: strengths and needs assessment

QUESTIONS TO ASK CLASSROOM TEACHERS

When seeking the perspectives of classroom teachers, be sure to talk with:

- a mix of relatively experienced and inexperienced teachers
- those teaching classes where there is strong and weak evidence of accelerated progress for students achieving below curriculum expectations in literacy
- those whose Māori, Pasifika and students with special education needs seem to be experiencing particularly strong or weak progress in literacy

Questions to ask classroom teachers	Relevant rubrics
1. What do you see as the main strengths and barriers to learning for the students achieving below curriculum expectations in literacy in your classroom? How do you identify children who are struggling or "at risk"? Have there been any cases where the testing system missed flagging a child who was struggling or at risk? How did that happen? And, how did you catch it?	Rubric 1: sound strengths and needs assessment
2. What strategies do you find most effective for building on those strengths and addressing those barriers? What have you tried, what works best for which children, why, and how do you know?	Rubric 8: effective classroom teaching practice

Questions to ask classroom teachers	Relevant rubrics
3. Have you managed to achieve any substantial gains in literacy achievement among your students achieving below curriculum expectations in literacy? [Check out the concrete evidence.] What do you think allowed that breakthrough, and how have you changed your teaching to help get more gains like this?	Rubric 8: effective classroom teaching practice Rubric 3: school literacy learning culture Rubric 9: accelerated progress for students achieving below curriculum expectations in literacy
4. Are you given enough good information about incoming students to know what their strengths, needs and interests are and what's worked/not worked for them so far, both at this school and at any previous schools?	Rubric 1: sound strengths and needs assessment
5. How many of your students achieving below curriculum expectations in literacy have literacy goals based on asTTle (or, STAR)? [Please show us what they look like – interviewer to gauge how well these have been written, whether they have a specific realistic timeframe, etc.]	Rubric 3: school literacy learning culture
6. How do you rate your target children's chances of achieving their literacy goals within, say, the next few months?	Rubric 3: school literacy learning culture
7. How many of the parents/whānau have you shared these goals with? Did they seem to make sense of them? Did they understand what they could do to help their child achieve the goals?	Rubric 3: school literacy learning culture ? "correct" answer too obvious? Not likely to be informative? See parent question as an alternative …
8. What do you see as your main strengths and gaps with respect to supporting your students achieving below curriculum expectations in literacy? What kinds of assistance, resources and professional development do you draw on – and, would you like to draw on – to help you be more effective in supporting literacy development?	Rubric 1: sound strengths and needs assessment Rubric 2: accessing resources effectively Rubric 8: effective classroom teaching practice

Questions to ask classroom teachers	Relevant rubrics
9. Based on what you know about the literacy resources available to you and your school, what gaps are there? Which students do you struggle to find good resources for?	Rubric 2: accessing resources effectively
10. How would you rate the levels of school support and shared responsibility to help you meet the needs of students achieving below curriculum expectations in literacy? Have there been times when you have felt isolated or insufficiently supported in this?	Rubric 1: sound strengths and needs assessment Rubric 3: school literacy learning culture
11. Where would you go and who would you ask for support with students achieving below curriculum expectations in literacy?	Rubric 2: accessing resources effectively
12. What do you know about the interventions, approaches and resources available for students achieving below curriculum expectations in literacy? Which ones do you use and why?	Rubric 2: accessing resources effectively
13. Looking at the [insert rubric name] in our school, how do you rate it? Where do you think we sit? And, why?	All rubrics

QUESTIONS TO ASK STUDENTS ACHIEVING BELOW CURRICULUM EXPECTATIONS IN LITERACY THEMSELVES

The schools involved in rubric development felt it was important to include the perspectives of students achieving below curriculum expectations in literacy themselves. How best to do this will need to be a judgement call for each school. Questions will need to be tailored for students' age and language capability. The following are draft ideas only and subject to review to make them more appropriate for different age groups. Suggestions for improvement are most welcome!

Questions to ask students achieving below curriculum expectations in literacy	Relevant rubrics
1. What are you good at and what do you need to work on for reading and writing? How do you know?	Rubric 1: strengths and needs assessment Rubric 8: effective classroom teaching practice
2. How do you know you are on the right track with your learning and progress in reading and writing?	Rubric 1: strengths and needs assessment
3. Do you know what your goals are? When and how often do you talk about these? (Probe: Teacher/parents/whānau)	Rubric 1: strengths and needs assessment Rubric 8: effective classroom teaching practice
4. When did you feel you had reached your goal and how did you know you got there? What helped you to get there?	Rubric 8: effective classroom teaching practice Rubric 3: school literacy learning culture
5. How well do you think the teacher understands your interests, your culture and background? How do you know that they do?	Rubric 3: school literacy learning culture Rubric 8: effective classroom teaching practice
6. What do you think of the books that you bring home to read? Are they interesting enough? Easy enough? Too hard? Do they make you want to read more?	Rubric 2: accessing resources effectively Rubric 8: effective classroom teaching practice
9. Do you think your teacher *believes* you can and will succeed in reading and writing? Why – How do you know?	Rubric 3: school literacy learning culture Rubric 8: effective classroom teaching practice
10. How do your teachers/classroom help you with your reading and writing?	Rubric 8: effective classroom teaching practice

Questions to ask students achieving below curriculum expectations in literacy	Relevant rubrics
11. What other help are you getting with reading and Why? Do you enjoy it ? Is it rewarding for you ? Why /why not?	Rubric 4: parent/whānau engagement Rubric 7: effectiveness of implementation and case management of students
12. Is it helping? How do you know? Is there anything that is easy/too hard/just right for you? Do you enjoy some parts of learning better than others? What parts?	Rubric 5: choice of approach and interventions Rubric 9: accelerated progress for students achieving below curriculum expectations in literacy

GLOSSARY OF TERMS

- Accelerated progress = progress that is faster than, i.e. a steeper trajectory than, the expected rate of progress (not just faster than a particular student's previous rate of progress)

- Assessment for learning = a two-phase process that begins with initial or diagnostic assessment prior to starting a topic to identify what a student already knows, as well as any gaps or misconceptions. As the unit progresses, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process. (Wikipedia)

- Communities of practice = collaborative networks of teachers who rigorously and transparently examine their instructional techniques in order to raise student achievement

- Evaluation = a systematic process for determining the quality, value or effectiveness of an approach, intervention, programme, policy, service, product or other entity

- PLCs – professional learning communities = an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups (Wikipedia). Effective PLCs have a focus on analysing the impact of teaching on learning and support participants to process new understandings and their implications for teaching (BES – Teacher Professional Learning and Development).

- Literacy Learning Progressions = a professional tool that shows what knowledge and skills their students need in order to meet the reading and writing demands of the New Zealand Curriculum http://www.literacyprogressions.org.nz/

- National Standards = a set of clear expectations that students need to meet in reading, writing and mathematics in the first eight years at school. The standards describe reference points or signposts of achievement at each year level. Assessing progress and achievement in relation to the standards is now integral part of teaching and learning across the New Zealand Curriculum. http://www.minedu.govt.nz/theMinistry/EducationInitiatives/NationalStandards.aspx

- Students achieving below curriculum expectations in literacy = Students who are unable to adequately access the curriculum due to being substantially behind the reading and writing expectations for their cohort (as laid out in the NZC, the National Standards, etc) AND/OR whose rate of progress in reading and writing is too slow to achieve this.

- Transient students = students who change schools frequently and whose schooling is disrupted by this. More specific definitions exist but are varied. Most consider 'frequent' moves as being at least two or more changes in school every year or two.

- The team around the child = the group of parents, teachers, other school staff, extended family and involved professionals who work together to support a child's learning and development