

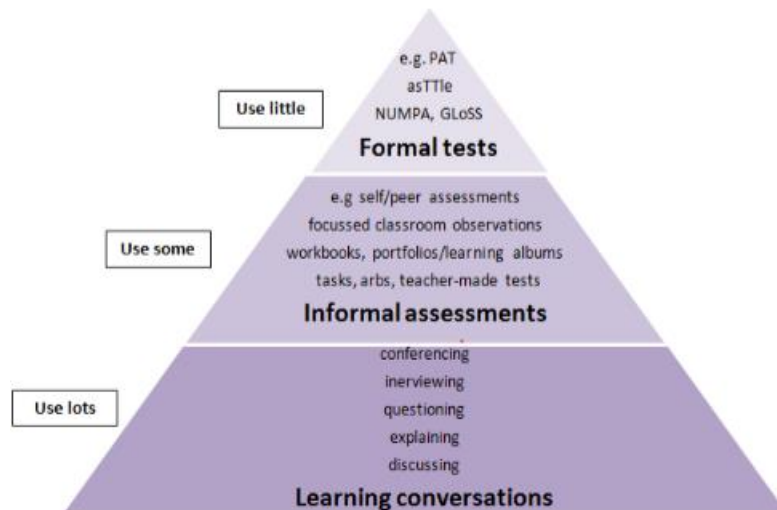
Cohort Tracking 2020

This data tracks cohorts over time.

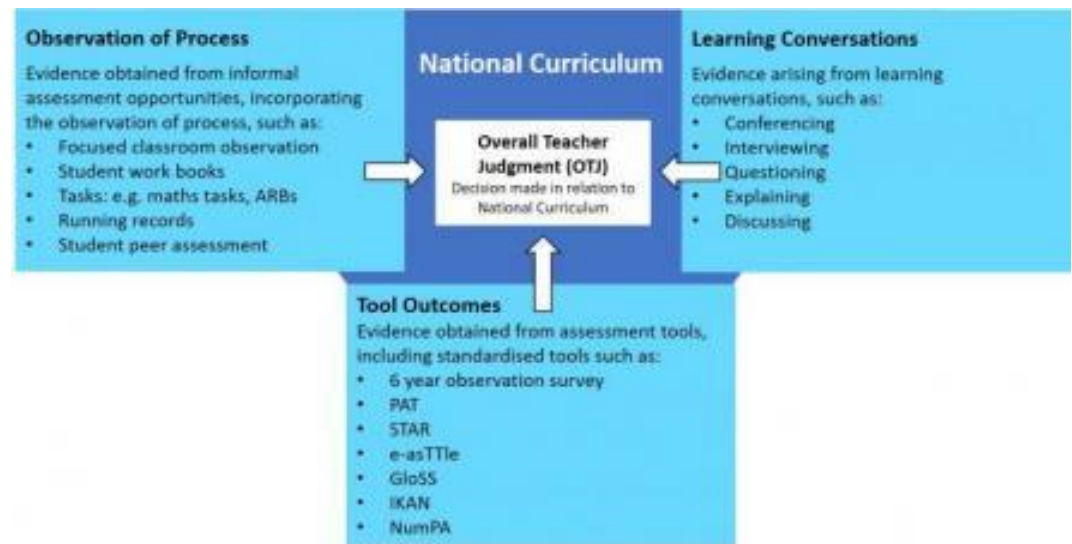
There are two sets of data included;

- One set is the mid-year data which looks at how students are progressing TOWARDS end of year curriculum level expectations for their year group. Judgments are made based on the evidence available at that time. Generally, this will be just under two terms of teaching and learning. Please note that with the 2020 data Covid 19 lockdown level restrictions affected 9 weeks of the year, reducing instructional time in the classroom by just shy of a term. This reduced not only the opportunity to teach but also the opportunity for teacher to observe (and students to show) what students can do in a range of contexts.
- One set is the end of year data which looks at how students fared against the end of year curriculum level for their year group. Judgments would be based on just under four terms of teaching and learning.

In terms of making judgements an overall teacher judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgment about a student's progress and achievement.



Sources of evidence to make overall teacher judgements



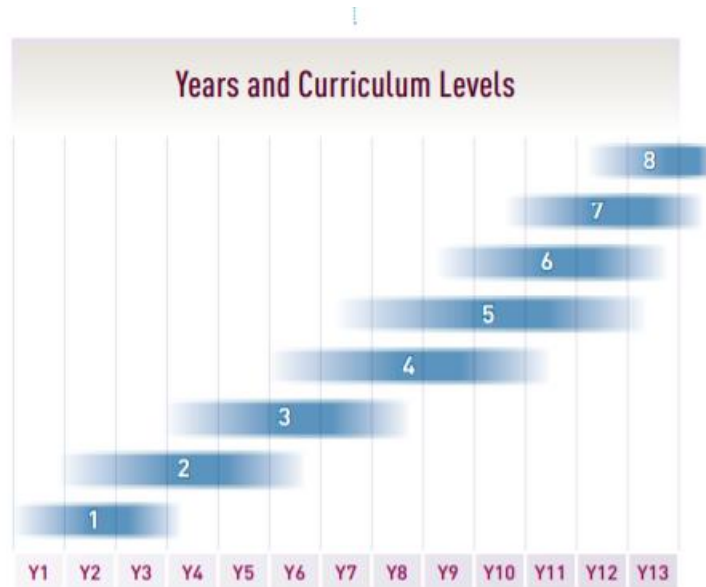
No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability. Because of this, to assess a student in relation to National Curriculum levels, teachers need to bring together a range of evidence in order to form an overall teacher judgment. Overall teacher judgments of

achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered in the following three ways:

- **Observing** the process a student uses to complete a learning task.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering** results from formal assessments, including standardised tools.

This gathering of information from a range of sources increases the dependability of the Overall Teacher Judgement.

Curriculum Level Expectations are set in the New Zealand Curriculum as follows;



This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted, and those who come from non-English-speaking backgrounds

In order to closely measure these and identify a pathway of expectations to ensure by the end of Year 8 most students are working in Level 4, Te Horo School has specified these end of year curriculum expectations for year groups;

Year 1 – Level 1 Proficient, Year 2 – Level 1 Advanced, Year 3 Level 2 Beginning, Year 4 Level 2 Proficient to Advanced, Year 5 Level 3 Beginning, Year 6 Level 3 Proficient to Advanced, Year 7 Level 4 Beginning, Year 8 Level 4 Proficient to Advanced.

Please note: that Year 4, 6 and 8 end of year expectations are within the range of two sub levels of the curriculum.

Reading

	Mid 2020
	Year 2
Needs Support	22.7%
On track with Support	22.7%
On track	45.5%
Already there	9.1%
Already Beyond	

	End 2019
	Year 1
Not yet met	25%
Met	60%
Beyond	15%

	Mid 2019	Mid 2020
	Year 2	Year 3
Needs Support	13.8%	8.0%
On track with Support		
On track	34.5%	68.0%
Already there	48.3%	20.0%
Already Beyond		4.0%

	End 2018	End 2019
	Year 1	Year 2
Not yet met	15%	11.1%
Met	75%	74.1%
Beyond		14.8%

	Mid 2019	Mid 2020
	Year 3	Year 4
Needs Support		18.2%
On track with Support		
On track	45.0%	31.8%
Already there	50.0%	50.0%
Already Beyond	5.0%	

	End 2018	End 2019
	Year 2	Year 3
Not yet met	26%	20%
Met	21%	35%
Beyond	53%	45%

	Mid 2019	Mid 2020
	Year 4	Year 5
Needs Support	6.9%	9.7%
On track with Support		12.9%
On track		22.6%
Already there	34.5%	29.0%
Already Beyond	0.0%	25.8%

	End 2018	End 2019
	Year 3	Year 4
Not yet met	13%	17.9%
Met	42%	42.9%
Beyond	45%	39.3%

	Mid 2019	Mid 2020
	Year 5	Year 6
Needs Support	18.8%	20.7%
On track with Support		
On track	21.9%	27.6%
Already there	34.4%	44.8%
Already Beyond	25.0%	6.9%

	End 2018	End 2019
	Year 4	Year 5
Not yet met	19%	24.2%
Met	42%	30.3%
Beyond	39%	45.5%

	Mid 2019	Mid 2020
	Year 6	Year 7
Needs Support	7.9%	2.8%
On track with Support		5.6%
On track	31.6%	22.2%
Already there	42.1%	47.2%
Already Beyond	18.4%	22.2%

	End 2018	End 2019
	Year 5	Year 6
Not yet met	8%	7.9%
Met	53%	60.5%
Beyond	39%	31.6%

	Mid 2019	Mid 2020
	Year 7	Year 8
Needs Support	21.1%	20.6%
On track with Support	26.3%	
On track	21.1%	11.8%
Already there	18.4%	61.8%
Already Beyond		5.9%

	End 2018	End 2019
	Year 6	Year 7
Not yet met	8%	22.2%
Met	50%	44.4%
Beyond	42%	33.3%

Writing

	Mid 2020
	Year 2
Needs Support	9.1%
On track with Support	
On track	54.5%
Already there	31.8%
Already Beyond	4.5%

	End 2019
	Year 1
Not yet met	35%
Met	30%
Beyond	35%

	Mid 2019	Mid 2020
	Year 2	Year 3
Needs Support	27.6%	20.0%
On track with Support		
On track	58.6%	40.0%
Already there	13.8%	36.0%
Already Beyond		4.0%

	End 2018	End 2019
	Year 1	Year 2
Not yet met	15%	25.9%
Met	85%	55.6%
Beyond		18.5%

	Mid 2019	Mid 2020
	Year 3	Year 4
Needs Support	15.0%	22.7%
On track with Support		
On track	40.0%	9.1%
Already there	35.0%	68.2%
Already Beyond	10.0%	

	End 2018	End 2019
	Year 2	Year 3
Not yet met	21%	38.1%
Met	47%	23.8%
Beyond	32%	38.1%

	Mid 2019	Mid 2020
	Year 4	Year 5
Needs Support	3.6%	21.4%
On track with Support		10.7%
On track	25.0%	50.0%
Already there	67.9%	21.4%
Already Beyond	3.6%	7.1%

	End 2018	End 2019
	Year 3	Year 4
Not yet met	23%	20.7%
Met	58%	65.5%
Beyond	19%	13.8%

	Mid 2019	Mid 2020
	Year 5	Year 6
Needs Support	12.5%	37.9%
On track with Support	15.6%	
On track	28.1%	41.4%
Already there	25.0%	13.8%
Already Beyond	18.8%	6.9%

	End 2018	End 2019
	Year 4	Year 5
Not yet met	27%	36.4%
Met	55%	39.4%
Beyond	18%	24.2%

	Mid 2019	Mid 2020
	Year 6	Year 7
Needs Support	7.9%	14.8%
On track with Support		33.3%
On track	21.1%	25.9%
Already there	55.3%	37.0%
Already Beyond	15.8%	22.2%

	End 2018	End 2019
	Year 5	Year 6
Not yet met	17%	13.2%
Met	72%	68.4%
Beyond	11%	18.4%

	Mid 2019	Mid 2020
	Year 7	Year 8
Needs Support	26.3%	32.4%
On track with Support	42.1%	
On track	18.4%	41.2%
Already there	13.2%	26.5%
Already Beyond		

	End 2018	End 2019
	Year 6	Year 7
Not yet met	13%	60%
Met	84%	28.6%
Beyond	3%	11.4%

Maths

	Mid 2020
	Year 2
Needs Support	9.1%
On track with Support	
On track	50%
Already there	36.4%
Already Beyond	4.5%

	End 2019
	Year 1
Not yet met	10%
Met	85%
Beyond	5%

	Mid 2019	Mid 2020
	Year 2	Year 3
Needs Support	24.1%	36.0%
On track with Support		
On track	55.2%	24.0%
Already there	20.7%	36.0%
Already Beyond		

	End 2018	End 2019
	Year 1	Year 2
Not yet met	5%	37%
Met	95%	48.1%
Beyond		14.8%

	Mid 2019	Mid 2020
	Year 3	Year 4
Needs Support	20.0%	18.2%
On track with Support		
On track	25.0%	22.7%
Already there	25.0%	59.1%
Already Beyond	30.0%	

	End 2018	End 2019
	Year 2	Year 3
Not yet met	26%	33.3%
Met	37%	23.8%
Beyond	37%	42.9%

	Mid 2019	Mid 2020
	Year 4	Year 5
Needs Support	17.2%	19.4%
On track with Support	13.8%	
On track		
Already there	41.4%	22.6%
Already Beyond	27.6%	9.7%

	End 2018	End 2019
	Year 3	Year 4
Not yet met	22%	24.1%
Met	55%	48.3%
Beyond	23%	27.6%

	Mid 2019	Mid 2020
	Year 5	Year 6
Needs Support	15.6%	24.1%
On track with Support	37.5%	
On track	9.4%	37.9%
Already there	15.6%	27.6%
Already Beyond	21.9%	10.3%

	End 2018	End 2019
	Year 4	Year 5
Not yet met	18%	45.5%
Met	70%	30.3%
Beyond	12%	24.2%

	Mid 2019	Mid 2020
	Year 6	Year 7
Needs Support	15.8%	19.4%
On track with Support		
On track	39.5%	33.3%
Already there	36.8%	33.3%
Already Beyond	7.9%	13.9%

	End 2018	End 2019
	Year 5	Year 6
Not yet met	22%	18.4%
Met	56%	71.1%
Beyond	22%	10.5%

	Mid 2019	Mid 2020
	Year 7	Year 8
Needs Support	26.3%	35.3%
On track with Support	42.1%	
On track	18.4%	20.6%
Already there	13.2%	41.2%
Already Beyond		

	End 2018	End 2019
	Year 6	Year 7
Not yet met	13%	47.2%
Met	63%	47.2%
Beyond	24%	5.6%