

1. Appendices

Appendix A: School documentation analysis criteria

Criteria
Includes targets in relation to the National Standards in Reading
National Standards reading targets specific
National Standards reading targets measurable
National Standards reading targets challenging ¹
National Standards reading targets achievable
Sub-group targets in reading focus on Māori students
Sub-group targets in reading focus on Pasifika students
Sub-group targets in reading focus on students with special needs
Sub-group targets in reading focus on students by year level
Sub-group targets in reading focus on students by gender
Sub-group targets in reading focus on other students
Includes targets in relation to the National Standards in Writing
National Standards writing targets specific
National Standards writing targets measurable
National Standards writing targets challenging
National Standards writing targets achievable
National Standards writing targets specify 100% of students to be rated 'at' or 'above'
Sub-group targets in writing focus on Māori students
Sub-group targets in writing focus on Pasifika students
Sub-group targets in writing focus on students with special needs
Sub-group targets in writing focus on students by year level
Sub-group targets in writing focus on students by gender
Sub-group targets in writing focus on other students
Includes targets in relation to the National Standards in Mathematics
National Standards mathematics targets specific
National Standards mathematics targets measurable
National Standards mathematics targets challenging
National Standards mathematics targets achievable
National Standards mathematics targets specify 100% of students to be rated 'at' or 'above'
Sub-group targets in mathematics focus on Māori students
Sub-group targets in mathematics focus on Pasifika students
Sub-group targets in mathematics focus on students with special needs
Sub-group targets in mathematics focus on students by year level
Sub-group targets in mathematics focus on students by gender
Sub-group targets in mathematics focus on other students
National Standards targets have been set taking students of all year levels into consideration
National Standards targets set using baseline data
National Standards targets focus on students who are below or well below the relevant standard
National Standards targets include a focus on progress for ALL students

All criteria were dichotomous and reports were rated as containing or not containing each feature.

¹ To be rated as challenging reading, writing and mathematics targets need to specify moving at least 50% of students rated 'well below' in 2012 to a rating of 'below' in 2013, and at least 80% of students rated 'below' in 2012 to a rating of 'at' in 2013.

Appendix B: Criteria for end-of-year report analysis

Criteria	Code	Description
Use of NS	1	Report explicitly mentions NS
	2A	Report doesn't mention NS, but includes other achievement data, which is sufficient to make an OTJ. No further analysis required.
	2B	Report doesn't mention NS, but includes other achievement data which is insufficient to make an OTJ. No further analysis required.
	2C	Report doesn't mention NS and has no other achievement data. No further analysis required.

Only those reports in category one above, that is those reports that explicitly mention the National Standards, were analysed in further detail. The further criteria applied were:

Criteria
Achievement in relation to NS is sufficient ²
Progress over time is shown on a nationally recognised scale.
If yes, which scale(s)? ³
Progress time points ⁴
Clarity ⁵
Next learning steps included in at least 2 learning areas
Descriptions of actions families can take to support student learning
Achievement in relation to NS is described using best fit
Achievement in relation to NS is described using a scale
Achievement in relation to NS is shown using diagram / table
Achievement in relation to NS is shown using words

With the exception of the criteria used to describe the way student progress is reported, the criteria are dichotomous and reports were rated as containing or not containing each feature.

² Information about where the student sits in relation to NS and details of something of significance to OTJ in terms of what they can/can't do. (Not necessarily narrative, doesn't need to identify which specific standard – assume they have used the appropriate one.) Something of significance to OTJ may include:

- Reading : Something about ability to decode and how they respond, understand, and use what they have read. Reading level/age not enough on it's own.
- Writing : Something about ability to encode (including planning, revising and publishing) and ability to use writing for a variety of purposes across the curriculum. Information about spelling not enough on it's own.
- Mathematics: something about numeracy strategy, ability to solve problems, other aspects of mathematics curriculum. Information about knowledge (eg basic facts) not enough on its own.

³ NS, curriculum levels, e-Astle, STAR, PAT, reading colours, reading recovery levels, reading chronological ages, numeracy stages

⁴ Mid 2010, end 2010, mid 2011, end 2011, mid 2012, end 2012.

⁵ Information about reading, writing, mathematics is easy to understand: text, tables, and graphs. No unexplained jargon, concise.

Appendix C: Inter-rater reliability information

Criteria	Spearman correlation	Agreement rate
Use of NS	-	1.00
Achievement in relation to NS is sufficient	1.00	1.00
Clarity	0.85	0.94
Next steps / learning goals	0.85	0.94
Descriptions of families' actions	0.92	0.96
Achievement in relation to NS is described using best fit	1.00	1.00
Achievement in relation to NS is described using a scale	1.00	1.00
Achievement in relation to NS shown using diagram/table	1.00	1.00
Achievement in relation to NS shown using words	0.93	0.98

Note that these statistics are based on the independent coding of 50 reports. Where Spearman's rho is not provided, it could not be calculated because one or both of the raters showed no variability. For these criteria the agreement rate was used as a measure of reliability

Appendix D: Online surveys

Board of Trustees Survey, November 2012

Welcome. Thank you for taking the time to complete this survey. It should take a few minutes and will help us provide the Ministry of Education with valuable information about Boards' perspectives on the implementation of National Standards. When answering questions please describe the perspectives and opinions of your Board of Trustees in general, rather than your own personal view.

The information you provide will be confidential to Maths Technology Ltd. and no school or individual will be identifiable in any of the project's reports.

***1. What is the name of your school? (This is only collected to track responses. Individual schools will not be identified in any report.)**

***2. Please identify your role on the Board of Trustees.**

- Chairperson
- Board member
- Staff representative

***3. What training and support has your Board of Trustees received this year to implement the National Standards? Tick all that apply.**

- Participated in webinars
- Worked with Ministry of Education BOT training providers
- Read material from the New Zealand School Trustees Association
- None
- Other, please describe

Other:

***4. Has your Board of Trustees received any reports about students' progress and achievement relative to the National Standards?**

- Yes
- No

Board of Trustees Survey, November 2012

Student achievement information

***5. In your view did the reports received by the Board provide a useful picture of student achievement in relation to the National Standards?**

	Yes	No	Doesn't apply
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us more.

***6. Please indicate whether, in general, reported achievement levels were lower, higher or about what the Board expected them to be.**

Achievement against National Standards

Reading	<input type="text"/>
Writing	<input type="text"/>
Mathematics	<input type="text"/>

If you have any comments please note them here.

***7. Did the reports received by the Board provide a useful picture of student progress from the end of 2011 to the end of 2012 in relation to the National Standards?**

	Yes	No	Doesn't apply
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If yes, please tell us more.

Board of Trustees Survey, November 2012

***8. How has the Board of Trustees used the National Standards progress and achievement information it has received? Tick all that apply.**

- We have taken some action, please describe below.
- We are planning to take some action, please describe below.
- We have nothing planned at this stage.

Actions planned or taken:

Board of Trustees Survey, November 2012

Understandings and opinions

***9. Please indicate whether you think each statement about National Standards is true or false, or whether you are not sure.**

	True	False	Not sure
National Standards are intended to provide reference points for student achievement at particular points in time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards describe current levels of student achievement in New Zealand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to lift the achievement of those students that are currently not on track to succeed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to provide detailed information about students' next learning steps which can inform teaching on a day to day basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to increase students' access to the breadth of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are aligned to the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***10. Please rate your agreement with the following statements.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not sure
National Standards are intended to lift achievement in reading, writing and maths by being clear about what students need to achieve, and by when.	<input type="radio"/>					
Our Board has a good understanding of National Standards.	<input type="radio"/>					
Our Board already received clear information about student achievement before National Standards were introduced.	<input type="radio"/>					
Our Board has a clear picture of what the school is doing to implement National Standards.	<input type="radio"/>					

***11. How useful does the Board think information from National Standards will be for each of the following?**

	Very useful	Moderately useful	Minimally useful	Not useful
Setting annual school-wide targets for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting student progress and achievement to Boards of Trustees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying students for additional teaching support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying teachers' professional development needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have any comments please note them here.

Board of Trustees Survey, November 2012

***12. A range of possible unintended consequences of National Standards have been identified. In the Board's view, how likely are these consequences, and if they occurred how concerned would the Board be?**

	Likelihood	How concerning
Narrowing of the curriculum	<input type="text"/>	<input type="text"/>
League tables	<input type="text"/>	<input type="text"/>
The demotivation of students who are consistently below the standards	<input type="text"/>	<input type="text"/>
National testing	<input type="text"/>	<input type="text"/>

If you have any comments note them here.

***13. At this point, how confident is the Board that the school is effectively implementing National Standards?**

- Very confident
 Moderately confident
 Minimally confident
 Not confident
 Unsure

14. If you have any other comments about National Standards please note them here.

Principal Survey, November 2012

Introduction

Welcome

Thank you for taking the time to participate. We value your responses and understand this is a busy time of the year for you.

The main purpose of this survey is to gather information about the implementation of National Standards at your school, and your perspectives of this. Responses from the 100 schools in the monitoring sample will provide valuable information about the implementation.

***1. What is the name of your school? (This is only collected to track responses. Individual schools will not be identified in any report.)**

Making OTJs

***2. Please indicate in which areas teachers at your school made OTJs in relation to the National Standards this year. Tick all that apply.**

- Reading
- Writing
- Mathematics
- None

If none, please comment

Moderating OTJs

***3. Have teachers met this year to discuss and moderate students' OTJs?**

- Yes
- No

If no, please comment:

Principal Survey, November 2012

Moderating OTJs

***4. Please indicate the areas in which teachers at your school have moderated OTJs, or when you first plan to do this.**

	Happened 2012	Planned for 2013	No plan for this yet
Teachers moderating OTJs in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers moderating OTJs in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers moderating OTJs in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***5. How were your teachers grouped for moderation discussions? Tick all that apply.**

	Reading	Writing	Maths
All teachers in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All teachers working with a particular year level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All teachers working in a syndicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups of teachers working at the same year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't apply as we didn't moderate this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other:

***6. Which statement best describes how OTJs in READING were selected for moderation at your school? Tick all that apply.**

- A random selection of OTJs were moderated.
- The OTJs near the boundaries between the levels of the standards were moderated.
- The OTJs with inconsistent assessment evidence were moderated.
- All OTJs were moderated.
- Doesn't apply as we didn't moderate reading OTJs
- Other, please specify:

Principal Survey, November 2012

***7. Which statement best describes how OTJs in WRITING were selected for moderation at your school? Tick all that apply.**

- A random selection of OTJs were moderated.
- The OTJs near the boundaries between the levels of the standards were moderated.
- The OTJs with inconsistent assessment evidence were moderated.
- All OTJs were moderated.
- Doesn't apply as we didn't moderate writing OTJs
- Other, please specify:

***8. Which statement best describes how OTJs in MATHEMATICS were selected for moderation at your school? Tick all that apply.**

- A random selection of OTJs were moderated.
- The OTJs near the boundaries between the levels of the standards were moderated.
- The OTJs with inconsistent assessment evidence were moderated.
- All OTJs were moderated.
- Doesn't apply as we didn't moderate mathematics OTJs
- Other, please specify:

***9. What proportion of OTJs were moderated? Please provide an approximate percentage (from 0% to 100%).**

Reading	<input type="text"/>
Writing	<input type="text"/>
Mathematics	<input type="text"/>

***10. Has your school engaged in any moderation processes with other school(s) this year?**

	Yes	No	Doesn't apply as we didn't moderate this area
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If yes, please describe:

Principal Survey, November 2012

*** 11. Please rate your level of confidence in the accuracy of OTJs made by your teachers.**

	Very confident	Moderately confident	Minimally confident	Not confident	Haven't made OTJs	Not sure
Reading	<input type="radio"/>					
Writing	<input type="radio"/>					
Mathematics	<input type="radio"/>					

*** 12. Please rate your level of confidence in the consistency of your school's OTJs in each area.**

	Very confident	Moderately confident	Minimally confident	Not confident	Not applicable
Reading	<input type="radio"/>				
Writing	<input type="radio"/>				
Mathematics	<input type="radio"/>				

13. If you'd like to make any comments about moderating OTJs please note them here.

National Standards Data

*** 14. Please indicate whether you have you collated, or are you planning to collate, students' OTJs?**

- I have collated students 2012 OTJs
- I am planning to collate student' 2012 OTJs
- I am planning to collate students' 2013 OTJs
- I have no plans to collate students' OTJs

Principal Survey, November 2012

National Standards Data

*** 15. Please indicate the tools you used, or are planning to use to collate National Standards data (students' OTJs). Tick all that apply.**

- Student Management System
- Spreadsheet, for example Excel
- Other (please specify)

*** 16. For each area please indicate the extent of the National Standards data you have collated, or are planning to collate to describe ACHIEVEMENT levels.**

	School-wide data collated	Some data collated	No data collated
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where some data has been collated please describe:

*** 17. Did collated data provide a useful picture of school-wide student achievement in relation to the National Standards?**

- Yes
- No

Please comment

*** 18. Please indicate whether collated National Standards data showed achievement levels in READING where higher, lower, or about what you expected them to be.**

Achievement against National Standards

Years 1-3	<input type="text"/>
Years 4-6	<input type="text"/>
Years 7-8	<input type="text"/>

Principal Survey, November 2012

***19. Please indicate whether collated National Standards data showed achievement levels in WRITING where higher, lower, or about what you expected them to be.**

Achievement against National Standards

Years 1-3	<input type="text"/>
Years 4-6	<input type="text"/>
Years 7-8	<input type="text"/>

***20. Please indicate whether collated National Standards data showed achievement levels in MATHEMATICS where higher, lower, or about what you expected them to be.**

Achievement against National Standards

Years 1-3	<input type="text"/>
Years 4-6	<input type="text"/>
Years 7-8	<input type="text"/>

***21. For each area please indicate the extent of the National Standards data you have collated, or are planning to collate to describe students' PROGRESS.**

	School-wide data collated	Some data collated	No data collated
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where some data has been collated please describe:

***22. Did your school use National Standards information to provide targeted teaching interventions in 2012? This includes both targeted instruction within the classroom programme and instruction that is in addition to the regular classroom programme.**

Yes

No

If no, please comment

Principal Survey, November 2012

Targeted teaching interventions

This section asks you to describe the targeted teaching interventions undertaken at your school in 2012. For the purposes of this survey the term 'targeted teaching interventions' refers both to targeted instruction that is within the classroom programme and to instruction that is in addition to the regular classroom programme.

***23. Please identify whether the targeted teaching interventions in READING in 2012 were provided within the classroom programme or in addition to this.**

	Within the classroom programme	In addition to the classroom programme	No targeted teaching interventions undertaken for these students	Doesn't apply as no students rated this way
Students rated below the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students rated well below the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. If you provided targeted teaching interventions in READING within the classroom programme please describe the nature of the intervention(s) and who implemented it.

25. If you provided targeted teaching interventions in READING in addition to the classroom programme please describe the nature of the intervention(s) and who implemented it.

***26. Please identify whether the targeted teaching interventions in WRITING in 2012 were provided within the classroom programme or in addition to this.**

	Within the classroom programme	In addition to the classroom programme	No targeted teaching interventions undertaken for these students	Doesn't apply as no students rated this way
Students rated below the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students rated well below the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. If you provided targeted teaching interventions in WRITING within the classroom programme please describe the nature of the intervention(s) and who implemented it.

28. If you provided targeted teaching interventions in WRITING in addition to the classroom programme please describe the nature of the intervention(s) and who implemented it.

Principal Survey, November 2012

***29. Please identify whether the targeted teaching interventions in MATHEMATICS in 2012 were provided within the classroom programme or in addition to this.**

	Within the classroom programme	In addition to the classroom programme	No targeted teaching interventions undertaken for these students	Doesn't apply as no students rated this way
Students rated below the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students rated well below the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. If you provided targeted teaching interventions in MATHEMATICS within the classroom programme please describe the nature of the intervention(s) and who implemented it.

31. If you provided targeted teaching interventions in MATHEMATICS in addition to the classroom programme please describe the nature of the intervention(s) and who implemented it.

32. If you'd like to make any comments about using National Standards data to provide targeted teaching interventions please note them here.

***33. Did your school use National Standards information to identify teachers' professional development needs in 2012?**

Yes

No

If no, please comment

Principal Survey, November 2012

Teachers' professional development needs

***34. Please indicate your staff's overall level of need for professional development in each area.**

	No need	Minimal need	Moderate need	Critical need
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

***35. Please indicate the extent of the need for professional development at your school in each area.**

	No need	Individuals or groups of teachers with need	School-wide need
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***36. Please indicate the year levels at which your staff's need for professional development is greatest.**

	Junior (Year 1-3)	Middle (Year 4-6)	Senior (Years 7-8)	No difference by year level
Greatest need in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greatest need in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greatest need in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

37. Please describe the PLD, if any, you have put in place to address identified needs.

Reading	<input type="text"/>
Writing	<input type="text"/>
Mathematics	<input type="text"/>

Principal Survey, November 2012

Implementation and support

***38. Please indicate the areas in which National Standards school-wide student achievement targets have been included in your school's charter, or when you are planning to do this.**

	Included in 2012	Planned for 2013	No plan for this yet
Reading targets in charter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing targets in charter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics targets in charter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***39. Please indicate the areas in which National Standards student achievement information has been reported to the Board of Trustees, or when you are planning to do this.**

	Reported in 2012	Planned for 2013	No plan for this yet
Reading achievement reported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading progress reported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing achievement reported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing progress reported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics achievement reported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics progress reported	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***40. How well supported do you feel by the Ministry of Education in the areas listed (including support through advisors, published material, online information and resources).**

	Well supported	Moderately supported	Minimally supported	Unsupported
Making OTJs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moderating OTJs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting to families / whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting student achievement targets relative to National Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting National Standards achievement to the Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting National Standards achievement to the Ministry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using information from National Standards to identify students for targeted teaching interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using information from National Standards to identify teachers' professional development needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment

Principal Survey, November 2012

***41. Who did your school receive support from this year to implement the National Standards? Tick all that apply.**

- Ministry of Education contracted PLD providers, e.g. School Support Services, Learning Media Limited, Evaluation Associates.
- Independent/private consultants
- None
- Other, please specify:

***42. When did your school last participate in in-depth school-based support in these areas?**

Last in-depth PD at this school

Assessment

Literacy

Numeracy

43. If you would you like to make any other comments on the implementation of National Standards or the support you have received please note them here.

Principal Survey, November 2012

Understandings and opinions

***44. How useful have you found National Standards data for each of the following in 2012?**

	Very useful	Moderately useful	Minimally useful	Not useful	Doesn't apply
Setting annual school-wide targets for student achievement	<input type="radio"/>				
Reporting student progress and achievement to Boards of Trustees	<input type="radio"/>				
Identifying students for additional teaching support	<input type="radio"/>				
Identifying teachers' professional development needs	<input type="radio"/>				

***45. Please indicate whether each of the statements below describes an impact of National Standards in your school. If teachers were already strong in an area, please indicate this.**

	Yes	No	Already strong
Teachers are more systematic about their collection of evidence about students' progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have had to collect more evidence of student progress and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have a better understanding of what students need to be achieving at the level(s) they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have more knowledge of effective strategies for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have raised their expectation for the achievement of the students they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers more often use evidence of students' progress to inform their teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers rely more on evidence of students' progress as feedback about the effectiveness of their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal Survey, November 2012

***46. Please indicate whether you think each statement about National Standards is true or false, or whether you are not sure.**

	True	False	Not sure
National Standards are intended to provide reference points for student achievement at particular points in time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards describe current levels of student achievement in New Zealand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to lift the achievement of those students that are currently not on track to succeed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to provide detailed information about students' next learning steps which can inform teaching on a day to day basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to increase students' access to the breadth of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards focus exclusively on the skills and knowledge of classroom English programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards focus on students' use of literacy skills across all the learning areas and key competencies of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards are directly aligned to the mathematics and statistics learning area of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards are focused on students' use of mathematical skills across all the learning areas and key competencies of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers will need to discuss the assessment results of all students in order to moderate OTJs within each school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should use ALL the assessment information they have gathered throughout the year in order to make OTJs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***47. A range of possible unintended consequences of National Standards have been identified. In your view, how likely are these consequences, and if they occurred how concerned would you be?**

	Likelihood	How concerning
Narrowing of the curriculum	<input type="text"/>	<input type="text"/>
League tables	<input type="text"/>	<input type="text"/>
The demotivation of students who are consistently below the standards	<input type="text"/>	<input type="text"/>
National testing	<input type="text"/>	<input type="text"/>

Please comment:

***48. Please indicate the extent to which you think low student achievement is currently an issue in each area.**

	In your school	In New Zealand
Reading	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>

Principal Survey, November 2012

49. If you would you like to make any other comments about National Standards please note them here.

Skip logic was employed in the teacher survey. Respondents chose to focus on standards at particular year levels or answer questions in relation to reading, writing, or mathematics wherever question numbering is not consecutive.

Teacher Survey, November 2012

Introduction

Welcome

Thank you for taking the time to participate, we value your responses. We understand this is a busy time of the year for you and hope you enjoy the afternoon tea provided as a small thank-you for your time.

The main purpose of this survey is to investigate the consistency of teachers' OTJs. Responses from the 100 schools in the monitoring sample will provide valuable information about this aspect of the implementation of National Standards.

The survey is designed to be completed by small groups teachers who work with similar year levels of students. The most appropriate grouping to use will depend on the size of your school, and the number of teachers present. In larger schools this may be syndicates, or groups within syndicates. In smaller schools it will be more appropriate for the whole staff to work together. Use your discretion to group teachers in a way that suits your staff.

You will be asked to make judgments in relation to the National Standards. Given the limitations of the survey, the information provided for these judgments is much less rich than the information you use to make your own students' OTJs.

Before you begin we suggest you assemble any resources you normally use to moderate OTJs. These might include, for example, the National Standards documents and illustrations, the New Zealand Curriculum, relevant curriculum documents such as the Literacy Learning Progressions or the Number Framework, and school-developed documentation.

***1. What is the name of your school? (This is only collected to track responses. Individual schools will not be identified in any report.)**

***2. Did you make any Overall Teacher Judgements (OTJs) in relation to the National Standards in reading, writing, or mathematics this year?**

Yes

No

If no, please tell us more.

Teacher Survey, November 2012

Mathematics Standards

This section asks you to make judgments in relation to the National Standards in Mathematics. As a group, you will be asked to:

1. Make judgements about student work samples that illustrate aspects of a standard.
2. Collate previously made judgements into an OTJ.

***3. Please choose which mathematics standard you'd like to work with. Select a standard that is close to the year level of the students that you work with.**

- After 2 years at school
- By the end of Year 4
- By the end of Year 6
- By the end of Year 8
- We didn't make mathematics OTJs this year

Teacher Survey, November 2012

Judging Samples of Assessment Information (Y4)

Mathematics Standard, By the end of Year 4

Each of the three samples below illustrate **one aspect** of a student's performance in relation to the standard.

Please note that the three samples have been collected from a **range of children**. They are not all taken from the same child.

Sample A

Please look at Libby's GloSS recording sheet below and decide together the most appropriate judgment against the by the end of Year 4 Mathematics Standard. Record your answer in the question below.

Recording Sheet – GloSS Form E F G H I J K L (Circle as appropriate)

Name: Libby Year Level: 4 Date: 10-11-12

Stage Summary

Addition and Subtraction	0	1	2	3	4	<u>5</u>	6	7	8
Multiplication and Division				3	4	<u>5</u>	6	7	8
Ratios and Proportions					4	<u>5</u>	6	7	8
Global Stage for Expectations									

Follow the instructions on the relative GloSS form, and circle the strategy stage at which you rate the student. Briefly record the strategies shared by the student in the space provided.

<p>Task 1 – Add / Sub Stage 1? Observations: <u>Get 10 counters</u> ✓ Decision: Stage 0 / <u>Go on</u></p>	<p>Task 2 – Add/Sub Stage 2/3? Observations: <u>3 + 4</u> <u>known fact</u> ✓ Decision: Stage 1 Stage 2 <u>Go on</u></p>	
<p>Task 3 – Add / Sub Stage 4/5? Observations: <u>8 + 7</u> <u>(8 + 2) + 5</u> ✓ Decision: Stage 3 Stage 4 <u>Go on</u></p>	<p>Task 4 – Mult / Div Stage 5? Observations: <u>4 × 6</u> <u>6 + 6 = 12</u> <u>12 + 12 = 24</u> ✓ Decision: Stage 4 <u>Go on</u></p>	<p>Task 5 – Prop / Ratios Stage 5? Observations: <u>1/4 of 12</u> <u>6 + 6 = 12</u> <u>3 + 3 + 3 + 3 = 12</u> ✓ Decision: Stage 4 <u>Go on</u></p>
<p>Task 6 – Add / Sub Stage 6? Observations: <u>83 - 28</u> <u>80 - 30 - 2</u> × Decision: <u>Stage 5</u> / Stage 6 / <u>Go on</u></p>	<p>Task 7 – Mult / Div Stage 6? Observations: <u>5 × 13</u> <u>13 + 13 = 26</u> × <u>26 + 13 = 39 ... runs out.</u> <u>didn't attempt.</u> Decision: <u>Stage 5</u> / Stage 6 / <u>Go on</u></p>	<p>Task 8 – Prop / Ratios Stage 6? Observations: <u>3/5 of 20.</u> Decision: <u>Stage 5</u> / Stage 6 / <u>Go on</u></p>
<p>Task 9 – Add / Sub Stage 7? Observations: Decision: Stage 6 / Stage 7 / <u>Go on</u></p>	<p>Task 10 – Mult / Div Stage 7? Observations: Decision: Stage 6 / Stage 7 / <u>Go on</u></p>	<p>Task 11 – Prop / Ratios Stage 7? Observations: Decision: Stage 6 / Stage 7 / <u>Go on</u></p>
<p>Task 12 – Mult / Div Stage 8? Observations: Decision: Stage 7 / Stage 8</p>	<p>Task 13 – Prop / Ratios Stage 8? Observations: Decision: Stage 7 / Stage 8</p>	

Teacher Survey, November 2012

***12. As a group, it is our judgment that Libby's performance for this aspect of the standard is:**

- Above** the end of Year 4 standard, i.e. the best-fit standard is the end of Year 5
- At** the end of Year 4 standard, i.e. the best-fit standard is the end of Year 4
- Below** the end of Year 4 standard, i.e. the best-fit standard is after 3 years at school
- Well Below** the end of Year 4 standard, i.e. the best-fit standard is after 2 years at school

Sample B

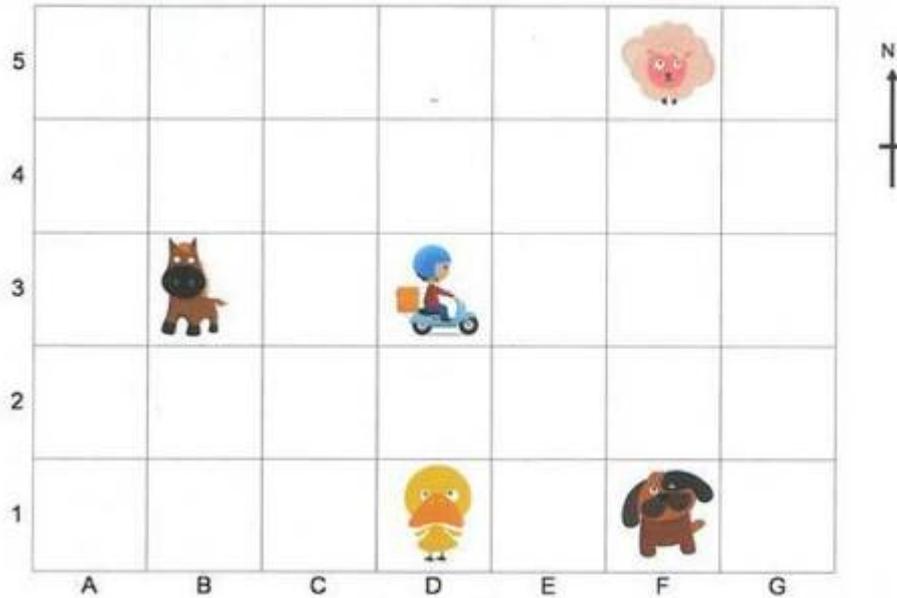
Please look at Tere's recording sheet for the describing locations task and decide together the most appropriate judgment against the end of Year 4 Mathematics Standard. Record your answer in the question below.

Teacher Survey, November 2012

Tere

Danny's Deliveries

Danny has deliveries for the animals. Help him by writing down the location of each animal and the direction he needs to travel to get there.



Duck is at D1. Go South.
 Horse is at B3. Go west
 Dog is at F1. Go south-east.
 Sheep is at F5. Go north-east.

***13. As a group, it is our judgment that Tere's performance for this aspect of the standard is:**

- Above** the end of Year 4 standard, i.e. the best-fit standard is the end of Year 5
- At** the end of Year 4 standard, i.e. the best-fit standard is the end of Year 4
- Below** the end of Year 4 standard, i.e. the best-fit standard is after 3 years at school
- Well Below** the end of Year 4 standard, i.e. the best-fit standard is after 2 years at school

Teacher Survey, November 2012

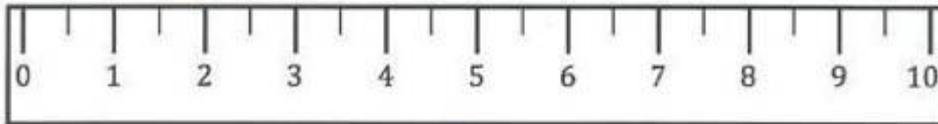
Sample C

Please look at Cam's recording sheet for the measurement task and decide together the most appropriate judgment against the end of year 4 Mathematics Standard. Record your answer in the question below.

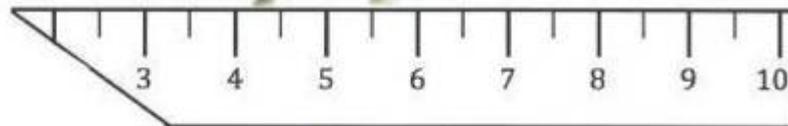
Cam

Measuring toy dinosaurs

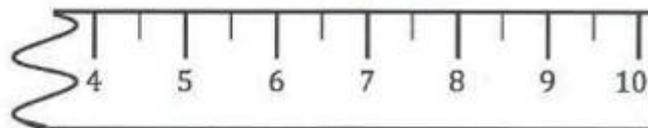
Three children measured some toy dinosaurs. Some of the rulers were broken so they had to be very careful. Can you help them?



How long is the blue dinosaur? 3 cm



How long is the green dinosaur? 8 cm



How long is the orange dinosaur? 9 cm

Teacher Survey, November 2012

***14. As a group, it is our judgment that Cam's performance for this aspect of the standard is:**

- Above** the end of Year 4 standard, i.e. the best-fit standard is the end of Year 5
- At** the end of Year 4 standard, i.e. the best-fit standard is the end of Year 4
- Below** the end of Year 4 standard, i.e. the best-fit standard is after 3 years at school
- Well Below** the end of Year 4 standard, i.e. the best-fit standard is after 2 years at school

***15. Did you have difficulty arriving at a consensus judgment for the three samples?**

Please choose the best description for the level of agreement within the group.

- Ready agreement
- Agreement quickly negotiated
- Considerable negotiation required
- No agreement

Please identify the cause of any disagreement.

***16. Please identify any resources you used in the process of judging the samples.**

Tick all that apply.

- Professional knowledge of teachers involved
- The Mathematics Standards
- National Standards Illustrations: Mathematics
- The New Zealand Curriculum
- The Numeracy Project Diagnostic Interview (Book 2)
- The Getting Started Numeracy Book (Book 3)
- The Number Framework (Book 1)
- School-developed annotated work samples
- School-developed descriptions of performance
- Other (please specify)

Teacher Survey, November 2012

Making an OTJ (Y4)

Mathematics Standard, By the end of year 4

The table below summarises four pieces of assessment information from **one child**: Marama. She is in year 4 and the assessment information has been collected at the end of the year. As a group, please look at all of the information and use it to make an OTJ. Note that the table gives both best-fit ratings and ratings against the end of year 4 standard. Record your answer in the question below.

Year 4: Marama

Assessment	Strand / Score	Best-fit standard	Rating against the end of Year 4 standard
GloSS interview	Number and Algebra	5	Above
IKAN	Number and Algebra	5	Above
Task involving creating nets for 3D shapes	Geometry and Measurement	5	Above
PAT: Mathematics	Scale score 38.4patm, stanine 6	4	At

*17. Based on the assessment information provided it is our OTJ that Marama is:

- Above** the end of Year 4 standard, i.e. the best-fit standard is the end of Year 5
- At** the end of Year 4 standard, i.e. the best-fit standard is the end of Year 4
- Below** the end of Year 4 standard, i.e. the best-fit standard is after 3 years at school
- Well Below** the end of Year 4 standard, i.e. the best-fit standard is after 2 years at school

*18. Please indicate the level of importance you placed on each piece of assessment information when making the OTJ.

	Very important	Moderately important	Minimally important	Used to confirm/disconfirm the OTJ
GloSS interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IKAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nets for 3D shapes task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAT: Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Survey, November 2012

***19. Did you have difficulty arriving at an OTJ? Please choose the best description for the level of agreement within the group.**

- Ready agreement
- Agreement quickly negotiated
- Considerable negotiation required
- No agreement

Please identify the cause of any disagreement.

Teacher Survey, November 2012

Writing Standards

This section asks you to make judgments in relation to the National Standards in Writing. As a group, you will be asked to:

1. Make judgements about student work samples that illustrate aspects of a standard.
2. Collate previously made judgements into an OTJ.

*** 36. Please choose which writing standard you'd like to work with. Select a standard that is close to the year level of the students that you work with.**

- After 2 years at school
- By the end of Year 4
- By the end of Year 6
- By the end of Year 8
- We didn't make writing OTJs this year

Teacher Survey, November 2012

Judging Samples of Assessment Information (Y4)

Writing Standard, By the end of Year 4

Each of the three samples below illustrate **one aspect** of a student's performance in relation to the standard.

Please note that the three samples have been collected from a **range of children**. They are not all taken from the same child.

Sample A

As part of a Science investigation about the water cycle and it's effect on climate, landforms and life, students in this Year 4 - 8 class used information from a variety of sources to explain how the water cycle occurs. The explanations will be shared on the class blog. Please look at Callum's writing sample and the teacher's observational notes below and decide together the most appropriate judgment against the end of Year 4 Writing Standard. Record your answer in the question below.

The water cycle
 The water cycle is a ~~and is~~
 never ending cycle. It happens all
 around the world the sun ~~evaporate~~
 big areas of water into clouds
 and it ~~does~~ ^{does} a lot more. The water
 cycle works like this the sun
 evaporate water into ^{water} vapor ~~what~~
 then it bump into other vapor to
 make bigger water vapor, as they join
 together they get ~~the~~ colder
 and heavier. As the cloud moves it
 can hit mountains and the water
 vapor fall to make rivers, lake
~~the~~ that make there way to
 the ocean ~~the~~ where the water

Teacher Survey, November 2012

Cycle starts again. It mostly rains on mountains because the clouds bump into mountains. The sun evaporates water vapor at the ocean because there is a bigger area of water. The water cycle is a ^{magic} cycle and it isn't happening right now. Also it happens everywhere ~~so you can see it where ever you are~~ water vapor can be snow, frost, or hail depending on how cold they get in the clouds.

Teacher observational notes

- used a spider plan
- worked independently - revised and edited himself
- plans to publish on class blog

***45. As a group, it is our judgment that Callum's performance for this aspect of the standard is:**

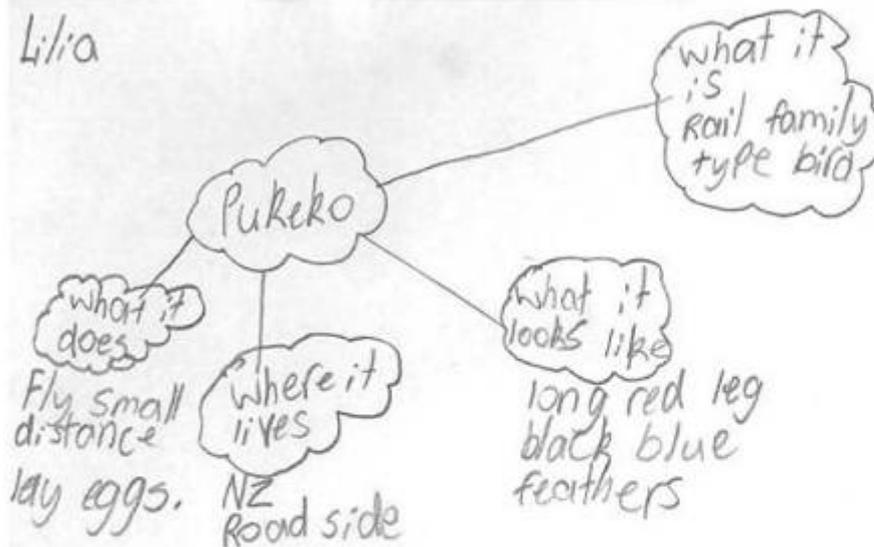
- Above the end of Year 4 standard
- At the end of Year 4 standard
- Below the end of Year 4 standard
- Well Below the end of Year 4 standard

Sample B

As part of their scientific investigation into New Zealand bird life and their adaptations for the environment, Lilia wrote a descriptive report on a particular bird. Please look at Lilia's writing sample and the teacher's observational notes below and decide together the most appropriate judgment against the end of Year 4 Writing Standard. Record your answer in the question below.

Teacher Survey, November 2012

Lilia



All about Pukeko.

Pukeko are from the rail family. It is a ^{type of} bird. Pukeko have long, red legs with a red beak. They have black and blue plumage, otherwise known as feathers. Baby ~~put~~ Pukeko have fluffy black plumage with black legs. You will find Pukeko in NZ often by the road side. They prefer to walk rather than fly from danger. So when they fly they fly clumsily often just for a small distance and they just above the ground - a funny sight. Pukeko lay white eggs. I like baby Pukeko because they are warm and cuddly.

Teacher observational notes

- Lilia said she chose the bubble plan because it helps her "organise her ideas better"
- wants to publish on class blog and include a labeled diagram of pukeko body parts

Teacher Survey, November 2012

***46. As a group, it is our judgment that Lilia's performance for this aspect of the standard is:**

- Above** the end of Year 4 standard
- At** the end of Year 4 standard
- Below** the end of Year 4 standard
- Well Below** the end of Year 4 standard

Sample C

As part of a Social Studies/English unit, Libby's class have been writing retells of myths and legends. Please look at Libby's writing sample and the teacher's observational notes below and decide together the most appropriate judgment against the end of Year 4 Writing Standard. Record your answer in the question below.

Teacher Survey, November 2012

Rata's canoe

Retold by Libby

Rata wanted to make a canoe so he chopped down a huge tree.

Then he went home.

When he returned the next day the tree was standing up again.

So he cut it down again. Then he went home. The

next day the tree

Teacher Survey, November 2012

was standing up again! Rata new he had a problem. That night he hid quietly in the ^{dark} bushes and he saw the birds and insects flying over his canoe putting it back together as the hung tree. The next morning he talked to the birds and insects and they said

Teacher Survey, November 2012

"You forgot to ask
Tane, the God of the
forest." "Oh sorry I will" Once
he did that the birds
and insects made a
canoe for him. Then
he sailed away to see
his father

Teacher observational notes

- used a 4 picture plan and ticked off each one as she wrote
- used class word list for Tane, Rata, canoe

Teacher Survey, November 2012

***47. As a group, it is our judgment that Libby's performance for this aspect of the standard is:**

- Above** the end of Year 4 standard
- At** the end of Year 4 standard
- Below** the end of Year 4 standard
- Well Below** the end of Year 4 standard

***48. Did you have difficulty arriving at a consensus judgment for the three samples?**

Please choose the best description for the level of agreement within the group.

- Ready agreement
- Agreement quickly negotiated
- Considerable negotiation required
- No agreement

Please identify the cause of any disagreement.

***49. Please identify any resources you used in the process of judging the samples.**

Tick all that apply.

- Professional knowledge of teachers involved
- The Writing Standards
- National Standards Illustrations: Writing
- The New Zealand Curriculum
- The Literacy Learning Progressions
- School-developed annotated work samples
- School-developed descriptions of performance
- Other (please specify)

Teacher Survey, November 2012

Making an OTJ (Y4)

Writing Standard, By the end of year 4

The table below summarises four pieces of assessment information from **one child**: Eva. She is in year 4 and the assessment information has been collected at the end of the year. As a group, please look at all of the information and use it to make an OTJ against the end of Year 4 Writing Standard for Esther. Record your answer in the question below.

Eva, Year 4

Assessment task	NZC Learning Area and Context / Score	Rating against the end of Year 4 standard
Factual report	Social Sciences - report written from notes taken when interviewing whānau members about school "in their day"	At
Persuasive letter	Science - investigation of effects of erosion on local beach, letter to local council requesting money to build retaining walls	At
Personal response	The Arts – understanding dance in context – personal response in reflective journal about school's involvement in local Polyfest	At
e-AsTTle Writing	Overall level 3B	Above

*50. Based on the assessment information provided it is our OTJ that Eva is:

- Above the end of Year 4 standard
 At the end of Year 4 standard
 Below the end of Year 4 standard
 Well Below the end of Year 4 standard

*51. Please indicate the level of importance you placed on each piece of assessment information when making the OTJ.

	Very important	Moderately important	Minimally important	Used to confirm/disconfirm the OTJ
Factual report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuasive letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-asTTle Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Survey, November 2012

***52. Did you have difficulty arriving at an OTJ? Please choose the best description for the level of agreement within the group.**

- Ready agreement
- Agreement quickly negotiated
- Considerable negotiation required
- No agreement

Please identify the cause of any disagreement.

Teacher Survey, November 2012

Making and Moderating Reading OTJs

***70. Please describe the process you use to make OTJs against the National Standards in reading.**

***71. Which sources of information do you use to make students reading OTJs, and how important is each source?**

	Minimal importance	Moderate importance	High importance	Used to confirm/disconfirm	Not used
Instructional text levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAT: Reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAT: Reading vocab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STAR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PM Benchmark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-asTTie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific class observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

***72. Please identify any resources you use in the process of making and moderating reading OTJs. Tick all that apply.**

	Used to make OTJs	Used to moderate OTJs
Professional knowledge of teachers involved	<input type="checkbox"/>	<input type="checkbox"/>
The Reading Standards	<input type="checkbox"/>	<input type="checkbox"/>
National Standards Illustrations: Reading	<input type="checkbox"/>	<input type="checkbox"/>
The New Zealand Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
The Literacy Learning Progressions	<input type="checkbox"/>	<input type="checkbox"/>
The English Language Learning Progressions	<input type="checkbox"/>	<input type="checkbox"/>
School-developed annotated work samples	<input type="checkbox"/>	<input type="checkbox"/>
School-developed descriptions of performance	<input type="checkbox"/>	<input type="checkbox"/>

Other (please describe)

Teacher Survey, November 2012

***73. When making a student's end-of-year reading OTJ did you consider their previous OTJs?**

- Yes
 No

If yes, please tell us more.

***74. On average how many different pieces of assessment evidence were used to inform a student's reading OTJ?**

- None
 1-2
 3-4
 5-6
 7-8
 9-10
 More than 10

***75. Please indicate the time from the OTJ of the most recent and least recent piece of assessment evidence used to inform students reading OTJs.**

	0-2 weeks	3-4 weeks	5-12 weeks	3-6 months	Longer than 6 months
Most recent	<input type="radio"/>				
Least recent	<input type="radio"/>				

***76. Approximately how many students did each teacher make reading OTJs for at the end of the year, and approximately how long did this take?**

Approximate number of reading OTJs made

Average number of minutes taken to make one reading OTJ

***77. Please rate your level of confidence in the accuracy of the reading OTJs made at your school.**

- Very confident
 Moderately confident
 Minimally confident
 Not confident

Teacher Survey, November 2012

***78. Which type of discussions were teachers at your school involved in to moderate reading OTJs? Tick all that apply.**

- Working with other teachers informally
- Systematic discussions across/within year levels
- None

***79. Please describe the process used to moderate reading OTJs at your school.**

***80. On average how many different pieces of assessment evidence would you say were discussed for a student in the moderation of their reading OTJ?**

- None
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- More than 10

***81. Approximately how many students did each teacher moderate reading OTJs for at the end of the year, and approximately how long did this take?**

Approximate number of reading OTJs moderated

Average number of minutes taken to moderate one reading OTJ

***82. Please rate your level of confidence in the consistency of reading OTJs at your school.**

- Very confident
- Moderately confident
- Minimally confident
- Not confident

83. If you have any other comments you would like to make about making or moderating OTJs please note them here.

Teacher Survey, November 2012

Tracking Students' Progress in Reading

***112. Which measures did you use to systematically track students' progress in reading from the end of 2011 to the end of 2012? Tick all that apply.**

- OTJs
- Instructional text levels
- PAT: Reading comprehension
- PAT: Reading vocab
- STAR
- PM Benchmark
- e-asTTie
- None
- Other (please specify)

113. If applicable, please describe the way you used OTJs to track students' progress in reading from the end of 2011 to the end of 2012.

Teacher Survey, November 2012

Impact and Value of Working with National Standards

***118. Please indicate your level of agreement with the following statements about changes in your work as a result of National Standards.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not sure
We are more systematic about our collection of evidence about students' progress.	<input type="radio"/>					
We have had to collect more evidence of student progress and achievement.	<input type="radio"/>					
We have a better understanding of students need to be achieving at the level(s) we teach.	<input type="radio"/>					
We have more knowledge of effective strategies for teaching.	<input type="radio"/>					
We have raised our expectation for the achievement of the students we teach.	<input type="radio"/>					
We more often use evidence of students' progress to inform our teaching practice.	<input type="radio"/>					
We rely more on evidence of students' progress as feedback about the effectiveness of our teaching.	<input type="radio"/>					

***119. Please indicate your level of agreement with the following statements about the impact of National Standards on students and families.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not sure
Families seem more engaged with the reports on their child's progress and achievement.	<input type="radio"/>					
Students who are not achieving well appear less positive about their reports than in previous years.	<input type="radio"/>					
Students who are achieving well appear more positive about their reports than in previous years.	<input type="radio"/>					

***120. How useful have you found progress and achievement information from National Standards for each of the following?**

	Very useful	Moderately useful	Minimally useful	Not useful
Communicating with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying students for additional teaching support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Survey, November 2012

***121. Please indicate whether you think each statement about National Standards is true or false, or whether you are not sure.**

	True	False	Not sure
National Standards are intended to provide reference points for student achievement at particular points in time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards describe current levels of student achievement in New Zealand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to lift the achievement of those students that are currently not on track to succeed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to provide detailed information about students' next learning steps which can inform teaching on a day to day basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to increase students' access to the breadth of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards focus exclusively on the skills and knowledge of classroom English programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards focus on students' use of literacy skills across all the learning areas and key competencies of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards are directly aligned to the mathematics and statistics learning area of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards are focused on students' use of mathematical skills across all the learning areas and key competencies of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers will need to discuss the assessment results of all students in order to moderate OTJs within each school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should use ALL the assessment information they have gathered throughout the year in order to make OTJs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

122. If you have any other comments you would like to make about working with the National Standards or their effect on your professional knowledge please note them here.

Teacher Survey, November 2012

Demographic Information

***123. Please indicate the teaching experience of each teacher in your group.**

	Less than 1 year	1-5 years	More than 5 years
Teacher 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If more than 5 teachers, please list extra teachers here:

***124. Please indicate how long each teacher in your group has been teaching at your current school.**

	Less than 1 year	1-5 years	More than 5 years
Teacher 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If more than 5 teachers, please list extra teachers here:

***125. Please indicate the year levels of the students in each teachers class. Tick all that apply.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Teacher 1	<input type="checkbox"/>									
Teacher 2	<input type="checkbox"/>									
Teacher 3	<input type="checkbox"/>									
Teacher 4	<input type="checkbox"/>									
Teacher 5	<input type="checkbox"/>									

If more than 5 teachers, please list extra teachers here: