C:\Users\Andrew Tagg\Desktop\Capture.PNG Make judgments using a reading aspect

In this activity you will think about the learning opportunities your students have had in relation to one aspect of the reading framework. You will consider what you have noticed about this particular aspect of your students’ reading, and judge where they are best placed on this progression.

The resources used in this activity can be found by going to the Learning Progressions Frameworks <https://curriculumprogresstools.education.govt.nz/lpf-tool/>

|  |  |  |  |
| --- | --- | --- | --- |
| **1.** | **Identify an aspect that you want to make judgments for** | | |
| Identify an aspect that you want to make judgments for. This may be in relation to a focus you’ve had on reading for a particular purpose in different curriculum areas or something that has been an emphasis in your formal reading programme. Check your understanding of the aspect by considering the aspect descriptor and big ideas behind the signposts that are likely to be the most relevant to your class. | | | |
|  |  | | |
| **What to do …** | |  | **Record your answers** |
| What aspect of the reading framework do you want to make judgments for?  Note down the big ideas about this aspect that are likely to be most relevant to your class. | |  |  |
|  |
| **What to do …** | |  | **Record your answers** |
| Identify the key opportunities that students have had to demonstrate knowledge and skills related to that aspect over the last 10–12 weeks. Consider all areas of the curriculum where the students have been required to read as part of a learning task. | |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2.** | **Which signposts are most applicable to your classroom programme?** | | | |
| Which signposts on the progression for that aspect are the most relevant to the level of reading-related knowledge and skills that the students have demonstrated in a range of learning activities? These are likely to be the best-fit signposts for your class. Note that the level of reading for most of the aspects in a single year-level classroom will span 2–3 signposts. Sometimes a class may span three or more signposts and occasionally just one signpost may be applicable. | | | | |
|  | | | |
| **What to do …** | |  | **Record your answers** | |
| Identify the signpost/s that are most relevant to the learning opportunities your students have experienced. For each one, briefly note a couple of relevant learning activities or opportunities. | |  | *Signpost X: activity, activity*  *Signpost Y: activity, activity* | |

|  |  |  |  |
| --- | --- | --- | --- |
| **3.** | **Think about your students** | | |
| Think about your students in relation to the knowledge and skills that you noticed them using when they were reading. Your students will naturally cluster into groups with **a similar level of knowledge and skills in relation to that aspect**. You may also have students who stand alone (for example, students on IEPs). Check that you are considering your students in relation to the specific aspect rather than using an “overall” view of their reading. | | | |
|  |  | | |
| **What to do …** | |  | **Record your answers** |
| Identify the clusters of students in your class. Order the clusters from the one representing the highest level of capability on the aspect to the one representing the lowest. Some of your students may “stand alone”. For example, students who have accelerated ahead of other students or who are on an IEP. | |  | *Cluster 1: student, student, student…*  *Cluster 2: …*  *Cluster 3: …*  *Student:* |

|  |  |  |  |
| --- | --- | --- | --- |
| **4.** | **Identify the best-fit signpost for each cluster** | | |
| Think about each of your clusters in turn. For each cluster, identify the signpost that provides descriptions of students working at a similar level of capability to the students in the cluster. This ‘best-fit’ signpost should exemplify the kind of things that the students in your cluster demonstrate largely by themselves and most of the time.  It is important to remember that PaCT requires you to make best-fit decisions. Rather than looking for a perfect match between a student and a set of illustrations, you are looking for the signpost which is the closest or best-fit. The signposts were deliberately developed to be distinct and well-spread, so making the best-fit decision will usually be straightforward. If you aren’t sure, it is useful to look at the signpost above and confirm it is too sophisticated, and the one below to confirm it is not sophisticated enough.  Once you have decided which signpost is the best-fit for a cluster, then that signpost will usually be the best-fit for all students in that cluster. It is important to double-check that each student belongs in the cluster. | | | |
|  |  | | | |
| **What to do …** | |  | **Record your answers** |
| For each of the clusters of students ranked in Step 3 above, identify the best-fit signpost.  You may find that more than one of your clusters are at the same signpost. | |  | *Cluster 1: signpost?*  *Cluster 2: signpost?*  *Cluster 3: signpost?*  *Student: signpost?* |