

COMPETENCY 2: I have consistently used a wide variety of exemplary assessment practices that are guided by the principles of assessment (2.01), as outline by the School Curriculum and Standards Authority, to provide a comprehensive and accurate picture of student learning outcomes for my classroom, groups of students and individual students.

Upper to Middle Primary Evaluation of Soundwaves (SW) Spelling: Since 2014, the whole school has been collecting data to track individual student progress in the learning areas of English and Maths (2.03) for every student through our SAER files. At the start of the year, every teacher (Year 1-6) administers the South Australian Spelling Test (SAST) as part of our term one assessment schedule. This is a way of obtaining baseline quantitative data to help evaluate a student's progress in spelling and to determine the effectiveness of our mandatory whole school spelling programme. I administered the SAST test during 2015 and again in 2016 for my current year six cohort of students. The results obtained enabled me to evaluate the progress my students had made over time and the resulting data showed a phenomenal improvement for this group of students. The entire class showed a spelling age score improvement average of 3.52 years (2.05). My SAER student's spelling age score improved from 6.5 years to 9.7 years (from Sierra Leone). My PEAC student's spelling age score improved 3.8 years. What this data told me was that my spelling routine (competency one) is extremely effective at improving spelling outcomes for all of my students. I initiated a discussion with my Principal regarding my impressive results and I offered to lead a review of our SW spelling program to help determine the teaching practices that made these results possible. I would later use this review to create a Soundwaves PL session to investigate a future 'spelling block' (competency four). He was impressed by my results and accepted my offer. I also discovered that the year 3/4 classroom (2015, 2.09) achieved an improvement average of 3.84 years. What this data showed me (and from our school's evaluation of SW (competency four)) was that that our mandatory whole school SW spelling programme was improving learning outcomes for our students.

Assessment of Spelling: During week one of the new school year (2016) I got my students to complete a SW diagnostic test to help determine what year level of work they should go on (2.02). Not only does this diagnostic test offer information about a student's spelling ability, it also provides information about a student's understanding of: alphabetic order, contractions, suffixes, prefixes, antonyms, synonyms, homophones, verb tense, blends and other English concepts. This assessment then guided my lesson design e.g. to include the explicit teaching of synonyms and antonyms (2.35). In addition to the diagnostic tests, I also track my students' weekly spelling test scores from an Excel spread sheet (2.04). Immediately after Friday's spelling test I ask the students for their results. If a student feels too 'shame' about their test score, I allow them to come up and show me their result without having to call it out. The spelling data I collect then informs the future direction of teaching moments to meet the learning needs of: the class and individual students. When analysing 2015's spelling data and my anecdotal notes and observations, I noticed there were two SAER students, A.I (Sierra Leone) and B.C (Indigenous), who were making insufficient progress (2.10) towards improving their spelling test scores despite a 'border line' SW diagnostic test score. After the first spelling test result, I provided them with extra assistance but this strategy was not yielding the results I was expecting. So I decided to try them at a lower level. I privately spoke to both students informing them of why I was making this decision and informed the parents of the change in their IEPs. One week after changing, both students showed greater improvement with their spelling test scores (2.10) and were able to complete more work in their SW student workbook. My assessment practices in this situation show that I am sensitive to students' needs by providing them with learning material that sufficiently prepares them for an authentic assessment of their spelling ability. Further confirmation of A.I's progress is shown with a spelling age score increase of 3.2 years from his 2016 & 2015 SAST (2.05). At the conclusion of each spelling test my students complete a reflection sheet. This sheet requires students: to write a comment about how well they went, to highlight or circle how many 'stars' well they did and to work out their percentage (V2.01). My year sixes have become so familiar and autonomous with this assessment practice they have become excellent peer tutors, teaching the year fives how to fill one out. Once filled out, they need to get their parent's signature and staple this sheet onto the same page as their test (2.17). To make sure these reflective sheets are actually seen by parents I run an information session at the start of the year regarding important school information including assessments (2.18). My parents have now come to expect a reflection sheet on Friday and will act upon a substandard result. When I tracked A.I's Friday spelling test scores, I noticed that he scored much lower than usual (2.19). A.I completed his reflection sheet as normal and took it home for his parent's to sign over the weekend. I recall A.I saying on the following Monday that his parents had 'spoken to him' about this result. The following week A.I scored a much higher result to meet the expectations of both myself and of his parents (2.20). I also send home letters explaining homework and what sort of work they can expect to see and I engage in discussions (in person or on the phone) with parents if results are not demonstrating progress. Additionally, I have also begun to publish this data onto Connect so parents can view these results on their smart phone. As a result of all this reflective work and with assistance from me, my high performing students (8) who regularly complete their spelling homework have challenged themselves by setting a goal to maintain their high spelling test scores above 80% (2.39). In summing up, this consistent, reflective practice has provided key stakeholders (parents & students) with information regarding student progress in spelling on a weekly basis.

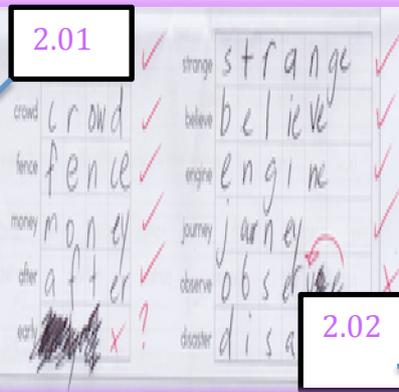
Assessment of Multiplication: At the start of the school year I run diagnostic tests (I created) to see how well my students understand the four operations (2.38) as part of the Assess, Plan & Teach learning cycle. In each operations test I have included every single type of question and subtle variations of questions applicable to an operation. Once students have completed these tests, I then compile all of this information into a customised Excel spread sheet I designed. This spread sheet is useful because I can see which types of questions students can and cannot complete. For example, at the start of this semester all of my year fives did not know how to use the box method (BM) multiplication algorithm nor were they able to use the traditional algorithm of multiplication. The year sixes knew how to use both but they could not multiply decimals using BM. I then planned a series of lessons on the four operations from this data and continually monitored my students': working

out books, Mental Maths scores and tests to determine how much they improved regarding their understanding of multiplication and included additional lessons where appropriate. By tracking data from a range of sources across the semester and planning lessons in response to this data, I was able to show an improvement in student outcomes. My year fives now know the BM algorithm (2.07), my year sixes are able to multiply numbers containing decimals using BM (2.06) and my SAER students are able to use BM if their questions contain times tables they are familiar with (2.08).

Assessment of Persuasive Texts (PT): To prepare students for one of the two NAPLAN writing texts (PT) and to provide them with a writing grade for semester one, I use a repertoire of fair and inclusive assessments and reporting strategies to provide information to students and parents about their child's progress when writing PT. In 2015 I negotiated with my students changes to the editing assessment criteria of the previous PT rubric I had been allocating to them (2.26). During this negotiation a student suggested they should receive a score for their editing and proofing skills using the ARMS and CUPS acronyms I used from Pinterest (2.16). I agreed and implemented the suggestion (2.29). This year during the assessment negotiation (which I also agreed to) a student suggested including Pathos, Ethos & Logos (PEL) persuasive devices (PD) in the arguments section of the rubric (2.32). This assessment practice allowed the students the opportunity to modify/create the assessment criteria of a PT, which helped them to better understand how a rubric works. During one of my reflections I had the idea of using the scores for ARMS & CUPS from the persuasive text rubrics to see if they correlated with a high spelling test score. This new assessment practice allowed me to see if my students actually applied their knowledge of spelling within their writing and to critically evaluate their summative grades for writing. By using this new assessment practice I was able to make consistent judgements when allocating writing grades as proven by the DoE's First Cut data of my students' NAPLAN writing scores (2.15). The writing grades (semester one, 2015) I allocated to my students were reflected in the writing band they were placed into. The only exception was M.L (2.15) who was not at Ashfield PS in 2015. To help students identify their strengths and weaknesses in writing, I use rubrics to assess the quality of the texts they produce. My persuasive writing rubric (2.25) is divided into eight rows that assess all of the paragraphs of a persuasive text, which includes important criteria such as: argument strength, paragraph/sentence structure and PD used. I also evaluate their: planning, proofing (CUPS) and editing (ARMS) skills. Each column is labelled: needs improvement, satisfactory, above satisfactory (2.27) and contains explicit, easy to understand criteria (2.29) that guides my judgement. Prior to sending home the persuasive writing homework task I allocated, I modelled to students how I assess a PT using this rubric. As part of one of my writing lessons, the students marked a persuasive text using the same rubric I would be using to assess their work. From this activity students gained a clearer understanding of what they needed to include in their writing. When marking, I highlight the areas where I see a student demonstrating a certain competency on the rubric. The strength of my PT rubric is that it clearly shows a student if a particular area: needs improvement, is satisfactory, above satisfactory or a combination of all three (2.29). After highlighting the criteria, I then decide on a mark. For example, the marks section allows me to scale the 'good' satisfactory marks from the 'excellent' satisfactory marks (2.30). Once the highlighting is completed and a percentage allocated, I then provide written feedback based on a positive, negative and interesting comment structure (2.28). Before handing back the assignment I collate all of the data into an Excel spreadsheet for analysis (2.22). What the data told me was that my students' introduction and conclusion marks (2.24) were roughly the same as the marks for their arguments (2.23). The analysis I took from this data and from re-reading the rubrics was that my students' structure was excellent (using connectives & the correct sentences) but I needed to provide more learning experiences to help my students write more convincing arguments. To ensure accuracy and consistency with my grade allocations I worked collaboratively with my Deputy Principal to moderate some of my work samples. The outcome of this moderation session confirmed that my judgements were correct to within 2 marks (2.21). After moderating I then sat down with the students and discussed with them some of the common trends I saw whilst marking. The students then completed a persuasive text reflection sheet to help give them further insight into their strengths and weaknesses (2.34) when writing PT. Finally, I sent this reflection sheet home with their marked work for their parents to sign (2.34). To make sure the students did not 'forget' to show their work to their parents, I also published their results on Connect so parents could view their child's score online through the Connect app or via a browser (2.33).

Use of ICT to Assist With Assessment: I use Plickers and Kahoots as assessment tools because they provide immediate feedback to the teacher in the form of a downloadable excel spreadsheet of results (V2.02). Plickers allows the teacher to give immediate feedback to students after they answer a question or at the end of the test. When evaluating the quality of the students' arguments for their PT this year, I felt that there was room for improvement. To confirm if the students could remember the persuasive device/s (PD) acronyms of AFORREST & PEL I conducted a formative assessment using Plickers (2.31 & V2.02). Based from the questions I created I saw that the class had a good understanding of PEL and AFORREST. Although when I followed up this data by asking students to write examples of PEL and AFORREST a number of them had trouble writing examples. This informed me that my class could recognise different PD however some students could not write examples of them when asked. When it comes to writing persuasive texts in 2017 I will include more opportunities for students to practice writing PD. I have also used Plickers and Kahoots to confirm outstanding student achievement. When deciding R.B's grades for History this year I noticed he scored 81% in the end of term History test I designed. I was seriously considering allocating him an A grade for History so I looked back over: his scores for the Plickers History quiz (primary and secondary sources of history) I created, a Kahoots' test on the Eureka Stockade (V2.02), his student work book and my anecdotal notes and observations of his progress. R.B scored 84% in the Plickers quiz, had 11/13 questions correct for the Kahoots test and had completed all of the work in his HASS workbook to a high standard. I then decided to award R.B an A in History and I sent an email to his mother to share the good news before he received his report.

Assessment Principle 1	Assessment should be an integral part of teaching and learning
Assessment Principle 2	Assessment should be educative
Assessment Principle 3	Assessment should be fair
Assessment Principle 4	Assessment should be designed to meet their specific purpose
Assessment Principle 5	Assessment should lead to informative reporting
Assessment Principle 6	Assessment should lead to a school-wide evaluation process



Concept	Activities	Score	Comments	
CS	Counting Sounds	1, 2	13/16	Good
S	Segmenting	3	10/12	"
IG	Identifying Graphemes	4, 5	18/24	" Had trouble with 'j'
SG	Selecting Graphemes	6, 7	22/30	"
B	Blends	8	12/15	"
AO	Alphabetical Order	9	6/12	"
WB	Word Building s, ed, ing	10	10/18	Need to plan for lessons Not dropping 'y'
C	Contractions	11, 12	12/20	Concepts of mistakes
SU	Suffixes	13	5/10	Unsure, mixed up suffixes
P	Prefixes	14	4/8	Unsure, matched wrong meaning
A	Antonyms	15	6/12	Some cause for concern
SY	Synonyms	16	6/12	" " " " " "
VT	Verb Tense	17	7/12	" " " " " "
H	Homophones	18	6/9	Good

2.01

2.02

Name (Soundwaves 6) (S) 2016	Unit 2 (b)	Unit 3 (a)	Unit 4 (k)	Unit 5 (e)	Unit 6 (d)	Unit 7 (i)	Unit 8 (f)	Unit 9 (o)
M.A	21	24	n/a	22	24	24	23	24
A.B	19	24	n/a	20	24	absent	25	absent
N.C	21	21	n/a	24	24	20	23	21
T.C	24	25	n/a	24	25	25	23	23
K.C	22	24	n/a	25	19	24	19	25
F.K	25	24	n/a	25	23	23	25	25
R.M	25	25	n/a	25	25	25	25	25
K.W	16	absent	n/a	18	17	12	20	absent
M.L	n/a	n/a	n/a	7	changed	-	-	-
J.W	not enrolled	16						

Name (Soundwaves 5) (11) 2016	Unit 2 (b)	Unit 3 (a)	Unit 4 (k)	Unit 5 (e)	Unit 6 (d)	Unit 7 (i)	Unit 8 (f)	Unit 9 (o)
B.C	absent	absent	n/a	absent	absent	absent	10	absent
A.J	17	18	n/a	13	15	22	8	18
J.C	25	25	n/a	25	25	25	25	absent
T.H	24	25	n/a	24	24	25	24	24
A.K	24	25	n/a	24	25	22	24	24
B.M	24	25	n/a	22	24	20	20	20
G.T	24	25	n/a	24	24	24	24	24
R.B	24	25	n/a	24	24	22	24	24
S.F	16	21	n/a	25	24	17	14	21
T.M	19	25	n/a	25	24	absent	25	22
J.L	n/a	n/a	n/a	12	13	12	14	12
A.A	n/a	n/a	n/a	22	21	25	20	23
M.L	not enrolled	not enrolled	not enrolled	unit 6	11	17	14	14
L.S	not enrolled	17	absent	15				

2.04 - Out of 25 (max score)

ASHFIELD PRIMARY SCHOOL										
INDIVIDUAL STUDENT TRACKING SUMMARY										
STUD	NAME		DATE OF BIRTH	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
	[Redacted]		12.6.05							
	NAT		DISABILITY	YES	/ NO if yes name: _____					
DOCUMENTED PLANS:										
Literacy IEP										
Numeracy IEP										
IBMP										
Attendance Plan										
Social & Emotional Plan										
TERM ONE:										
Maths Formative Test - (MTS Online)										
On Entry Testing - Writing										
On Entry Testing - Reading										
On Entry Testing - Speaking & Listening										
On Entry Testing - Numeracy										
South Australia Spelling										

2.03

2.05

A.I - SAST Score Improvement

Name (Year 5) END OF SEMESTER	Can use Box Method	Can use Box Method for Tables 1,2,5,0	Can use Box Method for Tables 3,4,6,7,8,9	Can set up Box Method	Box Method with Decimals
Jai	Yes	Yes	Yes	Yes	Yes
Tyrone	Yes	Yes	Still learning	Yes	Still learning
Aaliyah	Yes	Yes	Yes	Yes	Yes
Ben	Yes	Yes	Still learning	Yes	Still learning
Gauri	Yes	Yes	Yes	Yes	Yes
Riley	Yes	Yes	Still learning	Yes	Still learning
Shannia	Yes	Yes	Yes	Yes	Yes
Trinity	Yes	Yes	Still learning	Yes	Still learning
Aziz	Yes	Yes	Still learning	Yes	Yes
Isaac	Yes	Yes	Still learning	Yes	Still learning
Roman	Yes	Yes	Still learning	Still learning	Still learning

Name (Year 6)	2015 Spelling Age (Years)	2016 Spelling Age (Years)	Improvement (Years)	Notes
N.C	10	13.8	3.8	Capable
K.C	8.2	10.7	2.5	Capable
A.I	6.5	9.7	3.2	Sierra Leone
F.K	10.7	14.5	3.8	PEAC
R.M	11.2	15.5	4.3	Sierra Leone
K.W	absent	10.2		Indigenous
T.C	absent	14.5		Low SEI
Average	9.32	12.84	3.52	

Name (Year 5)	2015 Spelling Age (Years)	2016 Spelling Age (Years)	Improvement (Years)
R.B	6.9	10	3.1
S.F	6.3	9.2	2.9
T.H	7.2	10.9	3.7
A.K	6	11.2	5.2
G.T	7.5	11.7	4.2
C	-	10.7	-
Average	6.78	10.62	3.84

2.05

2.09

Name (Year 6)	Box Method with Decimals START OF TERM ONE	Box Method with Decimals END OF SEMESTER
Matt A	No	Yes
Alicia	No	Still learning
Nico	Yes	Yes
Tamika	Yes	Yes
Kurt	No	Yes
Faith	No	Yes
Rosa	Yes	Yes
Kara	No	Still learning
Jasmine	Not Enrolled	Still learning
B.C	Chronic absences	
Alie	No	Still learning

2.06

2.07

2.08

Name SAER END OF SEMESTER ONE	Can use Box Method	Can use Box Method for Tables 1,2,5,0	Can use Box Method for Tables 3,4,6,7,8,9	Can set up Box Method
Kara - Indigenous	Yes	Yes	Still learning	Yes
Alicia - Indigenous	Yes	Yes	Still learning	Yes
Isaac - Low attendance	Yes	Yes	Still learning	Yes
Alie - Sierra Leone	Yes	Yes	Still learning	Yes
Roman - Intellectual disability	Yes	Yes	Still learning	Still learning

Name (Soundwaves Yr 6)	Unit 2 (b)	Unit 3 (a)	Unit 4 (k)	Unit 5 (e)	Unit 7 (i)	Unit 8 (f)	Unit 9 (o)	Unit 10 (g)	Unit 11 (u)	Unit 12 (h, j)
[Redacted] (Indigenous)	absent	absent	absent	MOVED	4	6	5			
[Redacted] (Indigenous)	absent	absent	16	19	20	11				
[Redacted] (SAER) Sierra Leone	12	20	17	17	20	20				

2.10 - Before & After (out of 25)

Achievement: M – Mastered, D – Developing, B – Beginning, NE – No Evidence

EDUCATION TARGET

What do I want the student to achieve?

To correctly segment 75% of his spelling words from Soundwaves Unit 4.

To spell a minimum of 18/25 words correct during each SW spelling tests.

To correctly complete over 50% of the questions from his SW student workbook.

To correctly punctuate sentences that use talking within 90% accuracy.

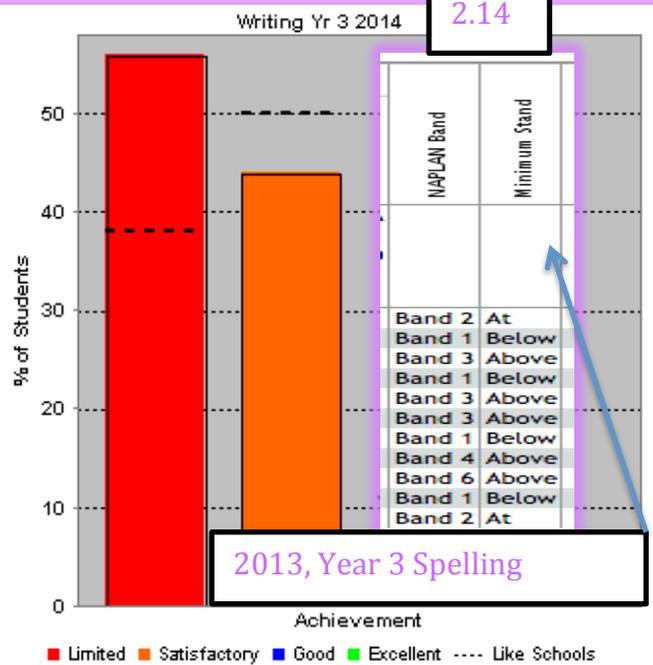
M	D	B	NE	EVALUATION Comment / Evidence / Date
	✓			Very close to achieving this target.
	✓			Allie does not regularly score over 18/25 in his Friday spelling test.
	✓			Very close to achieving this target.
			✓	Needs more practice/time to correctly show talking.

2.12 – A.I, SAER, Sierra Leone

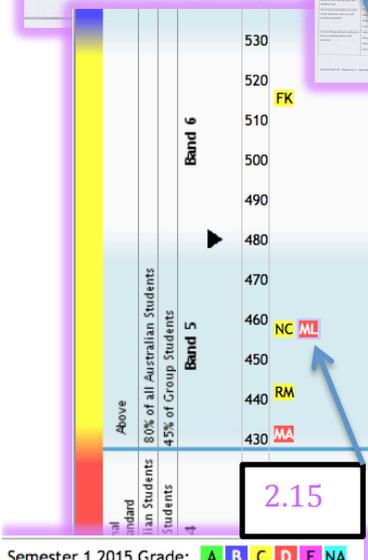
2.11

2.13

2013, Year 3 Spelling



Achievement: ■ Limited ■ Satisfactory ■ Good ■ Excellent Like Schools



2.15

Revise Edit

A Add sentences and words

R Remove unneeded words or sentences

M Move a sentence or word placement

S Substitute words or sentences for others

C Capitalization: sentences, names, places, months, titles, I

U Usage: match nouns and verbs correctly

P Punctuation: . ? ! , " "

S Spelling: check all words, use your resources

2.16

2.17

Weekly routine

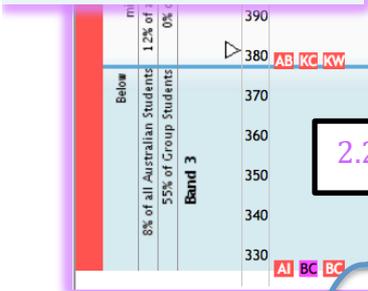
- New week = new work (Maths/English)
- Thursday is PE day. Students should wear their faction shirt on this day.
- Friday is a spelling test and mental Maths test day. Your children will be given a slip detailing their results. This will be sent home.
- Please sign this slip as it will be stapled into their English/Maths books.
- More slips will be sent home (tests etc) and I will be looking into establish a Connect page for parents.
- Connect is basically an ability to see what is happening at school e.g. log into Connect to see your child's results. This will take time to establish and should be up and running soon.

2.18

Name (Soundwaves 5)	Unit 21	Unit 22	Unit 23	Unit 24
A.I	23	11	21	20

2.19

2.20



2.21

Name	Intro (6)	Arguments (20)	Conclusion (6)	Planning (6)	ARMS (6)	CUPS (6)	Total (50)	Percentage	Note
M.A	2	7	2	2	3	3	19	38	concerning
A.B	Absent								
N.C	5	14	6	4.5	4.5	4.5	38.5	77	excellent
T.C	DNF								
K.K	2.5	10	3.5	3	3.5	3.5	25.5	51	could be better
F.K	5	16.5	5	5	5.5	5.5	42	84	excellent
R.M	4	14.5	5	4.5	4.5	4.5	36.5	73	excellent
M.L	DNF								
J.W	late enrolment								
B.C	Absent								
A.I	4	11	4	3	4	3	29	58	could be better
J.C	Sick								
T.H	1	6	0	2	3	3	15	30	concerning
A.K	DNF								
B.M							29.5	59	could be better
G.T							29.5	59	could be better
R.B							28	56	could be better
S.F							28.5	57	could be better
T.M							27.5	55	could be better
J.L							30	60	could be better
A.A	3	11		3.5	5	4	30	60	could be better
I.W	late enrolment								
K.W	2	1		3	3.5	3	22.5	45	concerning
n=14									
Average	3.28	11.21	3.32	3.5	3.78	3.57	28.64	57.28%	

2.22 Percentages

2.22 – Comp 1 showing above 70% in arguments using AFORREST & PEL for N.C, F.K & R.M (year 6 group)

2.23

2.24

Criteria	Me (F.K)	Christiaan (F.K)	Me (B.M)	Christiaan (B.M)
Introduction	5	5	3.5	4
Arguments 1, 2 & 3	16.5	15	12	11
Conclusion	5	5	4	4
Planning	5	5	3.5	3
Proofing (CUPS)	5.5	5	3	3
Editing (ARMS)	5	5	3	2
Mark /50	42	40	29	27
Percentage	84%	80%	58%	54%

Persuasive Text Rubric - RM 14				
Name	Score	Percentage		
Shamira	26.5 / 50	53%		
Criteria	Needs Improvement	Satisfactory	Above Satisfactory	Mark
Introduction (Thesis)	Attempted an introduction	Has used some of the features of an introduction (SOP, mentioned three arguments & concluding sentence)	Has used all of the features of an introduction (SOP, mentioned three arguments & concluding sentence)	4/6
Argument One	Argument is sound	Argument is strong. Includes a connective, topic sentence, excellent use of AFOREST & PEL, and a concluding sentence.		
Argument Two	Argument is sound	Argument is strong. Includes a connective, topic sentence, excellent use of AFOREST & PEL, and a concluding sentence.		10/20
Argument Three	Argument is sound	Argument is strong. Includes a connective, topic sentence, excellent use of AFOREST & PEL, and a concluding sentence.		
Conclusion	Conclusion is clear	Conclusion is clear and strong. Includes a personal comment or call to action.		4/6
Planning	Has involved a plan	Has involved a plan		

Criteria	Needs Improvement	Satisfactory	Above Satisfactory	Mark
Introduction (Thesis)	Attempted an introduction	Has used some of the features of an introduction (SOP, mentioned three arguments & concluding sentence)	Has used all of the features of an introduction (SOP, mentioned three arguments & concluding sentence)	4/6

2.27 **2.28**

Teacher Comments

- Congratulations on an extremely impressive persuasive writing task

- A couple of changes could have taken you from 'excellent' to 'near perfection'!

- AS needed more examples, you explained what care is and gave 7 reason why.

Persuasive Text Rubric - RM 13				
Date	Score			
	/21			

Editing & Proofing	Minimal evidence of proofing & editing	Some evidence of proofing and editing	Clear use of proofing and editing
Persuasive Devices	Used 1-2 PD	Used 2-4 PD	Used more than 4 PD
	AFOREST	AFOREST	AFOREST

Persuasive Text - Results Reflection

After reading through your scores and comments, what positives can you find from your persuasive text that you completed?

I did my introduction because I used some features of an SOP for the introduction. I did a good use of using Aforest and pel.

What areas of improvement can you identify in your writing?

I could use more stronger arguments of

If you were to write a persuasive text again, what would you do differently?

I would do differently by adding more stronger arguments and adding Aforest/PEL for my sentences.

Name: *Aislinn*

Parent signature: *[Signature]*

2.25

2.29 - New criteria

Proofing (CUPS)	Many mistakes with capitalisation, usage of verbs, punctuation and spelling.	Some mistakes with capitalisation, usage of verbs, punctuation and spelling.	Perfect/near perfect use of capitalisation, usage of verbs, punctuation and spelling.	3/6
Editing (ARMS)	Many mistakes regarding the adding, removal, moving and substitution of words and sentences.	Some mistakes regarding the adding, removal, moving and substitution of words and sentences.	Perfect/near perfect use regarding the adding, removal, moving and substitution of words and sentences.	3.5/6

Argument One	Argument is sound. Includes: a connective, topic sentence, good use of AFOREST & PEL, and a concluding sentence.	Argument is strong. Includes: a connective, topic sentence, excellent use of AFOREST & PEL, and a concluding sentence.
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2.31 - Plickers Spreadsheet

2.32 - included Pathos, Ethos & Logos in rubric

2.33 - Connect Markbook

2.36

Name (Information Report on Country 2015)	CUPS (6)	ARMS (6)
Alie	2	1.5
Percentage	33%	25%
Name (persuasive text 2016)	ARMS (6)	CUPS (6)
Alie	4	3
Percentage	66%	50%

Name (Regularly complete Homework)	Spelling Average 2016 Unit 1-12 (out of 25)	Percentage
Rosa	24.5	98
Jai	25	100
Tamika	24.2	97
Nicholas	22.1	88
Ben	21.3	85
Reily	19	76
Faith	24.25	97
Gauri	24.1	96

2.34 - Parent Signature of Persuasive Text Results Reflection Sheet

2.35

Anecdotal Notes & Observations of the Classroom - Monday 27th of April 2015

After a terms worth of Soundwaves spelling I've noticed that most of the class is now understanding the meanings of: synonyms, antonyms, prefixes and suffixes. When I 'cold call' a student at random, most of them are able to tell me what each of them mean. I have also confirmed this by reading through the Soundwaves workbooks of each student and sighted these questions being correct.

To help KW to consistently write using paragraphs 90% of the time.	Extra attention in class to ensure KW understands what is required of her.	Writing guide	x
2.37 - KW, IEP data sent home. Mastered outcome (x)	Extra positive reinforcement for work that KW has completed.	Print work	
	Continued negotiation of learning outcomes to help KW stay motivated.	Work samples	
		work	

Multiplication Assessment

Name: *[Redacted]* Date: *5/2/16*

Stage 1: Easy tables with box method.

87 x 25 = 2175

2175

12 x 53 = 636

636

2.39

Kara has clearly demonstrated an ability to write arguments in paragraphs. She able to isolate one argument to one paragraph.

