

## Appendices

### Enhancing capacity to analyse students' writing

Libby Limbrick

# Appendix A: Partnership agreement between the project co-ordinator/researchers and teachers

## **Partnership Agreement between the Project Co-ordinator/Researchers and Teachers For a project:**

A research partnership to enhance capacity to analyse students in writing in order to raise student achievement in writing through using evidence more effectively

This agreement covers the partnership between the Project Co-ordinator/Researchers and the school for xxxxxxxxxxxxxxxxxxxxxxxx during the period of 2006/2007. We intend to undertake this project in a collaborative manner, with due recognition of each other's skills and values.

Because the project involves observation of students and teaching, it is important that the project is carried out in an atmosphere of trust and respect. This agreement therefore specifies the expectations for each of the project participants.

As project partners, we will co-operate to achieve the project aims and objectives:

The proposed project has 3 main aims:

1. to raise student achievement in writing and reduce reported disparity in writing achievement for Maori and Pasifika students through strengthening teachers' understanding and use of assessment data in writing to modify instructional programmes;
2. to enhance teachers' capacity to analyse students' writing, using the English Exemplars (2003), and to strengthen teacher practice in using evidence to inform teaching;
3. to enhance teachers' knowledge about the principles and practices of effective pedagogy for writing through engaging in robust professional discussion in quality learning circles.

The following objectives stem from these aims:

1. to investigate and strengthen teachers' understanding of the writing process in schools that have high proportions of Maori and Pasifika students ;

2. to enable teachers to use writing achievement data to inform the teaching of writing processes
3. to investigate the role of professional discussion about students' writing to enhance teachers' knowledge about writing processes and writing pedagogy
4. to investigate teachers' perception of their own confidence and competence in teaching writing as a result of participation in quality learning circles focused on writing.

Specifically, the Project Coordinator/Researchers will:

- submit an ethics proposal to The University of Auckland and act in accordance with its requirements
- maintain strong lines of communication about the project's progress, plans and issues arising
- take responsibility for organising the project's tasks, reports and timetabling
- liaise with the TLRI funders where necessary
- ensure that participants are paid as per the project budget
- collect and analyse observation data
- interview project participants throughout the duration of the project
- search and secure necessary resource material/research findings relevant to the project
- report project findings accurately and sensitively, while respecting anonymity and confidentiality
- help disseminate project findings as agreed by the project team

The participating teachers will:

- attend planning meetings and workshops as appropriate and contribute to the project's activities
- organise and participate in observations
- carry out these tasks in a sensitive and supportive manner
- undertake the collection of observation data as planned for the project
- be interviewed by the researchers throughout the project
- participate in the review of project reports
- have the on-going right to withdraw from the project
- help disseminate project findings as agreed by the project team

**Signed by the Project Co-ordinator on behalf of the Researchers**

Name: Libby Limbrick

Signature:

Date:

**Signed by the Principal on behalf of the xxx School**

Name:

Signature:

Date:

## Appendix B: Planning documents

### Template for recording TLRI project

| 1. Class Writing Profile                         |          |          |
|--|----------|----------|
|  | Children | Teaching |
| <b>Strengths</b><br>(based on Writing Exemplars) |          |          |
| <b>Needs</b><br>(based on Writing Exemplars)     |          |          |

| 2. Focus Area/s  |                                    |
|--|------------------------------------|
| <b>Select 3 possible focus areas for this project</b>  | <b>Why have you selected them?</b> |
| a)   |                                    |
| b)   |                                    |
| c)   |                                    |
| <b>Final choice (in discussion with Research team)</b> |                                    |

| Research Process: Timeline/Action Plan/ Reflections |             |            |            |   |
|---|-------------|------------|------------|---|
| <b>When</b>   | <b>What</b> | <b>Why</b> | <b>How</b> | <b>*Issues that have arisen</b><br><b>*Comments</b> |
|   |             |            |            |   |

## **Example of planning communication**

### **TLRI MEETING OF MARINEKE AND LIBBY WITH SCHOOL 'X' TEACHER RESEARCHERS 9.00 – 12.00 JUNE 14TH**

To all teacher researchers

We are looking forward to meeting with you again. Before we do please remember to send us your final focus.. that is the goals for your writing programme.

Remember that these need to be based on evidence of students (or teacher) need from the students' writing samples you have looked at.

If this could be emailed to Marineke ([m.goodwin@auckland.ac.nz](mailto:m.goodwin@auckland.ac.nz)) and Libby ([l.limbrick@auckland.ac.nz](mailto:l.limbrick@auckland.ac.nz)) by Tuesday June 27<sup>th</sup>. It would be helpful if you could let us know also what your current class or syndicate theme/topics for this part of the term are.

This will allow us some time to think and about, and gather, any resource material that may help you.

Please come to the meeting with :-

1. Your focus/goal and rationale clearly stated. Remember that this must be from you analysis of your students' writing using the Exemplars. We still have an opportunity to refine this;
2. The action plan drafted with possible timeframe and what you plan to do, ... remember to have a reason for doing it based on the evidence you have identified.
3. Think carefully about the steps you need to put into place to achieve each stage of your timeframe. You may wish to put this in draft form if you are still not sure about how you are going to achieve your goals.
4. If you have made a start, come prepared to share with us your experience of what has happened so far. For example if you have any samples of your modelling, and /or any resources you have used. Think about what this tells you about your teaching
5. Please also bring some samples of writing from the children you are working with, that you would like to discuss with us.

We would like to use this time to think about what we are all learning from these opportunities in relation to the project goals (see attached). This could include any insights you are having about looking closely at your students' writing in terms of your teaching. It could also include any challenges or problems you are having...or any issues at all you want to bring up.

See you soon

Libby and Marineke

## Appendix C: Documents used during the project

### Peer observations of writing

**Name:**

**Year groups;**

**School:**

**Date:**

|   |   |                                     |
|---|---|-------------------------------------|
| <p><i>To be completed before the lesson</i><br/> <b>Focus for observation</b> (this should be related to your goal and specific )</p> | <p><b>Rationale</b><br/>           Why this is my focus and what I want to achieve in this lesson</p> | <p><b>Peer discussion notes</b></p> |
|---|---|-------------------------------------|

|  |                                      |   |
|--|--------------------------------------|---|
| <p><b>I want you to look for evidence of</b></p> | <p><b>Peer observed evidence</b></p> | <p><b>Peer discussion notes after observation</b></p> |
|--|--------------------------------------|---|

|  |                                      |   |
|--|--------------------------------------|---|
| <p><b>I want you to look for evidence of</b></p> | <p><b>Peer observed evidence</b></p> | <p><b>Peer discussion notes after observation</b></p> |
|--|--------------------------------------|---|

## Interschool meeting, November 2006

### QUESTIONS FOR TLRI FOCUS GROUPS MEETING

*Introductory blurb: thank you for being part of the research team and for coming this afternoon to share your experiences: your learning and the challenges for you and what if any impact there has been on the students' writing.*

*So that your comments will be anonymous can you number yourselves clockwise. You will then be recorded as Teacher 1,2 etc.in each group.*

*The questions noted below are only to keep us on track and to guide discussion around your experiences and responses to being in the project. They will not necessarily all be covered individually as some of these issues may arise incidentally.*

*Let's start with some general feelings. Can each person identify some PMIs (Positives, Minuses and Interesting points). Let's start with the positives first. Can we hear from each of you in turn?*

1. What have been some 'positives' for you of taking part in the TLRI project focus on writing?
2. What have been some 'negatives' of challenges for you of taking part in the TLRI project focus on writing? What could be improved in the process?
3. What have been some interesting, or surprising, outcomes for you as a result of taking part in the TLRI project focus on writing?
4. At the heart of this project has been the establishment of a goal or goals based on knowing about your students' achievement and reflection on your own practice. In what way did a focus on a specific aspect of your practice influence your teaching?
5. What changes have you made to your practice ( if any)? Can you describe one aspect of your practice that you have changed? ( for example modelling, conferencing, publishing, organisation,). Try to be explicit and focus on big picture stuff . Was this related to your goal or specific focus?
6. What effect has this had on your students' writing? ( or what changes have you seen. in your children's writing and their attitude to writing ). Why do you think it has had that effect?
7. How and for what purpose do you use English Exemplars in your classroom? ( for example establishing learning intentions/success criteria, modelling, conferencing, publishing or other)
8. What do you know about writing and the teaching of writing that you didn't know before this year?



9. What do you think makes a good teacher of writing? Why these factors important?
10. Are there any other comments ( or suggestions) you would like to make about the TLRI project?

## TLRI Interschool meeting, August 2007

**WRITING MENTORS/LITERACY LEADERS/ 2007 TEACHERS)**  
*Please comment from your perspective – (separate forms for each group)*

|                 | What are the benefits? | What are the challenges? | What needs to happen to ensure sustainability of writing instruction professional development |
|-----------------|------------------------|--------------------------|---|
| For students?   |                        |                          |   |
| For teachers?   |                        |                          |   |
| For the schools |                        |                          |   |

## TLRI final forum proforma, November 2007

1. What do you as a school, and as individual teachers know now, that you didn't know before about enhancing the teaching of writing?

2. If you were to be asked to advise another school on how to go about enhancing the writing achievement of their students, based on what you have learnt from being involved in the project about the teaching of writing and about professional development within a school, what would be some of the key messages? *(for example it may include knowing about your students writing from using the English Writing Exemplars, developing goals for focused teaching, having professional discussions about approaches and resources, peer observations etc etc.. these are just prompts for your thinking, not putting ideas into your head )*

3. What have you planned or will you put in place in 2008 to maintain the focus on students' writing achievement throughout the school?

# Appendix D: asTTle Writing scores 2006–2007: Console reports

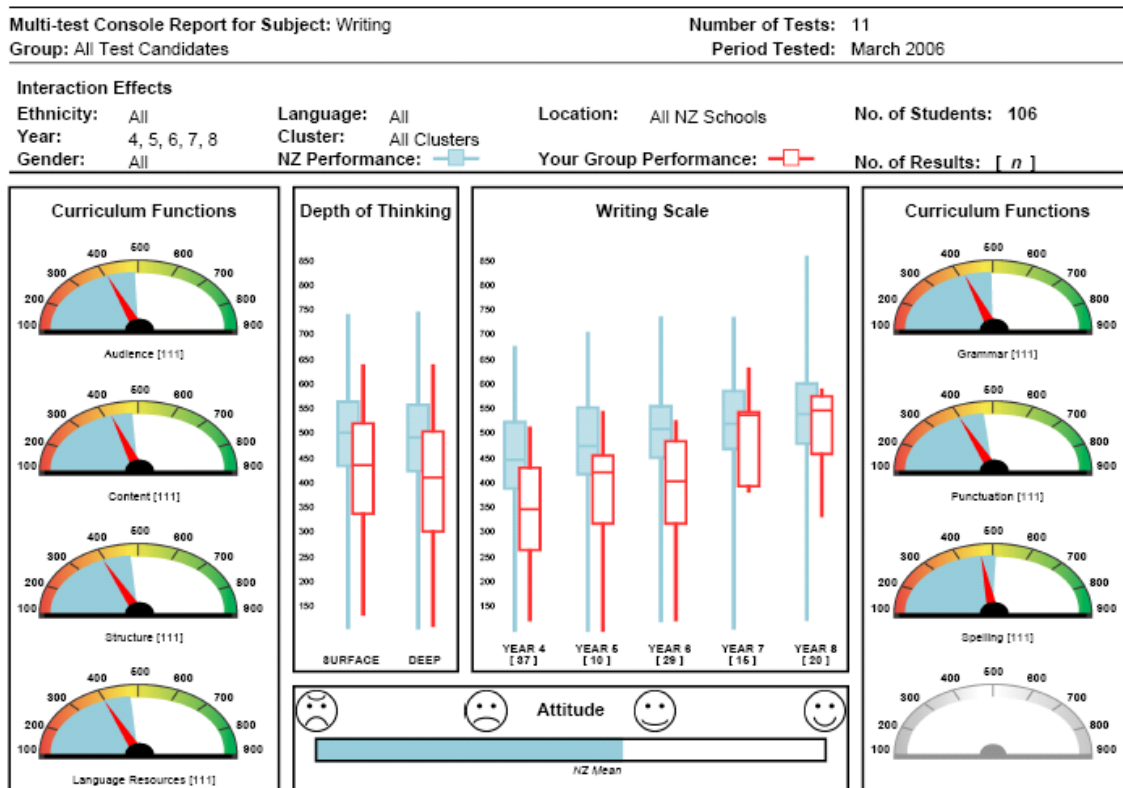


Figure 1: March 2006

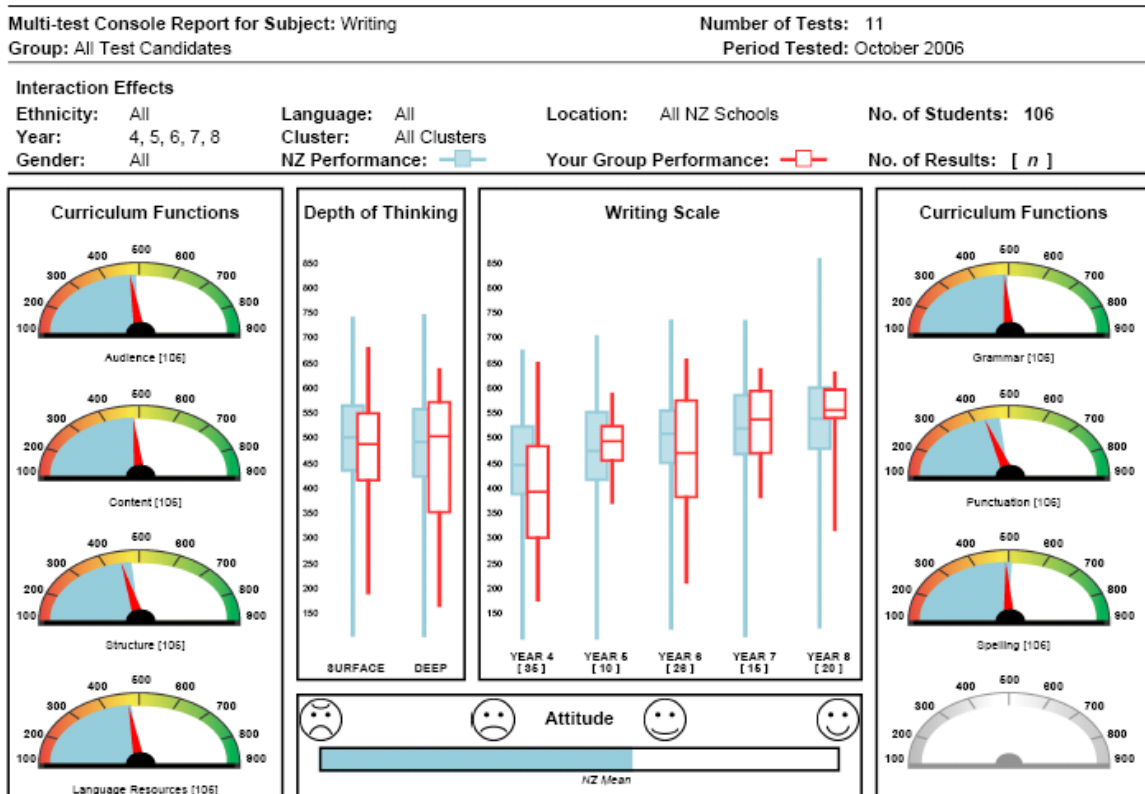


Figure 2: October 2006

Interaction Effects

Ethnicity: All Language: All Location: All NZ Schools No. of Students: 383  
 Year: 4, 5, 6, 7, 8 Cluster: All Clusters  
 Gender: All NZ Performance: Your Group Performance: No. of Results: [ n ]

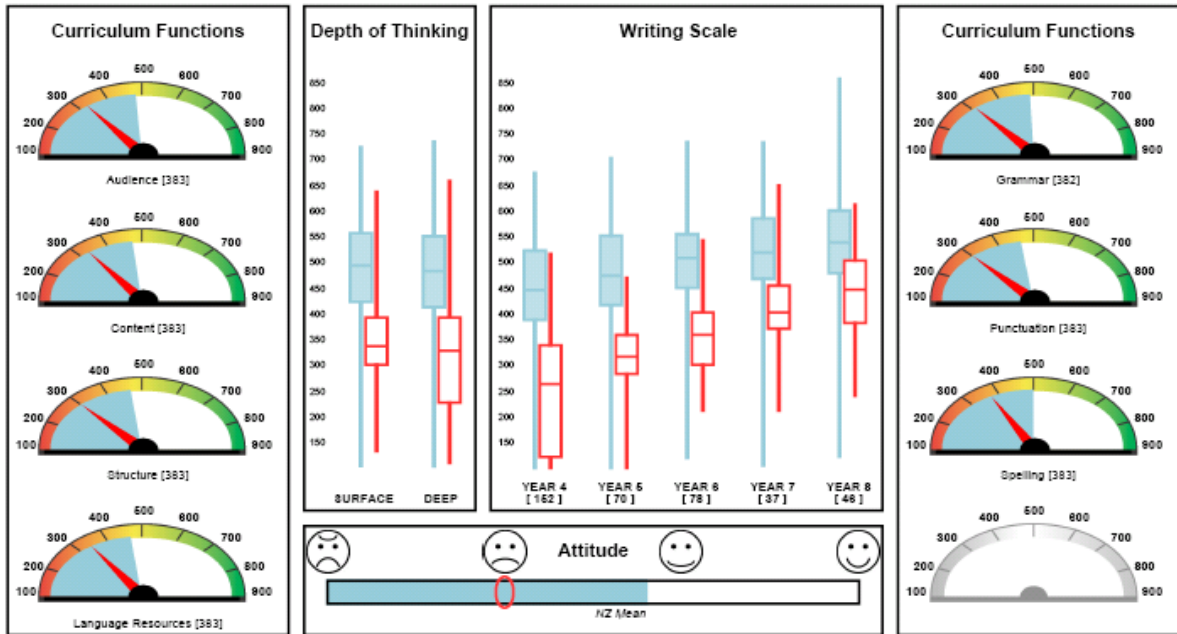


Figure 3: March 2007

Interaction Effects

Ethnicity: All Language: All Location: All NZ Schools No. of Students: 383  
 Year: 4, 5, 6, 7, 8 Cluster: All Clusters  
 Gender: All NZ Performance: Your Group Performance: No. of Results: [ n ]

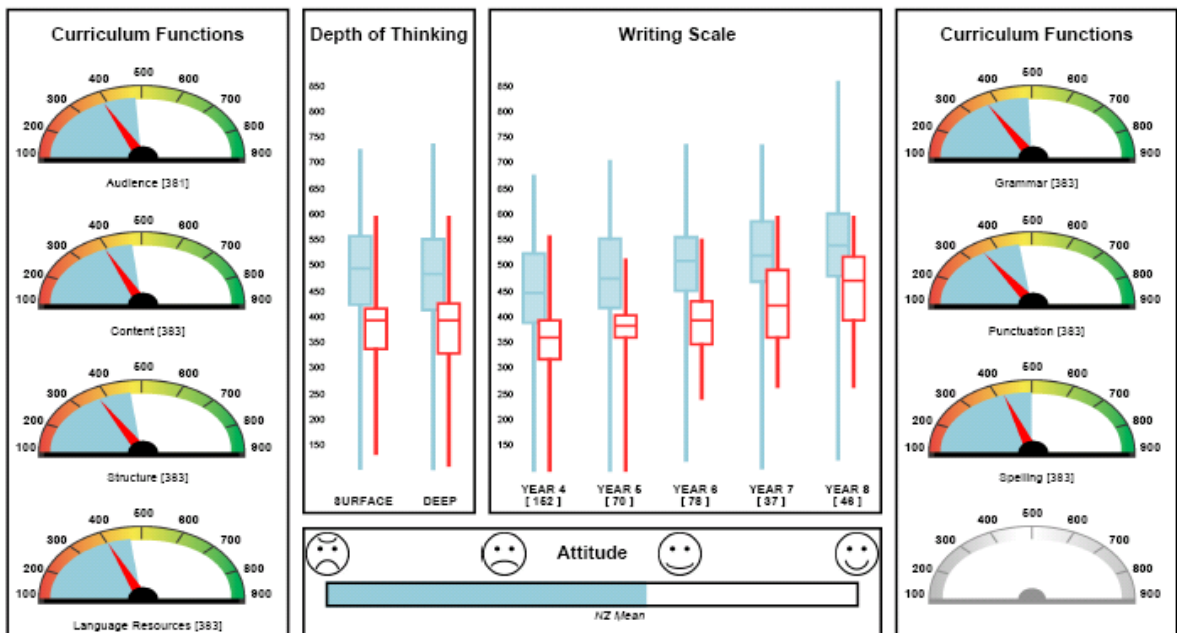


Figure 4: October 2007

**2006 Raw scores for median 75<sup>th</sup> and 25<sup>th</sup> percentiles and ranges (NZ norms for means, available only for the end of the year for asTTle V4, in brackets)**

|            | Median     | 75 <sup>th</sup><br>percentile | 25 <sup>th</sup><br>percentile | Upper<br>range<br>score | Lower<br>range<br>score |
|------------|------------|--------------------------------|--------------------------------|-------------------------|-------------------------|
| Year 4     |            |                                |                                |                         |                         |
| March      | 350        | 435                            | 260                            | 510                     | 110                     |
| October    | 400 (455)  | 490 (525)                      | 305 (390)                      | 650 (675)               | 170 (175)               |
| Difference | 50         | 55                             | 45                             | 60                      | 60                      |
| Year 5     |            |                                |                                |                         |                         |
| March      | 425        | 460                            | 310                            | 545                     | <100                    |
| October    | 495 (480)  | 520 (550)                      | 455 (405)                      | 675 (700)               | 355 (<100)              |
| Difference | 70         | 60                             | 145                            | 130                     | >255                    |
| 6          |            |                                |                                |                         |                         |
| March      | 400        | 455                            | 310                            | 555                     | 110                     |
| October    | 455(505)   | 560(550)                       | 360 (445)                      | 650 (740 )              | 200 (130)               |
| Difference | 55         | 105                            | 50                             | 95                      | 90                      |
| Year 7     |            |                                |                                |                         |                         |
| March      | 525        | 530                            | 390                            | 630                     | 380                     |
| October    | 520 (520)  | 595(590)                       | 465 (460)                      | 635 (740)               | 375 (100)               |
| Difference | - 5        | 60                             | 75                             | 5                       | -5                      |
| Year 8     |            |                                |                                |                         |                         |
| March      | 540        | 560                            | 450                            | 580                     | 315                     |
| October    | 555 (535)  | 595 (590)                      | 540 (470)                      | 630 (880 )              | 310 (110)               |
| Difference | 15<br>(54) | 35                             | 90                             | 50                      | 5                       |

Table: 2007 Raw score for median 75<sup>th</sup> and 25<sup>th</sup> percentiles and ranges

|            | Median     | 75 <sup>th</sup><br>percentile | 25 <sup>th</sup><br>percentile | Upper<br>score | range<br>Lower<br>score |
|------------|------------|--------------------------------|--------------------------------|----------------|-------------------------|
| Year 4     |            |                                |                                |                |                         |
| March      | 260        | 345                            | 130                            | 520            | <100                    |
| October    | 360 (450)  | 395(525)                       | 310(390)                       | 505 (680)      | <100(<100)              |
| Difference | 100        | 50                             | 180                            | 15             |                         |
| Year 5     |            |                                |                                |                |                         |
| March      | 320        | 355                            | 270                            | 470            | <100                    |
| October    | 385 (480)  | 405 (550)                      | 355 (405)                      | 510 (700)      | <100(<100)              |
| Difference | 65         | 50                             | 85                             | 40             |                         |
| Year 6     |            |                                |                                |                |                         |
| March      | 355        | 400                            | 300                            | 445            | 210                     |
| October    | 390 (505)  | 420 (550)                      | 345 (445)                      | 550(740)       | 240 (130)               |
|            | 45<br>(14) | 20                             | 45                             | 105            | 30                      |
| Year 7     |            |                                |                                |                |                         |
| March      | 400        | 450                            | 355                            | 650            | 210                     |
| October    | 420 (520)  | 490 (590)                      | 360(460)                       | 600 (730)      | 255 (110)               |
|            | 20         | 40                             | 5                              | 50             | 45                      |
| Year 8     |            |                                |                                |                |                         |
| March      | 450        | 495                            | 370                            | 600            | 220                     |
| October    | 460 (535)  | 510 (590)                      | 390 (470)                      | 595 (850)      | 255 (110)               |
| Difference | 10         | 15                             | 20                             | -5             | 35                      |

Tables 2 and 3 suggest that for Years 4,5 and 6 in both 2006 and 2007 not only were mean gain scores greater than expected, but that the scores for the students in the 25<sup>th</sup> percentile increased substantially and students in lower range of scores improved more than expected according to the New Zealand norms.

## Appendix E: asTTle Writing

### 2006 AsTTle WRITING SCORES FOR MARCH AND OCTOBER AND GAINS

#### Mean AsTTle Writing (means and curricula levels)

##### School B Year 4

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 382   | 2P    | 2P      | 2P     |
| October               | 425   | 2P    | 2A      | 2P     |
| Difference(sublevels) | 37    | 0     | 1       | 0      |

##### School B Year 5/6

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 459   | 2A    | 2A      | 2A     |
| October               | 589   | 3A    | 3A      | 3A     |
| Difference(Sublevels) | 130   | 3     | 3       | 3      |

##### School C Year 4

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 247   | <2B   | 2B      | <2B    |
| October               | 342   | 2B    | 2P      | 2B     |
| Difference(sublevels) | 95    | 1     | 1       | 1      |

##### School C Year 5/6

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 428   | 2P    | 2P      | 2P     |
| October               | 505   | 3B    | 3B      | 3B     |
| Difference(Sublevels) | 77    | 2     | 2       | 2      |



## 2007AsTTle WRITING SCORES FOR MARCH AND OCTOBER AND GAINS

### Mean AsTTle Writing (means and curricula levels)

#### School A Year 4

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 286   | 2B    | 2B      | 2B     |
| October               | 435   | 2P    | 2P      | 2A     |
| Difference(Sublevels) | 149   | 1     | 1       | 2      |

#### School A Year 5

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 310   | 2B    | 2B      | 2B     |
| October               | 417   | 2P    | 2P      | 2P     |
| Difference(Sublevels) | 107   | 1     | 1       | 1      |

#### School A Year 6

|                        | Score | Level | Surface | Deeper |
|------------------------|-------|-------|---------|--------|
| March                  | 380   | 2P    | 2B      | 2P     |
| October                | 452   | 2A    | 2A      | 2A     |
| Difference (Sublevels) | 72    | 1     | 1       | 1      |

#### School A Year 7

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 435   | 2P    | 2P      | 2A     |
| October               | 502   | 3B    | 3B      | 3B     |
| Difference(Sublevels) | 67    | 2     | 2       | 1      |

#### School A Year 8

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 414   | 2P    | 2P      | 2P     |
| October               | 420   | 2P    | 2P      | 2P     |
| Difference(Sublevels) | 6     | 0     | 0       | 0      |

#### School B Year 4

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 333   | 2B    | 2B      | 2B     |
| October               | 361   | 2B    | 2B      | 2B     |
| Difference(sublevels) | 29    | 0     | 0       | 0      |

**School B Year 5**

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 311   | 2B    | 2B      | 2B     |
| October               | 363   | 2B    | 2P      | 2B     |
| Difference(Sublevels) | 52    | 0     | 1       | 0      |

**School B Year 6**

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 327   | 2B    | 2B      | 2B     |
| October               | 364   | 2B    | 2P      | 2B     |
| Difference(Sublevels) | 37    | 0     | 1       | 0      |

**School C Year 6**

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 290   | 2B    | 2B      | 2B     |
| October               | 354   | 2B    | 2B      | 2B     |
| Difference(Sublevels) | 64    | 0     | 0       | 0      |

**School C Year 5**

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 299   | 2B    | 2B      | 2B     |
| October               | 366   | 2B    | 2B      | 2B     |
| Difference(Sublevels) | 67    | 0     | 0       | 0      |

**School C Year 4**

|                       | Score | Level | Surface | Deeper |
|-----------------------|-------|-------|---------|--------|
| March                 | 301   | 2B    | 2B      | 2B     |
| October               | 401   | 2P    | 2P      | 2P     |
| Difference(Sublevels) | 100   | 1     | 1       | 1      |

**AsTTle WRITING SCORES FOR MARCH AND OCTOBER AND GAINS  
MEDIAN, 75<sup>th</sup> PERCENTILE, 25<sup>th</sup> PERCENTILE AND RANGE**

**School A**

**Table: 2007 Raw score for median , 75<sup>th</sup> and 25<sup>th</sup> percentile, and ranges**

|               | Median | 75 <sup>th</sup> percentile | 25 <sup>th</sup> percentile | Upper range score | Lower range score |
|---------------|--------|-----------------------------|-----------------------------|-------------------|-------------------|
| <b>Year 4</b> |        |                             |                             |                   |                   |
| March         | 275    | 350                         | 245                         | 355               | 160               |
| October       | 484    | 485                         | 385                         | 500               | 330               |
| Difference    | 209    | 135                         | 140                         | 145               | 70                |
| <b>Year 5</b> |        |                             |                             |                   |                   |
| March         | 340    | 355                         | 280                         | 450               | 120               |
| October       | 430    | 475                         | 395                         | 510               | 100               |
| Difference    | 90     | 120                         | 115                         | 60                | 20                |
| <b>Year 6</b> |        |                             |                             |                   |                   |
| March         | 360    | 440                         | 350                         | 505               | 235               |
| October       | 455    | 465                         | 420                         | 540               | 365               |
| Difference    | 95     | 25                          | 70                          | 35                | 130               |
| <b>Year 7</b> |        |                             |                             |                   |                   |
| March         | 371    | 520                         | 355                         | 550               | 350               |
| October       | 525    | 555                         | 420                         | 600               | 410               |
| Difference    | 154    | 35                          | 65                          | 40                | 60                |
| <b>Year 8</b> |        |                             |                             |                   |                   |
| March         | 380    | 500                         | 275                         | 445               | 240               |
| October       | 430    | 440                         | 375                         | 465               | 355               |
| Difference    | 50     | 60                          | 100                         | 20                | 115               |

**School B****Table: 2007 Raw score for median , 75<sup>th</sup> and 25<sup>th</sup> percentile, and ranges**

|            | Median | 75 <sup>th</sup> percentile | 25 <sup>th</sup> percentile | Upper range score | Lower range score |
|------------|--------|-----------------------------|-----------------------------|-------------------|-------------------|
| Year 4     |        |                             |                             |                   |                   |
| March      | 310    | 365                         | 280                         | 515               | 205               |
| October    | 355    | 395                         | 335                         | 555               | 240               |
| Difference | 45     | 30                          | 55                          | 40                | 35                |
| Year 5     |        |                             |                             |                   |                   |
| March      | 310    | 355                         | 250                         | 445               | <100              |
| October    | 390    | 395                         | 340                         | 445               | 245               |
| Difference | 80     | 40                          | 90                          | 0                 | >145              |
| Year 6     |        |                             |                             |                   |                   |
| March      | 305    | 350                         | 280                         | 490               | 240               |
| October    | 330    | 390                         | 300                         | 540               | 260               |
| Difference | 25     | 40                          | 20                          | 50                | 20                |

**School C****Table: 2007 Raw score for median , 75<sup>th</sup> and 25<sup>th</sup> percentile, and ranges**

|            | Median | 75 <sup>th</sup> percentile | 25 <sup>th</sup> percentile | Upper range score | Lower range score |
|------------|--------|-----------------------------|-----------------------------|-------------------|-------------------|
| Year 4     |        |                             |                             |                   |                   |
| March      | 280    | 335                         | 210                         | 415               | 165               |
| October    | 405    | 410                         | 360                         | 455               | 300               |
| Difference | 25     | 75                          | 70                          | 40                | 135               |
| Year 5     |        |                             |                             |                   |                   |
| March      | 300    | 355                         | 285                         | 460               | <100              |
| October    | 365    | 395                         | 310                         | 450               | 240               |
| Difference | 65     | 45                          | 25                          | 10                | >140              |
| Year 6     |        |                             |                             |                   |                   |
| March      | 295    | 315                         | 255                         | 355               | 205               |
| October    | 355    | 400                         | 305                         | 450               | 245               |
| Difference | 60     | 85                          | 50                          | 95                | 40                |

## English Writing Exemplars 2006

*Writing levels for Writing Exemplars are not exact as they are estimated as a 'Best Fit' mean of the individual students scores*

### School A Year 1/2

|                    | Surface (x) | Deeper | Best fit |
|--------------------|-------------|--------|----------|
| March              | 1ii         | 1 i    | 1i       |
| October            | 1ii         | 1ii    | 1ii      |
| Change in sublevel | 0           | 1      | 1        |

### School B Year 2

|                    | Surface (x) | Deeper | Best fit |
|--------------------|-------------|--------|----------|
| March              | 1iii        | 1 iii  | 1iii     |
| October            | 2 i         | 2i     | 2i       |
| Change in sublevel | 1           | 1      | 1        |

### School C Year 2

|                    | Surface (x) | Deeper | Best fit |
|--------------------|-------------|--------|----------|
| March              | 1i          | 1 i    | 1i       |
| October            | 1ii         | 1ii    | 1ii      |
| Change in sublevel | 1           | 1      | 1        |

## 2007

*Writing levels for Writing Exemplars are not exact as they are estimated as a 'Best Fit' mean of the individual students scores. No Year 2 class participated in the project from School A in 2007.*

### School B Year 2

|         | Surface (x) | Deeper | Best fit |
|---------|-------------|--------|----------|
| March   | 1ii         | 1 ii   | 1ii      |
| October | 1iii        | 1iii   | 1iii     |

NB. In March no student scored Level 2 against any indicator except 2( N=17) students with spelling. In October 6 students 'Best Fit' was level 2 with 11 students scoring Level 2 in relation to one of more indicators.

### School C Year 2

|         | Surface (x) | Deeper | Best fit |
|---------|-------------|--------|----------|
| March   | 1i          | 1 ii   | 1i       |
| October | 1ii         | 1ii    | 1ii      |

6 of the 11 students shifted 1 sublevel.

### Manurewa East Room 15

|         | Surface (x) | Deeper | Best fit |
|---------|-------------|--------|----------|
| March   | 1i          | 1 i    | 1i       |
| October | 1ii         | 1ii    | 1ii      |

7 of 9 shifted 1 sublevel