


Current Student Report

| ACHIEVEMENT | | | MOST DIFFICULT LEARNING OUTCOMES |
|-------------------|-----------------|----------------|---|
| National position | School position | Child position | The Outcomes above the child's shaded bar shows learning outcomes still to be achieved. The Outcomes below the child's shaded bar shows learning outcomes already achieved. |
| | | | <p>Predicts the meaning of a word from the context of the story</p> <p>Can identify figures of speech (metaphor) in a sentence.</p> <p>Uses a range of simple prepositions</p> <p>Can change singular nouns to plural.</p> <p>Can change statements into questions</p> <p>Understands the link between the title and the story</p> <p>Can write conditional sentences correctly.</p> <p>Places words in alphabetical order</p> <p>Can interpret information from reading a passage.</p> <p>Changes direct speech to reported speech</p> <p>Uses question tags correctly.</p> <p>Uses phrasal verbs correctly.</p> <p>Can spell words correctly.</p> <p>Can identify words with opposite meanings.</p> <p>Can determine meanings of difficult words from the context (passage).</p> <p>Gains information from reading a poem</p> <p>Uses salutation correctly in a personal letter.</p> <p>Can change feminine nouns to their masculine forms.</p> <p>Uses compound verbs correctly</p> <p>Can identify rhyming words from a poem.</p> <p>Uses adverbs correctly in a sentence.</p> <p>Can identify words with similar meaning.</p> <p>Uses the correct tense in writing</p> <p>Can write a paragraph by arranging sentences in the correct order of events.</p> <p>Identifies adverb in a sentence.</p> <p>Can identify the characters from reading a poem.</p> <p>Uses variety of sentence beginners.</p> <p>Writes the singular form of a word</p> <p>Can make predictions from reading story.</p> <p>Uses the correct verb in a sentence</p> <p>Recall the main events of a story</p> <p>Can punctuate sentences correctly using apostrophe.</p> <p>Gains information from reading a poem</p> <p>Can change reported speech into direct speech.</p> <p>Uses superlatives correctly.</p> <p>Can punctuate sentences correctly using apostrophe and full stop.</p> <p>Uses comparative adjectives correctly.</p> <p>Understands the link between the title and the story</p> <p>Can determine the content of a poem after reading it.</p> <p>Can interpret information from reading a passage.</p> <p>Can change masculine nouns to their feminine forms.</p> <p>Can read with understanding.</p> <p>Can write a simple sentence correctly.</p> <p>Uses appropriate adjectives</p> <p>Writes contracted forms of words</p> <p>Uses pronouns correctly.</p> <p>Can distinguish between two simple words that sound the same.</p> <p>Can write long form of contracted words.</p> <p>Joins sentences using the word 'if'</p> <p>Gains information from reading a passage</p> <p>Changes the tense of simple words from past to present</p> <p>Can describe the setting of the story from reading a passage</p> <p>Can interpret a picture</p> <p>Can write contracted forms of words.</p> <p>Selects or writes the long form of contracted words</p> |
| CHILD | | | |
| NATION | | | |
| SCHOOL | | | |
| ACHIEVEMENT | | | LEAST DIFFICULT LEARNING OUTCOMES |

 This assessment of achievement is part of a total assessment and adds to the judgements that the teachers are able to make about their students.

P8 Education The shaded bars represent the national average, the school average and the performance level of your child. 10/16/2014 00:00 AM

- This is what the current report looks like.
- It uses thin lines to show a student's achievement in the LANA assessment, with comparative information on the student's school, as well as Fiji's overall average.
- The current report also shows only 55 outcomes statements listed from the 250 outcomes tested across Years 4, 6, and 8. This is the reason why a student's achievement at Year 4 level is always found at the lower range while a student's achievement at Year 8 level would be at the upper range.

- However, hopefully, from 2015 and onwards this won't be the LANA Reports you will find. There will be a new way of reporting for LANA.

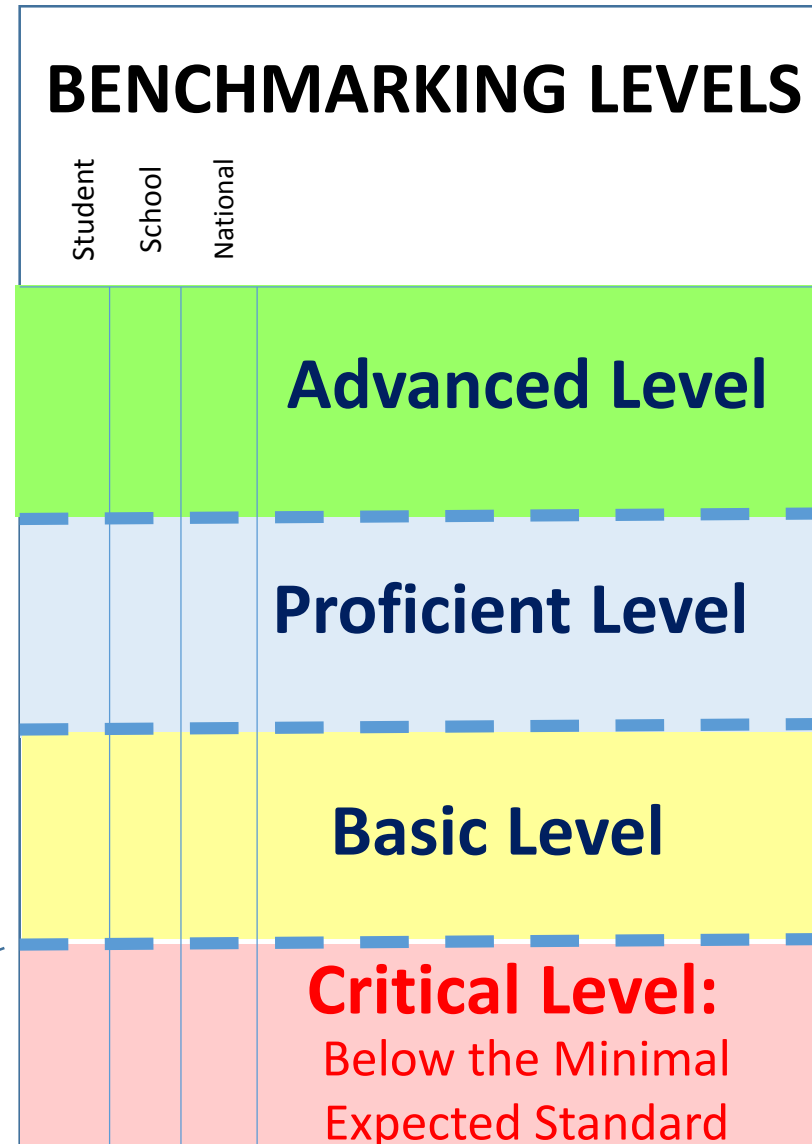
The New LANA Reports

- The new LANA Reports will include the following changes:
 1. Inclusion of Benchmarks
 2. Reporting on different strands
 3. Outcomes used in reporting will be from the student's cohort only.
 4. Instead of using thin lines to show student's achievement, a large circle will be used

BENCHMARKING

- What is the Literacy Rate in Fiji?
- What standard do our students have?
- Benchmarking is about setting some fixed standards against which we can measure student achievement or performance
- A key issue is being able to identify students who are “AT RISK” and not ready to progress with their learning

Minimal Expected Standard



BENCHMARKING

- The most important feature of the new LANA Report is the use of Benchmarks.
- A question that our politicians and key educational people want to know is “how good our students are in literacy?” and also in numeracy.
- What standards are they at?
- We need to know this, so that we can work out who needs more help, and what help would be appropriate.

- Benchmarking is about setting some fixed standards against which we can measure student achievement or performance.
- We need to know which students have achieved a basic level in their learning.
- At the top, we need to know which students are at an Advanced Level.
- And we need to know which students are in between, what we will call the Proficient Level or the Basic Level.

- A key issue is being able to identify students who are “AT RISK” and not ready to progress with their learning i.e. those students who have not learnt enough to proceed to the next stages of their learning.
- So we need to identify the skills, knowledge and understandings that define a “Minimal Expected Standard” at different stages of schooling.
- Students in a “Critical Level” are those whose achievement is Below the Minimal Expected Standard

- For 2015, we will develop the Minimum Expected Standard; this will be indicated on the reports with a line.
- other levels will be developed in coming years

WHY USE A LARGE CIRCLE ON A REPORT?

- A student's result in a test is not exact.
- Just like temperature – if we ask you what was the temperature yesterday, you could say it was 31 degrees. But more likely, it was anywhere between 25 degrees and 36 degrees.
- In the same way, students results can vary according to the day, the test was taken.
- if they have a bad night and lose sleep, they might not do as well the next day; or if they study more, they will get a better result.
- So we will use a large circle to show where a student's performance is at.

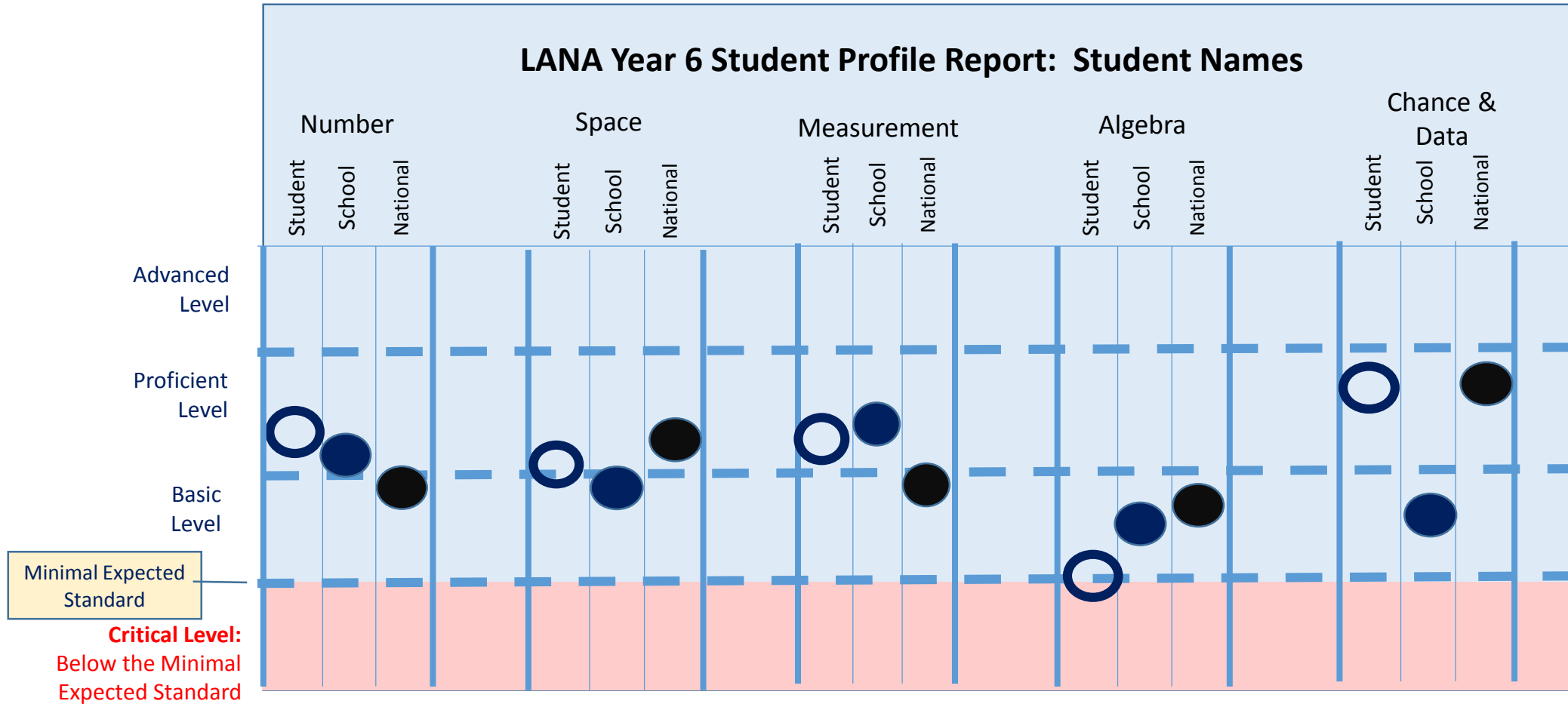
Types of LANA Reports

- The following are the types of reports you will find for LANA this year and for the coming years:
 1. Student Profile Report (1 each for Literacy & Numeracy)
 2. School Summary Report
 3. Student Progress Report (for Years 6 & 8)
 4. National Report

STUDENT PROFILE REPORT

- There will be :
- One report per student for Literacy, and one report per student for Numeracy;
- The Student Profile Report will have
- One outcome diagram for each strand showing the student's strengths and weaknesses in each strand, compared against the school and national average.
- It will also include
- lines to indicate benchmark levels

STUDENT PROFILE REPORT



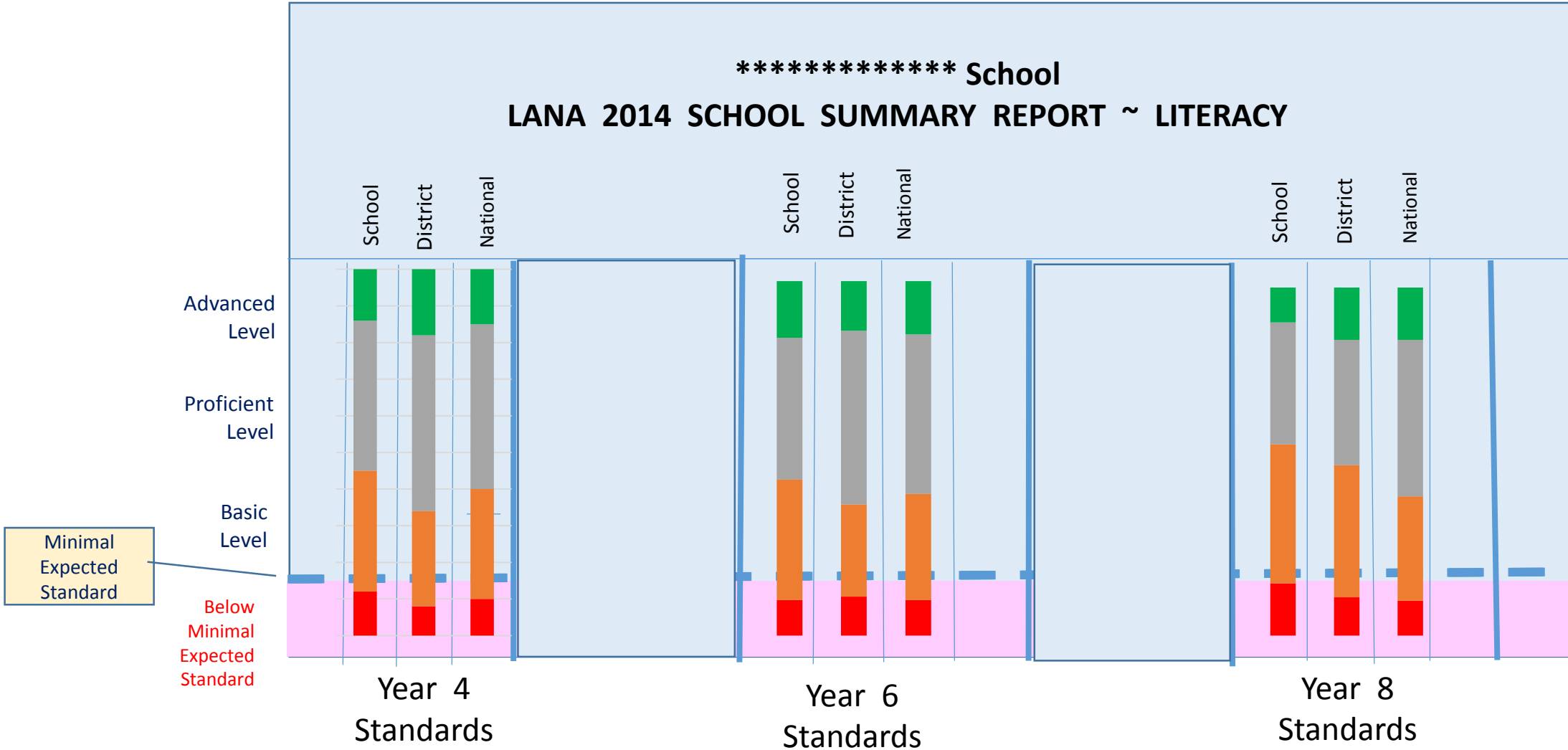
The open circles indicate the student's result in each sub-strand, as compared to the school and the national average

SCHOOL SUMMARY REPORT -

- This is a new report that will allow schools to get a quick look at overall trends, or highlight special patterns
 - Stacked bar graphs, supported with a table of percentages would be used to show a school its results for all three Year levels assessed, and compare these to different schools,
e.g. like schools, the District, and Fiji overall
 - It indicates the spread of all scores within the school, compared to other groups
 - And will possibly include lines to indicate benchmark levels
- There will be
- 1 Report for Literacy, one for report Numeracy

SCHOOL SUMMARY REPORT

***** School
LANA 2014 SCHOOL SUMMARY REPORT ~ LITERACY



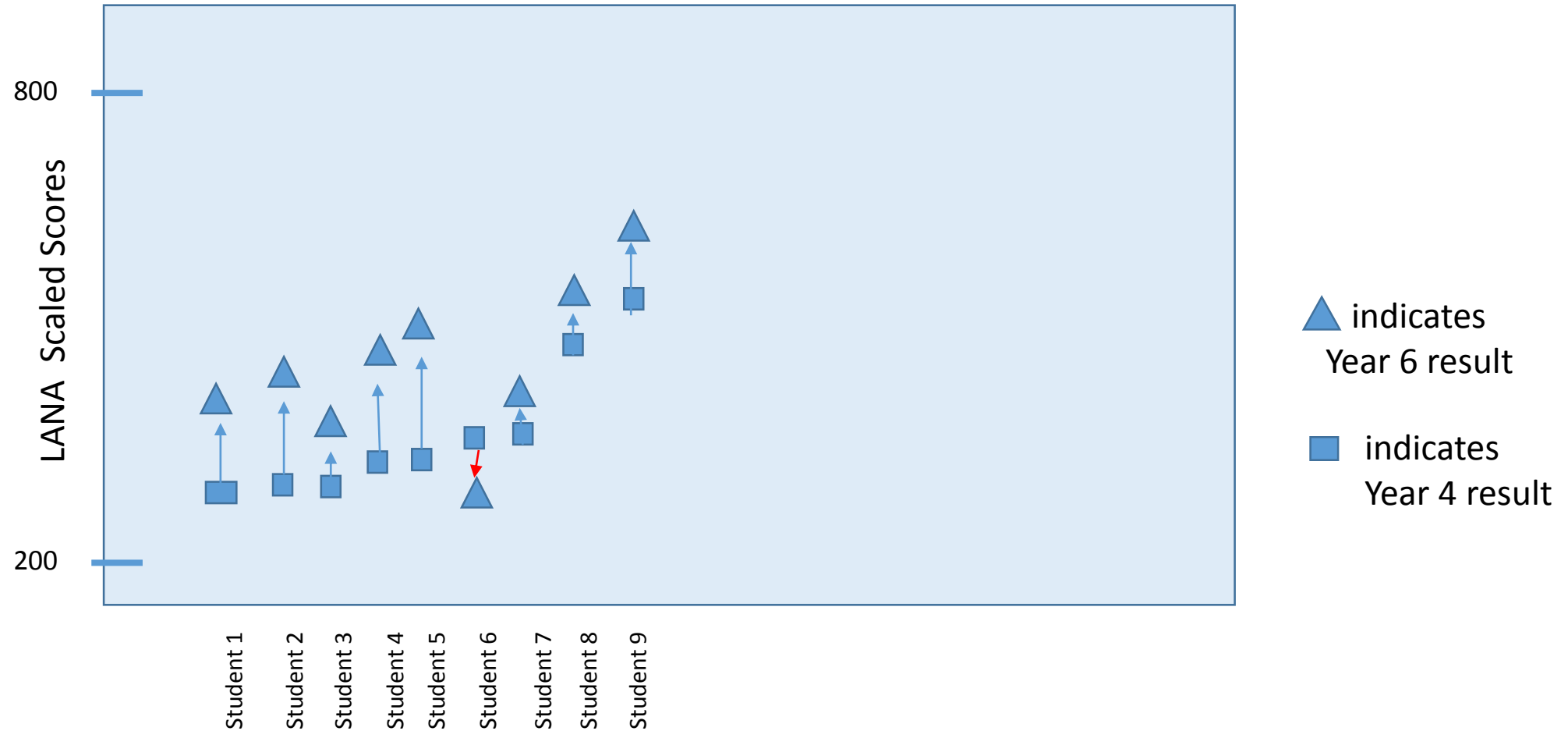
STUDENT PROGRESS REPORT:

Year 6 Student Progress Maps ~ from Year 4 to 6

- **Will include:**
- A graph for schools
to show how their students have progressed over two years
- 1 column per student; including student names at bottom
- one Report for Literacy, one for Numeracy
- Scores sorted in order of Year 4 results

- Many teachers and parents want to know how a child is progressing.
i.e. how the child has achieved in Year 6 compared to how they
performed in Year 4.
- To be able to do this, we need schools to make sure that all data in
FEMIS is correct and up-to-date.

Year 6 Student Progress Maps ~ from Year 4 to 6



Year 8 Student Progress Maps

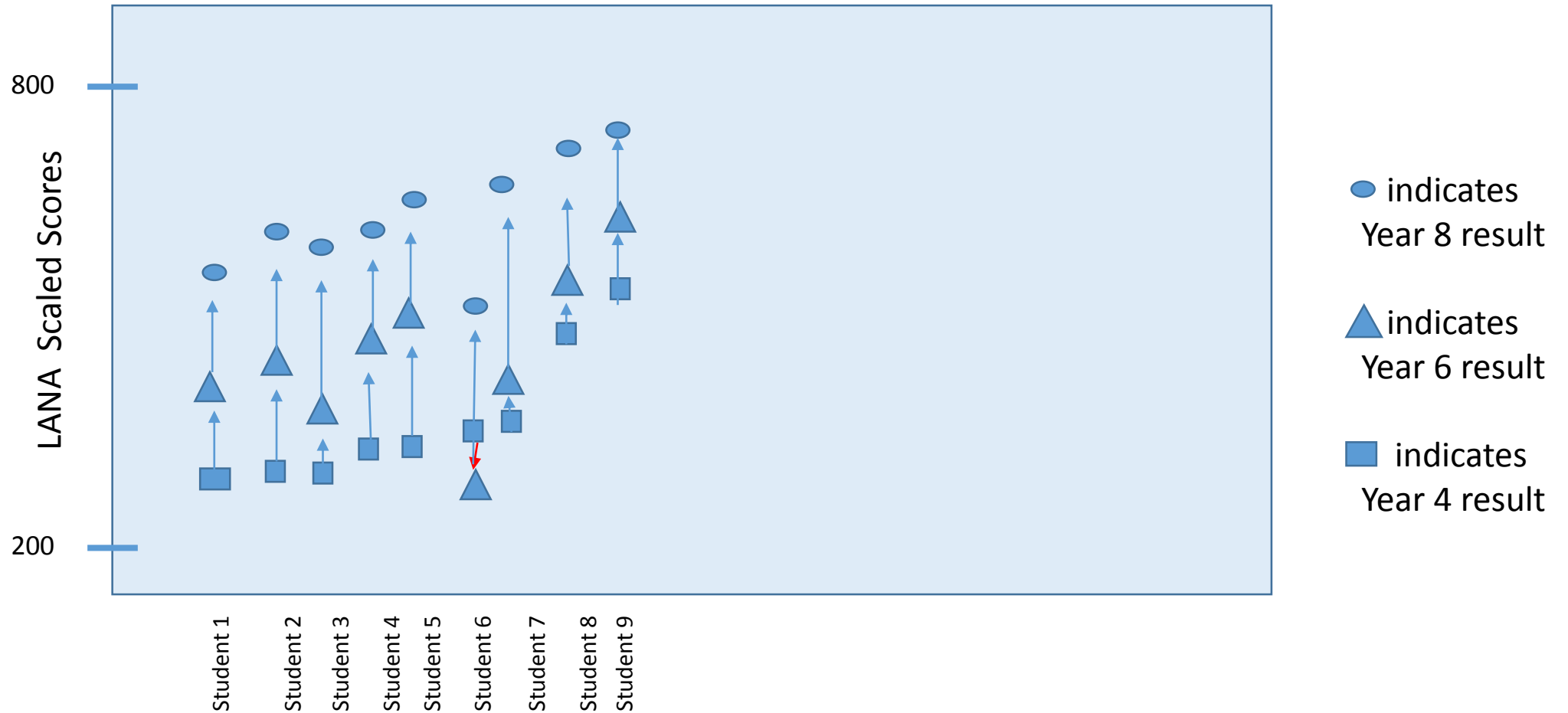
~ from Year 4 to Year 6 to Year 8

- Will include:
- A graph to show how students have progressed over the four years
- 1 column per student
- one Report for Literacy, one for Numeracy
- Scores sorted in order of Year 4 results

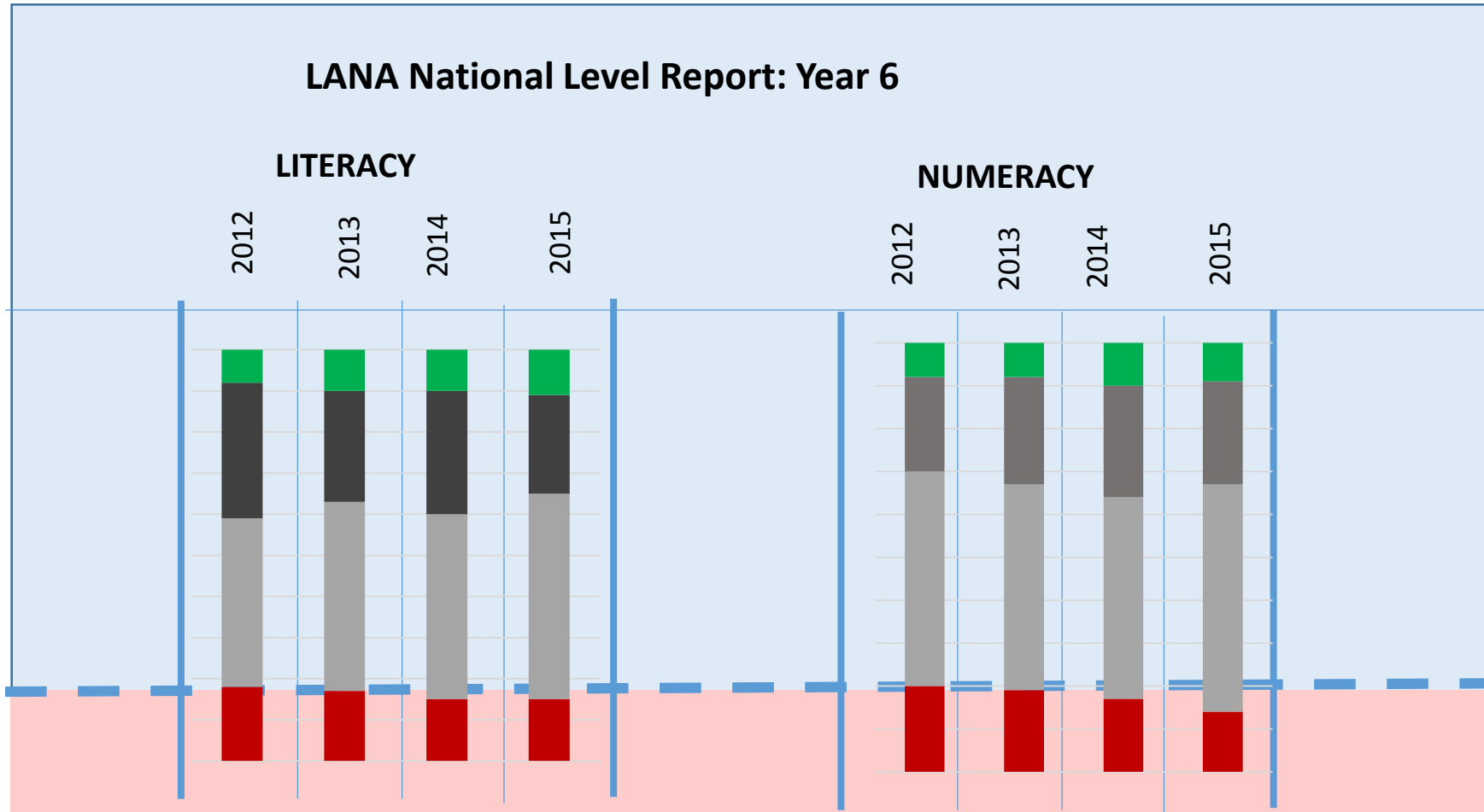
- If the school has ensured that FEMIS data is correct, we will be able to look at how some students have progressed from Year 4 to Year 6, and then to Year 8

Year 8 Student Progress Maps

~ from Year 4 to Year 6 to Year 8



National Level LANA Report



Minimal Expected Standard

Critical Level:
Below the Minimal Expected Standard