

# Using the Curriculum Progress Tools in literacy in years 9 and 10

This document provides school leaders with a high-level overview of a recommended approach to implementing and using the Curriculum Progress Tools for reading and writing in years 9 and 10. It describes three steps:

- Step 1: Get familiar with the underlying purposes of the Curriculum Progress Tools
- Step 2: Understand and use the LPFs
- Step 3: Understand and use PaCT

Further information and resources to support schools to understand and implement the tools are provided on the Curriculum Progress Tools website. Each page includes a guide which indicates the resources that are most likely to be helpful in particular contexts.

## Step 1: Get familiar with the underlying purposes of the Curriculum Progress Tools

The Curriculum Progress Tools are two separate tools that work together to strengthen teachers' knowledge of literacy development and to track students' progress and achievement as they use their literacy capability in the New Zealand Curriculum (NZC).

Give teachers an overview of both tools before you focus on using either of them in any depth. This allows teachers to understand how they work together to support students to make progress in reading and writing. Emphasise that the LPF supports teachers' **understanding** of what progress looks like in key aspects of reading and writing from year 1 to year 10, while PaCT uses the LPF for **tracking** the progress of individual students in those aspects and how their overall achievement relates to curriculum expectations.

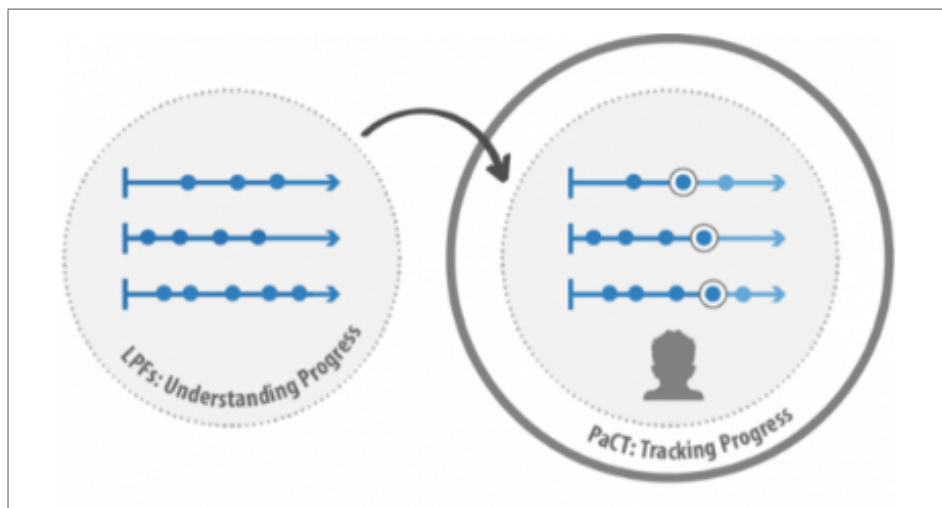


Figure 1: The LPFs are used as the underlying maps in PaCT

These webpages and their guides support schools to undertake step 1:

Learn about the LPFs, <https://curriculumprogresstools.education.govt.nz/lpfs/learn-about-the-lpfs/>

Learn about PaCT, <https://curriculumprogresstools.education.govt.nz/pact/learn-about-pact/>

It is suggested that this step could be undertaken at one or two workshops.

## **Step 2: Understand and use the LPFs**

Start by exploring the LPFs. The LPFs provide a big-picture view of the significant steps that students take as they develop their expertise in reading and writing from year 1 to year 10. The frameworks illustrate students' using their reading and writing as they learn in different areas of the New Zealand Curriculum. The seven aspects in each framework cover the breadth of reading and writing and allow teachers to focus on the aspects that students use to make meaning with text as well as the ways they use their reading and writing as learning tools. This big-picture view puts teachers in a stronger position to support students' ongoing literacy development.

Whereas in years 1–8 the classroom teacher is responsible for most learning areas, the challenge in years 9 and 10 is for teachers in different learning areas to take responsibility for the literacy that is specific to their subject. Students are more likely to continue to develop their literacy knowledge and skills when they are using their reading and writing for particular curriculum-related purposes. Becoming familiar with the LPFs will help teachers to better identify the literacy demands within their own discipline and support them to ensure that their programme includes learning opportunities that can strengthen their students' reading and writing so that they learn more successfully in their subject.

These webpages and their guides support schools to undertake step 2:

Understanding the reading framework,

<https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-reading-framework/>

Understanding the writing framework,

<https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-writing-framework/>

Experience suggests that the time taken to understand and use the LPFs will depend on the way in which teachers are currently addressing students' literacy development within their teaching and learning programmes and may take up to a year. We suggest that several workshops are held across of the course of the year firstly to identify the particular demands within subjects, and then consider the knowledge and skills students need in order to respond to these demands.

Once teachers understand the reading and writing frameworks they will be well positioned to make efficient judgments in PaCT.

## **Step 3: Understand and use PaCT**

The Progress and Consistency Tool (PaCT) guides teachers to make dependable judgments about students' capability in the different aspects of reading and writing. Teachers use their professional judgment to locate students' achievement at a particular signpost on a progression for each aspect in the reading and writing frameworks that comprise the LPFs. PaCT then synthesises these judgments into a PaCT scale score which is displayed in relation to the levels of the New Zealand Curriculum (NZC). This score provides dependable progress and achievement information that can be used for a variety of purposes including reporting to parents, designing targeted teaching interventions and planning teaching and learning programmes.

English teachers will already include all the aspects of reading and writing in the LPFs in their teaching and learning programmes, as literacy in English is a key part of their subject. Therefore, we recommend that the English teachers make judgments about students' capability in those aspects which focus on making sense of text and writing meaningful text, as well as the aspects that focus on reading and writing for literary purposes and experiences.

We also recommend that it is more manageable for other subject teachers to make judgments only about the aspects that illustrate students' using their reading and writing for different curriculum-related purposes, in particular for acquiring and using information and ideas in informational texts or for creating texts to communicate current knowledge and understanding.

Because the aspects that focus on purpose will be the most relevant for most subjects, schools need to decide which teachers will make judgments for each aspect as it is only possible for this to be done by one teacher within a given judgment period. Figures 2 and 3 show how teachers could be allocated this responsibility. The red circles indicate which teacher could take responsibility for making the judgment in each of the aspects in the judgment period concerned.

Reading framework aspects	Teacher		
	English	Science	Social studies
MSOT: using a processing system	Y		
MSOT: using knowledge of text structure and features	Y		
MSOT: vocabulary knowledge	Y		
MSOT: reading critically	Y		
Reading to organise ideas and information for learning		Y	Y
Acquiring and using information and ideas in informational texts		Y	Y
Reading for literary experience	Y		

Figure 2: An example of the reading aspects which are of most relevance to particular subjects, with the red circle indicating which aspects teachers could take responsibility for within one judgment period

Writing framework aspects	Teacher		
	English	Science	Social studies
WMT: encoding	Y		
WMT: using knowledge of text structure and features	Y		
WMT: vocabulary knowledge	Y		
Using writing to think and organise for learning		Y	Y
Creating texts to communicate current knowledge and understanding		Y	Y
Creating texts for literary purposes	Y		
Creating texts to influence others		Y	Y

Figure 3: An example of the writing aspects which are of most relevance to particular subjects, with the red circle indicating which aspects teachers could take responsibility for within one judgment period

When judgments have been made for each student for all aspects, the English teacher (or the literacy co-ordinator) should review aspect judgments made by teachers in other subject areas. Because they are making the judgments about the students' meaning-making capability, they are best-placed to notice and follow-up any judgments which might seem inconsistent.

The English teacher then confirms all judgments, which are then synthesised by PaCT to produce a scale score that can be seen in relation to levels in the New Zealand Curriculum. At this stage, PaCT can generate different reports for individuals or groups of students.

These webpages and their guides support schools to undertake step 3:

Making PaCT judgments, <https://curriculumprogresstools.education.govt.nz/pact/making-pact-judgments/>

Using PaCT reports, <https://curriculumprogresstools.education.govt.nz/pact/using-pact-reports/>

The process of making judgments could be introduced in one workshop as the process is straight forward once teachers are familiar with the aspects and signposts of the reading and writing frameworks. We suggest that three workshops are scheduled to support teachers to make aspect judgments and confirm overall judgments for the first time.

Workshop 1: Introduce the process of making judgments to all teachers.

Workshop 2: Teachers work in departments to make aspect judgments for all students in their class.

Workshop 3: English teachers work through the process of confirming overall judgments in a department workshop.