



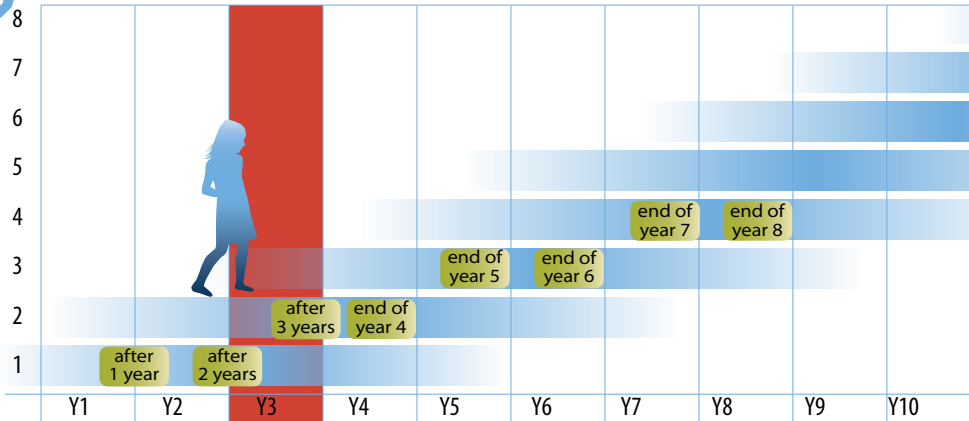
FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

Identify year 3 students not making expected progress. Considering the best fit standard, identify these students' strengths, needs, and next steps for learning, e.g., Frances is one of a group of students who have been in Year 3 for two terms and their progress most closely matches the standard *after two years at school*. What do you need to plan in order to accelerate Frances's and this group of students' progress to meet the *after three years at school* standard?



CURRICULUM LEVELS

IDENTIFY BEST FIT STANDARD



YEAR LEVELS

After three years at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Gold level of Ready to Read (the core instructional series that supports reading in The New Zealand Curriculum).

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Using the information on Page 1:

FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

- Confirm best fit reading standard and the next steps for the focus students;
- Identify and investigate what is important (and, therefore, worth spending time on), given where my students are at;
- Refer to relevant strategies and resources.

