



The Wilkie Way Number Knowledge & Skills Assessment Screens 1 - 4

User guide Using the Excel spreadsheet marking system

- Analyses the student data giving you the strengths and weaknesses in each section of the assessment;
- Provides reference to new Maths Aotearoa and Wilkie Way resources for practice and teaching guidance;
- Groups your students for each section;
- Provides an overall report for the spread of students in your class for each section.

The four separate Excel files (one for each of the levels 1 - 4) are available by downloading from wilkieWAY.co.nz.

The files are your master copy and are for both the odd and even years of the Assessment Screens
Each teacher will need to make a copy of the files required for their class.

Scoring has been provided for both "old" curriculum levels and by year group for the new curriculum expectations.

Student grouping is using the "old" curriculum scoring as this provides for more targeted grouping.
(Remember curriculum level titles are just labels)

There are two class reports.
Class report one uses the old curriculum levels headings.
Class report two uses the two year curriculum content spread assessed on each screen.

TAB Marking sheet

You may choose to do step 1 and 2 for each student at the same time.

Step 1:

On the marking sheet:

Enter students names in the columns across the top.

Level 3 Screen		Emily Atkins	Sally Benham	Boyd Clark	Nigel Daniels	Josh Edwards	Chris Fowler	Aroha Tangata	Judi Herbert	Seth Hunter	Lucas Jackson	Max Kennedy	Raj Kumar	Gloria L...
Number	1a	1	1	1										
	1b	1	1	0										
	1c	1	1	0										
	2a	1	1	0										
	2b	1	0	0										
	2c	0	0	0										
	3a	1	1	1										
	3b	1	1	0										
	3c	1	0	0										
	4a	1	1	0										
	4b	0	0	0										
	4c	0	0	0										
	5a	1	1	1										
	5b	1	1	1										
	5c	1	0	1										
	5d	1	1	1										
	6a	1	0	1										
	6b	1	0	1										
	6c	1	0	1										
	6d	1	0	1										

There is room for 50 students.

Any columns not required delete the words Student # (backspace)

DO NOT DELETE THE COLUMN

New student information can be added at any time or student data removed by deleting the student name only.

Step 2:

From the student script enter each students data, typing 1 for each correct answer or 0 for each incorrect answer. or use the drop down 0 or 1.

The spreadsheet will not allow you to enter anything other than 0 or 1 in these columns.

The information given in the following pages is dependent on the correct data being entered on this page.

TAB Cover Sheet


Select the student you wish to see the results for using the drop down arrow and type the date of the assessment

Student data will automatically populate the cells and give you an overview of where the student sits in terms of a curriculum level in table 1,

The total scored for each section in table 2

Begin or end of year group for curriculum content covered in the screen in table 3

Students not meeting the minimum requirement for any section will show up as emergent in class report 2 with the recommendation they are rescreened using the screen below.



Assessment Screen Three

Student Results

{select student}

Assessment date: {Enter date of assessment}

	Mid Level 2	Upper Level 2	Early Level 3	Mid Level 3	Upper Level 3	Early Level 4
Overall Score	0 - 12	13 - 32	33 - 55	56 - 80	81 - 93	94 - 100
Whole Numbers	0 - 3	4 - 7	8 - 11	12 - 16	17 - 19	20
Addition Subtraction	0 - 6	7 - 8	9 - 11	12 - 16	17 - 19	20
Multiplication Division	0 - 4	5 - 7	8 - 11	12 - 16	17 - 19	20
Fractions	0 - 4	5 - 7	8 - 11	12 - 16	17 - 19	20
Decimals & Percentages	0	1 - 3	4 - 8	9 - 14	15 - 17	18 - 20

	score	out of
Whole Numbers	0	/20
Addition & Subtraction	0	/20
Multiplication & Division	0	/20
Fractions	0	/20
Decimals & Percentages	0	/20
Overall	0	/100

	Begin yr 5	End yr 5/ Begin yr 6	End yr 6
Overall Score	20 - 40	41 - 65	66 - 100
Whole Numbers	4 - 8	9 - 14	15 - 20
Addition Subtraction	4 - 8	9 - 14	15 - 20
Multiplication Division	4 - 8	9 - 14	15 - 20
Fractions	4 - 7	8 - 14	15 - 20
Decimals & Percentages	2 - 4	5 - 10	11 - 20

TABS: Whole Number, Addition Subtraction Multiplication Division, Fractions (levels 2 - 4), Decimals & % (levels 3 - 4)

These TABS give you the strengths and weaknesses in each of the sections of the student selected on the Cover Summary

		Emily Atkins		Addition and Subtraction	
		Resources for Teaching and Learning			
Question	Result	Maths Aotearoa		Wilkie Way	
1		Student recalls basic addition facts including using to add a single digit to a double digit number. Uses = with understanding in a linear equation.		Book 2A Chapters 11, 15 & 16 Book 2B Chapter 1 Book 3A Chapter 4 PM Book 3A Chapter 1	Teacher Handbook: Number & The Number System & Arithmetic Operations
2		Student uses an efficient mental strategy for addition & subtraction		Book 2B Chapters 2 & 3, 10 & 11 Book 3B Chapter 4 & 5	Teacher Handbook: Number & The Number System & Arithmetic Operations
3		Student uses a standard algorithm efficiently for addition with whole numbers		Book 2B Chapters 2 & 10 Book 3A Chapters 4 Book 3B Chapter 5	Teacher Handbook: Number & The Number System 3A Workbook 2 3B Workbook 11
4		Student uses a standard algorithm for subtraction with whole numbers		Book 2B Chapter 3 & 11 Book 3A Chapter 5 Book 3B Chapters 5,11,12 PM BK 3B Chapt 3	Teacher Handbook: Number & The Number System 3A Workbook 2 3B Workbook 11
5		Student uses a standard algorithm for addition with decimal numbers		Book 3B Chapters 11 & 12	Teacher Handbook: Numbers & The Number System 3B workbook 15
6		Student uses a standard algorithm for subtraction with decimal numbers		Book 3B Chapters 11 & 12	Teacher Handbook: Number & The Number System 3B Workbook 15
7		Student can estimate an answer to an addition or subtraction		Book 2B Chapter 9 Book 3A Chapters 4 & 5 Book 3B Chapter 5	Teacher Handbook: Number & The Number System 3A Workbook 2 3B Workbook 10

Green tells you the student is sound in this mathematical knowledge.

Orange tells you some more practice is required

Red tells you this is a gap in student knowledge or mathematical knowledge the student has not yet encountered in their mathematical programme and requires teaching.

These pages assist the student to identify their next learning steps for self directed learning.

(Icons - tick for green, exclamation mark for orange and cross for red have also been used to assist specifically colourblind students and teachers)

Maths Aotearoa resource links are given along with Wilkie way resources for practice and teaching guidance.

The Maths Aotearoa resources are also linked to Figure it Out resources in the Teacher Books

TAB Group Lists

These pages group your students on their overall score and for each of the sections.

This pages assist the teacher to create targeted learning groups. The data used is their score for each section so be aware that students sitting in the same group may have different strengths and weaknesses within the section. Refer back to their individual information sheets for individual data.

If the spare student numbers have not been deleted on the marking sheet these will show up in the lowest group. New student data added will immediately place them in a group.

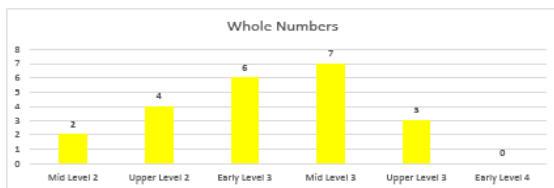
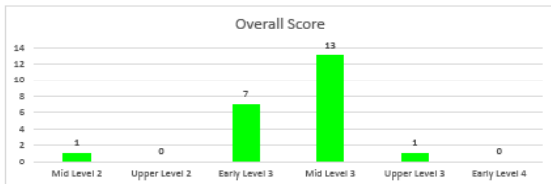
TAB Class Report One



Level 3 Assessment Screen Class Summary Results

Class ID: {enter class name}

	Mid Level 2	Upper Level 2	Early Level 3	Mid Level 3	Upper Level 3	Early Level 4
Overall Score	1	0	7	13	1	0
Whole Numbers	2	4	6	7	3	0
Addition Subtraction	2	2	6	6	5	1
Multiplication Division	2	4	4	7	5	0
Fractions	4	3	6	6	3	0
Decimals & Percentages	4	4	6	6	2	0



Enter the class name by typing in the box.

These graphs shows the curriculum spread of all the students in your class.

For the overall score and for each section.

These graphs will clearly show you if there is a class weakness.

This could suggest a gap in the mathematics programme in the previous year.

It is not unusual for the overall score not to reflect specific weaknesses in fractions and decimals at levels 3 and 4.

The fractions graph and decimals graph would clearly show this if it exists.

TAB Class Report 2

This new report will group you class showing the number of students who meet the expectations for end or beginning of the year groups for the curriculum covered in the assessment screen.

Students appearing in the emergent column should be rescreened using the screen below to gather information for teaching and learning as the gap between their current knowledge and the curriculum content for their year group may be too great for meaningful learning. They are likely to require specific targeted learning opportunities.

Click to add header

