

Years 3-6 Reading, Writing and Mathematics

2026 Term 2 SMART tool Testing Analysis and Improvement Plan

Recommended Years 3-6 focus: Improve students' ability to organise, connect, develop and elaborate ideas in Writing.

Summary

This report analyses 82 Years 3-6 student results from our Term 2 SMART testing across Reading, Writing and Mathematics. The analysis identifies achievement patterns, defines improvement priorities and provides measurable goals, teaching strategies, action steps and monitoring arrangements for each subject area. Assessment coverage was incomplete, with 69 Reading assessments, 72 complete Writing rubrics and 67 Mathematics assessments due to some students not completing all three SMART assessments.

In Reading, 40.6% of assessed students were Emerging or Developing. Recurring needs were Comprehension Monitoring, Vocabulary, Inference, Drawing Conclusions and Using Evidence. Years 3 and 4 require particular attention.

In Writing, Structure was the weakest component across every year group, averaging 1.54 out of six. Content development and elaboration were next lowest at 1.76. Year 5 showed the greatest need. The overall Writing score displayed in the reports was not used because it was recorded as zero. The five rubric components provided the valid evidence necessary for the analysis.

In Mathematics, 43.3% of assessed students were Emerging or Developing. Recurring needs included Operations, Rational numbers, Algebra, Measurement, Probability and Financial Mathematics. These patterns suggest difficulty applying number knowledge and explaining reasoning in unfamiliar contexts.

Based on the consistency of the evidence, my proposed Years 3-6 focus is strengthening students' ability to organise, connect, develop and elaborate ideas in Writing. My inquiry will examine whether explicit and consistent instruction in planning, paragraph structure, elaboration, cohesion and revision improves outcomes. I will aim for at least 75% of participating students to improve by one rubric point in Structure or Content Development by the end of Term 4 when we retest SMART. Progress will be monitored through common independent Writing tasks, student voice, classroom observations and fortnightly review of work samples among Tekoa and Terako.

Subject	Main finding	Recommended response
Reading	40.6% of assessed students were Emerging or Developing.	Strengthen Comprehension Monitoring, Vocabulary, Inference and Evidence-based Interpretation.
Writing	Structure averaged 1.54/6; Elaboration averaged 1.76/6.	Explicitly teach Planning, Paragraph Structure, Cohesion and Development of ideas.
Mathematics	43.3% of assessed students were Emerging or Developing.	Strengthen transfer of Number Knowledge and explanation of Mathematical reasoning. Provide

Subject	Main finding	Recommended response
		opportunities for students to apply skills and knowledge to unfamiliar/open ended tasks.

Overall decision

Writing is the strongest candidate for a Years 3-6 inquiry because weak Structure and Elaboration occur consistently across Years 3-6. Reading and Mathematics also remain targeted Curriculum priorities and should be monitored through parallel improvement interventions and programmes.

Years 3-6 evidence base

Areas of focus

- Reading: understanding, interpreting and critically analysing texts.
- Writing: organising, developing and elaborating ideas.
- Mathematics: applying number knowledge and explaining mathematical reasoning.

Primary data source

The primary source was the 2026 Term 2 Smart Testing year-level reports for Years 3-6. The dataset contained 82 students: 22 in Year 3, 16 in Year 4, 21 in Year 5 and 23 in Year 6.

Year	Cohort	Reading	Writing	Complete Writing rubric	Mathematics
Year 3	22	21	20	20	21
Year 4	16	12	14	14	11
Year 5	21	16	20	18	14
Year 6	23	20	21	20	21
Total	82	69	75	72	67

Data limitation: Not every student completed every assessment. Findings are a strong baseline, but comparisons should use proportions and patterns rather than raw totals alone.

Additional evidence to collect

- Moderated Reading, Writing and Mathematics work samples.
- Formative or summative assessment information and teacher observations.
- Student interviews, student voice and, where appropriate, parent and whānau perspectives.
- Attendance, English-language learning, learning-support and relevant demographic information.
- Records of teaching programmes, assessment practices and intervention participation.

Reading improvement plan

Specific focus: Strengthen students' ability to monitor comprehension, use vocabulary and textual evidence, make inferences, draw conclusions, and explain how textual features and authorial choices create meaning.

Baseline achievement

Year	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 3	6	7	1	5	2
Year 4	6	1	2	2	1
Year 5	1	5	4	6	0
Year 6	2	0	4	9	5
Total	15	13	11	22	8

- 28 of 69 assessed students (40.6%) were Emerging or Developing.
- 41 students (59.4%) were Consolidating or above.
- Years 3 and 4 contained the highest proportions requiring additional support.
- Year 6 demonstrated considerably stronger achievement.

Trends and areas for improvement

Year	Recurring next-learning needs
Year 3	Inference, Summarising, Drawing conclusions, Comprehension monitoring, Vocabulary, Decoding and Conventions of print.
Year 4	Comprehension monitoring, Vocabulary in context, Inference, Summarising, Context and Purpose.
Year 5	Vocabulary, Inference, Comprehension monitoring, Decoding for a smaller group, Context and Critical interpretation.
Year 6	Text form and structure, Conclusions and Evidence, Context, Authorial purpose and Critical analysis.

The dominant cross between Tekoa and Terako need is meaning making beyond the literal level. Targeted word-recognition instruction remains necessary for identified students, but decoding is not the principal Years 3-6 need.

Inquiry question and goal

Inquiry question: How will explicit teaching of comprehension monitoring, vocabulary, inference and evidence-based responses improve students' ability to interpret increasingly complex texts?

Goal: By the end of Term 4, at least 75% of participating students will improve by at least one level on the reading rubric. The Emerging or Developing proportion will decrease from 40.6% to 30% or lower.

Teaching strategies

- Model comprehension monitoring through teacher think-alouds during whole class instruction and structured reading groups.
- Teach students to stop, reread, clarify, visualise, question and summarise.
- Teach vocabulary through morphology, word parts, context and semantic connections.
- Model how to select and cite relevant textual evidence.
- Teach text structures, authorial purpose, perspective, fact, opinion and bias.

- Provide targeted decoding instruction and culturally responsive texts where required.

Action steps and evidence

Time	Action	Evidence
Weeks 1-2	Administer and moderate a common reading-response task; confirm priority students and misconceptions.	Baseline rubric and needs profile
Weeks 3-8	Teach agreed comprehension strategies explicitly and collect one short evidence-based response weekly.	Plans, observations and work samples
Fortnightly	Review progress, regroup students and adjust teaching.	Tracking notes
Midpoint	Repeat a parallel task and gather student voice.	Progress data and student feedback
End	Repeat the common task and evaluate outcomes by cohort and learner group.	Final rubric and evaluation

Writing improvement plan

Specific focus: Improve students' ability to organise, connect, develop and elaborate ideas in sustained independent writing for a clear audience and purpose.

Baseline rubric results

Writing was analysed through the five rubric dimensions scored out of six. Each reports overall writing score was not used because it was recorded as zero for almost every student.

Dimension	Y3	Y4	Y5	Y6	Overall
Content development and elaboration	1.80	2.14	1.22	1.95	1.76
Conventions, grammar, punctuation and spelling	1.95	1.93	2.17	2.35	2.11
Audience and purpose	2.30	2.86	1.50	2.45	2.25
Structure	1.50	1.71	1.17	1.80	1.54
Language use, choice and style	2.00	2.07	1.72	2.10	1.97

Trends and areas for improvement

- Structure was the weakest component in every year group.
- Content development and elaboration were the second-lowest component.
- Students showed greater awareness of audience and purpose than control of organisation.
- Many students could state an idea but struggled to develop and connect it across a sustained text.
- Year 5 was the most significant priority cohort.
- Conventions require improvement, but they are not the principal weakness.

Inquiry question and goals

Inquiry question: How will explicit and consistent teaching of planning, paragraph structure, idea development and elaboration improve independent Writing across Years 3-6?

Primary goal: By the end of Term 4, at least 75% of participating students will improve by at least one rubric point in structure or content development/elaboration. Every year group will increase its average in both components.

Teaching strategies

- Establish shared Years 3-6 expectations for structure and elaboration.
- Moderate samples to build a consistent understanding of the rubric.
- Model planning, organising, drafting, revising and editing through explicit teaching.
- Use the Writing Acceleration lessons from the MOE to aid with explicit teaching.
- Teach paragraph structure, sequencing, cohesion and transitional language.
- Teach elaboration through explanation, evidence, examples, description and reflection.
- Use mentor texts, joint construction, sentence combining and sentence expansion.

Action steps and evidence

Time	Action	Evidence
Weeks 1-2	Administer a common independent writing task and moderate all components.	Baseline samples and agreed rubric scores
Week 2	Develop shared structure and elaboration progressions.	Progression and success criteria
Weeks 3-8	Teach two explicit writing lessons weekly and complete weekly paragraph-level practice.	Plans and student work
Fortnightly	Moderate priority students' work and adjust workshops.	Tracking record
Midpoint	Gather an independent sample and student voice.	Progress data and feedback
End	Complete and moderate a parallel SMART task.	Final rubric and evaluation

Mathematics improvement plan

Specific focus: Strengthen students' ability to select, apply, represent and explain number strategies in unfamiliar mathematical contexts.

Baseline achievement

Year	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 3	2	7	8	4	0
Year 4	0	5	5	1	0
Year 5	0	7	4	3	0
Year 6	2	6	9	2	2
Total	4	25	26	10	2

- 29 of 67 assessed students (43.3%) were Emerging or Developing.
- 38 students (56.7%) were Consolidating or above.
- Year 5 had the highest Developing proportion.
- Only 12 students were Proficient or Exceeding.

Trends and areas for improvement

Year	Recurring next-learning needs
Year 3	Fractions, spatial reasoning, algebraic relationships, number structure and data visualisation.
Year 4	Financial mathematics, fractions, shape, measurement and operations.
Year 5	Operations, fractions and percentages, algebraic relationships, probability and facts.
Year 6	Multi-step operations, measurement, probability, financial mathematics and algebra.

The pattern is broader than one isolated strand. Students need to transfer number knowledge into fractions, operations, algebra, measurement, probability and applied contexts.

Inquiry question and goal

Inquiry question: How will explicit teaching of representations, strategy selection and mathematical explanation improve students' ability to solve unfamiliar problems?

Goal: By the end of Term 4, at least 75% of participating students will improve in selecting, applying and explaining a strategy in a problem-solving task. The Emerging or Developing proportion will decrease from 43.3% to 30% or lower.

Teaching strategies

- Establish a shared Years 3-6 progression for number and mathematical reasoning.
- Use rich Mathematical routines that create opportunities for thinking like a Mathematician.
- Weekly revisit and retain activities for number knowledge.
- Use a common problem-solving routine: understand, represent, solve, justify and check.
- Model multiple strategies and discuss when each is efficient.
- Connect concrete materials, diagrams, number lines, arrays, tables and equations.
- Use rich/open ended tasks to allow for application of knowledge and skills.
- Use explicit Mathematical vocabulary.
- Require oral, visual and written explanations and analyse misconceptions.
- Have mini workshops or intervention groups based on the needs presented in the results.

Action steps and evidence

Time	Action	Evidence
Weeks 1-2	Administer a common reasoning task and conduct selected diagnostic interviews.	Baseline rubric and strategy profiles
Week 2	Agree on shared representations, language and success criteria.	Team planning agreement
Weeks 3-8	Teach reasoning-rich Mathematics at least three times weekly.	Plans, observations and work samples
Fortnightly	Review misconceptions, regroup and adjust instruction.	Tracking record
Midpoint	Administer parallel tasks and gather student voice.	Progress data and feedback
End	Repeat the SMART test and evaluate outcomes by cohort and learner group.	Final rubric and evaluation

Overall decision and integrated monitoring

Comparative conclusion

Subject	Recommended focus	Priority groups
Reading	Inference, comprehension monitoring, vocabulary and evidence.	Years 3-4
Writing	Structure, coherence, development and elaboration.	Years 3-6, but especially Year 5
Mathematics	Applying number knowledge and explaining reasoning.	Years 3-6, but especially Years 5-6

Recommended Years 3-6 goal: Improve Years 3-6 students' ability to organise, develop, elaborate and communicate ideas clearly in independent Writing.

Writing is recommended because structure and elaboration are consistently weak across the entire Years 3-6 range and have value across the curriculum. Reading and Mathematics should remain monitored priorities with targeted teaching responses.

Monitoring and evaluation cycle

1. Collect a valid baseline.
2. Moderate evidence collaboratively.
3. Identify misconceptions and priority groups.
4. Implement agreed teaching practices.
5. Review evidence fortnightly.
6. Gather student voice.
7. Adjust teaching and grouping.
8. Repeat a comparable assessment.
9. Analyse progress by year group and learner group.
10. Decide whether to continue, adapt or replace the intervention.

Evaluation questions

- Were the numerical targets achieved?
- Which strategies were implemented consistently?
- Which students benefited, and which did not?
- Did differences between learner groups reduce?
- What unintended outcomes occurred?
- What should become normal classroom practice?

Sources

- Amuri Area School 2026 Term 2 Smart Testing year-level reports: Years 3-4 archive (printed July 2026).
- Amuri Area School 2026 Term 2 Smart Testing year-level reports: Year 5 archive (printed July 2026).
- Amuri Area School 2026 Term 2 Smart Testing year-level reports: Year 6 archive (printed July 2026).
- Growth Culture Leadership Academy, Aspiring Leadership Programme 2026, Module 7: Data-Driven Decision-Making.