**Using asTTle Data for Core Group Meetings**

1. Briefly describe the achievement of the following groups of students in this class in relation to national and school norms:

* Boys
* Girls
* Targeted core group students

2. Which groups of students in this class are achieving:

* At or above **national norms**?
* At or above national **curriculum expectations**?

* Below **national norms**?
* Below national **curriculum expectations**?

3. What are the likely implications of the individual reading data for **one** under-achieving student in *your subject area*? E.g. how are current reading skills likely to impact on his/her ability to complete tasks? If unaddressed, how will it affect his/her NCEA achievement in *your* subject area?

4. How might this data help explain the general achievement, attitude, and behaviour of this student in your subject? For example, a student with particularly high or low scores may exhibit poor motivation because of boredom or frustration.

5. Discuss additional forms of evidence that would help you to get a fuller and more reliable picture of your target group of students. Consider a wide range of ways to collect more information e.g. achievement in informal classroom reading tasks (e.g. “How did he get on with answering comprehension questions on that task-sheet last period?”), observations (“What kinds of reading and other behaviours does she exhibit when completing a challenging reading task in my subject?”), student voice (“Please talk me through how you tried to answer this comprehension question?”).