

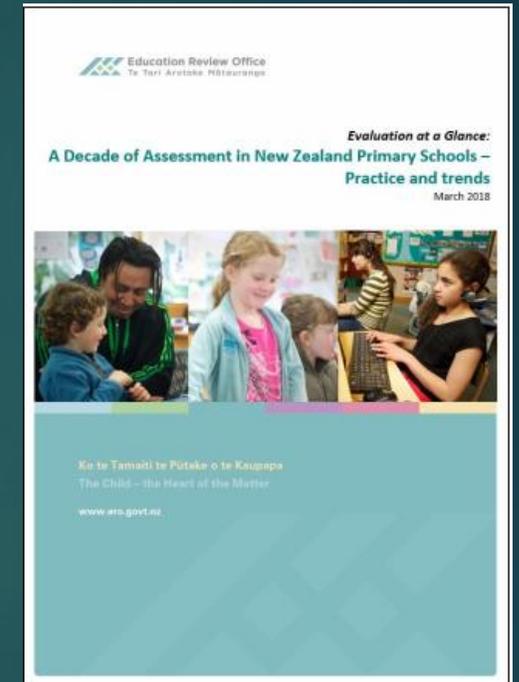
Rethinking Assessment in Primary Schools to Make it Manageable and Useful

ASSESSMENT SEMINAR

17 APRIL 2018

Improvements in the past ten years include using assessment :

- ▶ to identify students' progress and plan responsive programmes
- ▶ for a case management approach for students at risk of not achieving
- ▶ to help students explain their learning, progress and achievement
- ▶ to involve parents more

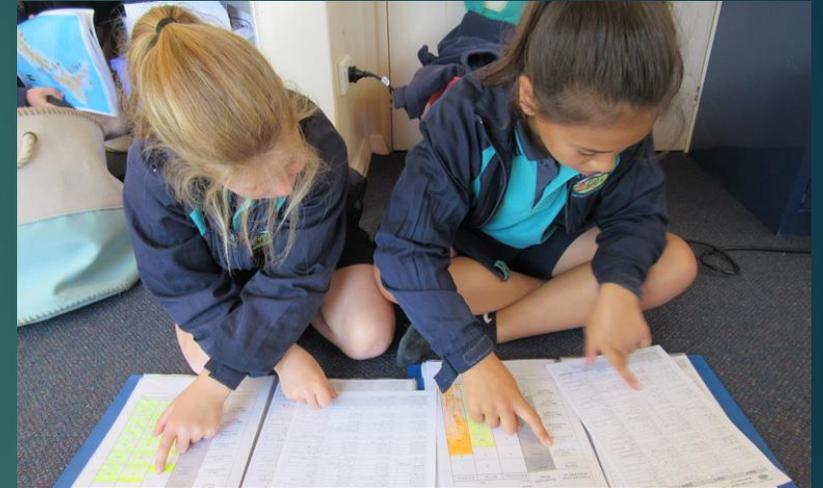


However, the improvements are not universal

- ▶ In some schools well intended decisions about the collection and use of assessment reduced teaching time, negatively impacted on students' wellbeing and inhibited boards of trustees' decision making
- ▶ Where schools were using assessment well, they were clear about the intent of each assessment and used it for multiple purposes

When rethinking assessment firstly focus on the child

- ▶ How will the assessment benefit the child?
 - Differentiated tools
 - Identifying progress, and manageable next steps
- ▶ Which children need further investigation?
 - More assessment for some and less for others
 - What tools will provide the extra information needed for some?
- ▶ How will the information be used by the child?
 - helping them set related goals
 - involving them in deciding when they had met their goals



Thinking about how the assessment will help improve teaching

- ▶ What is the most effective/manageable way to collect the information needed?
- ▶ How can we check what is working well and should continue/or what should be dropped?
- ▶ How can we determine where the greatest teaching gains are and where further support is needed?
- ▶ How will the board know what teaching and learning needs to improve and where to allocate resources?



Rethinking the role of parents in assessment

In a few schools, teachers shared the actual assessments the child completed with parents and whānau (sometimes with the child present). Together, they looked at the child's responses, gave their views of what they indicated and set goals for the future.

Samples of work demonstrating the child's mastery of the goals were shared with parents and whānau, either online, or in portfolios or exercise books.

Parents informed the teachers when they saw a goal had been met by their child.



Building genuine learning
partnerships with parents

TEACHING APPROACHES AND STRATEGIES THAT WORK
He rauaki whāzāto e whai hua ana

MARCH 2018

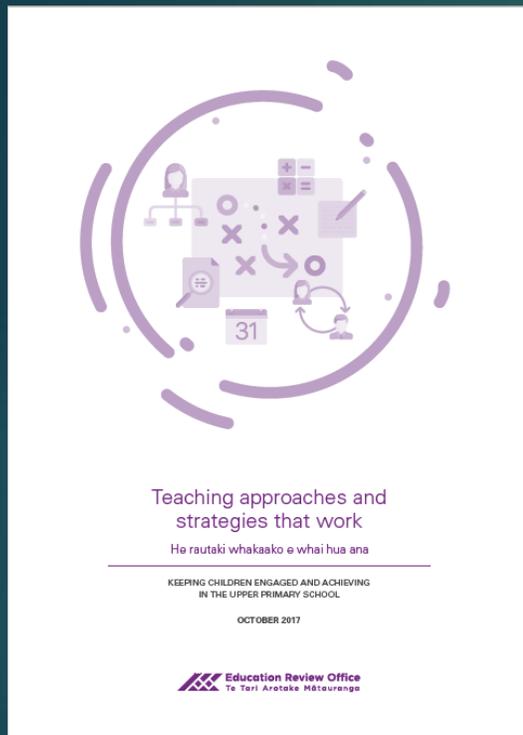
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Workshop Activity

Think about:

- ▶ which of your regular assessments could be used more for multiple purposes – students, teachers, parents, leaders, trustees?
- ▶ which formal assessments could be dropped or done less frequently?
- ▶ how you could use information collected as part of student self assessment more?
- ▶ how you could share more detail with parents to establish genuine learning partnership – especially for children at risk of not achieving?
- ▶ what information your board needs to make targeted resourcing decisions?

Some useful resources



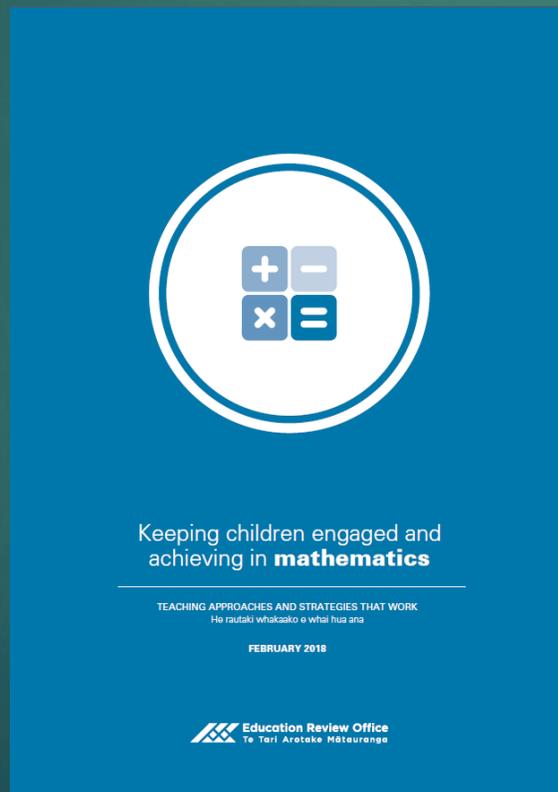
The cover features a circular graphic with various educational icons such as a person, a calendar showing '31', a pencil, and mathematical symbols like plus, minus, multiplication, and division.

Teaching approaches and strategies that work
He rautaki whakaako e whai hua ana

KEEPING CHILDREN ENGAGED AND ACHIEVING IN THE UPPER PRIMARY SCHOOL

OCTOBER 2017

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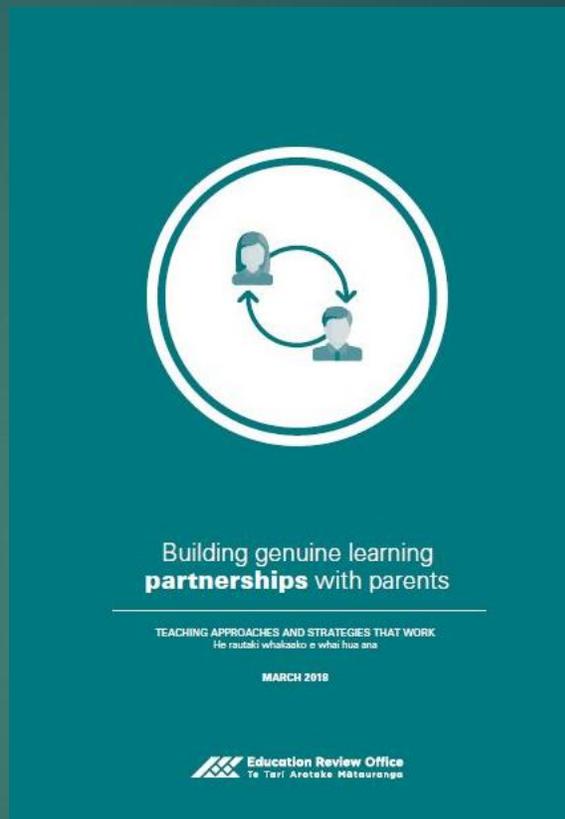
The cover features a circular graphic with four mathematical symbols: a plus sign, a minus sign, a multiplication sign, and an equals sign.

Keeping children engaged and achieving in **mathematics**

TEACHING APPROACHES AND STRATEGIES THAT WORK
He rautaki whakaako e whai hua ana

FEBRUARY 2018

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The cover features a circular graphic with two stylized human figures connected by curved arrows, representing a partnership.

Building genuine learning **partnerships** with parents

TEACHING APPROACHES AND STRATEGIES THAT WORK
He rautaki whakaako e whai hua ana

MARCH 2018

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The cover features a circular graphic with a stylized book icon containing the letter 'A'.

Keeping children engaged and achieving in **reading**

TEACHING APPROACHES AND STRATEGIES THAT WORK
He rautaki whakaako e whai hua ana

MARCH 2018

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