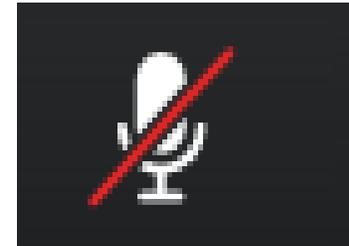


# Nau mai, haere mai. Afio mai. Welcome to our webinar.

While you are waiting, think about:

- *What school values are the most important for your school?*
- *What are the skills and knowledge most important for your ākonga to develop?*

During the webinar please mute:



Please feel free to make comments or ask questions during the webinar in the group chat.

We plan to record the session. Go to [www.nzai.org.nz](http://www.nzai.org.nz) later this week.

# Linking assessment planning to your local curriculum

NZAI Executive member

**Garry Taylor**

National Manager – Assessment and Evaluation

Evaluation Associates



# One school's story

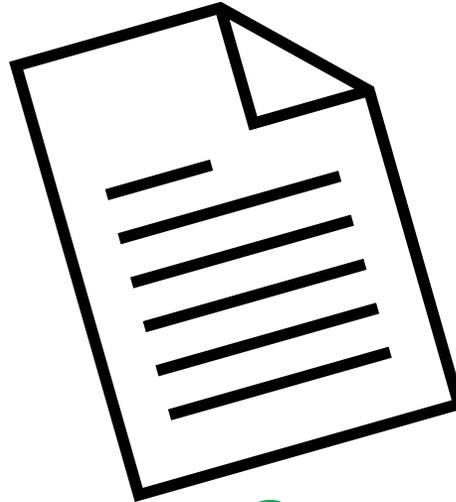
- Asked to support the development of an assessment 'schedule'.
- Principal new to the school
- Year 0-8
- 22 classes

# One school's story

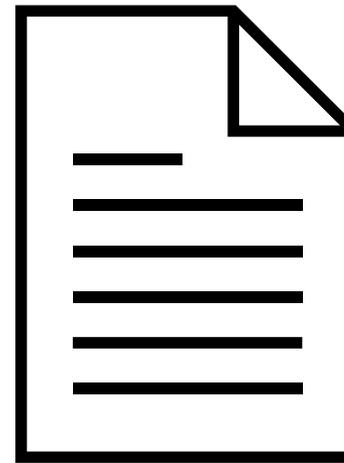
- First step – Can I see your current assessment schedule please to get a sense of where things are at?
- 36 different assessments identified across four different assessment schedules



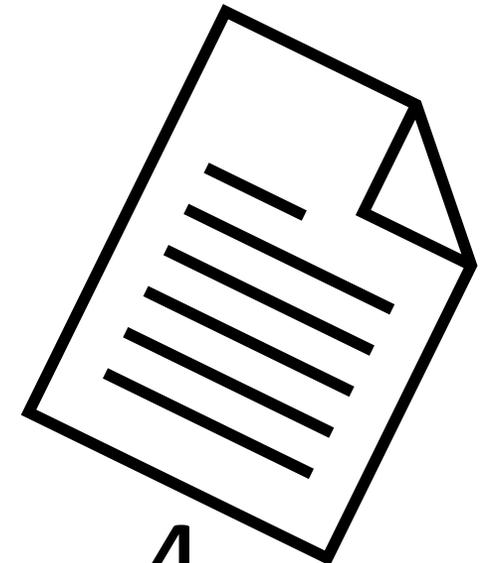
1



2



3



4





Totals				
N/A	Dump	Keep	Optional	
15	0	8	0	
3	0	15	5	
16	2	4	1	
13	4	3	3	
9	1	5	8	
10	0	7	6	
9	1	9	4	
5	9	7	1	
2	7	9	4	
9	5	8	1	
8	11	3	1	
9	7	4	3	
8	7	4	3	
10	5	4	2	
8	0	11	3	
1	1	2	18	
7	0	13	1	
2	0	18	2	
4	2	12	4	
2	2	4	14	
6	3	1	12	
6	5	1	9	
7	6	5	3	
9	1	11	0	
12	3	5	1	
4	3	2	12	
7	6	3	5	
8	3	2	8	
7	5	2	6	
7	2	4	8	
2	5	6	8	
2	3	10	6	
7	4	3	7	

Mixed opinion,  
 apart from a  
 couple !

# Conclusions I drew

- School coherence – low
- Link between assessment and local school curriculum not evident
- Assessment to inform teaching and learning – minor
- No clear vision for assessment

So after some work, staff meetings, discussions and consultation we developed a document with three specific parts to it.

1. Values and beliefs about assessment
2. An assessment schedule
3. Assessment tools – rationale for use and guidelines

## Values and Beliefs about assessment

At Alphabet School we believe that assessment is the bridge between teaching and learning

*No matter how carefully we design and implement the instruction, what our students learn cannot be predicted with any certainty. It is only through assessment that we can discover whether the instructional activities in which we engaged our students resulted in the intended learning. Assessment really is the bridge between teaching and learning.*

William, 2013

We have a commitment to use assessment information effectively to improve learning for every student in the school. This gives us a sense of collective responsibility for success in education of every student at Alphabet School. This is done by building strong partnerships with whānau and the use of effective assessment. We believe the concept of assessment should be viewed in the broadest sense. Assessment can mean anything from test results to observation and discussion during instructional time and even student self-assessment. Most assessment should be observational during daily classroom instruction.

Subheadings included:

- *Knowledge of the learner*
- *Assessment tools*
- *Student involvement*
- *Assessment for multiple purposes*
- *Effective assessment*
- *Teacher judgments*

# Then we made some choices

- Originally 36 ‘assessments’ identified
- We chose 10 that fitted in with the values and beliefs – i.e. could help assess what was identified as important and in the way we had described.
- Not all assessments applicable to all students
- Unless professional judgment said otherwise, assessment relevant to your year group would be required. i.e. some room for flexibility.
- Made everything else ‘optional’. We did not want to say that they couldn’t use something if a teacher and student found it useful.

# Mapping out- timing was crucial

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term One		IKAN (Y 3-8)		P. A. Listening (Y3-8)	P. A. Listening (Y3-8)		P.A. Maths (Y4-8)	STAR (Y3-4*) e-asTTle Reading (Y3-8*)	STAR (Y3-4*) e-asTTle Reading (Y3-8*)		
Term Two	e-asTTle Writing (Y1-8) GloSS (Y 3-8*)	IKAN (Y3-8*) GloSS (Y 3-8*)	GloSS (Y 3-8*)								
Term Three		IKAN (3-8*)						GloSS (Y 3-8*)	GloSS (Y 3-8*) e-asTTle Writing (Y1-8)	GloSS (Y 3-8*)	
Term Four	STAR (Y3-4*) e-asTTle Reading (Y3-8*)	IKAN (Y3-8*) STAR (Y3-4*) e-asTTle Reading STAR (Y3-8*)	P.A. Maths (Y4-8)								

Ongoing Assessments: JAM to align with anniversary reporting, Running Records (see notes), Observation Survey (see notes).

 Assessment and reporting

 School events

# The rationale – what, who for, when, what it does, why and how, and why then?

Tool	Which Students	When	Tool description and overview.	Rationale for use and guidelines	Timing
------	----------------	------	--------------------------------	----------------------------------	--------

This section goes further than just knowing know what you do and when you do it. It also includes why it was chosen and why at that time.

This document provides:

- What
- For whom
- When
- An understanding of the tool, what it actually measures, how it should be used etc.
- Why we chose it and guidance for teachers on use and administration.  
Also special advice for those in transition points – mostly year 3/4
- Why we chose to use it at that time of the year

# The rationale – what, who for, when, what it does, why and how, and why then?

Tool	Which Students	When	Tool description and overview.	Rationale for use and guidelines	Timing
<u>GloSS</u>	Y 3-8	T2 <u>Wk 1-3</u> T3 <u>Wk 8-10</u>	The Global Strategy Stage ( <u>GloSS</u> ) assessments are a set of face-to-face interviews designed primarily to assist classroom teachers in determining students' best-fit strategy stages on the Number Framework (Ministry of Education, 2008, pp. 15–17). <u>GloSS</u> is designed for students in Years 3 to 8. The latest interviews and recording sheets should be used – latest update June 2013 <a href="http://www.nzmaths.co.nz/gloss-forms">http://www.nzmaths.co.nz/gloss-forms</a>	Provides identification of the global stage students have reached in number strategies. Gives the teacher a detailed insight into the processes being used by individual students. Teachers of Year 3 students should make a choice between JAM and <u>GloSS</u> depending on the abilities of the student. <b>Term Two</b> – Use Interview One or Two <b>Term Three</b> – Use Interview Three or Four	No requirement for using <u>GloSS</u> in Term 1 as the data from the previous year can help inform the teaching programmes in Term 1  Terms 2 and 3 – this provides monitoring, <u>progress</u> and achievement data. The information can inform the teacher of progress that has been made, gaps in learning and next learning steps. It can also confirm or challenge teacher judgments.

# Start with what you believe will best serve your community

*“Your local curriculum is the way that you bring the New Zealand Curriculum to life at your school, while also expressing what is important to your school and community. What you do at your place will be different to other schools because your learners, your community and your location are unique.”*

<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series>

# Start with what you believe will best serve your community

Your local curriculum is an aspirational statement of what is delivered and how you deliver it.

Similar aspirations should be there for assessment. i.e. A clear statement of intent of how assessment should be used in your school. It should consider how assessment aligns with your school values, is used to inform teaching and learning, and allows you to deeply understand what learning and progress has been made in the things that are important to your community.

Active  
Participation  
Excellence  
Honesty  
Aspiring  
Keen  
Endurance  
Team  
Resilience  
Connected  
Innovative  
Respect  
Integrity

# Start with what you believe will best serve your community

RESPECT	HONESTY	TEAM
We will give ākonga notice about upcoming assessments	We will be honest to ākonga and whānau about what we are assessing and why.	A student and teacher should work as a team to understand assessment information.
We will tell students what this assessment focuses on, why we are doing and how we will use the information	Assessments will be fair for our ākonga.	Assessment will be used to help leaders, teachers, whānau and ākonga work as a team to better understand what learning has taken place and what needs to happen next.
All assessment results will be shared with students. After all, it is their learning.	All assessments will be marked with honesty and integrity – i.e. professional judgments to the best of our ability.	Our staff work as a team to ensure the reliability and validity of all assessment information, including moderation practices.

# Then on to logistics

- When is the best time for teacher and ākonga to use this information?
- Backmapping – what needs to happen by when?
- What may get in the way of this happening or being done well? (school events, camps, too early, straight after a break)
- Think windows rather than dates – provides flexibility that may be needed down the track
- Line it all up and then check with the teachers that will need to implement the plan. They may think of things you mightn't!
- I believe this should be done annually, along with a review of how assessment is working in your school.

## ...and finally the why!

- A rationale for why these assessments have been chosen for those students at those times!
- I strongly recommend you include:
  - What assessment
  - Assessment tool/type information – Tool design, what it measures, how is it administered etc. (background information with links)
  - Which students – with flexibility for professional judgment
  - Rationale for use and guidelines. For example, we have chosen this because we want to understand our student's .....  
Use Test A or B in the first half of the year and Test C or D second half.
  - Timing/frequency – why then and why that often
- This section provides a strong basis for review.

# Some questions to consider

- What learning is important to us and our community?
- Do our current tools measure these things well?
- How many assessments do we actually use?
- How well do our assessment practices align with our vision and values?
- Are our assessment tools:
  - used well
  - valid for what we want to measure
  - generating dependable data
  - culturally appropriate for our ākonga?
- What should we keep, dump or make optional?
- How well are our ideas and thoughts and practices around assessment recorded? i.e. How does a new teacher know what to do?

# Questions and comments

- Firstly any questions from the chat room Adrienne?
- Open up for questions and discussion
- **NOTE:** You may want to use the 'raise your hand' feature in the 'participants' area

# References

- Strengthening local curriculum  
<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series>
- Leading local curriculum guide series – Assessment for learning  
<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Assessment-for-learning#collapsible5>
- Assessment tool selector – choose a tool, why assess?, Before you assess  
<http://assessment.tki.org.nz/Assessment-tools-resources/Assessment-tool-selector>
- Assessment resource maps  
<http://assessment.tki.org.nz/Assessment-tools-resources/Assessment-resources-maps>

### Observations and Conversations

Observing (including diagnostic tools such as GloSS, running records)

Listening

Discussing

Conferencing

Questioning

Self assessment

Peer assessment

Student reflections

Explaining

### Tasks

Instructional activities

Independent activities

Group activities

Student books

ARBs

### Tools

PAT, e-asTTle, STAR,  
Observation Survey.

Continually

Periodically

NEW ZEALAND  
**Assessment**  
INSTITUTE



**Ngā mihi nui ki a koe!**

**Haere rā.**