

Assessment without NS: What to keep? What to get rid of?

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Prospect School

respect • responsibility • kindness

**Robust, coherent and
embedded**

How did we use NS to strengthen curriculum?

- Key documents created - our own Learning Progressions
 - NS + NZC + Literacy Learning Progressions + other MoE documents PLUS common gaps in student achievement data
- Used Learning Progressions:
 - In class with students, in planning, in student reports, to create SC using AfL language, to identify next steps & goals
 - To develop consistency in guided teaching, planning, reporting, feedback, etc...

Literacy Progressions

Prospect School Reading Progressions

READING

Knowledge and skills and responding to and thinking critically about texts

When put together these two elements enable students to both read successfully and get the most meaning from what they read.

During the first 40 weeks of school

Texts designed for students to read in the first year are relatively short, with clear storylines. They use mostly familiar vocabulary and simple sentence structures. Although students progress at different rates, they should be at or near 'Yellow level' (Level 6-8) after six months in order to reach the goal of reading at Green level after 40 weeks.

Levels 1-2

- look at the words as I read
- read from left to right
- say one word and point to one word
- know some basic words (15 words)
- read most words from the magnets word list

Levels 3-5

- know most letter sounds and word endings (ed, a, ng)
- take a breath at a full stop and find the speech marks and question marks
- start looking at the beginning, middle and end (sounds) of words I don't know
- start to notice if I say the wrong word and re-read the sentence
- check if my **titles** at new words sound right
- make sense of what I read
- start to reread - beginning, middle and end
- make predictions about what might happen next
- read most words from the red word list

Year 0

After 40 weeks at school Green levels (12 - 14)

After 40 weeks students should be reading, responding to, and thinking critically about a variety of texts at Green level.

- reread with beginning, middle and end
- use the beginning, middle and end sounds when I don't know a word
- when I think my guess at new or difficult words when I'm right, I will check it looks right, sounds right, makes sense
- know when I have made a mistake and fix it by rereading
- think about what looks right, sounds right, makes sense

- use a range of these different strategies to help me understand what I am reading
- read and make it sound like talking
- know some simple information about a story (who, what, where, when, why and how)
- make connections between what I am reading and what I already know and my experiences
- start to share my opinions

- make 'con' and 'wh'
- share 'ed'

Year 1

After 80 weeks at school Turquoise levels (17 - 18)

After 80 weeks at school, students should be reading, responding to, and thinking critically about a variety of texts at turquoise level.

- say why I think the author wrote it (to enter, persuade or inform)
- know when I have made a mistake and fix it by rereading
- think about what looks right, makes sense

- know how to find information pictures:
 - say what I know about characters
 - find clues in the picture
 - use key words
 - read the caption
 - re-read and 'V'
 - word - sight
 - think about what I am reading

- make 'con' and 'wh'
- share 'ed'

Year 2

Year 0

Year 1

Year 2

Prospect School

WRITING Years 0-3

During the first 40 weeks of school

Ideas: (Deeper feature)

- Think of my own idea
 - think of an idea that is important to me
 - keep my idea in my head while I draw it
 - check that my drawing or writing matches my idea in my head

Structure and Language: (Deeper feature)

- Begin to use some different text structures
 - write a personal recount about something I have done
 - write a simple description
 - write about topics I like
 - write a simple explanation

Organisation: (Deeper feature)

- Write one idea about the same topic

Vocabulary: (Deeper feature)

- Use some basic words in my writing
 - think of some words that I want to say
 - write some letters by myself
 - know how to use my word card to help find and write new words

After 40 weeks at school Working towards Level 1

After one year at school, students should use their responses, ideas, and information to meet specific learning purposes across the curriculum as they work towards Level 1 of the New Zealand Curriculum.

- Think of simple ideas that are important to me
 - think of ideas that are important to me
 - keep each idea in my head while I draw it
 - keep each idea in my head while I write it
 - read my writing to check it matches the ideas in my head

- Use different text structures
 - write a personal recount about something I have done
 - write a simple description
 - write about topics I like
 - write a simple explanation

- Write more than one idea about the same topic

- Use words I know in my writing
 - think of some words that I want to say
 - my word card to help find and write new words
 - think about words I have heard or possible use
 - think about words from pictures or word cards

Writing Progressions

After 2 years at school Mastery of Level 1

After two years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards Level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

- Think of some ideas about my topic
 - think of some ideas about things I have done or that are important to me
 - share at least two ideas about my topic
 - keep my ideas in my head while I write them
 - add some detail to some of my ideas (information, facts, feelings, events, responses etc.)
 - check I have said what I wanted to say

- Follow a simple text structure
 - description or report (writing across the curriculum)
 - include some language features in my writing from different genres

- Try to put my ideas in order
 - my ideas are started to be grouped together to give one important idea

After 3 years at school Working towards Level 2

After three years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards Level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

- Think of ideas about my topic
 - know what a main idea is
 - have a main idea with some supporting detail (information, facts, feelings, events, responses etc.)
 - check I have said what I wanted to say

- Use a basic text structure across the curriculum
 - identify some of the language features I need in my writing
 - check that my writing has some of the language features that match my genre

- Order my ideas
 - know what my most important idea is
 - know why some ideas go together (beginning, middle and end)

- Use some different vocabulary to describe my ideas
 - use some topic words
 - use adjectives to describe
 - use nouns to name things
 - use verbs to describe actions
 - understand how to use use reference sources to check the meaning of words
 - use context written language features like abbreviation and simile for effect

Year 2

Year 1

Year 3

Maths Progressions

Prospect School Numeracy Strategy

Name: _____ Year Commenced: _____

Stage 0 – Emergent	
Strategy Count a set of objects up to 5 by one-to-one matching	Example "Count the ladybirds." Student counts... "Get 2 teddies." Student puts 2 teddies on table.
Strategy Form a set of objects up to 5 by one-to-one matching	Example "Count the faces." Student counts... "Get 8 counters." Student puts 8 counters on table. "How many hearts can you see?"
Strategy Form a set of objects up to 10 by one-to-one matching	Example "Get 8 counters." Student puts 8 counters on table. "How many hearts can you see?"
Strategy Count 2 sets of objects, starting each set at 1	Example 1 2 3 1 2

Stage 2 – Counting from 1 with Materials	
Strategy Solve + problems to 10 by counting all the objects	Example $6 + 3 = 9$
Strategy Solve – problems to 10 by counting all the objects	Example $6 - 3 = 3$

Stage 3 – Counting from 1 by Imaging	
Strategy Addition: Solve simple + problems by counting all the objects in their head	Example $6 + 3 = 9$
Strategy Subtraction: Solve simple - problems by counting all the objects in their head	Example $6 - 3 = 3$ 2 rows of 4 apples = $1, 2, 3, 4, 5, 6, 7, 8$
Strategy Multiplication: Solve simple \times problems by counting all the objects	Example Colour N of the circle.
Strategy Fractions: Show $\frac{1}{2}$ and $\frac{1}{4}$ of shapes	Example

Prospect School Mathematics Strand Progressions

Year 0

Strand	End of Year 1	End of Year 2	End of Year 3
Measurement	Working towards Level 1 After one year at school, students will be achieving at early level 1 of the New Zealand Curriculum.	Mastery of Level 1 After two years at school, students will be achieving at level 1 of the New Zealand Curriculum.	Working towards Level 2 After three years at school, students will be achieving at early level 2 of the New Zealand Curriculum.
	<ul style="list-style-type: none"> measure by comparing objects 	<ul style="list-style-type: none"> measure using non-standard units 	<ul style="list-style-type: none"> measure using standard units add measurements
	Time <ul style="list-style-type: none"> Know the days of the week Know times throughout the day such as morning, lunch, night, bed time Compare time taken using words, e.g. fast, faster, fastest, slow, slower and slowest 	Time <ul style="list-style-type: none"> Know the months of the year Compare time taken using words, e.g. quick, quickly, quicker, early and late 	Time <ul style="list-style-type: none"> Understand time units for calendars, e.g. dates, weeks, months and years Begin to tell the time in hours and half hours (on clock, and half past) Draw hours and half hours on an analogue clock
Length <ul style="list-style-type: none"> Compare the length of two objects using words, e.g. long, longer, short, shorter, tall and taller 	Length <ul style="list-style-type: none"> Compare the length of objects using non-standard units, e.g. hands, books, pencils Use the lengths of two objects to compare a third object using tall, taller, tallest, etc. 	Length <ul style="list-style-type: none"> Measure length using metres Measure and draw using centimetres Begin to solve problems by joining and separating lengths 	
Area <ul style="list-style-type: none"> Compare the area of an object using words, e.g. bigger, biggest, small, smaller and smallest 	Area <ul style="list-style-type: none"> Compare the area of an object using non-standard units, e.g. it is 6 blocks to cover 	Area <ul style="list-style-type: none"> Find area by counting squares 	

Year 1

Year 2

Year 3

What Other Systems are NS embedded within?

Well below and below - have become essential in these areas

1. Special needs
2. Target students
3. MoE agencies
4. Reporting

How did NS develop Assessment Capability?

- Distinct growth in all stakeholders' capacity
- Directly affected versus indirectly affected
- Not all assessment growth was due to NS

Assessment Capability at all Levels: Students

What did we do 9 years ago? 2010 versus 2018

- Then
 - Loose expectations of what was to be learnt
 - Levels displayed - no ownership
- Now
 - Students are clear about what they are learning, their goals, and their next steps, they use the language of our progressions

Assessment Capability at all Levels: Teacher Aides

What did we do 9 years ago? 2010 versus 2018

- Then
 - Paid 'parent help', or TAs for special needs/with RTLB/funded
- Now
 - Work with all students - not just WBs!
 - Plan their own programmes
 - Pre and post-test - evaluate their own work with support

Assessment Capability at all Levels: Teachers

What did we do 9 years ago? 2010 versus 2018

- Then
 - Loose expectations
 - Knowledge was dependant on many variables e.g. curriculum team, own strengths, mentored, random acts of curriculum
- Now
 - Urgency and focussed - e.g. 'move two/three years in one year!'
 - Curriculum knowledge - consistency throughout school

Assessment Capability at all Levels: Leaders

What did we do 9 years ago? 2010 versus 2018

- Then
 - Led all assessment events, BoT reports-so many tools to share
- Now
 - OTJs (array of evidence) vs one test
 - CoL/Kahui Ako leaders - NS work, cluster-wide focus, shared assessment understandings across our region

Assessment Capability at all Levels: Whanau

What did we do 9 years ago? 2010 versus 2018

- Then
 - Empty curriculum meetings, ‘school’s job not mine’
- Now
 - Assessment input from parents e.g. whanau group, focus groups,
 - Simple bullet points-plain language!!!!

Reflections for Participants

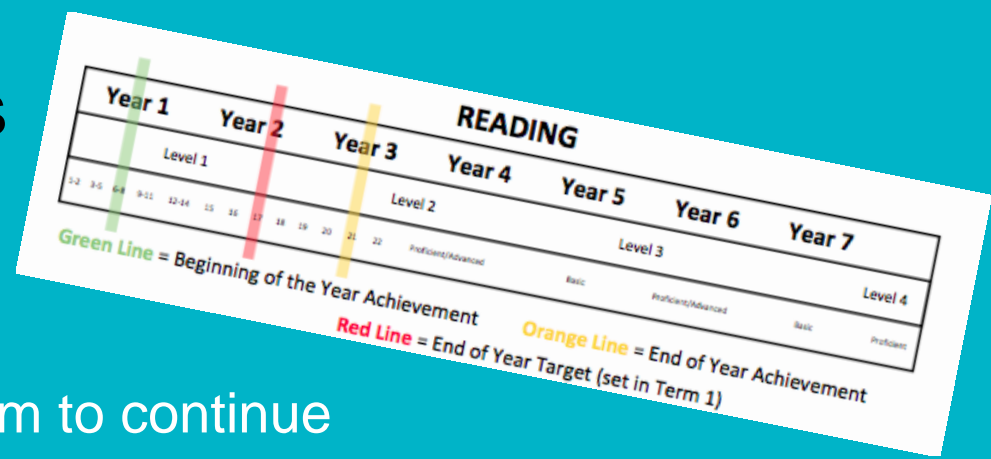
- How have you assessed/reported using National Standards?
- What growth has happened because of NS either directly or indirectly over the last nine years?

What will we keep?

Overall Teacher Judgements

- This helps streamline reporting and identify students for further support
- Useful for teachers to assess progress
- Helps reduce bias for students with anxiety issues or issues with technology as we use a variety of evidence
- Quick

National Standards Charts



- The ones WE developed
 - Target setting - good system to continue
 - Still need to say where students are at
 - Clear pathway of progress and achievement
- Classroom + portfolio + OTJ + reports + SLC + next steps
 - Cycle is consistent + repeats

Our Learning Progressions

- This is what is important at our school!!!
- Are all in AFL language so all are LIs and SC
- Ensure consistency and priorities and baseline for AfL
- Help new staff with curriculum knowledge
- Help new staff to know how to use the LPs in an AFL way-are not a checklist!
- Help ensure coherence with teaching and planning and reporting

Special Needs Organisation

- Helps identify these students more rigorously
- NS one piece of data when evaluating teaching and learning
- All students helped in the time given
 - 40-75 students in one week for one TA
 - X 9 TAs x 4 terms = heaps of kids!
- Used in IEPs, referrals, MoE, agencies, for \$\$\$\$
- Teacher aides work is 90-95% students in well below/below areas

Reflections for Participants

- What do you want to keep?

What will we get rid of?

Anniversary Reporting

Although the anniversary achievement data for After 120 weeks at school is low at 39%, there has been a 20% increase throughout the year with the term four OTJ data showing 59% of these students now achieving at or above the National Standard

- Unclear target setting due to 'old' data
- Replace 'after' time frames with 'end of year' expectation
- Slowly phase out/proceed with caution

Reporting to Parents Using 'well below' or 'below'

- Demoralising for Special Needs students, ESOL, etc.
- Not enough focus on the breadth of the curriculum
- Replace with strong focus on ipsative assessment

Narrow View of Reporting for Students

- Not just 'reading, writing and maths'
- Include collaborative skills
- Include graduate profile
- Include other areas
- Reflect with stakeholders - focus group, whanau group, student voice
- Priority for Term 2!

Reflections for participants

- What do you want to get rid of?

New issues

How do we...

- Develop assessment knowledge? e.g. BTs/early in career
- Sustain the urgency of teaching?
- Manage our reality of under-achievement?
- Balance the need for the basics/guided pedagogies with the integration of 21st Century Skills?
- Assess all of this?

Possible solutions...

- Our learning progressions + NZC = backbone of expected content
- Solid grounding in the basics for those who need it, i.e. Juniors, special needs, ESOL, etc.
- Key competencies/21st Century skills become the focus of the learning - content knowledge is the vehicle to teach essential skills
- Create even more progressions - unpack each skill group to detail the steps learners need to master

Progress so far...

Whanaungatanga

	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Listening	I do not listen to other peoples' ideas yet	I listen to ideas from one or two people only	I share ideas about what to do	I talk about and listen to other ideas	I discuss ideas and make joint decisions
Sharing	I do not take turns or share resources yet	I sometimes take turns and share	I take turns and share	I always take turns and share	I teach others to take turns and share
Contributing	I let everyone else do all the work	I sometimes do the work	I contribute to my group work	I always contribute my best work	I help others to contribute to the work
Helping others	I do not help anyone else yet	I help if I am asked to	I try to help others	I help other people	I encourage other people to help out
Solving problems	I need the teacher to solve my problems	I need help to solve problems	I solve simple problems	I solve problems peacefully	I teach others how to solve problems
Expressing feelings	I don't know how to say how I am feeling yet	I say how I am feeling when asked	I identify how I am feeling	I openly express how I am feeling	I respond appropriately to how others feel
Kindness	I need help to use kind words	I sometimes use kind words	I use kind words with my friends	I always use kind words	I encourage others to use kind words
Respect	I don't know where I come from yet	I know where I come from and respect my own culture	I respect others' cultures and beliefs	I make connections between my own and others' cultures and beliefs	I explain to others about different cultures and beliefs
Patience	I don't show patience with others yet	I sometimes show patience towards others	I show patience towards others	I always show patience with others	I show other people how to be patient with others

**KEY
COMPETENCY
Relating to
Others**

+

**PB4L Behaviour
Expectations**

+

Graduate Profile

+

**Independent
Learner
Progressions**

Reflections for participants

- Any possible issues or solutions to overcome?