

Rethinking Assessment in Aotearoa/New Zealand

St Mark's School journey and story of rethinking
assessment and making a "PaCT"!



This conversation:

- 1. The Back Story - Writing**
- 2. Inquiry - shifting our thinking**
- 3. Collaborative Inquiry and the first questions.**
- 4. Personal Inquiry and Evidence**
- 5. Practice Analysis as Formative Assessment**
- 6. Outcomes to date!**

Best Evidence Synthesis - “...focussed pedagogical leadership is essential - one in which the principal participates as a co-learner with teachers” *Foreword by Michael Fullan.*

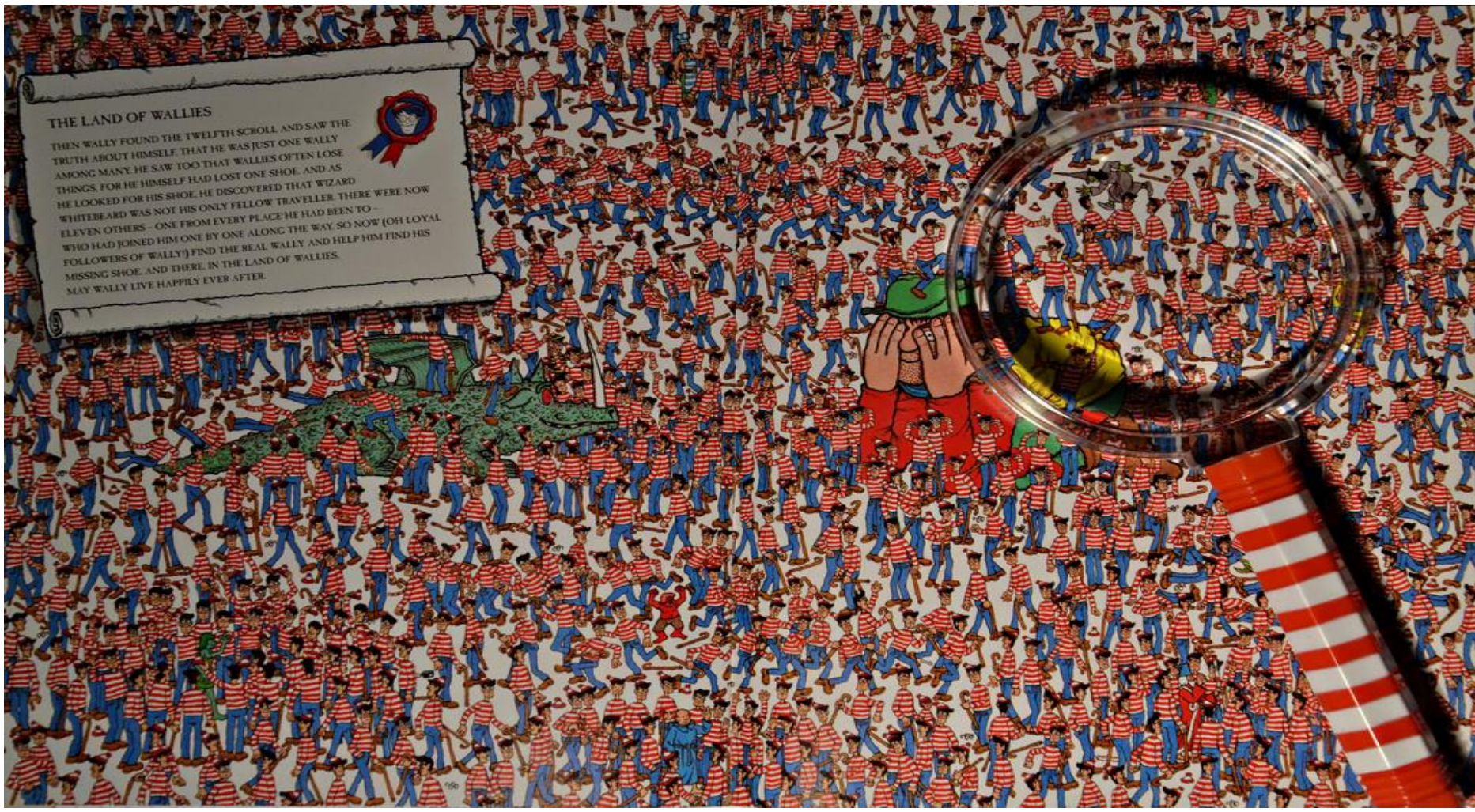


1. The Back Story!

- **Data in 2016 - Reading, Mathematics, Writing**
- **National Standards - Anniversary Reporting and Compliance, NAG'S and NEG'S.**
- **Assessment tools - PAT's, e-asTTle, Running Records, PIPs, GloSS, JAM, STAR, PROBE 2, BURT, MidYIS, NumPA, NEMP, ARB's, Schonell, NZ Curriculum Exemplars, PaCT, Rubrics, Student voice and OTJ's**
- **Coherence? Consistency? Commissioner?**

THE LAND OF WALLIES

THEN WALLY FOUND THE TWELFTH SCROLL AND SAW THE TRUTH ABOUT HIMSELF, THAT HE WAS JUST ONE WALLY AMONG MANY HE SAW TOO THAT WALLIES OFTEN LOSE THINGS, FOR HE HIMSELF HAD LOST ONE SHOE, AND AS HE LOOKED FOR HIS SHOE, HE DISCOVERED THAT WIZARD WHITEBEARD WAS NOT HIS ONLY FELLOW TRAVELLER, THERE WERE NOW ELEVEN OTHERS - ONE FROM EVERY PLACE HE HAD BEEN TO - WHO HAD JOINED HIM ONE BY ONE ALONG THE WAY, SO NOW (OH LOYAL FOLLOWERS OF WALLY!) FIND THE REAL WALLY AND HELP HIM FIND HIS MISSING SHOE, AND THERE, IN THE LAND OF WALLIES, MAY WALLY LIVE HAPPILY EVER AFTER.







2. Inquiry - shifting our thinking!

What is assessment best practice? Does it centre on the student? What is our evidence?

- Collaborative Inquiry - Co-constructed questions for our team/s
- Personal Inquiry - At-Risk Writers

Assessment for Learning!

“First, schools need to get in the habit of comparing themselves with themselves”

Michael Fullan - “Motion Leadership - The skinny on becoming Savvy” 2010 Corwin

3. Collaborative Inquiry and the first questions.

We decided to:

- Reject the idea of an external writing provider.
- Be compliant with National Standards but seek rich understandings using qualitative formative data.
- **Build capacity within staff - we worked in teams, using student evidence and asked questions of each other! We brought our student work to the conversations to:**

Seek shared understanding of: what is happening now, consistency of assessment across our school, whether learning was visible for students, could we work differently to address progress and achievement for everyone, could we challenge each other to be better?!

The Five Principles of Leadership - Kouzes and Posner - model the way, inspire a vision, challenge the process, enable others to act and encourage the heart.

Collaborative Inquiry

- Learning Intentions - tasks
- Success Criteria
- Evidence - clarity around practice + evidence

Our Questions:

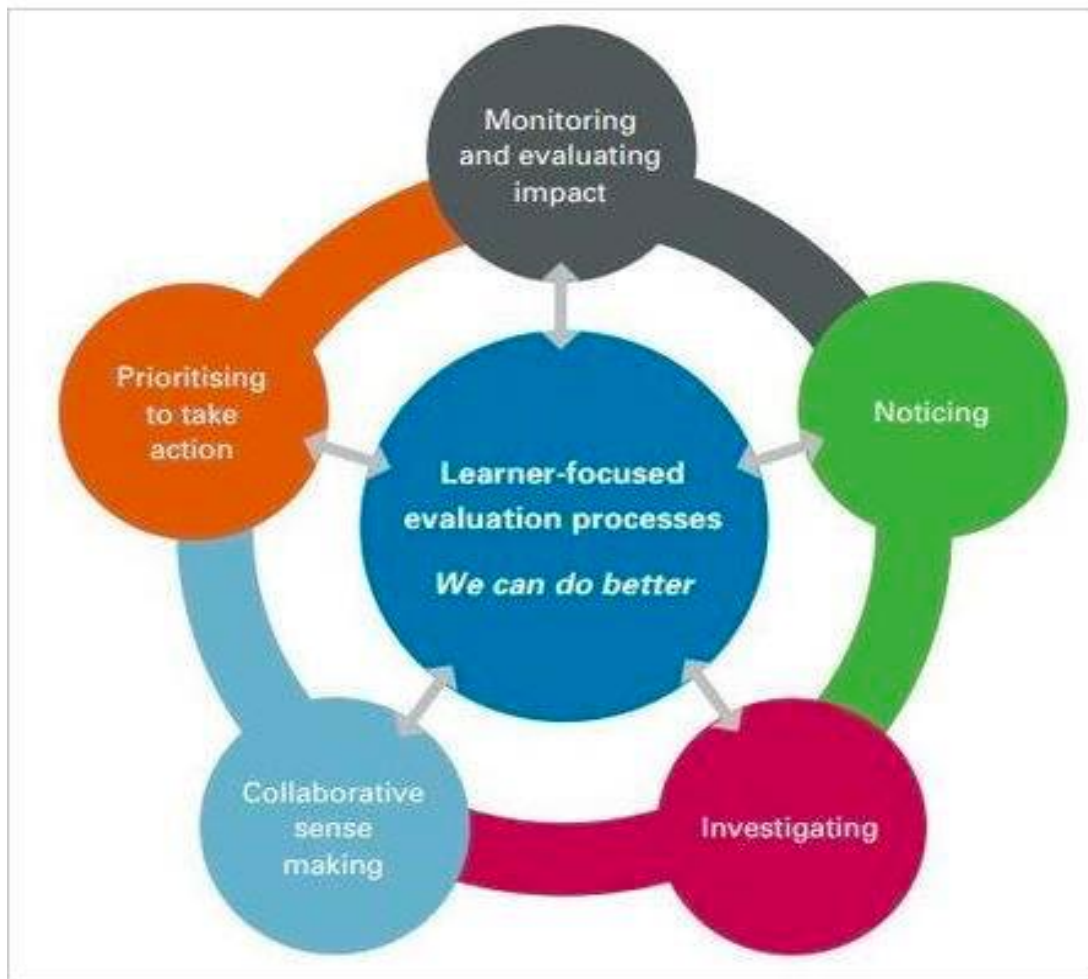
- What was your thinking?
- What evidence have you got that this is where the students are at?
- Could you take a risk with this student/s?
- What has been the journey / progress so far?

Any other questions?



Co
Table

What
pro



Why did we choose PaCT?

- The Learning Progressions Frameworks are a critical feature - teachers are able to understand the knowledge, skills and rates of progress described in the NZC.
- Breaks down areas into aspects and illustrates stages of learning.
- The tools are designed for cross-curricular use.
- Supports NZC.
- Supports moderation - collaborative inquiry.
- Supports assessment for learning - to give feedback to students about their learning and plan next learning steps with them.
- The PaCT doesn't make judgements - teachers do!

4. Personal Inquiry and Evidence

- We identified a small group of at-risk writers in our classes - ***noticing***
- We set learning intentions and success criteria based on our collaborative inquiry questions
- We identified outcomes that we expected as part of our specific targeted teaching - ***investigating***
- We implemented the teaching.
- We discussed the students writing in our collaborative teams - ***collaborative sense making.***
- We prioritised targeted teaching in our classroom programs - ***priority to take action***
- We started evaluating and monitoring the impact of the teaching and the outcomes for students - ***Monitoring and evaluating***

5. Practice Analysis as Formative Assessment

- To maintain learner focus, we decided to combine student evidence with teacher practice evidence - AKO
- Used the “Combined Teacher and Student Capabilities Matrix (Michael Absolum *“Clarity in the Classroom”* 2006 to position ourselves professionally and our students in relation to this.
- Used the *“Practice Analysis of Conversations”* Helen Timperley 2011a *“The Power of Conversations - Developing Adaptive Expertise through the Analysis of Practice* to frame our analysis.
- We videoed ourselves working with our at-risk writers!
- We analysed them using the LI and LO as the basis for conversation - a dedicated Literacy Teacher (CoL Within Teacher) and EA partner facilitated these conversations
- We co-constructed new practice based on these conversations and the student evidence.

And the ImPaCT?

- Our assessment practice is more closely mirroring our teaching and learning - clarity of goals, visibility of what is to be learned and understood, and fine grained changes to meet individual needs = *“Know thy Impact” - John Hattie*
- Transparency and Honesty in Learning Focussed Relationships - Tātaiako competencies and Tū Rangitira leadership practices and learner outcomes.
- Summative assessment in relation to norms and informal assessment such as running records are strengthened but it is the rise of formative assessment, as detailing specific progress and achievement against progressions and frameworks provides a rich tapestry of information of greatest note.
- There is a shift away from DOING assessment to THINKING about assessment and our impact on students.
- Evidence of high quality teaching practice is reflected.
- Curriculum conversations! And the impact of a broad curriculum post NS! Progress and Achievement in Mathematics may not just involve Mathematics! Imagine that!

“Insanity: doing the same thing over and over again and expecting different results” Einstein

“It’s a jungle gym, not a ladder” - Sheryl Sandberg COO of Facebook