

Companion Guide to the Assessment PPP





This document, published in 2021, has been developed by the New Zealand Assessment Institute (NZAI), a not-for-profit advocacy body focused on improving capability in educational assessment at all levels of the system. It is a Companion Guide to *Assessment to Improve Learning: Principles, Practices and Proof*.

Both documents are available in digital form on the NZAI website: www.nzai.org.nz/knowledge-centre

Additional resources to support the documents can be accessed through the website. This dynamic bank of resources illustrates ways that schools and agencies might access and use the document and provides examples of the assessment practices advocated in the Assessment PPP.

You can contact NZAI at info@nzai.org.nz

Introduction

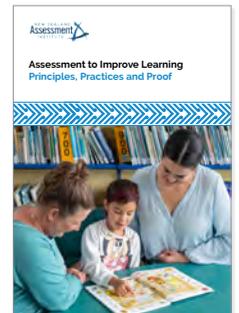
This is a Companion Guide to Assessment to Improve Learning: Principles, Practices and Proof.

The Assessment PPP constitutes a framework from which to evaluate the adequacy of assessment systems and practices necessary to support learning at multiple levels of the education system.

This Companion Guide suggests ways in which the Assessment PPP can be used by personnel across the education sector to deepen their understanding of the effective use of assessment and the information gathered from it.

Starter discussion questions and activities are offered here to guide you in your use of the Assessment PPP.

On our website you can find downloadable PDFs of *Assessment: Principles, Practices and Proof*, this Companion Guide and a dynamic bank of resources illustrating ways that schools and agencies might access and use the documents. We welcome your contributions to this bank of resources.





Discussion starters



Principals and leaders

What value does our school place on gathering assessment information?

How might the Assessment PPP help us in a programme or professional learning review?

Which of the assessment principles and/or practices do we enact in our school, and which ones need attention? Why? How?

How do we create time for carrying out assessment?

How do we use assessment information to guide our decision making on student learning, professional learning and development and resource allocation?

How assessment capable are we as leaders, teachers and students?

What do we know about the information needs of those we report to?

Teachers

What is the value of assessment for me/us in my/our work?

What worries me/us about assessment?

Looking at the Assessment PPP document:

Which assessment practices would students see me/us use?

What assessment principle and/or practice troubles me/us the most, and why?

When and how do I/we ask students or parents about what matters to them?

How might I/we listen more to the views of students and parents/whānau?

What information do students and parents/whānau most want? How do I/we know?

What information about students' learning outside of school would be useful to gather from parents/whānau?

In what ways might students and parents/whānau contribute to assessing key competencies or capabilities?

What am I/are we doing to enhance my/our assessment capability?

How am I/are we building students' assessment capability and why is this important?

Students

What do you wish teachers knew about you?

What do you know about how you learn?

What do you know about what you need to learn next?

What do you want to learn more about?

How do you know when you have learnt something?

How would you like to be more involved in showing teachers and others what you know and can do?

Parents and whānau

What do you wish teachers or the school asked you about your child or your family/whānau?

What matters most to you about your child's learning?

How would you like to know about, or be involved in, gathering and interpreting assessment information about your child's learning?

PLD facilitators

What assessment principles and practices do you see most frequently used in schools?

In what ways have you seen schools develop assessment capabilities in: leaders, teachers and students?

In what ways might these assessment principles guide you in the work you do with schools?

Initial Teacher Education (ITE) Providers

What assessment principles and practices do we think are the most important for our ITE students to know about? Why?

How might we model and incorporate these principles and practices into our programmes to build ITE student knowledge and capability in assessment?

Which of these principles and practices would we work with, with our partner schools, to co-develop in our ITE students?

Ministry of Education

Which of these principles apply to the work we do 'in-house'?

Which principles do we enact in our work with other agencies in the education sector?

What conditions do we want to foster in schools for these assessment principles to be incorporated?

What can we do to help build assessment capability in schools?

What are the resourcing implications for ITE, schools and PLD?

Education Review Office

Which of these principles and practices are well developed in schools? How do we know?

What can we do to help build assessment capability in schools?

Which of these principles do we embed in our own practices?

In what ways might our practices need to change to better model these assessment principles and practices?

Researchers and others

What is the level of knowledge of assessment principles, assessment practices and assessment capability in English-medium schools in Aotearoa New Zealand?

Which assessment principles are the most applicable to all stakeholders in the education sector?

How might the assessment principles be more fully embedded in the work of different agencies and tiers of the education sector?



Activities



Principals and leaders

Find out from at least three people/agencies you report to, what information they would find most useful.

Ask your staff/teachers to rank the assessments your school asks them to do from most useful to least useful. Review.

Record each assessment practice/ tool on separate cards. Ask teachers to order them according to their use. Examples are: to inform teaching; to guide students in their learning; to report (and to whom), for other purposes.

Enquire about the impact of their use.

Invite a representative group of parents/whānau and students to a hui to give feedback on:

- assessments they value at this school
- assessment processes that might be done differently.

Teachers

Share an assessment activity with your colleagues that was successful in your class and explain why it was and what assessment principles were reflected.

Ask your students about the types of assessments they find most helpful to their learning and why?

Ask your students which types of assessment do they enjoy the most? Why?

Is there a correspondence between the types of assessment that are most useful and those that are most enjoyable?

What do your students' parents/whānau value and celebrate?

Students

Bring an item to school to share with your teacher/class about your culture, family or favourite activities. Explain what it shows about your learning. Explain what you have learnt in doing it.

Talk about (or demonstrate) a new skill you have learnt outside of school.

Show your new learning in a creative way.

Parents and whānau

Ask your child's teacher to explain how assessments work and what they mean.

At teacher-student- parents/whānau conferences share an object, photo or story that shows what is special about your child.

Share with teachers something your child learnt outside of school about which you or they are proud.

PLD facilitators

Write a range of assessment activities/tools on separate cards. Ask teachers to order them from most useful to least useful for:

- their planning and teaching
- understanding students' progress and achievement
- developing students' assessment capability
- reporting to others.

What do you notice about the assessment strengths/capabilities of the people present? How might teacher assessment capabilities be extended?

Initial Teacher Education (ITE) Providers

Encourage ITE students on practicum to negotiate with their mentor teacher to:

- apply some assessment principles,
- use some assessment practices with students and
- ascertain their impact on students' learning.

Require ITE students to include in their portfolios an example of how they developed their understanding of assessment and their assessment capability skills from their course work and practicums.

Ministry of Education

Survey a range of schools on their understanding of assessment principles and identify which ones would benefit from professional learning.

Consider policies that might encourage schools to embed one or more assessment principles into their policies and practices.

Education Review Office

Ask schools which assessment principles and practices they would appreciate external support in?

Critically examine ERO reports to identify the assessment principles ERO has emphasised in the past and those that have received less attention? What might be changed in future interactions with schools?

Researchers and others

Find out the assessment principles and practices that teachers feel knowledgeable and confident about, and which would benefit from PLD.



