

Frameworks to guide effective assessment practices

Kaye Brunton and Viv Mallabar use their experience of teaching, leading and PLD facilitation to offer workable frameworks for managing sound and effective assessment in your school. Their ideas are based on NZAI's recent publication, *Assessment to Improve Learning: Principles, Practices and Proof*.

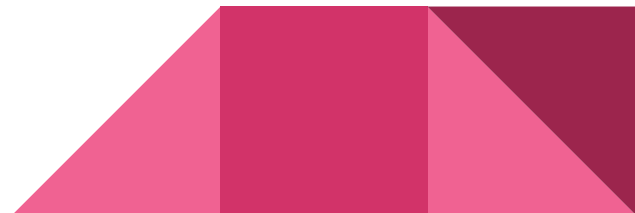
Karakia

Whakataka te hau ki te uru
Whakataka te hau ki te tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tihei mauri ora!



This webinar...

- Context
- Assessment To Improve Leadership: PPP
- The Ormiston experience
- Your thoughts, wonderings...



National Education and Learning Priorities (NELP)

(1 January 2023)

Learner at the centre

Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations

Quality teaching and leadership

Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support

Barrier-free access

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists



The refreshed curriculum

Te Mātaiahau - The Curriculum Framework (draft)

Broadening our view of what success looks like

- drawing on local and broader knowledge and histories
- fitting the strengths and interests of each ākonga
- set within a progressions framework



The enduring questions...

- What is important for our learners to know and be able to do?
- Why are these things important for them?
- How will we know there is a difference in outcomes for our learners as a result of our teaching?
- What is necessary and sufficient in terms of information to guide our learners' and our school's next steps?



These questions are embedded in the principles of Assessment to Improve Learning: Principles, Practices and Proof.

- What will our learners need to know and be able to do? Principle 4
- The purpose for using assessment to guide learning and teaching - principles 1 and 2.
- What do we collect? Principles 3, 4 and 5.
- How does it get used? Principles 6, 7.



OJC context- This is us

- New school in Flatbush NZ that opened in 2017 (entering 6th yr and third with Covid interruptions).
- Year 7-10 (4th built in NZ) and a mix of primary and secondary teachers.
- Ormiston largest growing area in NZ (will be size of Dunedin within a few years).
- Mostly migrant population- Primary next door largest ESOL in NZ (90+%) and across three schools (Primary, Junior College & Senior college expected to have approx 6000 students).
- An ILE



OJC- developing a localised curriculum

As a new school we had the opportunity to develop a localised curriculum that met the needs of our age of learners and what we knew and believed worked with this particular age group.

Our curriculum is underpinned by the NZC and reflects the intentions to show the connections across all learning areas

Our 'we believes' as leaders of learning around the delivery of curriculum influenced the way in which pedagogy and AfL is delivered and engaged with by our learners in years 7-10.

We needed to recognise and address the way the 'teenage brain' develops in our curriculum



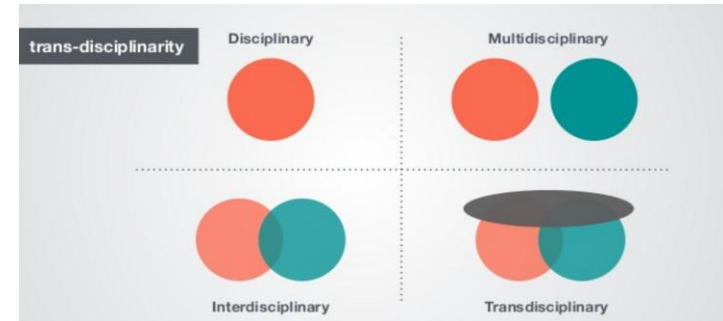
Assessing a localised curriculum. What is important for our learners/teachers to know and be able to do & Why are these things important? (The purpose for using assessment to guide learning and teaching - principles 1 and 2).

We wanted to:

- 1) develop assessment capable learners within a transdisciplinary curriculum**
- 2) show the process of learning as well as the outcome**
- 3) ensure we were robust in assessment processes/practices**
- 4) ensure we met our values/beliefs around student-centered practices**

Transdisciplinary Learning

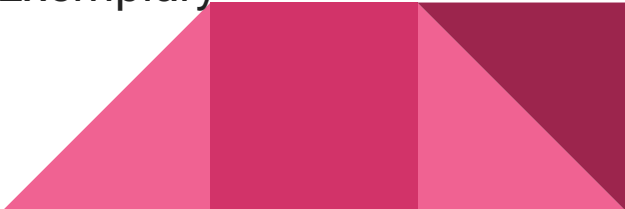
investigating a topic, issue, question or problem from different disciplines which work together jointly to create new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem.



What is important for our learners/teachers to know and be able to do & Why are these things important? (What will our learners need to know and be able to do? Principle 4)

We developed an OJC Graduate Profile: Junior/Senior (digital badging) to show what we wanted our learners to know/be able to do by (end of years 8 & 10)

Skills, Knowledge and Dispositions that met:

- OJC Values;
 - NZC: KCs and Essence Statements
 - 21st century Fluency Language, and Transdisciplinary skills embedded
 - New digital technologies curriculum
 - Building intrinsic motivation
 - Building student agency
 - Levels of Achievement: The 3 Es Emerging, Effective, Exemplary
- 

What is important for our learners/teachers to know and be able to do & Why are these things important? (What will our learners need to know and be able to do? Principle 4)

Learning Journeys- show progress over time

Term 3-4 Learning Journey Contents

MAC & KĀINGA

TERM THREE Learning Goals & Reflections

PASSION PROJECT

PASSION PROJECT Learning Experiences

HAUORA & WHĀNAU ORA

HAUORA Learning Experiences & Reflections

WHĀNAU ORA TERM 3 Learning Experiences

WHĀNAU ORA TERM 4 Learning Experiences

LITERACY Highlights & Reflections

NUMERACY Evidence & Goals

TAIP 2 [Transdisciplinary Authentic Inquiry Projects]

TAIP 2 Milestones & Prototypes

TAIP 2 Final Outcome & Reflections

MAC & KĀINGA

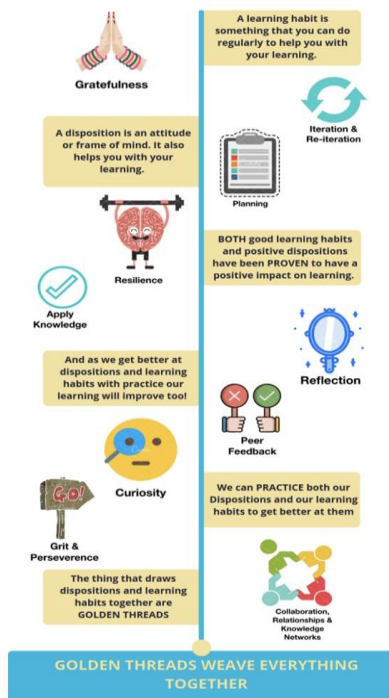
TERM FOUR Learning Goals & Reflections

OJC GRADUATE PROFILE BADGES

TERM THREE & FOUR Badge-Bidding

2022 Graduate Profile Badges

What is important for our learners/teachers to know and be able to do & Why are these things important? (What will our learners need to know and be able to do? Principle 4)



INNOVATION 3 JUNIOR BADGE CRITERIA

Learner can investigate by using scientific knowledge

- I can record detailed observations and can identify the difference between observation and inference.
- I can support my ideas with evidence.
- I can interpret, findings, evidence and data in science.
- I can explain the role of relevance & trustworthiness in scientific findings.
- I can utilise scientific processes to challenge or address a scientific hypothesis.

INNOVATION 3 SENIOR BADGE CRITERIA

Learner can demonstrate their scientific knowledge by applying it through a variety of investigations

- I can record careful and detailed observations & differentiate between observation and inference.
- I can support my ideas with evidence and can find evidence to support the scientific explanations of others.
- I can interpret, evaluate & critique findings, evidence & data in science, determining the relevance and trustworthiness in those findings.
- I can utilise scientific processes and ways of organising and developing scientific knowledge in order to prove, disprove or debate a scientific hypothesis.

HAUORA 1 JUNIOR BADGE CRITERIA

Learner demonstrates an understanding of the value of maintaining and enjoying regular physical exercise

- I can demonstrate a positive attitude and contribute to my group's experience during Whanau Ora.
- I can demonstrate that I have taken steps to improve my personal fitness.
- I can identify & describe risks to my safety while participating in physical activity.

HAUORA 1 SENIOR BADGE CRITERIA

Learner maintains regular involvement in and enjoys regular physical exercise

- I can demonstrate enthusiastic participation and contribute to my group's experience during Whanau Ora.
- I can prove that I have taken advice & improved my skills in a sport.
- I can show I have taken steps to improve my personal fitness.
- I can identify & manage risks to my safety while participating in physical activity.



How will we know there is a difference in outcomes for our learners as a result of our teaching? (What do we collect? Principles 3,4 and 5).

Annual Goal: first 3 years (pre covid)
Monitor & progress students' ability
to excel through their dispositions to
themselves as
learners

DEMONSTRATES AGILITY IN APPLYING KNOWLEDGE

'I draw on my prior knowledge and apply it in new learning situations.'

Click to add text

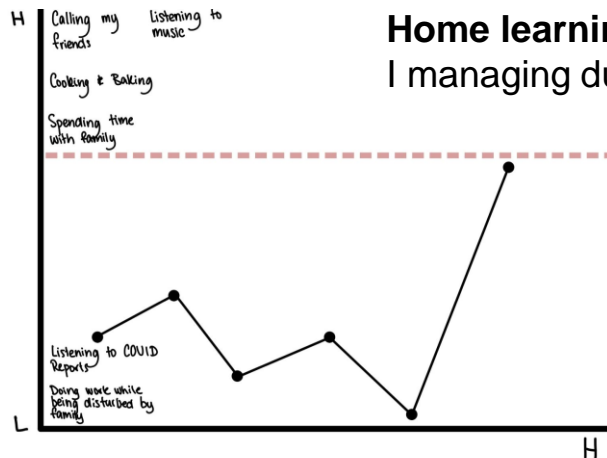
What does this disposition mean to me? Where do I feel I best apply this? Why?
 (did I notice myself or LC notice any differences in different learning areas?)

Was there any change in this disposition for me in any learning areas? Why/Why not?
 (think about any explicit focus or practice/goal setting?)

What do I need to do to make better use of this disposition?

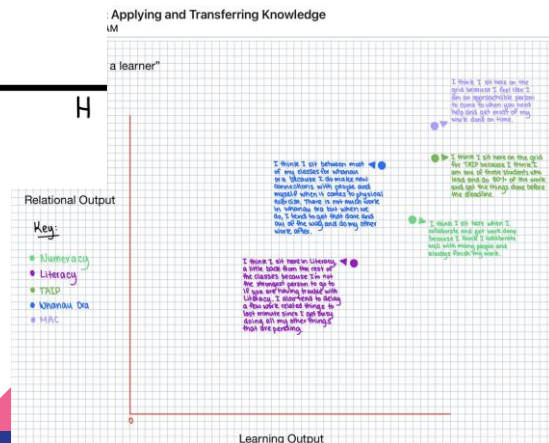
Student/teacher assessment on
dispositions to learning (Golden Thread
MAC program)

Relational Vs Learning output:
Self assessment student voice



Home learning online 2021: How was I managing during lockdown

I was at my best when... I was enjoying the space around me when it was calm & peaceful.
 I was most challenged when... minor family problems happened during my studies.



How will we know there is a difference in outcomes for our learners as a result of our teaching? (What do we collect? Principles 3,4 and 5).

Subject filter

Clear filters

Select subject below

☒ Mathematics

☐ Reading

Selected subject:

Mathematics

Enrolments by Year						
Cohort	previous years		Total	this cohort		Total
YearLevel	2017	2018		2019	Total	
7	18	87	105	117	117	222
8	30	72	102	117	117	219
9	26	51	77	91	91	168
10	15	29	44	66	66	110
Total	89	239	328	391	391	719

Subject filter

Clear filters

Select subject below

☐ Mathematics

☒ Reading

Selected subject:

Reading

Enrolments by Year				
YearLevel	previous years		this cohort	Total
7	104	108	212	212
8	104	107	211	211
9	78	88	166	166
10	45	59	104	104
Total	331	362	693	693

Enrolments by year and gender

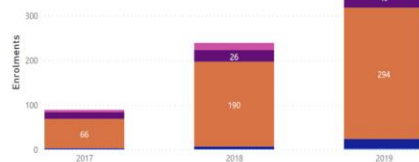
Gender: Female Male



© Darcy Fawcett 2021

Enrolments by year and ethnicity

Ethnicity: Maori Other Pacific Pakeha



If necessary comment on the number and demographics of the students assessed this year

Enrolments by year and gender

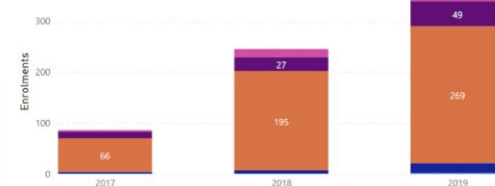
Gender: Female Male



© Darcy Fawcett 2021

Enrolments by year and ethnicity

Ethnicity: Maori Other Pacific Pakeha



If necessary comment on the number and demographics of the students assessed this year

And the age-old question of what is necessary and sufficient in terms of information to guide our learners' and our school's next steps?

Review: We wanted to:

- 1) Develop assessment capable learners and teachers
- 2) show the process of learning as well as the outcome
- 3) ensure we were robust in assessment processes/practices
- 4) ensure we met our values/beliefs around student-centered practices

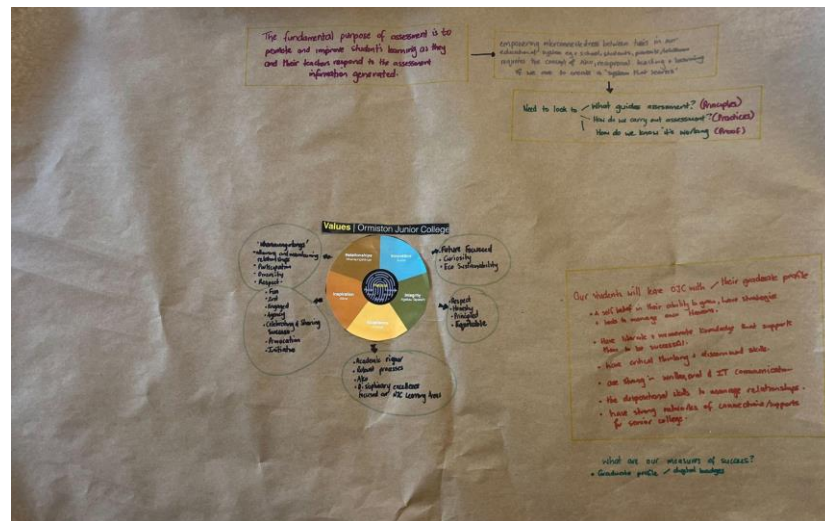
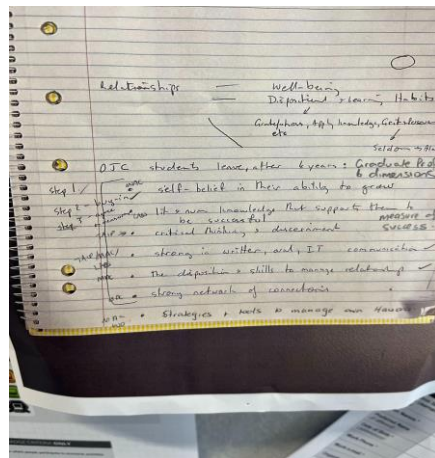
How are we going?

- Trialling using the PPP booklet as a framework, as AfL practices underpin building student and teacher capabilities and the systems in place to support these would be the 'robust' test with our assessment practices. This was important as the localised curriculum was based on our understanding around the teenage brain and the capabilities and dispositions that were needed.
- Middle leaders (our design team) and Lols (Leaders of learning) run PL weekly to support this. Starting to base review questions in middle lead teams on PPP.
- We are in the initial stages of this right now and the outcome I'd like to see would be a review of assessment timetable/choices; students and teacher voice collated; a visual map of processes and our dashboards on hero for digital badges used for BoT reports and feedback to staff & changes to any future teaching programmes.

And the age-old question of what is necessary and sufficient in terms of information to guide our learners' and our school's next steps?

Measures of success:

Working with assessment facilitator to develop what these look like based on how we see ourselves going and then to re look at practices and proof we would expect to see in all areas of localised curriculum.



Useful links

Assessment to Improve Learning: Principles, Practices and Proof.

<https://www.nzai.org.nz/knowledge-centre/>

Curriculum refresh

<https://curriculumrefresh.education.govt.nz/support-schools-leaders-and-teachers>



Karakia

Tēnei rā te whakairi ake i te kete o te wānanga

Tōna mauri nō runga, nō Rangi, nō raro, nō Papa

Tēnei te mauri o te mātauranga ka whakatakina ake

Kia wātea ai ēnei pūkenga

Hui e, tāiki e!

