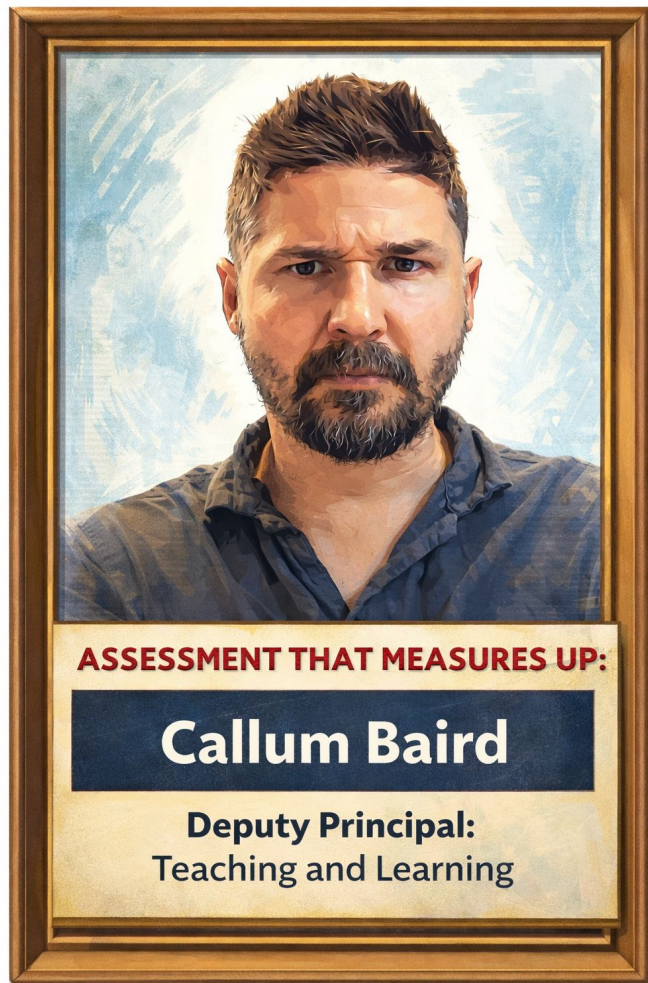




Assessment That Measures Up

A serious topic (you can tell by my photo)

**Welcome, nau mai haere
mai**

Thank you for being here today

Opening Problem

⚙️ Variable systems across schools

🗺️ Detailed planning but not obvious success: where is the value added

🌐 Multiple systems

👉 **But: Are we measuring impact properly?**

Early Experience

- 👤 Cross-school role
- 👤 Trying to measure learning

Heavy use of:

- 📄 Graduate profiles
- 📄 OTJs



👉 **Issue: Conversations without a shared anchor**

Measuring in a Vacuum



Graduate profiles:



Broad



Subjective



No consistent reference point



Result: Different interpretations everywhere



Turning Point



Realisation:



Need an **objective anchor**



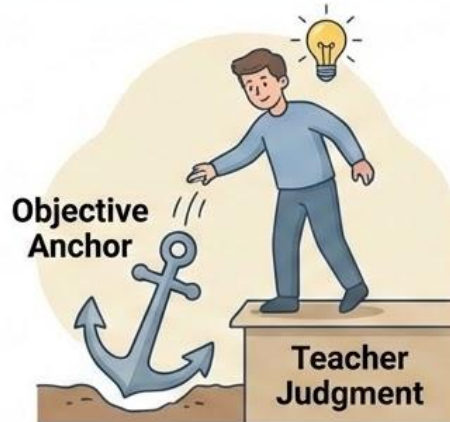
Not removing teacher judgment



But **grounding it**



Result: **Teacher judgment grounded by an objective anchor**



Assessment Landscape at Manurewa Intermediate (2023)

Assessment tools and areas:

- PAT (reading, vocab, maths)
- E asTTle
- PACT (writing + maths only)
- PROBE / running records
- Vocabulary testing
- IKAN
- Basic facts
- Graduate profile

So you can see: 43% at and above for whole school population AT END OF YEAR. When about that could be found in PAT data AT the start of the year. So what can we do?

Mid Year Reading Data: 2023									
		Needs Support		Working Towards		At Expectation		Above	
Female Totals	446	101	23%	216	48%	118	26%	11	3%
Male Totals	463	174	38%	189	41%	87	19%	13	2%
Grand Total	909	275	30%	405	45%	205	22%	24	3%

End Year Reading Data: 2023									
		Needs Support		Working Towards		At Expectation		Above	
Female Totals	237	41	17%	90	38%	76	32%	30	13%
Male Totals	239	63	26%	78	32%	68	28%	30	13%
Grand Total	476	104	21%	168	35%	144	30%	60	13%

Key Issues

- Too many tools
- No hierarchy
- No alignment
- Inconsistent use

 Data everywhere, but was it bringing clarity?

PaCT Problem (Aside)

⚠ Realisation:

- 👤 Heavy OTJ reliance
- 🔁 Decisions validating decisions
- ⚓ No external anchor

👉 System confirms itself

Representative of problems in NZ education in general with assessment:

Individual OTJs don't work at scale: **flawed idea**

👉 **Result:** Teacher judgment **without an objective anchor**

If you are PaCT defender I am happy to [share this slideshow](#) with with outlines its really deep flaws and I think they are reflective of some really deep issue within our system when it comes to assessment.

Core Assessment Issue



Core Assessment Issue:

- More decisions = more variables
- More variables = less reliability



Good assessment:

- Reduces variables

Staff Understanding

- Scale scores not understood
- Stanines misunderstood
- Data not linked to teaching

Misalignment Example

- Scale score 50–60
- Report: “needs more reading mileage”

👉 Problem:

- Data ignored

STUDENT ACHIEVEMENT									
Reading	Effort								
Term One Goal Reflection and Learning Celebration: When reading, Daysie has the ability to retrieve information from a text and answer any given questions. She is a confident reader and can read many common - as well as unfamiliar words. Daysie can recognize the features and purposes of both familiar and unfamiliar text types and use her knowledge to find her way around and understand texts.									
New Goals: To read for at least 30 minutes every day.	Progress and Achievement <table border="1"><tr><td>☐</td><td>Above</td></tr><tr><td>☒</td><td>At</td></tr><tr><td>☐</td><td>Working Towards</td></tr><tr><td>☐</td><td>Needs Support</td></tr></table>	☐	Above	☒	At	☐	Working Towards	☐	Needs Support
☐		Above							
☒	At								
☐	Working Towards								
☐	Needs Support								
Action Plan: - Start with reading for 15 minutes every day for the first month. - Gradually increase her reading time by 5 minutes each month until reaching a target of 30 minutes per day.									

This student is already capable of doing that: so what are we doing to move them forward? And... aren't they doing this in class anyway?



What Students Actually Needed

- Language devices
- Complex punctuation
- Text comparison
- Critical thinking



Not basic repetition

STUDENT ACHIEVEMENT		
Reading	Effort	Excellent
Term One Goal Reflection and Learning Celebration: Lexus has a positive attitude towards school, an enthusiasm for learning and can focus herself to complete set tasks. She explored various types of texts in class and worked diligently to understand them. Lexus used graphic organisers to help show the links between the texts she read, which helped her see how ideas connect. This helped her build confidence in reading more challenging stories and texts.		Progress and Achievement Above ✓ At Working Towards Needs Support
New Goals: To complete an analysis of the development of a character in a novel.		
Action Plan: - Read large sections of a novel studied in class to comment on character development. - Attend guided reading sessions that focus on character development.		

**Example from 2025 for a student that was near curriculum expectations:
you can see how this is actually going to push them forward.**

Stanine Misconception

- “Stanine 5 = at” ❌

Reality:

- Stanine 4 can be appropriate
- Huge variation within bands

Growth Understanding

- Same stanine $\neq$ no progress
- Scale score movement = growth

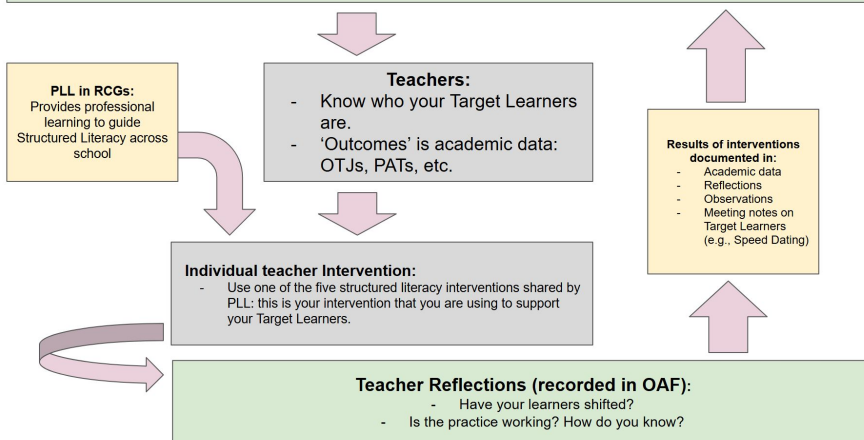
Big Learning

-  **Not a data problem**
A data **understanding** problem

Target Learners

- Identify students via PAT
- Focus effort deliberately

Overall School Inquiry: What impact does a structured literacy pedagogy have on the progress and achievement of my target learners?



All scores are for Term 1: so represent the beginning of that Phase i.e., 53.2 for PAT COMP = P3.1

AGE	7	8	9	10	11	12	13
YEAR	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
PHASE	<P2.0	P2.0	P2.1 - P2.2	P2.3 - P2.4	P3.1 - P3.2	P3.3 - P3.4	P3.4<
Year 7	EMER	EMER	EMER	DEV	CON/PRO	PRO/EX	EX
Year 8	EMER	EMER	EMER	EMER	DEV/CON	CON/PRO	PRO/EX
MI Writing	<12.0	12.0 - 13.3	13.3 - 14.6	14.6 - 15.9	15.9 - 18.5	18.5 - 20	20<
PAT COMP	N/A	<28.8	28.8 - 35.8	35.8 - 45	45 - 53.2	53.2 - 67	67<
PAT VOCAB	N/A	<32.4	32.4 - 40.9	40.9 - 48.7	48.7 - 55	55 - 65.7	65.7<
PROBE	<7	7-8	8-9	9-10	10-11	11-12	13<

Core Shift

- From:
 - “What might work?”
- To:
 - “Did it work?”

System Alignment

- Planning
- Teaching
- Reporting
- Assessment

👉 All aligned

Curriculum Knowledge Problem

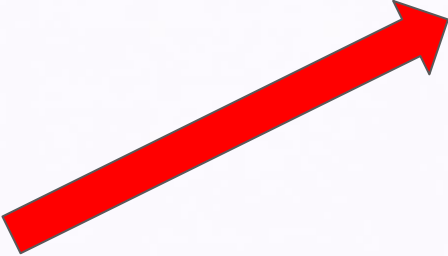
- No shared texts
- No shared expectations
- No clear progression

Solution

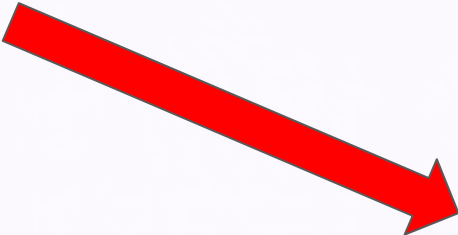
- Build knowledge into system
- Structured report comments
- Aligned to scale scores

Two Gaps

- Data literacy
- Curriculum knowledge

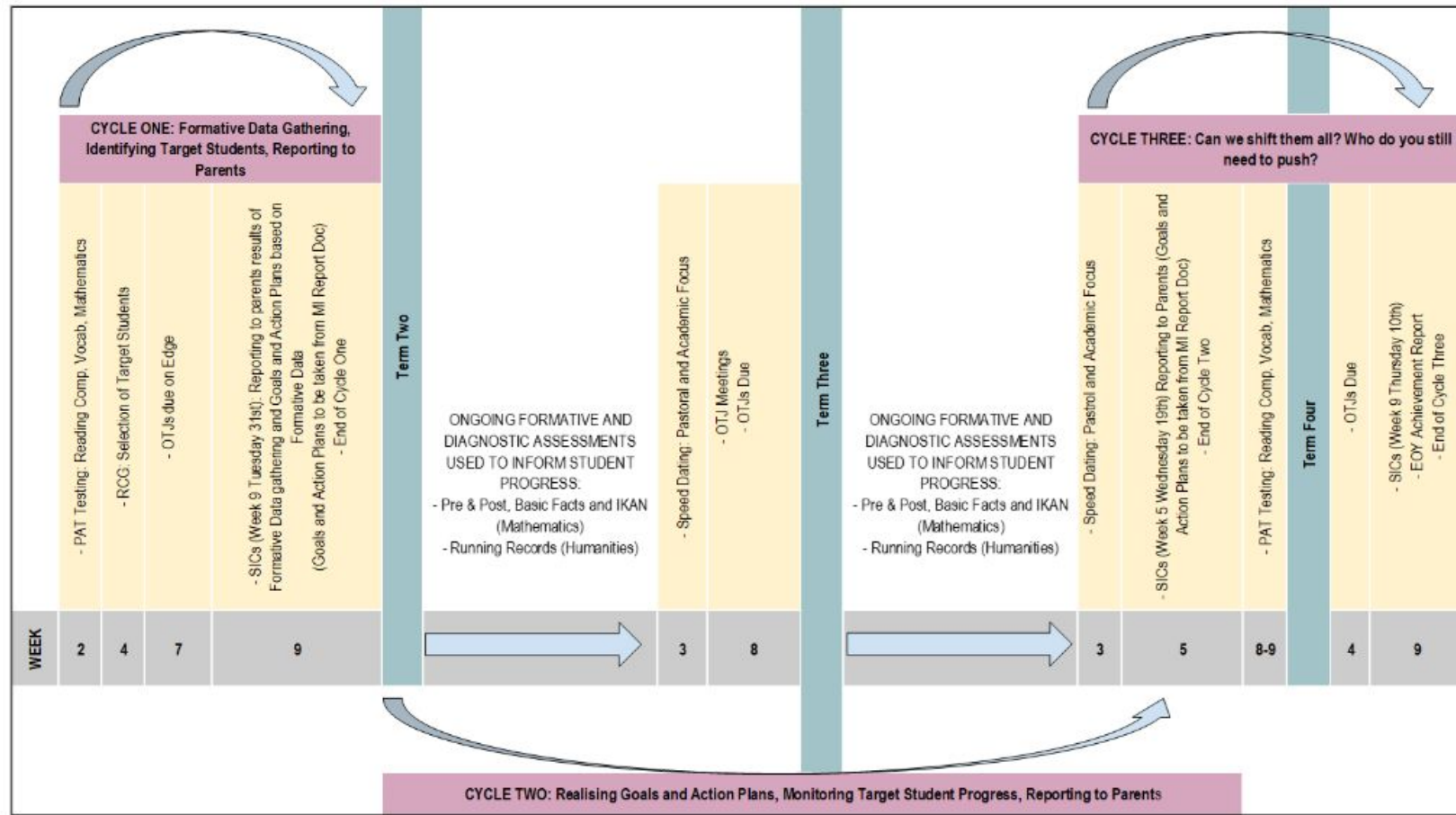


Sort of easy to fix



Not so easy to fix

Report Cycle One (Goals for next module based on formative assessment)			
YEAR 8	PHASE 3.3 - 3.4	PAT COMP SCALE SCORE	CURIOSITY
		53.2 - 76.5 <	GOAL
			ACTION PLAN/ HOW THIS WILL BE ACHIEVED
			- Use a character map to show how actions could be viewed in different ways. - Discuss how age, culture, or beliefs might change how someone understands the character.
			- Identify shared themes or references between texts. - Write or talk about how these connections affect what the reader thinks.
			- Look up unfamiliar words or cultural terms while reading. - Use what you find to help explain parts of the text that are hard to understand.
			- Keep a vocabulary list of tricky or interesting words. - Use those words to describe the denotat meaning in what you've read.
			- Read multiple texts on the same idea or event. - Consider how each text changes or deepens your understanding.
			- Highlight parts of the text that guide the reader, like headings or introductions. - Explain how those parts affect how the message is received.
			- Find language devices in the text and list possible meanings. - Practise writing your own examples that could be understood in different ways.
			- Choose a topic from a text and explore it from different viewpoints. - Share your thinking in a class discussion or a written reflection.
			- Track how a character is viewed from different cultural or personal perspectives. - Discuss how this changes how we feel about the character.
			- Create a visual or written map linking ideas from two or more texts. - Reflect on how the meaning changes when texts are seen side by side.
YEAR 7	PHASE 3.1 - 3.2	45 - 53.2	GOAL
			ACTION PLAN/ HOW THIS WILL BE ACHIEVED
			- Choose a scene from the text and explain how it reminds you of something in your own life. - Share how that connection helps you understand the character better.
			- Find moments in the text that link to cultural ideas or traditions you know. - Write how those ideas help explain the text's message.
			- Pick a theme (e.g. friendship, justice) from two texts. - Compare how each author explores it.
			- Link key facts or ideas in a text to something you've seen or heard in the news. - Reflect on how that helps explain the topic more clearly.
			- Identify details that suggest the author's cultural or social viewpoint. - Write about how this shapes the ideas in the text.
			- Choose two texts on the same topic. - Use a Venn diagram or chart to show similarities and differences.
			- Highlight parts of the text that refer to other stories or events. - Explain how these references add meaning.
			- Reflect on your own opinions or background before reading. - After reading, write about how your perspective affected what you noticed.
			- Keep a reading log with key ideas from different texts on the same topic. - Use it to build a bigger picture of what you've learned.
			- Read texts from two different cultures with a similar theme. - Discuss how the values or experiences shown are similar or different.
			Describe how reading a range of texts helps you build deeper understanding of a topic.
			Recognise how stories from different cultures explore similar ideas in different ways.



How this was followed up

Expectation

- If you write it:
 - You can explain it
 - You can teach it

Core Line

- If you can't explain it to a parent:
 - You can't explain it to a child

What does high expectations or non deficit thinking actually look like in practice: right?

	T 1	T 3	T4	Average
2026	97%			
2025	95%	95%	94%	95%
2024	94%	94%	90%	93%
2023	89%	88%	84%	87%
2022	95%	94%	91%	94%
2021	93%	94%	N/A	93%
2020	88%	95%	88%	90%
2019	91%	92%	88%	90%
2018	86%	91%	85%	87%
2017	82%	88%	82%	84%
2016	92%	88%	78%	86%
2015	90%	94%	87%	90%
2014	92%	94%	89%	92%
2013	89%	88%	N/A	89%

What does this actually look like, tangibly?

In the New Zealand education context, non-deficit thinking is a critical policy and pedagogical shift aimed at improving outcomes for Māori, Pacific, and neurodivergent learners. It moves away from "fixing" students and instead focuses on [challenging systemic barriers](#) and valuing the [cultural wealth](#) students bring to the classroom. 🗣️ Ako Aotearoa >3

Key Frameworks and Strategies

- **Ka Hikitia – Ka Hāpaitia (Māori Education Strategy):** Rejects deficit thinking by adopting a ["Māori potential approach"](#). It views Māori students as inherently capable and expects the education system to perform for them "as Māori," rather than requiring them to leave their identity at the school gate.
- **Tātaiako:** A [cultural competency framework](#) that encourages teachers to build productive partnerships with whānau and iwi, treating students' linguistic and cultural backgrounds as [essential learning assets](#).
- **Action Plan for Pacific Education 2020–2030:** Identifies "confronting systemic racism and discrimination" as a key shift. It encourages educators to recognize "communal intelligence" and "intergenerational resilience" in Pacific learners.
- **Universal Design for Learning (UDL):** Used to support [inclusive education](#) by designing curricula that accommodate all learners from the outset, rather than treating differences as "deficits" to be remediated later. 🗣️ Ministry of Education NZ >8

OTJ Matrix

- Start with PAT
- Place student
- Adjust within a band



Not guessing

STEP ONE: What is PAT data saying?

STEP TWO: Convert raw assessment data using Assessment Resource Map Tables in LaT Handbook.

STEP THREE: Think: does performance in class match assessment data? I.e., can you see work in the student's book that matches the phase indicated by test result?

NO: Work in class does not match phase descriptors or assessment data: **do not** simply report assessment result/s. Move student lower so OTJ is a realistic report of student ability. **BUT, this should also be a time to reflect as a teacher: why exactly is performance lower than assessment data?** Do you need to investigate something?

YES: Work in class matches phase descriptors or assessment data: you can use assessment result/s for OTJ as it is realistic report of a student's ability.

OR: Student performance is consistently better than assessment result/s: you can report OTJ **higher** than standardised assessment (this can happen in cases with high performing students that have assessment anxiety, for example). You could look at a PROBE test (as an example) in this case. **But**, remember, a high reading age isn't a position within a phase in itself.

In this system, PAT data does not replace an OTJ. It simply ensures that it is part of a hierarchy or matrix that we are working through. Diagnostic data still plays a massive role, and teacher observation continues to be a critical part of the process.

Result

- Consistent judgments
- Defensible data
- Reliable system

So 43% at and above to 55.2% at and above: are the kids smarter? Or are we just measuring better?

End Year Reading Data: 2023									
		Needs Support		Working Towards		At Expectation		Above	
Female Totals	237	41	17%	90	38%	76	32%	30	13%
Male Totals	239	63	26%	78	32%	68	28%	30	13%
Grand Total	476	104	21%	168	35%	144	30%	60	13%

Reading End of Year Data 2024									
	Needs Support		Working Towards		At		Above		
Grand Total	135	14.32%	282	29.90%	350	37.12%	176	18.66%	943

Testing Problem

- Term 4 testing:
 - Poor conditions
 - Low validity

Also: it is still necessary to get high-level content in front of students, while continuing to focus on good guided reading practice (for example).

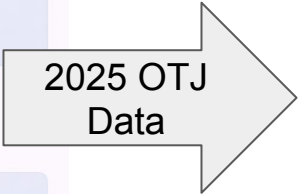
Reporting Journey

- 2023: ~1 year growth
- 2024: improvement
- 2025: accelerated



Why It Worked

- Data understood
- Targeting clear
- Content aligned
- System aligned



Maths Contrast

- Less gain
 - Less focus on content
- 👉 Insight from data

Cohort (Y7 T4 → Y8 following year)	Y7 T4 Mean	Y8 (following year)	Gain
2015 → 2016	49.1	55.6 (T4)	6.5
2016 → 2017	49.2	56.6 (T4)	7.4
2017 → 2018	48.9	55.4 (T4)	6.5
2018 → 2019	48.5	54.7 (T4)	6.2
2019 → 2020	48.4	54.1 (T4)	5.7
2020 → 2021	47.1	n/a	—
2021 → 2022	n/a	53.8 (T4)	—
2022 → 2023	46.2	53.2 (T4)	7
2023 → 2024	45.7	54.3 (T4)	8.6
2024 → 2025	46.7	57.3 (T3)	10.6

Reading: 2025			
Learning Area	Above %	At %	At + Above %
Reading	24.76%	39.62%	64.38%
Writing: 2025			
Learning Area	Above %	At %	At + Above %
Writing	20.94%	37.88%	58.82%
Mathematics: 2025			
Learning Area	Above %	At %	At + Above %
Mathematics	21.23%	35.38%	56.61%

Current Position (2026)

- System aligned internally
- External changes ongoing

Reporting Tension

- Teaching sequence → summative
- PAT → formative

 Disconnect

Do the mandated tools (e.g., PAT) actually align with how the curriculum is designed to be used?

[The Emperor's New Clothes](#) (Hans Christian Andersen) – “speaking truth to power.”
[The Boy Who Cried Wolf](#) (Aesop) – lying, trust, consequences.
[Icarus and Daedalus](#) (Greek myth) – “flying too close to the sun.”
[Maui](#) - (Māori myth) - adventure, risk, discovery.

[Leaky Building Crisis](#) — When the Walls Came Down
[The Governor vs the Kingitanga](#) — A Threat Invented
[Guildford & Ryder](#) — Ambition, Pressure, and Consequences
[Māui's Hook](#) — Risk Takers Who “Pulled Up” Aotearoa

[Hercules' Labours](#) (Greek myth) – endurance against impossible odds.
[Pandora's Box](#) (Greek myth) – unleashing trouble, hope at the bottom.
[Romeo and Juliet](#) (Shakespeare, 1597) – star-crossed lovers, tragic romance.
[Dawn Raids](#) (fictional account) – Pacific voices, struggle, and hope for justice.

[Māori Resistance in the Land Wars](#) – resilience in the face of colonisation.
[Musket Wars](#) – upheaval, conflict, and survival.
[Between Two Worlds](#) — Aotearoa's Bicultural Children – growing up with two cultures, finding identity.
[The Dawn Raids \(1970s NZ\)](#) – government crackdowns on Pacific peoples, and the fight for dignity and justice.

Will this have a positive effect on the data? Who knows at this point. But this is a way of getting curriculum-aligned content in front of students without teachers having to think, “Okay, so Level 4 is a phase...” Plus the structured pedagogy is in the resource: which is key for modelling to staff...

Emerging Risk

- 5-point scale
- Overuse of “Consolidating”

Will have a negative effect on data if formative assessment is not used correctly to push teachers out of this new safe zone. Will make OTJ data even harder to use to track.

Student Achievement

Reading

Next Learning Steps:

Identify storytelling choices and explain their impact on meaning.

Area	Progress
Word recognition	Consolidating
Comprehension	Consolidating
Critical Analysis	Consolidating

How you can support at home:

Help your child notice how structure, characters, or setting affect the reader.

Discuss how these choices can strengthen or shift the meaning of the story.

Progress Descriptor

Exceeding	
Proficient	☒
Consolidating	
Developing	
Emerging	

Plus there are other issues like this...

It seems basic: but this is what you're up against when it comes to getting reliable data out of teachers!

Final Challenge

- Targeting demographics



Does it actually work?