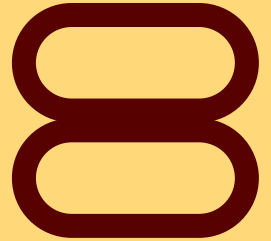
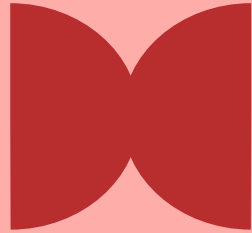


Assessment



Assessment for teaching & learning
Building assessment capable
students & teachers
Using data to show we are making a
difference?

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A conceptual image with a teal overlay. A hand is shown holding a round clock. Two dragonflies are positioned on either side of the clock, their wings spread. The overall composition suggests the theme of time and relationships.

RELATIONSHIPS.....

Great things take TIME!

A photograph of a rabbit and a turtle on a grassy field. The rabbit is on the left, wearing a white racing bib with the number 24. The turtle is on the right, wearing a white racing bib with the number 89. The entire image has a green tint.

Slower is FASTER!

Less is MORE!

The knowledge is in the room



TASK: using our knowledge in the room

Pieces of Gold:

What's going well in assessment at your school currently?
(table discussion)

Missing map pieces

What's a challenge/concern for you right now?
(post its- on whiteboard)

The fundamental purpose of Assessment

The fundamental purpose of assessment is to promote and improve students' learning as they and their teachers respond to the assessment information generated

.

Evidence of assessment approaches that best support effective teaching & learning

1. **Principles:** what guides assessment?
2. **Practices:** how do we carry out assessment?
3. **Proof:** how do we know it's working?

#1 Start– what do we need to think about?

- **WHAT**– what is the purpose, what data needs to be gathered
- **WHO**–Who is this assessment for?
- **WHICH**– type of assessment is fit for purpose (think formative vs /& summative) . Which assessment tool suits best?
- **WHERE** – do we start? (Developing an assessment overview)
- **HOW**– do we start? (Planning– how do we plan to get there)
(Pedagogy– practices needed), how do we know what do with data (PL) and the next steps (reports/reporting/changes to teaching & learning)?

What does this look like?

Keeping the line in the complexity

Curriculum – what do we have to teach? Link to schools strategic plan (who is it for?)

Assessment – how are we measuring success/progress? What are your milestones? (what do we need to collect?)



Visions;
values &
beliefs

Pedagogy – planning for learning opportunities/guaranteed curriculum eg: MAC; teaching practices. (How do we build assessment capabilities?).

– pedagogy for curriculum implementation – internal intentional PL

Building assessment capable teachers & students

- Teachers /leaders who know how to unpack the data and understand what it tells them (Visualise data – Power BI/reports)
- Students who can see what they know, what was wrong and what their next steps are

Reporting: Hero (LJ; Digital badges; dashboards)

(How do we show we are making a difference?)

Visualising & unpacking the Data

DATA



SORTED



ARRANGED



PRESENTED
VISUALLY



EXPLAINED
WITH A STORY



Cohort longitudinal comparison

Did students make more progress this year? Do any subgroups stand out?

Mathematics

T1 to T4

Gender
All

Ethnicity
Maori

Year Level
Y07

Year
2025

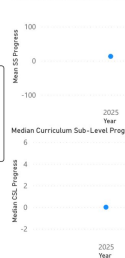
Cohort N Mean SS d Med CSL A

this year 14 13.0 0.0
Total 14 13.0 0.0

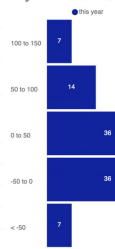
Search Student Name or IDN

Search

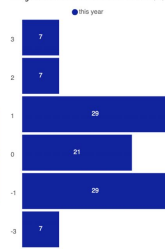
Mean Scale Score Progress by Year



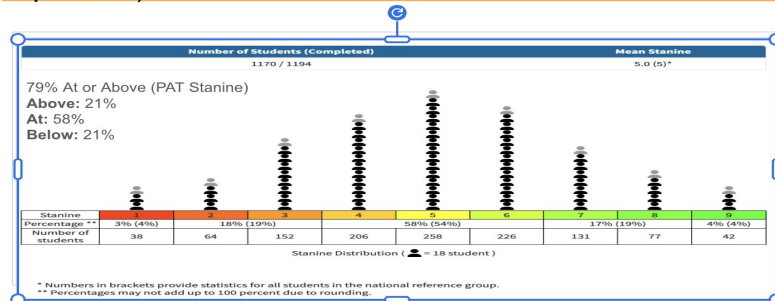
Progress on Scale Score (%)



Progress on Curriculum Sub-Levels (%)



STANINE: all year levels; 1-9 (with 1-3 below; 4-6 at; 7-9 above expectations)



- EX: I can use this research to develop an iteration, solution, intervention or outcome and can create a plan to address stakeholder needs.
- EX: I can describe how existing solutions have tried to address stakeholder concerns.
- EX: I can research existing models, systems, solutions, interventions, theories or outcomes to tackle the problem I have identified.

Goal completed

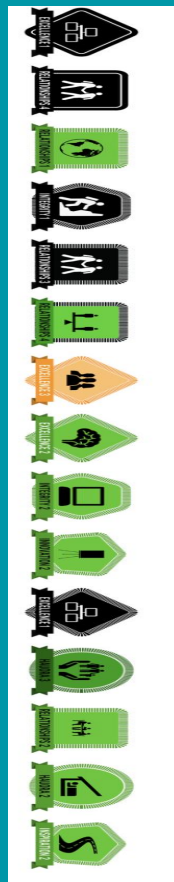
Lesson can plan a technological intervention.



Lesson can plan a technological intervention.



Lesson can plan a technological intervention.



Principles/Practices/Proof: connecting
purpose to assessment & learning in schools

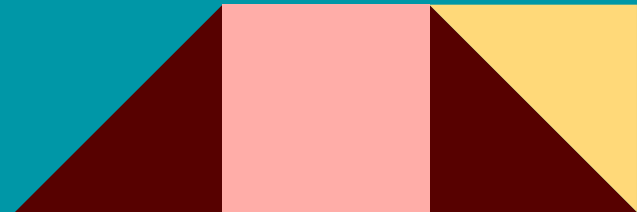
Principles: What guides assessment?

Practices: How do we carry out assessment?

Proof: How do we know it's working?

Embedded in the principles of Assessment to Improve Learning: Principles, Practices and Proof.

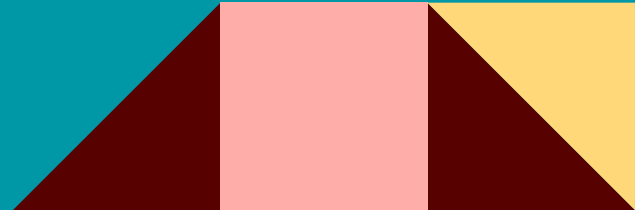
- What will our learners need to know and be able to do? Principle 4
- The purpose for using assessment to guide learning and teaching - principles 1 and 2.
- What do we collect? Principles 3, 4 and 5.
- How does it get used? Principles 6, 7.



Assessment– integral part of teaching & learning & pedagogical practice

However: don't forget the joy and fun in learning

Have we forgotten to dance? (Alan Watts)



What do we want for our learners?

Success: success for our learners is reflected in confident and capable learners who are secure in their identity, with belief in their capabilities and their capacity to achieve their aspirations so they enjoy fulfilling lives.

Assessment is a key element of this success, in partnership with learning, teaching and curriculum. When understood and appropriately used, assessment is one of the most powerful contributors to learning success (e.g. Wiliam 2017 1).