

Ponsonby Primary

2019

ASSESSMENT
GUIDELINES



Successful learners
Hiranga



Caring citizens
Whanaungatanga



Respectful of
their world
Manaakitanga



Relate positively
to others
Kotahitanga

Belief Statement

Relevant next learning steps, formally and informally, reflective, inspire, challenge, celebrate success, evidence, student and teacher, collaborate to co-construct, achievable learning steps or goals, safe secure environment, evidence, celebrate success,

articulate, life-long learners, ongoing, timely, valid and meaningful, take responsibility for their learning, user-friendly, worthwhile, shared learning outcome, open to learning conversations, school and community focus on endpoint, clear guidelines, next steps, easily measured, informs planning and teaching

Our staff believe effective and relevant Assessment for Learning requires valid and meaningful data gathering (both formally and informally) enabling student needs to be identified.

Why assess?

Schools need to know what impact their teaching and learning programmes are having on student learning.

learning.

Hattie says “KNOW THY IMPACT” Ponsonby Primary references learning against the NZC (New Zealand Curriculum) expectations.

Assessment provides data for:

Feedback to children about their learning; parent / student / teacher reporting; BOT reporting and school wide aggregated data for tracking- Faces to the data; Determining needs of learners; Identifying school needs in staff curriculum development and budgets.

Pg. 38-39 NZ Curriculum framework states:

Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress. Much of this evidence is “of the moment”. Analysis and interpretation often take place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students.

Key characteristics of effective assessment

- **benefits students** – It clarifies for them what they know and can do and what they still need to learn. When students see that they are making progress, their motivation is sustained and their confidence increases.
- **involves students** – They discuss, clarify, and reflect on their goals, strategies, and progress with their teachers, their parents, and one another. This develops students’ capacity for self- and peer assessment, which lead in turn to increased self-direction.
- **supports teaching and learning goals** – Students understand the desired outcomes and the criteria for success. Important outcomes are emphasised, and the teacher gives feedback that helps the students to reach them.
- **is planned and communicated** – Outcomes, teaching strategies, and assessment criteria are carefully matched. Students know in advance how and why they are to be assessed. The teacher’s programme planning is flexible so that they can make changes in response to new information, opportunities, or insights.
- **is suited to the purpose** – Evidence is obtained through a range of informal and formal assessment approaches. These approaches are chosen to suit the nature of the learning being assessed, the varied characteristics and experiences of the students, and the purpose for which the information is to be used.
- **is valid and fair** – Teachers obtain and interpret information from a range of sources and then base decisions on this evidence, using their professional judgment.

Conclusions are most likely to be valid when the evidence for them comes from more than one assessment. Assessment is integral to the teaching inquiry process (see page 35) because it is the basis for both the focusing inquiry and the learning inquiry.

School-wide Data Collection Explanation

- Reading, Spelling, Maths, and Writing assessment will be entered onto e-tap. Syndicate leaders and PDP will aggregate the results.
- Key competences self management/ contributing and resilience are reported in school report which is on line in etap.
- PAT results will be marked externally by NZCER Marking and then entered onto e-tap and an analysis carried out by SLT.
- PROBE and Running Records are entered by teachers – note that instructional level will be entered, as and when tested with 80% comprehension and accuracy 96%
- asTTle will be used to test all year 4 to 6 students in Reading and Mathematics as a back-up test to check teacher validity in years 4 - 6.
- For all year levels we report against curriculum levels beginning proficient and achieved-.
- In other curriculum areas children's achievement will be reported in writing in term 4. It is recommended that as children complete different inquiry topics that teachers make comments cumulatively.
- Teams under the direction of team leaders will fortnightly discuss children's learning needs accessing specific data and looking for ways to support learners.
- The intervention /learning support register is a guide a guide for all teachers and is found on the Google Teacher Drive.
- Targetting children with learning and emotional needs is a part of all teachers responsibility with assessment.
- Any child of concern must be raised with SENCO.

Glossary SLT - senior leader team/ PDP principal and Deputy Principal team.SENCO - special needs coordinator

PAT Progress and achievement tests- normed. NZCER NZ research in education.

Probe- Prose reading observation & evaluation; AsTTLE assessment of teaching and learning

We are an assessment for learning school (AFL). This means assessment is gathered by teachers to inform their teaching and learning programmes.

We use and AFL coaching and mentoring methodology to support teachers with feedback about their practices.

Teacher s work in coaching and mentoring triangle teams with an overseeing mentor. Sanjay Rama determines the groups and mentor coach that contributes to a shared coaching model.



Week	Assessment Overview for teachers	Data should be on E-tap /Notes
1 4 th - 9 th February	Drop in Goal setting Monday 9.00-12.30	New students will be assessed on the following tests (Probe and Gloss)
2 11 ^h – 15 th Feb	Basic Facts Yr 3-6 Ponsonby Spelling Lists Yr 1-3 Begin Running records/Probes (learners identified below or fragile at 2018) year 4-6 must include fiction and non fiction text. Jam testing begins Meet the Teachers- see dates 8.00am – 8.30am. Kowhai: 11th Feb Hall Purir: 12th Feb Hall Kakariki:18h Feb Hall	All running records for any fragile learners need to be available for the learning conversation week 10 JAM ongoing - need data on target children as a minimum for learning conversations
3 18 th – 22nd Feb	Begin testing Gloss/ Optional to do in class modified adaptive PAT Testing Y3-6 start week 3 Maths, comprehension, listening, vocab as per timetable	GLoss data for fragile learners on etap by week 10
4 25 th - 1st March	PAT Testing (Catch ups) Maths, comprehension, listening, vocab All tests sent on Friday for scanning	Tuesday all PAT tests to Wellington by courier
5 4 th -8 th March		
6 11 th -15 th March	E-Asttle maths Yr 4-6	
7 18 th - 22nd March	Writing moderation in syndicates: Looking at Top, Middle and Bottom	Basic facts should be on e-tap by the end of week 8
8 25 th - 29 th March	Running records and PROBE(year 4-6 children of concern/below cohort) onto e-tap	
9 1st- 5th April	Sharing of stories (Teacher Inquiry)	PAT data will be automatically loaded.
10 8 th - 12 th	Teacher led 3-way learning conversations (20 minutes)Tuesday 9 th and Wednesday 10 th April	Running records and PROBE on e-tap with comments Enter data for strand maths (Each Term)

Note each term the requirements are listed in teacher timetables timetables page 1. See Sanjay Rama for data

Parent /teacher/ student reporting

Term 1

3 way learning conversations 9th and 10th April 2019
9th starts at 1.30pm
10th starts 2.30pm

Term 2

Week 9 28th June 2019 Student led conferences 2pm- 3pm and reports home to families.

Term 4

Week 5 15th November Student led learning conference 2pm- 3pm and reports out to families.
Week 6 the 19 (1.30pm)/20 November (2.30pm) 3 way final conferences

Overview for Student data collection by teachers-Terms 2 to 4

Approximate requirements only - see termly timetables	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Week 1 & 2</u>	<i>Continue Running Records and Probes(All students will be tested twice during the Year</i>	<i>Continue Running Records and Probes(All students will be tested twice during the Year</i> Start retesting children in Gloss/Jam tests	Yr 5-6 PAt testing
<u>Week 3 & 4</u>	<i>Basic Facts Yr 3-6</i>	Basic Facts Yrs 3-6 Retesting children in Gloss/Jam tests	Yr 4-6 E-Asstle maths Yr 4-6 E-Asstle Reading
<u>Week 4 & 5</u>	<i>E-Asstle Yr 3 – 6 Reading testing</i>	<i>E- Asstle- Maths Yr 3 – 6</i>	Student Led Conference (15th November 2-3pm) Reports go home
<u>Week 6 & 7</u>	<i>Writing moderation (Yrs 1-6)</i>	<i>E-Asstle Yr 3 – 6 Reading testing</i>	Tuesday 19th - November Three Way Learning Conversation Wednesday 20th November Three Way Learning Conversation
<u>Week 8 & 9</u>	<i>E- Asstle- Maths Yr 3 – 6</i> <i>Mid Year Reports go home to parents</i>		
<u>Week 10</u>			

Student agency 2019

In school leader - James Graham

We

need to be answering these questions over 2019

Do children have a say in their learning? What do we do as teachers to use children's voice in their learning? How are we preparing children to be involved constructively with their learning? How do we grow student leadership in classrooms and school and community? Are akonga using their voice and action in the reporting process? How much assessment and reflection do they actually do? Can children articulate their learning needs, direction, goals, achievements?

The matrix of student capabilities in their learning

Full matrices are available through Evaluation Associates

<http://www.evaluate.co.nz/resources/matrices-templates-re-view-tools/>

Learning environment

Students are active and committed participants in creating and maintaining the classroom environment that best promotes learning and meets their learning needs

Locus of control

Classroom is focused on learning and students can describe their contribution to the learning process.

Co-Constructed

Students are independent learners who have a commitment to evaluating and adjusting their learning to meet their needs in partnership with the teacher.

Using Assessment Information

Students understand that assessment, both informal and formal, is central to their learning and use it at all times to determine where they are at with their learning

Sharing

Students are able to lead conversations about their learning with their parents and describe their learning progress.

Curriculum Understanding

Students know how their learning relates to the curriculum in terms of meeting their individual needs and identifying their next steps

Clarity about the Learning

Students are able to describe their learning in global and specific terms

Writing End of Year expectations against the NZ Curriculum Levels. (Subject to some changes with Matt Allen leading writing development as COL in school writing leader).

If specific learning needs is ticked. This child will be on a support programme and parents will know this.

Year	Well Above expectation	Above age expectation	Expected level for age	Just below expectation	Specific learning needs	Assessment – Assessment against curriculum levels.
1 Year at school	2B and above	1A	Level 1 P	1B		Year 1 –writing moderation School spelling lists
2 years at school	2A and above	2B & 2P	Level 1A	1P	1B	Year 2 moderation School spelling lists
3 years at school	3B and above	2A	Level 2B (& Level 2P)	1A	1P	Year 3 writing moderation School spelling lists
Year 4	3A and above	3B & 3P	Level 2A	2P and below	1A and below	Year 4 writing moderation /spelling
Year 5	4B and above	3A	Level 3B & (Level 3P)	2A	2P and below	Year 5 writing moderation / spelling
Year 6	4A and above	4B & 4P	Level 3A	3B & 3P	2A and below	Year 6 writing moderation /spelling

Reading end of year/age group New Zealand curriculum (NZC) expectations

	Well Above expectation	Above age expectation	Expected level for age This is the level they are working on at Instructional level	Just below expectation	Specific learning needs	Assessment tools Against the NZ curriculum Progressions/ expected levels
1 year at school	Gold purple	Orange, Turquoise	Green (6 >6yrs 6 mths) Level 1P	Blue & Yellow	Red & Magenta	PM Benchmarks/ Colour wheel
2 years at school	2A and above Reading at 8 .5 years and above	Gold & Purple 8yrs- 8.5	Turquoise (7yrs < 7rs 6mths) Level 1A	Orange & Green	Magenta, Red, Yellow, Blue,	PM Benchmarks/ Colour wheel
3 years at school	3B and above Reading above 9 .5 years	2A Reading at 8.5-9.5 years	Gold (8yrs <8yrs 6 mths) Level 2B & 2P	1A & 1P Purple Turquoise	Magenta, red, Blue, Green. Orange	PM Benchmarks/ Colour wheel PROBE
Year 4	3A and above Stanine 9 11.5+ plus RA (probes 10.5-11.5 and above)	3B & 3P Stanine 7 & 8 9.5 -11 year RA (probes 9-10 &9.5-10.5, 10-11)	Level 2A Stanine 5 & 6 8-9 year RA(Probes-7.5-8.5,8-9,8.5-9.5	2B & 2P Stanine 3 & 4 7-8 year RA	1A and below Stanine 1 & 2 6.5-7.5 RA and below	e-asttle PAT – vocabulary, comprehension PROBE
Year 5	4B and above Stanine 9 12.5 plus RA (Probe 11.5-12.5 and above)	3A Stanine 7 & 8 10.5 -12 year RA (Probe 10-11, 10.5-11.5,11-12)	Level 3B & 3P Stanine 5 & 6 RA Mid 9- 9.5 end 9.5 -10 year (Probe 8.5-9.5, 9-10, 9.5-10.5)	2A Stanine 4 & 3 8-9 year RA (Probe 8-9)	2B and below Stanine 1 & 2 7.5-8.5 RA and below	e-asttle PAT – vocabulary, comprehension PROBE
Year 6	4A and above Stanine 9 13.5+ plus RA (Probe 12.5-13.5 and above)	4B & 4P Stanine 7 & 8 11.5-13yr RA (11-12 ,11.5-12.5, 12-13)	Level 3A Stanine 5 & 6 10-11 year RA (9.5-10.5, 10-11, 10.5-11.5)	3B & 3P Stanine 3 & 4 9-10 year RA	2A and below Stanine 1 & 2 8.5-9.5 RA and below	e-asttle PAT – vocabulary, comprehension PROBE

Mathematics Strategy Levels – Number

Yellow = WA= Well Above age expectation,

Dark Grey = A= Above age expectation. Light grey =W= Expected level for age (based on 3 years sustained numeracy)

White boxes = B =Below

expectation. Lined areas = SL specific learning needs- Will be on a support programme and parents will know this

NZC Level 4-5	8 Advanced Proportional	WA	WA	WA	WA	WA	WA
3- 4	7 Advanced Multiplicative	WA	WA	WA	WA	A	A
3	6 Advanced Additive	WA	WA	A	A	W (Stage 6B/6P or Level 3B/3P)	W (Stage 6A or Level 3A)
2	5 Early Additive	WA	A	W (Stage 5B/5P or Level 2B/2P)	W (Stage 5A or Level 2A)	W Beginning/Mid-year only	B
	4 Advanced Counting	A	W (Stage 4A or Level 1A)	W Beginning/Mid-year only	B	B	SL
1	3 Counting from One by Imaging	W (Stage 3P/3A or Level 1P)	B	B	SL	SL	SL
	2 Counting from One Materials	W Beginning/Mid-year only	B	SL	SL	SL	SL
	1 One to One Counting	B	SL	SL	SL	SL	SL
	0 Emergent	SL	SL	SL	SL	SL	SL
MINZC LEVEL	STAGE YEAR	1 year at school	2 years at school	3 years at school	4	5	6

Reporting to parents- An overview

In term 1, the teachers and children meet with parents/guardians to talk about learning, competencies and social skills. The 15 minute, Term 1 'Three-Way Learning Conversations' were a key request from parents. To further support and celebrate learning.

Term 2 our student led conferences take place. Families can come to school any time between 2pm and 2.55pm on designated date. Children show their work and outline how they are progressing. The mid-year report is structured as an easy to read document requiring no teacher interpretation. The levels the teachers have ticked are the children's instructional levels. Instructional levels relate to the learning happening in the classroom, with teacher guidance. It must be therefore taken, that the level below is a child's independent (can do with no teacher or family teaching) level.

The report has 4 pages. The first page identifies New Zealand curriculum level expectations. The data indicates whether a child is instructionally operating within or above expectations, or requires explicit support to achieve the NZC recommended levels.

Central to the mid-year reporting programme is the very important 'Student-Led conferences'. The goal of the student-led conference to ensure parents get to see and hear what their children think about learning within their classroom context, as opposed to just listening to a teacher.

This chart identifies broadly where children need to be achieving in literacy and numeracy.

Year level at school	1 yr.	2 Yrs	3 yrs	Yr 4	Yr 5	Yr6
Curriculum levels	NZC Level 1 By end of 2 years at school		NZC Level 2 By end of yr. 4 (note assessment changes to against cohort in Yr. 4)		NZC Level 3 By end of yr 6	
Learning stage Begin/ Proficient achieved	1B 1P ↔	1A ←	2B 2P ↔	2 A ←	3B 3P ↔	3A
MATHS AND READING STAGES then also align to years at school and New Zealand Curriculum						
Number stages	1,2,3	4	5		6	
Reading stages	Green	Turquoise	2B 2P	2 A	3B 3P	3A

Term 4 the teachers and students report to parents with comments on all curriculum areas.