



Assessment Guidelines *RSS Style*

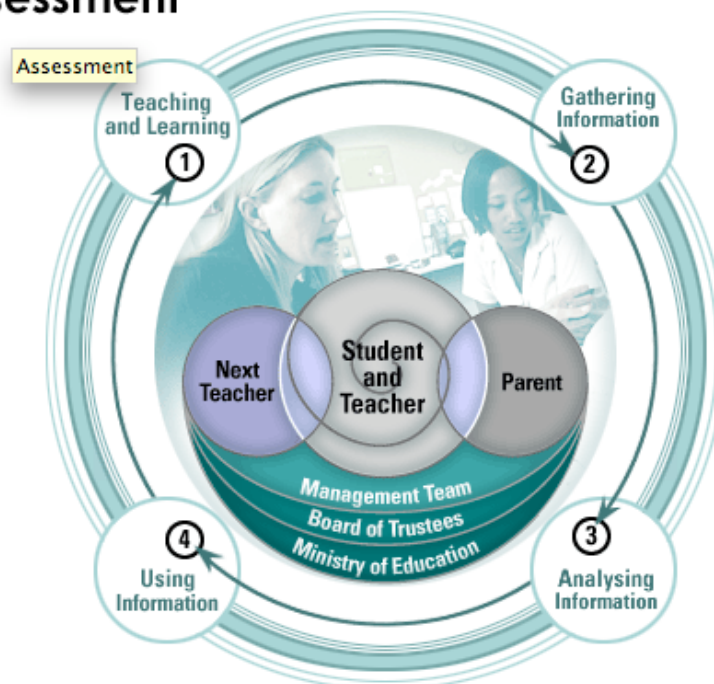
WHAT IS ASSESSMENT?

Assessment is the process that helps us to focus on teaching, learning, and student achievement at classroom, school and system levels. Information about assessment can be used to improve teaching and learning. It enables teachers and schools to report on what students have achieved at certain points in time, and provides assurance to parents, boards and the public about the quality of education. In the class, assessment forms a crucial factor of teaching and learning. In the school, assessment can develop and modify school programmes and at the system level it can help develop policy.

MODEL OF ASSESSMENT

Assessment is clearly done to assist with learning and teaching. This model clearly shows that at the centre of assessment are the student and teacher.

Assessment



WHY DO WE ASSESS?

Schools assess for a variety of reasons. Increasingly, formative assessment is forming a major component of classrooms where both teachers and students are involved in the teaching and learning process. Formative assessment is instrumental in empowering students to take greater ownership of their learning and to recognise their steps for progress. Therefore when answering, 'Why do we assess?' the most important reason is to inform the learner.

- a) To inform the learner. The assessment information is formative where the students have at some point, been involved in the assessment process to assist with their learning and progress. This can be through formulating success criteria, setting goals, constructing matrices or through identifying a next step towards learning. A student being involved in this process gives them ownership of what they are doing, learning and achieving. A key element of formative process is encouraging the students to become self-regulators where they consistently reflect and refine their practice.
- b) To inform the learning. Teachers continually reflect and refine their practice and assess their delivery to better meet and address the needs of the students. Teachers assess the strengths and weaknesses of the students in order to meet their needs and to try and reduce the difference in ability. Through these measures teachers use the information to adapt and modify planning and class programmes
- c) To collect data. A variety of assessments (both formative and diagnostic) are administered by teachers to collect data about the children. Such assessments give teachers a clear indication of the academic ability/level of a child and what their needs are. This information can be used to group children with like needs for the purposes of class programmes. Class data is also collected to inform parents, community and the BOT the level of ability of the child/ren. Such data is also required when completing forms to assist with funding (ORRS, Special Needs) and classification (RTLB, Gifted and Talented).
- d) To report to parents. Assessment data is collected and used to inform parents of their child's academic ability and achievement. It helps both parents and teachers understand the needs (both strengths and weaknesses) of the child and inform the next steps for learning. At our school assessment data and information is passed on to the parent through portfolios, interviews, end of year report and informal chats.
- e) To report to the Board. Under NAG 1/2/2a, Boards are responsible for attaining data relating to achievement. This enables the Board to have a clear picture of achievement trends in the school, what targets may need to be set and where funding may be necessary to implement and develop support programmes.

- f) To report to the Ministry. The Ministry of Education, the Education Review Office (ERO) and New Zealand Council for Educational Research (NZCER) receive information from schools relating to academic achievement. This assists them in viewing national trends in achievement and how well programmes and new government initiatives are going.

TYPES OF ASSESSMENT

There is a vast array of assessment methods that schools utilise. Formative assessment is key in developing strong teaching and learning relationships between the teacher and child. Below are the main forms of assessment undertaken in our school.

Formative Assessment:

Often referred to as Assessment for Learning...refers to all those activities undertaken by teachers, and by students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.

Diagnostic Assessment:

Diagnostic Assessment provides information for teachers on what or how students are achieving at a particular time. Diagnostic tools give detailed information about students' learning needs; and prompt reflection on appropriate teaching strategies to meet these. Examples are: Running Records, Word Power, NumPA, Spelling Tests, Six Year Net, STAR, PATs, Pre/Post Assessment.

Summative Assessment:

This is an evaluation made by the teacher at the conclusion of a unit of work, instruction, or assessment activity to assess student skills, knowledge, and understandings at that particular point in time, or the validity of an assessment task.

Goal Setting/Self Assessment:

Assessment for Learning must involve students, so as to provide them with information about how well they are doing and guide their subsequent efforts. Much of this information will come as feedback from the teacher, but some will be through their direct involvement in assessing their own work. The awareness of learning and ability of learners to direct it for themselves is of increasing importance in the context of encouraging lifelong learning.' (Sadler, 1989 from Unlocking Formative Assessment, Clarke, 2001)

Goal setting involves setting a target of where you want to be before going about achieving it. It provides focus to participants in the teaching and learning process and identifies the next learning step(s).

We believe it will involve:

- Teachers introducing students to (and modeling) a range of strategies including the setting of challenging, easily measured goals and ways to go about meeting them e.g. learning intentions, rubrics, continuums, matrices
- Regular, clear goal setting at a personal, group, class or school level.
- Monitoring of achievement of goals.
- A diversity of approaches. Class teachers and teams will develop a range of procedures to support short and long term goals.
- Engaging students in higher order thinking –e.g. learning involving analysis, synthesis, or evaluation.
- Students identifying what they can/cannot do and knowing when they have achieved the goals set.
- Goals or learning intentions displayed.

Self-Assessment involves thinking about what happens, or what happened when we are/have been engaged in learning. Some focus questions we might use at RSS:

- What really made you think/did you find difficult while you were learning to....?
- What helped you (e.g. a friend, the teacher, new equipment, a book, your own thinking) when something became tricky about learning to?
- What do you need more help with about learning to
- What are you most pleased with about learning to?
- What have you learnt that is new about (quote learning intention)?
- How would you change this activity for another group/class who were learning to
- What are you getting better at? How do you know?

Unit Evaluation/Reflection:

At the completion of a unit of work children below and above the expected level will be identified and a comment to justify the assessment might be included if it is useful (meets the purposes of assessment)

A P.M.I. (Positive, Minus, Interesting) for your unit can be included.

ASSESSMENT COLLECTION:

Overview:

Assessment is primarily concerned with providing teachers with information. The motivation for assessment in our school is to *improve*

learning, rather than just measure it. We are primarily participating in assessment FOR learning rather than assessment OF learning. Assessment must be manageable. Teachers make hundreds of assessments each day. What is recorded will depend on the significance of the assessments and whether it will be useful to record. *You should only record what you will use.* It is about good quality assessment not quantity assessment.

The following are the most likely tools that will be used at the stages of learning identified. They are not the only tools available and indeed the most important assessment is that which is made during the regular learning.

Core Assessment to be administered/collected/recorded:

READING: New Entrant-Year 3:

- Alphabet knowledge
- Running Records. When doing a child's first running record, begin at Level 3. Before administering this running record, conduct the 20 Basic Words assessment. Running Records are to be administered on either seen or unseen text (depending on purpose).
- 80 Basic Words List
- Word Power
- 6 Year Net (including BURT)
- ROL/JOST (if required)

READING: Year 4-6

- Running Records. Unseen text for national standards, otherwise depending on purpose.
- All Year 3s, 4s, 5s and 6s will be tested on STAR in March. This assessment information will then be used to support overall teacher judgments (OTJs) on both the middle and end of year report.
- Any child receiving a Stanine of 1, 2 or 3 on STAR will, at the very least, be assessed using a Running Record (e.g. PROBE) to find their instructional level. These running records will be collected 2 times in a year: February/March and September/October. Instructional for PROBE is 70-80% Comprehension.
- At any time if a teacher chooses to, they can administer a PROBE (or other) Running Record to triangulate assessment information.
- All Year 4-6 students will be tested on PAT Vocab/Comp annually at the beginning of term four. This assessment information will then be used to support overall teacher judgments (OTJs) on the end of year report.

SPELLING/WORDS STUDY: NEW ENTRANT-YEAR 2

- Word Power
- Blue Prints (not Year 0)
- Spell-Write Essential Lists: List 1 – List 7 and Commonly Miss-Spelt Words.
- Errors in draft writing.

SPELLING/WORD STUDY: YEAR 3-YEAR 6

- Spell-Write Essential Lists: List 1 – List 7 and Commonly Miss-Spelt Words.
- Errors in draft writing/Personal lists.

NUMERACY/MATHEMATICS

- Numeracy Diagnostic Interview (at times)
- PATs: Year 3 – Year 6 (Early term four)
- GLOSS, JAM, IKAN,
- National Standards Illustrations
- ARBs

WRITING

- Deeper Features Level and Surface features Level, using RSS matrix. A 'Best Fit' level will be determined by the teacher for the end of year report.

Footnote:

Teachers may, after consultation with the Gifted and Talented Teacher, choose to administer a range of other tests or indeed the above tests but at a higher level, for purposes of identifying their next learning needs.

Some students choose or are selected to participate in ICAS assessments. These are usually focused on those high achieving or talented students that represent the top 10% of the population. This information can serve many of the purposes

STANDARDISED ASSESSMENT

At Russell Street School, the following standardised assessments will be utilized:

ASSESSMENT	ADMINISTRATION
PAT Reading Comp and Vocab (Year 4-6)	October/November (start of term four)
PAT Maths (Year 3-6)	October/November
Running Records	As required
STAR (Year 3-6)	Term one -March
GLOSS/NUMP (If required)	As required

6 Year net

As children turn six

ASSESSMENT GLOSSARY

The following is an explanation of assessment terms.

Formative Assessment:

Often referred to as Assessment for Learning...refers to all those activities undertaken by teachers, and by students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.

Exemplars:

The New Zealand Curriculum Exemplars collection is real examples of student work. They illustrate learning and achievement in relation to the New Zealand Curriculum from years 1 to 10 in all learning areas. Exemplars assist students in understanding what it is they are striving for and what goals they are working towards. Each exemplar highlights features of the work and explains why these are significant, what they show about the students' knowledge and the next steps for learning. Teachers can create their own exemplars and use student work from the classroom as a 'good' model.

Feedback:

Rather than just marking a students work with a score, the teacher provides feedback relating to the learning intention (goal). The feedback could cover whether the goal has been achieved and what steps students need to take to continue their learning. Feedback is about responding to each student's needs and strengths. Classmates can also be involved in the feedback process. Feedback is often oral as opposed to recorded.

Learning Intentions:

Learning Intentions describe the knowledge, skill, understanding(s), and/or attitudes/values that are designed to develop an aspect of the curriculum. They are usually negotiated with students and expresses in a lesson or series of lesson. Learning intentions are also refereed to as intended learning outcomes and usually written with the words: We Are Learning to... (description of intended learning. They may also be written in the first person statement: I am learning to... (description of intended learning) and I will achieve this by (description of criteria).

Matrix:

A form designed to show the features of learning across curriculum levels. This lets the children know where they are working and where they are going to next. In the senior classes, children are often involved in co-creating matrices to assist their learning. At RSS we have designed our own written language matrix.

Peer-Assessment:

Peer assessment is the assessment by students of one another's work with reference to criteria. This can occur using a range of strategies. The peer assessment process needs to be taught and students supported by opportunities to practise it regularly in a supportive and safe classroom.

Self-Assessment:

Teachers and students discuss their progress towards those goals. Students are asked to review how well they've done, giving them time to think about what they've learnt. Research shows that if self-assessment is linked with the learning intention, improvements in the student's progress, persistence and self-esteem will follow. Students become actively involved in their own learning. Self-assessment is an important process where children can make a judgment about their learning based on the criteria.

Self-Evaluation:

Self-evaluation is the process where children actively reflect upon their learning. Students are engaged to ask and think about the questions; What went well? What could you have done differently? How have you met the learning intention? What goals might you have for next time?

Success Criteria:

The teacher shares the learning intentions (goals) with the students and asks them to help set criteria that will allow them to recognise when they achieved those goals. This is called 'success criteria'. It lets the students know how the teacher will assess their performance and it helps students to focus on what they have to do.

Success criteria give us specific ways to measure our learning across curriculum levels. Eg: I will know I can do this when...

Diagnostic Assessment:

Diagnostic Assessment provides information for teachers on what or how students are achieving at a particular time. Diagnostic tools give detailed information about students' learning needs; and prompt reflection on appropriate teaching strategies to meet these. Examples are: Running Records, Word Power, NumPA, Spelling Tests, Six Year Net, STAR, PATs, Pre/Post Assessment.

NumPA:

NumPA (The Numeracy Project Assessment) is the name for an interview that teachers have with students to gain information about their Numeracy knowledge and how they solve number problems. It is available in English and Maori, and helps teachers to group students according to their ability and to use activities that will help students develop their knowledge.

Running Records:

Teachers use Running Records to get reliable information about their students' reading skills and fluency. A student reads aloud while the teacher records exactly what the student reads or does. After completing the record the teacher scores it. Through observation, scoring, and interpretation, the teacher gains an insight into a student's reading behaviour. Running Records are mainly used until a student becomes a fluent reader.

6 Year Net (Observation Survey):

Six Year Net involves observing students who have been at school for a year as they carry out specific tasks associated with identifying letters, understanding print concepts reading text, recognising words, writing vocabulary, and hearing and recording sounds in words. It helps teachers to identify students who appear to be making slow progress, and may require more help such as Reading Recovery.

Written Language:

Conferencing:

Conferencing describes the process of providing one-to-one feedback and feed-forward to students, through in-class discussion, in order to affirm the achievement and provide the next steps for learning.

Deeper Features:

Features of writing, which include impact, ideas, structure, vocabulary, voice and originality.

Surface Features:

Features of writing which include spelling, hearing sounds, capital letters, correct spacing and punctuation. These features are especially important for the beginning writer.

Draft:

A first or preliminary form of any writing, subject to revision, copying etc.

Editing/Proof-reading:

To prepare (written material) for publication or presentation, by correcting, revising and adapting.

Prompt:

Feedback from the teacher or peer guiding towards improving writing.

Published:

A final copy, following editing/proof-reading, produced for presenting to a wider audience.

Summative Assessment:

This is an evaluation made by the teacher at the conclusion of a unit of work, instruction, or assessment activity to assess student skills, knowledge, and understandings at that particular point in time, or the validity of an assessment task.