

Assessment and Reporting of Student Progress



The aims of this meeting are for parents to gain an understanding of:

- How we assess our students achievements in the areas of reading, writing and maths
- How we report our students achievements in the areas of reading, writing and maths
- How we report the progress our students are making in the areas of reading, writing and maths
- Our approach to the implementation of the National Standards.
- The role of the Board of Trustees in the implementation of the National Standards
- The strategic direction of the Board of Trustees in 2010

Assessment and Reporting

Area	2010	Prior to 2009
Testing windows	Three testing windows: February, July, December	Three testing windows: February, July, December
1) Parent interviews	March, July/August	March
2) Portfolios	July/August, December	July/August, December
3) Cumulative Learning Record	March, July/August, September, December	No
4) Written Report	September (as part of the CLR)	September
Total reporting points	9	4

Changes in assessing/testing - 2010

- Identified 'testing windows' – 3 per year
- Clearly identified testing procedures across the school
- Trials of ASTTLE testing - 4 selected Year 4-6 students in reading and writing
- New database introduced – web based

ASTTLE is

- a nationally referenced testing format
- suggested as part of National Standards

Changes in reporting - 2010

- Parent Interviews in March **based on February assessment data** and **'next steps' in learning identified and shared** – recorded on the Parent Interview Discussion Record
- Parent Interview in July/August **based on July assessment data.** **'Next steps' in learning identified and shared with reference to Term 1 discussion points** – recorded on the Parent Interview Discussion Record
- The Parent Interview Discussion Record sheet will be kept in the portfolio
- The introduction of a Cumulative Learning Record
- Written report will be based on progress around the 'next steps'

PORTFOLIOS – parents refer to handout

Student Achievement and Progress (Maths and Writing - Reading is reported in terms of a reading age)

- Students work will be assessed against the Achievement Objectives in the NZ Curriculum
- Students work will show what the child can do – not what they can't (haven't achieved or can partially do)

Student Work Samples

- Will be assessed against Learning Intentions

Celebration of Work

- Items students simply want to share

Term 1/2 entries will be on white paper and Term 3/4 entries on blue paper

PORTFOLIOS - continued

Parent Student Reflection

- Sheet to record reflections

Parent Teacher Discussion Record – this is vital

- This will be used at interview time
- It will detail next steps in learning and/or focus areas for the student
- Teachers will use these focus areas for the written comments on the CLR at the end of Term 3

These are included in the portfolio as a reflective document for parents

Example of Parent Discussion Record

31 MARCH - Teacher points: Next steps in learning

Reading:

- Links between known experiences and the abstract points
- Support evidence with opinions

Writing:

- Add personal voice: looks like, sounds like, feels like
- Include supporting info
- Handwriting: consistent slope

Maths

- Basic facts of the like: 9×8 (quick recall)
- Proportions and ratios : 25 chairs— what is $\frac{1}{5}$ th ?

Social

- Chatty—needs to focus

Cumulative Learning Record

- Follows testing March, July and December
- End of Term 3 - teacher written comments against areas identified and recorded in Parent Discussion record and the basis of Parent Interviews end of Term 1 and start of Term 3

Cumulative Learning Record – READING

Independent Reading Age		
February	July	December
Expectation: students will be reading at or above their chronological age.		

End of Term 3 teacher comment on progress made

Cumulative Learning Record – WRITING

Writing level achieved		
February	July	December
Expectation by years end: To be confirmed	Year 1 Year 3 Year 5	Year 2 Year 4 Year 6
End of Term 3 teacher comment on progress made		

Cumulative Learning Record – MATHS

Maths level achieved		
February	July	December
Expectation by years end: to be confirmed	Year 1 Year 3 Year 5	Year 2 Year 4 Year 6
End of Term 3 teacher comment on progress made		

Significant change – **and this is significant!**

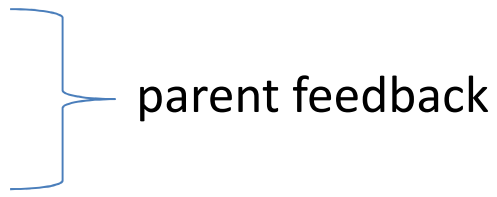
Reporting what the student **can do**, as opposed to **where they are working**. This means initial levels may be lower than those reported at the end of 2009.

An example: **John Smith - Reading**

- **December** 2009: Reading age 9.5 – 10 years **February** 2010: Reading age 9-9.5 years
- The December age was **'Instructional'** - means with support
- The February age was **Independent** – what the student could do on his own with 95% accuracy and 75+ understanding

Why – In 2011 National Standards will require us to make judgments as to whether John is AT, ABOVE or BELOW. To do that we need to know what John can do without assistance.

Why have these refinements been made?

- a commitment to evidence based practice - quality data to inform next steps in learning
- our self-review that commenced July 2009
 - staff
 - BoT
 - PSG/Komiti Awhina

parent feedback
- Feedback from ERO
- **A prelude to National Standards**

National Standards – starting point

Board of Trustees

- Are legally obligated to ensure National Standards are implemented
- Are undertaking training in in the standards from the Ministry of Education and NZ School Trustees Association
- Are working with the Principal as the day-to-day leader of learning in the school to ensure a procedure is in place
- Will formalize what is currently a procedure into policy at the April meeting

National Standards – what are they?

- A description of what all New Zealand children are expected to be able to do in reading, writing and maths in Years 1-8.
- Founded in a desire to have a greater number of student succeeding at NCEA Level 2 (Year 12 – typically 17 years old)
- Students will be ranked AT ABOVE OR BELOW the standards
 1. after 1 year at school
 2. after 2 years at school
 3. after 3 years at school
 4. at the end of Year 4
 5. at the end of Year 5
 6. at the end of Year 6

National Standards – 5 key features

From 2010, schools will report to parents, family, and whānau (in writing and in plain language) at least twice a year about their child's progress and achievement in relation to the standards.

- 1. Plain language**
- 2. Twice a year**
- 3. Progress**
- 4. Achievement**
- 5. In relation to the standards**

National Standards – what we are doing in 2010

Plain language:

- Always a challenge to drop ‘teacher speak’
- A reporting format that links together – Testing data, next steps, achievement, progress.

Twice a year: we have 9 reporting points through the year:

- Portfolios
- CLR
- Interviews

Progress and Achievement (combined)

- Next steps as recorded on the Parent Discussion record
- Parent Interviews
- Data in the CLR
- Portfolios: Assessment and Reporting Samples

National Standards – what we are doing in 2010 - continued

In relation to the standards

- We are not making judgments using NS in 2010

- Standards received in late November
 1. Lack of training
 2. Training providers do not have the answers
 3. We cannot make it up as we go along

- What we are doing in 2010
 1. Refining our assessment and reporting system
 2. Aiming to develop an understanding of NS
 3. Moderating student results and work samples to ensure accuracy
 4. Working with other schools

Central School sits very well in relation to National Standards

A well considered and clearly articulated assessment and reporting system

A refined staffing structure in 2010

- Principal actively leading student learning decisions
- Deputy Principal working with staff and students at all levels
- Lead Teachers in Literacy and Numeracy
- Assistant Principal leading development in writing
- Heavy emphasis on individualized staff development
- A staffing structure that supports teacher/student learning

A policy in place at BoT level to ensure implementation

A strategic thinking Board of Trustees

Board of Trustees focus area 2010

Self-review is an integral part of Board operations

The charter has been identified as needing redevelopment

The Charter

- Is the guiding document for our school
- Sets strategic direction in terms of student learning
- Takes account of the governance role of the Board

Charter refinement based on:

- Self-review
- Education Review Office feedback
- A real desire by the BoT and Principal to have a 'blue print for learning' at Central School

Board of Trustees focus area 2010 - continued

The Board has set a goal for 2010

The redevelopment of the school's charter to best reflect the intentions of the 2010 NZ Curriculum and the needs of 21 century learners

Achieving this goal will necessitate:

- Examination and identification of the key themes of the 2010 curriculum by the teaching staff
- Community consultation and input
- Statements adopted that articulate what Central School values in terms of students' knowledge, skills and values