



# Assessment Information Evening for Parents

Wednesday 28 June, 6:30pm, 2017

Pasadena Centre

**NURTURING**

**PERSONAL**

**EXCELLENCE**

# Vision

Nurture the Whole  
Person and  
Personal  
Excellence is  
Achieved

# Strategic Areas

## STRATEGIC AIM 1 STUDENTS

All students to show continuous academic improvement in relation to reading, writing and mathematics

## STRATEGIC AIM 2 FUTURE FOCUS

To have a future focuses curriculum and learning environment that develops well rounded and balance learners

## STRATEGIC AIM 3 COMMUNITY

To make Pasadena Intermediate the Intermediate school of choice in the area

## STRATEGIC AIM 4 BILINGUAL PATHWAYS

To provide a Bilingual Pathway in Te Reo Maori within a Tikanga and Te Ao Māori context

# Purpose of the evening

## **Understanding**

What are National Standards?

## **Reporting**

How do we report on National Standards?

## **Explanation**

How do we make Overall Teacher Judgments?

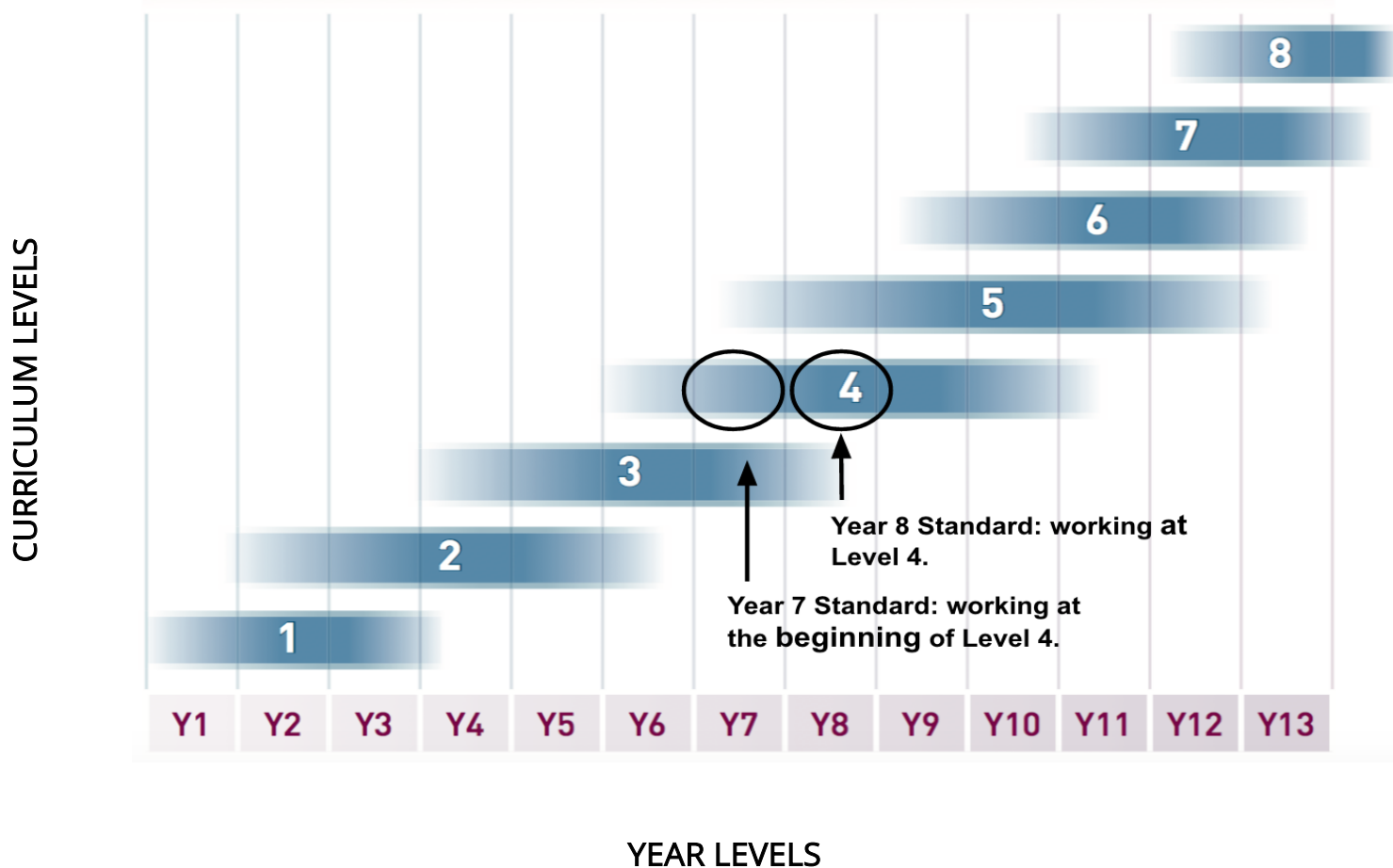
# What are National Standards?

“National Standards in reading, writing and mathematics provide signposts that give children, teachers, parents, families and whānau a clear idea of where children are achieving in their learning and what they have to do next.”

- Ministry of Education, 2010



# NZ Curriculum Levels and National Standards



# Achievement measured Against end of year National Standards

## **Above the standard:**

Exceeding the expectation for their year level.

## **At the standard:**

Meeting the expectations at their year level.

## **Below the standard:**

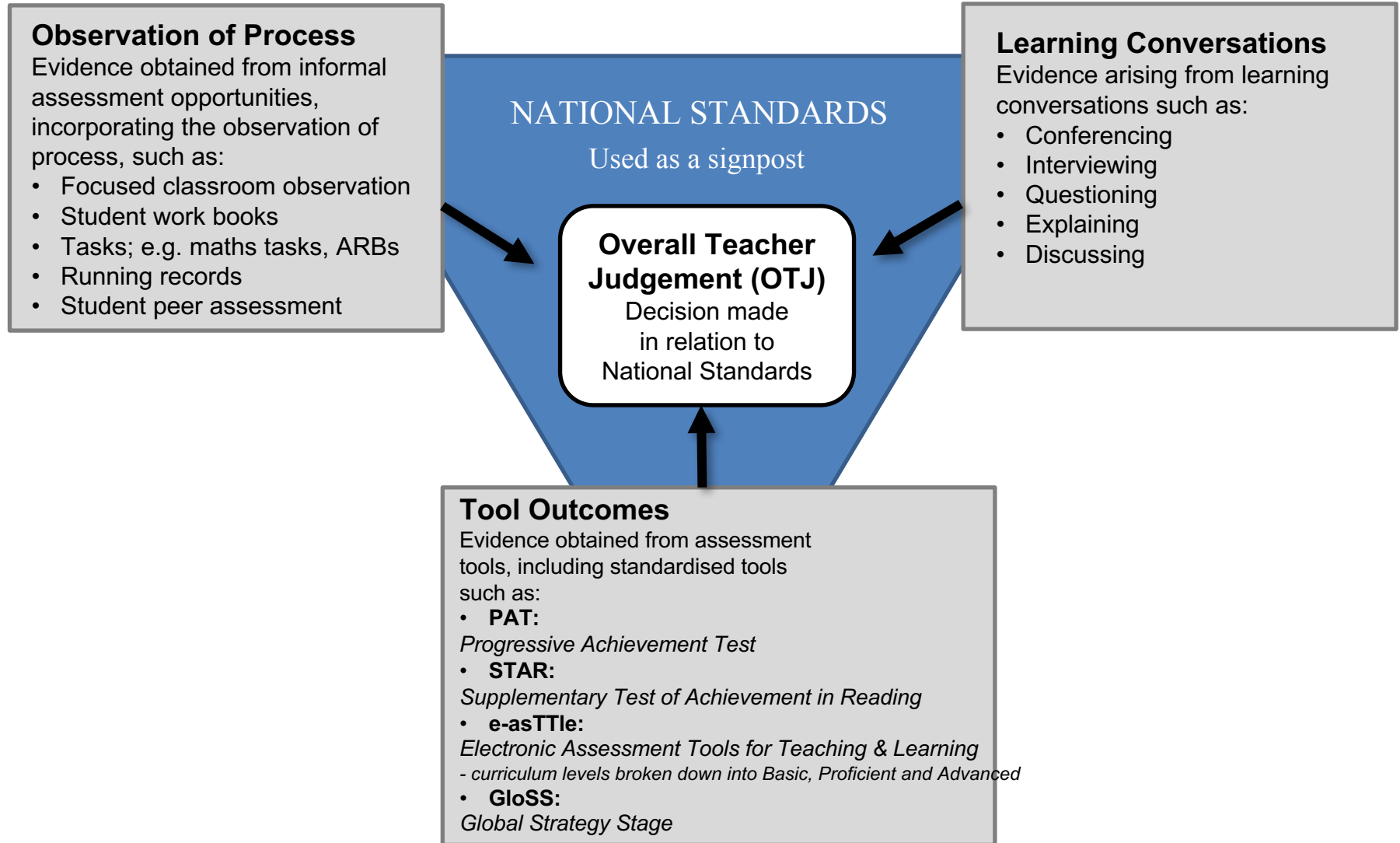
Not achieving the expectation for their year level.

## **Well below the standard:**

Achieving more than one year below the expectation for their year level.

# Making overall teacher judgements

What does it look like at Pasadena?





# Overall Teacher Judgment

## CONVERSATIONS & OBSERVATIONS

### Student:

Self-assessment  
Peer-assessment  
Discussions  
Explanations  
Conferences  
Questions  
Observations

## TASKS

### Student:

Classwork  
Assessment Resource  
Bank (ARBs)  
Record keeping  
Tasks and assignments

## TOOLS

Student assessment  
tools include:  
PAT, STAR, GloSS, IKAN,  
e-asTTIE

CONTINUALLY

PERIODICALLY

# How do teachers ensure consistency?

**Team moderation**

**Year group moderation**

**Across school moderation**

**At Pasadena, how do we report  
National Standards to parents?**

# Pasadena Reporting

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## Term One

**STUDENT LED CONFERENCES**

Goal setting

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## Term Two

**WRITTEN REPORT**

Progress and achievement  
against National Standards

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## Term Three

**STUDENT LED CONFERENCES**

Reflect on Goals and Progress

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## Term Four

**WRITTEN REPORT**

Progress and achievement  
against National Standards

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# Mid Year Report

As National Standards are measured at the end of the year, four indicators are used on the Mid Year Report to indicate a student's progress in relation to the Standard:

**Below the National Standard**

**On track to meet the National Standard.**

**At Standard.**

**Above the Standard.**

# Key Points

- National Standards are measured at the end of the year, therefore:
  - Mid year reporting is an indication of progress towards National Standards.
  - End of year reporting is measured against National Standards.
- National Standards are determined using a range of evidence from all areas of the curriculum.
- Teachers use a range of evidence from a number of sources – continually and periodically.

# E-asTTle Learning Pathway

## How to read an asTTle Learning Pathway – a “Parents Guide”

Learning Pathways Report for Test: Year 8 Reading\_July\_2008

Group:

Date Tested:

Student:

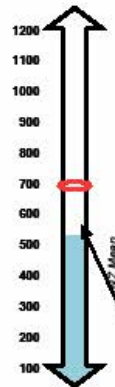
**Strengths**  
Harder than student's ability but unexpectedly answered correctly.

- Correct**
- Strengths**
- Understand a topic using multiple texts, including hypertext: (23)
  - Analyse similarity/difference of language/discourse within/between texts: (21)
  - Recognise effect/purpose of literary texts that subvert conventional features: (19)
  - Analyse inconsistency/inaccuracy of content/language within/between texts: (29)
  - Understand discourse/language differences within/between texts: (28)
  - Evaluate the adequacy of the text related to writer's/reader's purpose: (16)

**Achieved**  
Easier than student's ability and, as expected answered correctly.

- Achieved**
- Understand literary texts that subvert conventional features: (10)
  - Use reference materials to check the accuracy of a text: (9)
  - Recognise effect/purpose of literary texts that subvert conventional features: (24)
  - Make links between verbal & visual information: (6)
  - Find, select, & retrieve information: (6)
  - Make inferences: (2)
  - Identification and understanding of main Ideas: (2)
  - Knowledge of vocabulary: (2)

aRs Score



- Incorrect**
- To Be Achieved**
- Comprehend literary texts that subvert conventional features: (11)
  - Analyse similarity/difference of language/discourse within/between texts: (13, 20, 30)
  - Understand literary texts that subvert conventional features: (14)
  - Evaluate the cultural-historical-literary-social worth/significance of a text: (15)
  - Evaluate similarity & difference of language/discourse within/between texts: (27)
  - Recognise effect/purpose of literary texts that subvert conventional features: (17)

**To Be Achieved**  
Harder than the student's ability which the student answered incorrectly.

- Gaps**
- Make links between aspects of text: (1, 4, 5)
  - Skim/scan for information: (1)
  - Find, select, & retrieve information: (1, 4, 5, 6)
  - Make inferences: (3, 4, 7)
  - Identification and understanding of main Ideas: (3)
  - Consistently read for meaning: (3, 4, 5)
  - Knowledge of vocabulary: (3, 7)
  - Identify word classes: (4)
  - Respond using understandings & Information: (4)

**Gaps**  
Easier than the student's ability which the student answered incorrectly.

	aRs	Surface	Deep	Understanding	Connections	Inference
This student Level	687	642	710	649	615	638
Year 8 mean	4A	4P	5B	4P	4P	4P
	517	520	526	531	500	534

The overall level (numbers) and sub level (letters) for each area tested  
B=Basic  
P= Proficient  
A= Achieved

The red arrow represents the student's overall mean score compared to the national mean score which is represented by the blue background

The asTTle Reading scale (aRs) – this is the student's overall mean score (shown by the red oval) compared to the national mean score (shown by the coloured bar).

The numbers in the brackets represent the question number in the test

# Student Led Conferences

## **For Students:**

- Develop and extend their ability to discuss their learning in a detailed manner
- Further develop their relationship with their parents around school and learning, to celebrate what has been learnt
- Reflect on their learning and solidify the steps needed to achieve success
- Set next steps in the form of goals and action plans

## **For Parents:**

- Actively and meaningfully support their child in his or her learning
- Have a deeper understanding of what your child is learning and the progress they are making
- Enjoy a rich and meaningful learning conversation with your child and their teacher

## **For Teachers :**

- Form a partnership with between the parent and the student related to learning
- Is able to suggest support for taking the next steps in learning
- Is able to further reflect on the students learning, what has worked, what has not and outline any barriers that have arisen



# Important Dates

## **Reports go home:**

Wednesday 5 July (Week 10 Term 2)

## **Student Led Conferences:**

Wednesday 26 July and Thursday 27 July  
(Week 1 term 3)

**Any Questions?**