



**WEYMOUTH PRIMARY SCHOOL**  
**ASSESSMENT WORKSHOP FOR WHĀNAU**  
Monday 25 February 2019 3.30-4.30pm

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.

What makes assessment for learning effective is how well the information is used.

- Students and teachers can use the information gained from assessment to determine their next teaching and learning steps.
- Parents, families and whānau can be kept informed of next plans for teaching and learning and the progress being made, so they can play an active role in their children's learning.
- School leaders can use the information for school-wide planning, to support their teachers and determine professional development needs.
- Communities of Learning & Boards of Trustees can use assessment information to assist their governance role and their decisions about staffing and resourcing.
- The Education Review Office can use assessment information to inform their advice for school improvement.
- The Ministry of Education can use assessment information to undertake policy review and development at a national level, so that government funding and policy intervention is targeted appropriately to support improved student outcomes.

**Aromatawai - Assessment in Te Reo Māori (Te Manu Tukutuku)**

We are beginning to review the way we identify and report on the progress and achievement of our tamariki in Te Manu Tukutuku. There are a number of assessment tools available that teachers can use to inform overall teacher judgement in the assessment process. We will be working closely alongside our whānau of Te Manu Tukutuku during this review process as well as being supported by the new guidance material available online. This material uses the principles of Rukuhia Rarangahia to provide a solid foundation to assist kaiako to enhance their understanding of ako and the aromatawai approach. This will help kaiako to assess how well ākonga are learning, and to examine how well the kura is supporting the community's aspirations. Currently our tamariki in Te Manu Tukutuku participate in the assessment programme that is administered with our English medium students.

At Weymouth Primary School, we use the following assessment tools...

### Running Records for Reading

Running Records can be used to assess students reading aloud from any text and in any setting. They provide a framework for observing a student's reading processing system.

Taking regular Running Records is essential as part of monitoring students' learning needs. Running Records are also commonly used to confirm a student's ability to move to another colour wheel level. Teachers use the information collected to answer the following questions and to help them to plan teaching and learning activities to support 'next steps' in reading.

- What is this student able to do on text?
- What is this student starting to do?
- What is this student neglecting or not doing on text?
- What sources of information are being used?

### STAR (Supplementary Test of Achievement in Reading)

The STAR reading tests are standardised assessment tools, designed to supplement the assessments that teachers make about students' progress and achievement in reading. At our school, we use STAR to assess our Year 3-6 students at the beginning of the year. Each test assesses a range of reading skills which include word recognition, sentence comprehension, paragraph comprehension and vocabulary range. It provides teachers with additional information about what a student can do, and what they may still need support with in Reading. Teachers can provide opportunities for students to learn, practise, and apply these skills in their reading programme.

### PROBE (Prose Reading Observation, Behaviour and Evaluation)

Probe is an assessment of a reader's ability to decode and comprehend text. There are no pictures and limited title clues to ensure the results are based on these skills. It may also be used as a measure of silent reading comprehension, and listening comprehension. A fictional text or non-fiction text may be used to determine the reading comprehension level. At our school, a PROBE can be used for students who are reading at Level 16 or above.

### e-asTTle writing

At our school, the e-asTTle writing tool is used for students who can write at least two ideas independently. The tool helps us to assess student writing across five purposes; **describe**, **explain**, **recount**, **narrate**, and **persuade**. This allows us to ensure students have opportunities to show off their skills in different writing styles, which is especially helpful for those who like non-fiction writing over fiction writing.

The children are given a writing prompt of a picture or statement to write from, are given time to plan out their thoughts then children complete the writing on their own without support or the use of dictionaries or word and alphabet cards. This is so that we are able to see exactly what they can do and what we need to teach them next. They have 40 minutes to write their piece.

The e-asTTle writing tool then has a marking guide for teachers to use, the same guide is used for each of the purposes mentioned before. The marking guide looks at seven different areas of writing; the child's **ideas**, their use of **structure and language**, the **organisation** of their writing, the **vocabulary** that they use, the structure of their **sentences**, their use of **punctuation**, and their **spelling**. Once we have entered the scores online, teachers are able to access lots of information about the students strengths and their gaps and we can also track their progress over the year.

## Writing Sample

At our school, students who are not yet able to write two ideas independently, are assessed in writing using an independent writing sample. A student will be prompted to write about something that they are familiar with, and then given the opportunity to write by themselves. Teachers will observe the child writing and note their writing behaviours, and will assess their writing ability using exemplars and Literacy Learning Progressions. Teachers can then identify what students are capable of doing on their own, and what they need to learn next. These next steps are planned into the programme.

## JOST (Junior Oral Language Screening Tool)

The Junior Oral Language Screening Tool (JOST) is an individual assessment used with students to assess their Oral Language development. The purpose of the tool is to give teachers useful information for building a programme, and grouping children appropriately for language groups if required. The main focus of the tool is on expressive language, as understanding of concepts such as colour, shape and size will be evident through other curriculum activities. This information should be considered together with the results from the J.O.S.T. Information gained is useful for planning further classroom activities.

## JAM (Junior Assessment of Mathematics)

The Junior Assessment of Mathematics assesses the achievement of students working within Level one and Level two of the NZ Curriculum, typically students in their first three years of school. The tool has 11 modules, with 8 of these focusing on Number Knowledge and Strategies. The other 3 focus on other strands: Algebra, Geometry & Measurement. The teacher will interview a student on a one-to-one basis, or may ask small groups of students to carry out tasks. The assessment provides 'moment in time' information that the teacher can use to find out what the student knows, and what they need to learn next. The teacher will build on what the student knows and plan these 'next steps' into their programme. A student may be assessed using this tool at least twice each term.

## PAT MATHEMATICS (Progressive Achievement Tests)

At our school, we use this tool for Year 4-6 students. This tool helps teachers determine their students' levels of achievement in the knowledge, skills and understanding of maths in the NZ Curriculum. It is directly aligned with the NZ Curriculum and targets the big ideas students need to understand in order to make progress. It tests number knowledge, number strategies, algebra, geometry, measurement, and statistics. The test is a paper/pen test. Teachers choose appropriate tests for the level of their students, and the test can be read to the students as we are not testing their reading ability, but their maths ability. This test is administered twice yearly - at the beginning of the year, and the end of the year. Teachers use the results to identify students strengths, and areas that they may need to further develop. This information is then used to plan for teaching and learning.