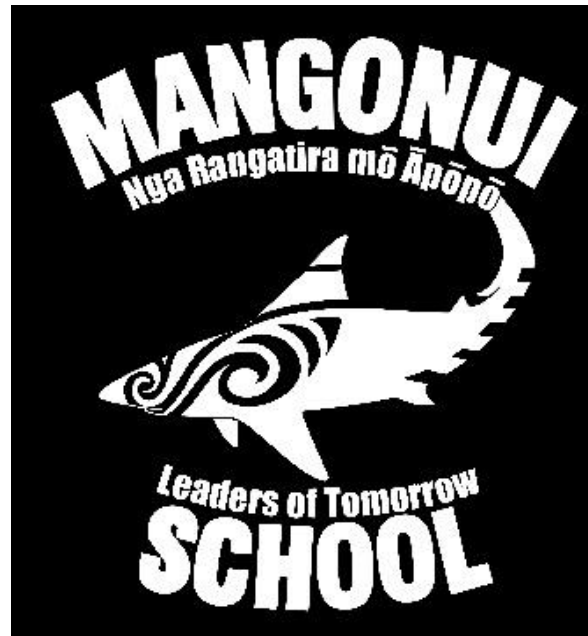


# Mangonui School

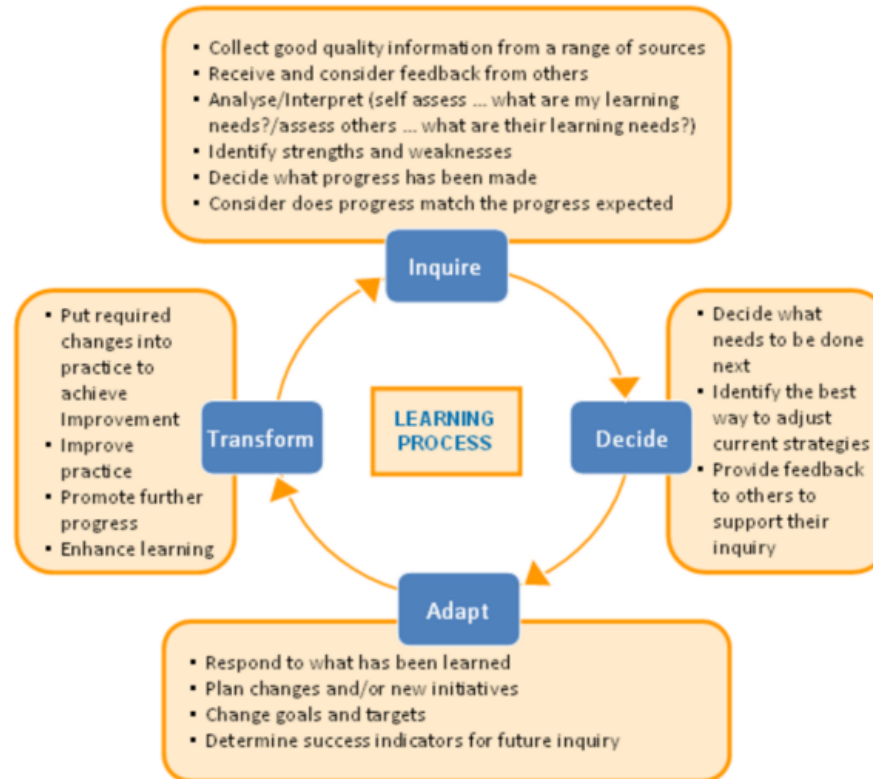


Assessment Handbook 2018

## Assessment Statement:

Assessment can be described as a process of inquiry, decision-making, adaptation, and transformation. It is, in effect, a learning process which, if undertaken effectively, can be used to inform teaching and learning. Information is gathered, learned from, and responded to in a way that will make a difference and improve learning. In this sense, assessment is a process of learning, for learning.

*MoE Assessment Position Paper, p16.*



Assessment information on the progress and achievement of individual students contributes to improved teacher learning, student learning, and parent and whānau learning. It enables reciprocal learning conversations between teachers, students, and parents and whānau as part of the inquiry process.

## **Curriculum and Student Achievement Procedure (Nag 1):**

The Mangonui School board of trustees fosters student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, key competencies, principles and values) as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

The board, through the principal and staff:

- develops and implements teaching and learning programmes that:
  - provide all students with opportunities to achieve success in all areas of the national curriculum
  - give priority to student achievement in literacy and numeracy, especially in years 1–8
  - give priority to regular, quality physical activity that develops motor skills for all students, especially in years 1–6.
- gathers information to evaluate the progress and achievement of students, giving priority to:
  - student achievement in literacy and numeracy, especially in years 1–8 and then to
  - the breadth and depth of learning related to the needs, abilities, and interests of students; the nature of the school's curriculum, and the scope of the national curriculum (as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa).
- identifies students, and groups of students, who;
  - are not achieving, or are at risk of not achieving
  - have special needs (including gifted and talented)and develops strategies to meet the needs of these groups and individuals.
- develops plans and targets for improving the achievement of Māori students.

This Assessment Handbook is the school procedure for assessment and evaluation.

## **Student Achievement Information:**

The purpose of assessment is to improve student learning outcomes and the quality of our teaching programmes. Assessment informs our strategic planning. It enables us to provide feedback on individual performance to students and parents, and to report on school-wide achievement to the board, parents, community, and Ministry of Education. We respect the privacy of our student achievement information and seek parental permission when sharing individual student data with other appropriate agencies.

We collect information / evidence about individual student performance through formal and informal tests and assessments.

## **How do we collect evidence to monitor Student Progress and Achievement?**

A range of evidence drawn from multiple sources is necessary in order to compile a comprehensive picture of the student and their learning journey progress.

- assessment tools (see table below)

Literacy Tools	Numeracy Tools	Other Tools
Running Records PROBE e-asTTle Reading and Writing Observational Survey STAR Yolanda Soryl Phonics Schonell Rocket Word lists	JAM GLOSS Quest Book - Knowledge PAT Maths IKAN  Diagnostic Test	JOST

Other sources of evidence include:

- learning conversations
- student workbooks and reflections
- Modeling books
- Photographic / video evidence
- Teacher observations of students and teachers
- Student agency

Assessment results are compared and analysed for individual student and school achievement goals and targets.

We maintain our assessment records on our student management system and in Quest books and profiles.

## Assessment - so what?

*At Mangonui School we believe that It is important that we assess what we value rather than narrow our focus to value what we assess.*

We believe assessment should:

- Identify where students are at and identify any gaps in learning
- Inform our next teaching steps
- Set goals for teachers and students
- Monitor, track and evaluate teaching and interventions
- Inform stakeholders of progress and achievement; and
- Inform strategic resourcing considerations / decisions

We believe it is important that outcomes be considered in context and in light of progress being made.

## How do we use assessment to make a difference?

Assessment information (data and analysis) informs decision making by a range of stakeholders including:

- Board of Trustees:
  - Celebrating successes
  - Tracking and monitoring progress and achievement
  - Meeting the Nag 1 requirement of oversight of accelerating student learning
  - Analyse strengths and needs
  - Guide planning
  - Informing strategic resourcing
- Iwi and the community
  - Celebrating successes
  - Informing community of the progress and achievement of Maori students
  - building partnerships to support student learning
  - identifying strengths and needs
- Leadership
  - Celebrating successes
  - Tracking and monitoring progress and achievement
  - Analyse strengths and needs of the students and teaching programmes
  - Informing curriculum development
  - Providing effective guidance for teachers
  - Supporting teacher development
    - to accelerate student learning
    - building effective teacher-student relationships
    - building teacher pedagogical content knowledge (PCK)
    - building whānau partnership development
    - building leadership capability
- Teachers
  - Celebrating successes
  - Tracking and monitoring student progress and achievement
  - Informing spiral of inquiry processes (collaborative, critical, teacher reflection)
    - Evaluating impact of teaching, programmes and interventions
    - Identifying strengths and needs to guide and inform planning; and
    - Informing curriculum development / effective delivery
    - Analyse strengths and needs. 'Filling the gaps'. Build on what students already know and the strategies they use or don't use effectively.

- Accelerating learning
    - Supporting collaboration with colleagues
  - Role modelling for others to achieve similar successes in learning
  - Inform reporting to parents
  - Building partnerships with parents in their children's learning
  - Informing goals and target setting
- Students
  - Celebrating successes
  - Developing student agency
    - Inquiry / Informing goals and target setting
    - Analyse strengths and needs. 'Filling the gaps.' Consolidate on what students already know and the strategies they use or don't use effectively.
    - Identifying what they are learning, why, where they are at and next steps in learning and what they need to do to get there and how
    - Role modelling for others to achieve similarly
  - Sharing their learning story with parents, families and whānau
- Parents
  - Celebrating successes
  - Informing parent of student progress and achievement
  - Building partnership for learning with children

## How do we understand whether rates of progress are fast enough?

- 'Effect sizes'
- Target student tracking sheets
- Whole Class Data analysis and next steps document (Reading, Writing and Mathematics)

### Monitoring tools

- Junior School
  - Numeracy
    - Numeracy Knowledge Quest Book
    - Numeracy Wedge Graph
    - JAM

- Literacy

- Writing Wedge Graph
- Reading Wedge graphs
- e-asTTle consoles (writing)
- Writing exemplars
- Spelling Wedge Graph
- Yolanda Soryl Phonics Assessment
- Phonological Assessment
- Alphabet
- Rocket word lists
- Marie Clay Observation Survey 5.1 years and 6.1 years (*also at 5.7 for those with low stanines*)

- Senior School

- Literacy

- Writing Wedge Graph
- Reading Wedge graphs
- PROBE (for some students)
- e-asTTLE consoles (Reading)
- Star
- Spelling Tracking Graph
- Writing exemplars

- Numeracy

- Numeracy Knowledge Quest Book
- Numeracy Wedge Graph
- GLOSS
- IKAN
- PAT

## How do we use assessment information with our students to help them understand their progress and next learning steps?

Modified from *Clarity in the Classroom* by Michael Absolum (Chapter 4: Assessment).

### Clarity in the Classroom - Why Assessment is a good thing:

- Learners need to know the purpose of assessment
- Learners are in charge of their learning, and need to know how assessment helps inform their next learning steps
- Learners need to know how they are progressing against expectations
- Assessment must not lessen their motivation and capacity for learning
- Information gained from assessments need to be feedback to students to inform their next steps in learning in a timely fashion
- Jargon needs to be turned into kids-speak
- Learners are a source of information to help their peers (tuakana - teina).

### How do we help students to monitor their own progress?

- By making sure they understand where they are achieving at, where they should be at any given time, and providing steps/strategies and support to help them get there.
- Agentic tools available for use within the classroom
- Co-construction of Learning Intentions and Success Criteria
- Feedback and feed-forward / Teacher student conferencing/ conversations
- Exemplars
- Praise and celebration of new learning - even the little steps!
- Discussions using the various assessment data [consoles, learning maps, wedge graphs, GLOSS, etc.]

### Reporting student progress and achievement to whanau:

- Overall teacher Judgements (OTJ's) are made by teachers using a wide range of sources of information.
- Some students' progress will be moderated if data sources show conflicting information.
- Juniors' progress and achievement will be shared after; 6mths, 1 year, 18mth, 2 years, 30mths, 3 years. This is in a written report and a meeting with Whanau.
- Seniors' progress and achievement will be shared at mid and end of year. A written report and a student led meeting with whanau at mid year and a written report at end of year.





## Mangonui School Assessment Schedule – Junior - Year 1 – 3

Interim 6mth, 18mth, 30mth	<i>Where does it go?</i>	After Each Full Year at School (Years 1 - 3)	<i>Where does it go?</i>	Ongoing <i>at least</i> each term	<i>Where does it go?</i>
<b>Literacy Assessments</b>					
<b><u>READING</u></b> <ul style="list-style-type: none"> <li>Seen Running Records up to Gold RTR</li> <li>Probe for students who are Instructional / Easy at Gold</li> </ul>	<i>Whole class Wedge (for teaching) and Individual Wedge Graphs in quest book.</i>	<b><u>READING</u></b> <ul style="list-style-type: none"> <li>Seen Running Records up to Gold RTR</li> <li>Probe for students who are Instructional / Easy at Gold</li> </ul>	<i>Whole class Wedge (for teaching) and Individual Wedge Graphs in quest book.</i>	<b><u>READING</u></b> <ul style="list-style-type: none"> <li>Seen Running Records up to Gold RTR</li> <li>Probe for students who are Instructional / Easy at Gold</li> </ul>	<i>Whole class Wedge (for teaching) and Individual Wedge Graphs in quest book.</i>
<ul style="list-style-type: none"> <li>Rocket word lists</li> </ul>	<i>Quest books</i>	<ul style="list-style-type: none"> <li>Rocket word lists</li> </ul>	<i>Quest books</i>	<ul style="list-style-type: none"> <li>Rocket word lists</li> </ul>	<i>Quest Books</i>
<b><u>PHONICS</u></b> <ul style="list-style-type: none"> <li>Yolanda Soryl Phonics Assessment</li> </ul>	<i>Quest books</i>	<b><u>PHONICS</u></b> <ul style="list-style-type: none"> <li>Yolanda Soryl Phonics Assessment</li> </ul>	<i>Quest books</i>	<b><u>PHONICS</u></b> <ul style="list-style-type: none"> <li>Yolanda Soryl Phonics Assessment</li> </ul>	<i>Quest Books</i>
<b><u>SPELLING</u></b> <ul style="list-style-type: none"> <li>Schonell spelling Test A</li> </ul>	<i>Quest books plot on graph</i>	<b><u>SPELLING</u></b> <ul style="list-style-type: none"> <li>Schonell spelling Test B</li> </ul>	<i>Quest books plot on graph</i>	Classroom Spelling programme	
<b><u>WRITING</u></b> 2 x e-asTTle (whole school) will be completed each year. The specific dates of these are TBC with the yearly overview. This data needs to be moderated and entered onto <ul style="list-style-type: none"> <li>e-asTTle Website</li> <li><i>Whole class Wedge (for teaching) and Individual Wedge Graphs in quest book.</i></li> </ul>				<b><u>WRITING</u></b> <ul style="list-style-type: none"> <li>Unassisted Writing sample to determine progress and next learning steps (<i>non e-asTTle terms</i>)</li> </ul>	<i>Quest Books</i>
<b>Maths Assessments</b>					
<ul style="list-style-type: none"> <li>Quest book - Numeracy</li> <li>JAM (Numeracy Questions)</li> <li>GLOSS if working at stage 5 or above</li> </ul>	<i>Quest books eTAP eTAP</i>	<ul style="list-style-type: none"> <li>Quest book - Numeracy</li> <li>JAM (Numeracy Questions)</li> <li>GLOSS if working at stage 5 or above</li> </ul>	<i>Quest books eTAP eTAP</i>	Quest books - Maths  JAM - strands as required in the term the strand is taught.	<i>Quest books</i>

- Observational Survey done on all students at school entry and at 6 years old. If stanine was 1,2,or 3 then to be done at 5y 6 months as well.

## Mangonui School Curriculum and Achievement Action Plan 2018

School's annual plan goals						
Student progress from one year to the next in response to the school curriculum	<b>After 1 year at school</b>	<b>After 2 years at school</b>	<b>After 3 years at school</b>	<b>At the end of year 4</b>	<b>At the end of year 5</b>	<b>At the end of year 6</b>
	Working Towards Curriculum Level 1	Meeting Curriculum Level 1	Working Towards curriculum Level 2	Meeting Curriculum Level 2	Working Towards curriculum Level 3	Meeting Curriculum Level 3
<b>MATHEMATICS</b>						
National signposts associated with this progress	Early Curriculum Level 1 Numeracy Stage 2-3	At Curriculum Level 1 Early Numeracy Stage 4	Early Curriculum Level 2 Late Numeracy Stage 4 / Early Numeracy Stage 5	At Curriculum Level 2 At Numeracy Stage 5	Early Curriculum Level 3 Early Numeracy Stage 6	At Curriculum Level 3 At Numeracy Stage 6
Mangonui School Classroom signposts associated with this progress	Math Quest Book for up to stages 2 -3 JAM Assessment Maths Wedge Graph	Math Quest Book for up to Stage 4 JAM Assessment Maths Wedge Graph	Math Quest Book for up to Stage 5 JAM / GLOSS Assessment Maths Wedge Graph	Math Quest Book for up to Stage 5 IKAN /GLOSS Assessment Maths Wedge Graph	Math Quest Book for up to Early Stage 6 IKAN /GLOSS Assessment Maths Wedge Graph	Math Quest Book for up to Stage 6 IKAN /GLOSS Assessment Maths Wedge Graph
Student learning behaviours or achievement outcomes that would trigger a Tier 2 supplementary support	Stage 0-1 Knowledge <i>and</i> Stage 1 or 2 Strategy Achievement.	Stage 2 or below Strategy and Knowledge Achievement.	Stage 3 or below Knowledge and Strategy Achievement.	Stage 4 or below Knowledge and Strategy Achievement	Early Stage 5 or below Knowledge and Strategy Achievement	At Stage 5 or below Knowledge and Strategy Achievement
Tier 2 supplementary supports available	Short term in school supplementary supports. Target plan developed for student or group of students based on data gathered. <u>Teachers implement target programmes.</u> Additional Kaimahi support allocated within the classroom to support the TEACHER to work with student or to implement repetition / practise through programmes such as COSDIBRICS.					
Tier 2 Actions	Notify SENCO and whanau.		Record data on eTAP.	Create target plan.		
Monitoring progress during & after the Tier 2 supplementary support was initiated	Target Plan monitoring and reflections throughout the term. Wedge Graphs each term. Interim / Mid and Anniversary / End Year Data and reporting.			End of Term Round up Data and reflections at the end of each term. Monitoring through Quest Books,		
Student learning behaviours or achievement outcomes that would trigger a Tier 3 supplementary support	Achieving at Numeracy Stage 0-1 knowledge or strategy achievement.	Stage 1 Knowledge and Strategy Achievement. Concerning rates of progress despite Tier 2 interventions.	Stage 2 or below Knowledge and Strategy Achievement. Concerning rates of progress despite Tier 2 interventions.	Stage 3 or below Knowledge and Strategy Achievement. Concerning rates of progress despite Tier 2 interventions.	Stage 4 or below Knowledge and Strategy Achievement. Concerning rates of progress despite Tier 2 interventions.	Early Stage 5 or below Knowledge and Strategy Achievement. Concerning rates of progress despite Tier 2 interventions.
Tier 3 supplementary supports available	Supplementary Learning Support sought. Possible referrals to outside agencies such as RTLB (Resource Teacher of Learning and Behaviour), ORS (Ongoing Resource Scheme), Pediatrician					
Tier 3 Actions	Notify SENCO and whanau.	Record data on eTAP.	Create IEP (Individual Educational Plan)	Work with SENCO, Whanau, Agencies to create referrals		
Monitoring student progress during and after the Tier 3 supplementary support was initiated	Ongoing meetings with SENCO and outside agencies as required. 1 x IEP meeting each term with whanau, SENCO, Teacher and relevant agencies to celebrate successes and develop achievable and relevant goals.					

## Mangonui School Curriculum and Achievement Action Plan 2018

Mangonui School Curriculum and Achievement Action Plan 2018						
	After 1 year at school	After 2 years at school	After 3 years at school	At the end of year 4	At the end of year 5	At the end of year 6
Student progress from one year to the next in response to the school curriculum	Working Towards Curriculum Level 1	Meeting Curriculum Level 1	Working Towards curriculum Level 2	Meeting Curriculum Level 2	Working Towards curriculum Level 3	Meeting Curriculum Level 3
WRITING						
National signposts associated with this progress	Literacy Learning Progressions After 1 Yr Writing Expectations Within Curriculum Level 1	Literacy Learning Progressions After 2 Yrs Writing Expectations At Curriculum Level 1	Literacy Learning Progressions After 3 Yrs Writing Expectations Early Curriculum Level 2	Literacy Learning Progressions End Yr 4 Writing Expectations At Curriculum Level 2	Literacy Learning Progressions End Yr 5 Writing Expectations Early Curriculum Level 3	Literacy Learning Progressions End Yr 6 Writing Expectations At Curriculum Level 3
Mangonui School Classroom signposts associated with this progress	e-asTTLe Writing Stepping Stones Yolanda Soryl: Stage 4 Writing Wedge Graph	e-asTTLe Writing Stepping Stones Yolanda Soryl: Stage 6 Writing Wedge Graph	e-asTTLe Writing Stepping Stones Yolanda Soryl: Stage 7 Writing Wedge Graph	e-asTTLe Writing Stepping Stones Writing Wedge Graph	e-asTTLe Writing Stepping Stones Writing Wedge Graph	e-asTTLe Writing Stepping Stones Writing Wedge Graph
Student learning behaviours or achievement outcomes that would trigger a Tier 2 supplementary support	1B Curriculum Achievement. Yolanda Soryl Stage 2 or below. Below on Writing Wedge Graph.	1P Curriculum Achievement. Yolanda Soryl Stage 4 or below. Below on Writing Wedge Graph.	1A Curriculum Achievement. Yolanda Soryl Stage 6 or below. Below on Writing Wedge Graph.	2P Curriculum Achievement. Yolanda Soryl Stage 7 or below. Below on Writing Wedge Graph.	2A Curriculum Achievement. Below on Writing Wedge Graph.	3B Curriculum Achievement. Below on Writing Wedge Graph.
Tier 2 supplementary supports available	Short term in school supplementary supports. Reading Recovery Target plan developed for student or group of students based on data gathered. <u>Teachers implement target programmes.</u> Additional Kaimahi support allocated within the classroom to support the TEACHER to work with student or to implement repetition / practise as required.					
Tier 2 Actions	Notify SENCO and whanau. Record data on eTAP. Create target plan.					
Monitoring progress during & after the Tier 2 supplementary support was initiated	Target Plan monitoring and reflections throughout the term. End of Term Round up Data and reflections at the end of each term. Wedge Graphs each term. Monitoring through Quest Books, Interim / Mid and Anniversary / End Year Data and reporting.					
Student learning behaviours or achievement outcomes that would trigger a Tier 3 supplementary support	Stanines 1,2 or 3 on 6.1 testing Writing tasks.. Emergent Writing Achievement.	1B Curriculum Achievement. Yolanda Soryl Stage 2 or below. Well Below on Writing Wedge Graph. Concerning rates of progress despite Tier 2 interventions.	1P Curriculum Achievement. Yolanda Soryl Stage 4 or below. Well Below on Writing Wedge Graph. Concerning rates of progress despite Tier 2 interventions.	1A Curriculum Achievement. Yolanda Soryl Stage 5 or below. Well Below on Writing Wedge Graph. Concerning rates of progress despite Tier 2 interventions.	2B Curriculum Achievement. Well Below on Writing Wedge Graph. Concerning rates of progress despite Tier 2 interventions.	2A Curriculum Achievement. Well Below on Writing Wedge Graph. Concerning rates of progress despite Tier 2 interventions.
Tier 3 supplementary supports available	Supplementary Learning Support sought. Possible referrals to outside agencies such as SLT (Speech Language Therapist), RTLit (Resource Teacher of Literacy), RTLB (Resource Teacher of Learning and Behaviour), ORS (Ongoing Resource Scheme), Pediatrician					
Tier 3 Actions	Notify SENCO and whanau. Record data on eTAP. Create IEP (Individual Educational Plan) Work with SENCO, Whanau, Agencies to create referrals					
Monitoring student progress during and after the Tier 3 supplementary support was initiated	Ongoing meetings with SENCO and outside agencies as required. 1 x IEP meeting each term with whanau, SENCO, Teacher and relevant agencies to celebrate successes and develop achievable and relevant goals.					

## Mangonui School Curriculum and Achievement Action Plan 2018

School's annual plan goals						
Student progress from one year to the next in response to the school curriculum	<b>After 1 year at school</b>	<b>After 2 years at school</b>	<b>After 3 years at school</b>	<b>At the end of year 4</b>	<b>At the end of year 5</b>	<b>At the end of year 6</b>
	Working Towards Curriculum Level 1	Meeting Curriculum Level 1	Working Towards curriculum Level 2	Meeting Curriculum Level 2	Working Towards curriculum Level 3	Meeting Curriculum Level 3
<b>READING</b>						
National signposts associated with this progress	Literacy Learning Progressions RTR Level 12 - 14 (Green) Observational Survey 6.0	Literacy Learning Progressions RTR Level 17 - 18 (Turquoise)	Literacy Learning Progressions RTR Level 21-22 (Gold)	Literacy Learning Progressions 8.5-9.5y Reading Age (L 23-25)	Literacy Learning Progressions 9.5-10.5y Reading Age	Literacy Learning Progressions 10.5-11.5y Reading Age
Mangonui School Classroom signposts associated with this progress	Seen RTR Running Records Observational Survey Reading Wedge Graph	Seen RTR Running Records Reading Wedge Graph	Seen RTR Running Records Reading Wedge Graph	e-asTTLe Reading PROBE Reading Wedge Graph	e-asTTLe Reading PROBE Reading Wedge Graph	e-asTTLe Reading PROBE Reading Wedge Graph
Student learning behaviours or achievement outcomes that would trigger a Tier 2 supplementary support	GIR at Yellow or Red Below on Reading Wedge Graph	GIR at Orange, Green or Blue Below on Reading Wedge Graph	GIR at Purple or Turquoise Below on Reading Wedge Graph	GIR at Gold Level Below on Reading Wedge Graph	GIR at 8-9.5 Years Below on Reading Wedge Graph	GIR at 9-10 years Below on Reading Wedge Graph
Tier 2 supplementary supports available	Short term in school supplementary supports. Reading Recovery Early Words Target plan developed for student or group of students based on data gathered. <u>Teachers implement target programmes.</u> Additional Kaimahi support allocated within the classroom to support the TEACHER to work with student or to implement repetition / practise as required.					
Tier 2 Actions	Notify SENCO and whanau.		Record data on eTAP.	Create target plan.		
Monitoring progress during & after the Tier 2 supplementary support was initiated	Target Plan monitoring and reflections throughout the term. Wedge Graphs each term. Interim / Mid and Anniversary / End Year Data and reporting.			End of Term Round up Data and reflections at the end of each term. Monitoring through Quest Books,		
Student learning behaviours or achievement outcomes that would trigger a Tier 3 supplementary support	Emergent CAP and behaviours. Able to recognise 5 words or less despite tier 2 intervention. Stanines 1, 2 or 3 on 6.1 testing Reading tasks.	GIR Yellow, Red, Pink Concerning rates of progress despite Tier 2 interventions.	GIR: Orange or below Well below on Reading Wedge <i>and</i> showing concerning rates of progress despite Tier 2 interventions.	GIR: Purple or below Well below on Reading Wedge <i>and</i> showing concerning rates of progress despite Tier 2 interventions.	GIR: Gold or below Well below on Reading Wedge <i>and</i> showing concerning rates of progress despite Tier 2 interventions.	PROBE: 8.5 years or below Well below on Reading Wedge <i>and</i> showing concerning rates of progress despite Tier 2 interventions.
Tier 3 supplementary supports available	Supplementary Learning Support sought. Possible referrals to outside agencies such as SLT (Speech Language Therapist), RTLit (Resource Teacher of Literacy <i>after Reading Recovery</i> ), RTLB (Resource Teacher of Learning and Behaviour), ORS (Ongoing Resource Scheme), Pediatrician					
Tier 3 Actions	Notify SENCO and whanau.	Record data on eTAP.	Create IEP (Individual Educational Plan)	Work with SENCO, Whanau, Agencies to create referrals		
Monitoring student progress during and after the Tier 3 supplementary support was initiated	Ongoing meetings with SENCO and outside agencies as required. 1 x IEP meeting each term with whanau, SENCO, Teacher and relevant agencies to celebrate successes and develop achievable and relevant goals.					