

Kio Kio School Assessment and Reporting – Parent Information

“The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both students and teachers respond to the information that it provides.”

The New Zealand Curriculum, Ministry of Education (2007), p.39

Student assessment is fundamental to teaching and learning. Quality assessments can not only provide a reliable and valid measure of students’ learning and understanding, but also help guide teaching and learning. Assessment should be over time, in a range of contexts, timely, and with more than one opportunity to demonstrate learning. When students are at the heart of assessment decision-making, the potential for genuine learning partnerships and conversations is greatly increased.

Detailed reports are written twice a year in June and November, identifying student strengths, next learning steps, and ways in which learning can be supported at home. A variety of assessment tools are used to form overall teacher judgements to report on student progress, effort, next learning steps, and achievement against national standard expectations.

At Kio Kio School, we give information to, and receive information from, our parents:

- at student/parent/teacher goal-setting Learning Conferences in March and July/August
- through formal written reports in June and November
- by having an open door policy where parents know they are welcome to discuss their child’s learning and well being
- through consultation surveys and evenings
- at community events and celebrations
- in consultation with our Maori community each year

Characteristics of Quality Assessment

1. *Benefits students*

Quality assessment clarifies for students what they know and can do, and what they still need to learn. When students see they are making progress, their motivation is sustained and their confidence increases.”

NZ Curriculum (2007), Ministry of Education, p40

The primary purpose of assessment is to improve student learning and teacher practice.

2. *Involves Students*

At Kio Kio School, we are developing student involvement in assessment by:

- using self-assessment rubrics where appropriate
- using self-reflection tools at the end of lessons where appropriate
- students completing self-assessments

3. *Supports teaching & learning goals*

Teachers are expected to set clear learning intentions and success criteria, so that sound assessment of specific learning can take place.

We are working on providing timely and effective feedback to all students to support their learning progress.

4. *Planned and Communicated*

Assessment is planned for and communicated to students and parents throughout the year.

5. *Suited to the purpose*

Assessment tools and strategies are selected according to the nature of the learning being assessed.

6. Valid and fair

Teachers moderate samples of student work to ensure fairness, reliability and validity.

7. Ongoing and integrated process

Teachers collect multiple sources of evidence (both formal and informal) over a period of time. Teachers are encouraged to use their professional judgements to draw valid conclusions. Insights are used to shape teachers actions as they continue to work with their students.

How do we approach assessment?

- We assess against the *big ideas* using a variety of strategies
- Teachers plan authentic tasks to enable students to demonstrate the desired skills and understandings. *Criterion-based rubrics* may be utilised as assessment tools that give a continuum of quality, assist teachers in giving quality feedback, and enable students to self and peer-assess
- Teachers and/or students establish the *success criteria* collaboratively
- *Formative assessment* is used to identify needs and direct future learning
- *Reflection* by students, individual teachers and teaching teams to enhance learning will be ongoing. *Reflection* will be used to monitor progress towards learning goals and to establish 'next step learning'
- Opportunities will be provided for students to
 - *co-create success criteria*
 - *self-assess against established criteria*
 - *engage in collaborative evaluations*
- *Assessment is an ongoing part of the learning process* and should occur throughout

In order to improve teaching practice and student learning a *Student Assessment Overview* has been designed to gather, analyse, and use achievement information to inform teaching, particularly for literacy and numeracy. It provides evidence on which to base teacher judgements in order to comply with National Administration Guidelines (NAG) 1 & 2.

Further use of *Teaching as Inquiry* at Kio Kio School will ensure that the assessment process is ongoing, and arises out of the interaction between teaching and learning.

The Purpose and Uses of Assessment and Reporting

The school is addressing each of these aspects:

- Information for Learning (for students and teachers)

Students need to develop their assessment capability. Currently, while many assessment decisions tend to be made by teachers on behalf of students, we are aware of a need to develop a range of strategies to enable students to self-monitor their progress. We need to place students at the centre of both learning and assessment. To enable students to take increasing control of their learning, they need to develop the capability to assess their learning. Students cannot get there without support.

"...Effective pedagogy requires that teachers inquire into the impact of their teaching on their students. Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term."
The New Zealand Curriculum, Ministry of Education (2007), p.35

- Information for Future Learning (for next teacher)

“Because students have numerous teachers over their years at school, assessment information needs to be available in forms that can constructively be shared at the transitions, whether class-to-class or school-to-school.”

Assessment Online, Ministry of Education

Learner profiles – collated each term, containing ongoing assessments, samples of students’ class work, as determined by the leadership team. These form a cumulative record of each student’s progress and achievement over their years at Kio Kio School.

Assessment requirements are specified in the Student Assessment Overview. The information is used to inform the students’ next class teacher and is passed on to the students’ next school upon leaving.

- Information for Partnership (for parents, family, whanau)

Greater involvement of parents and whānau in support of young people’s learning is a goal of recent initiatives designed to address under-achievement. When students are at the heart of assessment decision-making, the potential for genuine learning partnerships and conversations is greatly increased. Parents are consulted on and reported to about school-wide student achievement.

Student Reports and Self-Assessments

Detailed reports are written twice a year in June and November, identifying student strengths, next learning steps, and ways in which learning can be supported at home. A variety of assessment tools are used to form overall teacher judgements to report on student progress, effort, next learning steps, and achievement against national standards.