



Assessment evening



Pasadena
INTERMEDIATE SCHOOL

NURTURING
PERSONAL
EXCELLENCE



Purpose of the evening

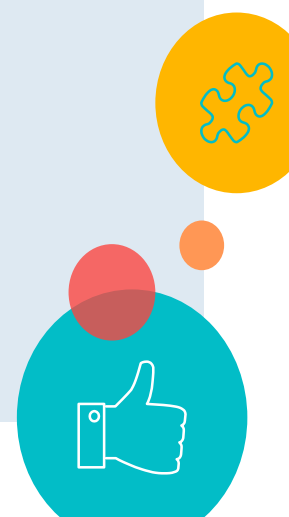
- **Understanding** - What are the End of Year Expectations?
- **Reporting** - How do we report on the Expectations?
- **Explanation** - How do we make Overall Teacher Judgments?





Vision

*Nurture the Whole
Person and
Personal Excellence
is Achieved*



**NURTURING
PERSONAL
EXCELLENCE**



**ĀKONGA
STUDENTS**

Continuous holistic improvement for all students

**WHAKAKITENGA
FUTURE FOCUS**

To have a future focused curriculum and learning environment that develops well rounded and balanced learners

**HAPORI
COMMUNITY**

To have an actively engaged role in the community

**HUARAHI MĀORI
BILINGUAL PATHWAY**

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

**TOIORA
WELLBEING**

To provide a holistic approach to support the wellbeing of all staff and students

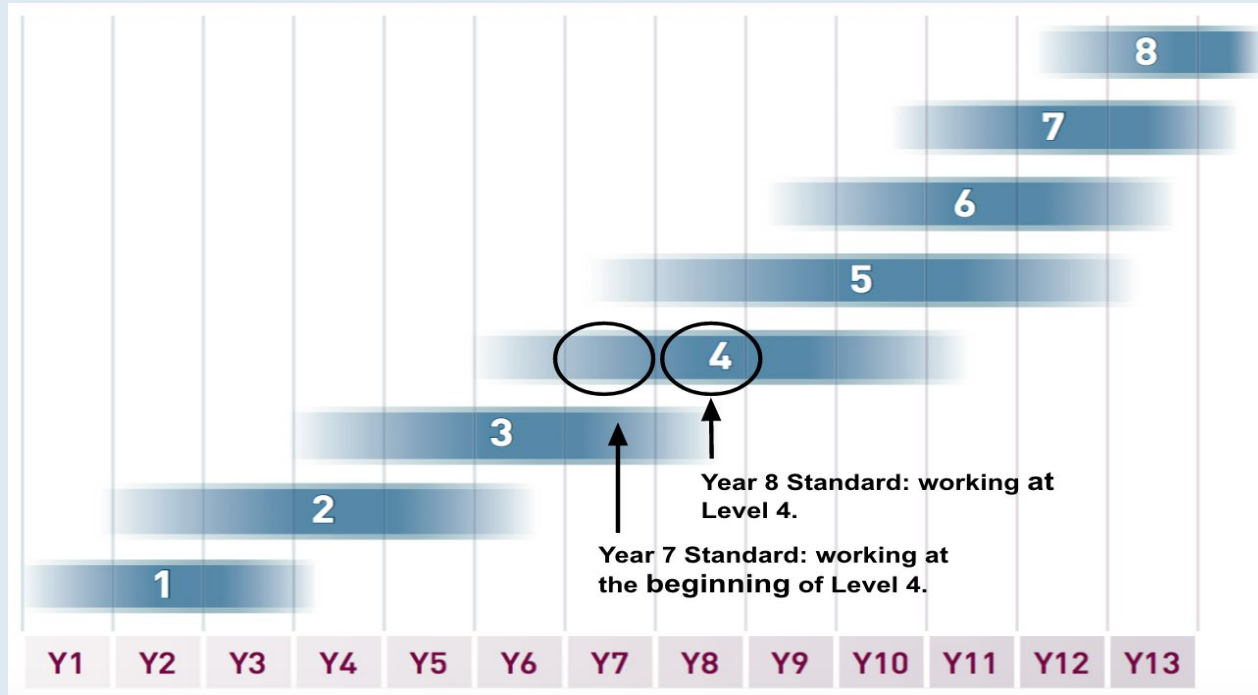
Strategic Direction of the School





NZ Curriculum Levels and Expected End of Year Expectation

CURRICULUM LEVELS



YEAR LEVELS



Achievement measured Against End Of Year Curriculum Expectations

Above the standard:

Exceeding the expectation for their year level.

At the standard:

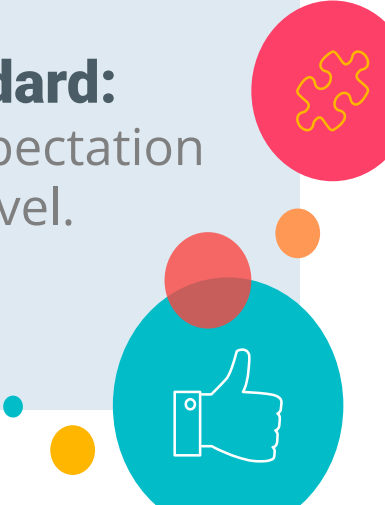
Meeting the expectations at their year level.

On Track:

On track to meet the end of year expectation if current progress is maintained

Below the standard:

Not achieving the expectation for their year level.



Making overall teacher judgements

What does it look like at Pasadena?

Observation of Process

Evidence obtained from informal assessment opportunities, incorporating the observation of process, such as:

- Focused classroom observation
- Student work books
- Tasks; e.g. math tasks, ARBs
- Running records
- Student peer assessment

Overall Teacher Judgement (OTJ)

Decision made in relation to Curriculum Level

Learning Conversations

Evidence arising from learning conversations such as:

- Conferencing
- Interviewing
- Questioning
- Explaining
- Discussing

Tool Outcomes

Evidence obtained from assessment tools, including standardised tools such as:

- **e-asTTle:**

Electronic Assessment Tools for Teaching and Learning

- * **GloSS:**

Global Strategy Stage

Overall Teacher Judgment

CONVERSATIONS & OBSERVATIONS

Self-assessment
Peer-assessment
Discussions
Explanations
Conferences
Questions
Observations

TASKS

Classwork
Assessment Resource
Bank (ARBs)
Tasks and assignments

TOOLS

**Student assessment
tools include:**
GloSS, e-asTTIE

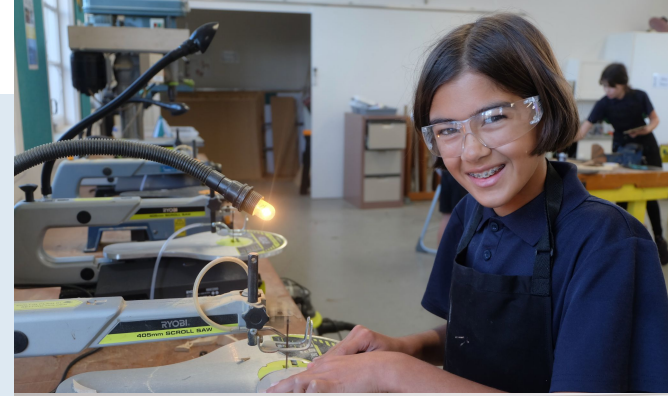
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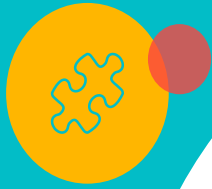
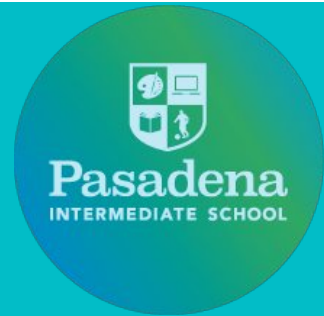
PERIODICALLY →



How do teachers ensure consistency?

- Team moderation
- Across school moderation





**At Pasadena, how
do we report
Expected
Curriculum Levels
to parents?**

**NURTURING
PERSONAL
EXCELLENCE**



Pasadena Reporting Cycle

Term One

STUDENT LED CONFERENCES
Goal setting
Learning Maps
Real-time Reporting

REPORT
Progress and achievement against Curriculum Levels
General comment
Real-time Reporting

Term Three

STUDENT LED CONFERENCES
Reflect on Goals and Progress
Learning Maps
Real-time Reporting

REPORT
Progress and achievement against Curriculum Levels
General comment
Real-time Reporting

Term Two

Term Four



Mid Year Report

As Curriculum Levels 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 Curriculum Level:

- **Above the Expected Curriculum Level**
- **At the Expected Curriculum Level**
- **On track to meet Expected Curriculum Level**
- **Below the Expected Curriculum Level**



The graphic features a teal background with a large white circle in the center. The word "HERO" is written in teal, and "and student led conferences" is written in yellow. The design is decorated with various icons and circles: a puzzle piece in a yellow circle, a lightbulb in a yellow-green circle, and a thumbs-up in a red circle. There are also several smaller circles in red, orange, and white scattered around the central white circle.

HERO

and student led
conferences

WHY?

- 6 monthly reports on student / ākonga progress and achievement has been an historical requirement from government.
- This approach to reporting is retrospective, providing parents, whānau and board of trustees with information on a child's past performance, and not always providing an accurate picture of their 'real-time' performance.
- Real-time reporting involves using digital technology to help connect parents and whānau with their children in more timely and on-demand ways.
- It focuses on successes as well as reporting that helps inform the 'next steps' in learning in a regular and timely manner
- Students are active participants in their learning and are assessment literate as part of their day to day school life (know what they can do and their next steps)

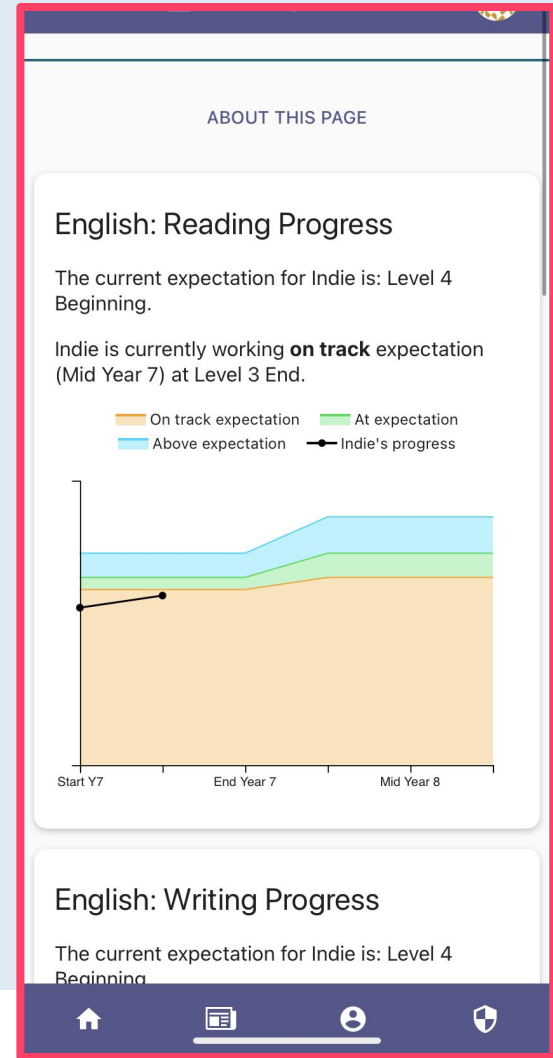
Term 2

Throughout Term 2

- Real-time reporting post in Reading, Writing, Maths, Unit of Inquiry, PE and the students current Specialist area (Art, Technology, Food and Nutrition or the Performing Arts)
- *This involves samples of student work/evidence, a student comment, a teacher comment as well as next learning steps*

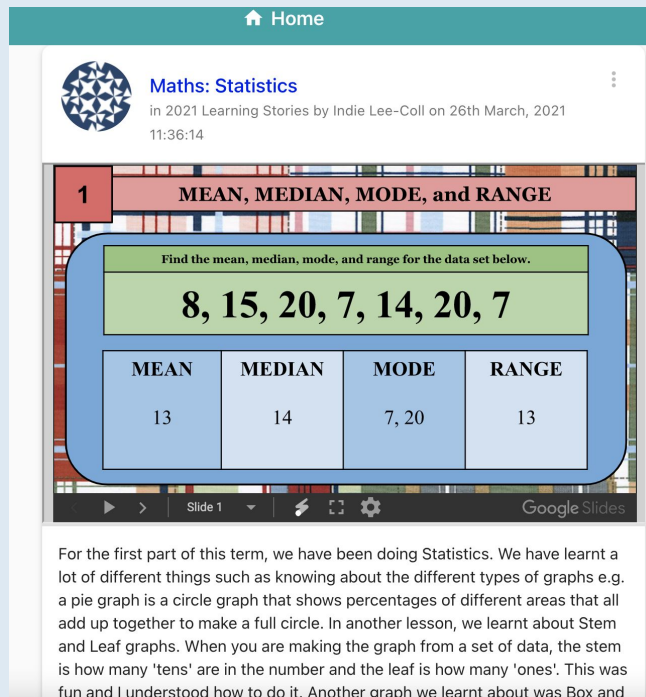
Mid year:

- Achievement measured Against End Of Year Curriculum Expectations in Reading, Writing and Maths
- General comment
- Other curriculum areas
- Participation in school life



Student Led Conferences

- 20 min individual conference (face to face)
- Learning Maps - tool to share process of learning
- Assessment results
- Drop in centre for Specialist classes as well as the Learning Centre
- Students select samples of work to share in Reading, Writing, Maths and Our Unit of Inquiry- this will be shared through our Hero platform





The screenshot shows a Google Slides presentation titled "Maths: Statistics" by Indie Lee-Coll on 26th March, 2021. The slide is titled "1 MEAN, MEDIAN, MODE, and RANGE" and asks the user to find the mean, median, mode, and range for the data set 8, 15, 20, 7, 14, 20, 7. A table below shows the results: Mean is 13, Median is 14, Mode is 7, 20, and Range is 13.

| MEAN | MEDIAN | MODE | RANGE |
|------|--------|-------|-------|
| 13 | 14 | 7, 20 | 13 |

For the first part of this term, we have been doing Statistics. We have learnt a lot of different things such as knowing about the different types of graphs e.g. a pie graph is a circle graph that shows percentages of different areas that all add up together to make a full circle. In another lesson, we learnt about Stem and Leaf graphs. When you are making the graph from a set of data, the stem is how many 'tens' are in the number and the leaf is how many 'ones'. This was fun and I understood how to do it. Another graph we learnt about was Box and



Key Points

- Curriculum Levels are measured at the end of the year, therefore:
 - Mid year reporting is an indication of progress towards the Expected Curriculum Level.
 - End of year reporting is measured against the Expected Curriculum Level
 - Expected Curriculum Levels are determined using a range of evidence from all areas of the curriculum over a period of time
 - Hero is the platform we use where caregivers will get real-time updates in Reading, Writing, Maths, Unit of Inquiry, PE and a Specialist area including student work samples and reflections, teacher comments and next steps
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Important Dates

Mid-year Report is available:

Wednesday 6th July

Student Led Conferences:

Tuesday 9th August and Wednesday 10th August



Any Questions?

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