

NATIONAL STANDARDS IN LITERACY AND NUMERACY

REPORTING OF ASSESSMENT DATA

CLASSROOM LEVEL

Teachers use assessment information for:

- Planning the “next teaching steps” for learners
- Giving feedback to students about the strengths and weaknesses of their learning along with suggestions for improvement

Formative assessment “for” learning

- Looking at progress of the class as a whole
- Motivating students to participate fully in their learning and engaging parents in their child’s learning
- Reporting student progress against the national standards/benchmarks to and with parents either in parent interviews, three-way conferences or in written student reports.

Summative assessment “of” learning

SCHOOLWIDE LEVEL

Principals and school leaders use assessment information for:

- Summing up class, syndicate/team, school wide data for analysis of trends
- Determining the quality of school programmes and student learning.

“Big Picture “Analysis”

- Deciding on resource requirements including curriculum resources, teacher professional development, staffing decisions, “special programmes” requirements.

Budget Decisions and Strategic Planning

- Reporting to the Board of Trustees and the wider school community on schoolwide progress in targeted areas according to the strategic plan.

Accountability for Learning Programmes



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NATIONAL LEVEL

The Government receives a range of “systems indicators” that identify trends to enable policy development and resource allocation at a systems level. This is through a broad range of national and international assessment information:

- **National Education Monitoring Project (NEMP)** New Zealand developed assessment on the achievement of a representative sample of students at year 4 and year 8 across all curriculum areas, in a four year cycle.
- **Evaluation Reports** from student achievement of schools in school improvement initiatives and professional development programmes such as AToL, NUMPA and Literacy PD programmes/ Contracts and Education Review Office reports.
- **Progress in International Reading Literacy Study (PIRLS)** an international comparative study at year 5 focusing on reading comprehension, purposes for reading, reading behaviours and attitudes.
- **Trends in Mathematics and Science (TIMSS)** an international comparative study at middle primary and lower secondary.
- **Programme for International Student Achievement (PISA)** an OECD sponsored study of 15 year old students which assesses achievement in reading literacy, mathematical literacy and science literacy.