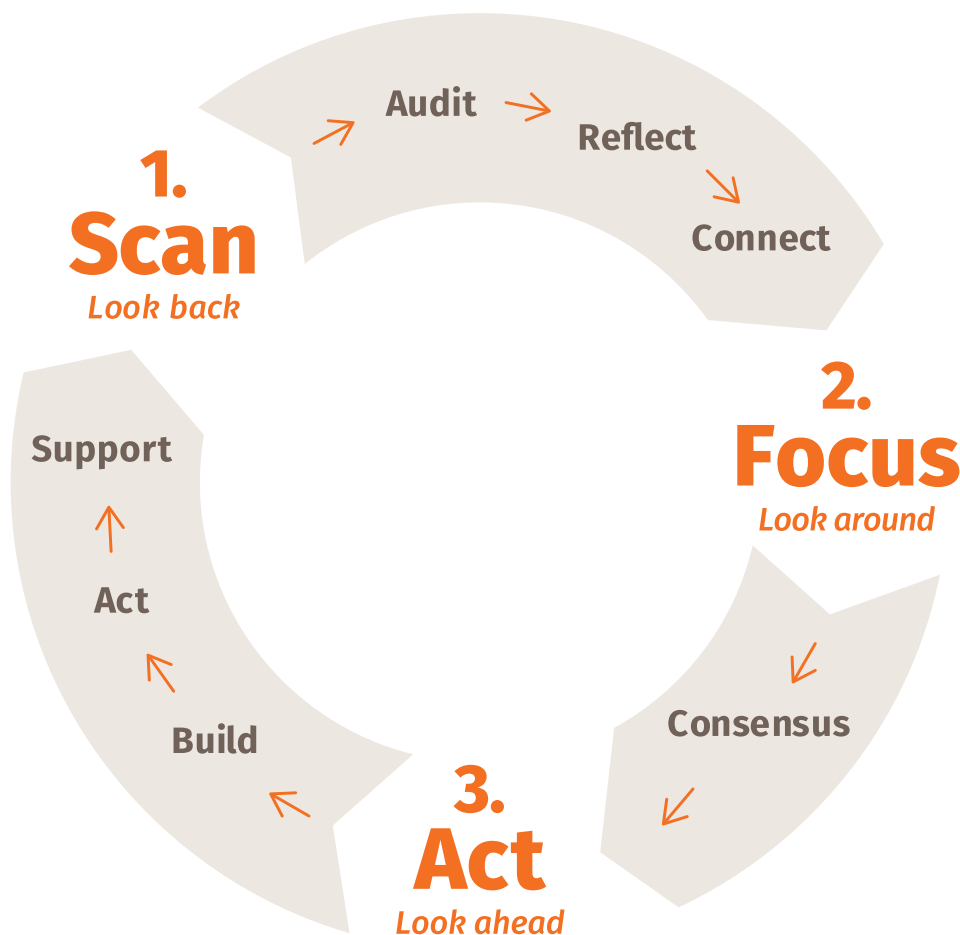


Guiding schools and kura to inquire into their assessment and aromatawai practices

NZCER has developed a three-step reflection tool to guide school/kura discussions and inquiries into their assessment and aromatawai practices. The first step (Scan) in the tool encourages schools and kura to look back and scan through their systems, processes, and practices and make informal-yet-informed judgements about their assessment and aromatawai capabilities. The second step (Focus) involves schools and kura discussing and agreeing on their existing assessment and aromatawai capabilities, including what their current data says about student achievement and progress, as well as agreeing on a sharp or intentional focus on key areas for improvement. The third step (Act) is designed to guide schools and kura in developing an action or improvement plan, aimed at improving their practice and ultimately teaching and learning outcomes.



NZCER's Assessment and Aromatawai Practices Reflection Tool

1) Scan Look back

Audit

Systems and processes

- What data does the school/kura have about student achievement and progress? How often is this data gathered?
- What data does the school/kura collect specifically about teaching and learning in/about:
 - Years 0–8 reading / pānui, writing / tuhituhi and maths / pāngarau?
 - Years 9–11 literacy / te reo matatini and maths / pāngarau?
 - NCEA and UE data?
- Are there school- or kura-wide plans or strategy for assessment and aromatawai? Do these plans include an explicit purpose for data collection and analysis?
- What schoolwide systems are in place that enable tracking and monitoring student data over time?
- How does the school or kura align its assessment and aromatawai practices with teaching practice and learning goals? Are these consistent throughout the school/kura?
- Are suitable accommodations available for students so they can show what they know and can do? How is this information captured for future reference?
- Are there consistent systems and processes across curriculum learning areas / wāhanga ako?

Data analysis skills and capabilities

- How does the school or kura establish that the data they gather is reliable and trustworthy?
- What moderation processes are in place to ensure the analysis and interpretations are used effectively to improve teaching and learning?
- When new assessment and aromatawai tools are introduced, how does the school or kura ensure that these are used effectively and consistently?
- Does the school or kura have sufficient expertise to analyse the data to accurately determine the progress and achievement of learners?

Growing capabilities

- What expertise or support does the school have to analyse and interpret their achievement and progress data? How does the school support building further expertise?
- Do teachers and leaders have opportunities for ongoing PLD or support focused on analysing, interpreting, and evaluating achievement and progress data?

Reflect and evaluate

- What does the data say about the achievement and progress of students in this school/kura?
- Do teachers and leaders know how to act on student data?
- Has the data revealed unresolved or persistent challenges around achievement and progress?
- Are leaders and teachers aware of any inequity for particular groups of learners? How are inequities determined for this school/kura?

	Connect and validate	<ul style="list-style-type: none"> • What other sources of data or information are being used to corroborate or confirm what the school knows about student achievement and progress (e.g., student engagement, wellbeing, student voice, formative assessment)? • In what ways does the school/kura cross-check or validate that their assessment practices and data are consistent and fair (e.g., moderation, team data conversations)? • How are parents and whānau included in discussions about their children's achievement and progress at this school/kura? • Are there planned team or staff discussions on what the assessment and aromatawai data says about student achievement and progress?
2) Focus Look around	Consensus	<ul style="list-style-type: none"> • Is there consensus among leaders and teachers about what the data says about students' achievement and progress? • Is there an intentional focus on key areas for improvement at classroom level? • Is there an intentional focus on key areas for improvement at leadership level? • Are parents and whānau informed and involved in decision-making related to improving student achievement and progress? • Is everyone on the same page in terms of where to from here, who needs to do what, and how will we know if we were successful?
3) Act Look forward	Build	<ul style="list-style-type: none"> • Has the school/kura identified areas of strengths to build on? • Who needs support with assessment and data use at this school/kura? What kinds of support? • What information is NOT gathered currently that the school/kura wants to know more about in the future?
	Actions	<ul style="list-style-type: none"> • How does the school/kura move from discussing what the data says, to identifying the most fruitful "next steps"? • Is there capability to use the information to adjust teaching practices, identify learning needs, and measure the impact of interventions? • What is the school/kura going to do next to improve teaching and learning? Are these intentions aligned with what is identified above? Are there immediate and long-term goals? What supports are in place to support the action plan? • Who is in charge of leading the assessment and aromatawai action plan? • What is the timeframe around the action plan, including key activities or milestones and review points?
	Support and resourcing	<ul style="list-style-type: none"> • What specific support or resources does this school or kura need to improve its assessment and aromatawai capabilities? • What support or resources do teachers at this school or kura need to improve their practice? • Has the school identified key groups, PLD providers, critical friends, or other practitioners who could collaborate with them?