PAT: Pāngarau twice-yearly assessments

This guide will support your school decision-making regarding twice-yearly assessments using NZCER's PAT Pāngarau assessments.

Assessment purpose and time points

When deciding on twice-yearly assessments it is important to consider the purpose underlying each assessment timepoint, to ensure the use of the data is aligned with improving teaching and learning.

As you decide on the purpose for the assessment(s) and time points, consider:

- monitoring progress over a 12-month period

- the focus for each assessment time point; for example,
  - identifying concept strengths and next steps
  - monitoring individual/cohort ākonga progress
  - monitoring evidence against annual plan goals
  - providing a source of evidence for monitoring impact of kaiako professional learning.

- identifying the assessments that will be undertaken, ensuring a clear purpose for their use; for example,
  - baseline monitoring and tracking
  - data for focused inquiry
  - subject focus
  - school level review of progress and achievement.

The examples below illustrate possible assessment scenarios as prompts for decision making. Schools can make autonomous decisions and decide on the appropriate time points (terms) for assessments.

Choosing computer adaptive or static testing for twice-yearly assessments

Schools can use PAT assessments twice a year as part of a wide range of tools and data sources to track learning progress. Typically, schools administer PATs at the beginning of Term 1 and as late in Term 4, as scheduling allows. However, it is important to note that PATs are not designed to measure short-term progress within a single school year. Instead, they help build trend information over a student's time at school including year level cohort, providing insights into overall learning progress.

Where possible, NZCER encourages the use of the PAT Pāngarau computer adaptive testing for twice-yearly assessments. Adaptive tests provide a scale score that more accurately reflects ākonga progress and strengths compared to static tests, while static tests provide useful point-in-time assessment information.

Advisory support

NZCER's Education Advisors are available to facilitate strategic discussions to ensure schools develop assessment plans that are relevant to their individual needs.

NZCER provides professional learning workshops for kaiako and leaders on effective and strategic use of the data gathered through standardised assessments**.**

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Examples of twice-yearly assessment approaches

Scenario 1: *Term 1 to Term 1 monitoring progress*

School One is using the data for school self-review to monitor individual/cohort progress against three time points over 12 months. School One is using the PAT Pāngarau assessment information as part of their internal discussions and learning conversations with whānau in Terms 1 and 3.

Timepoint	Assessment	Data analysis focus
Term 1	PAT Pāngarau adaptive	• Scan individual ākonga adaptive reports to identify trends and patterns to guide classroom teaching and learning. • Track individual and cohort achievement and progress over time (T1–T1 yearly) to inform strategic planning for the year.
Term 3	PAT Pāngarau adaptive	• Kaiako and team analyse individual and item reports to identify strengths and next steps for teaching and learning for Terms 3 and 4. • Monitor ākonga progress using scale scores and mathematical concept understanding from report analysis.
Term 1 (following year)	PAT Pāngarau adaptive	• Scan individual ākonga adaptive reports to identify trends and patterns to guide classroom teaching and learning. • Track individual and cohort position and progress over time (T1– T1 yearly) to inform strategic planning for the year.

Scenario 2: *Term 1 to Term 4 monitoring progress*

School Two is using the data for school self-review to monitor individual/cohort progress against two time points within the calendar year. School Two is using the PAT Pāngarau adaptive assessment information as part of their schoolwide self-review and learning conversations with whānau in Terms 1 and 4.

Timepoint	Assessment	Data analysis focus
Term 1	PAT Pāngarau adaptive	• Scan individual ākonga adaptive reports to identify trends and patterns to guide classroom teaching and learning. • Track individual and cohort progress over time (T1–T4 yearly) to inform strategic planning for the year.
Term 4	PAT Pāngarau adaptive	• Scan individual ākonga adaptive reports to identify trends and patterns to inform classroom review of teaching and learning. • Track individual and cohort progress over time (T1–T4 yearly) as a source of evidence to review the effectiveness of the schoolwide decision making.

Scenario 3: *Term 1 to Term 1 monitoring progress*

School Three is using the data for school self-review to monitor individual/cohort progress against three time points over 12 months. In Term 1 ākonga sit the recommended test for their year (tests can be differentiated if required). In Term 3 ākonga sit the same test as they sat in Term 1. School Three is using the PAT Pāngarau static assessment information as part of their schoolwide self-review and learning conversations with whānau in Terms 1 and 3.

Timepoint	Assessment	Data analysis focus
Term 1	PAT Pāngarau static	• Kaiako and team analysis of individual and item reports to identify strengths and next steps for teaching and learning for Terms 1 and 2. • Track individual and cohort progress over time (T1–T1 yearly) to inform strategic planning for the year.
Term 3	PAT Pāngarau static	• Kaiako and team analysis of individual and item reports to identify strengths and next steps for teaching and learning for Terms 3 and 4. • Monitor ākonga progress using scale scores and mathematical concept understanding from report analysis.
Term 1 (following year)	PAT Pāngarau static	• Kaiako and team analysis of individual and item reports to identify strengths and next steps for teaching and learning for Terms 1 and 2. • Track individual and cohort progress over time (T1–T1 yearly) to inform strategic planning for the year.