



Briefing Note: Additional material for literacy and mathematics, te reo matatini and pāngarau strategy session

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| To: | Hon Chris Hipkins, Minister of Education Hon Jan Tinetti, Associate Minister of Education | | |
| Cc: | Hon Kelvin Davis, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education | | |
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| Drafter: | Anya Pollock | DDI: | 9(2)(a) |
| Key Contact: | Pauline Cleaver Kiritina Johnstone | DDI: | |
| Messaging seen by Communications team: | N/A | Round Robin: | No |

Purpose of Report

This briefing note provides additional material on assessment and aromatawai in schooling for the 12 May 2021 strategy session on literacy and mathematics, te reo matatini and pāngarau. This was requested at the Evaluation strategy session last week.

- **Agree** that this Briefing will be proactively released.

Agree / Disagree

Agree / Disagree



Hon Chris Hipkins
Minister of Education

13/5/2021



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

10/05/2021

Hon Jan Tinetti
Associate Minister of Education

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Background

1. At the Evaluation strategy session on Wednesday 5 May 2021 you asked for information on assessment and aromatawai tools, including their role in formative and summative evaluation of learning.
2. This is attached in Annex 1 as additional material for the 12 May 2021 strategy session, so that it can be considered as part of discussion of the development of the literacy and mathematics, te reo matatini and pāngarau strategies.

Proactive Release

3. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

- Annex 1: 'Assessment and aromatawai in schooling' slide for literacy and mathematics, te reo matatini and pāngarau strategy session

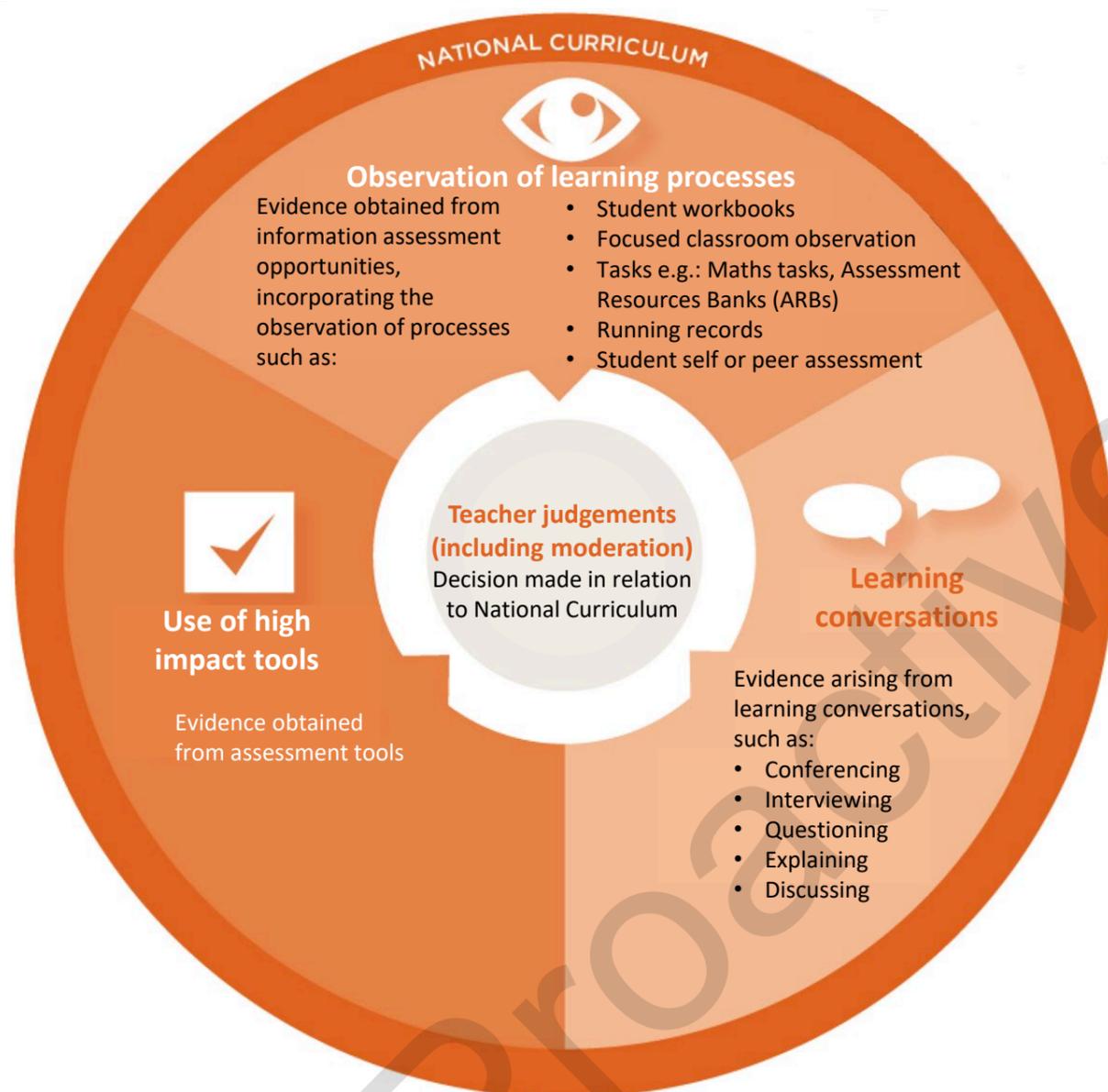
Assessment and aromatawai enable kaiako and teachers to assess how well ākonga are learning, and to examine how well the school or kura is supporting the community's aspirations for ākonga.

Assessment FOR learning (formative assessment) is used by kaiako and teachers to adjust their teaching strategies, and by ākonga to adjust their learning strategies. Teacher judgments should provide information on what ākonga have learned and their focus for what to learn next.

Assessment OF learning (summative assessment) provides a point in time picture of ākonga achievement, usually to check what has been learnt at the end of a period of teaching or to accredit learning for a qualification. Often used in the context of monitoring and reporting.

Ākonga learning progress cannot be understood through a single tool

To evaluate the progress in relation to expectations in the national curriculum, teachers and kaiako need to draw on a wide range of evidence to build a comprehensive picture. It is not based on the exclusive determination of the teacher, but also allows for significant others, such as whānau, to have a say about what learning experiences might be and how they might be understood in terms of ākonga achievement.



In English medium, The Learning Progression Frameworks and Progress and Consistency Tool help teachers with their judgements for numeracy and literacy. In Māori medium, the current equivalent tool Te Waharoa Ararau is being enhanced to capture a more holistic ākonga approach based on He Tamaiti Hei Raukura.

Aromatawai: Determining how well ākonga are learning and how well learning is taking place

An effective aromatawai approach involves kaiako and significant others' having a say about learning experiences and how these are understood in terms of ākonga achievement. It utilises both tangible and intangible processes, by incorporating the use of tairongo to understand what, how, and why learning has occurred:

- **Āta titiro** – look for ākonga learning by watching their growth
- **Āta whakarongo** – listen for ākonga learning by hearing their growth
- **Āta hī** – be sensitive of ākonga development
- **Whakamātauhia** – use scientifically developed tools as well as the tools of intuition
- **Te whāwhā atu** – connect ākonga and whānau in ways that embrace who they are
- **Whakamanahia te tairongo wairua** – listen to the inner voice that speaks from the heart and is filled with passion for learning and compassion for ākonga

Teachers and kaiako use a wide range of high impact assessment and aromatawai tools from a variety of providers. Each tool has a specific purpose that helps with decisions about why and when it should be used. Most can be used for both formative and summative assessment.

| FREQUENCY OF USE | | |
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| More frequent Purpose: noticing and diagnosing | Less frequent (likely once per year) Purpose: tracking and monitoring | |
| Running records <ul style="list-style-type: none"> • A framework for systematically observing a student's reading processing system | Numeracy assessment tools <ul style="list-style-type: none"> • NumPA, GloSS, IKAN and JAM • Four assessments cover years 1-10 | PATs (Progressive Achievement Tests) <ul style="list-style-type: none"> • Mathematics and listening comp - years 3-10 • Reading comp and vocab - years 4-10 • Punctuation and grammar - years 4-10 |
| | Assessment resource banks <ul style="list-style-type: none"> • English, mathematics, and science for curriculum levels 1-5 | e-asTTle (Electronic Assessment Tools for Teaching and Learning) <ul style="list-style-type: none"> • Reading and mathematics - years 4-10 • Writing - years 1-10 |
| | An Observation Survey of Early Literacy Achievement (known as the six-year net) <ul style="list-style-type: none"> • A set of tasks on basic reading and writing concepts | Science assessment tools from NZCER <ul style="list-style-type: none"> • Science: Thinking with Evidence - years 7-10 • Junior science: Thinking with Evidence - years 4-6 |

Examples for *The New Zealand Curriculum*

As we refresh the national curriculum we will need to ensure that tools used by schools and kura remain fit for purpose. Some may need updating or replacing. Gaps (such as for social emotional learning) will need to be filled.

For te reo matatini and pāngarau there are around 20 tools available for use by kura. These are often based on tools designed for literacy and mathematics, which limits their value for authentically assessing learning in the context of *Te Marautanga o Aotearoa*.

For literacy and mathematics there are around 55 tools available for schools to use. Indications are that around half of these are commonly used and, while some tools are used at particular times of the year, most are used throughout the year.

Other parts of the curriculum have far fewer tools available. For example, for science there are four.

Schools and kura may also use self-developed tools.