

Monitoring Progress and Shift

Where Assessment Fits

'The primary purpose of assessment is to improve students' learning and teachers' teaching as both ... respond to the information it provides' NZC p.39

Knowing where your students are in the curriculum helps to ensure you're engaging them in relevant and challenging learning activities. A PAT or STAR test is just one piece of the puzzle of the learning needs of each student.

Before choosing an assessment, ask yourself the following questions:

- What information do I need to gather ?
- Will the assessment chosen give me that information?
- What is the purpose for gathering this data ?
- How will it help teaching and learning?

Position and progress against the New Zealand Curriculum

The PATs/STAR/STwE are assessments for position and progress in the curriculum. Each test has been designed carefully to align with a particular area of the curriculum and the progressions of tests match expected, average progress through the curriculum

- Each subject has its own scale, aligned with the NZC, for measuring the difficulty of the questions and the student's level of skill and knowledge, based on the questions they answered correctly. With every test using the same scale, individual student trajectory in any one subject can be plotted from Year 3 or 4 to Year 10..
- The **average scale score** progress for each year group is described by a benchmark scale score for each year level from the Term 1 trials. They can be used as a guide to compare individual student /class progress between two assessment time points.
- Students working well beyond or well below their expected curriculum level should always sit the test at their working curriculum level.
- The reliability of the scoring will be most accurate when the tests are administered **exactly** as described in the Manual.
- When combined with information on past achievement and present circumstances of each student, careful analysis of the results will give teachers a comprehensive range and depth of evidence to support their decisions for meeting teaching and learning needs.

What happens when a child makes less than or more than average progress in the curriculum?

You will get the most relevant and accurate curriculum information of what a child knows and doesn't know, when you choose a test that matches the child's ability. If they are a curriculum level above or below their peers, you need to consider differentiating the test you choose.

Some criteria to consider are:

- Any student who sits well below or well above their expected curriculum position should not sit their year level test. Schools should choose the year level test that matches the students' position in the curriculum.
- To get the richest picture of a child's position or progress in the curriculum, the student should be able to get about 50% of the questions correct - this shows the test matches the students' ability and you get a more accurate picture of what they know and don't know.
- You do not need to 'over-differentiate' when choosing the tests, as any one test has at least two years of difficulty built into the questions (i.e. a whole curriculum level) so most students will be fine with the recommended year level test

Tests that are too easy or too difficult will not provide precise achievement measures. Instead, there will be ceiling effects, where many students achieve perfect or near perfect scores, and floor effects, where students answer very few questions (if any) correctly. The data you gather has the potential to be invalid.

Differentiating will not change the statistics you need for reporting. Students scoring is always related to their year level whatever test they sit.

The individual and item report will now provide rich, relevant, diagnostic data showing you what they can do as well as what they can't do.

Tests

Intention

Scale Score Progress

PAT: Mathematics
2nd Edition
Revised
2009

Years 3 - 10

PAT:Mathematics helps teachers determine the level of achievement attained by their students in the knowledge, understanding and skills as described by the NZ Curriculum.

Curriculum Strands: Number Knowledge, Number Strategies, Algebra, Geometry & Measurement, Statistics

Mathematics

Average Scale Score – Term 1

Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
21.4	30.6	38.9	45.1	49.6	55.0	60.6	65.4

Average Progress

Yr 3-4	Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
9.2	8.3	6.2	4.5	5.4	5.6	4.8

Scale Score (patm) from Table 6 p.30, Teacher Manual

PAT: Punctuation & Grammar
2013

Years 4 - 10

PAT:Punctuation and Grammar assesses the students' ability to recognise and use the grammatical conventions of standard NZ English, including punctuation, in context.

Question Types: P= Punctuation, GU= Grammar Use, GK= Grammar Knowledge

Punctuation and Grammar

Average Scale Score – Term 1

Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
46	50.6	54.4	57.6	60.4	62.9	65.1

Average Progress

Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
4.6	3.8	3.2	2.8	2.5	2.2

Scale Score (patpg) from Table 8 p.38, Teacher Manual

PAT: Reading Comprehension & Vocabulary
2nd Edition
Revised
2008

Years 4 - 10

PAT:Reading Comprehension helps classroom teachers determine the level of achievement attained by their students in constructing meaning from texts.

Text Types Used: Narrative, recount, report, persuasive, poem, explanation

Question Types: R= Retrieval, LI= Local Inference, GI= Global Inference

PAT:Reading Vocabulary assesses students' ability to understand the words they read by choosing synonyms that best represent a key word presented in a short sentence.

Comprehension

Average Scale Score – Term 1

Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
28.8	35.8	45.0	53.2	60.4	67.0	76.5

Average Progress

Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
7	9.2	8.2	7.2	6.6	9.5

Scale Score (patc) from Table 6 p.34, Teacher Manual

Vocabulary

Average Scale Score – Term 1

Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
32.4	40.9	48.7	55.0	60.1	65.7	70.5

Average Progress

Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
8.5	7.8	6.3	5.1	5.6	4.8

Scale Scores (patv) from Table 6 p.34, Teacher Manual

STAR Reading Test
2nd Edition
Revised
2011

Years 3 - 9

STAR Reading Test is designed to *supplement* the assessments teachers make every day. STAR assesses a range of reading skills that correspond closely to the main components of reading skills as outlined in *The Literacy Learning Progressions*.

Sub-tests: Word Recognition, Sentence Comprehension, Paragraph Comprehension, Vocabulary Range
Additional Subtests Year 7-9: The Language of Advertising, Styles of Writing

STAR Reading

Average Scale Score – Term 1

Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
53.8	81.4	97.6	109.0	117.9	125.2	133.7

Average Progress

Yr 3-4	Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9
27.6	16.2	11.4	8.9	7.3	8.5

Star Scale Score (STAR) from Table 6 p.33, Teacher Manual

PAT: Listening Comprehension
Revised
2010

Years 3 - 10

PAT:Listening Comprehension assesses students' comprehension of texts read *to* them. Teachers obtain data on student ability to construct meaning that is independent of their ability to decode printed words.

Text Types Used: Narrative, Information, Poem

Question Types: R = Retrieval, LI = Local Inference, GI = Global Inference

Additional focus: P = Prosodic, MP = Multiple Perspectives

Listening Comprehension

Average Scale Score – Term 1

Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
47.3	50.3	52.1	54.4	56.1	58.5	63.3	65.4

Average Progress

Yr 3-4	Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
3	1.8	2.3	1.7	2.4	4.8	2.1

Scale Score (patl) from Table 6 p.37, Teacher Manual

Science: Thinking with Evidence
2010

Years 7 -10

Science: Thinking with Evidence is designed to assess how well students use evidence to think about scientific contexts and issues using contexts that are provided in the assessment. It is intended as a support tool for teaching scientific thinking across the science curriculum.

Curriculum Strands: Understanding about Science, Investigating in Science, Communicating in Science, Participating and Contributing

Science: Thinking with Evidence

Average Scale Score - June

Yr 7	Yr 8	Yr 9	Yr 10
49.7	53.2	55.8	60.5

Average Progress

Yr 7-8	Yr 8-9	Yr 9-10
3.5	2.6	4.7

Scale Score (stwe) from Table 8 p.46, Teacher Manual

Junior Science: Thinking with Evidence
2017

Years 4 -6

Science: Thinking with Evidence is designed to assess how well students use evidence to think about scientific contexts and issues using contexts that are provided in the assessment. It is intended as a support tool for teaching scientific thinking across the science curriculum.

Curriculum Strands: Understanding about Science, Investigating in Science, Communicating in Science, Participating and Contributing

Junior Science: Thinking with Evidence

Average Scale Score - March

Yr 4	Yr 5	Yr 6
41.3	46.4	50.0

Average Progress

Yr 4-5	Yr 5-6
5.1	3.6

NB: Junior & Senior STwE scales are different