

# HOWICK INTERMEDIATE SCHOOL



## Assessment and Reporting at Howick Intermediate School

At Howick Intermediate School, assessment of students and reporting to parents is an ongoing process that sits at the heart of all that we do. It includes **diagnostic, formative and summative assessment** \* which all inform overall teacher judgement. Schoolwide data informs our strategic planning each year and forms the basis of all of our teaching and learning.

The purpose of assessment is to improve learning, provide information about students, enhance our teaching and learning programmes and to report on progress and achievement. Effective assessment benefits and involves students, is planned and communicated, is suited to the purpose, is valid and fair and supports teaching and learning goals.

## HIS Student Learning Progressions - Learner Agency and formative assessment

As of 2021, we will be using our HIS Student Learning Progressions to track student progress. These learning progressions have been written in “student speak” and provide parents and students with a detailed breakdown of what students are able to do at each of the levels of the curriculum.

According to the New Zealand Curriculum, students at Year 7 and 8 should be working at early and/or Level 4 of the curriculum. Some of our students will be working towards this goal and some of our students will be working beyond this level. The HIS student learning progressions enable students to highlight their achievements and to link evidence to goals achieved. These learning progressions are placed in student folders on the Google Drive, are updated regularly and are **available for parents to view throughout the year**. Green highlights indicate that students have “achieved” this learning intention and a yellow highlight indicates “next steps” in their learning.

## How to access the HIS student learning progressions on google drive:

In the coming weeks your child will share the Student Learning Progressions folder with your email. You can add these to your drive so they are easily accessible for the year. You will be able to see students' current levels, progress so far and goals. Students will update these throughout the year. Green will be the colour of their goals and yellow to show their successes.

## Reporting:

As per ministry requirements, parents/caregivers will receive a formal report twice a year, one at the end of Term 2 and then again at the end of the year. A student's individual progress is reported on using data from a range of tools. Formal assessments, teacher observations and ongoing formative assessment and internal moderation inform overall teacher judgements. Teachers will use the HIS Student Learning Progressions to support their practice in forming an overall teacher judgement (OTJ), i.e. determine the curriculum

level that best fits a student's individual achievement in a curriculum area. Each report will include an overall teacher judgement and effort grade in all curriculum areas, and a "next steps" for Reading, Writing and Mathematics. A general comment is made about any aspects pertinent to an individual student and could reflect their general behaviour and attitude. Reports also include a reflection of your child's progress against the Key Competencies and any co-curricular activities that they may be involved in. There should be "no surprises" in this report as parents will have access to student progress throughout the year.

### **Analysis of Data**

Twice a year (mid and end) schoolwide data is collected, analysed and reflected upon. This analysis is detailed with a summary being presented to the Board. The data analysis process is not just an administrative one, it provides us with the opportunity to address student needs proactively and in a timely manner within our context. It provides the Senior Leadership team with a snapshot of achievement and enables us to strategically plan year on year. All of our professional learning and schoolwide planning is linked to what is happening for our students in the classroom with our teaching and learning.

### **Timeline for Reporting at Howick Intermediate School:**

<b>Time</b>	<b>Avenue</b>	<b>Reason</b>
<b>Feb/March</b>	<b>Whanau meetings 15 minutes</b>	<b>Create school/home partnerships Parents tell their child's story Aspirations for students</b>
<b>Term 2</b>	<b>Mid Year reports</b>	<b>Teacher's written summary of progress to date toward achieving NZ Curriculum expectations</b>
	<b>Mid Year data analysis by class teachers, Whanau and school-wide</b>	<b>To plan for next learning To see trends across whanau and school Reporting to ministry</b>
<b>Term 3</b>	<b>Learner Led Conferences 15 Minutes</b>	<b>Students sharing .. their learning and progress with evidence their next learning steps</b>
<b>Term 4</b>	<b>End-of-Year Reports</b>	<b>Summary of student's progress for the year toward achieving NZ Curriculum expectations Future learning goals Summary of achievements</b>
	<b>End Year data analysis</b>	<b>To plan for following year Set targets for following year To see trends across whanau and school Reporting to ministry</b>
<b>Other</b>		
<b>Student learning Progressions Parent/Teacher initiated meetings School Targets Collaborative Inquiry Special events Open Days Newsletters Regular emails Informal discussions</b>	<b>All Year On-going</b>	<b>To provide other avenues for sharing learning &amp; achievements To share work in progress and completed work To share student work</b>

\* **Glossary**

**Diagnostic Assessment:**

The intent of diagnostic assessment is to evaluate a student's skills, strengths and weaknesses. This is carried out with the teacher in either an individual or group setting.

It gives a thorough indication of the level an individual is working at and the areas they need to improve on.

**Formative Assessment:**

"Formative assessment refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are actually engaged.

Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs." (Black & Williams, 1998). Formative assessment is continuous monitoring of the teaching and learning process to ensure its effectiveness and to decide whether other approaches should be introduced or whether there should be a change in goals. Formative assessment has the greatest impact on learning and achievement. It is important that rapid feedback is given to students.

**Summative Assessment:**

The intent of summative assessment is to determine whether or not learners have achieved the learning outcomes/achievement objectives. It takes place at certain intervals when achievement has to be reported. Its primary purpose is to document student performance after instruction is completed and relates to progression in learning against set criteria.

Summative assessments are also used to identify patterns in the errors students make as results for different students may be combined for various purposes because they are based on the same criteria.