



Assessment Statement and Tools @ MBS

Quality Assurance - How do we know?

How do our students know?

How do our whānau know?

Assessment Criteria Statements

At Mairangi Bay School, teachers support students to notice how they are progressing with their learning - where they are at, where to next and whether they know how to get there. Learners use personalised feedback to help them set goals and explore any misunderstandings. Teachers also notice any patterns in class, such as common next steps or misconceptions, and adjust their teaching accordingly. This is an ongoing process in response to progress made and is a learning partnership between students, teachers and whānau.

We can achieve these non-negotiables by:

- ❖ Co-constructing shared opportunities for goal setting, reflection, celebration and next steps - **We are transparent**
- ❖ Be explicit and avoid teacher jargon - seek to design through the lens of the learner - **We simplify**
- ❖ Use learning progressions to identify where we are at and where to next - **We collaborate**
- ❖ Identify, accelerate, enhance and extend all student learning - **We promote success for ALL**
- ❖ Build learning focused relationships - Involve the students and whānau in the learning - **We embrace voice and agency**
- ❖ Use a small number of tools to supplement teacher observations and learning conversations - **We deliberately act**
- ❖ Embrace formative assessment as part of teaching and learning, weaving it across our planning - **We avoid over-testing**
- ❖ We develop depth and breadth across our programme - **We personalise**

He waka eke noa - We are all in this together

Assessment for Learning - Developing a shared language of learning at MBS

Type of Assessment	Rationale - A snapshot	When?	Using a range tools	Impact on teaching and learning	Impact of student outcomes
Formative	<p>Remember who we are assessing for.</p> <p>To monitor student learning to provide ongoing feedback that can be used by teachers to improve and adapt instruction across their planning and by students to improve their learning.</p> <p>Formative assessment helps students to identify their individual strengths and weaknesses and target areas that need work.</p> <p>It helps students to understand what “good’ looks, sounds and feels like, through a clear and explicit framework, setting students up for success along the way.</p> <p><i>A one size fits one not ALL</i></p>	<p>Free and frequent as part of the teaching and learning process</p> <p>Alongside students</p> <p>Ongoing</p>	<p>Planning tools: Explicit purpose for each lesson Learning Intentions</p> <p>Teaching tools: Deliberately teaching knowledge and skills Scaffolding and modeling Collaboration strategies Give time to practice</p> <p>Assessment tools weaved into lessons: Teacher observations Learning conversations Staircase questions Checking in (for understanding) Whiteboards/Quizzes/Games Conferencing</p> <p>Assessment after lessons: Workbooks/work created Explicit tracking and monitoring OTJs and milestones Moderation Feedback books</p> <p>Guidance of next steps: SMART goals and reflections Exemplars and checklists Feedback and feed forward (verbal and written) Student-friendly rubrics</p>	<p>Provide authentic tasks offering personalised rich learning opportunities for next step learning</p> <p>UDL Framework Present information in different ways to support access and understanding</p> <p>Offer options and supports to all so everyone can create, learn and share</p> <p>Offer options and support to stimulate motivation and sustain enthusiasm for learning - Personalise</p>	<p>Develops student voice and Agency</p> <p>Increases ownership</p> <p>Builds learning focused relationships</p> <p>Increases engagement, motivation and confidence</p> <p>Students are able to tell their own success stories through the lens of the learner beyond:</p> <ul style="list-style-type: none"> ● Maths ● Reading ● Writing

			<p>Success criteria</p> <p>Acknowledging, motivating and celebrating success: Use a range of resources and strategies to engage and motivate Celebrate success in class/assembly/parent meetings</p>		
<p>Summative</p>	<p>Remember who we are assessing for.</p> <p>To evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.</p> <p><i>Avoid assessment weeks as this takes up valuable learning time.</i></p>	<p>Checkpoint</p>	<p>Running records Tracking books GL screening Probe PAT Pre and Post tests (LLLL, Code) Gloss E-asTTle</p>	<p>Often use for school wide data or comparisons across a team/ class</p> <p>Can use to find the gaps or reaffirm OTJ if unsure able a specific student's progress, or for next step teaching across a cohort i.e. PAT longitudinal data</p>	<p>What do students do with the information? Can cause anxiety or can feel like compliance?</p> <p>Limit timed tests We value accuracy over speed</p>