



At Long Bay Primary we believe assessment information must be meaningful and used to help improve educational outcomes for our children. A child's assessment information is NOT a secret - we believe it is vital that children, parents and teachers have a clear understanding of learning needs and strengths and the capacity to set relevant learning goals for the future together, based on high quality assessment information. It is important that the data we collect is meaningful and shows not only where the child is at now, but also where he/she has come from and where to next. At Long Bay Primary we are committed to adding value to each child's learning through high quality teaching and learning programmes - demonstrating this through thoughtful and meaningful data collection and analysis.

Different Forms of Assessment

Formative Assessment

Formative assessment is actively practised in classrooms at Long Bay Primary School. The emphasis is on children receiving high quality feedback and feed forward information that helps them to better understand their own learning needs and strengths and to set goals for continuous improvement. This information is sometimes written, but it is also often verbal – encouraging children to engage in active and meaningful ‘learning conversations’ with their peers and their teachers.

Diagnostic Assessment

Teachers use different diagnostic tools to assess children's prior knowledge in curriculum areas to identify where children are at currently with their learning/understanding and what gaps there are that need to be planned for. These often take the form of ‘pre-tests’ or ‘before views’ to see what children know or have experienced already. All teachers use Numeracy Project diagnostic tools (explained below).

Summative Assessment

A 6 week report is written for each new entrant child after his/her first 6 weeks at Long Bay Primary. The report comments on each child's progress to date in numeracy and literacy and his/her social and co-operative skills. Parent interviews will take place mid term one, at the end of term two and as requested by parent or teacher throughout the year

- Each child will receive an annual mid year and end of year progress report. This is a summative report on his/her progress to date against schoolwide and national expectations. The report is also used formatively as a basis for future goal setting.

Self Review

- Class and Syndicate Reviews. These are undertaken throughout the year. Data about student achievement is gathered, analysed and discussed in depth on a regular basis and formalised schoolwide at beginning, mid and end of year. Specific learning needs and trends are identified across syndicates and specific actions put into place to address these. Successful teaching strategies are shared and opportunities for sharing of best practice are capitalised on.
- Schoolwide Review of Achievement Data. Information from class and syndicate reviews feeds into a schoolwide review at beginning, mid and end of year. Schoolwide trends are highlighted, achievement targets set and professional development/resourcing needs are identified. Student achievement information is presented regularly to the Board of Trustees.

Curriculum Review

Essential learning areas of the national curriculum (English, Mathematics, Science, Social Studies, Health and PE, The Arts and Technology) are reviewed according to the self-review timetable in the school's strategic plan. Information about curriculum delivery, professional development needs and assessment data in the targeted area is collected and analysed to construct an action plan, which is then implemented and reported throughout and at the end of the implementation process.

Data Collection Tools

Data Tool	Skills and Knowledge Assessed	Purpose and Use of Assessment Data	Time of Data Collection
Letter Identification (New Entrants and new ESOL students where applicable)	This helps child to not only learn some letters but also the purpose for learning letters. A child's ability to use letters and sounds/sound-letter relationships is crucial to acquiring reading and writing skills.	Assesses children's knowledge of the relationship between letter names and letter sounds. Assists teachers to plan explicit teaching of 'heavy duty' letters to give children a strong foundation to build on in their reading and writing.	On entry to school Ongoing until all letters/sounds are known
Observation Survey (6 year olds)	Reading and writing (letter identification, concepts about print, word knowledge and writing vocabulary)	Used for children who are 6 years of age to measure progress in reading and writing. Provides a stanine (1-9) * for comparison against national norms. Identified children who are under-achieving are placed on a tentative selection list for Reading Recovery	When children turn 6 (or slightly before if necessary)
PM Running Records (reading levels 1-18: Magenta to Turquoise) Up to 7 years	Reading abilities level (instructional reading level, ability to read for meaning, integrate meaning, make use of structural and visual cues and use self-monitoring systems,	Helps teachers assess children's reading abilities using unseen texts. Helps teachers in the areas of grouping, planning, reporting and transferring information between schools. Results are presented as a reading age based on the text that the child is able to read with 90-94% accuracy (at instructional level)	Each term for every child (up to 7 years reading age)

reading age	knowledge of conventions); rate of learning, level of independence.		
READING WEDGE GRAPHS (years 1-3) <i>* children at 8.0+ (CA) are no longer tracked on a wedge graph</i>	Instructional reading levels based on PM	To track children's progress in reading; in particular to note value-added, to identify children not reading at their chronological age and to identify those reading above their chronological age. The wedge graph provides data for teacher analysis and discussion, enabling the development of strategies and programmes to meet individual needs.	Week 6 each term
PROBE (reading levels from level 19: Purple onwards) 7 years reading age and above	Reading accuracy, reading behaviour, reading comprehension.	Helps teachers assess silent reading comprehension, as well as listening comprehension. Provides 6 types of questions to measure children's reading comprehension: reaction; literal; inference; re organisation; vocabulary; and evaluation. Scores are presented as percentages which can then be recorded as reading ages based on the text on which the student is achieving at 95% or higher. Results can be used for monitoring individual progress and identifying trends class and school wide. Helps teachers in the areas of grouping, planning, reporting and transferring information between schools.	Beginning of terms two and four (as required)
STAR – Reading (years 3 - 6)	Close reading ability (word recognition, sentence comprehension, vocabulary range).	Helps teachers: group within a class; assess new students; and diagnose unique or common difficulties in reading. Provides a stanine (1-9) * for comparison against national norms.	Twice yearly (beginning of term one and beginning of term four)
AsTTle Reading (years 4-6)	At LBP 6 identified areas of reading comprehension are assessed: finding information; understanding; inference; processing information; exploring language; thinking critically.	Diagnoses and describes nature of each child's strengths and learning needs in reading; and provides information in relation to national standards. Allows teachers to: compare each child's performance against a nationally representative sample; identify areas of strengths and weaknesses; and identify and resource possible teaching resources.	Twice yearly (beginning of term one and beginning of term three)
Numeracy Project Diagnostic Tool	All areas of number with a focus on: number knowledge; place value and number identification; and strategies for solving number problems	Diagnostic testing tool that assesses children's knowledge of number and problem solving abilities. Identifies strengths, gaps and next steps for learning. One on one conferencing provides teachers with rich information about children's mathematical thinking, as well as identifying gaps and next steps for teaching and learning. Assists teachers with grouping, identifying trends, planning, and transferring information between classes and schools.	Full initial conferencing and testing of new enrolments at LBP to establish entry level, followed by ongoing conferencing and monitoring of progress at LBP
Numeracy Strategy Snapshots	Assesses children's strategy stage in each of the numeracy domains: addition and subtraction; multiplication and division; and proportions and ratios	Strategy stage drives classroom grouping. Will also provide comparative data with national norms	Snapshots taken at the beginning of each strategy domain. School wide summary collected at the end of the year.
Maths PAT (Progressive Achievement Tests) Years 3-6	Assesses children's ability in all strands of the mathematics curriculum.	Provides a stanine (1-9) * for comparison against national norms. Gives a comprehensive overview of children's knowledge and understanding in each mathematical strand and information that will inform next learning steps.	At the beginning of the year.
Writing Sample (moderated against National Exemplars)	Assesses key features of learning, achievement and quality of children's writing (both creative and factual writing).	Each child's writing sample is assessed against the national exemplar indicators (real life standards-based examples of children's writing from across NZ). The quality of the work is discussed and strengths, gaps and writing goals established.	Schoolwide – twice yearly – beginning term 1 and term 3
National Curriculum Benchmarks	Assesses children's progress against the national curriculum levels in each of the essential	Establishes whether a child is performing at, above or below national expectations in each curriculum area. Nationally, by the end of year 2 most children will have	Twice yearly June and November

	learning areas (English, Mathematics, Science, Social Studies, Health and PE, The Arts and Technology).	achieved level one, by the end of year 4 most children will have achieved level two and by the end of year 6 most children will have achieved level three.	
--	---	--	--

** Stanines give information as to where children fit compared to national norms – similar to the 'bell curve'. A stanine is a grade from 1 to 9, 1 being the lowest and 9 being the highest. Children achieving a stanine between 4 and 6 are working at the 'average' level.*

Version June 2010