

# Supporting Teachers to make Overall Teacher Judgments

The Consortium for Professional  
Learning



# The Purpose of OTJ workshops

To deepen teacher understanding of the moderation process in the making of dependable overall teacher judgments in reading and writing, with specific reference to the newly developed frameworks and related support materials.

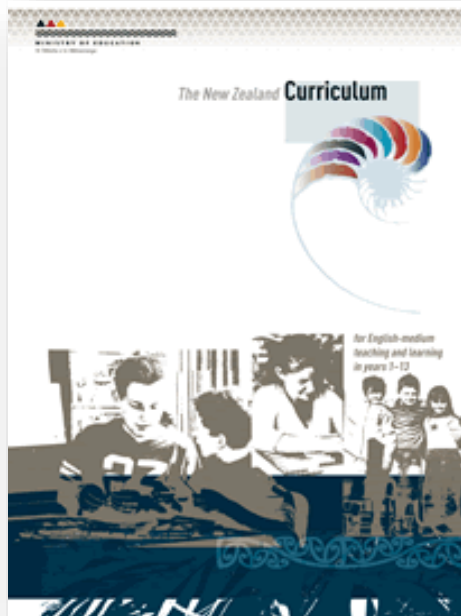


# Workshop process

- Review the current context in relation to National Standards
- Discuss key considerations when moderating
- Examine the Frameworks and illustrations – a resource to build greater dependability
- The context for this workshop is literacy as we will be examining the Reading and Writing frameworks
- Using the frameworks, make evidence-based judgments and engage in professional discussion
- Explore principles and requirements for reporting to parents/whānau



2010



**The New Zealand Curriculum**



**Literacy Learning Progressions & The Number Framework**

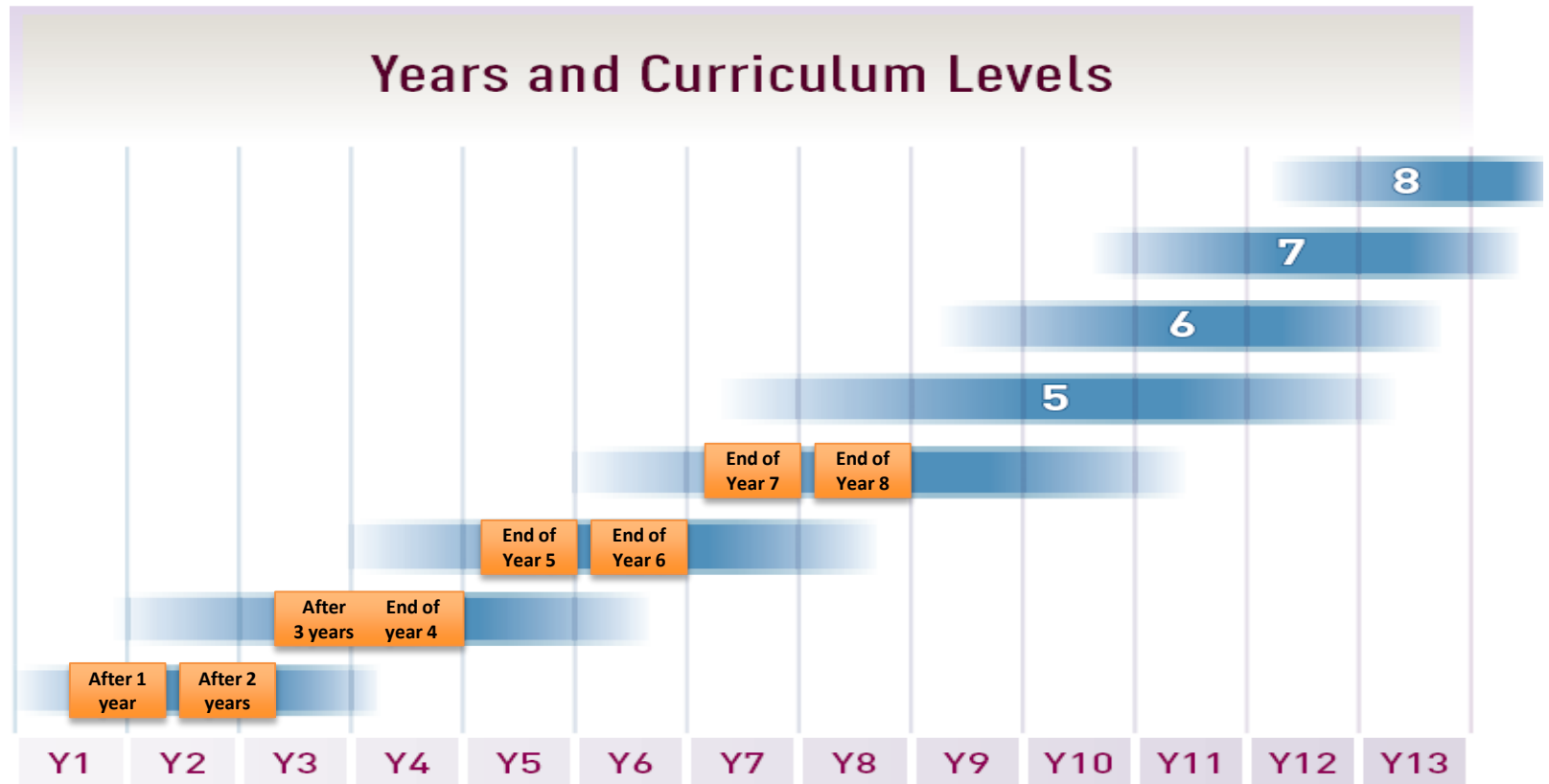


**The National Standards**



# Current context

- Curriculum = outcomes
- Progression documents = indicators
- Standards = signposts for progress in Years 1-8



# Current context cont. - Making OTJs

1. Greater use of agreed reference materials (the NS, LLP, NS illustrations) when making OTJs
2. Greater range of evidence used to inform OTJs (and less reliance on a one-off test)
3. Clearer processes for making judgements (school-wide agreed processes) and so more confidence they are providing students/parents/whanau with accurate information
4. More timely judgements (using current evidence of achievement)
5. More moderation of judgements (although this is more so in Writing, and perhaps about moderating writing scripts rather than moderation of Writing OTJs)



# Current context cont. - Making OTJs

Through these monitoring reports schools indicated a need for further support to make OTJs dependable.

This is one of the reasons for these workshops.



1. Shared understanding of the reference materials used to make decisions, including definition of terms.

2. Shared understanding of progressions in the reference materials.

## Components of Moderation

3. Shared understanding of what to notice and recognise when making decisions.

4. Processes to ensure judgments in relation to reference materials are made in a similar way.

Mitchell, K., & Poskitt, J. (2010)



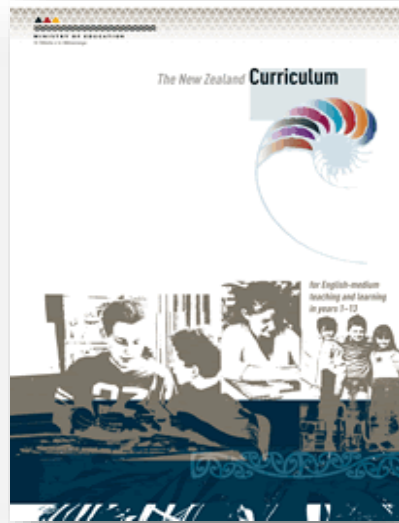
# Moderation

**Moderation** is the process of sharing expectations and understanding of standards in order to improve the consistency of decisions (reaching agreement).

(TKI Assessment)

What are the deliberate moderation opportunities currently happening in your school?





**The New Zealand Curriculum**



**Literacy Learning Progressions & The Number Framework**



**The National Standards**

**READING**

- Making sense of text: processing system
- Making sense of text: text structure
- Making sense of text: vocabulary knowledge
- Making sense of text: reading critically
- Reading to organise ideas and information for learning.
- Acquiring and using information and ideas in informational texts.
- Reading for literary experience.

**WRITING**

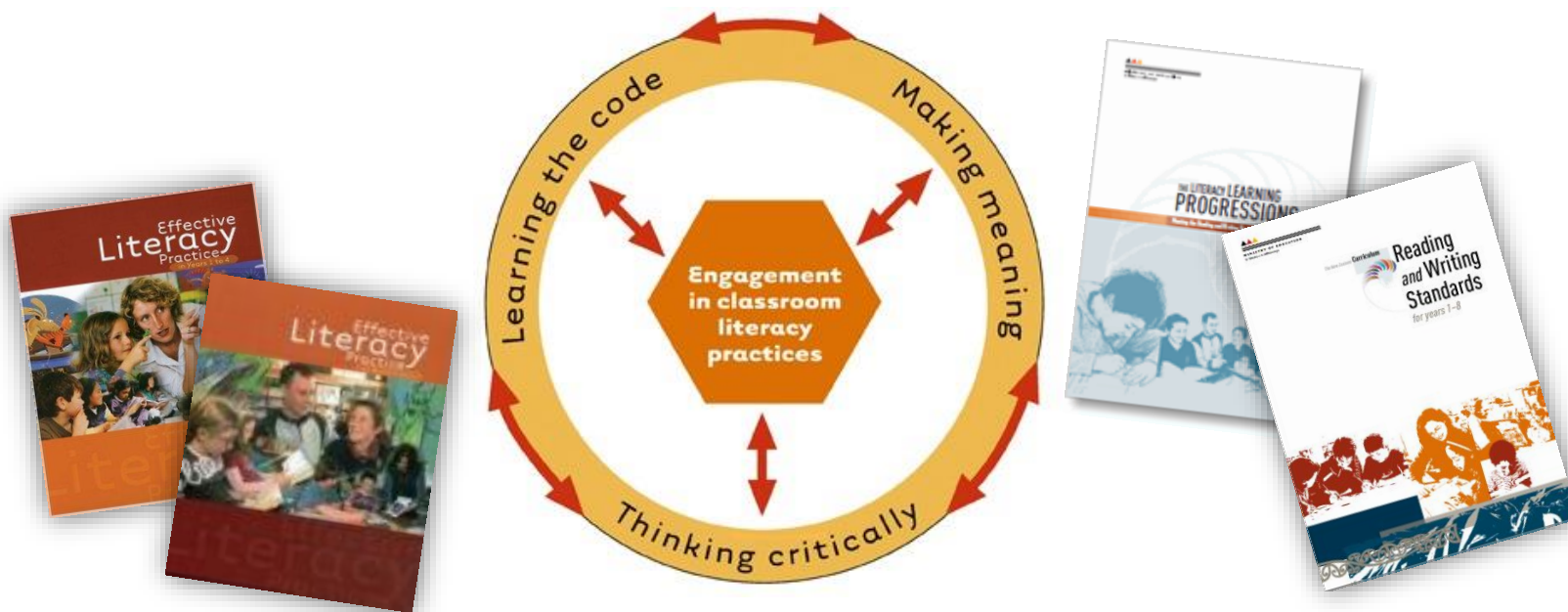
- Writing meaningful text: encoding.
- Writing meaningful text: text features.
- Writing meaningful text: vocabulary knowledge.
- Using writing to think and organise for learning.
- Creating texts to communicate knowledge and understanding.
- Creating texts for literary purposes
- Creating texts to influence others.

**MATHEMATICS**

- Additive thinking
- Multiplicative thinking
- Patterns and relationships
- Using symbols and expressions to think mathematically
- Geometric thinking
- Measurement sense
- Statistical investigations
- Interpreting statistical and chance situations.

**PaCT Frameworks**

# Refining not redefining



## READING

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# PaCT frameworks

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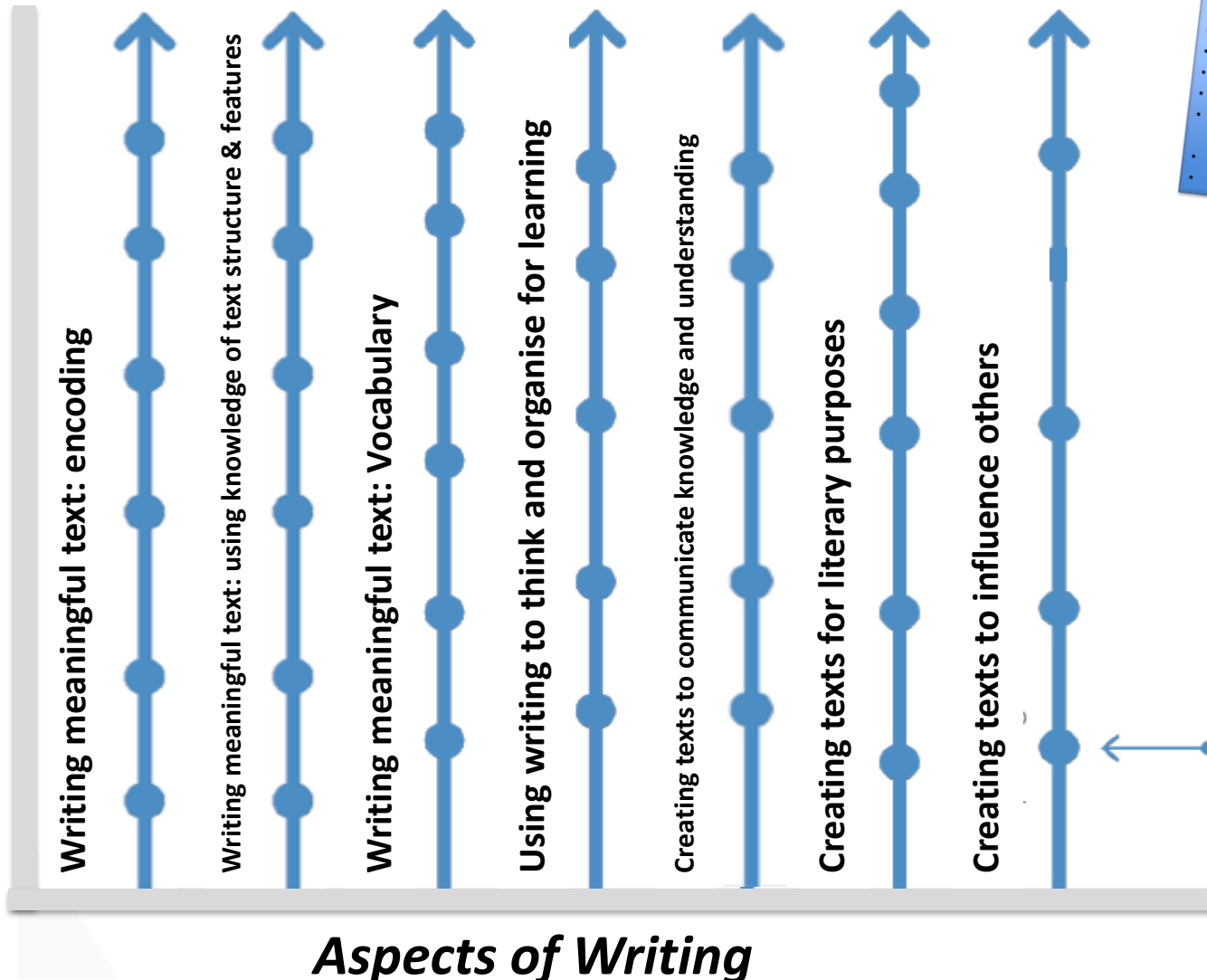
## WRITING

- Writing meaningful text: encoding;
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## MATHEMATICS

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# Framework



**WRITING**

- Writing meaningful text: encoding;
- Writing meaningful text: text features.
- Writing meaningful text: vocabulary knowledge.
- Using writing to think and organise for learning.
- Creating texts to communicate knowledge and understanding
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← A set of illustrations

# Sets of Illustrations

- The observable steps of learning in each aspect are described through **sets** of illustrations
- Each **set** has been developed to illustrate big or important ideas in the learning progressions.
- Each **set** describes the important features that teachers should notice and recognise about **what each student knows and can do.**
- A single illustration will not necessarily show everything within a step. The set will provide a more comprehensive picture.



# The components of an illustration

- A unique **title**.
- The **annotation** draws attention to the most significant element of the student's work presented in the illustration.
- The **problem** (for mathematics) **or the text and task** (reading and writing), which are the focus of the illustration. This includes the conditions under which the task was completed, for example, independently or with support.
- The **student response** details how and what the student did in response to the problem or task. The response may include a work sample and or a transcript of a discussion with a teacher.

# Using the Illustrations

The illustrations are **NOT** assessment tasks to see if students can do them.

They should prompt questions such as:

- What evidence do I have?
- Is this the type of level that \_\_\_\_\_ could demonstrate?
- Is this the '**kind of way**' that \_\_\_\_\_ would solve these problems? (Maths)
- Is this the '**kind of way**' that \_\_\_\_\_ would write ideas, experiences or information? (Writing)
- Is this the '**kind of way**' \_\_\_\_\_ would respond to a text (Reading)



## Observations and Conversations

Observing (including diagnostic tools such as GloSS, running records)

Listening

Discussing

Conferencing

Questioning

Self assessment

Peer assessment

Student reflections

Explaining

## Tasks

Instructional activities

Independent activities

Group activities

Student books

ARBs

## Tools

PAT, e-asTTle, STAR,  
Observation Survey.

Continually

Periodically

# The Reading and Writing Illustrations

- Because reading and writing are cross curricular competencies the illustrations are set in a variety of learning contexts.
- The illustrations show the literacy demands of curriculum tasks, not necessarily the expertise in that learning area e.g. Science.



# Writing: Using writing to think and organise for learning

Students use their (reading and) writing to organise their ideas and information for different learning purposes. Students develop their ability to use their writing to clarify and develop their ideas as well as reflect on their learning. They develop their expertise in selecting, noting down and organising ideas and information, using appropriate formats. They collate, analyse and classify the content they need for a variety of curriculum tasks.

*(This description is in your booklet too!)*



# Writing One: Identifying writing progression

**Writing: Using writing to think and organise for learning**

Order these sets of writing illustrations to show the progression through the sets.

The purpose is to understand the relevant knowledge and skills students are using to complete literacy related curriculum tasks at each progression step.

***Note:** Carefully consider the annotations and particularly the words in bold, not just the student response.*



# Writing One answers

Giant



Hook



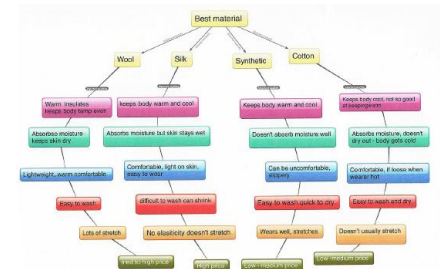
Tuatara

My Questions about:  
Living Fossils

Tramp

## Safety In The Bush

Mindmap



# Writing Two: Identifying writing progression

**Writing: Using writing to think and organise for learning**

- Use the **annotations** within each set of illustrations to identify the skills and behaviours a learner requires to operate at each set of this aspect.
- Make links between these and the **set descriptors** which have been handed out.
- *Note: This activity can be reversed. Choose the one that suits you best.*



# Making aspect judgments

- Very few students will perfectly match a set of illustrations with regards to what they can do i.e. there are very few ‘absolutes’.
- Students may have strengths in some areas and not others, even within an aspect.
- This is the ‘greyness’ which we need to acknowledge and work with.
- Teachers need to look at the balance of evidence and place students where they are best represented. In others words, ‘the best fit’.



# Writing Three - making an aspect judgment

**Writing - Using writing to think and organise for learning**

Based on the evidence provided, which set of illustrations is the best fit for what these students can do? Work in pairs or small groups.

Choose either:

- a junior profile (Kelly)
- a senior profile (Matua)





# Reading: Making sense of text: Reading critically

This aspect focuses on students' developing expertise in understanding how writers influence them as readers. They are able to identify the ways in which writers deliberately select language and text features, as well as content, to shape the way they respond to particular ideas or information.

*(This description is in your booklet too!)*



# Reading One: Identifying progression through the annotations

Look at the booklet of ordered reading illustrations for **Making sense of text: Reading critically**

- Use the **annotations** within each set of illustrations to identify the **skills and behaviours** a learner requires to operate at each set of this aspect.
- Make links between these and the **set descriptors** which have been handed out.



# Reading Two - making an aspect judgment

Reading: Making sense of text: Reading critically

Based on the evidence provided, which set of illustrations is the **best fit** for what these students can do? Work in pairs or small groups.

Choose either:

- a junior profile (Angela)
- a senior profile (Ryan)



# Reading or Writing - making an aspect judgment

Reading - Making sense of text: reading critically

Writing - Using writing to think and organise for learning

Using one of the aspects above, think of a student in your class/school.

Choose the set of illustrations which **best represent** your student.

What evidence do you have in your head about this student for this aspect?



# Components of moderation

Refer to the components of moderation.

All of the previous activities help support the following components of moderation.

- 1. Shared understanding of the reference materials used to make decisions, including definition of terms***
- 2. Shared understanding of progressions in the reference materials***
- 3. Shared understanding of what to notice and recognise when making decisions***

# The value of common frameworks

- Builds consistency of what to notice and recognise
- Gives a consistent framework within and across schools
- Progress through learning steps is made visible
- Highlights gaps in learning opportunities



# Using the frameworks to support moderation

- Moderate what?
  - The progressions with an aspect
  - aspects teachers are finding difficult
  - sample selection of students.
  - students for whom making aspect decisions was difficult (*gaps in evidence or where making a decision about a student's achievement was difficult*)

# Moderation – systems and processes

*4. Processes to ensure judgments in relation to reference materials are made in a similar way.*

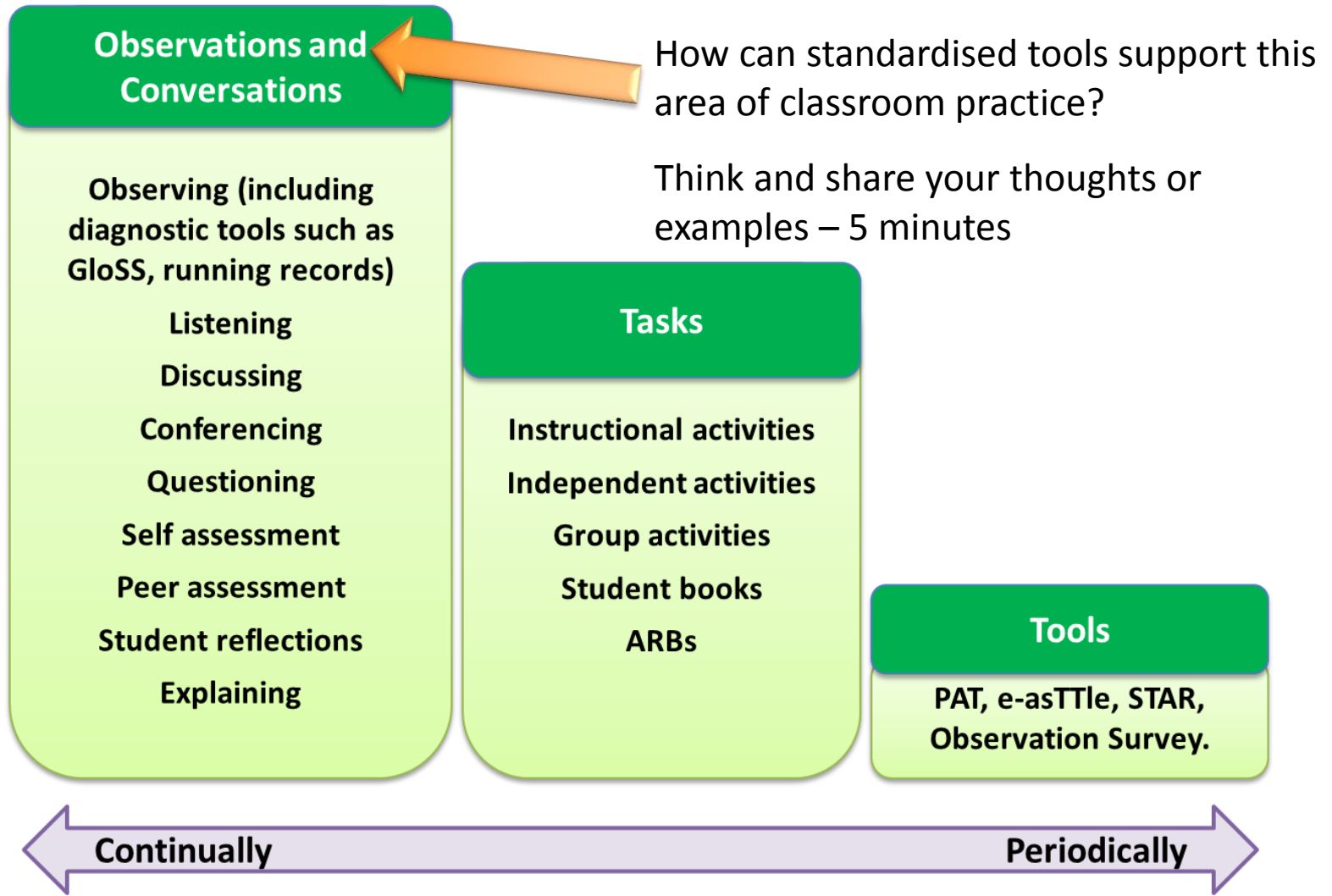
How is moderation organised in your school?

- When does moderation need to take place?
- Who is involved?
- Within school / across schools?





# Role of standardised tools



# Role of standardised tools

- Standardised test information should remain, but as one part of a range of evidence to inform an OTJ.
- It can provide an external reference into a student's learning.
- It has a function in moderation to support triangulation of evidence
- Non-correlation does not necessarily mean the OTJ is incorrect.
- They provide little insight into the 'behaviours' of a student.



# Reflection

Consider Handout 1 and the four components of moderation.

In what ways will this workshop impact on moderation practices in your school?

- What are your current strengths? (as an individual, as a team, as a school, as a community of schools)
- What are your next steps in building dependability?



# Reporting to parents and whānau

In this session we will:

- clarify requirements for written reporting to parents, particularly interim reporting.
- explore the principles of effective reporting in its broadest sense
- support schools to review the quality of their reporting processes



# Written reports:

## National Administration Guideline 2A

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;



# Using NZC principles when applying NAG 2A

## NAG 2a

Report to students and their parents on the student's progress and achievement in relation to National Standards.

Reporting to parents in plain language in writing must occur at least twice per year

## NZC principles

**Overarching principles  
(Page 9)**

**Principles of effective assessment  
(page 40)**

**Effective pedagogy  
(page 34)**

**Principles of effective reporting  
(TKI Assessment)**

# Key messages about written reports to parents and whānau

*Reference:* [www.assessment.tki.org.nz/reporting-to-parents](http://www.assessment.tki.org.nz/reporting-to-parents)



# Definitions – What is At, Above, Below, Well below?

- For a student to be judged **at the standard**, evidence of achievement should be, on balance, closest to the standard for their year level or years at school.
- For a student to be judged **above the standard**, evidence of achievement should be, on balance, closest to the standard above their year level or years at school.
- For a student to be judged **below the standard**, evidence of achievement should be, on balance, closest to the standard below their current year level or years at school.
- For a student to be judged **well below the standard**, evidence of achievement should be, on balance, closest to the standard two or more years below their current year level or years at school.

<http://assessment.tki.org.nz/Overall-teacher-judgment/Definitions-of-achievement>





# Do we have to use those terms?

The board of trustees' annual report **MUST** report in relation to National Standards using the four-point scale described in NAG 2a.

For reporting to parents and whānau, schools **DO NOT** have to use At, Above, Below and Well Below.

<http://assessment.tki.org.nz/Reporting-to-parents-whanau/Clarifications-about-National-Standards>

However, achievement in relation to the National Standards must be conveyed clearly. Schools can use a number of approaches to achieve this. (e.g. report the year standard which best fits the student's achievement).

<http://assessment.tki.org.nz/Reporting-to-parents-whānau/Examples-and-templates/Reporting-for-students-below-NS>



# The difference between interim and end of year judgments

## **Interim judgment:**

- Describes how the student is tracking in relation to their year standard.

For example, the student is on track to meet the standard by the end of the year.

## **Final judgment:**

- Describes the student's progress and achievement in relation to standard for that year.



# Report content - interim judgment

At mid-year reports should indicate:

- What the student has learnt and can do,
- If students are on track to meet/exceed the appropriate year's standard,
- Next steps/aspects that need to be focused on to help the student reach the standard,
- If there are more specialised interventions needed because the child is at risk of not meeting the standard by the end of the year,
- Comment on progress
- Ways for parents and whānau to support learning.

# After 1/2/3 years at school

The standards for After 1, 2 and 3 years are for the anniversary of the student's school entry (for example "After one year" at school).

Judgments should be made close to these anniversaries/ half year anniversaries but schools can decide when to report this.

However, schools should consider when the information on a student becomes historical and less relevant for parents/whānau.



# After 1/2/3 years at school

Reporting to parents could be:

- staggered throughout the year around the anniversary date (half anniversary for interim judgments)
- at the end of each term
- In the form of a ‘postcard’ report for Reading, Writing and Maths, followed by regular reporting in line with standard reporting cycles.

Remember to consult with parents.



# Principles of Reporting



# Report Examples

## TASK

Using the principles of reporting to critique the report examples in your booklet.

Consider

- What does this report do well? How?
- How could it be improved?

# Taking today's learning back into your school

Look at the table in your booklet. Think about any key learnings or things that have made you reflect on how you do things in your school

Use this time to record your thoughts and possible future actions.





# Taking today's learning back into your school

## *Questions which may help your thinking*

- Do we have a shared understanding of the reference materials used to make decisions, including definition of terms?
- Do we have a shared understanding of progressions in the reference materials?
- Do we all know what to notice and recognise when making our decisions?
- How confident are we that we have evidence that highlights the key aspects of each standard?
- How confident are we that all of our teachers are using a school-wide agreed process to make OTJs?
- How user friendly are our systems for recording and using OTJs.
- How user friendly are our reporting processes?



# Links

## Moderation

- Moderation on TKI - <http://assessment.tki.org.nz/Moderation>
- Illustrations and the National Standards modules - <http://nzmaths.co.nz/ns-modules/>
- Mitchell, K., & Poskitt, J. (2010). How do teachers make overall teacher judgment (OTJs) and how are they supported to make sound and accurate OTJs?) - <http://assessment.tki.org.nz/Research-and-readings/National-Standards>

## Progress and Consistency Tool

- Introducing the PaCT and getting started - <http://www.pactinfo.education.govt.nz/>
- Welcome to the Progress and Consistency Tool (PaCT) - <http://assessment.tki.org.nz/Progress-and-Consistency-Tool>

## Reporting to parents and whānau

- TKI Reporting to parents and whānau - <http://assessment.tki.org.nz/Reporting-to-parents-whānau>

Support material from this workshop will be available on [cpl.org.nz](http://cpl.org.nz).

