



NEW PLYMOUTH BOYS' HIGH SCHOOL

TE KURA TAMATĀNE O NGĀMOTU

Title	STUDENT ACHIEVEMENT and Learning DATA
Reference Number	F605
Section	Students
Written By	Assistant Principal - Curriculum and Academic Performance
Checked By	BOT Policy Committee
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Associated Policies	Reporting on Student Progress
Associated Procedures	

RATIONALE :

Staff need to be able to make informed judgements when determining learning programmes for students, and access to up-to-date information which will assist them in being able to do so (formative data). The school requires summative data to identify trends and report to the BoT and ERO on the value added demonstrated from standardised, norm-referenced assessments and common assessments.

PURPOSE :

1. To provide data about the literacy and numeracy achievement of students.
2. To provide data about student achievement in standardised norm-referenced and common tests and examinations in Years 9 and 10.
3. To provide data about student achievement in NCEA Levels 1, 2 and 3, and in NZ Scholarship.
4. To use student achievement data to chart the progress of students individually and as a cohort.
5. To use student achievement data to inform teaching programmes and departmental and school-wide targets.
6. To facilitate curriculum delivery and adaptation at a Faculty level.



GUIDELINES :

1. The following literacy and numeracy data will form the student profile created for each incoming Year 9 cohort and transferred with them at the end of each year :

Test	Administered	Date entered
Year 9		
Numeracy - PAT stanine and scale score (all)	HOF Mathematics	March and November
Literacy - e-asTTle Writing (all)	Literacy Project Leader	March and November
Literacy - e-asTTle Reading (all)	Literacy Project Leader	March and November
Literacy - Vocabulary stanine and scale score (selected students)	Te Haumarū - Learning Centre	March
Literacy - Comprehension stanine and scale score (selected students)	Te Haumarū - Learning Centre	March
Literacy - RAVENS (to be reviewed)	Te Haumarū - Learning Centre	March
Specialist Assessment Considerations (SAC)	Te Haumarū - Learning Centre	Ongoing
Year 10		
Numeracy - PAT stanine and scale score (all)	HOF Mathematics	March and November
Literacy - e-asTTle Writing (all)	Literacy Project Leader	Nov (previous year) and November
Literacy - e-asTTle Reading (all)	Literacy Project Leader	Nov (previous year) and November
Literacy - Vocabulary stanine and scale score (selected students)	Te Haumarū - Learning Centre	March
Literacy - Comprehension stanine and scale score (selected students)	Te Haumarū - Learning Centre	March
Literacy - RAVENS (to be reviewed)	Te Haumarū - Learning Centre	March
Specialist Assessment Considerations (SAC)	Te Haumarū - Learning Centre	Ongoing

2. This student profile dossier will be accessible to all staff through the student management System and SENCO Google Drive Folder.
3. The school will utilise the NZCER on-line and e-asTTle databases that produce detailed reports and analysis of individual, class, school for PAT Reading Comprehension, Reading Vocabulary, Mathematics and e-asTTle Reading and Writing data. Teachers and HOFs will access the data to inform teaching and learning
4. This data will be used to support each year's goals and targets as set down in the School's Charter.
6. Heads of Faculties will produce an analysis of common tests and examinations in Years 9 and 10 through Kamar. This analysis will show the results for the whole cohort, each ethnic group and each class.
7. Heads of Faculty will produce an analysis of NCEA Levels 1, 2 and 3, and Scholarship through Kamar. This analysis will have the results for the whole cohort, each ethnic group and each class, and also a comparison with the national results.
7. These analysis of Years 9 and 10, and NCEA Levels 1, 2 and 3, and Scholarship will be presented with the faculty results analysis by Term 1, Week 7. They will be accompanied by comments on each level's performance overall and/or related to specific assessments.



8. These analysis will determine the department targets that, within the parameters of the school-wide targets laid down in the Charter, will be set, at the time of the departmental reports in Term 1, Week 7, for the year following the results that have been analysed.

Further Information

Formative assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value.

Summative assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value.

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.