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Te Tāhuhu o te Mātauranga Aotearoa



**National Standards:
School Sample Monitoring
& Evaluation Project, 2010**

Report to the Ministry of Education

Thomas, G., and Ward, J.
NZ Maths Technology Ltd

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Gill Thomas and Jenny Ward

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1. Executive Summary

This report presents the findings of the School Sample Study: Monitoring and Evaluation Project in 2010. A variety of data sources were used, including Overall Teacher Judgments (OTJs) of students' achievement in relation to the National Standards, copies of students' end-of-year reports, and survey data from principals, teachers, and Board of Trustees chairpersons. The extent to which National Standards were operating as intended was described and evaluated.

This report summarises key findings for the two major areas of focus for the study in 2010 – overall teacher judgments, and reporting to parents, families, and whānau. The report also summarises perspectives of principals and Boards of Trustees.

Overall Teacher Judgments

- Evidence suggests that teachers used information from a variety of student assessments to make OTJs in reading, writing, and mathematics. Most of the information sources identified by teachers as being important in making OTJs were considered to be relevant to the National Standards.
- Most teachers regarded specific class observations as the most important information source for making OTJs. The observations described by teachers tended to be general in nature rather than describing students' particular abilities in a way that might be considered informative in terms of OTJs.
- Just over one-third of teachers can be considered to have used current assessment evidence to inform reading and mathematics OTJs, while approximately half of the teachers used current evidence to inform writing OTJs. The remainder used evidence that was more than 12 weeks old.
- Results indicate that approximately half of the teachers surveyed were taking up to ten minutes to make an OTJ. This was considered to be efficient.
- Teachers were very confident in both the accuracy of the OTJs they had made, and the consistency of the OTJs within their school. Principals shared this confidence.

A variety of processes were used to moderate OTJs.

- Most teachers participated in school-wide processes to moderate writing OTJs, while approximately half of the teachers surveyed were involved in school-wide moderation of reading and mathematics OTJs. Accordingly, informal moderation discussions were more common in reading and mathematics than in writing.
- Approximately one-third of schools appear to be selecting OTJs for moderation by focusing on OTJs near the boundaries between the levels of the standards. This is considered to be an effective and efficient approach.
- Approximately one-third of schools were involved in moderation practices with other schools. Most of this between-school moderation focused on writing OTJs.

The overall achievement of students in the sample in relation to the National Standards was described and the extent to which this is consistent with other evidence about student achievement in reading, writing, and mathematics in New Zealand was considered.

- In reading and writing the pattern of student achievement in relation to the standards shows gender, ethnicity, and school decile trends that are consistent with other data from the Ministry of Education. Comparative data in reading suggests that similar proportions of students in years 5-8 were rated as at or above the Reading Standards as might have been expected from the Ministry of Education's standard-setting exercises. Comparative data in writing suggests that larger proportions of students were rated as at or above the standards, and smaller proportions of students were rated as well below the standards than might have been expected from the Ministry of Education's standard-setting exercises.
- In mathematics, the pattern of student achievement in relation to the standards shows ethnicity and school decile trends that are consistent with other data from the Ministry of Education. While there is some consistency between National Standards and other data, in general larger proportions of students at the higher year levels were rated as at or above the Mathematics Standards than might have been expected.

Reporting to parents, families, and whānau

- Evidence suggests that approximately 80% of families received an end-of-year report that referred directly to the National Standards. Sixty percent of these reports were rated as sufficiently describing the student's achievement in relation to the National Standards.
- Approximately 40% of the reports that described achievement in relation to the National Standards were considered to be easily understood by families and whānau.
- Most of the reports that referred directly to the National Standards included the child's next learning steps, and information about the ways families and whānau can help support learning at home. Just over 10% of the reports described actions the school was planning to take to support learning.

Perspectives of Principals and Boards of Trustees

- Most principals described themselves as minimally supported or unsupported by the Ministry of Education. The areas in which principals felt most supported were making OTJs, and reporting to families and whānau, while they felt least supported to moderate OTJs.
- Principals continue to be very concerned about the unintended consequences of the National Standards, with league tables and the demotivation of students who are consistently below the standards being the most concerning. Boards of Trustees share these concerns.
- In general, most Boards were confident in the capability of the school to implement the National Standards, and felt they had a good understanding of the standards themselves.

2. Methodology

The National Standards School Sample Monitoring and Evaluation Project is a three-year study, established to monitor and evaluate the implementation of National Standards. This is the second report from the study and describes results collected at the end of the first year of implementation, 2010.

2.1 Monitoring and evaluation questions

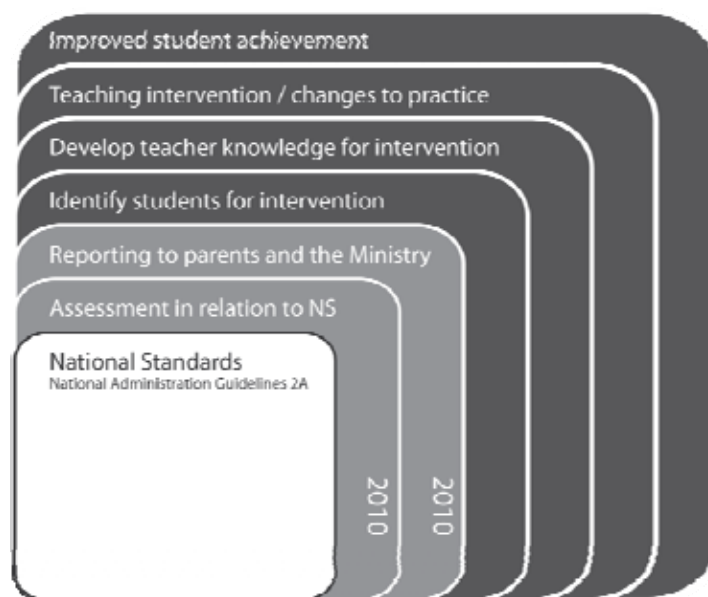
The study has two purposes:

1. To describe the implementation of National Standards within schools
2. To monitor and systematically evaluate the effect of National Standards on students, teachers, schools, and parents, families, and whānau.

The descriptive component of the study is focused around thirteen open-ended monitoring questions. The evaluative component is focused on the extent to which National Standards are operating as intended, and is based on seven statements that describe the intended outcomes of National Standards. Each of these statements has related performance criteria.

Because the effects of National Standards in schools will change over successive years of implementation, the focus of the study each year also changes. The figure below shows the series of effects in schools that is anticipated as a result of the introduction of National Standards. As seen in Figure 1, changes in schools can be considered as a series of ripples, arising from the introduction of National Standards and the alteration of the National Administration Guideline 2A. The first change in schools has been a change in assessment practices: teachers are now required to make OTJs about students' achievement in relation to the standards. This change in assessment has resulted in changes to reporting procedures. The information which schools report to parents has changed, the way in which schools report to Boards has changed, and the way in which Boards report to the Ministry has changed. This can be seen as the second series of effects in schools.

Figure 1: Anticipated series of effects in schools as a result of the introduction of National Standards



It is these first two effects of National Standards in schools that are the focus of this report:

1. OTJs in relation to the National Standards
2. Reporting to parents, families, and whānau

Information related to the other intended outcomes was also collected in 2010 in order to enable the analysis of trends in these areas in future years.

The project methodology, which includes the monitoring and evaluation questions for all three years of the study, and the data sources that will be used, is included as Appendix A. The specific questions addressed in 2010, the statements of intent, and the related performance criteria are shown in Tables 1 and 2.

Table 1: Monitoring and evaluation questions and criteria – OTJs

Intended outcome: Teachers make defensible, trustworthy judgments against the National Standards	
Monitoring & evaluation questions	Performance criteria
In what ways do teachers use information from a variety of student assessments to make overall judgments?	Teachers use their knowledge of the National Standards in the process of making OTJs.
	OTJs are informed by student achievement information that is relevant and current.
	Teachers make OTJs efficiently.
What processes are used to moderate OTJs?	Schools use processes and systems to ensure OTJs are consistent.
	Moderation decisions are informed by the NS in reading, writing, and mathematics.
	Moderation processes are efficient and effective.
How dependable and consistent are teachers' overall judgments?	There is consistency between OTJs and other assessment evidence.

Table 2: Monitoring and evaluation questions and criteria - reporting to parents

Intended outcome: Schools use National Standards assessment information to communicate clearly with parents, families, and whānau about their child's achievement and progress	
Monitoring & evaluation questions	Performance criteria
How do schools use information from National Standards to report to and communicate with parents?	Parents receive a report that describes their child's achievement in relation to the NS in reading, writing and mathematics.
	Parents receive a report that is clear.
	Parents receive a report that identifies their child's next learning steps, the actions the school will take to support learning, and ways families can help at home.

2.2 Sample

All English medium, full primary, contributing and intermediate state schools were included in the project's sampling frame. A stratified sampling procedure based on three school characteristics was used, with three groups within each characteristic:

1. School decile: one to three, four to seven, eight to ten.
2. School type: full primary, contributing, and intermediate.
3. Region: Auckland, North Island excluding Auckland, and South Island.

The sample included positions for 126 schools. Each of the 27 different combinations of school characteristics took up a similar proportion of the sample to their proportion within the larger population of schools in New Zealand. The achieved sample consists of 104 schools that can be considered representative of the larger population of schools. Table 3 shows the demographic characteristics of the 104 schools in the sample, and compares these to national data. The national data was sourced from the Ministry of Education's administrative data and is used in the remainder of this report unless otherwise specified.

Table 3: School sample by school type, region and decile

School Type			Region			Decile		
Years	Sample	National	Region	Sample	National	Decile	Sample	National
1 to 8	49%	45%	Auckland	20%	23%	1 to 3	28%	27%
1 to 6	35%	34%	North Island excl. Auck.	49%	48%	4 to 7	39%	41%
7 to 8	16%	21%	South Island	31%	29%	8 to 10	33%	32%

Note that the following demographic subgroups of schools are slightly under-represented in the sample:

- Low decile, year 1-6 schools in Auckland, under-represented by two schools.
- High decile, year 7-8 schools in Auckland, under-represented by two schools.
- Low decile, year 7-8 schools in the North Island excluding Auckland, under-represented by two schools.

2.3 Methods and participants

Three main types of data were collected:

1. OTJs, collected using an online data base.
2. Copies of students' end-of-year reports.
3. Online surveys: teachers, principals, and Board of Trustees chairpersons.

An email was sent to the principals and Board of Trustees chairpersons of the 104 schools in the sample on 22 November 2010. Boards of Trustees chairpersons were asked to complete an online survey at a web-link that was provided. Principals were requested to:

1. Complete an online survey, accessible from a provided web-link.
2. Request that teachers complete an online survey, accessible from a provided web-link.
3. Invite parents to complete an online survey, accessible from a web-link that was provided. It was suggested to principals they either include the invitation to parents in the school newsletter, or distribute a notice about it with students' end-of-year reports. Suitable text for the notice was provided.
4. Provide the OTJs in reading, writing, and mathematics for every student in their school. A web-link to an online database for the OTJs was included and instructions for uploading results were provided online. Schools were provided with support to format and upload spreadsheetsof data as required, and support with this process was provided via an 0800 phone number.
5. Provide copies of students' end-of-year reports. Schools were asked to send a copy of the report for the student in each year level whose birthday was closest to 1 January. Schools could either post hard copies of reports or email file copies.

It was requested that all data be provided within a three-week period, which concluded on 10 December. Incentives for return were given in the form of book and petrol vouchers.

Principals and Boards of Trustees chairpersons were sent two reminder emails: two days before the end of the data collection phase (8 December 2010), and on the last day of data collection (10 December 2010). Both emails advised that response rates were low, with just half the principals and approximately 20 percent of teachers completing surveys by the date requested. As a result of the low return rates, principals were offered funding to help cover the costs of administrative support for the provision of data. Funding was at the rate of fifty cents per student for OTJs, with a minimum of \$50 per school, and \$10 per student for each end-of-year report provided. Following the data-collection period all schools with outstanding data were contacted by phone, support was offered and data collection was facilitated wherever possible.

Overall Teacher Judgments (student data)

Forty-one schools provided student data in the form of OTJs in reading, writing, and mathematics, a response rate of 39% by school. Table 4 summarises the demographic characteristics of these schools and provides national data for comparison.

Table 4: Schools that provided OTJs by school type, region and decile

School Type			Region			Decile		
Years	Sample	National	Region	Sample	National	Decile	Sample	National
1 to 8	51%	45%	Auckland	22%	23%	1 to 3	24%	27%
1 to 6	34%	34%	North Island excl. Auck.	44%	48%	4 to 7	46%	41%
7 to 8	15%	21%	South Island	34%	29%	8 to 10	29%	32%

In general the sample of schools that provided OTJs can be regarded as representative of the national population of schools, with no variations of greater than 6% between the sample and the national population.

The sample consists of 6,815 students, for whom at least one OTJ was collected. Tables 5-7 provide the demographic data for these students and compare this to national data¹. Note that where demographic data was not specified, tables do not sum to the total number of students.

¹ National data obtained from Education Counts website: www.educationcounts.govt.nz/statistics/schooling/julyschoolrollreturns/6028

Table 5: Students for whom OTJs were provided, by year level and gender

Year level	Student gender			
	Sample (%)		National (%)	
	Male	Female	Male	Female
Year 1	4.3	4.8	6.2	6.0
Year 2	4.6	4.6	6.2	6.0
Year 3	5.0	4.3	6.2	5.8
Year 4	6.2	6.8	6.1	5.9
Year 5	5.7	6.9	6.3	6.0
Year 6	6.8	6.1	6.4	6.1
Year 7	8.1	9.1	7.4	6.9
Year 8	7.4	9.3	6.5	6.1
All years (%)	48.1	51.9	51.3	48.7
All years (n)	3,257	3,511	244,666	232,295

Table 6: Students for whom OTJs were provided, by year level and ethnicity

Year level	Student Ethnicity									
	Sample* (%)					National (%)				
	NZE	Māori	Pasifika	Asian	Other	NZE	Māori	Pasifika a	Asian	Other
Year 1	4.8	1.9	0.6	1.3	0.6	6.5	3.0	1.2	1.1	0.3
Year 2	4.6	1.9	0.5	1.4	0.8	6.6	2.9	1.3	1.1	0.3
Year 3	5.0	1.8	0.6	1.2	0.7	6.5	2.9	1.3	1.1	0.3
Year 4	7.1	2.2	0.8	1.9	0.9	6.6	2.8	1.3	1.0	0.3
Year 5	6.5	2.4	0.8	2.1	0.8	6.7	2.9	1.3	1.1	0.3
Year 6	6.9	2.3	1.0	1.9	0.8	6.9	2.9	1.2	1.1	0.3
Year 7	10.6	2.6	2.0	1.0	1.1	8.0	3.2	1.4	1.3	0.4
Year 8	9.9	2.6	2.1	0.8	1.2	7.0	2.9	1.2	1.2	0.3
All years (%)	55.4	17.7	8.4	11.7	6.9	54.8	23.6	10.2	9.0	2.4
All years (n)	3,740	1,193	569	789	466	260,351	112,274	48,243	42,921	11,326

* Excluding full-fee-paying students

Table 7: Students for whom OTJs were provided, by year level and school decile

Year level	School decile					
	Sample (%)			National (%)		
	Decile 1-3	Decile 4-7	Decile 8-10	Decile 1-3	Decile 4-7	Decile 8-10
Year 1	2.5	3.8	2.9	3.0	5.1	4.0
Year 2	2.7	2.9	3.6	3.0	5.1	4.1
Year 3	2.8	3.2	3.2	3.0	5.0	4.0
Year 4	2.7	4.2	6.0	2.9	5.0	3.9
Year 5	2.8	3.5	6.3	3.0	5.1	4.1
Year 6	3.4	4.1	5.5	3.1	5.1	4.2
Year 7	2.1	12.9	2.2	3.0	6.7	4.9
Year 8	2.2	12.8	1.8	2.5	6.1	4.2
All years (%)	21.2	47.4	31.4	23.5	43.1	33.3
All years (n)	1,435	3,211	2,122	103,032	188,889	145,864

The sample can be considered to be generally representative of the national population. However, Tables 5-7 show there are some minor differences between the demographic characteristics of the sample and the national population. For example, female students are slightly over-represented in years 5, 7, and 8, Māori and Pasifika students are slightly under-represented, and medium-decile schools are slightly over represented in the sample.

End-of-year student reports

Fifty-five schools provided copies of students' end-of-year reports, a response rate of 53%. Table 8 shows the year levels of the reports that were provided.

Table 8: End-of-year reports

Year Level	Number of reports	%
1	37	12%
2	43	14%
3	40	13%
4	41	13%
5	39	13%
6	40	13%
7	34	11%
8	30	10%
Total	304	100%

As shown in Table 8 the sample of end-of-year reports is fairly evenly spread over years 1-8. Table 9 shows the demographic characteristics of the 55 schools that provided copies of students' end-of-year reports, and compares these to national data.

Table 9: Schools that provided end-of-year reports by school type, region and decile

School Type			Region			Decile		
Years	Sample	National	Region	Sample	National	Decile	Sample	National
1 to 8	53%	45%	Auckland	20%	23%	1 to 3	24%	27%
1 to 6	31%	34%	North Island excl. Auck.	47%	48%	4 to 7	42%	41%
7 to 8	16%	21%	South Island	33%	29%	8 to 10	35%	32%

The schools that provided copies of students' end-of-year reports can be considered to be generally representative of the larger population of schools. Variations between the sample and the national population of schools are no greater than 8%.

The criteria for report analysis were developed by a small group of educators with expertise in research, literacy, numeracy, and reporting to parents. These criteria are included as Appendix B. Two raters coded 38 reports together to ensure that they were applying the coding criteria consistently. Both raters then each independently coded 50 reports, with Spearman's rho used to estimate inter-rater reliability for each criterion. For some criteria reliability could not be calculated because one or both of the raters showed no variability. In these cases the agreement rate was used as an alternative measure of reliability. For all criteria, the correlation, when it could be calculated, was high, ranging from 0.85 to 1.00. For all criteria in which the correlation could not be calculated, the agreement rate was also high, ranging from 0.84 to 1.00. These results indicate the quality of the coding was excellent and confidence can be placed in the

data coded. All inter-rater reliability statistics are included as Appendix C. Once consistency was established the raters worked independently on the remaining 216 reports.

Online surveys

Online surveys for principals, Boards of Trustees chairpersons, teachers, and parents were developed using Survey Monkey. Copies are included as Appendix D. The survey response rates are summarised in Table 10.

Table 10: Survey response rates

	Number of respondents	Response rate
Principal survey	73	70%
Board of Trustees survey	70	67%
Teacher survey	330 teachers	38% ²
	58 schools	56%
Parent survey	171 parents	1% ³
	23 schools	22%

The response rate from the parent survey was considered too low to be representative so these results were excluded from the analysis. A second paper-based survey was administered to targeted parents in March 2011 with the support of participating schools. Results from this work will be published separately.

Tables 11 and 12 provide the demographic characteristics of the schools that provided responses to the principals and Board of Trustees surveys. Comparisons to national data are provided.

Table 11: Respondents (73) to principal survey by school type, region and decile

School Type			Region			Decile		
Years	Sample	National	Region	Sample	National	Decile	Sample	National
1 to 8	45%	45%	Auckland	19%	23%	1 to 3	29%	27%
1 to 6	38%	34%	North Island excl. Auck.	48%	48%	4 to 7	38%	41%
7 to 8	16%	21%	South Island	33%	29%	8 to 10	33%	32%

Table 12: Respondents (70) to Board of Trustees survey by school type, region and decile

School Type			Region			Decile		
Years	Sample	National	Region	Sample	National	Decile	Sample	National
1 to 8	46%	45%	Auckland	20%	23%	1 to 3	21%	27%
1 to 6	40%	34%	North Island excl. Auck.	50%	48%	4 to 7	39%	41%
7 to 8	14%	21%	South Island	30%	29%	8 to 10	40%	32%

Table 13 provides the demographic characteristics of the schools with respondents to the teacher survey. Note that percentages relate to the total number of teachers who responded, and the characteristics of the schools these teachers represent, rather than the numbers of schools only. Comparisons to national data are provided.

² Based on an expected total of 880 responses, calculated from roll size excluding Māori medium students, assuming an average class size of 25 students.

³ Based on an expected total of 14,600 responses, calculated from roll size excluding Māori medium students, assuming an average of 1.5 students per parent.

Table13: Respondents (330) to teacher survey by school type, region and decile

School Type			Region			Decile		
Years	Sample	National	Region	Sample	National	Decile	Sample	National
1 to 8	40%	45%	Auckland	16%	23%	1 to 3	28%	27%
1 to 6	35%	34%	Nth. Isl. excl. Auck.	50%	48%	4 to 7	32%	41%
7 to 8	25%	21%	South Island	34%	29%	8 to 10	40%	32%

Tables 11-13 show that the responses can be regarded as largely representative, with no variations of greater than 9% between the sample and the national population. Given this, the responses can be used to provide a general indication of the views of the national population of principals, BOTs, and Years 1-8 teachers respectively.

Although the samples can be considered representative, it is likely that a non-response bias exists due to the low response rates to the teacher survey, and the limited numbers of students' end-of-year reports and OTJs provided. That is, it cannot be assumed that those participants who did not provide data have the same views as those participants who did provide data. As this is the case, results from teacher surveys, students' end-of-year reports, and OTJs need to be interpreted with some caution.

Although there were low response rates for a number of the data types, 91% schools provided at least one type of data. Table 14 shows the numbers of data items supplied by schools.

Table 14: Data returned by schools

Items of data provided	Number of schools	% of sample
0	9	9%
1	19	18%
2	14	13%
3	17	16%
4	13	13%
5	20	19%
6	12	12%

3. Making OTJs

With the introduction of NAG 2A teachers are required to assess student achievement relative to the National Standards in reading, writing, and mathematics. The OTJ is central to that assessment and involves teachers gathering and evaluating assessment evidence in order to make an informed decision about the performance of the student in relation to the relevant National Standard. Because “no single source of information can accurately summarise a student’s achievement or progress...teachers need to bring together a range of evidence in order to form an overall teacher judgment.”⁴

This section investigates evidence from the online teacher survey in order to evaluate the extent to which teachers are making defensible, trustworthy judgments against the National Standards. Table 15 shows the monitoring and evaluation question, and performance criteria that are addressed.

Table 15: Monitoring and evaluation questions and criteria — making OTJs

Intended outcome: Teachers make defensible, trustworthy judgments against the National Standards.		
Monitoring & evaluation questions	Performance criteria	Sources of evidence
In what ways do teachers use information from a variety of student assessments to make overall judgments?	Teachers use their knowledge of the National Standards in the process of making OTJs.	Surveys: teacher
	OTJs are informed by student achievement information that is relevant and current.	
	Teachers make OTJs efficiently.	

3.1 Evaluative criteria

The questions in the online teacher survey focusing on OTJs asked teachers to consider the judgments they had made for the student whose birthday was closest to 1 January. This student is referred to as the focus student. The teacher selected one of the three standards to focus on for that student. Sixty-six teachers chose to provide OTJ information about students’ reading, 61 teachers chose to focus on writing, and 48 provided information about mathematics.

Teachers use their knowledge of the National Standards in the process of making OTJs

Fifty-nine teachers described the process they used to make reading OTJs. In their descriptions 25% of these teachers (15 teachers) made reference to the National Standards. These teachers described gathering assessment data or collating it in some way, and evaluating this alongside the descriptions of student achievement contained in the standards. These teachers can be considered to be using their knowledge of the National Standards in the process of making reading OTJs.

Looking at assessment data, then comparing in classwork/informal observations to the standard to find best fit level.

Looked at all data, collated it, checked standards and learning progressions then made a best-fit judgment.

⁴ National Standards *Fact sheet 7: Overall teacher judgment*. Retrieved from <http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Fact-sheets/Overall-teacher-judgment>

The descriptions of making reading OTJs that did not mention the National Standards (75% of teachers) tended to focus on gathering assessment information, but lacked any description of applying this information to the relevant standard in order to make a judgment.

Continuous awareness of children and their specific understanding and reading achievement does not take long to make OTJ, as I am constantly aware of what they can do.

Gathered all information and data.

Fifty-five teachers described the process they used to make writing OTJs. Thirty-eight percent of these teachers (21 teachers) mentioned the writing standards in their descriptions and provided evidence that they were using their knowledge of the National Standards in the process of making writing OTJs.

Gathered all data and example pieces of writing. Used the National Standards book to gain a clear understanding. Looked at other students' work to compare below and at results.

I laid out all of my assessment information for writing from the year and read through it, read through the students' writing exercise books, read through the end of year asTTle writing sample, read through the Literacy Learning Progressions booklet at the relevant levels, and read the Standard at the relevant levels.

The descriptions of making writing OTJs that did not mention the National Standards (62% of teachers) generally described compiling assessment information, but lacked a description of the evaluative component of an OTJ.

Had AsTTle results, pre and post examples of pupils' writing and notes from conferences.

Compared surface features and deeper features against the writing matrix.

Forty-three teachers described the process they used to make mathematics OTJs. Thirty percent of these teachers (13 teachers) mentioned the National Standards. These comments generally described collecting assessment evidence and comparing this with the descriptions of student achievement in the National Standards for Mathematics. These teachers provided evidence that they were using their knowledge of the National Standards in the process of making mathematics OTJs.

I spread all the relevant information (test results; anecdotal notes) for each student around me and measured these against the National Standards Mathematics for Year Six students.

Got all the data in front of me for each student and compared it to the NS.

As with the reading and writing comments, those teachers that did not mention the National Standards in their descriptions of making a mathematics OTJ (70% of teachers) tended to focus on collating achievement information rather than comparing it to the relevant National Standard.

Firstly starting with class participation. Amount of bookwork produced. Results from Friday class quiz, pre-testing and term tests throughout the year. These are all recorded in an assessment diary.

Read over assessment information gathered over the past year, then the past 6 months, then the most recent. Think through progress. Carried out Numpa and key knowledge assessments.

In terms of teachers' reflections on their own knowledge, teachers' survey results indicate that some teachers believe their knowledge and expectations for student achievement have increased as a result of the implementation of National

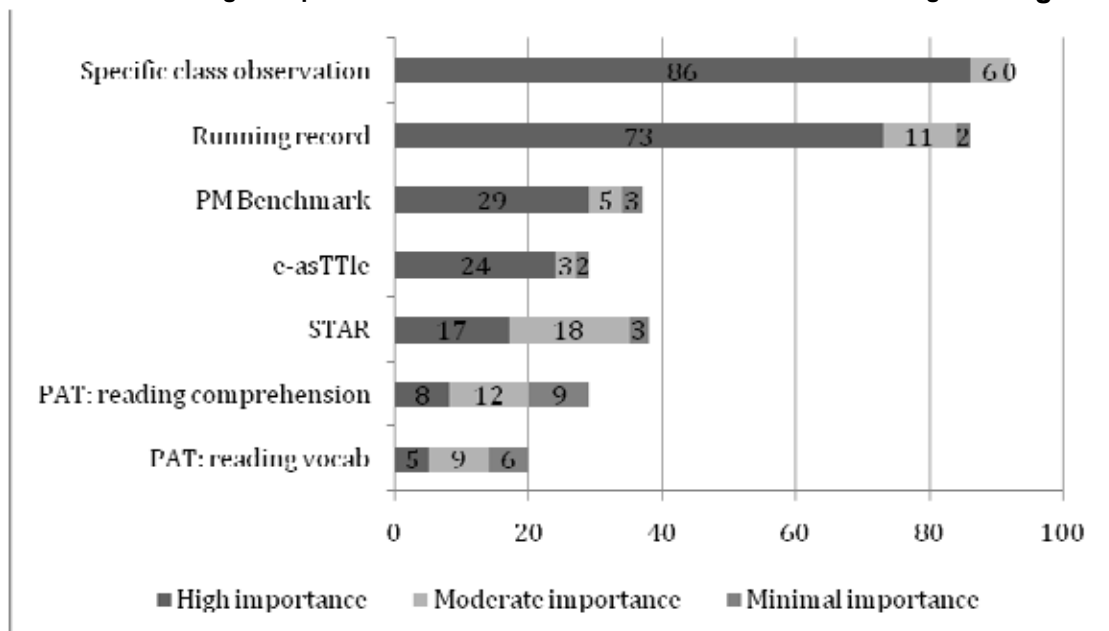
Standards. Fifty-two percent of teachers agreed with the statement “I have better understanding of what students need to be achieving at the level(s)I teach”, while 31% of teachers disagreed with this statement. Seventeen percent of teachers were neutral in their views and 1% indicated they were unsure. Thirty percent of teachers agreed that they had raised their expectations for the achievement of the students they teach, while 46% of teachers disagreed that this was the case. Twenty-four percent of teachers were neutral in this regard.

In summary, 25% of teachers provided evidence that they were using their knowledge of the National Standards in making reading OTJs, 38% indicated that they were using their knowledge of the National Standards in writing while making OTJs, and 30% appeared to use their knowledge of the mathematics standards to make OTJs.

OTJs are informed by student achievement information that is relevant and current

Evidence suggests that teachers are using a range of student assessment information to inform their OTJs. Figure 2 shows teachers’ ratings of the importance of information from various sources in making reading OTJs.

Figure 2: Teachers’ rating of importance of information from various sources in making reading OTJs



Numbers provided are percentages and are based on the responses of 66 teachers.

As seen in Figure 2, the information sources that are most widely viewed by teachers as important in making reading OTJs are specific classroom observations and running records. These were rated as of moderate to high importance in making OTJs by 92% and 84% of teachers respectively. The information sources considered to be the least important in making reading OTJs are the Progressive Achievement Tests (PATs) in reading comprehension and vocabulary. Twenty percent and 14% percent of teachers, respectively, rated information from these assessments to be of moderate to high importance. This may be because these assessments are only useful at particular year levels, rather than all year levels.

In order to determine the relevance of the information sources that teachers had used to inform reading OTJs a small group with expertise in literacy and the National Standards in Reading were consulted. Expert opinion was that all of the information sources listed could be considered to be relevant to the Reading Standards.

Teachers were asked to describe the specific classroom observation that had been used as a source of evidence to inform the reading OTJ of the focus student. Forty-four teachers provided classroom observations, and 25% of these (eleven teachers) were specific in nature, describing the particular skills and knowledge of the student.

Finds it challenging to answer inferential questions even after questions are reworded. Sometimes needs the support of the text to retell.

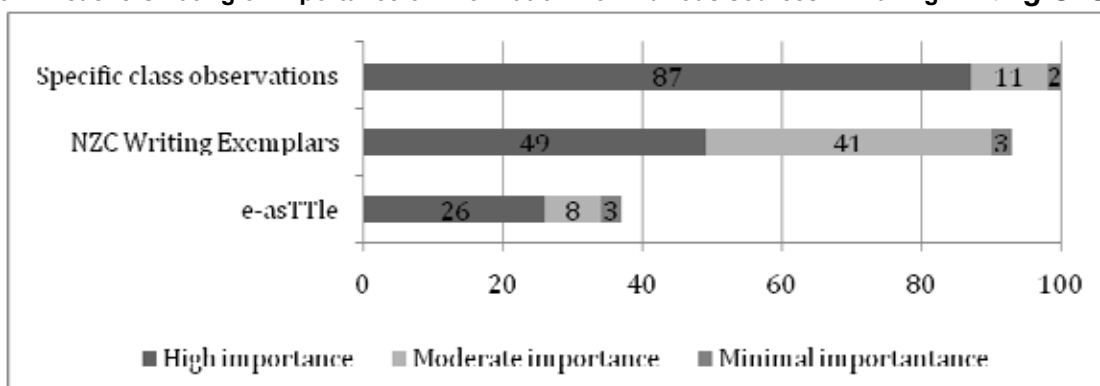
Read a selection of Green level books and asked a lot of comprehension questions to which I got detailed answers. Making use of blends and chunks of words and context and picture to read words.

The remaining 75% of assessment evidence provided by teachers as examples of specific classroom observations to inform reading OTJs appeared general in nature. Comments included references to students' behaviour, attitude and participation in classroom programmes.

Taking part in class and group activities across the curriculum involving literacy quietly and confidently.

Figure 3 shows teachers' ratings of the importance of information from a variety of sources in making writing OTJs.

Figure 3: Teachers' rating of importance of information from various sources in making *writing OTJs*



Numbers provided are percentages and are based on the responses of 61 teachers.

In line with the results for reading OTJs teachers viewed specific classroom observations as the most important source of information in making writing OTJs. Eighty-seven percent of teachers rated specific classroom observations as being of high importance in making writing OTJs, and a further 11% of teachers rated observations as being of moderate importance. E-asTTle was seen as the least important information source for making writing OTJs with 34% of teachers rating it as being of moderate to high importance in making writing OTJs.

Fifty teachers provided descriptions of the specific classroom observations that had been used to inform students' writing OTJs. Eighteen percent of these descriptions (9 observations) were specific in nature and described particular aspects of students' writing abilities.

She can use brainstorming to organize her ideas. Use words to describe things and people she knows. Supports her ideas with simple comments. Using key topic words and high frequency words she knows. Starting to use capital letters and full stops correctly. Records dominant sounds in order. Beginning to show sequence in her stories.

Child... is using the dictionary in class time to proofread and correct his work. He is able to edit and change his writing where things do not make sense.

The remaining 82% of the specific classroom observations used to inform writing OTJs were general in nature and did not describe students' abilities.

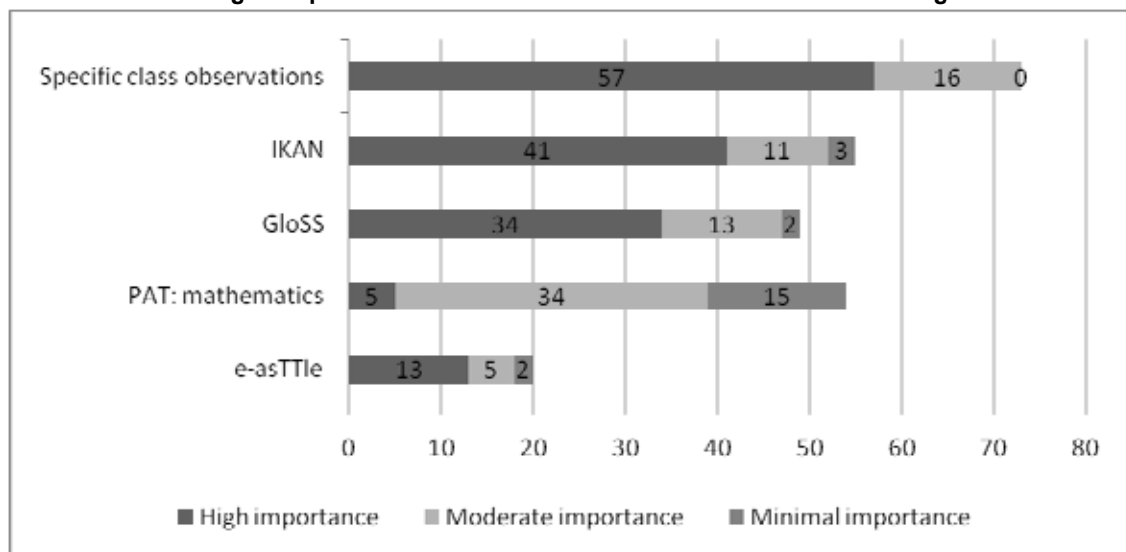
Has not achieved all level 1 objectives

Working at Level 1.

In order to determine the relevance of the information sources that teachers had used to inform writing OTJs a small group with expertise in literacy and the National Standards in Writing were consulted. Expert opinion was that the NZC Writing exemplars are of less relevance than the other assessments listed. While they suggest some evidence that teachers might look for as they observe students' writing, (in much the same way as the National Standards Illustrations do) in many cases the English Exemplars are students' second drafts created with varying degrees of teacher support. They are also focused on the English Curriculum and therefore do not provide opportunities for students to demonstrate how they use their writing in other areas of the curriculum.

Figure 4 provides teachers' ratings of the importance of information from a range of sources for making OTJs in mathematics.

Figure 4: Teachers' rating of importance of information from various sources in making mathematics OTJs



Numbers provided are percentages and are based on the responses of 48 teachers.

Teachers generally regarded specific class observations as providing the most important information for making mathematics OTJs. Seventy-three percent of teachers rated observations as being of moderate to high importance in making mathematics OTJs. IKAN, GloSS, and PAT: mathematics were also viewed as important information sources of information with 52%, 47%, and 39% of teachers respectively rating these as being of moderate to high importance in making OTJs.

Twenty-nine teachers described the specific classroom observations that had been used to inform the mathematics OTJ of a particular student. Of these observations, 48% (14 of the 29 observations provided) gave the student's stage on the Number Framework. These observations tended to focus on students' ability in knowledge domains rather than strategy domains with 31% clearly related to aspects of knowledge (nine of the 29 observations provided) and three percent clearly related to aspects of strategy (one of the 29 observations provided).

While evidence suggests teachers are using a variety of sources of student achievement information to make mathematics OTJs, some of these sources provide information that is of greater relevance to the Mathematics Standards than others. In order to determine the relevance of the information sources that teachers had used to inform mathematics OTJs a small group with expertise in mathematics and the Mathematics Standards were consulted. Expert opinion was that, the IKAN, which provides information about students' knowledge in number, is of less relevance to the standards

than the other assessments listed. This is because the standards focus on students' ability to "use their knowledge to think mathematically when solving problems"⁵ rather than their ability to recall items of number knowledge.

In summary, evidence suggests that OTJs are informed by a variety of sources of student achievement information in reading, writing, and mathematics. Some of the information sources identified by teachers as being important in making OTJs can be considered to be of greater relevance to the content of the National Standards than others. In particular, in writing the NZC Writing Exemplars cannot be considered directly relevant, as they do not reflect the use of writing across the learning areas of the curriculum. In mathematics, assessments focusing on number knowledge cannot be considered to be directly relevant. While the majority of teachers note that specific classroom observations provide important information to inform OTJs in reading, writing and mathematics, only a small proportion of the observations provided described students' particular abilities in a way that could be considered relevant to their achievement in relation to the National Standards.

Teachers were asked to provide the dates of the most recent, and least recent piece of assessment evidence used to inform the student's OTJ, and the date of the OTJ itself. Table 16 summarises this information and provides a measure of the extent to which the evidence can be considered current. Assessment evidence that has been collected within twelve weeks of the OTJ can be considered current on the basis that it is information from the most recent term of the students' schooling.

Table 16: Timing of assessment evidence used to inform OTJs

Area		Time from OTJ					Number of teachers
		0-2 weeks	3-4 weeks	5-12 weeks	3-6 months	Longer than 6 months	
Most recent	Reading	68%	8%	6%	10%	8%	50
	Writing	68%	12%	0%	13%	8%	52
	Mathematics	79%	5%	2%	5%	10%	41
Least recent	Reading	21%	6%	10%	27%	35%	48
	Writing	10%	10%	27%	16%	37%	49
	Mathematics	7%	16%	14%	20%	43%	44

Thirty-seven percent of teachers can be considered to have used current assessment evidence to inform reading and mathematics OTJs, and 47% can be considered to have used current evidence to inform writing OTJs. Most teachers (76% in reading, 80% in writing, and 84% in mathematics) used some evidence from within the last four weeks to inform OTJs. In terms of the least recent evidence sources, more than one-third of the teachers (35% in reading, 37% in writing, and 43% in mathematics) used assessment evidence that was collected more than six months from the date of the OTJ.

In summary, 37% of teachers can be considered to have used current assessment evidence to inform reading and mathematics OTJs, and 47% can be considered to have used current evidence to inform writing OTJs.

Teachers make OTJs efficiently

In terms of the numbers of OTJs made by each teacher, evidence suggests that most teachers make the OTJs for the students in their class. Teachers report making an average of 22 reading OTJs, 24 writing OTJs, and 25 mathematics OTJs.

⁵ The New Zealand Curriculum Mathematics Standards for Years 1-8. p.10. Ministry of Education, 2010.

It is difficult to determine the extent to which OTJs are made efficiently in terms of the time spent, as the total time taken to make OTJs depends on the time taken per OTJ, the number of students for whom OTJs are made, and whether OTJs are assigned individually or to groups of students. For the purposes of this evaluation, an average time of ten minutes or less per OTJ is considered efficient on the basis that this would require approximately four hours per subject area to make OTJs for a class of 25 students, and twelve hours for all three areas. Table 17 summarises teachers' estimates of the average time taken to make one OTJ in reading, writing, or mathematics.

Table17: Teachers' estimates of average time taken to make one OTJ

Average time in minutes	Percentage of teachers		
	Reading	Writing	Mathematics
5 or less	23%	29%	29%
6 to 10	21%	10%	24%
11 to 15	13%	32%	11%
16 to 20	25%	14%	21%
21 to 30	10%	10%	3%
31 to 60	4%	5%	8%
More than 60	4%	0%	5%
Number of teachers	52	59	38

The survey data suggests that 44% of teachers took up to ten minutes to make a reading OTJ, 39% of teachers took up to ten minutes to make a writing OTJ, and 53% of teachers took up to ten minutes to make a mathematics OTJ. These teachers can be considered to be making OTJs efficiently.

In summary, evidence from the survey of teachers' suggests that approximately one-half of the teachers surveyed made OTJs efficiently.

3.2 Descriptive information

Most teachers report they are using several sources of assessment evidence to inform their OTJs. Table 18 provides the numbers of information sources used by teachers.

Table 18: Number of information sources used by teachers to inform OTJs

Learning Area	Percentage of teachers							No. of teachers
	1 source	2 sources	3 sources	4 sources	5 sources	6 sources	7 sources	
Reading	6%	29%	34%	11%	15%	5%		62
Writing	5%	24%	44%	22%	5%			55
Mathematics		26%	17%	30%	19%	6%	2%	47

Most teachers are using two or three sources of student achievement information to inform their reading and writing OTJs. Sixty-three percent of teachers used two or three information sources in reading, while 68% of teachers used two or three sources in writing. In general teachers are using a larger number of information sources in mathematics than in reading or writing, with 73% of teachers using two to four sources in this area. A small proportion of teachers used just one source of information to inform reading and writing OTJs.

In survey responses, 43% of teachers indicated that they believe they are more systematic in their collection of evidence about student progress as a result of the implementation of National Standards. Twenty-four percent of teachers disagreed that this was the case, while 33% were neutral in this regard and 1% of teachers were unsure.

Teachers were asked to provide the date of the focus student's end-of-year OTJ in one learning area. Table 19 summarises these results and shows the approximate date of OTJs by year level.

Table 19: Approximate date of OTJs

Date of OTJ	Reading		Writing		Mathematics	
	Years 1-3	Years 4-8	Years 1-3	Years 4-8	Years 1-3	Years 4-8
Term 1	4%		4%		4%	
Term 2	4%		7%		4%	
Term 3	2%	4%	4%	7%	1%	4%
Term 4 - October	15%	13%	14%	13%	15%	5%
Term 4 - November	68%	70%	64%	70%	67%	77%
Term 4 - December	7%	14%	7%	10%	10%	14%
Number of students	82	132	83	135	81	130

In general, the majority of OTJs (over 85%) were made during the fourth term. In all cases, the majority of these OTJs were made in November. More OTJs were made in terms one to three for students in years 1-3 than for students in years 4-8. This is to be expected as the first three standards are not directly aligned to an end of the year assessment but are based on the length of time a student has been at school. The proportions of year 1-3 OTJs made during terms one to three are reasonably small with 10% of reading OTJs, 15% of writing OTJs and 9% of mathematics OTJs being made during this time.

In survey responses teachers reported mixed impacts on the amount of time they spent assessing student achievement as a result of the implementation of National Standards. Approximately half the teachers reported spending the same amount of time assessing students (59% reading, 48% writing, 54% mathematics), while one-third of teachers (28% reading, 40% writing, 31% mathematics) indicated they spent more time assessing in 2010 than in previous years. A small proportion of teachers indicated that they spent less time assessing in 2010 than in previous years (13% reading, 12% writing, 15% mathematics).

4. Moderating OTJs

Teachers need to draw together achievement information from a variety of sources in order to make an OTJ. Because judgment is involved “there is a need to ensure the consistency of those judgments between teachers. To accomplish this, schools need to establish a moderation process within their assessment programme.”⁶ Moderation involves professional discussions among staff about the achievement information of particular students, and requires teachers to clarify their understandings of the National Standards in reading, writing and mathematics.

This section investigates evidence from online surveys completed by principals and teachers in order to evaluate the processes used to moderate OTJs. Table 20 shows the monitoring and evaluation question, and performance criteria that are addressed.

Table 20: Research questions and criteria, moderating OTJs

Intended outcome: Teachers make defensible, trustworthy judgments against the National Standards.		
Monitoring & evaluation questions	Performance criteria	Sources of evidence
What processes are used to moderate OTJs?	Schools use processes and systems to ensure OTJs are consistent.	Surveys: principal and teacher
	Moderation decisions are informed by the NS in reading, writing, and mathematics.	
	Moderation processes are efficient and effective.	

4.1 Evaluative criteria

Schools use processes and systems to ensure OTJs are consistent

Teachers were asked to identify the nature of the moderation processes they had been involved in. Table 21 summarises these results.

Table 21: Percentages of teachers that report being involved in moderation discussions

	Both school-wide processes and informal discussions	School-wide processes only	Informal discussions only	No moderation	Number of teachers
Reading	51%	5%	27%	17%	63
Writing	69%	11%	16%	3%	61
Mathematics	38%	8%	38%	17%	48

School-wide processes of moderation were more common in writing than in reading or mathematics. Eighty percent of the teachers who responded were involved in school-wide processes to moderate writing OTJs, compared to 56% in reading, and 46% in mathematics. Accordingly, informal moderation discussions were more common in reading and mathematics than in writing, with 27%, 38% and 16% of teachers respectively involved in informal discussions in these areas. A small proportion of teachers were not involved in moderating writing judgments (3%), while nearly one-fifth of teachers (17%) were not involved in moderating reading and mathematics judgments.

⁶ National Standards *Fact sheet 5: Moderation*. Retrieved from <http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Fact-sheets/Moderation>

In summary, more teachers participated in school-wide moderation processes for writing (80%), than for reading (56%), or mathematics (46%).

Moderation decisions are informed by the National Standards in reading, writing, and mathematics

Teachers were asked to identify the resources used to develop student performance criteria for the purposes of moderation. Tables 22 and 23 show these results. Note that percentages are based on the responses of 52 teachers in reading, 59 teachers in writing, and 40 teachers in mathematics.

Table 22: Resources used to develop student performance criteria for moderation of reading and writing OTJs

Resources used in moderation	Reading	Writing
The Reading/Writing Standards	96%	98%
The Literacy Learning Progressions	87%	92%
The New Zealand Curriculum	80%	92%
The English Language Learning Progressions	39%	49%
School-developed descriptions of performance	39%	42%
School-developed annotated work samples	27%	51%
e-asTTle writing indicators	-	37%
Other	12%	7%

Table 23: Resources used to develop student performance criteria for moderation of mathematics OTJs

Resources used in moderation	Mathematics
The Mathematics Standards	85%
The New Zealand Curriculum	83%
The Number Framework	73%
The Diagnostic Interview	63%
School-developed descriptions of performance	38%
School-developed annotated work samples	38%
The Getting Started Numeracy Booklet	35%
Other	18%

Results suggest that the National Standards in reading, writing, and mathematics informed most moderation decisions. Ninety-six percent of teachers that were involved in moderating reading OTJs used the reading standards as student performance criteria, 98% of teachers who moderated writing OTJs used the writing standards in that process, and 85% of teachers involved in moderating mathematics OTJs had referred to the mathematics standards.

In addition to the National Standards, schools that moderated OTJs appear to have used other widely available resources to develop student performance criteria. Most teachers had referred to the Literacy Learning Progressions to moderate reading (87%) and writing (92%) OTJs. The New Zealand Curriculum (NZC) was also widely used in the moderation of literacy OTJs with 82% of discussions to moderate reading OTJs, and 90% of discussions to moderate writing OTJs involving the curriculum. Similarly, most teachers had referred to the NZC (83%) and the Number Framework (73%) in the process of moderating mathematics OTJs.

Approximately one-third to one-half of moderation decisions were informed by descriptions of student performance and annotated work samples that had been developed by schools. These school-developed resources were more common in writing (where 42% had developed descriptions of performance and 51% had developed annotated work samples) than in reading (39% descriptions of performance and 27% annotated work samples) or mathematics (38% descriptions of

performance and 38% annotated work samples). Teachers' comments indicated that a small proportion of schools had also developed more detailed resources, particularly in reading where 6% of schools had developed learning progressions and assessment matrices.

Draft school progressions of what is expected [in reading] at each year level from our local curriculum.

School Writing matrix, which was developed through a variety of Ministry documents.

In summary, evidence suggests that the 96% of the moderation decisions in reading, 98% of the moderation decisions in writing, and 85% of the moderation discussions in mathematics directly used the National Standards and these were used in conjunction with a range of other resources.

Moderation processes are efficient and effective

Schools used a variety of ways to select which OTJs would be moderated. Some of these can be considered more effective than others. For the purposes of this evaluation, focusing on the OTJs near the boundaries between the levels of the standards is considered effective as it focuses teachers' attention on the OTJs that are likely to involve the most difficult decisions. Table 24 shows the proportions of schools using different selection processes. Results are based on the responses of 56 principals.

Table 24: Processes used by schools to select OTJs for moderation

Selection criteria	Reading	Writing	Mathematics
OTJs near the boundaries between the levels of the standards	28%	27%	33%
The OTJs with inconsistent assessment evidence	11%	9%	7%
A random selection of OTJs	22%	31%	24%
All OTJs	24%	27%	27%
Other	15%	5%	9%

Approximately one-third of schools were using what can be considered an effective method of selecting OTJs for moderation, by focusing on the OTJs near the boundaries between the levels of the standards. Twenty-eight percent of reading, 27% of writing, and 33% of mathematics OTJs were moderated in this way. Similar proportions of schools moderated all OTJs. This is a time-consuming process used by 24% of schools in reading, and 27% of schools in writing and mathematics.

If teachers moderate those judgments that are between the boundaries of the levels of the standards, it is reasonable to expect that a minimum of six judgments per class will be moderated. That is, a teacher could be expected to moderate two students to differentiate between students at each boundary (above and at, at and below, and below and well below). Assuming class sizes that vary from 15 to 30 students, these six OTJs represent 20-39% of the OTJs as an efficient proportion to moderate. Principals were asked to indicate the proportions of OTJs that were moderated. Fifty-five principals responded and these results are summarised in Table 25.

Table 25: Proportions of OTJs that were moderated

Proportions moderated (%)	Percentages of schools		
	Reading	Writing	Mathematics
0	22%	2%	20%
1 to 19	28%	27%	24%
20 to 39	13%	27%	17%
40 to 99	15%	15%	13%
100	22%	29%	26%

Results indicate that just over one-quarter (27%) of schools moderated an efficient proportion of writing OTJs, with 44% of schools moderating a greater proportion of writing OTJs than can be considered efficient. Fewer schools can be considered to have moderated an efficient proportion of reading and mathematics OTJs, with 13% and 17% respectively moderating efficiently in these areas. In a pattern that is slightly different to that for writing OTJs, many schools (50% in reading and 44% in mathematics) moderated fewer OTJs than can be considered efficient in terms of moderating the boundary OTJs.

Teachers were asked to estimate the average amount of time taken to moderate one OTJ. These results are shown in Table 26. For the purposes of this evaluation, teachers who spend up to ten minutes per OTJ in moderation are considered efficient as this results in each teacher spending approximately one hour to moderate the OTJs of the six students who are at the boundaries between the levels of the standards in their class. Assuming that teachers need to moderate OTJs in all three areas, this would mean a total of up to three hours spent in moderation per teacher.

Table 26: Teachers' estimates of the average time taken to moderate one OTJ

Average time in minutes	Percentage of teachers		
	Reading	Writing	Mathematics
2 to 5	23%	29%	29%
6 to 10	21%	10%	24%
11 to 15	13%	32%	11%
16 to 20	25%	14%	21%
21 to 30	10%	10%	3%
31 to 60	6%	5%	8%
More than 60	2%		5%
Number of teachers	52	59	38

Slightly more than half the teachers (53%) who moderated mathematics OTJs can be considered to have been moderating efficiently, taking an average time of up to ten minutes per OTJ. Efficiency rates were slightly lower for reading and writing where 44% and 39% of teachers respectively spent an average of up to ten minutes per OTJ. Among the least efficient were the teachers who took longer than an average of 20 minutes per OTJ in moderation. This includes 18% of teachers who moderated reading OTJs, 15% of teachers who moderated writing OTJs, and 13% of teachers who moderated mathematics OTJs.

In summary, one-third of schools (reading 28%, writing 27%, and mathematics 33%) can be considered to be using an effective method to select reading OTJs for moderation by focusing moderation discussions on OTJs near the boundaries between the levels of the standards. Thirteen percent of schools were moderating from 20-39% of reading judgments, which can be considered efficient. Twenty-seven per cent of schools were moderating this proportion of writing judgments, and 17% of schools were moderating this proportion of mathematics judgments. In terms of the time

taken to moderate OTJs, teachers spent longer moderating writing OTJs, than reading or mathematics. Forty-four percent of teachers spent less than 10 minutes moderating an OTJ in reading, 39% in writing, and 53% in mathematics.

4.2 Descriptive information

Fifty-six principals identified the ways in which teachers had been grouped within the school for moderation discussions. Table 27 presents these results. Note that the percentages do not sum to 100, because some schools grouped teachers in more than one way to participate in moderation discussions.

Table 27: Teacher groupings for moderation discussions

Grouping	Reading	Writing	Mathematics
All teachers in the school	36%	63%	39%
Small groups of teachers	64%	66%	57%
Other	16%	16%	14%

Results suggest that schools grouped teachers in a variety of different ways for moderation discussions. In writing, most schools (63%) grouped all teachers together, while the whole-school approach was less prevalent in reading (39% of schools) and mathematics (39% of schools). Other groupings for moderation discussions identified included meeting with teachers from other schools, and moderation being undertaken by school management. As might be expected, schools with more than 150 students tended to group teachers for moderation discussions, while schools with less than 150 students tended to moderate with all the teachers in the school working together. For example, 81% of schools with more than 150 students grouped teachers for moderation discussions in reading, while 11% of schools with less than 150 students grouped teachers for this purpose.

Teachers were asked to identify the person who led the moderation discussions in reading, writing or mathematics that they had been involved in. These results are shown in Table 28. As for Table 27, percentages do not sum to 100 as some teachers identified more than one person was leading moderation discussions in their school.

Table 28: Leadership of moderation discussions

Leader	Reading	Writing	Mathematics
Classroom teacher	40%	37%	20%
Teacher with responsibility for English/Mathematics in the NZC	35%	54%	45%
Syndicate leader	63%	63%	45%
Principal	25%	51%	25%
Other	13%	24%	18%
Number of teachers	52	59	40

The evidence indicates that people with a variety of different roles were leading moderation discussions. The majority of moderation meetings focused on reading and writing were led by syndicate leaders (63%), although teachers with responsibility for English in the NZC also led more than one-third of meetings (35% in reading, 54% in writing), as did classroom teachers (40% in reading, 37% writing). In mathematics, syndicate leaders, and teachers with responsibility for Mathematics in the NZC were the most common leaders of moderation discussions (45%). Other people identified as leading moderation discussions include literacy leaders and professional development facilitators. Five percent of teachers note that facilitators were involved in moderating writing OTJs, while 8% of teachers report facilitators as being involved in the moderation of mathematics OTJs. Twelve percent of teachers noted that there was no leader when moderating writing OTJs, but all teachers worked together.

Teachers reported using several pieces sources of assessment evidence for each student in moderation discussions. Table 29 summarises this information.

Table 29: Extent of student achievement information used by teachers to moderate OTJs

Number of information sources	Reading	Writing	Mathematics
1 to 2	29%	29%	25%
3 to 4	54%	59%	45%
5 to 6	15%	8%	25%
7 to 8		3%	3%
9 to 10			3%
>10	2%		
Number of teachers	52	59	40

The majority of teachers report using up to four pieces of student achievement information in the moderation of OTJs. Eighty-three percent of teachers used up to four pieces of information in reading, while 88% used this number in writing, and 70% used this number in mathematics. Small proportions of teachers (2% reading, 3% writing, 6% mathematics) used more than six student achievement information sources to inform the moderation of OTJs.

Approximately one-third of the 66 principals who responded reported that teachers at their school had been involved in moderation practices with other schools. Most of this between-school moderation focused on writing OTJs. Results indicated that 27% of schools had worked with other schools to moderate writing OTJs, while 9% of schools had been involved in moderation processes with other schools focused on reading and mathematics.

5. The Dependability of OTJs

In order for National Standards data to be used with confidence to describe student progress and achievement, OTJs need to have been made accurately and consistently on the basis of other student achievement information. The supporting documentation for National Standards emphasises the importance of teachers “making reliable, valid, evidence-based decisions.”⁷

The monitoring and evaluation data available at this stage of the study does not allow specific analysis of the accuracy and consistency of OTJs in terms of their alignment with other assessment information. It is possible however to examine the overall achievement of students in the sample in relation to the National Standards, and consider the extent to which this is consistent with other evidence about student achievement in reading, writing, and mathematics in New Zealand. This section is focused around this, and utilises the evaluation question and performance criterion shown in Table 30.

Table 30: Monitoring and evaluation questions and criteria — dependability of OTJs

Intended outcome: Teachers make defensible, trustworthy judgments against the National Standards.		
Monitoring & evaluation questions	Performance criteria	Sources of evidence
How dependable and consistent are teachers' overall judgments?	There is consistency between OTJs and other assessment evidence in reading, writing, and mathematics.	OTJs Surveys: principal and teacher

5.1 Evaluative criteria

Consistency between OTJs and other assessment evidence in reading

Table 31 provides an overview of the reading OTJs of the sample students by year level.

Table 31: Reading OTJs by year level

Year Level	n	Percentages of students rated			
		Well Below	Below	At	Above
1	617	10	30	37	23
2	599	6	20	40	34
3	613	6	15	38	42
4	876	3	15	42	40
5	848	6	17	42	35
6	854	8	17	41	34
7	1128	12	23	29	36
8	1133	10	22	37	31

Year 4 was the year level for which the highest proportion of students (82%) were rated as at or above the Reading Standards. The proportions of students rated as at or above the standards rose steadily over year 1 (60% of students), year 2 (74% of students) and year 3 (80% of students). Smaller proportions of students were rated as at or above the

⁷ National Standards *Fact sheet 5: Moderation*. Retrieved from <http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Fact-sheets/Moderation>.

reading standard in year 6 (75% of students), year 7 (65% of students), and year 8 (68% of students), than at year 4 (82% of students). Tables 32-34 show the distribution of achievement by gender, ethnicity, and school decile.

Table 32: Reading OTJs by gender

Gender	n	Percentages of students rated			
		Well Below	Below	At	Above
Male	3214	10	22	37	32
Female	3469	6	18	39	37

Table 33: Reading OTJs by ethnicity

Ethnicity*	n	Percentages of students rated			
		Well Below	Below	At	Above
Asian	838	6	15	39	40
NZ European	3939	6	16	38	41
NZ Māori	1295	11	28	42	19
Pasifika	728	20	30	31	19
Other	563	6	20	37	38

* Where students were identified with more than one ethnicity, results were included for all of the ethnicities specified.

Table 34: Reading OTJs by school decile

Decile band	n	Percentages of students rated			
		Well Below	Below	At	Above
1-3	1435	15	30	46	9
4-7	3171	8	20	34	38
8-10	2077	3	13	37	48

In general, higher proportions of female students (76%) than male students (69%) were rated as achieving at or above the relevant Reading Standard. In terms of ethnicity, Asian and NZ European students had the largest proportions rated as at or above the standards (79%), followed by NZ Māori students (61%), and Pasifika students (50%). Higher proportions of students at high decile schools were rated as at or above the standard (85%), than those at medium decile schools (72%), or low decile schools (54%). These patterns are consistent with other data from the Ministry of Education.⁸

Table 35 provides data with which to compare students' achievement in relation to the Reading Standards. Note that comparative data is taken from a standard-setting exercise undertaken by the Ministry of Education using the Observational Survey in year 1, the Supplementary Test of Achievement in Reading (STAR) in year 3, the Progressive Achievement Tests in comprehension and vocabulary (PAT comp and PAT vocab), asTTle and STAR in years 4, 6, 7, and 8 and PAT vocab, PAT comp, asTTle, STAR and the Progress in International Reading Literacy Study in year 5. The exercise involved experts rating students against the Reading Standards using information from the normed assessment tools. Because the distribution of student achievement using the normed tools is known, the distribution of student achievement in relation to the reading standards can be estimated.⁹

⁸ See for example *Achievement in Reading Information Kit: Student Achievement in New Zealand*, Ministry of Education, 2006. Available from www.educationcounts.govt.nz/data/assets/pdf/0018/6633/EMInFocusReadingv2.pdf

⁹ <http://assessment.tki.org.nz/Assessment-tools-resources/Alignment-of-assessment-tools-with-National-Standards>

Table 35: Comparative data for reading OTJs

Year	Percentages of student rated					
	Well below		Below		At or above	
	Sample	Other*	Sample	Other*	Sample	Other*
1	10	27	30	23	60	50
2	6		20		74	
3	6	26	15	25	80	48
4	3	11	15	19	82	70
5	6	8	17	19	77	74
6	8	10	17	20	75	70
7	12	10	23	19	65	71
8	10	12	22	21	68	67

*Other data obtained from the Ministry of Education standard-setting exercise using the assessments listed above.

The National Standards achievement data in reading for the sample is very similar to the data from the standard-setting exercise for students in years 5-8, with a maximum of 5% difference between the two data sets for any rating at these year levels. In contrast, the ratings of year 3 students against the Reading Standards were different to those that were expected from the standard setting exercise. There are 32% more students rated at or above the year 3 standard than expected, and consequently 20% less students rated as well below the standard than expected.

In summary, the pattern of student achievement in relation to the Reading Standards shows gender, ethnicity, and school decile trends that are broadly consistent with other data from the Ministry of Education. Comparative data suggests that similar proportions of students in years 5-8 were rated as at or above the Reading Standards as might have been expected from the Ministry of Education standard-setting exercise.

Consistency between OTJs and other assessment evidence in writing

Table 36 provides an overview of the writing OTJs of the sample students by year level.

Table 36: Writing OTJs by year level

Year Level	n	Percentages of students rated			
		Well Below	Below	At	Above
1	616	8	13	61	18
2	613	3	22	59	17
3	621	6	22	54	18
4	875	3	19	54	24
5	846	10	25	43	23
6	856	13	26	45	16
7	1128	17	36	34	13
8	1133	12	37	36	16

As shown in the table, the proportions of students rated as achieving at or above the relevant writing standard were smaller for older year groups of students than younger year groups of students. For example, 79% of students were rated as at or above the year 1 standard, while 52% of students were rated as at or above the year 8 standard. Tables 37-39 show the distribution of achievement by gender, ethnicity, and school decile.

Table 37: Writing OTJs by gender

Gender	n	Percentages of students rated			
		Well Below	Below	At	Above
Male	3228	13	30	43	14
Female	3475	6	24	49	22

Table 38: Writing OTJs by ethnicity

Ethnicity*	n	Percentages of students rated			
		Well Below	Below	At	Above
Asian	847	7	19	48	26
NZ European	3951	9	23	48	20
NZ Māori	1294	11	34	45	10
Pasifika	728	14	39	37	11
Other	566	9	28	45	18

* Where students were identified with more than one ethnicity, results were included for all of the ethnicities specified.

Table 39: Writing OTJs by school decile

Decile band	n	Percentages of students rated			
		Well Below	Below	At	Above
1-3	1435	12	36	48	4
4-7	3169	12	28	42	18
8-10	2099	5	18	50	27

In general, higher proportions of female students (71%) than male students (57%) were rated as achieving at or above the relevant writing standard. In terms of ethnicity, Asian students had the largest proportions rated as at or above the standards (74%), followed by NZ European students (68%), NZ Māori students (55%), and Pasifika students (48%). Higher proportions of students at high decile schools were rated as at or above the standard (77%), than those at medium decile schools (60%), or low decile schools (52%). These patterns are broadly consistent with other data from the Ministry of Education.¹⁰

Table 40 provides data with which to compare students' achievement in relation to the Writing Standards for the sample. Note that comparative data is taken from a standard-setting exercise undertaken at the Ministry of Education. The exercise involved experts rating students against the Writing Standards using information from their asTTle-v4 assessment. Because the distribution of student achievement using asTTle-v4 is known, the distribution of student achievement in relation to the writing standards can be estimated¹¹.

¹⁰ See for example *Achievement in Writing Information Kit: Student Achievement in New Zealand*, Ministry of Education, 2006. Available from www.educationcounts.govt.nz/data/assets/pdf/0019/6634/EMInFocusWritingv2.pdf

¹¹ <http://assessment.tki.org.nz/Assessment-tools-resources/Alignment-of-assessment-tools-with-National-Standards>

Table 40: Comparative data for writing OTJs

Year	Percentages of student rated					
	Well below		Below		At or above	
	Sample	Other*	Sample	Other*	Sample	Other*
4	3	16	19	36	78	48
5	10	32	25	31	66	37
6	13	41	26	29	61	30
7	17	56	36	22	47	22
8	12	48	37	28	52	25

* Other data obtained from the Ministry of Education standard-setting exercise using asTTle-v4.

In general, larger proportions of students were rated as achieving at or above the Writing Standards than were expected from the asTTle standard-setting exercise. For example, there were at least 25% more students than expected, in all year levels, who were rated as at or above the standards. Correspondingly, there were smaller proportions of students rated as well below the relevant writing standard than could have been expected from the standard-setting exercise, with 13-39% more students than expected rated as well below.

In summary, the pattern of student achievement in relation to the Writing Standards shows gender, ethnicity, and school decile trends that are broadly consistent with other data from the Ministry of Education. Comparative data suggests that substantially larger proportions of students were rated as at or above the National Standards in Writing, and smaller proportions of students were rated as well below the standards than might have been expected from the Ministry of Education standard-setting exercise.

Consistency between OTJs and other assessment evidence in mathematics

Table 41 provides an overview of the mathematics OTJs of the sample students by year level.

Table 41: Mathematics OTJs by year level

Year Level	n	Percentages of student rated			
		Well Below	Below	At	Above
1	615	7	9	69	15
2	613	4	22	57	18
3	623	4	33	50	13
4	878	5	20	47	29
5	842	8	21	45	26
6	876	8	25	41	26
7	1158	12	38	30	21
8	1129	12	33	34	22

In general, smaller percentages of students were rated as achieving the Mathematics Standards at higher year levels, than at lower year levels. For example, 84% students were rated at or above the year 1 standard, while 56% of students were rated at or above the year 8 standard. The proportions of students rated as well below the standards were smaller than the proportions rated as below the standard, with up to 12% of students rated well below, and up to 38% of students rated as below the standard at each year level. Tables 42-44 show the distribution of achievement by gender, ethnicity, and school decile.

Table 42: Mathematics OTJs by gender

Gender	n	Percentages of student rated			
		Well Below	Below	At	Above
Male	3247	9	26	41	24
Female	3502	7	26	46	20

Table 43: Mathematics OTJs by ethnicity

Ethnicity*	n	Percentages of student rated			
		Well Below	Below	At	Above
Asian	846	5	13	43	39
NZ European	3992	7	24	46	24
NZ Māori	1292	10	34	46	10
Pasifika	727	15	39	37	9
Other	576	6	26	47	22

* Where students were identified with more than one ethnicity, results were included for all of the ethnicities specified.

Table 44: Mathematics OTJs by school decile

Decile band	n	Percentages of student rated			
		Well Below	Below	At	Above
1-3	1431	12	37	47	5
4-7	3202	9	29	42	21
8-10	2116	5	16	44	36

In general, the achievement of male and female students was rated as similar, with 65% of male students and 66% of female students rated as at or above the relevant mathematics standard. In terms of ethnicity, Asian students had the largest proportions rated as at or above the standards (82%), followed by NZ European students (70%), NZ Māori students (56%), and Pasifika students (46%). Higher proportions of students at high decile schools were rated as at or above the standard (80%), than those at medium decile schools (63%), or low decile schools (52%). These patterns of achievement by ethnicity and decile are in accordance with achievement patterns that have consistently been found in research evaluations of the Numeracy Development Projects (NDP)¹² and other Ministry of Education data¹³.

Table 45 provides data with which to compare students' achievement in relation to the Mathematics Standards. Note that comparative data is taken from the both the Numeracy Development Projects¹⁴, and the Ministry of Education standard-setting exercise that was undertaken using the PAT: Mathematics. The exercise involved experts rating students against the Mathematics Standards using information from their PAT assessment scripts. Because the distribution of student achievement using PAT is known, the distribution of student achievement in relation to the Mathematics standards can be estimated¹⁵.

¹² "A Decade of Reform in Mathematics Education: Results for 2009 and Earlier Years," in *Findings from the New Zealand Numeracy Development Projects 2009*, Wellington, 2010. pp.13-35.

¹³ See for example *Achievement in Mathematics Information Kit: Student Achievement in New Zealand*, Ministry of Education, 2006. Available from www.educationcounts.govt.nz/data/assets/pdf/0016/6631/EMInFocusMathematicsv2.pdf

¹⁴ Data for Years 1, 2, and 4 taken from "Numeracy Development Projects, Patterns of Performance and Progress: Years 0-4 2007 and 2006, Unpublished research report, Ministry of Education, 2008. Data for Year 6 and 8 taken from "Analysis of 2007 Data from the Numeracy Development Projects: What Does the Picture Show?" in *Findings from the New Zealand Numeracy Development Projects 2007*, Jenny Young-Loveridge, Ministry of Education, 2008.

¹⁵ <http://assessment.tki.org.nz/Assessment-tools-resources/Alignment-of-assessment-tools-with-National-Standards>

Table 45: Comparative data for mathematics OTJs

Year	Percentages of student rated								
	Well below			Below			At or above		
	Sample	NDP*	(PAT)**	Sample	NDP	(PAT)	Sample	NDP	(PAT)
1	7			9	10		84	89	
2	4	5		22	40		74	55	
3	4			33			63		
4	5	39	(9)	20		(28)	75	60	(63)
5	8		(21)	21		(18)	72		(61)
6	8	41	(27)	25		(24)	67	59	(49)
7	12		(34)	38		(20)	51		(46)
8	12	58	(38)	33		(14)	56	42	(48)

* Data from the NDP as specified above.

** Data obtained from the Ministry of Education standard-setting exercise using PAT: Mathematics.

Slightly higher proportions of students were rated as at or above the Mathematics Standards than would have been predicted from either the Ministry of Education standard-setting exercise or NDP data. For example, up to 15% more students were rated as at or above than expected according to the NDP data (year 2), and up to 18% more were rated at or above according to the standard-setting data (year 6). Smaller proportions of students were rated as well below the standards than would be expected from the other data sources, especially at higher year levels. For example, 46% fewer students were rated as well below the standard than were expected according to NDP data (year 8) and 36% fewer students were rated as well below the standard than were expected according to data from the standard-setting exercise.

In summary, the pattern of student achievement in relation to the Mathematics Standards shows ethnicity and school decile trends that are consistent with other data¹⁶ from the Ministry of Education. While there is some consistency between National Standards and other data, in general larger proportions of students at the higher year levels were rated as at or above the National Standard in Mathematics than might have been expected from the Ministry of Education standard setting exercise.

5.2 Descriptive information

Survey results indicate that teachers are confident about the accuracy of the OTJs they have made. Ninety-nine percent of teachers rated themselves as moderately to very confident in the accuracy of their reading OTJs, with 95% and 98% of teachers respectively reporting these confidence levels in their writing and mathematics OTJs.

I feel confident in my ability to assess Reading achievement accurately given the experience that I have and the accuracy of the tools that I have used.

I felt I had enough assessment data to feel confident about making OTJ's [in mathematics].

This was the end of my second year with these students, so I know them well.

Principals are also confident about the accuracy of the OTJs the teachers in their schools have made, although slightly less so than teachers. Eighty-five percent of principals rated themselves as moderately to very confident in the accuracy

¹⁶ See for example "A Decade of Reform in Mathematics Education: Results for 2009 and Earlier Years," in *Findings from the New Zealand Numeracy Development Projects 2009*, Wellington, 2010. pp.13-35 and See for example *Achievement in Mathematics Information Kit: Student Achievement in New Zealand*, Ministry of Education, 2006. Available from www.educationcounts.govt.nz/data/assets/pdf/0016/6631/EMInFocusMathematicsv2.pdf

of the reading OTJs at their school, with 76% and 78% of principals respectively reporting these confidence levels in the writing and mathematics OTJs at their school.

Teachers and principals report similar levels of confidence in the consistency of OTJs as they do in the accuracy of OTJs. The majority of teachers were moderately to very confident in the consistency of the OTJs at their schools (94% reading, 93% writing, 90% mathematics), while principals reported slightly lower confidence levels (86% reading, 75% writing, 77% mathematics).

We have worked closely as a team to ensure consistency.

Careful process of moderation and checking as we are developing our skill at working with asTTle writing and building up a resource of annotated samples.

6. Reporting to Parents

Clear reporting to parents is a key element of the National Standards implementation. Schools have been advised that “Reports should be concise and easily understood, outline a child's progress and achievement, and be free from educational jargon.”¹⁷ The importance of providing information about the child’s next learning steps, and ways families can support this learning at home has also been emphasised.

This section investigates evidence from copies of students’ end-of-year reports in order to describe and evaluate the way National Standards achievement information was communicated to families and whānau. Table 46 shows the monitoring and evaluation question, and performance criteria that are addressed.

Table 46: Monitoring and evaluation questions and criteria, reporting to parents

Intended outcome: Schools use National Standards assessment information to communicate clearly with families about their child’s achievement and progress.		
Monitoring & evaluation questions	Performance criteria	Sources of evidence
How do schools use information from National Standards to report to and communicate with parents?	Parents receive a report that describes their child’s achievement in relation to the NS in reading, writing and mathematics.	End-of-year Reports
	Parents receive a report that is clear.	
	Parents receive a report that identifies their child’s next learning steps, the actions the school will take to support learning, and ways families can help at home.	

6.1 Evaluative criteria

Reports were categorised into three main groups, dependent on the way they used National Standards for reporting purposes. Table 47 summarises these results.

Table 47: Use of National Standards in end-of-year reports

Group	Use of National Standards	No. of reports	% of sample
1	None: reports do not mention National Standards at all	64	21%
2	Insufficient: reports refer to National Standards but do not sufficiently describe achievement against the standards	95	31%
3	Sufficient: reports describe achievement in relation to National Standards	145	48%

Twenty-one percent of the reports made no reference to the National Standards at all. Of these 64 reports, four were judged to have data that was sufficient to make an OTJ, while eight contained no achievement data at all.

Seventy-nine percent of the reports referred to the National Standards directly. Of these 240 reports, 145 were rated as sufficiently reporting achievement against the standards (further details provided below), while 95 were rated as being insufficient in this regard. It is these two groups of reports, groups two and three, which are the focus of the remainder

¹⁷ National Standards *Fact sheet 11: Reporting in plain language*. Retrieved from <http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Fact-sheets/Reporting-in-plain-language>

of this chapter. The reports that did not refer to the National Standards were not further analysed, as they contained no information about the way in which schools used information from the standards to communicate with families.

Parents receive a report that describes their child's achievement in relation to the NS

In order to be rated as sufficiently describing achievement in relation to the National Standards, an end-of-year report needed to include information about the student's achievement in relation to the standards, and details about what the student could or could not do that was of significance to the OTJ. In reading, for example, in addition to the OTJ a report may have included information about the student's ability to decode text, and their ability to understand, respond to, and use written material in addition to the OTJ. An OTJ and a reading level / age were not considered sufficient. In writing, in addition to the OTJ the report may, for example, have included information on the student's ability to encode (including planning, revising, and publishing), and their ability to use writing across the curriculum for a variety of purposes. An OTJ and a spelling age were not considered adequate. In mathematics, reports needed to include an OTJ and information about the student's ability in number and other aspects of the mathematics standards such as geometry or measurement. The OTJ and information about the student's knowledge of basic facts was not considered sufficient. To be rated as describing achievement in relation to the National Standards a report needed to fit these criteria in two of the three areas: reading, writing, and mathematics.

Sixty percent of the reports (that made direct reference to the National Standards) were rated as sufficiently describing students' achievement in relation to the National Standards. Figure 5 shows an example of the types of information contained in these reports.

Figure 5: Example of information included in student's report that was rated as describing achievement against the National Standards

WRITING	Progress: At Expectation	Effort: Excellent	National Standard: At Standard
Progress against learning goals: ■■■■■ has made steady progress in her writing this year. She can plan her ideas and use the correct structure to suit the purpose of her writing. ■■■■■ writes interesting stories which include detail and her opinions. She is able to independently edit her spelling and punctuation and with positive feedback she can change her work for clarity.			

Forty percent of the reports were rated as insufficiently describing student's achievement in relation to the National Standards. Some of these reports lacked information about the student's achievement in relation to the National Standards (an OTJ), while some included this but lacked details about what the student could or could not do that was of significance to the OTJ. Figure 6 provides an example of the type of information that was considered to be not relevant to the National Standard.

Figure 6: Example of information included in student's reports that was rated as insufficiently describing achievement against the National Standards

Because ■■■■■ does not enjoy reading, his writing suffers. He has made some progress this year, but is still below the expected level. He needs to be reminded to stay focussed and to put more effort in to improving his work.
--

Parents receive a report that is clear

Reports were rated as either clear or unclear. In order to be rated as clear the text, tables and graphics in the report that related to reading, writing, and mathematics needed to be relatively easy to understand, with no unexplained jargon. Forty-two percent of the reports were rated as clear, while 58% were rated as unclear.

While it is interesting to note the proportions of reports that contained sufficient National Standards achievement information, and the proportions of reports that were considered clear, the combination of these characteristics is also important. Figure 7 shows the ratings of reports in terms of both of these.

Figure 7: The clarity of reports that did and did not contain National Standards achievement information

Clear	7% (17)	35% (83)
	33% (78)	26% (62)
Unclear	Insufficient NS achievement information (Group 2)	Sufficient NS achievement information (Group 3)

Due to rounding, percentages do not add to 100

Just over one-third of the reports (35%) contained sufficient information about the student's achievement in relation to the National Standards and were considered clear. These reports contained information about the student's OTJ, details about what the student could or could not do that was of significance to the OTJ, and were presented in easily understood text, tables or graphics, with no unexplained jargon. Figure 8 provides an example of the achievement information in these reports.

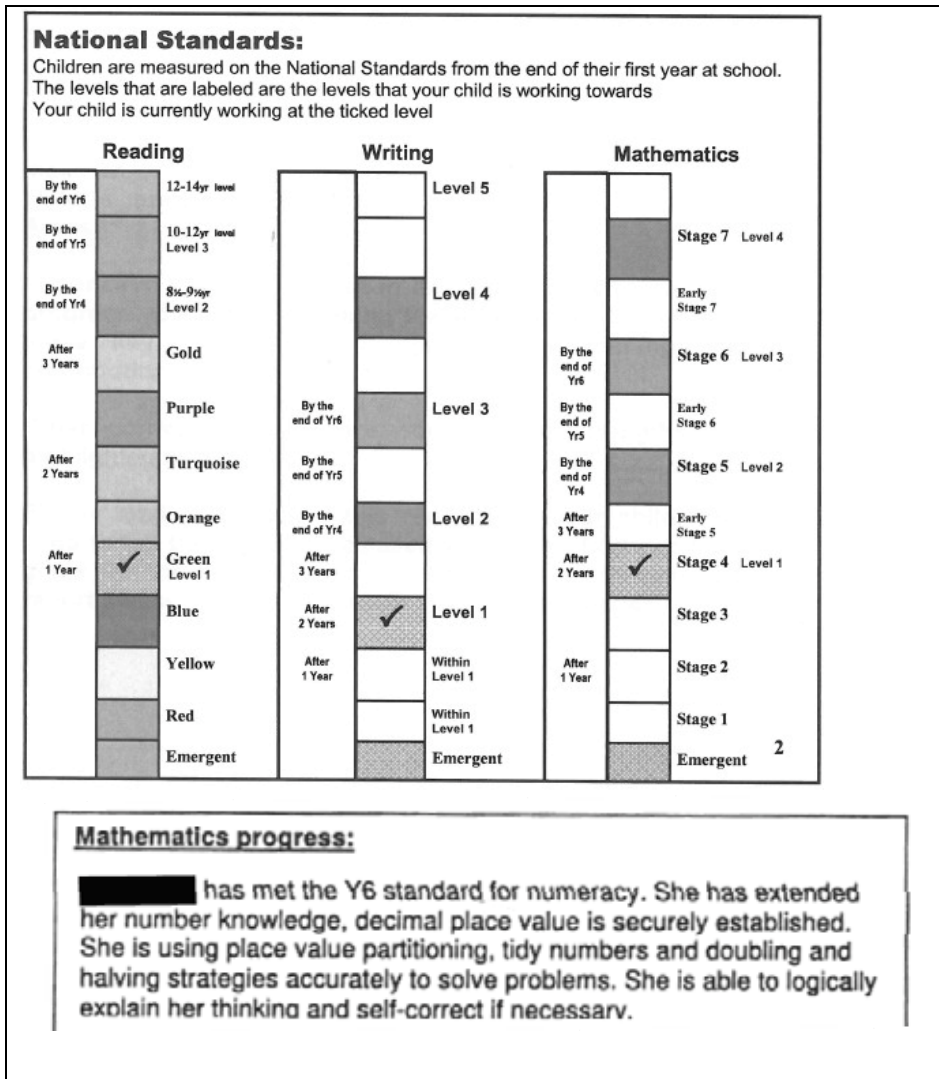
Figure 8: Example of a report that was rated as containing clear information about the student's achievement in relation to the National Standards

MATHEMATICS
<p>National Standard: <i>Students will be achieving at early Level 1 in the Mathematics and Statistics learning area of the New Zealand Curriculum</i></p>
<p>Comment: [redacted] is able to solve simple addition problems by counting all the objects in her head. In measurement, she is able to read time as o'clock. She can sort and name shapes by their appearance. She can correctly use position words. She can find half of a shape or a group of objects and can explain why it is a half.</p>
<p>Next learning steps: [redacted] is learning to count in 2s and 5s. She is learning to read the numerals greater than 11 and is learning to tell the number that comes before.</p>
<p>How can you help at home: You can help [redacted] by reading the numbers on letterboxes together. Also reading the prices in the brochures and in the shops.</p>
<p>[redacted] is working at the standard for mathematics</p>

One-quarter of the reports analysed contained sufficient National Standards achievement information, but were considered unclear. Although these reports provided the student's OTJ and information about achievement that was of relevance to the standard, they were difficult to understand. Features included the high use of technical assessment

information and language, graphs and tables that used complicated coding systems, and descriptions of students' abilities that were difficult to understand. Figure 9 includes examples of reports that were rated as unclear.

Figure 9: Examples of two reports that contained unclear information about students' achievement in relation to the National Standards



Most of the reports that provided insufficient achievement information in relation to National Standards were unclear (33% of the reports in total), while a small proportion were clear (7% of the reports in total). Figures 10 and 11 illustrate these types of reports.

Figure 10: Example of a clear report that contained insufficient information about student's achievement in relation to the National Standards

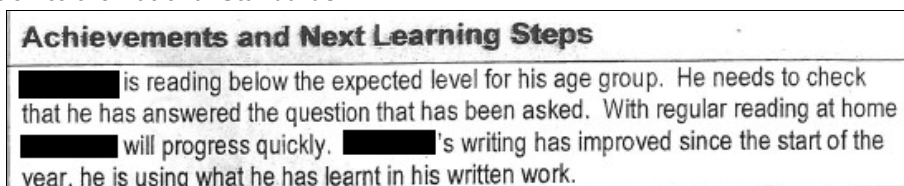


Figure 11: Examples of unclear reports that contained insufficient information about students' achievement in relation to the National Standards

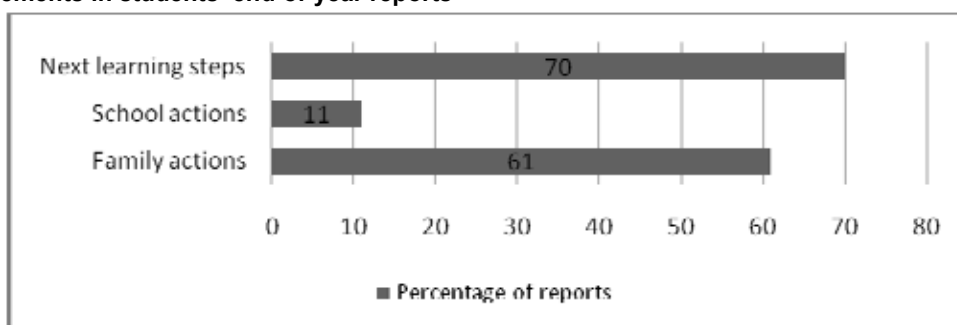
Written Language – Narrative/ story writing				
By the end of her second year at school (Feb 2011) ██████ should be writing at Proficient level 1 to Beginning level 2 of the New Zealand curriculum. ██████ is writing at an overall level of 'Advanced Level 1' which means she is already working within at the National Standard level.				
Mathematics Mathematics is reported on in relation to the National Standards	Effort	Above Standard	At Standard	Below Standard
Number knowledge	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Applies strategies to solve problems	A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

In summary, just over one-third of the reports analysed (35%) contained information about the student's achievement in relation to the National Standards and were considered clear, while 26% of the reports contained this information but were considered unclear. One-third of the reports contained insufficient information about students' achievement in relation to the standards and were considered unclear, while a small proportion of these reports were considered clear.

Parents receive a report that identifies their child's next learning steps, the actions the school will take to support learning, and ways families can help at home

Students' end-of year reports were rated in terms of whether they included students' next learning steps, actions the school would take to support learning, and actions families could take to support learning at home. In order to be rated as containing these elements, reports needed to contain the relevant information in two of the three areas; reading writing and mathematics. Figure 12 presents the proportions of reports that contained each of these elements. Note that the quality of this information was not assessed.

Figure 12: Elements in students' end-of-year reports



n=240.

Nearly three-quarters (70%) of students' reports were rated as containing their next learning steps in reading, writing, and mathematics. Nearly two-thirds (61%) included actions families can take to support learning at home, while a small proportion (11%) included information on the actions the school was planning to take to support student learning. Figures 13-15 provide examples of these types of information.

Figure 13: Examples of student's next learning steps in end-of-year reports

NEXT STEPS
 ■■■ knows all her letter sounds and now needs to work on the sounds made by 'th', 'sh', and 'ch' as well as letter blends - such as 'br' and 'gl'. We also need to work on developing a vocabulary of high frequency words that she will be able to spell without looking them up.

Next Steps:
 Write and solve whole number story problems using +,-,x.
 Write and solve story problems involving 1/2,1/4,1/3,1/5.
 Perform calculations of addition and subtraction.

Figure 14: Examples of school actions to support student learning described in end-of-year reports

At school the next step is to:
 Re-read to help work out unfamiliar words.

Next learning steps
 To help ■■■ improve her writing I will be teaching her skills in proofreading her writing as she writes to check her punctuation and find new words to use in the thesaurus. I will also be helping her to learn to join her sentences in a variety of different ways.

Figure 15: Examples of actions families can take to support student learning in end-of-year reports

Reading ... She can be helped at home by encouraging her to read books that challenge her ability and checking her reading logs.

Mathematics ... You can help her at home by encouraging her to practice her basic facts and checking her action maths homework.

How you can help at home:

Literacy

- Reading mileage. He needs to be continually reading at home to reinforce and practice his reading skills.
- Play word games and talk about word meanings.
- Have fun writing messages to each other. Try writing reminders, riddles and secret messages.

Numeracy

- Saying the number 1 tenth, 1 hundredth before and after any number.
- Quicker recall of all basic facts, especially his division and decimal conversions.

6.2 Descriptive information

Reports were analysed to ascertain the way in which schools had rated students' achievement in relation to the National Standards. Seventy-three percent of the reports described students' achievement in relation to their current year level standard, using a scale such as at, above, below, or well below, while 28% of reports described students' achievement as a best-fit standard. That is, they identified the standard that provided the best descriptor of students' achievement, irrespective of their current year level. For example a year 3 student that was performing well may be described as achieving the year 4 standard. Those reports that use a best-fit standard often used a table to present this information.

All reports consistently used either a scale or a best-fit approach across all three areas; reading, writing and mathematics. Figures 16 and 17 provide examples of these methods.

Figure 16: Examples of OTJs that described achievement using a scale such as at / above / below / well below

has achieved above the year 2 National Standard for reading. He reads with good comprehension at a level significantly above his age and is able to confidently locate and retrieve information from a text independently.

Achievement is: **AT** National Standards for Year: 7

Figure 17: Examples of OTJs that described achievement as a best fit standard

The shaded area shows the national standard expected by the end of Year 4. The tick indicates your child's actual level of achievement.

Level
 Beginning Proficient Advanced

Writing:
Writing Level

Level 1	Level 2	Level 3	Level 4	Level 5
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading

The National Standard: After one year at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Green level of the Ready to Read.

	Pre	Magenta	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold													
Ready to Read Level	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

The end-of-year reports presented National Standards achievement information in a variety of ways. OTJs were presented in two main ways, either in a diagram or table, or as a written narrative. Sixty-three percent of reports presented OTJs in diagrams or tables only, 20% included this information in text form only, while 17% included OTJs as both diagrams or tables and text. Figures 18 and 19 provide examples of these two different ways of presenting OTJ information.

Figure 18: Examples of OTJs presented in diagrams or tables (included in 80% of reports)

Well below	Reaching Towards	At ✓	Above	
National Standards	In relation to the National Standards your child is achieving:	Working Towards	At	Above
	Reading	●		
	Writing	●		
	Mathematics		●	

Figure 19: Examples of OTJs presented in text (included in 37% of reports)

He reads fluently and confidently, showing voice intonation. He is currently reading at level 20 which is above the National Standard expected of him.

■■■■ has achieved the year 3 National Standard for maths. She can skip count and count on or back to solve problems. She can recognise and order fractions. She is consolidating her place value knowledge and basic facts.

Most schools (41 of the 42 schools that referred to the National Standards directly in their reports) used the same report format for all year levels of students. The one school that used different reporting formats for different year levels, had coherence between these formats, with similar elements included in each.

Results from the principal survey indicate that just over half of the schools (56%) designed a new report format in 2010. Approximately one-third of the schools (31%) used the same format that they used in 2009 with the addition of some National Standards elements. Small proportions of schools use the same format in 2010 as they had in 2009 (7%), or obtained a new report format from online or another source (6%).

Teachers' survey responses indicate that most teachers took more time to provide written reports to parents in 2010 than in 2009. Sixty-six percent of teachers indicated that writing reports took longer than in previous years, while 22% noted they spent about the same amount of time reporting to parents and 4% believe they spent less time in 2010 than in previous years.

7. Other Information

In addition to the two areas of major focus in 2010, the study collected information about the anticipated effects of National Standards in schools. This information provides baseline data that will enable future trends to be described, and also provides valuable perspectives on the implementation to date. This chapter summarises information collected about the extent to which participating schools are meeting Ministry requirements in terms of implementing the National Standards, and describes the perspectives of Principals and Boards of Trustees.

7.1 Reporting requirements

Principals were asked to identify the number of times their school had provided written reports to parents about their child's achievement in relation to the National Standards in 2010. Table 48 summarises the 71 responses received. Schools are legally required to "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 be at least twice a year."¹⁸

Table 48: Number of National Standards written reports provided by schools

Year levels	Number of written reports			
	0	1	2	3 or more
Years 1-3	17%	17%	59%	6%
Years 4-6	16%	19%	59%	6%
Years 7-8	19%	15%	64%	2%

Results indicate that approximately two-thirds of the schools provided at least two written reports to parents in 2010. Slightly less than 20% of schools did not provide parents with any written reports in relation to the National Standards (16-19%) and small proportions of schools (2-6%) provided three or more reports.

The principals' survey collected information about the year in which National Standards student achievement targets were first included, or planned for inclusion, in school charters. Principals were also asked to provide the year in which National Standards school-wide student achievement was first reported to the Board of Trustees, or when this was planned for. Tables 49 and 50 summarise the responses of 71 principals. Note that schools are required to "include targets for student achievement in relation to the National Standards in their 2011 charters"¹⁹ and "use National Standards to report school-level data in the board's annual report"²⁰ in 2012.

¹⁸ National Administration Guideline 2A, accessed from www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/TheNationalAdministrationGuidelinesNAGs.aspx#NAG2A

¹⁹ <http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Information-for-schools/National-Standards-launch-pack/Timeline>

²⁰ National Administration Guideline 2A, accessed from www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/TheNationalAdministrationGuidelinesNAGs.aspx#NAG2A

Table 49: First inclusion of NS school-wide achievement targets in school charters

Targets first included / planned for inclusion	Percentage of schools
2010	31%
2011	54%
2012	1%
No plans to include NS targets in charter	14%

Table 50: First reporting of NS school-wide achievement information to Boards of Trustees

Report first included NS achievement / planned for inclusion	Percentage of schools
2010	59%
2011	28%
2012	
No plans to report NS achievement to Board	13%

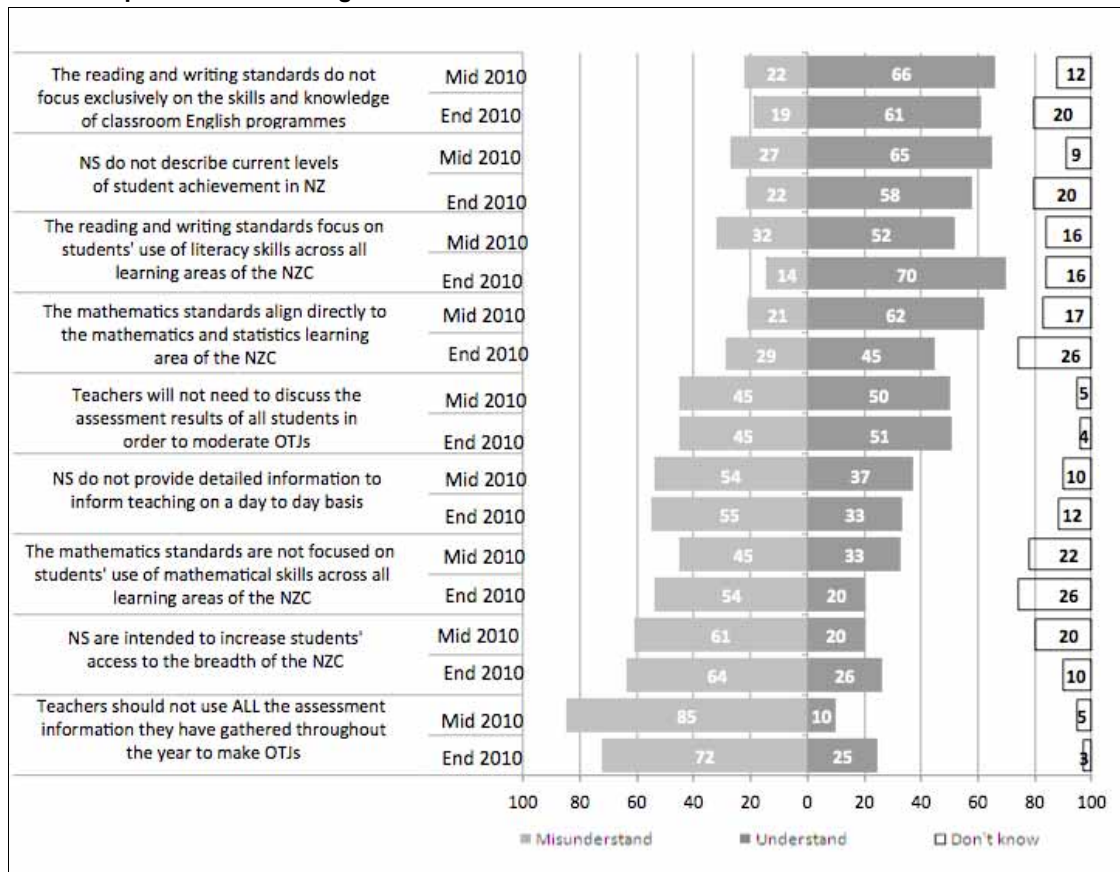
Results suggest that 85% of schools will meet Ministry requirements for setting National Standards achievement targets, while 87% will meet requirements in terms of reporting achievement information to the Board of Trustees.

In preparation for data collection, schools were asked about the way in which they store student achievement information. Eighty schools responded. Results indicate that most schools in the sample (95%) use a Student Management System to store achievement data. A small proportion of these schools (13%) were also using the National Standards Assessment Modules that were modified to enable the collection of National Standards data.

7.2 Principals' understandings and perspectives

Principals were asked to respond to a series of statements designed to determine the extent to which they understand the nature and intended consequences of National Standards. Results are shown in Figure 20, alongside results from an earlier survey in which principals were asked the same questions.²¹ Note that the statements shown in the figure are abbreviations of the statements principals were asked to respond to as either true, false, or not sure. The full text for these survey items is included in Appendix D.

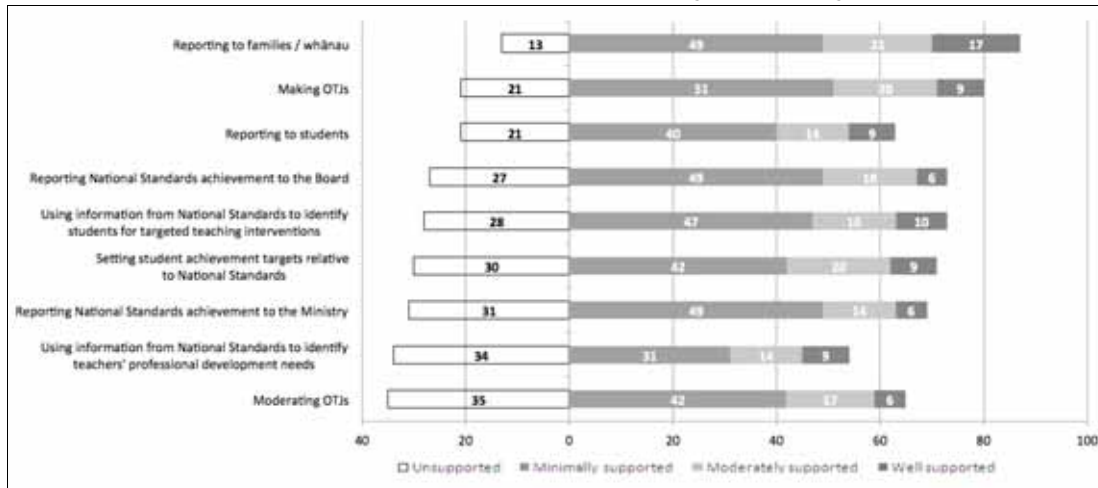
²¹ *National Standards: School Sample Monitoring and Evaluation Project*, Ministry of Education, 2010. Accessible from www.educationcounts.govt.nz/publications/schooling/83284/83271/1

Figure 20: Principals' understandings of National Standards

Results indicate there have been mixed changes to the understandings of principals as a group between the mid- and end-of-year surveys in 2010. More principals (from 10% to 25%) now understand that teachers do not need to use all the assessment evidence they have gathered throughout the year to make OTJs.

Responses suggest there is some misunderstanding among principals about the varying ways in which the Reading and Writing, and Mathematics Standards align with the NZC. While a large proportion of principals (70%) now understand that the reading and writing standards focus on students' use of literacy skills across all the learning areas of the NZC, there also appears to have been a decrease (from 66% to 61%) in the proportion of principals who understand that the reading and writing standards do not focus exclusively on the skills and knowledge of classroom English programmes. In mathematics, the proportion of principals who understand that the Mathematics Standards are directly aligned with the Mathematics and Statistics learning area of the NZC has decreased (from 62% to 45%), as has the proportion of principals who understand that the Mathematics Standards are not focused across the NZC (from 33% to 20%).

The survey asked principals to rate how well supported they felt by the Ministry of Education in a number of areas. Figure 21 summarises the responses of 71 principals.

Figure 21: Principals perceptions of the level of support provided by the Ministry of Education

In general, principals report feeling reasonably unsupported by the Ministry of Education with 61%-80% of principals rating themselves as minimally to unsupported across the nine areas listed. The areas in which principals felt most supported were reporting to families / whānau, (38% rated as moderately to very supported), and making OTJs, (29% rating as moderately to very supported). The area in which principals felt least supported was the moderation of OTJs with 35% of principals rating themselves as unsupported in this area.

Most principals (77%) reported receiving support from Ministry of Education contracted Professional Development providers, for example Schools Support Services, Learning Media, and Evaluation Associates. Some principals (10%) also reported receiving support from independent/ private consultants.

In open comment fields, 41% of principals commented on the quality of the support they had received. While there were no common themes in the responses, 6% were positive, 24% were negative, and 70% were neutral about the quality of the support available.

Lots of PD has been available. If you attended, you had the opportunity to ask for input on any of the above.

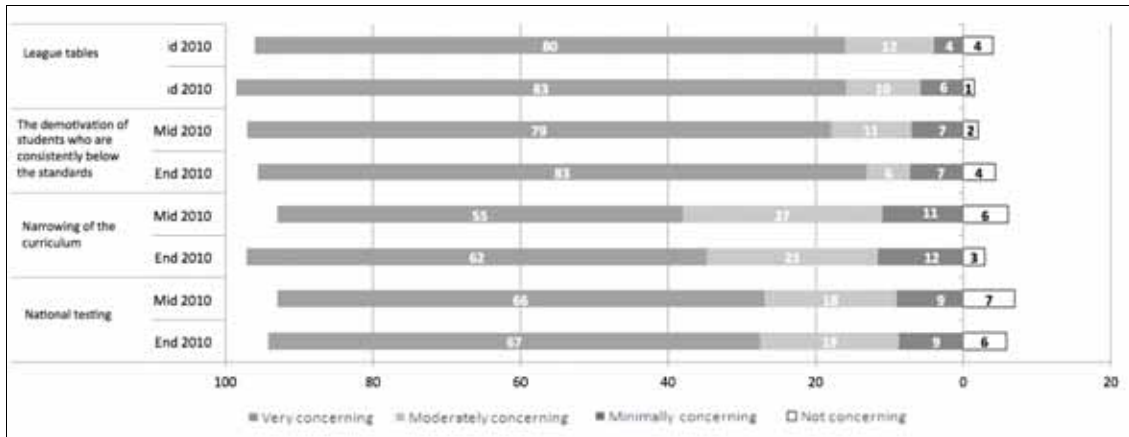
The Education Gazette has been the most helpful source with the articles published in recent months.

The support from the Ministry was plentiful, but not terribly helpful - many mixed messages by providers who hadn't really been taught themselves and were just as much in the dark as us.

I believe the standards are flawed. I believe many MOE contracted support providers share this view. Being told in a workshop just to muddle your way through because Ministry will be publishing further material at some stage ... does not give any confidence in standards or the system.

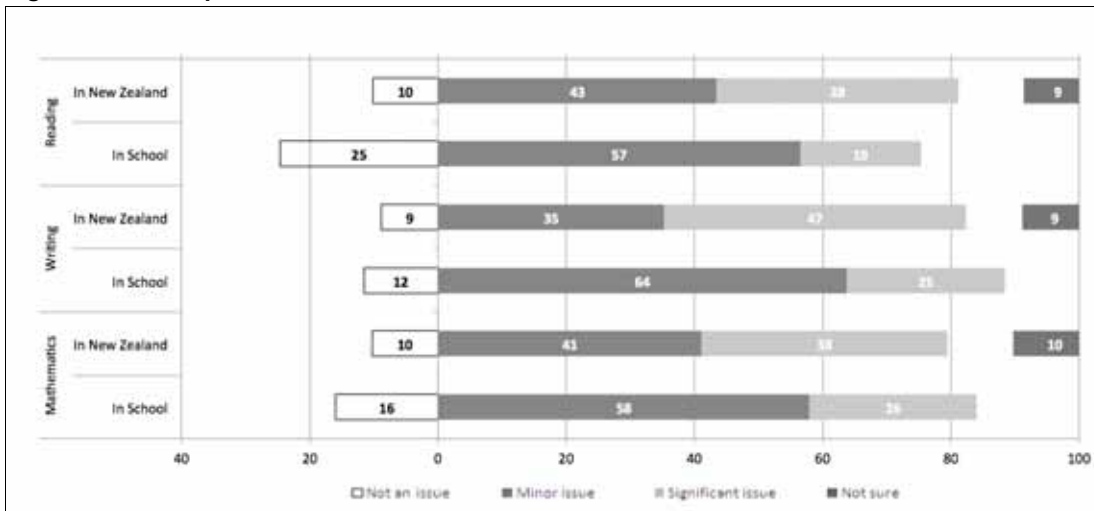
Principals were asked to rate their level of concern over the unintended consequences of National Standards. Figure 22 summarises these results and compares them to the mid-2010 survey in which principals were asked the same questions.²²

²² National Standards: School Sample Monitoring and Evaluation Project, Ministry of Education, 2010. Accessible from <http://www.educationcounts.govt.nz/publications/schooling/83284/83271/1>

Figure 22: Principals' levels of concern over the unintended consequences of National Standards

Principals appear to have similar levels of concern about the unintended consequences of National Standards as they had in the middle of 2010. The two most concerning issues remain league tables, with 93% of principals rating this as moderately to very concerning, and the demotivation of students who are consistently below the standards, with 89% of principals rating this as moderately to very concerning.

Principals were asked to rate the extent to which low student achievement is currently an issue, both in New Zealand and in their school. Figure 23 summarises these results.

Figure 23: Principals' levels of concern over current student achievement levels

In general, principals were more likely to think low student achievement was an issue in New Zealand, than in their school in particular. For example, in reading 38% of principals noted that low reading achievement is a significant issue in New Zealand, while 19% of principals noted it as a significant issue at their school. Results in writing and mathematics showed a similar pattern. Overall, principals appear to have similar levels of concern over student achievement in reading, writing, and mathematics.

Thirty-nine percent of principals chose to make general comments about the National Standards and their implementation. Of the 28 comments, two comments were clearly positive in nature while 12 were clearly negative. Comments were wide ranging and had three common themes. These were that National Standards alone will not raise student achievement (7 comments), that there is a need for inter-school moderation of OTJs (5 comments), and a request to slow down the rate of implementation (5 comments).

National Standards is not helping underachieving students progress, it is only labeling them. I would rather see the money being put into more teacher aide or specialist teacher hours as that really would make a difference.

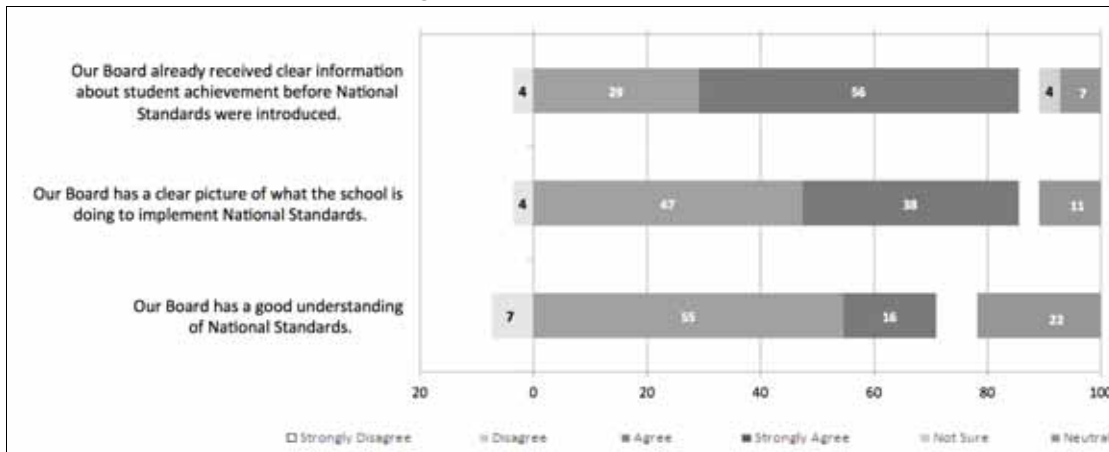
SLOW down the rate of implementation. Schools need to unpack the Learning Progressions and the Standards as teaching tools to enhance learning opportunities. If there are sound systems in place to deliver help to the under achieving students the standards are NOT going to make any difference at all.

I think it has been too rushed and while we have worked hard and done our best we are far from being confident that we are doing it justice and know it will take us several years to be confident that we have consistency across our own school let alone with other schools.

7.3 Board perspectives

Results suggest that most Boards feel reasonably confident about the capability of the school to implement the National Standards. Ninety-three percent of Boards rated themselves as very (55%) to moderately (38%) confident in this regard. Boards also appear reasonably confident about their own understanding of National Standards and the actions the school is taking to implement these. Figure 24 shows survey respondents’ level of agreement with three statements.

Figure 24: Board of Trustees understanding of National Standards and school actions

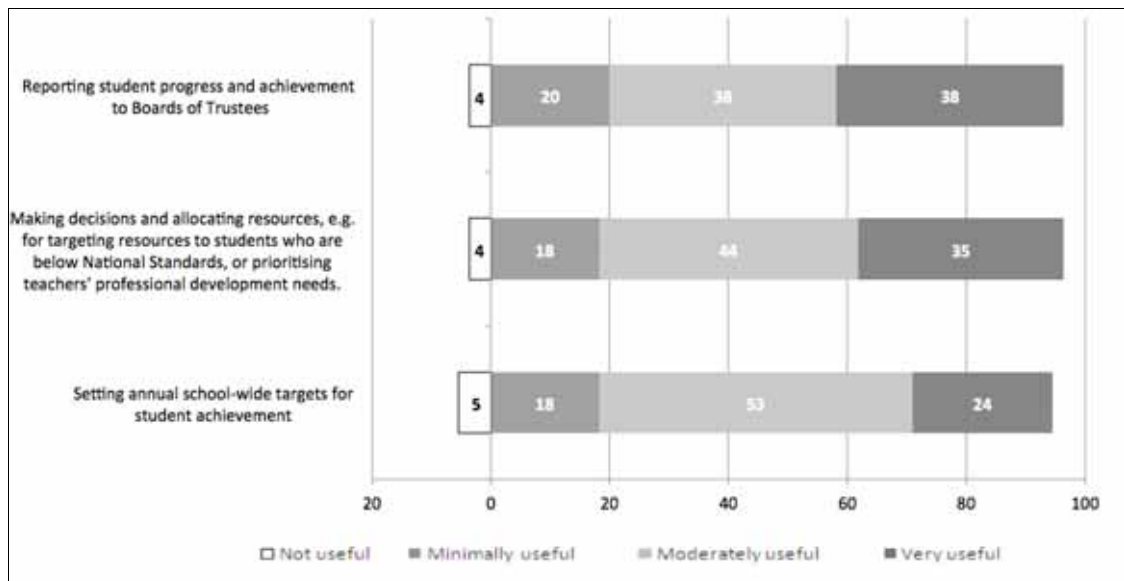


Based on responses from 40 Board of Trustees chairpersons.

Most Board chairpersons (71%) agreed that their Board has a good understanding of the National Standards. The majority (85%) also noted that they have a clear picture of what the school is doing to implement the standards.

Respondents to the Board of Trustees survey were asked to rate the level of usefulness of information from National Standards for a variety of purposes. Figure 25 summarises the results and is based on the responses of 40 Board of Trustees Chairpersons.

Figure 25: Boards' perspectives on the usefulness of student achievement information from National Standards



Numbers provided are percentages.

Overall, most Boards regarded information from National Standards as useful. The majority of respondents rated this information as moderately to very useful for making decisions and allocating resources (79%), for reporting student progress and achievement (76%), and for setting annual school wide targets for student achievement (77%). It is of note that the majority of Board of Trustees chairpersons (85%) also felt they received clear information about student achievement before National Standards were introduced.

Responses indicated that most Boards (97%) had received some support to implement the National Standards. The majority of this support was in the form of written material from the New Zealand School Trustees Association (87% of respondents noted they had received this), but Boards also report receiving support from Ministry of Education Board of Trustees training providers (34%), and webinars (30%). Sixteen percent of Boards also noted they had received advice and information from school staff and management.

Very good senior management team at school, discussions with them.

Received further information from our principal and from other teachers who have received the NS training.

Respondents to the Board of Trustees survey were asked whether they had received any reports about the level of achievement of their students relative to the National Standards. Eighty-one percent of Board of Trustees chairpersons noted that they had received these reports, while 19% indicated that they had not. Where applicable, respondents were also asked to indicate whether the achievement levels in these reports were higher, lower or about the same as expected by the Board. Table 51 contains these results.

Table 51: Boards expectations of student achievement compared with NS reports received

Area	Years	Achievement in reports received				
		Lower than expected	Higher than expected	About the same as expected	Information not understood	Not applicable
Reading	1-3	12%	7%	60%	2%	19%
	4-6	2%	12%	67%		19%
	7-8	2%	12%	58%		28%
Writing	1-3	7%	5%	67%	2%	19%
	4-6	9%	7%	65%		19%
	7-8	7%	2%	60%		30%
Mathematics	1-3	12%	7%	56%	2%	23%
	4-6	9%	5%	65%		21%
	7-8	7%	2%	58%		33%

Most Boards did not receive any unexpected achievement information, with 56-67% of respondents noting that achievement levels were about the same as they expected. Nine percent to 19% of schools received achievement reports that differed from their expectations, with results varying by student year level and learning area. Similar proportions of Boards received reports that were higher than expected (an average of 6% across all year levels and learning areas) and lower than expected (an average of 7% across all year levels and learning areas). Boards comments reflect these patterns.

[Reading] standard expected for year 1 seemed to be set particularly high. Our year 1 boys did not achieve well.

Percentage of students achieving the [mathematics] standard was only slightly lower than expected across all year levels.

Our teachers are measuring against the [reading] standard. It is their interpretation we see. Our school is performing well and we saw our level of achievement to be as expected against the standards. We were not expecting any surprises.

Nearly half of the respondents (44%) identified that their Board has taken some action as a result of receiving National Standards student achievement information. A further 28% of respondents noted that their Board is planning to take some action in response to receiving achievement information. Such actions that were identified by respondents include the provision of professional development support to teachers (14% of respondents), the use of achievement information to set student achievement targets (14%), close monitoring of particular groups of students (7%), the provision of extra teaching support to low achieving students (7%), and the provision of extra resources such as teacher aide hours (7%).

Professional development to help teachers improve writing standards. Goals to improve as part of our annual plan.

The School Leadership Team has identified some areas for development across the school and some weak cohorts and we will set our targets using this information for 2011.

The school has used the data to identify and develop targets specifically for the students who have not appeared to have achieved N.S, these students are not a surprise, have been identified previously but NS

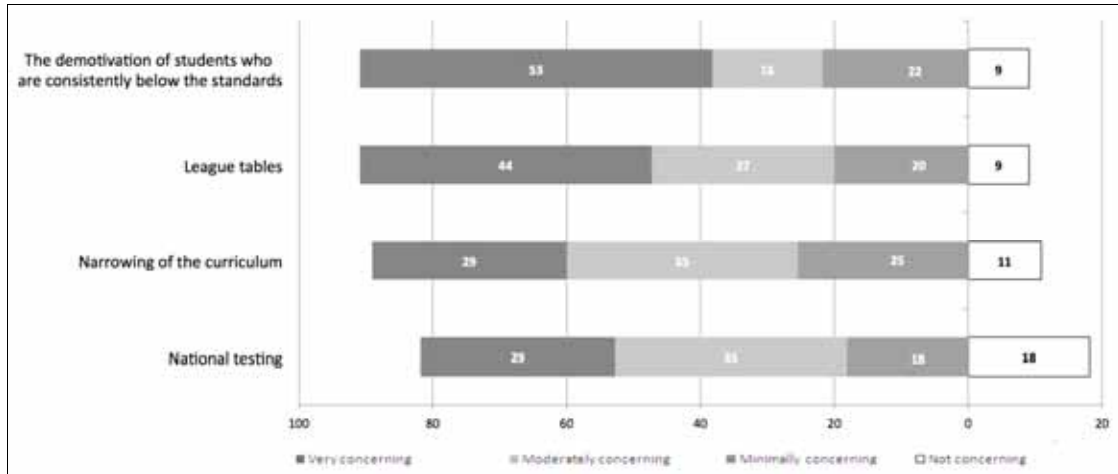
appear to have put them under the spot light more and so will have specific actions developed for them next year to shift them.

We identified a specific cluster that required more reading resources and focus.

Twenty-eight percent of respondents noted that their Board has no such actions planned at this stage.

Respondents to the Board survey were asked to rate their level of concern over the possible unintended consequences of National Standards. Figure 26 contains these results.

Figure 26: Boards' level of concern over the unintended consequences of National Standards



Results indicate that Boards are concerned about the unintended consequences of National Standards, with approximately two-thirds of respondents noting that they are very to moderately concerned about the issues listed. Consistent with the views of principals surveyed, the issues of most concern to Boards appear to be league tables and the demotivation of students who are consistently below the standard. While these are the issues of greatest concern to both groups, principals remain more concerned than Boards. For example, 71% of Boards are moderately to very concerned about league tables while 93% of principals share this level of concern, and 69% of Boards are moderately to very concerned about the demotivation of students who are consistently below the standard, while 88% of principals expressed this level of concern.

Appendices

Appendix A: Project methodology

	Monitoring & evaluation questions	Intentions	Data sources
Antecedents	<ol style="list-style-type: none"> To what extent are the National Standards understood as a set of common expectations for student achievement? What processes are employed by schools to maintain consistent application of the National Standards? 	<ol style="list-style-type: none"> National Standards will provide clear information about student achievement for Boards of Trustees which can be used in decision making and resource allocation processes. 	<p>Online survey: principals and BOT representatives</p> <p>Principal interviews</p> <p>Schools' achievement targets and analysis of variance reports</p>
Transactions	<ol style="list-style-type: none"> In what ways do teachers use information from a variety of student assessments to make overall judgments? What processes are used to moderate OTJs? How dependable and consistent are teachers' overall judgments? 	<ol style="list-style-type: none"> Teachers will make defensible, trustworthy judgments against the National Standards. 	<p>Student achievement data</p> <p>Online assessment scenarios</p> <p>Online surveys: teachers and principals</p> <p>Principal interviews</p>
Outcomes	<ol style="list-style-type: none"> What changes in student achievement in reading, writing and mathematics are observed as National Standards are introduced? What changes in teachers' professional knowledge and practice are observed as National Standards are introduced? In what ways is information from National Standards used by schools to set achievement targets? In what ways is information from National Standards used by schools to describe student achievement and progress? In what ways is information from National Standards used to provide targeted teaching interventions? In what ways is information from National Standards used to identify teachers' professional development needs? How do schools use information from National Standards to report to and communicate with parents? To what extent do parents understand, value, and use National Standards information about their child? 	<ol style="list-style-type: none"> Information from National Standards assessments will be used by teachers and schools to monitor student progress and achievement against the Curriculum. As a result of using National Standards to monitor achievement and progress some students will be provided with targeted teaching interventions. Student achievement will improve. Schools will use National Standards assessment information to communicate clearly with families about their child's achievement and progress. National Standards information will be used to identify teachers' professional development needs. This will enable these to be addressed more effectively. 	<p>Student achievement:</p> <p>OTJs</p> <p>Teachers: online surveys</p> <p>Schools:</p> <p>achievement targets</p> <p>analysis of variance reports</p> <p>online surveys: principals</p> <p>individual interviews: principals</p> <p>end-of-year reports</p> <p>Whānau:</p> <p>online survey: parents</p> <p>end-of-year reports</p>

Appendix B: Criteria for end-of-year report analysis

Criteria	Code	Description
Use of NS	1	Report explicitly mentions NS
	2A	Report doesn't mention NS, but includes other achievement data, which is sufficient to make an OTJ. No further analysis required.
	2B	Report doesn't mention NS, but includes other achievement data which is insufficient to make an OTJ. No further analysis required.
	2C	Report doesn't mention NS and has no other achievement data. No further analysis required.

Only those reports in category one above, that is those reports that explicitly mention the National Standards, were analysed in further detail. The further criteria applied were:

Criteria	Code	Description
Achievement in relation to NS is sufficient*	0	No
	1	Yes
Clarity**	0	No
	1	Yes
Next learning steps included in at least 2 learning areas	0	No
	1	Yes
School actions to support student learning described in at least 2 learning areas	0	No
	1	Yes
Descriptions of actions families can take to support student learning	0	No
	1	Yes
Achievement in relation to NS is described using best fit	0	No
	1	Yes
Achievement in relation to NS is described using a scale	0	No
	1	Yes
Achievement in relation to NS is shown using diagram / table	0	No
	1	Yes
Achievement in relation to NS is shown using words	0	No
	1	Yes
Similar format to other reports from the same school	0	No
	1	Yes
Coherence between different formats from the same school	0	No
	1	Yes

* Information about where the student sits in relation to NS and details of something of significance to OTJ in terms of what they can /can't do. Something of significance to OTJ may include:

- Reading : Something about ability to decode and how they respond, understand, and use what they have read. Reading level/age not enough on it's own.
- Writing : Something about ability to encode (including planning, revising and publishing) and ability to use writing for a variety of purposes across the curriculum. Information about spelling not enough on it's own.
- Mathematics: something about numeracy strategy, ability to solve problems, other aspects of mathematics curriculum. Information about knowledge (eg basic facts) not enough on its own.

** Information about reading, writing, mathematics is easy to understand: text, tables, and graphs. No unexplained jargon, concise.

Appendix C: Inter-rater reliability information

Criteria	Spearman correlation	Agreement rate
Use of NS	-	1.00
Achievement in relation to NS is sufficient	1.00	1.00
Clarity	0.85	0.94
Next steps / learning goals	0.85	0.94
Descriptions of school actions	1.00	1.00
Descriptions of families' actions	0.92	0.96
Achievement in relation to NS is described using best fit	1.00	1.00
Achievement in relation to NS is described using a scale	1.00	1.00
Achievement in relation to NS shown using diagram/table	1.00	1.00
Achievement in relation to NS shown using words	0.93	0.98
Similar format among year levels	-	1.00
Coherence among year levels	-	0.84

Where Spearman's rho is not provided, it could not be calculated because one or both of the raters showed no variability. For these criteria the agreement rate was used as a measure of reliability.

Appendix D: Online surveys

Principal Survey, November 2010

Demographics

- * 1. What is the name of your school? (This is only collected to track responses. Individual schools will not be identified in any report.)

- * 2. How many teachers in your school have you asked to complete the teacher survey? This will allow us to calculate an accurate response rate.

- * 3. How long have you been a principal?

- Less than 1 year
 1-5 years
 More than 5 years

- * 4. How long have you been the principal at this school?

- Less than 1 year
 2-5 years
 More than 6 years

Making OTJs

- * 5. Have the teachers at your school made Overall Teacher Judgments (OTJs) in reading, writing or maths?

- Yes
 No, not yet

If no, please comment:

Making OTJs

- * 6. Please indicate the areas in which teachers at your school have made OTJs, or when you first plan to do this.

	Happened 2010	Planned for 2011	Planned for 2012	No plan for this yet
Teachers making OTJs in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers making OTJs in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers making OTJs in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal Survey, November 2010

*** 7. Please indicate which approach teachers at your school used when making OTJs for reporting to parents in each learning area.**

A best-fit approach identifies the year level standard the student is currently 'at' irrespective of their current year level.

A scale approach describes the student's achievement in relation to the standard for their current year level using a scale such as above, at, below, and well below.

	Best-fit approach	Scale approach	Combined approach	Other, please specify	Haven't made OTJs	Not sure
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

*** 8. Please rate your level of confidence in the accuracy of OTJs made by your teachers.**

	Very confident	Moderately confident	Minimally confident	Not confident	Haven't made OTJs	Not sure
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 9. Please tick the statement which best describes the actions taken at your school to ensure there is consistency in the way assessment tools (e.g. running records, NumPA) are administered.**

- We had already taken actions to ensure we were administering assessments consistently before National Standards.
- We have taken actions to ensure we are administering assessments consistently as a result of National Standards.
- We have not yet taken actions to ensure we are administering assessments consistently, but are planning to.
- We have not taken actions to ensure we are administering assessments consistently and we are not planning to.

10. If you'd like to make any comments about making OTJs please note them here.

Moderating OTJs

Principal Survey, November 2010

* 11. Have teachers met to discuss and moderate students' OTJs?

Yes

No

If no, please comment:

Moderating OTJs

* 12. Please indicate the areas in which teachers at your school have moderated OTJs, or when you first plan to do this.

	Happened 2010	Planned for 2011	Planned for 2012	No plan for this yet
Teachers moderating OTJs in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers moderating OTJs in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers moderating OTJs in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 13. How were your teachers grouped for moderation discussions? Tick all that apply.

	Reading	Writing	Maths
All teachers in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All teachers working with a particular year level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All teachers working in a syndicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups of teachers working at the same year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other:

* 14. Which statement best describes how OTJs in READING were selected for moderation at your school?

- A random selection of OTJs were moderated.
- The OTJs near the boundaries between the levels of the standards were moderated.
- The OTJs with inconsistent assessment evidence were moderated.
- All OTJs were moderated.
- Other, please specify

Other:

Principal Survey, November 2010

*** 15. Which statement best describes how OTJs in WRITING were selected for moderation at your school?**

- A random selection of OTJs were moderated.
- The OTJs near the boundaries between the levels of the standards were moderated.
- The OTJs with inconsistent assessment evidence were moderated.
- All OTJs were moderated.
- Other, please specify

Other:

*** 16. Which statement best describes how OTJs in MATHEMATICS were selected for moderation at your school?**

- A random selection of OTJs were moderated.
- The OTJs near the boundaries between the levels of the standards were moderated.
- The OTJs with inconsistent assessment evidence were moderated.
- All OTJs were moderated.
- Other, please specify

Other:

*** 17. What proportion of OTJs were moderated? Please provide an approximate percentage (from 0% to 100%).**

Reading	<input type="text"/>
Writing	<input type="text"/>
Mathematics	<input type="text"/>

*** 18. Has your school engaged in any moderation processes with other school(s) this year?**

	Yes	No
Reading	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>

If yes, please describe:

Principal Survey, November 2010

*** 19. Please rate your level of confidence in the consistency of your school's OTJs in each area.**

	Very confident	Moderately confident	Minimally confident	Not confident	Not applicable
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. If you'd like to make any comments about moderating OTJs please note them here.

Reporting to parents

*** 21. How many times this year have you provided written reports to parents about their child's achievement against the National Standards?**

Number of times NS written reports provided

Years 1-3	<input type="text"/>
Years 4-6	<input type="text"/>
Years 7-8	<input type="text"/>

*** 22. What format is your school using for end-of-year written report to parents this year?**

- Same format as we used in 2009.
- Same format as we used in 2009, with the addition of NS aspects.
- A format similar to, or the same as, one from the TKI assessment website.
- We designed a new format for 2010.
- We used a format from another source, please state who

Format from:

*** 23. To what extent has the introduction of National Standards impacted on your assessment plan/programme this year?**

- Minor impact Moderate impact Large impact Not at all

Please list what the main changes have been:

Principal Survey, November 2010

24. If you would like to make any other comments about how National Standards has influenced the way you report to parents please note them here.

Implementation and support

* 25. Please indicate the areas in which National Standards school-wide student achievement targets have been included in your school's charter, or when you are planning to do this.

	Included in 2010	Will be included in 2011	Planned for 2012	No plan for this yet
Reading targets in charter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing targets in charter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics targets in charter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 26. Please indicate the areas in which National Standards student achievement information has been reported to the Board of Trustees, or when you are planning to do this.

	Reported in 2010	Will be reported in 2011	Planned for 2012	No plan for this yet
Reading achievement reported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing achievement reported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics achievement reported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 27. What actions been taken at your school to use National Standards student achievement data? Tick all that apply.

- Information used to identify teachers' professional development needs.
- Information used to further develop programmes to meet the needs of particular students, e.g. students identified as achieving below National Standards, Maori or Pacifica students, students with special education needs.
- None at this stage
- Other, please specify.

Other:

Principal Survey, November 2010

*** 28. How well supported do you feel by the Ministry of Education in the areas listed (including support through advisors, published material, online information and resources).**

	Well supported	Moderately supported	Minimally supported	Unsupported
Making OTJs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moderating OTJs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting to families / whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting student achievement targets relative to National Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting National Standards achievement to the Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting National Standards achievement to the Ministry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using information from National Standards to identify students for targeted teaching interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using information from National Standards to identify teachers' professional development needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment

*** 29. Who did your school receive support from this year to implement the National Standards? Tick all that apply.**

- Ministry of Education contracted PLD providers, e.g. School Support Services, Learning Media Limited, Evaluation Associates.
- Independent/private consultants
- None
- Other, please specify

Other source of support:

*** 30. When did your school last participate in in-depth school-based support in these areas?**

Last in-depth PD at this school

Assessment	<input type="text"/>
Literacy	<input type="text"/>
Numeracy	<input type="text"/>

31. If you would you like to make any other comments on the implementation of National Standards or the support you have received please note them here.

Principal Survey, November 2010

Understandings and opinions

*** 32. Please indicate whether you think each statement about National Standards is true or false, or whether you are not sure.**

	True	False	Not sure
National Standards describe current levels of student achievement in New Zealand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to provide detailed information about students' next learning steps which can inform teaching on a day to day basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to increase students' access to the breadth of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards focus exclusively on the skills and knowledge of classroom English programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards focus on students' use of literacy skills across all the learning areas and key competencies of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards are directly aligned to the mathematics and statistics learning area of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards are focused on students' use of mathematical skills across all the learning areas and key competencies of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers will need to discuss the assessment results of all students in order to moderate OTJs within each school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should use ALL the assessment information they have gathered throughout the year in order to make OTJs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 33. A range of possible unintended consequences of National Standards have been identified. To what extent are these a concern to you?**

	Very concerning	Moderately concerning	Minimally concerning	Not concerning
Narrowing of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
League tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The demotivation of students who are consistently below the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment:

*** 34. Please indicate the extent to which you think low student achievement is currently an issue in each area.**

	In your school	In New Zealand
Reading	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>

35. If you would you like to make any other comments on National Standards please note them here.

Board of Trustees Survey, November 2010

Welcome. Thank you for taking the time to complete this survey. It should take a few minutes and will help us provide the Ministry of Education with valuable information about Boards' perspectives on the implementation of National Standards. When answering questions please describe the perspectives and opinions of your Board of Trustees in general, rather than your own personal view.

The information you provide will be confidential to Maths Technology Ltd. and no school or individual will be identifiable in any of the project's reports.

- * 1. What is the name of your school? (This is only collected to track responses. Individual schools will not be identified in any report.)**

- * 2. Please identify your role on the Board of Trustees.**

- Chairperson
- Board member
- Staff representative

- * 3. What training and support has your Board of Trustees received to implement the National Standards? Tick all that apply.**

- Participated in webinars
- Worked with Ministry of Education BOT training providers
- Read material from the New Zealand School Trustees Association
- None
- Other, please describe

Other:

- * 4. Has your Board of Trustees received any reports about the level of achievement of your students relative to the National Standards?**

- Yes
- No

Student achievement information

Board of Trustees Survey, November 2010

- * 5. Please indicate whether reported achievement levels in READING were lower, higher or about what the Board expected them to be.**

Achievement against National Standards

Years 1-3	<input type="text"/>
Years 4-6	<input type="text"/>
Years 7-8	<input type="text"/>

If you have any comments please note them here.

- * 6. Please indicate whether reported achievement levels in WRITING were lower, higher or about what the Board expected them to be.**

Achievement against National Standards

Years 1-3	<input type="text"/>
Years 4-6	<input type="text"/>
Years 7-8	<input type="text"/>

If you have any comments please note them here.

- * 7. Please indicate whether reported achievement levels in MATHEMATICS were lower, higher or about what the Board expected them to be.**

Achievement against National Standards

Years 1-3	<input type="text"/>
Years 4-6	<input type="text"/>
Years 7-8	<input type="text"/>

If you have any comments please note them here.

- * 8. How has the Board of Trustees used the National Standards student achievement information it has received? Tick all that apply.**

- We have taken some action, please describe below.
- We are planning to take some action, please describe below.
- We have nothing planned at this stage.

Actions planned or taken:

Your opinions

Board of Trustees Survey, November 2010

* 9. Please rate your agreement with the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not sure
National Standards are intended to lift achievement in reading, writing and maths by being clear about what students need to achieve, and by when.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our Board has a good understanding of National Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our Board already received clear information about student achievement before National Standards were introduced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our Board has a clear picture of what the school is doing to implement National Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. How useful does the Board think information from National Standards will be for each of the following?

	Very useful	Moderately useful	Minimally useful	Not useful
Setting annual school-wide targets for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting student progress and achievement to Boards of Trustees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making decisions and allocating resources, e.g. for targeting resources to students who are below National Standards, or prioritising teachers' professional development needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have any comments please note them here.

* 11. A range of possible unintended consequences of National Standards have been identified. In your view to what extent are these a concern to the Board?

	Very concerning	Moderately concerning	Minimally concerning	Not concerning
Narrowing of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
League tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The demotivation of students who are consistently below the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have any comments note them here.

* 12. At this point, how confident is the Board in the capability of the school to implement National Standards?

- Very confident
 Moderately confident
 Minimally confident
 Not confident
 Unsure

13. If you have any other comments about National Standards please note them here.

Teacher Survey, November 2010

Welcome. Thank you for taking the time to complete this survey as part of your school's involvement in the National Standards Monitoring Sample. It should only take about 40 minutes and collects information about assessments you've already carried out and OTJs you've already made. Your responses will help us provide the Ministry of Education with information about teachers' experiences and perspectives in these early stages of implementing National Standards. We will ask some of these questions again in 2011 and 2012 to track changes in the implementation.

Please complete the survey after you have written your students' end of year reports. If you leave an email address or phone number at the end of the survey, you will be in the draw to win a \$100 book or petrol voucher.

*** 1. What is the name of your school? (This is only collected to track responses. Individual schools will not be identified in any report.)**

*** 2. Did you make any Overall Teacher Judgements (OTJs) in reading, writing or mathematics this year?**

- Yes
- No

If no, please comment

Select your focus student

The following questions collect information about the OTJs you made for one student, referred to as the focus student. Select the student whose birthday is closest to January 1st as your focus student (exclude students with special needs and ESOL students).

Please have your records on hand as you will be asked to provide some assessment information for this student.

*** 3. What is the year level of your focus student? (This is the student for whom you made an OTJ and whose birthday is closest to January 1st.)**

- | | |
|------------------------------|------------------------------|
| <input type="radio"/> Year 1 | <input type="radio"/> Year 5 |
| <input type="radio"/> Year 2 | <input type="radio"/> Year 6 |
| <input type="radio"/> Year 3 | <input type="radio"/> Year 7 |
| <input type="radio"/> Year 4 | <input type="radio"/> Year 8 |

*** 4. Is the focus student a boy or a girl?**

- | | |
|---------------------------|----------------------------|
| <input type="radio"/> Boy | <input type="radio"/> Girl |
|---------------------------|----------------------------|

Teacher Survey, November 2010

* 5. What is the ethnicity of the focus student?

- NZ European
 Maori
 Pasifika
 Asian
 Other
 Unknown

Focus student's OTJs

* 6. Please identify who made the focus student's OTJs in reading, writing and mathematics.

	I made the OTJ	Another teacher made the OTJ	No OTJ was made
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please provide the approximate date when YOU made the OTJs for this student.

	DD	MM	YYYY
Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>

8. Please indicate the OTJs you made in each area and the method you used to make it.

Best fit approach: This approach identifies the year level standard the student is currently 'at' irrespective of their year level. If you used this, select the standard in the first box, and "best fit" in the second.

Scale approach: This describes the student's achievement in relation to the standard for their current year level using a scale such as above, at, below, and well below. If you used this, select the students current year-level standard in the first box and the descriptor in the second box that best matches the scale you used.

	Standard assessed against / best fit standard	OTJ
Reading	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>

Teacher Survey, November 2010

*** 9. The following page asks how you made the OTJ for the focus student in one area.**

Which area do you want to complete?

- Reading
- Writing
- Mathematics

Reading assessment information

These questions collect information about the recorded assessment information you used to inform the focus student's reading OTJ.

We have listed a range of common sources of information that you may have used to inform reading OTJs. Please indicate which types of evidence contributed to your OTJ, and how important they were for the focus student.

*** 10. Which sources of information did you use to make the focus student's OTJ in reading and how important was each piece of information?**

	Minimal importance	Moderate importance	High importance	Not used
PAT: reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAT: reading vocab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STAR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PM Benchmark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-asTTle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific class observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other(s):

Please provide the focus student's results for the sources of information that you indicated in the previous question you used to inform your OTJ. We have provided 5 spaces to record information but you may not have used that many. If you used more than this we have provided an opportunity for you to list these.

When recording assessment results please include the following details as applicable:

PAT: Test number and scale score (between -25 and 125)

STAR: The test used (Yr3, Yr4-6, or Yr7-9), and the raw score (between 0 and 80)

Running record: the level of the text and the accuracy (%)

PM Benchmark Assessment: the level of the text and the accuracy (%)

e-asTTle: Level (eg, 2a, 3p) and overall score (between 100 and 3000)

Specific classroom observations: what you observed and recorded, and whether you rated it as at/above/below standard

Teacher Survey, November 2010

11. Information source

Information source

Results

12. Information source

Information source

Results

13. Information source

Information source

Results

14. Information source

Information source

Results

15. Information source

Information source

Results

Teacher Survey, November 2010

16. If you used more than five sources of information to inform the focus student's OTJ, please list the other sources you used here.

17. To help us get a sense of the timing of the information used to inform the focus student's OTJ please provide the following dates.

	MM	DD	YYYY
Date of the most recent piece of information used to inform OTJ	<input type="text"/>	<input type="text"/>	<input type="text"/>
Date of the oldest piece of information used to inform OTJ	<input type="text"/>	<input type="text"/>	<input type="text"/>

*** 18. Please rate your level of confidence in the accuracy of the focus student's OTJ in reading.**

- Very confident
- Moderately confident
- Minimally confident
- Not confident

*** 19. How many students did you make reading OTJs for at the end of the year, and approximately how long did this take on average?**

Number of reading OTJs	<input type="text"/>
Average number of minutes taken to make one reading OTJ	<input type="text"/>

20. Please comment on the process you used to make your reading OTJs.

21. If you would like to make any other comments about making reading OTJs please note them here.

Moderation of reading OTJs

*** 22. Did you meet with other teachers to discuss and moderate any reading OTJs?**

- No
- Yes

Moderating reading OTJs

Teacher Survey, November 2010

This section of the survey asks about moderation of reading OTJs. It is designed to give us a general picture of what moderation looks like at this early stage of implementing the National Standards.

*** 23. How many students did you moderate reading OTJs for at the end of the year, and how long did this take?**

Number of reading OTJs

Average number of minutes taken to moderate one reading OTJ

*** 24. Which type of moderation discussions were you involved in? Tick all that apply.**

- Working with other teacher(s) informally
- Systematic discussions across/within year levels

*** 25. We'd like to get a sense of the range of resources schools have used as a basis for developing student performance criteria in moderation discussions. Please tick all the resources that were used in the moderation discussions you participated in.**

- The Reading Standards
- The New Zealand Curriculum
- The Literacy Learning Progressions
- The English Language Learning Progressions
- School-developed annotated work samples
- School-developed descriptions of performance
- Other, please specify

Other:

*** 26. Who led the moderation of reading OTJs at your school? Tick all that apply.**

- A teacher
- The teacher with responsibility for the English learning area of the NZC
- The syndicate leader
- The principal
- Other, please specify

Other:

Teacher Survey, November 2010

*** 27. On average how many different pieces of assessment evidence would you say were discussed for a student in the moderation of their reading OTJ?**

- None
 1-2
 3-4
 5-6
 7-8
 9-10
 More than 10

*** 28. Please indicate the relative level of importance for the sources of evidence used in moderating reading OTJs.**

	Minimal importance	Moderate importance	High importance	Not used
PAT: reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAT: reading vocab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STAR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PM Benchmark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-asTTle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTJs only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

*** 29. Please rate your level of confidence in the consistency of reading OTJs at your school.**

- Very confident
 Moderately confident
 Minimally confident
 Not confident

30. If you would you like to make any comments on the process of moderating reading OTJs please note them here.

Writing assessment information

Teacher Survey, November 2010

*** 74. Please indicate the amount of time you spent on each of these tasks this year, in comparison to last year.**

	More time than last year	Less time than last year	About the same as last year	Not applicable
	year		year	
Teaching reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing written reports to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 75. Please indicate your level of agreement with the following statements about the impact of National Standards on students and families.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not sure
Families seem more engaged with the reports on their child's progress and achievement than in previous years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are not achieving well appear less positive about their reports this year than in previous years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are achieving well appear to be more positive about their reports this year than in previous years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 76. How useful have you found progress and achievement information from National Standards for each of the following?**

	Very useful	Moderately useful	Minimally useful	Not useful
Communicating with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring in order to make informed decisions about next teaching steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

77. If you have any other comments you would like to make about working with the National Standards please note them here.

Finally, we'd like to collect some information about you.

*** 78. How many years have you been teaching?**

- Less than 1 year
- 1-5 years
- More than 5 years

Teacher Survey, November 2010

*** 79. How many years have you been teaching at your current school?**

- Less than 1 year
- 1-5 years
- More than 5 years

*** 80. What is the year level of students in your class? Tick all that apply.**

- | | |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 5 |
| <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 6 |
| <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 7 |
| <input type="checkbox"/> Year 4 | <input type="checkbox"/> Year 8 |

81. Please enter your email address or phone number (with your regional dial code) here to go in the draw for a \$100 book or petrol voucher.