



Assessment Tools for Teaching and Learning

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Assessment Tools for Teaching and Learning

- Educational resource for assessing Literacy (Reading & Writing) and Numeracy (in both English and Maori)
- Provides information about a student's level of achievement, relative to the curriculum achievement outcomes for levels 1 to 6



Assessment Tools for Teaching and Learning

- In e-asTTle the measure within a curriculum level is termed a sub-level. They are:

Basic (B)

Proficient (P)

Advanced (A)



Assessment Tools for Teaching and Learning

- From Years 1 to 10, a student takes **two** years to progress through **one** curriculum level.
- Minimum target should be set of **two** sub-levels per year.



Assessment Tools for Teaching and Learning

- 7 major report formats that teachers can choose to provide a different analysis of a single asTTle test.

1. Console Report

2. Tabular Output Report

3. Individual Learning Pathways Report

4. Group Learning Pathways Report

5. Curriculum Levels Report

6. What Next Report

7. Progress Report

The purpose of the e-asTTle tool for schools

At classroom level asTTle will enable teachers to:

- diagnose how their students are performing;
- give their students focussed feedback;
- enable teachers to help students set learning goals;
- develop and modify their classroom programmes.

At school level information can be aggregated and used to evaluate teaching programmes and inform strategic planning.


The Console Report

Console Report for Test: Entrance test Maths 2004
 Group: All Test Candidates


Date Tested: 11 November 2003

Interaction Effects

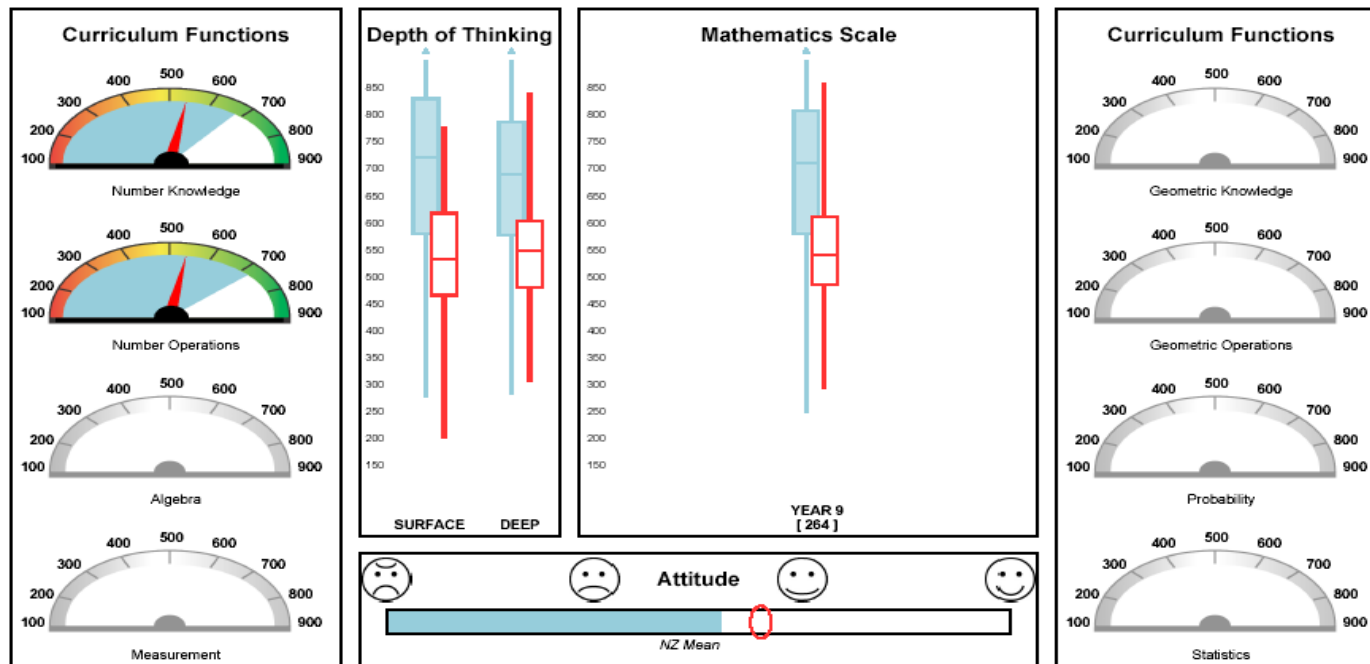
Ethnicity: All
 Year: 9
 Gender: All

Language: All
 Cluster: All Clusters
 NZ Performance: 

Location: All NZ Schools

Your Group Performance: 

No. of Students: [n]



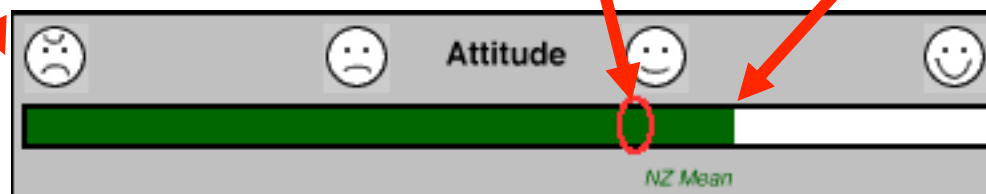
The console gives you information relating to the achievement of all, or particular groups of your students, compared to nationally-referenced performance.

The Console Report in sections – the bottom

This shows the attitude your selected students have to the content tested on a scale shown by the smiley (or not) faces.

Your selected students' mean – remember some students will be outside the red circle.

The national mean for all students is shown by the green bar.



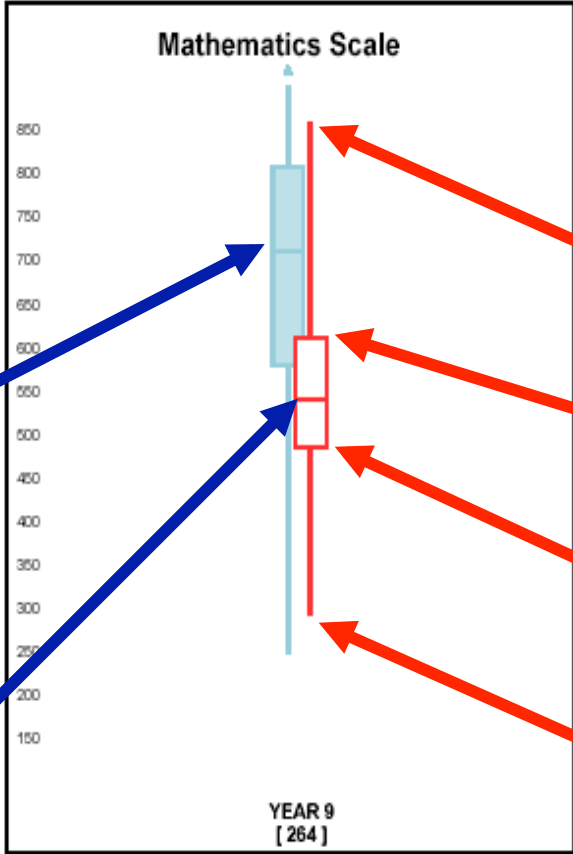
Remember that although attitude does not predict achievement it is still an important facet of children's learning.

The Console Report in sections – the asTTle scales

This compares the distribution of scores for your class with the national distribution for reading, writing, or maths, based on the interaction effects you have chosen.

The national distribution is shown in blue

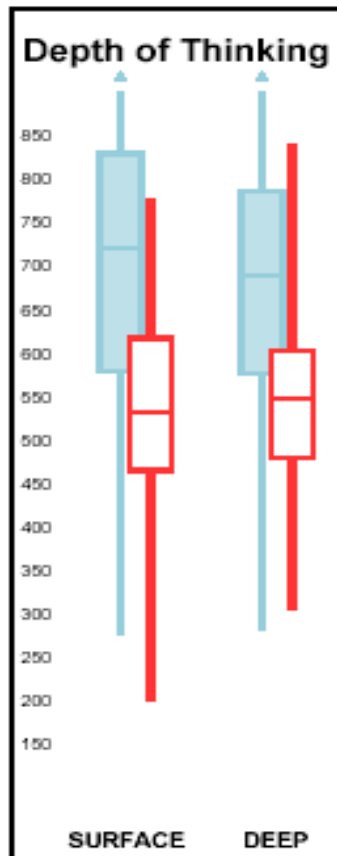
The **median** for your class is shown by the red line.



If you have chosen more than one year level in your class you will get a scale for each one.

Highest score
75th percentile
25th percentile
Lowest score

The Console Report in sections – Depth of Thinking



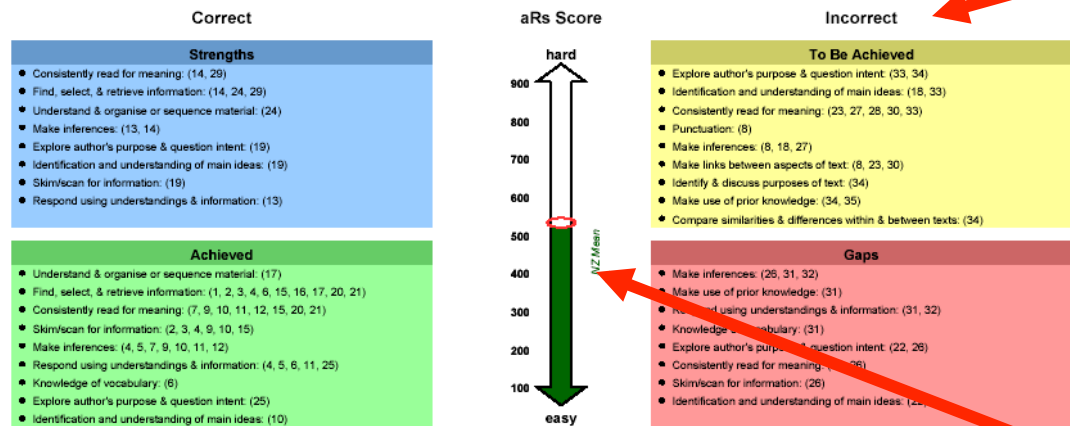
This shows the level of cognitive processing by your students in the test. Both their surface thinking and their deep thinking is compared against the national mean for the comparison groups you chose.

Surface thinking is their ability to use one or unconnected lists of facts, information, or ideas to answer questions.

Deep thinking is their ability to relate the facts, ideas, or information to each other and to hypothesise about them in a more abstract manner.

Individual Learning Pathways Report – reading/mathematics

Learning Pathways Report for Test: second reading test
 Group: All Test Candidates Date Tested: 23 May 2003
 Student: .



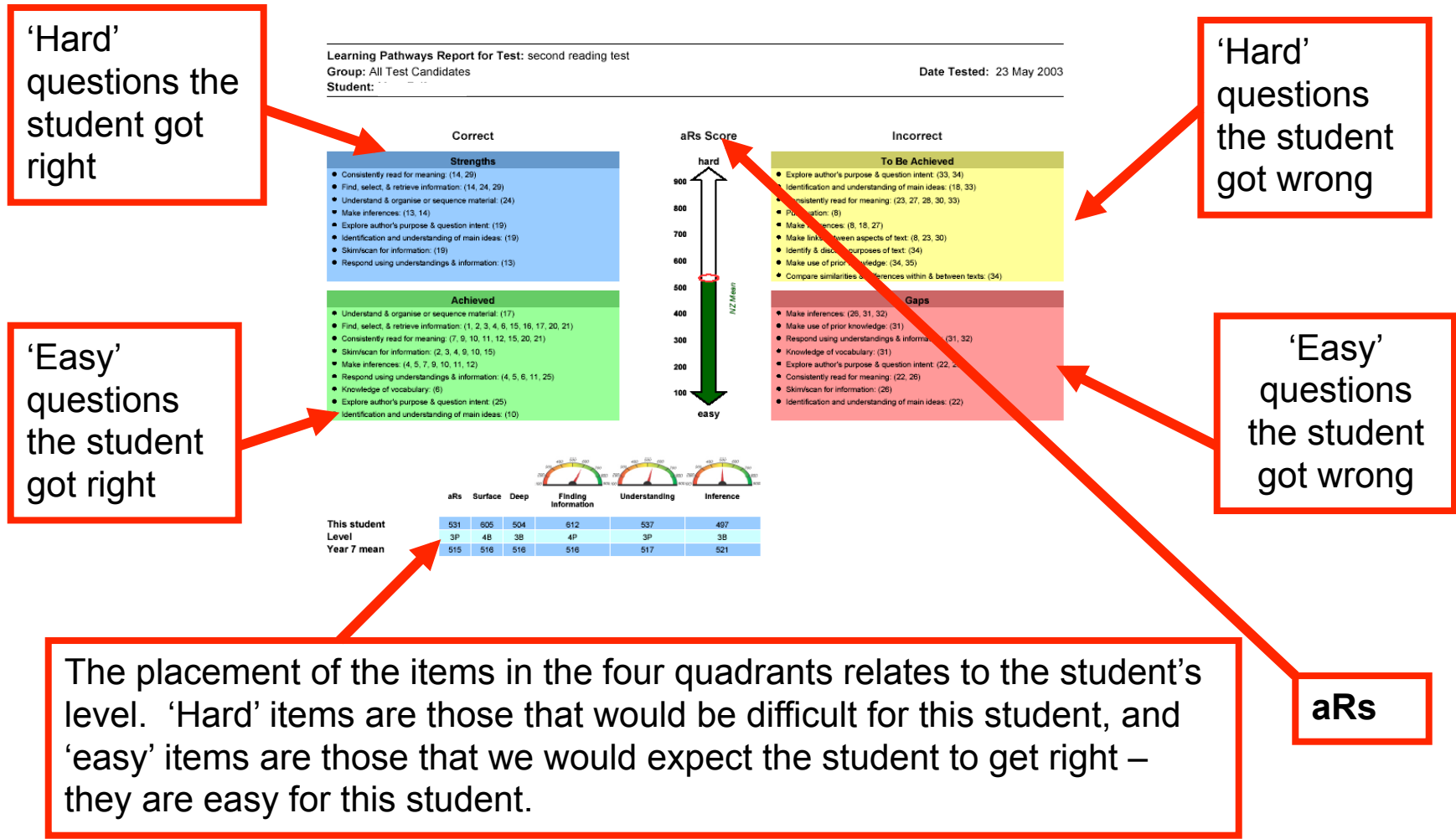
These reports are for individual students so that you can plan for their specific needs. Each item in the test is placed in one of four quadrants.

The asTTle Reading scale (aRs) – this is your student's overall mean score (shown by the red oval) compared to the national mean score (shown by the coloured bar).

	aRs	Surface	Deep	Finding Information	Understanding	Inference
This student	531	605	504	612	537	497
Level	3P	4B	3B	4P	3P	3B
Year 7 mean	515	516	516	516	517	521

Console information for individual students gives scores and levels for: the content areas tested overall, surface and deep thinking, and the national mean for their year group.

Individual Learning Pathways Report – reading/mathematics, contd.



Individual Learning Pathways Report
— implications for teaching

Strengths

Take advantage by giving the student similar work at this level

To be achieved

Plan to teach these objectives at this level within the next term

Achieved

Stop teaching this type of material at this level to this student

Gaps

Investigate causes but don't 'skill & drill' teach these objectives – they are easy and the student will learn them quickly



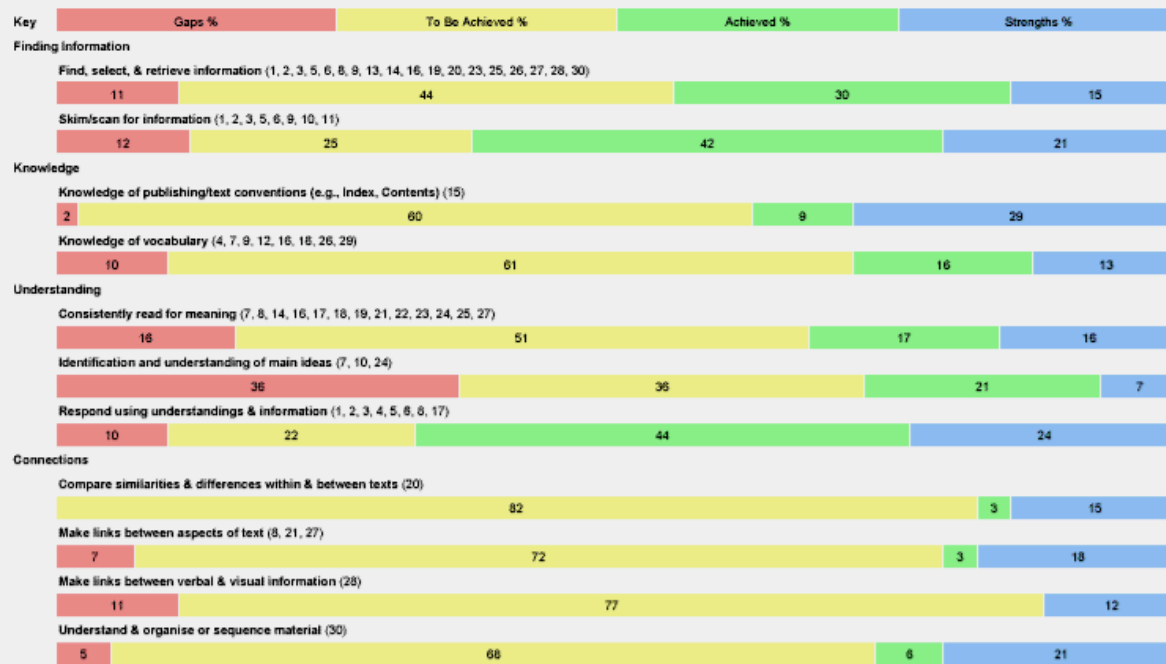
Group Learning Pathways Report

Group Learning Pathways Report for Test: preentry hmc2003

Group: All Test Candidates

Date Tested:

Group Size: 35



In this report, the bar indicates the proportion of students in the group for whom the achievement objective was:

- a gap
- to be achieved
- achieved
- a strength.

Gaps are shown as pink

To be achieved as yellow

Achieved as green

Strengths as blue

A predominance of red and yellow is an indicator that the class as a whole needs to be taught that achievement objective

The green and blue indicates achievement objectives that the class has largely achieved and does not need to be re-taught