Te Tāhuhu o
te Mātauranga
Ministry of Education

He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers
equitable and excellent outcomes.

Te Kāwanatanga
o Aotearoa
New Zealand Government

Te Huinga Kākākura Mātauranga
evaluation associates

TE MANU KA RERE

Assessment for learning and assessment literacy for acceleration

Webinar 4

Lynette Hay & Deirdre McCracken

Karakia timatanga

Tau mai te mauri o te wānanga,

Ki runga ki ēnei pūkenga,

Kia mātāmua ai, ko te ako kounga, a te tamaiti,

Ko ia ki mua, ko ia ki muri o ēnei kōrero,

Kia puta ai ia, ki te whaiao, ki te ao mārama!

Hui e, tāiki e!

Bestow the life force of learning,
Upon these repositories,
So that aspiration of quality learning for our children is paramount,
And remains at the forefront of all of our works,
So that they may flourish and thrive,
For all eternity!

Tikanga mō tēnei hui ā-ipurangi

Webinar protocols

- Please stay on mute

- Please introduce yourself with your name and school in the 'chat'

- Feel free to put questions in the chat as we go

- Additional Q&A at the end

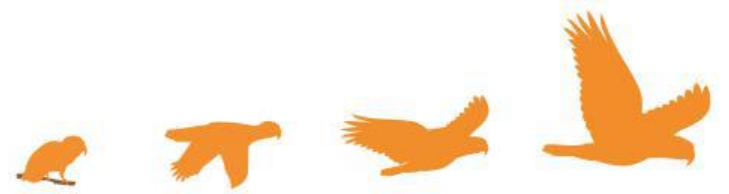- This session is being recorded and will be available online

Ma te huruhuru, te manu ka rere

Adorned with feathers, the bird is able to fly

Ngā kaupapa o te wā

The purpose of this kōrero is to...

...explore how '**Assessment for Learning**' (AfL) and assessment literacy practices help prepare ākonga for the Common Assessment Activities (CAAs) - with particular focus on kaiako actions that **accelerate progress.**

Ngā kaupapa o te wā

Session outline

- Define 'Assessment for Learning' (AfL)

- Contrast formative & summative assessment

- Introduce the five key strategies of formative assessment

- Consider effective teaching strategies that accelerate learning
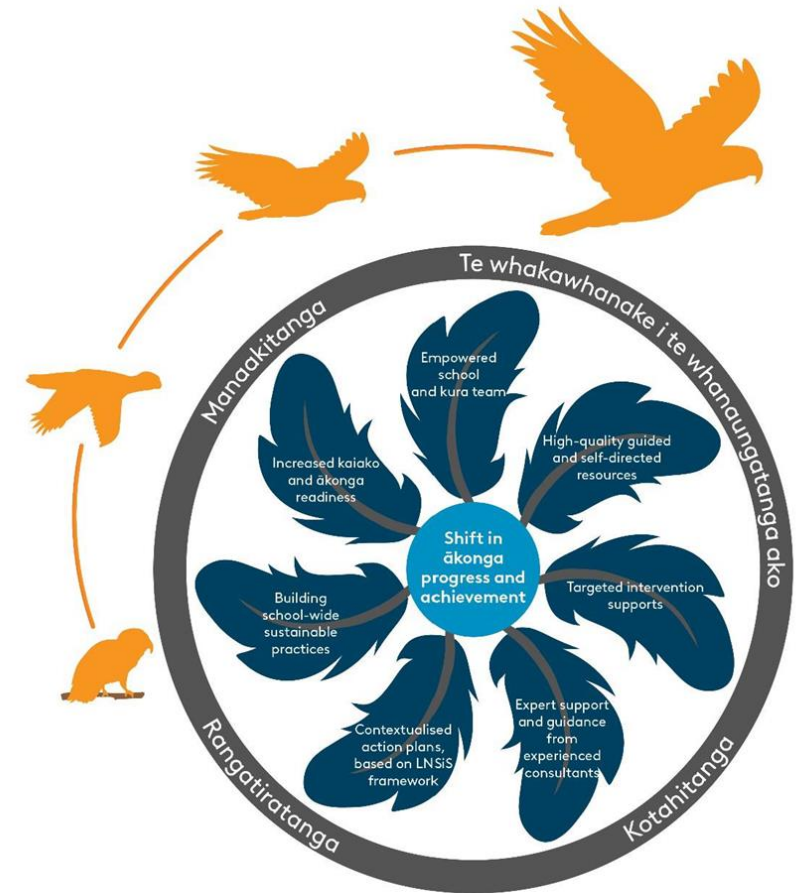
Whakataukī

Mā whero mā pango ka oti ai te mahi

With black and red the work will be done

The power of collaboration and the need for diverse contributions to achieve a common goal

What is Assessment Literacy?

It is defined as the **knowledge of how to assess what students know and can do**, interpret the results from these assessments, and apply these results to improve student learning and program effectiveness (Webb, 2002 p1). This is the use of any information about where students are on their learning journey, to inform next steps in teaching and learning.

What is formative assessment?

It is your daily assessment tool!

"Assessment for learning is any assessment for which the first priority in its design and practice is **to serve the purpose of promoting students' learning**.

An assessment activity can help learning if it **provides information that teachers and students can use as feedback** in assessing themselves and one another, and in **modifying the teaching and learning activities** in which they are engaged.

Such assessment becomes **formative assessment** when the **evidence is actually used to adapt the teaching work to meet learning needs**".

(Creating the Schools our Children Need - Dylan Wiliam p 10)

What is Assessment for Learning (AFL), and why focus on these teaching practices?
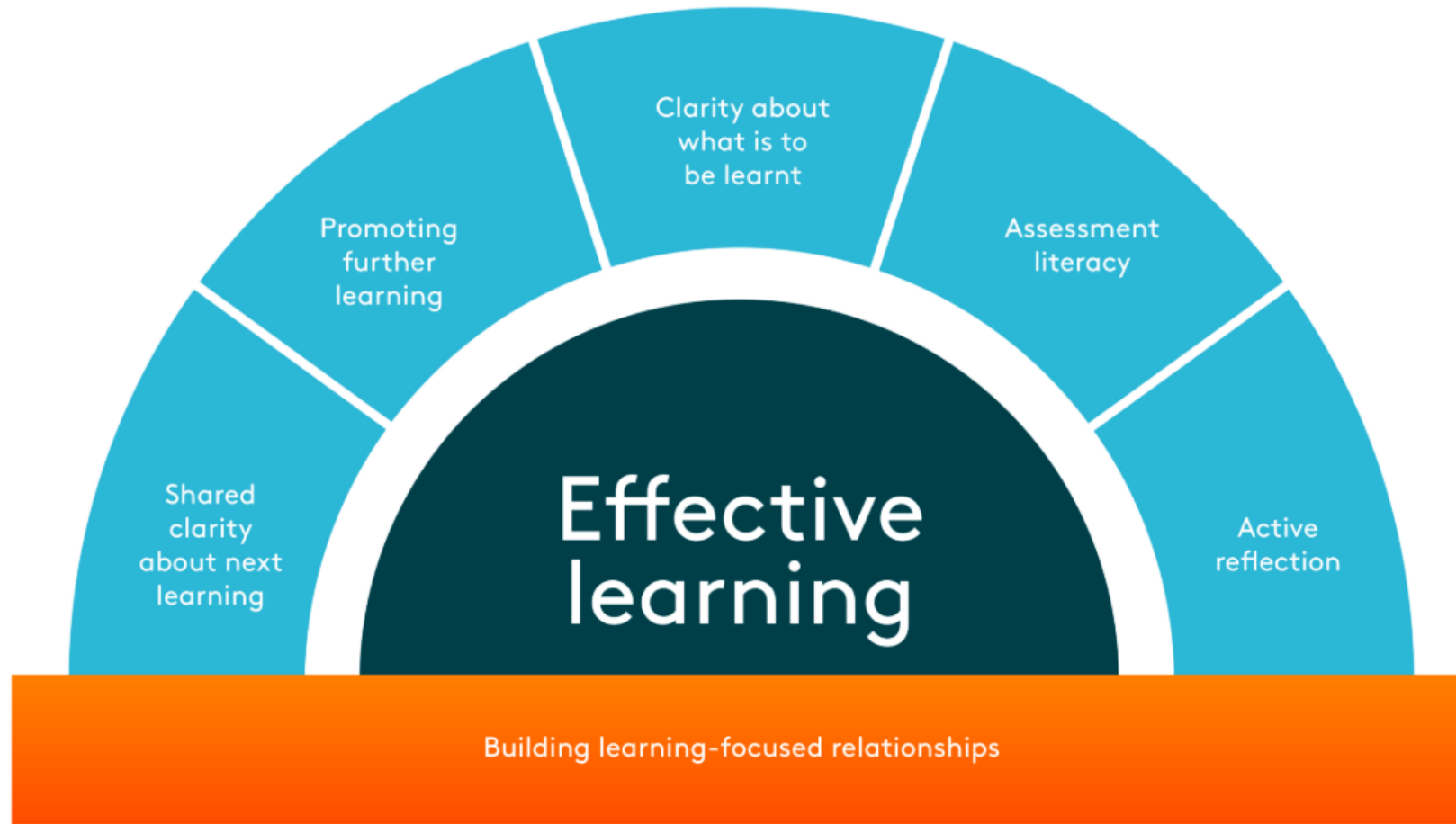
It is the use of assessment in **everyday teaching to help students understand where they are in their learning**, where they need to go next, and how to get there.

It is about **using evidence from learning to adjust teaching and help students grow**, rather than just judging performance.

It is **noticing**, and **recognising** ākonga learning in the moment, then **deciding on the response** that will best support progress.

There are six teaching and learning capabilities

Clarity about what is to be learnt

Promoting further learning

Assessment literacy

Shared clarity about next learning

Effective learning

Active reflection

Building learning-focused relationships

The link to accelerated learning?

Taken from a report prepared for the Ministry of Education

"The concept of accelerated learning in relation to children's oral language, reading, writing, and mathematics refers to advancing the learning of children who [need to build prior knowledge] related to content at their current year level. Accelerated learning is achieved through **specific teaching strategies**, learning conditions, or scaffolded supports that enable learners to acquire skills more rapidly than they would under 'usual teaching conditions'…. **[It] relies heavily on continuous monitoring of student progress against benchmarks and progress indicators, ensuring that the learning process remains aligned with year-level expectations**."

(Gillon et al., 2024, Accelerating Learning in Oral Language, Reading, Writing and Mathematics, p. 13)

AfL is the bridge... between where the learner is and where they need to be!

There

Here

Summative vs Formative Assessment – a brief contrast:

Formative assessment is <u>for</u> learning, while summative assessment fent is <u>of</u> learning.

Aspect	Formative Assessment	Summative Assessment
Purpose	To support & improve learning.	To evaluate & judge learning outcomes.
Timing	Ongoing, during the learning process.	At the end of a unit, term or course.
Focus	Next steps, & progress.	Final achievement or performance.
Feedback	Descriptive, used to guide improvement.	Often limited, usually a grade.
Examples	Quizzes, peer/self-assessment, teacher feedback.	Exams, final projects, standardised tests.
Key Question	"How can learning be improved?	"How much has the student learned?

Practical formative assessment strategies for small group accelerative learning

Assessment for Learning in Accelerative Tutoring

Short, Sharp, and Evidence-Driven Literacy & Numeracy Boosts

Why This Matters:

- Our national Literacy & Numeracy data is telling us we have challenges we need to address urgently in our schools and for our country as a whole

- The gap is significant

- Accelerative tutoring provides a targeted response to learning gaps

- Formative assessment practices can enable this

What Is Assessment for Learning (AfL)?

Core Principles:

Clarify learning intentions & success criteria

Elicit evidence of student learning

Provide timely, actionable feedback

Activate students as owners of their learning

Focus = Formative & Future-Oriented

Example – Numeracy

Focus: Multiplicative Strategies (Y10 Group)

Session Length: 15 mins

AfL Practice	Example
Check-in	Prior strategy on mini-whiteboard
Eliciting Evidence	Solve, explain orally
Feedback	Scaffolded: "Try splitting 48 into 40 and 8"
Exit Ticket	"How did you solve it?" quick share

Visible learning progress over 4 sessions

Culturally Responsive Practices

Ako: Everyone is both a learner and teacher

Use mana-enhancing feedback (effort, growth)

Connect learning to cultural contexts and identities

Scaffold in Te Reo Māori/Pasifika languages

Build whanaungatanga before focusing on achievement

How Leaders Can Support

Actively lead the learning of kaiako

- ✅ Observe short sessions with an AfL lens

- ✅ Celebrate small wins and student voice

- ✅ Provide time for kaiako to co-design learning

- ✅ Use exemplars to share practice

- ✅ Track progress over 4–6 weeks

Accelerating progress – leadership guidance

How might this resource *guide* your deliberate acts of leadership?

Accelerating progress - Leadership guidance

Te Poutāhū
Curriculum Centre

Checklist for leaders | Planning to accelerate progress

Discuss each aspect and consider whether they need further review in your school. To find out more, refer to the Leadership Guidance: Planning and managing to accelerate progress resource on Tāhūrangi.	On track	Needs review
Tab 1: Create the conditions to strategically accelerate progress **We know our school has created the conditions to accelerate progress when:**		
Our school board and leadership set a small number of goals, including a focus on accelerating progress where learners are at risk of underachievement*.	☐	☐
We foster collective commitment to equity and improvement; there is a sense of urgency to support students to accelerate progress*.	☐	☐
Leaders and teachers set high expectations for every child's achievement, using the curriculum to build shared understanding of one year's progress.	☐	☐
We have a shared understanding of the way accelerating progress is managed flexibly through everyday teaching, targeted and tailored teaching responses (multi-layered).	☐	☐
Our board and leadership collaboratively plan, budget and resource strategically to sustain accelerated progress initiatives.	☐	☐
Tab 2: Use evidence to identify, track, and monitor targeted support **We know our school is using quality evidence and processes to identify, track and monitor supports when:**		
We use a systematic, cyclical process of inquiry to regularly identify, plan, and monitor progress at both school and classroom level*.	☐	☐
We use high quality evidence effectively to understand our school-wide data picture so we can identify priorities for improvement across the school*.	☐	☐
Leaders support teachers to use quality information (combining standardised and diagnostic assessment with formative observation, conversation, and in-class assessment) to identify where support is needed to respond, and to monitor progress and impact.	☐	☐
Leaders and teachers can explain the reason for accelerated progress, how to sustain it, and can re-focus on learners who still need support.	☐	☐

Tab 3: Planning effective teaching approaches to accelerate progress

We know our school is planning effective teaching to accelerate progress when:

	On track	Needs review
Leaders and teachers know the cultures, languages, needs, strengths, and interests of their learners so they can build on these to support progress.	☐	☐
Our teachers design and adapt everyday teaching programmes and practices to meet diverse learning needs, in response to quality information*.	☐	☐
Our leaders and teaching teams can confidently plan for and implement effective targeted and tailored teaching supports to meet specific learning needs, in response to quality information.	☐	☐
We work in partnership with learners, whānau, iwi, teachers and families to set goals, monitor progress and celebrate success*.	☐	☐
Learners know what they must do to make progress and when they have succeeded.	☐	☐
Tab 4: Implementing targeted support to accelerate progress **We know our school is implementing and sustaining targeted supports when:**		
We routinely lead meetings that prioritise progress and achievement; this is linked to our school goals and targets and integral to our practice.	☐	☐
We resource PLD and support professional growth cycles, to build capability in assessment, learning design and teaching practices so we can accelerate progress where needed. *	☐	☐
We organise in-school teams to focus deliberately on accelerating progress so we can provide flexible supports when they are needed.	☐	☐
We work effectively with our Teacher Aides (where available) to provide targeted support; they are well supported by leadership and have clearly defined roles and responsibilities.	☐	☐
We work collaboratively to share information and organise support across our school, Kāhui Ako or cluster*.	☐	☐
We work collaboratively with our regional learning support specialists.	☐	☐

*Alignment to Leadership dimensions in ERO's School Improvement Framework (2024)

Reflection & Next Steps

Plan for action: What's one AfL idea you can trial next week in a small group tutoring session with ākonga?

Practical formative assessment strategies for the classroom

Let's expand this to apply it to everyday classroom teaching and learning and across the curriculum

Key AfL strategies that support acceleration

	Where the ākonga is going	Where the ākonga is	How do we get there?
Kaiako	Clarifying, co-constructing, and making learning intentions and success criteria visible	Designing rich learning opportunities that elicit and make ākonga thinking visible.	Providing timely, specific feedback that promotes next steps in learning
Peer		Supporting ākonga to be tuakana–teina and learn with and from each other	
Ākonga		Developing ākonga agency by encouraging ākonga to reflect on and direct their own learning	

Adapted (with Aotearoa-specific framing) from:

Wiliam, D., & Thompson, M. (2007). Integrating assessment with instruction: What will it take to make it work? In C. A. Dwyer (Ed.), *The future of assessment: Shaping teaching and learning* (pp. 53–82). Mahwah, NJ: Lawrence Erlbaum Associates.

We're going to focus on 3...

These enable kaiako and ākonga to know *where* the learner is going, where they are at any point in time and *how* to get there

1. *Clarifying, co-constructing, and making learning intentions and success criteria visible*

2. Providing timely, specific feedback that promotes next steps in learning

3. *Developing ākonga agency by encouraging ākonga to reflect on and direct their own learning*

Clarifying, sharing and understanding learning intentions

This is so kaiako and ākonga know where the learning is going...

Success criteria – process vs product

What is the difference?

Both "**process**" and "**product**" success criteria are important for learning, but they differ in their focus. Process criteria highlight the key steps and actions learners take to achieve a learning intention, while product criteria describe what learners will be able to produce or do at the end of a lesson. Essentially, process focuses on the learning journey, and product focuses on the outcome.

The things I will have done to show my learning...

The steps I will have taken to achieve success...

Image: Learning Intention + Success Criteria: Free

Success criteria – process vs product

Learning Intention: To be able to write a paragraph using the PEEL method

Product success criteria:

By the end I will have:

- Received peer feedback for at least 3 drafts
- Completed at least 5 good paragraphs
- Used the PEEL method

Process success criteria:

Remember to…

- POINT - Make and introduce the reader to your point.
- EVIDENCE - Back it up, support the point you are making with examples or evidence.
- EXPLANATION - Explain how the evidence or examples support your point.
- LINK - Link this point to the next point that you will be making in the following paragraph or back to the main point.

Application to literacy & numeracy teaching and learning, and L1 NCEA Co-requisites

Kaiako and ākonga know where the learning is going...

How might you strengthen the learning intentions and success criteria to ensure ākonga are clear about what needs to be learnt, related to:

1. Digital readiness?

2. Literacy & Numeracy readiness?

3. Co-requisite question readiness?

Example...

Kaiako and ākonga know where the learning is going...

How might you create 'I can' statements to frame up success for the layers of readiness ākonga need to demonstrate their literacy and numeracy learning and capability?

Providing feedback that moves learning forward

Kaiako and ākonga know where the learning is now...

Feedback – what matters

Feedback is information about the task that fills a gap between what is understood and what is intended to be understood. It can lead to increased effort, motivation or engagement to reduce the discrepancy between the current status and the goal…

Hattie & Clarke, Visible learning feedback

Here

There

Giving and receiving feedback

Giving

With respect to the current piece of learning, feedback should be…

POSITIVE – comments on strengths demonstrated matched to the current learning intention and success criteria (x3 = 3 successes).

THOUGHTFUL/SPECIFIC – evidence is provided matched to the current learning intention and success criteria.

HELPFUL – something that needs to be strengthened/improved and/or a gap in learning matched to the current learning intention and success criteria (x1 = 1 goal).

Receiving

LISTEN & CHECK I UNDERSTAND the feedback by:

a. summarising what I think the person said and saying it back to the person

b. asking questions of the person to clarify

Giving and receiving feedback

Committing to doing something with the feedback

1. Write it down:

   - My strengths are…

   - Things I need to strengthen/improve are…

   - Gaps I need to fill, in my learning are…

   - The things I will do to make sure my learning is complete are…

   - I will seek help from…

   - The date I will have completed my learning is…

A goal without a plan is just a wish | Free Photo

2. Get on and do the things I have written down.

Peer-feedback

To enable this...

- Model and discuss effective and ineffective feedback

- Provide sentence starters

- Use structured protocols (see next slide)

- Start with ākonga in pairs to work with a provided exemplar (an anonymous piece of work)

- Employ warm & constructive feedback against a set of relevant success criteria for the piece

- Use sticky notes to add comments

- Enable ākonga to critique their own piece of work

Student feedback Sentence Starters

Positive:

- Excellent job on...
- I think your example...
- You did a super job on...
- Your work displays

Need to improve:

- One suggestion would be...
- I think you could add...
- Perhaps have a think about...
- One problem I see...

Ask a question:

- What are...
- How might you...
- Tell me more about... is there any value in...
- Where could you strengthen...

Activating ākonga as owners of their own learning

Kaiako and ākonga know where the learning is now and how to move learning forward...

What is self-assessment?

Self-assessment is a process where an **individual evaluates their learning** to identify strengths, areas that need strengthening, and gaps in knowledge, skills, and overall performance at that point in time.

It involves reflecting on the **success criteria** (process and product) and current goals, identifying areas for improvement and setting goals to move their learning forward. This should include 'how to', 'who with' & 'when to'.

Why self-assessment?

Ākonga can drive the process without having to wait for the teacher

It enables ākonga to check-in around the quality of their learning and make choices around **making improvements** by:

- *Looking* at exemplars of what a good piece of work should include

- *Deciding* what needs practice, what doesn't and what needs further learning

- *Seeking* feedback and help from a teacher or peer

- *Updating* short-term learning goals

- *Prioritising* what their next steps in order of urgency

Assessment literacy for our ākonga

"Students need to be skilled assessors of their own learning and that of their peers and be able to use or participate in a range of assessment approaches suited to the subject, context and purpose ..."

Michael Absolum (2006) pp 99 - 100

We want our students to be able to:

- Recognise assessment as a tool

- Actively engage in the assessment the process

- Interpret and respond to assessment feedback

- Collaborate in the assessment cycle

- Support peer learning through shared insight

How often, over a series of lessons, do you check in with students about how their learning is going, against the criteria for successful learning, using formative assessment effective teaching practices?

Do your ākonga know what they can and cannot do?

How is self-assessment is going in your classroom?

Here are some things you may wish to reflect on ...

- What evidence do we have self and peer assessment is helping ākonga learning and not becoming just an activity we have to do?

- Do I feel I have the skills to self and peer assess effectively?

- Are success criteria always clear enough to help me to self and peer assess?

- Are systems and frameworks working for ākonga?

- Do ākonga have enough time, particularly for making improvements in ākonga learning?

- How could we make self and peer assessment even more dynamic in terms of learning?

Questions & sharing ideas

Next steps:

What actions will
you commit to?

Up-and-coming TMKR webinars

Assessment for learning and assessment literacy for acceleration.	T2 W6 Thu. 05/06/25 3.30pm-4.30pm	T2 W8 Thu. 19/06/25 3.30pm-4.30pm
Accelerating Literacy and Numeracy using science of learning practices across the curriculum.	T2 W7 Thu. 12/06/25 4.00pm-5.00pm	T2 W9 Wed. 25/06/25 4.00pm-5.00pm
Supporting English language learners with NCEA literacy requirements.	T3 W1 Wed. 10/07/25 3.30pm-4.30pm	T3 W3 Thu. 31/07/25 3.30pm-4.30pm
E angitu ai te ākonga: E tautoko ana i ngā tini kaupapa o te reo matatini	T2 TBC	T2 TBC
E angitu ai te ākonga: E tautoko ana i ngā tini kaupapa o te pāngarau	T2 TBC	T2 TBC

Courses

Karakia whakamutunga

Tēnei rā te whakairi ake i te kete o te wānanga,

Tōna mauri nō runga, nō Rangi, nō raro, nō Papa,

Tēnei te mauri o te mātauranga ka whakatakina ake,

Kia wātea ai ēnei pūkenga,

Hui e, tāiki e!

May we close these discussions of learning,
Whose essence is derived from both divine and earthly sources,
The life force of knowledge is reaffirmed
to allow this gathering to finish,
Forever bound!

He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

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equitable and excellent outcomes.