

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
- There is an additional Q&A at the end
- This session is being recorded and will be available online





**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

Quality Assessment Practices

Responsive Webinar 1

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!*



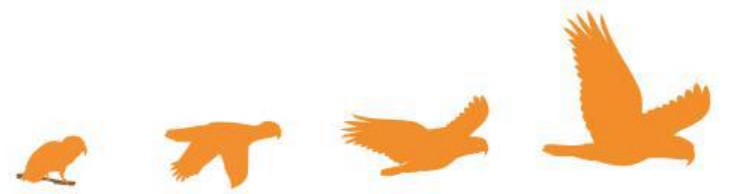


Ma te huruhuru, te manu ka rere

Adorned with feathers, the bird is able to fly



Ngā kaupapa o te wā



Kaupapa matua

Support leaders and kaiako to:

- Develop a shared understanding of assessment & aromatawai
- Understand what quality assessment & aromatawai looks like
- Provide practical actions to strengthen your assessment & aromatawai practices



What are you doing well in assessing teaching and learning?

Please take a moment to write your strengths in the *chat*.



Understanding Assessment & Aromatwai



What is Assessment?

Assessment is **the process of gathering and interpreting information about student learning to inform both teaching and learning.** It's a **systematic way** to understand what students **know, understand, and can do,** and to identify areas where they need support or further development.

Assessment is not just about assigning grades, but rather **a tool to improve the learning process for all students.**



What is Aromatawai?

Aro is 'to take notice' or 'pay attention to' and **mata** is 'face', **wai** is 'water', and **matawai** is 'to examine closely'.

Aromatawai is literally a way of perceiving mokopuna and their relationship to learning, what they can do, their learning journey and experience, their special talents and strengths, the things that inspire them, the relationship between kaiako and ākonga, and how the information can support learning, both instantly and over time.



Assessment & Aromatawai - One in the same?

No – they are related but not the same.

They both involve gathering information to support learning, and **they differ in worldview, values, and purpose.**

Assessment	Aromatawai
Grounded in Western educational traditions.	Grounded in <i>te ao Māori</i> and <i>mātauranga Māori</i> .
Often focuses on measuring individual progress or achievement against predefined curriculum outcomes.	Focuses on nurturing holistic wellbeing and affirming identity, language, culture, and whakapapa.
Prioritises validity, reliability, and standardised comparability.	Prioritises <i>mana mokopuna</i> , <i>tika</i> , <i>pono</i> , and relational accountability.
Often teacher-led and product-focused (e.g., tests, rubrics, outputs).	Collaborative, relational, and process-rich – shaped by whānau, ākonga, hapū and iwi.
Treats evidence as data to analyse and report.	Treats evidence as <i>taonga</i> – living knowledge, interpreted with care and context.
Designed to make judgements about what students know and can do.	Designed to understand the whole mokopuna – what inspires them, how they learn, and what matters to them.
Feedback often flows one way: teacher to student.	Feedback is reciprocal and relational – a form of <i>ako</i> between kaiako, ākonga, and whānau.
Success is defined by external benchmarks or system-level outcomes.	Success is defined by shared aspirations of mokopuna, whānau, hapū and iwi.



Why does the distinction matter?

Aromatawai is a uniquely Māori approach grounded in *te ao Māori* and *mātauranga Māori*, focused on nurturing identity, relationships, and collective wellbeing. Unlike conventional assessment, which often centres on individual achievement and data, aromatawai is relational, holistic, and treats evidence as *taonga*. It supports shared decision-making with ākonga, whānau, hapū, and iwi, and enables education success as Māori through mana-enhancing, culturally grounded practices.



Why focus on assessment and aromatawai?

Because it ensures leaders, kaiako and ākonga **clearly understand the purpose, structure and expectations of the NCEA co-requisites**, guiding **whole-school practices** in literacy, numeracy, te reo matatini and pāngarau, and building the **capabilities** needed for ākonga to confidently meet and exceed these foundational achievement goals.



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)



Formative and Summative Assessment

Different purposes, different impacts

While summative assessment helps us evaluate what has been learned, it's formative assessment and aromatawai that **guide the learning journey**.

The key is knowing when and how to use each purposefully, and always with **ākonga at the centre**.

*Both have value – but **the power to accelerate and deepen learning lies in how we use evidence with and for ākonga.***

Formative Assessment	Summative Assessment
<i>For learning</i>	<i>Of learning</i>
Happens during the learning	Happens at the end
Helps guide next steps	Judges achievement
Uses feedback and kōrero	Uses grades or levels
Shared with learners	Reported to others
Core to aromatawai	Can be part of formal accountability



Type:	Diagnostic Assessment	Formative Assessment	Summative Assessment
It is...	about learning	for learning	of learning
Purpose	To inform learning design	To support & improve learning.	To evaluate & judge learning outcomes.
Timing	Before learning begins	Ongoing, during the learning process.	At the end of a unit, term or course.
Focus	Prior knowledge, misconceptions, current skill, learning needs	Next steps, & progress.	Final achievement or performance.
Feedback	Strengths, weaknesses, gaps	Descriptive, used to guide improvement.	Often limited, usually a grade.
Examples	Interviews, Know-Want to know chart, Concept mapping	Quizzes, peer/self-assessment, teacher feedback.	Exams, final projects, standardised tests.
Key Question	"What do you already know, understand, and can do?"	"How can learning be improved?"	"How much has the student learned?"



What Does Quality Assessment Look Like?



What does quality assessment look like?

Quality assessment...

- **Promotes student ownership of learning**

Ākonga understand what they're learning, how they're going, and what to do next – supporting self-direction and reflection.

- **Informs teaching through timely and valid evidence**

Provides trustworthy information that helps teachers adapt teaching to meet ākonga needs.

- **Respects diverse ways of knowing and being**

Values learners' cultural identities, languages, and worldviews, recognising multiple ways of showing understanding.



Assessment to Improve Learning
Principles, Practices and Proof

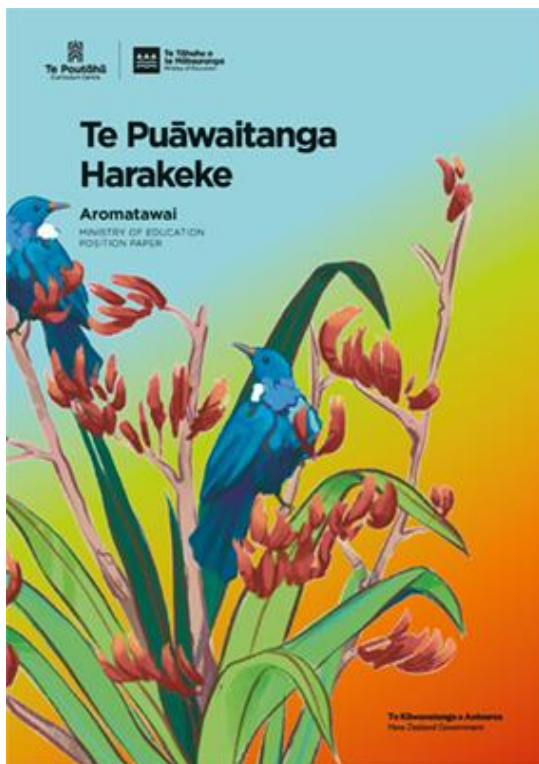


Adapted from Assessment to Improve Learning - principles, practices and proof 2021, p02 [Home - NZAI | New Zealand Assessment Institute](#)

What does quality aromatawai look like?

He mea tika me te pono te aromatawai.

The assessment is something that is right and true.



Te Puāwaitanga Harakeke 2023, p27-29

- **has a clear purpose** that supports ākonga progress and community aspirations.
- **treats information as taonga**, respecting mana and using it with care.
- **is valid, reliable, and culturally grounded**, giving trustworthy insights.
- **is collaborative**, involving ākonga and whānau in decisions.
- **is accountable**, promoting equity and belonging through informed action.



Designing Equitable Support Through Quality Assessment & Aromatawai

Universal (Tier 1)

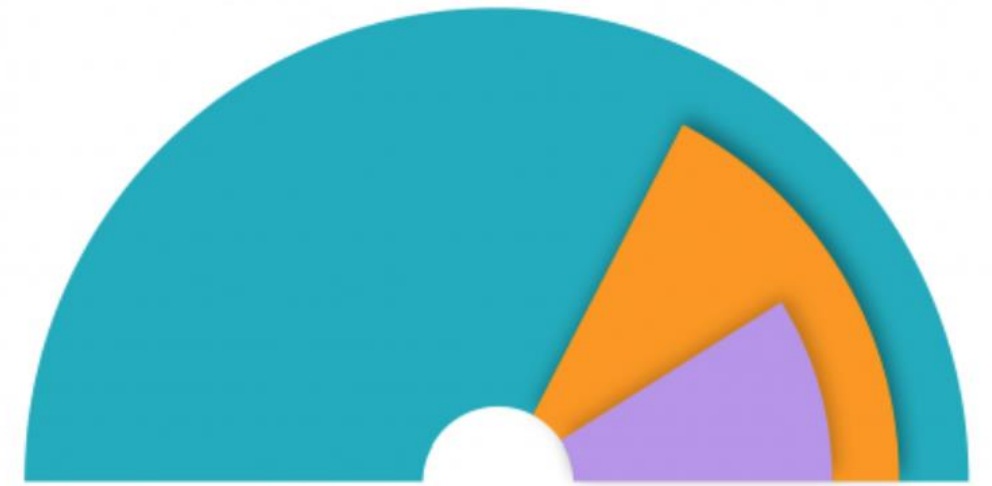
- Whole of school approaches, across all learning areas, whole class curriculum
- e.g. explicit vocabulary, school-wide or class scaffolds (PEEL, TEXAS etc.)

Targeted (Tier 2)

- In-class approaches, for targeted groups
- e.g. structured reading programme, reciprocal reading, frontloading and unpacking literacy and numeracy strategies

Tailored (Tier 3)

- Individual specialised approaches and specific supports for unique learning needs.



Te Matua

Universal

Strengthens inclusive environments, cultures and practices.

Te Kāhui

Targeted

Offers focused approaches to enhance participation, learning and wellbeing.

Te Arotahi

Tailored

Provides more specific supports for unique needs and contexts.



Knowing Your Learner

Knowing your learner means understanding who they are, what they need, and what matters to them.

Quality assessment and aromatawai rely on this understanding to inform fair, valid, and culturally grounded decisions.

This involves drawing on a range of evidence – from observations and assessments to conversations with ākonga and whānau – and using professional judgement to plan next steps.

Regular reflection helps ensure those decisions remain purposeful, inclusive, and mana-enhancing.



Knowing your learner and making professional judgements

Kaiako should

1. Use a **mix of assessment tools, tasks and activities** to inform their professional judgements of 'where a student is at' and 'what needs to happen next'.
2. Ensure the overall assessment of the learning is **valid, reliable, fair** and therefore **dependable**.

Descriptions

of progress & achievement ākonga are aiming for.

Concrete examples

showing what successful learning and levels of achievement look like

Assessment tools, tasks & activities

provide a range of formal and informal information about where ākonga learning is at

Tacit knowledge

internalised and embedded in personal experience

Criteria for success

mapped out for ākonga to use for themselves, with each other, with kaiako and with whānau.

Professional judgement

Quality aromatawai practices are authentic and contextualised to meet the aspirations of ākonga and their whānau.

Position Paper: Assessment

- MOE 2011, p36



Address Assessment Bias

- ✓ **Develop Diverse Assessment Materials:** Use a variety of assessment formats and content that reflect the diversity of students' backgrounds and experiences.
- ✓ **Review and Revise Assessment Items:** Carefully examine assessment items for potential bias, ensuring that they are fair and relevant to all students.
- ✓ **Train Educators on Bias Awareness:** Provide educators with professional development on identifying and addressing bias in assessment practices.
- ✓ **Involve Students in the Assessment Process:** Seek student feedback on assessment materials and practices to identify potential areas of concern.
- ✓ **Use Multiple Measures of Assessment:** Rely on a variety of assessment methods to gain a more comprehensive understanding of student learning.



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)



Designing for Quality: A Reflective Checklist

Validity	Reliability	Fairness
Am I clear about its purpose and how I will use the information?	How will I apply the assessment criteria consistently?	Does it allow all learners to show what they know and can do?
Does it assess what I intend to assess?	Do I have enough information to make a judgement about learners' progress and achievement?	Do all learners have similar opportunities to learn what is being assessed?
Have I covered a wide enough sample of the learning domain?	How will I moderate my judgements with other teachers?	Do school students feel comfortable doing the assessment?
Do I avoid assessing any unwanted factors?	How will I refer to benchmarks to make my judgements (progressions of learning, exemplars &/or performance indicators)?	Do I avoid bias and recognise diversity?
Will learners benefit from the assessment?		Do school students know why they are doing the assessment? Are the instructions clear? Are the criteria explicit, clear and shared with students?
		Are there multiple, varied, equitable, and meaningful opportunities for learners to show their learning?
On balance, does the assessment give all learners a 'fair shake' to show their learning?		



Where Practice Meets Principle

Strengthening Assessment Through Practical Actions



Designing Assessment for Learning

Quality assessment (and aromatawai) is most powerful when it is visible, co-constructed, and supports ākonga to understand, reflect on, and take ownership of their learning. This happens through clear learning intentions, success criteria, and opportunities for self and peer assessment.



Co-constructing Success Criteria



Student ownership of goal setting



Peer assessment, mini reflections



Quality in Action: Making Learning Visible through Assessment & Aromatawai

Learning Intentions	Success Criteria	Peer & Self-Assessment
<ul style="list-style-type: none">◆ Clearly state what and why◆ Make visible and refer to often◆ Co-construct where possible to reflect ākonga voice and relevance	<ul style="list-style-type: none">◆ Describe what quality looks like in learner-friendly language◆ Reflect identity, language, and culture (<i>aromatawai</i>)◆ Co-create to support mana and ownership	<ul style="list-style-type: none">◆ Encourages reflection, voice, and agency◆ Promotes metacognition and collective responsibility◆ Grounded in relational accountability (<i>aromatawai</i>)
Example: "We are learning how to explain scientific ideas clearly so others can understand our thinking."	Example Criteria: <ul style="list-style-type: none">✓ Uses subject-specific vocabulary✓ Organises ideas clearly✓ Supports points with examples✓ Reflects who I am and what I value	Prompt Examples: "What did I do well?" "What could I strengthen?" "How does this reflect my learning journey?"

When learning intentions and success criteria are shared and co-constructed, both assessment and aromatawai can strengthen ākonga agency, reflection, and identity.



Integrating tasks into your classroom

Success Criteria

Science

I can describe how heat is transferred.

I can identify which surface absorbed more heat.

I can make a valid conclusion based on evidence.

Literacy

I can use scientific vocabulary like "absorb," "radiation," and "surface."

I can write a clear explanation that includes cause and effect.

I can structure my explanation with an introduction, evidence, and conclusion.

Numeracy

I can measure temperature accurately at regular intervals.

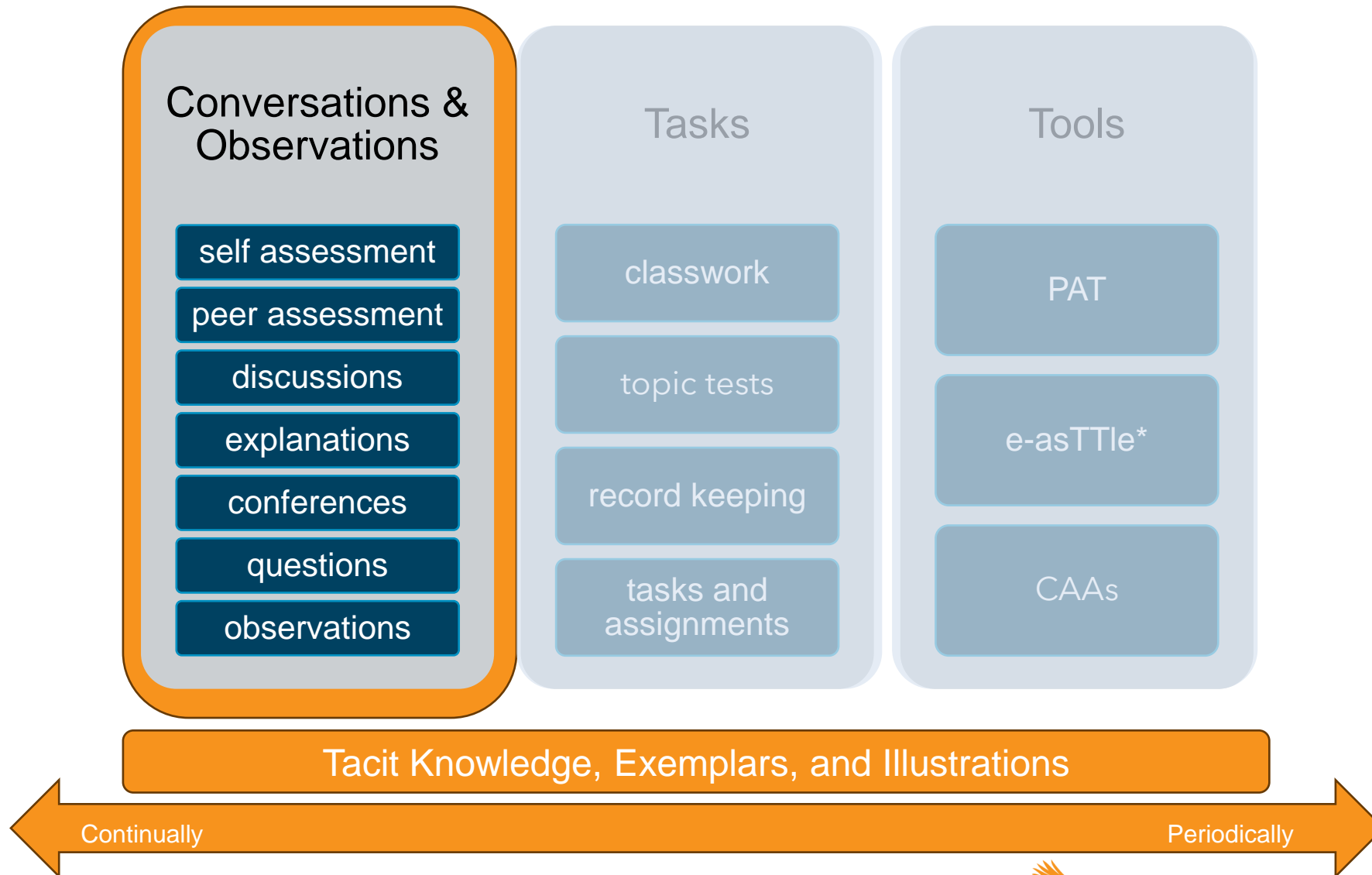
I can record data in a table and graph it accurately.

I can calculate the average temperature increase.



Formative assessment activities

Adapted from:
Assessment Position Paper - MOE 2011 (pp. 53-82).



Conversations and observations

How many of the following are you engaging your ākonga in?

- ☐ Peer assessment
- ☐ Self-assessment
- ☐ Questioning - make your students think
- ☐ Discussion - engineer them so they are effective
- ☐ Use the collective responsibility of group so you can observe
- ☐ Clear explanations - learning outcomes, success criteria, (what, why & how)



Using Assessment Tools with Purpose

Tool	What it Offers	How to Use It Well
LNSiS Review Tool (Literacy and Numeracy Support in Schools)	Assesses current practice and plans for system-wide change	Use collaboratively to reflect on readiness, identify next steps, and embed change across learning areas
e-asTTle*	Curriculum-linked pathways in reading, writing, and maths	Use to track growth, group learners, and guide teaching; co-review with ākonga and whānau
PATs	Norm-referenced indicators of achievement	Use as one data point; combine with teacher insight to avoid deficit assumptions
LNAAT (Literacy and Numeracy Adult Assessment Tool)	Diagnostic tool for older/transitioning learners	Use for planning catch-up support; ensure low-stress, strengths-based approach
ELLP	Tracks language learning across stages	Use to differentiate support for ELLs; value bilingualism and cultural knowledge
LPF/PaCT	Structured progressions to support OTJs	Support moderation and planning; include contextual and narrative info
Teacher Observation	Everyday insights into learning and behaviour	Central to aromatawai; value relationships, context, and holistic understanding
Whānau & Ākonga Voice	Understanding identity, goals, and aspirations	Invite co-construction of success; ensures assessment honours mana and lived experience



Connections between e-asTTle and the CAAs

- There are good connections between e-asTTle Reading, e-asTTle Mathematics and e-asTTle Writing and the CAAs.
- Connections in reading and maths have been made with the big ideas.
- Writing connections have been made between the marking rubrics.

Key points:

- e-asTTle and the CAAs have connections but are not aligned.
- The connections are strong enough for e-asTTle to be a good indicator of success in the CAAs.



Chart 14: Secondary student achievement for Literacy and Numeracy standards compared to e-asTTle scores – overall results 2022



Build Shared Understanding & Ensuring Quality

What it offers:

- Shared language around quality assessment and aromatawai practices.
- Clear success criteria and exemplars to clarify expectations.
- Collaborative processes that honour diverse voices, including ākonga, whānau, and colleagues.

How to use it well:

- Use a quality assurance checklist to guide consistent practice.
- Co-construct understanding of assessment and aromatawai with cultural perspectives in mind.
- Develop and analyse exemplars of work showing a range of quality levels.
- Incorporate diverse, inclusive assessment methods to meet learner needs.



Use Assessment to Build Capability

What it offers:

- Valid and reliable assessment tools that reduce bias.
- Learner agency and ownership through goal-setting and self-assessment.
- Rich insights from data to inform teaching and reporting.

How to use it well:

- Align assessment with clear learning intentions and progressions.
- Promote student voice through self/peer assessment and student-led conferences.
- Use multiple measures and blind moderation for reliability and fairness.
- Regularly review data with students to set goals and track progress.



Know What Is Being Assessed



You are assessing...

NCEA corequisite readiness...

- Literacy
- Numeracy
- Digital
- Exam conditions
- CAA question comprehension

Mind frame readiness

- Self-efficacy and confidence
- Belief the assessment is achievable
- Resilience & emotional regulation
- Awareness of what is being assessed
- Motivation & a sense of purpose
- Willingness to review and improve
- Openness to feedback



The concept of readiness

"Being ready for assessment means that ākonga are demonstrating skill at the level appropriate to be assessed. Knowing when ākonga are ready for the assessment will provide them with the best opportunity to be successful and have a positive assessment experience."

"Kaiako can use classroom observations, including peer-to-peer conversations, formative assessments and ākonga work, to understand if ākonga are ready. While standardised tests can support these observations, conversations with ākonga should have an important role in determining if they are ready to sit the Common Assessment Activities."

<https://ncea.education.govt.nz/determining-%C4%81konga-readiness>



A practical tip for teachers:

A simple way to build these mind frames is to **embed mini-reflections**, against a set of criteria for success, after practice tasks:

What did you find easy or hard?

What will you try differently next time?

What do you now know about yourself as a learner?



Use Data Effectively



Analysing data

Key aspects to focus on...

Identify Trends and Patterns

Ask Rich, Learner-Focused Questions

Disaggregate and Cross-Check Data

Involve Students and Whānau in the kōrero

Reflect on Teaching Practice



Use all the information...

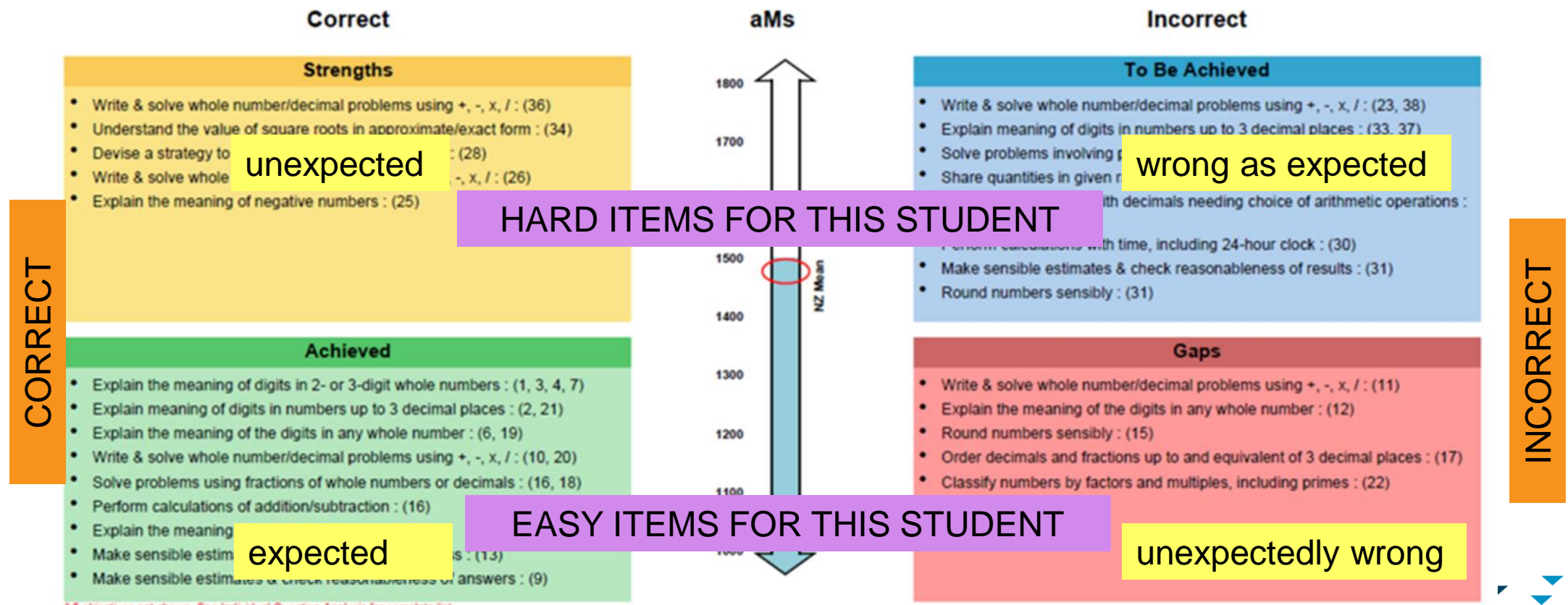
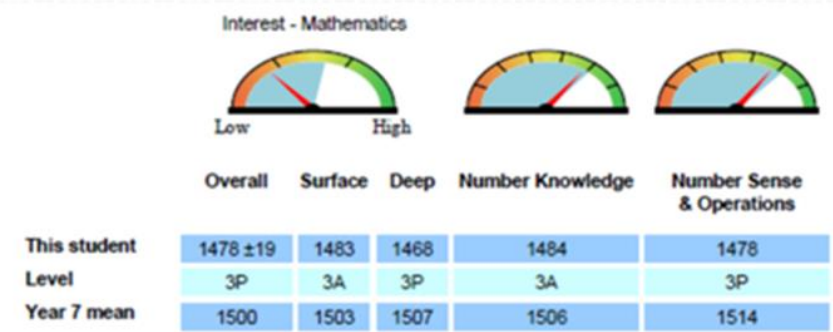
... to investigate why one group might have very different experiences and results to another

... to minimize/mitigate the negative aspects or spread the positive aspects like butter in the future

COMPARE AND CONTRAST ANALYSIS

Group A differences	Group A & B similarities	Group B differences

Use e-asTTle profiles with students



* 5 objectives not shown. See Individual Question Analysis for complete list.

Enable student self-tracking

Monitoring my progress in Reading using e-asTTle						Next steps... I need to focus on...	
e-asTTle grade	5A						
	5P					1. Skimming and scanning for information	1. Punctuation
	5B				4	2. Inferring information	2. Understand author's purpose and intent
	4A			3		3. Consistently read for meaning	3. Use grammatically correct structures
	4P		2			4. Evaluating author's purpose	4. Identify and discuss purpose of text
	4B						
	3A	1					
	3P						
	3B						
	2A						
	2P						
	2B						
	1A						
	1P						
	1B						
		T1 year 9	T3 year 9	T1 year 10	T2 year 10		
		Time of assessment					



Use the CAA reports

Unpack to inform next steps

2025 Numeracy CAA							
Student	Year level	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	NCEA L1 Num	
A	11	✖	✔	✖	✔	YES	
B	11		✖				
C	11		✖	✔			
D	11			✔			
E	11		✔ ✖			✔	
F	11		✔ ✖				
G	11	✖		✔			
H	11	✔	✖		✔	YES	
I	11		✖				
J	11		✖	✔			
Key: ✖ 2024 ✔ 2025							

Subject:	Teacher:	Purpose: targeted and tailored support	Date: after the May CAA	Outcome: 'Sufficient evidence' for each in the Sept CAAs
Learner:	Where were they	Where at now	Shift: +ve or -ve	Next step teaching & learning strategy
Reading				
Writing				
Numeracy				

Use the CAA reports

Areas requiring improvement demonstrated by candidates who were not at, or were borderline in meeting, the required standard:

- Following the assessment instructions (e.g., complete all three sections: two pieces of writing and the selected response questions).
- Following the instructions and guidelines for each task (e.g., select only one topic, following the recommended text length to ensure they provided sufficient evidence to meet the requirements of the standard).
- Responding specifically and directly to the assessment tasks.
- Planning their answers to avoid going “off topic” (e.g., brainstorming, mind maps, listing ideas).
- Organising and grouping their ideas to avoid “jumping around” or repetition.



Use the CAA reports

What might this tell us about the range of contexts we might expose our students to

Acknowledgements

Material from the following sources has been adapted for use in this assessment:

Question One

Page 2: Woman on crutches, <https://stock.adobe.com/nz/images/woman-practicing-walking-on-crutches/249827144>

Page 2: Figure outline, <https://static1.squarespace.com/static/54d96b48e4b04bc268f6fde7/t/552b3b68e4b043705b2a7386/142889661663Sizing+and+Using+Forearm+or+Elbow+Crutches.pdf>

Page 2: Crutch, <https://www.mobilitycentre.co.nz/shop/crutches-walking-sticks/crutches/coopers-elbow-crutches-adult-single-adjustable-pair/>

Page 2: Protractor, <https://stock.adobe.com/images/protractor-protractor-grid-for-measuring-degrees-tilt-angle-meter-measuring-tool-ai10/196681142>

Page 3: Sports park, <https://www.landscapearchitecture.nz/landscape-architecture-aotearoa/2018/3/22/new-zealands-first-sustainable-sports-park-setting-a-new-direction>

Page 4: Garden box, <https://stock.adobe.com> (created using generative AI)

Page 4: Washing machine, <https://extremeappliances.co.nz/samsung-10kg-top-load-washer-wa10a8376gw/>

Page 4: Bin, <https://rotaform.co.nz/products/wheelie-bin-80-litre>



Individual Learning Plans (ILPs)

Personalised roadmaps:

Designed to help students achieve their academic, personal, and career goals.

Tailored to each student's unique needs, strengths, and aspirations, ensuring a more focused and effective learning experience.

Particularly helpful for students who need extra support or have specific learning goals.

Benefits:

Increased Student Engagement

Improved Academic Performance

Enhanced Career Readiness

Greater Self-Awareness

Stronger Home-School Partnerships



Questions & sharing ideas



What do you wonder about related to assessing teaching and learning?

Please take a moment to write your strengths in the *chat*.



What are your challenges in assessing teaching and learning?

Please take a moment to write your strengths in the *chat*.



Next steps:

What actions will
you commit to?



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!*





**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