

Monday 17 February 2014

# ISA information for parents evening



# Learning ....

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□ ..is a process, not a race.

# Assessment – What is it?

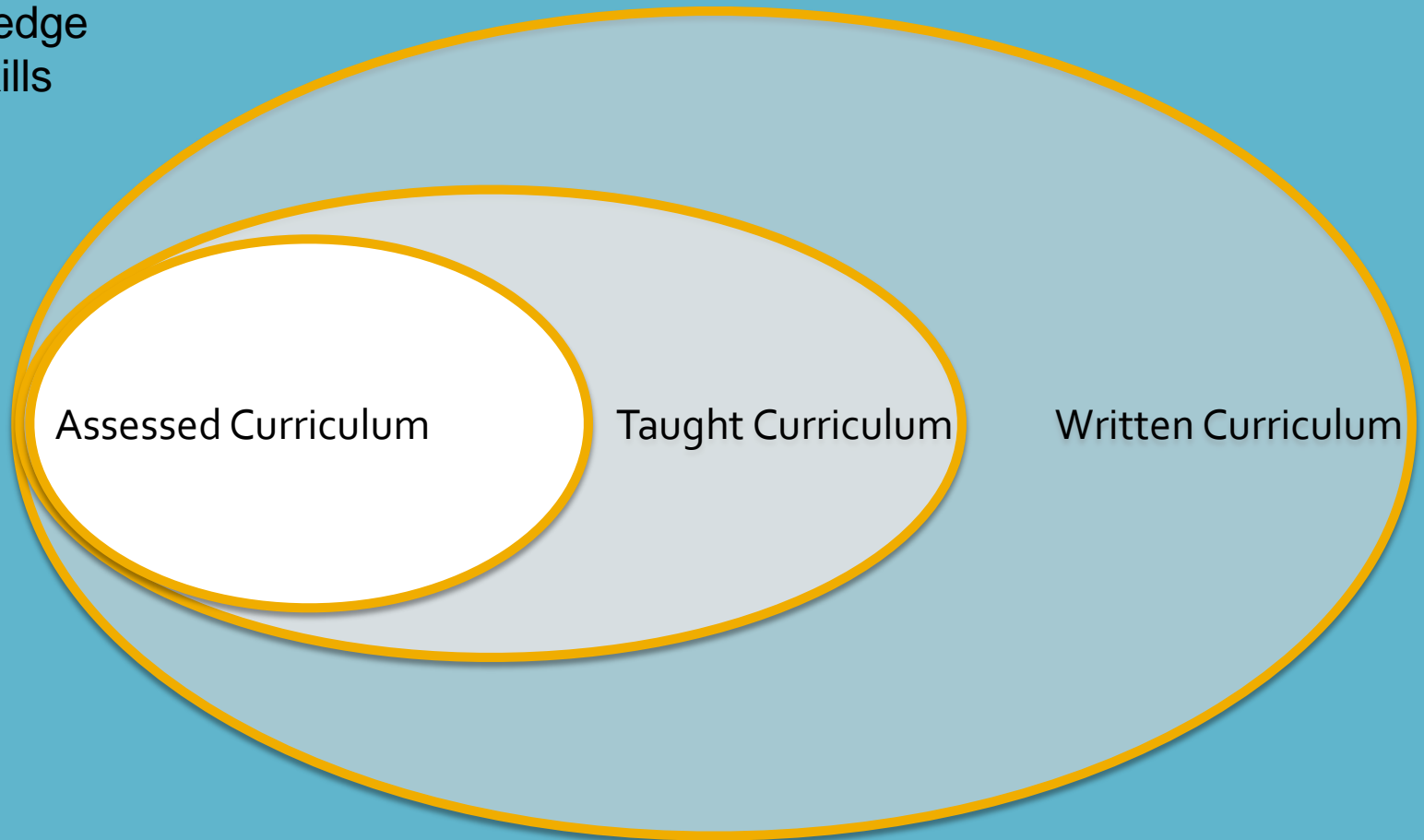
- ..the gathering and analysing of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

# Assessment - Why we assess

- improve achievement for all students
- develop of tools and strategies for students
- encourage positive achievement and individualised learning
- stimulate dialogue between stakeholders
- to track students progress and act upon findings
- develop 'success for every child'
- .....improve learning

# Assessment - What we assess

- Knowledge and skills



# Assessment - How we assess

*Rubrics*

*Benchmarks/exemplars*

*Check-list of desired behaviours*

*Anecdotal records*

*Rating scales*

*Focus grids*

*Continuums*

*Previous student records*

*Records of previous learning experiences*

*Photographing or videoing activities, art work etc*

*Audio-taping activities*

*Collecting and retaining work samples*

*Conferencing*

*Reading records*

*Progress charts*

*Scores*

*Profiling*

*Observations*

*Performance Assessments*

*Process-focused Assessments*

*Selected Responses - tests*

*Open-ended Tasks*

*Portfolios*

*Interaction with Student*

*Analysis of Student Reflections*

*Comparison*

*External Testing*

*Communication - reports, PT interviews.....and more!*

# Forms of assessment

## Formative assessment

- Assessment *for* Learning
- Assessment *as* Learning
- ...is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked: neither can function effectively or purposefully without the other.

# Forms of assessment

## Summative assessment

- Assessment *of* Learning
- ...happens at the end of the teaching and learning process and gives the students opportunities to demonstrate what has been learned.

MPYPH IBO 2000



# Forms of assessment — Evaluation

- ....is the process of making a judgement about student progress or the effectiveness of a programme based on sufficient assessment information.

□ MPYPH IBO 2000

# ISA testing – a ‘health’ warning

- Please be aware that the annual ISA testing is a ‘one off’ test each year.
- At KJS we use the data in a variety of ways.
- The ISA tests are not directly linked to our curriculum therefore are not a direct correlation, however it is the closest, at this stage, external testing that is in line with our approach to teaching and learning.

# ISA testing - context

- Based on internationally endorsed reading, writing and math literacy frameworks of PISA
- PISA is undertaken every 3 years globally
- PISA was developed by OECD
- ISA was developed by ACER
- The 'average' proficiency in the PISA is 500 for 15 year olds. (Stand Dev = 100)

**ISA** = International Schools Assessment

**PISA** = Programme for International Student Assessment

**OECD** = Organisation for Economic Cooperation Development

**ACER** = Australian Council of Educational Research

# ISA testing - Years 4, 5 and 6

- ISA tests are undertaken across all ESF Primary schools
- The full suite of tests were introduced to ESF schools in Oct 2012
- Oct 2013 ISA tests are undertaken globally involving approx 33000\* students; 17000 students in Years 4, 5 and 6
- Students from around 130 schools across 50 countries participated
- Comparing against these schools gives us a *sense* of attainment globally

\*  
36000 more will undertake the tests in Feb 2014

# ISA testing - Years 4, 5 and 6

- At KJS we assess in Reading, Writing and Mathematical Literacy
- The tests
  - **Reading 55 mins**, (10 mins practice, 45 mins test)
  - **Writing 80 mins**, (40 mins Narrative, 40 mins Exposition)
  - **Mathematical Literacy 85 mins** (15 mins practice, 30 + 40 mins test)
- Students are giving 'mock' tests prior to the ISA tests so they are comfortable with the style of assessment
- The 'mock' tests, developed as samples by ISA, are used to assist moderation

# So what does the mean to KJS?

## ▣ Individual Student

To provide information about the individual student's current level of proficiency in each domain

Purpose: Inform individual students and their parents

# So what does the mean to KJS?

## □ Class

To provide diagnostic information about class, subgroup and individual performance on significant groups of items

Purpose: Inform Class teachers, subject and grade level coordinators

# So what does the mean to KJS?

- School
  - To provide the basis for trend analysis and school-level target setting
  - Purpose: Inform Heads, curriculum coordinators, school boards



# How well did our students perform?

Mathematical Literacy			
	Year 4	Year 5	Year 6
ISA 2013	287	368	429
ESF 2013	301	378	444
KJS 2013	<b>319</b>	<b>385</b>	<b>437</b>

# How well did our students perform?

Reading			
	Year 4	Year 5	Year 6
ISA 2013	259	323	364
ESF 2013	281	346	387
KJS 2013	<b>285</b>	<b>344</b>	<b>381</b>

# How well did our students perform?

## Writing (Narrative)

	Year 4	Year 5	Year 6
ISA 2013	371	419	467
ESF 2013	379	429	484
KJS 2013	<b>390</b>	<b>434</b>	<b>478</b>

# How well did our students perform?

## Writing (Exposition – persuasive text)

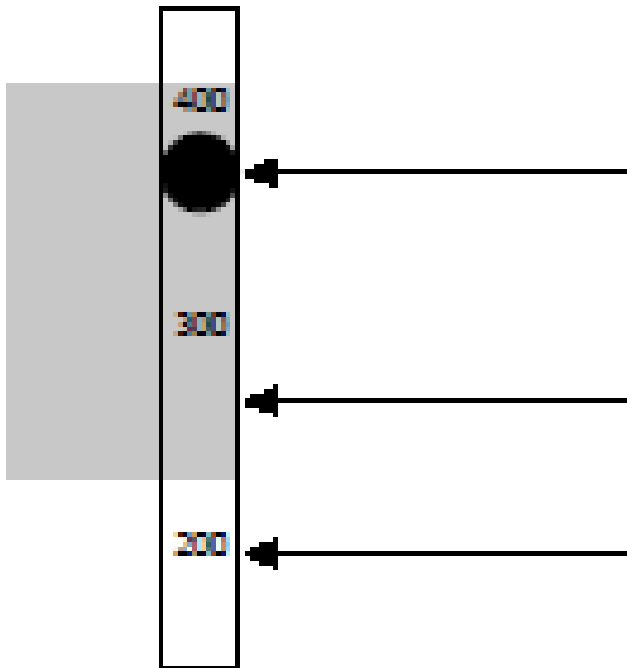
	Year 4	Year 5	Year 6
ISA 2013	392	433	478
ESF 2013	406	451	501
KJS 2013	<b>427</b>	<b>446</b>	<b>505</b>

# So, what does this mean to your child?

Assessment	YEAR 4		YEAR 5	
	ISA Scale Score	ISA Level	ISA Scale Score	ISA Level
Mathematical Literacy	501	6	531	6
Reading	417	5	423	5
Writing-Narrative	337	3	420	4
Writing-Exposition	428	4	452	4

# So, what does this mean to your child?

## □ How to read your child's report

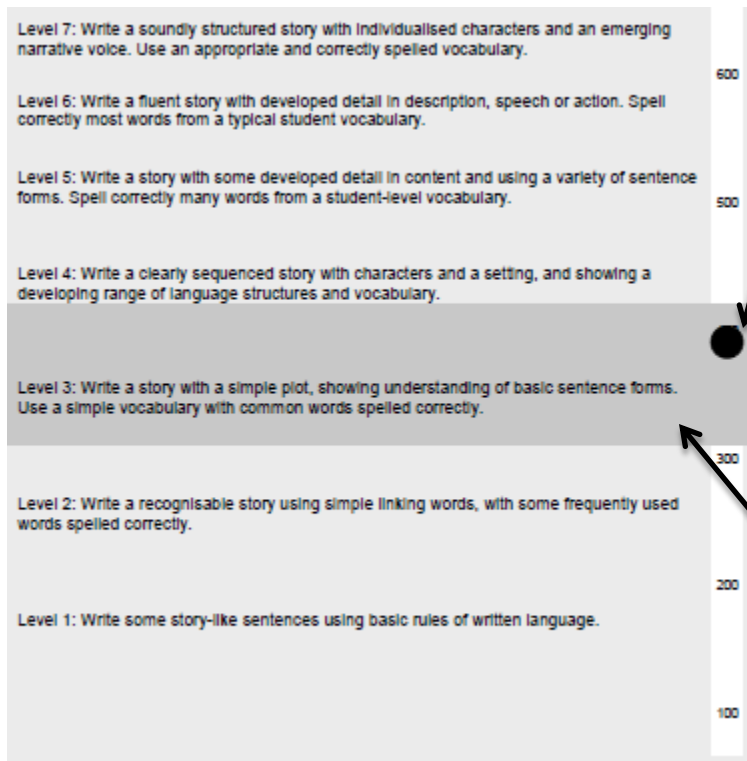


The dark circle shows your child's estimated location on the scale based on their performance on the test

The shaded band shows the middle 60% of all students at grade/year level.

The scale is marked at intervals of 100. It is based on the scales developed for the OECD's PISA in each learning area.

# So, what does this mean to your child?



The dark circle shows your child's estimated location on the scale based on their performance on the test

The shaded band shows the middle 60% of all students at grade/year level.

# So, what does this mean to your child?

The levels and text indicate 'next steps' in learning.

Level 6: Work out what information is needed and find it, even when there is a lot of distracting material in the text.	such as ambiguity. Level 6: Put together ideas and work out meanings in a text that presents some challenge to the reader.	Level 6: Evaluate a text based on outside knowledge and experience.	500
Level 5: Find one or more pieces of information in a text even when there is some distracting material in the text.	Level 5: Show understanding of main ideas and of prominent relationships between ideas in a text.	Level 5: Make comparisons and connections between content or features of a text and personal knowledge.	400
Level 4: Combine some simple clues to find information in a text when there may be some distracting information.	Level 4: Make some meanings from a text even when they are not obviously stated.	Level 4: Make a simple connection between ideas in a text and personal experience or knowledge, showing reasoning.	300
Level 3: Find one or two pieces of information, using low level inference, in a short text.	Level 3: Make broad-based meanings from a short text with clear ideas, even when they are not obviously stated.	Level 3: Make a simple connection between ideas in a short text and personal experience or knowledge.	300
Level 2: Put together some simple clues to find information in a short, simple text.	Level 2: Make meanings from a short text with clear ideas.	Level 2: Show some knowledge of different text types. Make a personal response to a short text.	300
Level 1: Work out information to be found in a short, simple text.	Level 1: Put main meanings together in a text when the ideas are clearly stated in the text.	Level 1: Show beginning knowledge of different types of texts.	300
Level 0: Find one piece of stated information in a short, simple text.	Level 0: Work out some important ideas in a short, simple text with pictures.	Level 0: Give a personal response to a short, simple text.	100

The shaded band shows the middle 60% of all students at grade/year level.

The dark circle shows your child's estimated location on the scale based on their performance on the test