

Are the 2011 National Assessment Principles still fit for purpose?

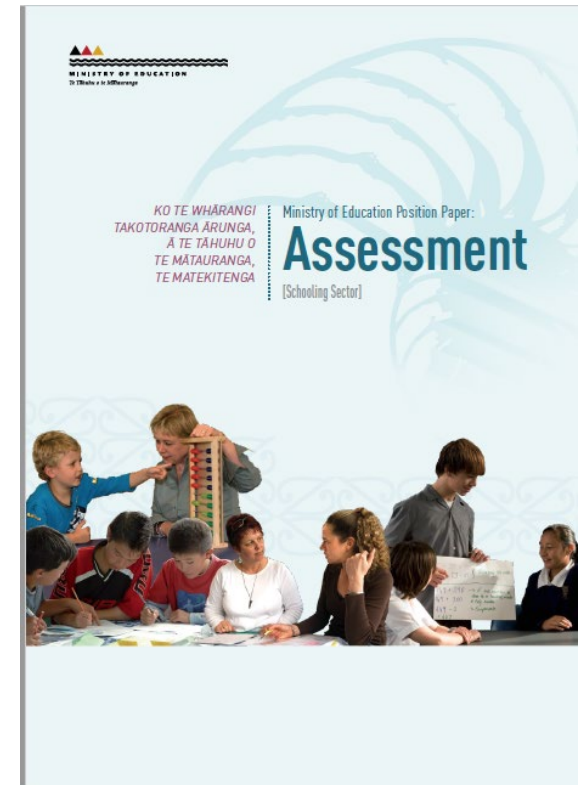
Presentation at NZARE Conference, November 2018

Dr. Rosemary Hipkins

A review of recent assessment literature with a future-focus

A specific focus on the 2011 principles:

- Should MOE consider updating these?
- Any indications that new principles might need to be considered?
- Is there evidence that the principles have impacted practice, including assessment capability?





All six principles remain fit for purpose

Digital technologies impact all the principles (a stand-alone principle would miss the powerful integration opportunity)

Two areas where new principles might be considered:

- Progressions
- Equity

Little evidence that the system has become more assessment capable over the years since 2011

Lots of gaps and questions...

Key findings related to each principle



Building assessment capability is crucial to achieving improvement

Assessment capability

Assessment for learning

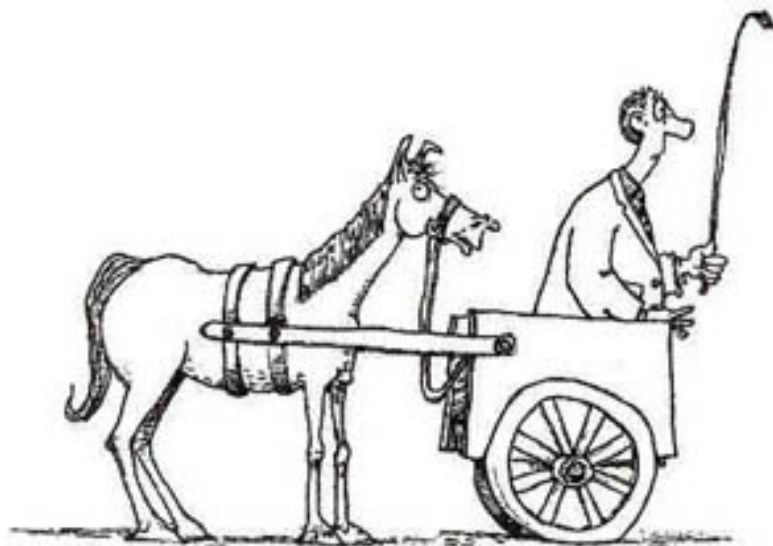


Principle remains very important: there is a renewed focus on AfL in many different international contexts

Little evidence of lifts in assessment capability across the system, even though conditions needed to foster it are well documented

Some promising developments in digital support for assessment decision-making

The curriculum underpins assessment



<http://compasshealthandsafety.com/whats-new/compass-articles/are-we-putting-the-cart-before-the-horse/>

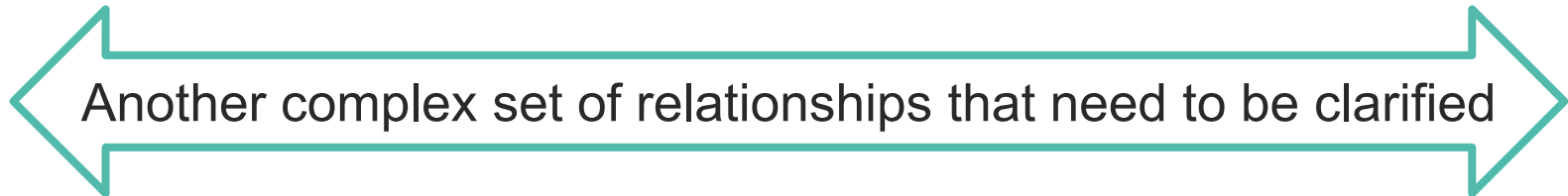
What is assessed in high-stakes contexts continues to become the enacted curriculum. The structure of SMS also impacts what can be documented and used.

Finding meaningful and practical ways to assess newer aspects of the curriculum is much needed. Performance-based assessment could be a fruitful focus, along with use of e-portfolios and comparative judgement methodologies.

The student is at the centre

Personalised learning

Personalised assessment



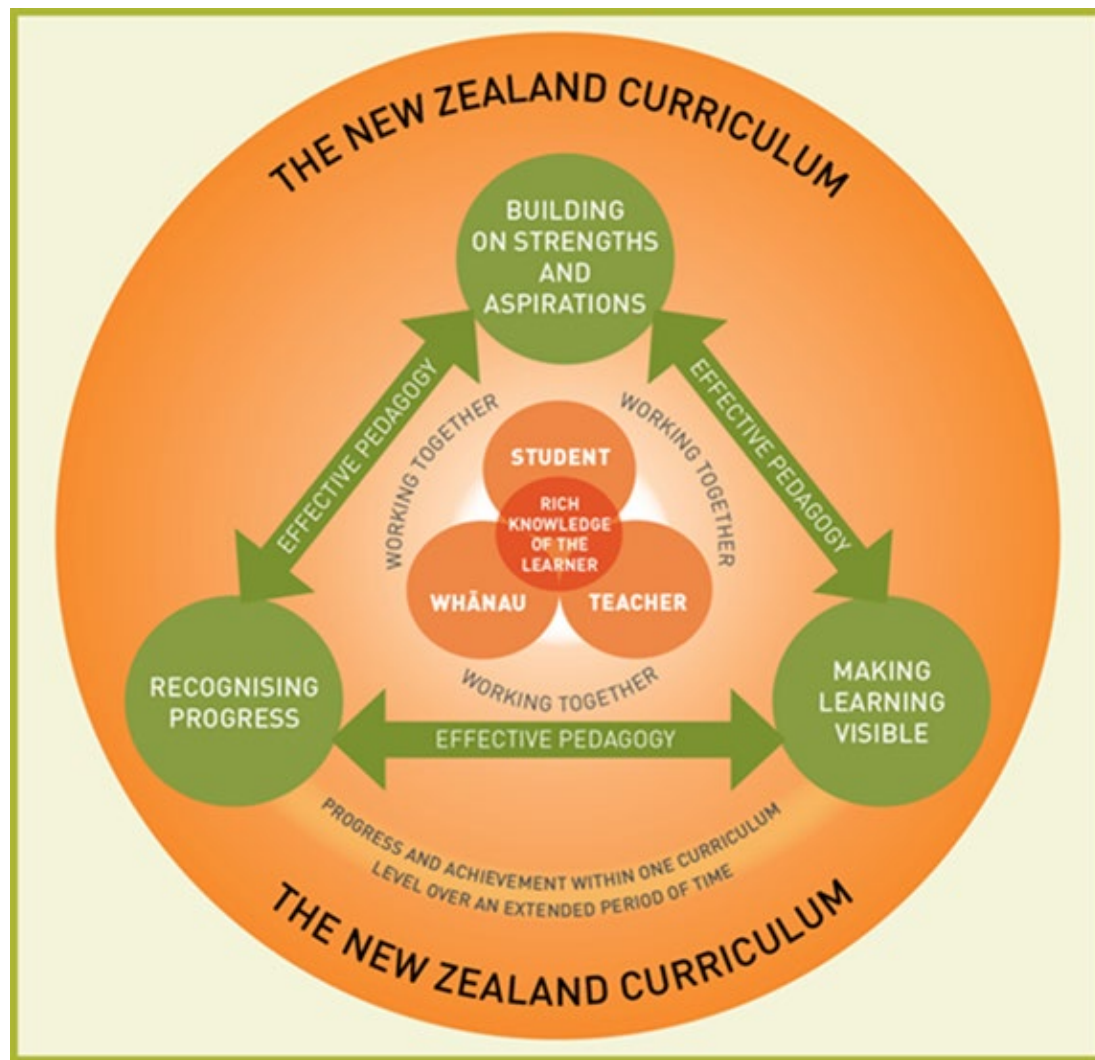
Clear indicators of progress are needed—across a wider range of curriculum outcomes

Robust self and peer assessment practices are associated with accelerated achievement gains but do not appear to be in widespread use

Computer-based assessment for learning can provide timely personalised feedback but risks narrowing the curriculum, depending on resources chosen



This principle is a gathering point for equity concerns implicit in all the principles





A range of evidence drawn from multiple sources potentially enables a more accurate response

Obstacles to achieving this ideal include need for professional learning support for robust moderation practices, including making consistent OTJs underpinned by clear information about key indicators of progress

Could there be opportunities to make more effective use of performance assessments?

Digital technologies open up new possibilities for collaborative assessment conversations between learners, and with the teacher



Effective assessment is reliant on quality interactions and relationships

Effective relationships are important in every aspect of assessment and reporting practice:

- effective use of AfL pedagogies in the classroom
- mentoring of early career teachers in assessment pedagogies and practices
- peer learning, including moderation, for teachers and school leaders
- collaboration across other types of communities of learning, e.g., Kāhui Ako
- working with families to support achievement of every student
- working and communicating in digital environments



An assessment capable system is an accountable system

This is the principle that seems most in need of being updated. Two major international reviews (USA; Australia) both point to the need for greater system-level oversight and decision-making:

- new “ecologies” of learning and assessment are opening up with digital innovations such as microcredentialling
- new accountability issues arise at the intersection of digital tools, artificial intelligence, and rapid changes in the worlds of work and life
- innovations at the intersection of neuro-biology, education, and new digital technologies tend to be driven by vested commercial interests and caution needs to be exercised when making investment decisions

We need a system that makes sure every child experiences rich opportunities to learn and progress

