

STANDARDISED Assessments

Using standardised assessments

'The primary purpose of assessment is to improve students' learning and teachers' teaching as both ... respond to the information it provides' NZC p.39

Standardised assessments can be used to gather evidence of what a child can and cannot do. Before choosing an assessment, ask yourself the following questions:

- What information do I need to gather ?
- Will the assessment chosen give me that information?
- What is the purpose for gathering this data ?
- How will it help teaching and learning?

Important information to consider:

- All of the assessments have undergone a comprehensive standardisation trial with a representative sample of NZ students. Most of the standardisation trials were conducted in Term 1 – the stanines refer only to Term 1 results for each year group. Science:Thinking with Evidence trial was done in June.
- Each subject has its own scale that can measure both the difficulty of the questions and the student's level of skill and knowledge in answering them. The same scale underlies and connects through **all** of the tests in any one subject. Each subject has its own scale.
- The **average scale score** progress for each year group is based on the average scale score for each year level in the standardisation trial. Scale scores are not affected by the Term trial date. They can be used as a guide to compare individual student /class progress between two assessment time points.
- Each of the tests has been designed with a specific year level in mind. However, teachers may choose the test which best suits the ability of a group or individual. The main consideration when selecting a test is to ensure its level of difficulty is appropriate for the students. Tests that are too easy or too difficult will not provide precise achievement measures. Students' scale scores can still be compared even if they completed a different test.
- The reliability of the scoring will be most accurate when the tests are administered **exactly** as described in the Manual. The tests are all multiple choice making them easy to administer and mark.
- When combined with information on past achievement and present circumstances of each student, careful analysis of the results will give teachers a comprehensive range and depth of evidence to support their decisions for meeting teaching and learning needs.

Tests

Intention

Scale Score Progress

PAT: Mathematics
2nd Edition
Revised
2009

Years 3 - 10

PAT:Mathematics helps teachers determine the level of achievement attained by their students in the knowledge, understanding and skills as described by the NZ Curriculum.

Curriculum Strands: Number Knowledge, Number Strategies, Algebra, Geometry & Measurement, Statistics

Mathematics

Average Scale Score

Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
21.4	30.6	38.9	45.1	49.6	55.0	60.6	65.4

Average Progress

Yr 3-4	Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
9.2	8.3	6.2	4.5	5.4	5.6	4.8

Scale Score (patm) from Table 6 p.30, Teacher Manual

PAT: Punctuation & Grammar
2013

Years 4 - 10

PAT:Punctuation and Grammar assesses the students' ability to recognise and use the grammatical conventions of standard NZ English, including punctuation, in context.

Question Types: P= Punctuation, GU= Grammar Use, GK= Grammar Knowledge

Punctuation and Grammar

Average Scale Score

Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
46	50.6	54.4	57.6	60.4	62.9	65.1

Average Progress

Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
4.6	3.8	3.2	2.8	2.5	2.2

Scale Score (patpg) from Table 8 p.38, Teacher Manual

**PAT:
Reading
Comprehension
& Vocabulary**
2nd Edition
Revised
2008

Years 4 - 10

PAT:Reading Comprehension helps classroom teachers determine the level of achievement attained by their students in constructing meaning from texts.

Text Types Used: Narrative, recount, report, persuasive, poem, explanation
Question Types: R= Retrieval, LI= Local Inference, GI= Global Inference

PAT:Reading Vocabulary assesses students' ability to understand the words they read by choosing synonyms that best represent a key word presented in a short sentence.

Comprehension

Average Scale Score

Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
28.8	35.8	45.0	53.2	60.4	67.0	76.5

Average Progress

Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
7	9.2	8.2	7.2	6.6	9.5

Scale Score (patc) from Table 6 p.34, Teacher Manual

Vocabulary

Average Scale Score

Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
32.4	40.9	48.7	55.0	60.1	65.7	70.5

Average Progress

Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
8.5	7.8	6.3	5.1	5.6	4.8

Scale Scores (patv) from Table 6 p.34, Teacher Manual

**STAR Reading
Test**
2nd Edition
Revised
2011

Years 3 - 9

STAR Reading Test is designed to *supplement* the assessments teachers make every day. STAR assesses a range of reading skills that correspond closely to the main components of reading skills as outlined in *The Literacy Learning Progressions*.

Sub-tests: Word Recognition, Sentence Comprehension, Paragraph Comprehension, Vocabulary Range
Additional Subtests Year 7-9: The Language of Advertising, Styles of Writing

STAR Reading

Average Scale Score

Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
53.8	81.4	97.6	109.0	117.9	125.2	133.7

Average Progress

Yr 3-4	Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9
27.6	16.2	11.4	8.9	7.3	8.5

Star Scale Score (STAR) from Table 6 p.33, Teacher Manual

**PAT:
Listening
Comprehension**
Revised
2010

Years 3 - 10

PAT:Listening Comprehension assesses students' comprehension of texts read to them. Teachers obtain data on student ability to construct meaning that is independent of their ability to decode printed words.

Text Types Used: Narrative, Information, Poem

Question Types: R = Retrieval, LI = Local Inference, GI = Global Inference

Additional focus: P = Prosodic, MP = Multiple Perspectives

Listening Comprehension

Average Scale Score

Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
47.3	50.3	52.1	54.4	56.1	58.5	63.3	65.4

Average Progress

Yr 3-4	Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9	Yr 9-10
3	1.8	2.3	1.7	2.4	4.8	2.1

Scale Score (patl) from Table 6 p.37, Teacher Manual

**Science:
Thinking with
Evidence**
2010

Years 7 - 10

Science: Thinking with Evidence is designed to assess how well students use evidence to think about scientific contexts and issues using contexts that are provided in the assessment. It is intended as a support tool for teaching scientific thinking across the science curriculum.

Curriculum Strands: Understanding about Science, Investigating in Science, Communicating in Science, Participating and Contributing

Science: Thinking with Evidence

Average Scale Score

Yr 7	Yr 8	Yr 9	Yr 10
49.7	53.2	55.8	60.5

Average Progress

Yr 7-8	Yr 8-9	Yr 9-10
3.5	2.6	4.7

Scale Score (stwe) from Table 8 p.46, Teacher Manual