

Good Shepherd School Report to Parents and Whānau on Student Achievement

NZCER PAT Reading Assessment Term One 2020

PAT Reading Test

PAT: Reading for Years 3-10 helps teachers determine their students' levels of achievement in the knowledge, skills and understanding of reading in the New Zealand curriculum.

The Assessment

For this reading comprehension assessment we administered online assessments to our students. However, we try to avoid students sitting tests that are too difficult or too easy for them; this provides more useful assessment data as well as being a more positive experience for students.

Teachers used their judgement to decide who should undertake assessments outside of their year level. A large number of students sat a test one or more years above their year levels.

In this analysis we compared scale scores rather than stanines, as they can be compared directly, regardless of what level test was administered and they are very useful for tracking student achievement over time. Scale scores can also be compared alongside the mean scale score of each year group from a national reference sample.

1. General Performance and Progress, Entire Group 2020

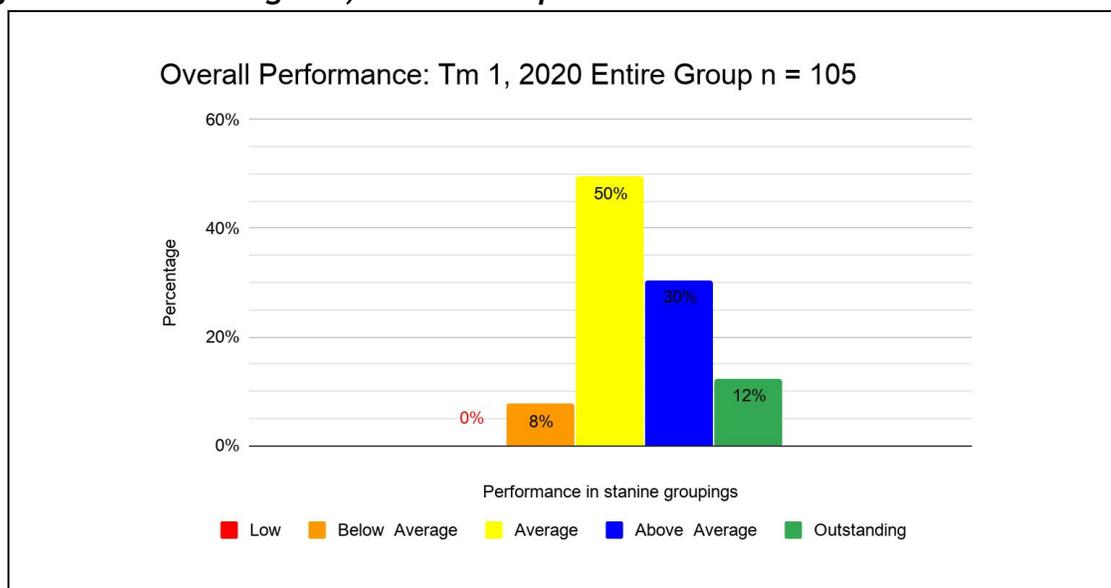


Figure 1: General Performance Entire Group: Chart of Stanine Groupings

In Figure 1 we see that the vast majority of our students are in average or above categories. A tiny minority sit below average. Usually we would expect the distribution to change through the year so that more children move from average through to above average/ outstanding categories.

2. Performance by Year Groups

Year Group	Term 3, 2019	Term 1, 2020	National Norm
Year 4	92% (n=24/26)	91% (n=31/34)	77%
Year 5	95% (n=36/38)	95% (n=29/31)	77%
Year 6	97% (n=33/34)	93% (n=37/40)	77%

Figure 2: Table of Year Group Performance Showing Proportion of Students At/Above National Stanine Group Norm, Term 3, 2019, and Term 1, 2020.

At all three levels the number of our children operating 'at and above' expectations sit well above the national norm of 77%.

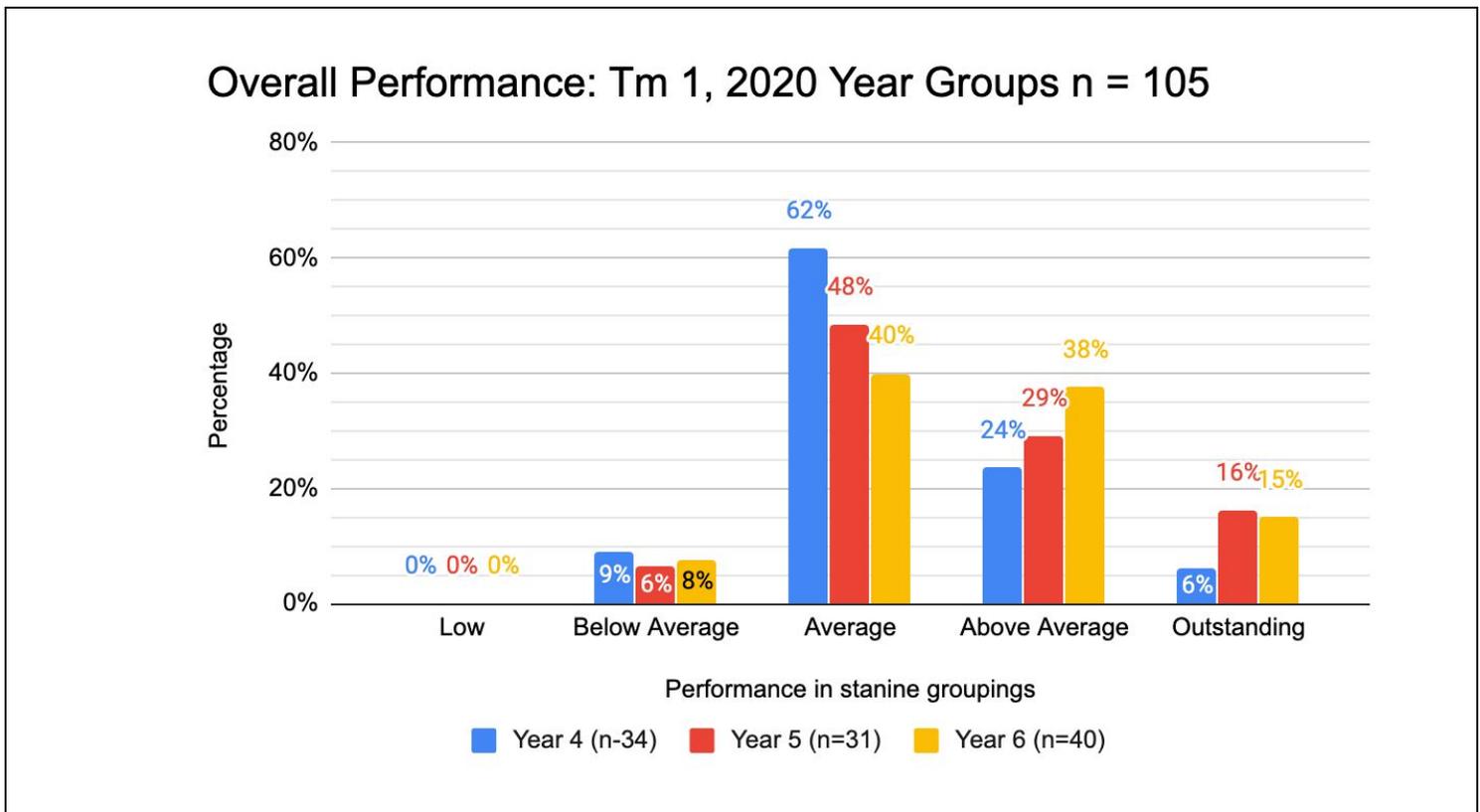


Figure 3: Charts of Year Group Performance by Stanine Groupings

At GSS this would usually be expected to change by term 4, 2020 as children progress forwards.

3. Cohort Comparisons Over 2019-2020 N = 60

TIME	STANINE								
	LOW	BELOW AVERAGE		AVERAGE			ABOVE		OUTSTANDING
	1	2	3	4	5	6	7	8	9
Term 3 2019	0% (0)	7% (4)	0% (0)	15% (9)	13% (8)	22% (13)	12% (7)	22% (13)	10% (6)
	0%	7%		50%			33%		10%
Term 1 2020	0% (0)	0% (0)	7% (4)	10% (6)	22% (13)	13% (8)	18% (11)	15% (9)	15% (9)
	0%	7%		45%			33%		15%
National Norm	4%	19%		54%			19%		4%

Figure 4: Table Showing Cohort Comparisons Over 3 Assessments Using Stanine Groupings

For this analysis, only the 60 children who sat both assessments have been included (so that we are comparing the exact same group or cohort, of children). Reading comprehension achievement levels for the Term 3 2019 cohort in comparison to the Term 1 2020 cohort show a definite shift upwards. GSS students also perform well above the national norm. Because you would usually expect children to maintain their stanine from one assessment to the next, this can confirm to us that our teaching adds value at GSS.

Next Steps

These data represent a snapshot in time. They will be triangulated with other sources of information about student achievement, e.g. running record results, and teachers’ observations. With this in mind the following ‘next steps’ can be considered:

- Continue to celebrate the ‘value added’ at Good Shepherd School in reading with our students, teachers and community.
- Involve teachers fully in all aspects of data analysis in relation to their own classes as this helps them to set manageable targets and address areas of need.
- We have several children who are performing well above in reading at Good Shepherd School. It is important that we continue to find ways to encourage and extend them and keep them engaged.

It is important to note that this assessment took place immediately prior to an event that may have impacted learning in ways unforeseen - the six week lockdown period where children undertook all learning remotely. Formative assessment over the remainder of this term, and a second PAT reading assessment in term 3 will shed further light on this and possibly shape future teaching and learning direction accordingly.