

# Good Shepherd School Report to Parents and Whānau on Student Achievement

## NZCER PAT Reading Assessment Term One 2021

### 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 2019-2021

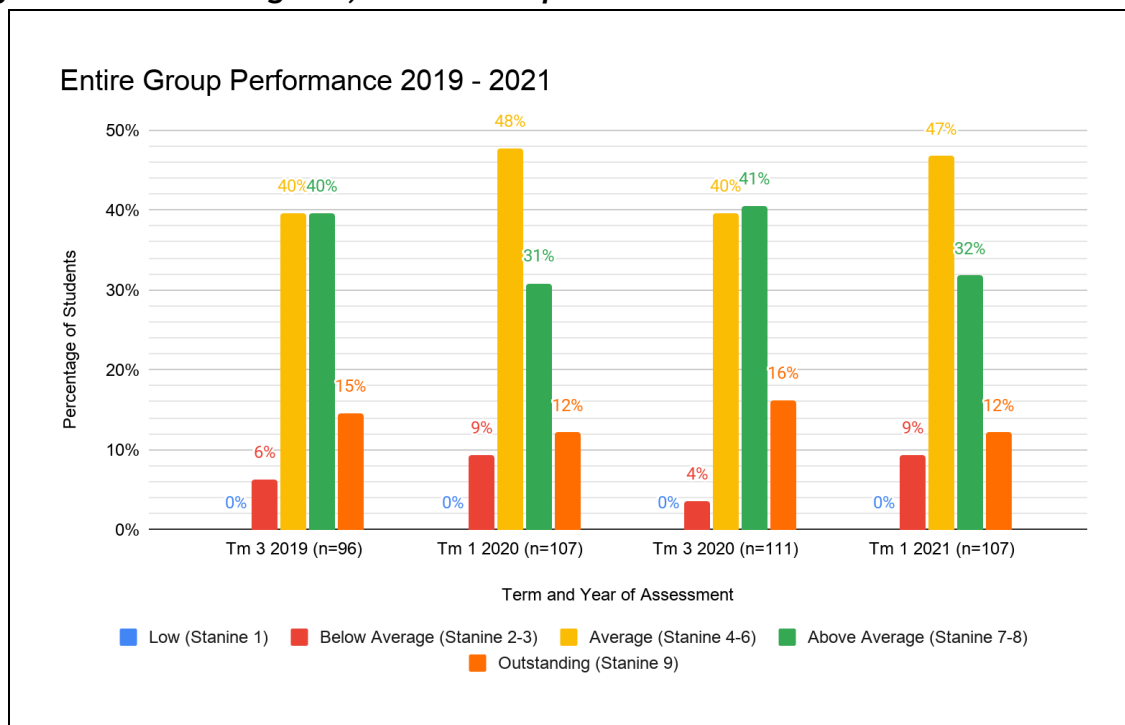


Figure 1: General Performance Entire Group: Chart of Stanine Groupings

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 Groups At/Above National Norms According to Stanine Grouping

Year Group	Term 3, 2019	Term 1, 2020	Term 3, 2020	Term 1, 2021	National Norm
Year 4	92% (n=24/26)	91% (n=31/34)	97% (n = 36/37)	80% (n=28/35)	77%
Year 5	95% (n=36/38)	95% (n=29/31)	97% n= (31/32)	95% (n=39/41)	77%
Year 6	97% (n=33/34)	93% (n=37/40)	95% (n=40/42)	97% (n=30/31)	77%

Figure 2: Year Group Performance Showing Proportion of Students At/Above National Norm Using Stanine Groupings

Figure 2 allows us to track groups of children in their year levels (colour coded) as they move through the school. At all three levels the number of our children operating 'at and above' expectations sit above the national norm of 77%.

### 3. Performance Over 4 Assessments Using Stanine Groupings, Cohort Only N=31 Students

TIME	STANINE								
	LOW	BELOW AVERAGE		AVERAGE			ABOVE		OUTSTANDING
	1	2	3	4	5	6	7	8	9
<b>Term 3 2019</b>	0%	3%	0%	10%	16%	19%	32%	13%	6%
	n = 0	n=1	n=0	n=3	n=5	n=6	n=10	n=4	n=2
	<b>0%</b>	<b>3%</b>		<b>45%</b>			<b>45%</b>		<b>6%</b>
<b>Term 1 2020</b>	0%	3%	0%	0%	29%	19%	19%	16%	13%
	n=0	n=1	n=0	n=0	n=9	n=6	n=6	n=5	n=4
	<b>0%</b>	<b>3%</b>		<b>48%</b>			<b>35%</b>		<b>13%</b>
<b>Term 3 2020</b>	0%	0%	3%	0%	10%	10%	29%	35%	13%
	n=0	n=0	n=1	n=0	n=3	n=3	n=9	n=11	n=4
	<b>0%</b>	<b>3%</b>		<b>19%</b>			<b>65%</b>		<b>13%</b>
<b>Term 1 2021</b>	0%	0%	3%	6%	16%	19%	13%	23%	19%
	n=0	n=0	n=1	n=2	n=5	n=6	n=4	n=7	n=6
	<b>0%</b>	<b>3%</b>		<b>42%</b>			<b>35%</b>		<b>13%</b>
<b>National Norm</b>	<b>4%</b>	<b>19%</b>		<b>54%</b>			<b>19%</b>		<b>4%</b>

**Figure 3: Cohort Group Performance Using Stanine Groupings, Term 3 2019, Term 1 2020 , Term 3 2020 and Term 1 2021**

For this analysis, only the 31 children who sat all four assessments were included (so that we are comparing the exact same group or cohort of children). GSS students consistently perform well above the national norm. We had a particularly high rate of achievement in term 3, 2020 and it will be interesting to see if we can return to this level in term 3 this year.

### **Next Steps**

It is difficult to gauge how much of an impact continued lockdowns have had on the progress and levels of our learners. The gathering of student achievement data is one of the many ways we are continually monitoring and evaluating the impact of the pandemic and other factors, both internal or external, impact on our children's learning. With this in mind we will continue to celebrate the 'value added' at Good Shepherd School in reading, with our students, teachers and community, whilst also triangulating these data with other sources of information about student achievement.