

## **Schoolwide Implementation of the Progress and Consistency Tool in Writing**

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### **Acknowledgements:**

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Nadine Sorrensen, Education Consultant, Evaluation Associates.

### **Executive Summary:**

This sabbatical examines the Progress and Consistency Tool in Writing, the resource material developed by the Ministry of Education to support the tool, a process for teacher development and learnings and key recommendations.

Despite the subsequent removal of National Standards end of 2017, I believe that the Progress and Consistency Tool still has a significant role to play in measuring progress and achievement school wide and across schools and in supporting and building teacher knowledge of New Zealand Curriculum and Learning Progressions Framework.

It is my finding that any use of the PaCT needs to be supported with in depth curriculum development in the subject area of focus. Through, this development the PaCT tool broadened teacher understanding of the evidence that is actually required to make an overall teacher judgement in writing, the understanding of the requirements of the New Zealand Curriculum, an understanding of the Literacy Learning Progressions to meet the writing demands of the curriculum and for teachers to identify next steps for individuals and groups in writing.

### **Purposes:**

- To immerse and familiarise myself with the Progress and Consistency Tool (PACT) so that we may facilitate the implementation of the PACT tool in writing school wide at Mount Maunganui Intermediate School.
- To develop the clarity of my own practical understanding by using the tool to make overall teacher judgments.
- To explore the how the PACT tool can be used to support and build teacher knowledge of literacy learning progressions to meet the demands of the curriculum

- To identify appropriate next learning steps for individuals and groups
- To strengthen assessment for learning practices in writing
- To explore analysis and aggregation of school wide data measuring progress and achievement.

**Rationale and Background Information:**

Mount Maunganui Intermediate is a large urban Intermediate School that caters for students in Year 7 and 8 from the local community and surrounding districts. The roll in 2016 was 637 students. We have a rapidly growing roll with transience.

This table shows National Standards writing data over time:

Students	Writing at/above national standards			
	2013	2014	2015	2016
Maori	45.6	40.9	44.9	48.4
European/Pakeha	61.6	73.4	75	73.2
Total	54.1	63.5	65.2	63.6

We acknowledge that whole cohort data in an Intermediate school is problematic, as we are not comparing the same group of students. We also highlight as a decile 6 Intermediate, each year group is made up of new students and our students come from contributing schools that range from decile ten to decile two. There is a significant variance in student entry data. Measuring progress against national standards is also problematic. An individual can make significant gains in their learning without any shift showing in the percentage of students achieving at/above the national standards. In 2016 writing data significant progress was measured in e asTTle. There was an average growth of 85 points e asTTle writing and an average of 109 points for Maori. (NB: 25-50 points is considered one year's growth). The school had engaged in focussed professional learning Accelerated Learning in Literacy initiative had been implemented schoolwide. Despite all of this, the overall percentages working at/above National Standards in writing actually decreased.

In 2017, as a school, we have become more familiar with national standards and OTJ's are becoming more accurate, as are the OTJ's coming from our contributing schools. In 2017 there was only a 5% variance between the primary school OTJ's and our own mid year on track judgments. We believed that this was due to the significant amount of work that we have been doing in relation to moderation, national standards, e asTTle and OTJ's in our own schools and between schools. However, as a school and as a kahui ako we are concerned with numbers of students working well below and below national standards in writing and the disparity in achievement between Maori and non Maori and between boys and girls.

### The Challenges:

- How do we show proof of progress?
- How do we measure progress against the national standards?
- How do we maximise acceleration of student achievement in the minimum amount of time?
- What can we do to minimise teacher workload in relation to assessment and national standards?
- How do we support teacher understanding of the writing in NZC and the Literacy learning progressions and their ability to accurately identify next learning steps.

We believed that the Progress and Consistency Tool would be the solution to address all of these challenges.

### Activities undertaken (methodology)

Inquiry:

Phase One:

- Familiarity and building my own understanding and capability of the PACT tool.
- Independent completion of professional reading and online modules.
- PACT manual, online learning modules, professional development tools and resources, Learning Progression Frameworks and NZC, school case studies - re implementation

Phase Two: Application and using the PACT tool:

Participated in school development workshops facilitated by Evaluation Associates and members of the leadership team:

- Introduction to PaCT Tool
- Understanding the aspects
- Implications for planning and the teaching of writing
- Collaborative planning of writing and inquiry in teams, using what we knew and identifying the holes and gaps identified in our writing programmes.
- Introduction to Pact Sandpit Tool
- Use the sandpit tool to make interim OTJ's - three students.
- Looking at the consistency of judgments made on the PaCT
- Needs Driven Planning - What is the data telling us? Workshop - Using a piece of student work to inform next steps
- Using the PaCT tool frameworks/aspects and literacy learning progressions to identify clear next learning steps to be used for needs-driven planning for target groups
- Collaborative Planning Integrated Inquiry Learning tasks and writing tasks
- Clarity in Writing (Formative assessment, learning intentions and success criteria, exemplars, models)
- Individual teacher inquiry and target group intervention (PaCT judgment, needs analysis, target group planning and group teaching)

- Moderation of PaCT judgements in teams comparison and discussion – target student
- Data tracking and learning needs identification in weekly team meetings
- Used OTJ's and PaCT judgements for target students to make EOY OTJ's and to support report writing.

Phase Three:

What implementation looked like in practice?

- SLT explored PACT in 2016
- MOE presented to kahui ako senior leadership, our team leaders and whole staff in 2016
- 2016 MOE PLD Journal Application
- 2017 Evaluation Associates allocated as PLD provider
- MMI Implementation Plan -
- TOD Introduction to PACT and Learning Progressions Framework
- Staff meeting PLD workshops
- Facilitator/DP worked with teams in team meetings
- 2017 August second PLD application to the Ministry

NB: Whole school OTJ's were not completed in writing for all students in 2017. We decided at this point in time staff required further time to familiarise themselves with the literacy learning progressions and the aspects. We did not wish to overload teachers. Teachers used the resource material to support making interim OTJ's in writing without using the PACT tool.

Phase Four: So what?

End of 2017 showed the highest proportion of students achieving at/above National Standards in Writing.

Mount Maunganui Intermediate School Ethnicity Percentage at/above National Standards in Writing

Students	2013	2014	2015	2016	2017
Maori	45.6	40.9	44.9	48.4	60.2
Pakeha/European	61.6	73.4	75	73.2	80.0
Total Cohort	54.1	63.5	65.2	63.6	71.0

## Mount Maunganui Intermediate School Male/Female Percentage at/above National Standards in Writing

Students	2015	2016	2017
Male	57.2	49.1	62.6
Female	79.6	78.6	80.9

### **Key findings:**

#### Data

- 71% of our students achieved at/above national standards compared to 63.6 in 2016 (7.4% increase). This was higher than the 2016 national average for year 7 and year 8.
- The proportion of Maori students who achieved at/above the national standards in writing improved from 48.4% in 2016 to 60.2% in 2017.
- The proportion of our Pakeha/European students achieving at/above the national standard in writing increased from 73.2 in 2016 to 80% in 2017.
- The disparity between boys and girls was also reduced significantly in 2017 data.

#### Benefits of the Tool

- The PaCT pulls together the New Zealand Curriculum, Literacy Learning Progressions and National Standards.
- Significant support material online tutorials, learning progression framework, illustrations, aspects PACT Manual.
- PACT sandpit tool is easy to use. You can play around in there without anything being recorded against an actual child.
- PACT Tool itself is easy to use.
- The tool is similar to marking AsTTle. You use both the description and illustrations together. This assisted us to be more consistent and decisive in our aspect judgments.

#### Assessment/Data:

- Teacher inputs once only for each child, but data entered can be used for multiple purposes. It means we will not have to analysis multiple whole school data sets to show progress and achievement.
- Classroom/Teacher - The tool will give a class range report, aspect judgment report for grouping and next steps, judgments over time to support report writing, and class judgements for planning and reporting
- School Leaders - Pact Judgments for whole school, cohorts or individuals.
- Shows progress over time (one year, years 1-8, schools)
- Data transfer school to school - we will not have to an asTTle assessment begin and end of year. We will be able to use e asTTle formatively. It will reduce assessment. Group and instructional teaching begins day one with consistent and up to date data.
- Speaks to Enrol and LMS

### Teacher Knowledge and Understanding:

- This was powerful professional learning for staff.
- Working with PACT highlighted what aspects of curriculum were not being taught.
- It built greater understanding of evidence based assessment and greater understanding of what evidence can look like across the curriculum.
- Evidence for collected and used for assessment increased in quantity, quality and variety as the development progressed.
- PaCT has built teacher knowledge to be able to make these judgements. Once these judgements were made PaCT has supported teacher understanding of next steps for learning. This impacted directly on planning for target groups and teacher inquiry.
- PaCT took away the guesswork. It demystified the curriculum and literacy learning progressions.
- For teachers “You don’t know what you don’t know. Where were the learning holes and gaps? What was the next step for this student or group? What does that learning look like in practice?”

### Challenges

- At first it can seem overwhelming when unfamiliar with tool and aspects.
- There is a lot of learning for teachers to build as year 7 and 8 teachers to develop shared understanding of what the progressions look like in different year levels. Our learners are diverse and range from level one to curriculum level 6 of the New Zealand Curriculum.
- Time - It initially it took about 30 minutes per OTJ per student. You do get faster as you become familiar with the aspects and the illustrations.
- Teachers worried about work load. We had to reassure teachers and support this. We supported staff with the allocation of time and considered pace. We did this by carefully planning the development and not rushing the full implementation of the tool.
- MOE funded two implementation sessions for PACT Tool. Two implementation sessions is not sufficient. We applied to MOE with a PLD Journal twice for additional funding to support the development. This was approved and facilitation was funded.
- All schools are not using the PaCT tool.

### Successes:

- Planning the PACT development in conjunction with continued development in writing
- Understanding of the NZC Curriculum, progressions and standards
- The adaptation of writing programmes and inquiry to ensure greater coverage of NZC
- The development of instructional teaching based upon students needs.
- Improved teacher confidence in using evidence to make OTJ’s
- Improved moderation
- Improved student achievement!

### Implications

- Share understanding of what progress and achievement looks like.
- Teachers had clearer understanding of what evidence might look like in writing and across the curriculum.
- Teachers have greater understanding of what is to be taught and how it might be taught and what it looks like.
- This supported the teachers to be able to identify student needs and to plan for and teach to their next steps.
- The tool built understanding of NZC, progressions and standards.
- The tool built teacher’s understanding of what to notice and recognise in students work
- Development of writing tasks extended across NZC and through our integrated inquiry units.

- Clarity of learning intentions and criteria improved.
- To support teacher workload and to build teacher understanding of the aspects and tool we took our time. We did not use the tool to make whole school OTJ's in 2018. We made PaCT OTJ judgements for our target students/inquiry group only. In 2018 we will need to make PaCT judgements for all students. Teachers also used the PaCT tool and resources to support the making of end of year OTJ's.
- At each set there is examples / exemplars or illustrations, to be able to compare the sets and understand where students are at. We don't just use the description when marking PaCT, we need to use the illustrations too. Just like when marking AsTTle, we don't just use the matrix, we use the specific exemplars too.
- Teachers needed to be decisive in their judgments. Are they at set 2 or 3? There is no half set. There is also no "he is a high set 2, nearly a 3".

### **For 2018**

We are thinking about ....

- Development of formative assessment and tracking tools linked to the aspects – so that we can track learning steps through our modelling books, as we teach
- Whole school mid year and EOY OTJ's in 2018 in Writing, against NZC levels.
- PaCT Mathematics development
- Review of assessment schedule – what can we take out?
- Using PaCT for tracking and reporting on student progress and achievement for individuals and cohorts.

### **Conclusions:**

Our students made significant improvement in writing in 2017. We can not categorically say that work and development with the PaCT Tool, aspects and illustrations is the sole cause of this. But, we believe that this work made a significant impact on teacher understanding of assessment, writing in NZC, the aspects and the literacy learning progressions. This has impacted on the quality of our formative and summative assessment, our understanding next learning steps and how writing tasks can be planned for across the curriculum. We believe that this has impacted on student achievement. Greater clarity for teachers, gives greater clarity for students which demystifies the learning and supports students the development of students learning.

If school leaders implement carefully considered professional learning and development around the tool with subject area development and I believe the PaCT tool will do what the Ministry of Education has intended.

"To support teachers the Ministry of Education has developed progress tools, such as Learning Progression Frameworks, the Progress and Consistency Tool and Whakatupuranga, that help show how children are doing and how they can progress. These have been developed in a number of areas including reading, writing, maths and digital technologies.

The Government wants to roll out tools like these to all primary schools and kura as evidence shows they deliver real benefits for teachers and kaiako, by streamlining paperwork and reducing their reporting workload." Nicki Kaye, Ministerial Release, Primary schools to measure student progress, 26 August 2017

## **References**

The Progress and Consistency Tool website - <https://pactinfo.education.govt.nz/>

### **Set Up and Administration:**

<https://pactinfo.education.govt.nz/setup-and-administration/>

### **PaCT User Guide**

<https://pactinfo.education.govt.nz/assets/PaCT-User-Guide.pdf>

### **PaCT Set Up Guide**

<https://pactinfo.education.govt.nz/assets/Set-up.pdf>

### **Administration Guide**

<https://pactinfo.education.govt.nz/assets/Administration.pdf>

### **SMS Information sheet**

<https://pactinfo.education.govt.nz/assets/SMS-Information-Sheet.pdf>

### **Effective PaCT Users Diagram:**

<https://pactinfo.education.govt.nz/assets/PACT-users-diagram-final.pdf>

## **Resources**

<https://pactinfo.education.govt.nz/support/>

## **Modules:**

### **Getting Set Up**

<https://pactinfo.education.govt.nz/setup-and-administration/>

### **Getting the most out of PaCT**

<https://pactinfo.education.govt.nz/good-practice/>

### **The Keys to making Best Fit Judgments:**

<https://pactinfo.education.govt.nz/good-practice/the-keys-to-making-best-fit-judgments/>

### **About the PaCT**

<https://pactinfo.education.govt.nz/about-the-pact/>

## **Best Fit Decisions**

### **An Approach to Writing?**

<https://pactinfo.education.govt.nz/good-practice/an-approach-to-writing/>

Making Judgements <https://pactinfo.education.govt.nz/using-the-pact/making-judgments/>

The Learning Progression Frameworks - <https://lpf.education.govt.nz/>

## **The Writing Framework:**

<https://pactinfo.education.govt.nz/assets/Uploads/Resources/673792-MOE-PaCT-Writing-Framework-Web.pdf>

How to use the Learning Progression Frameworks:  
<https://lpf.education.govt.nz/Live/Pathway.aspx>

The PaCT Sandpit - [https://pact-sandpit.education.govt.nz/saml/temp\\_signup/](https://pact-sandpit.education.govt.nz/saml/temp_signup/)

### **Online Case Studies**

Implementing PACT at Lynmore School

<https://pactinfo.education.govt.nz/good-practice/implementing-the-pact-at-lynmore-school/>

<https://pactinfo.education.govt.nz/good-practice/surprises/>

Northland School <https://pactinfo.education.govt.nz/good-practice/an-approach-to-writing/>

### **Miscellaneous**

Primary schools to measure student progress, Nicki Kaye, Ministerial Release,

26 August 2017

<https://www.beehive.govt.nz/release/primary-schools-measure-student-progress>

Musings from my experiences of PaCT Implementation, Garry Taylor, 11 October, 2017

<http://www.evaluate.co.nz/blog/1037/musings-from-my-experiences-of-pact-implementation/>