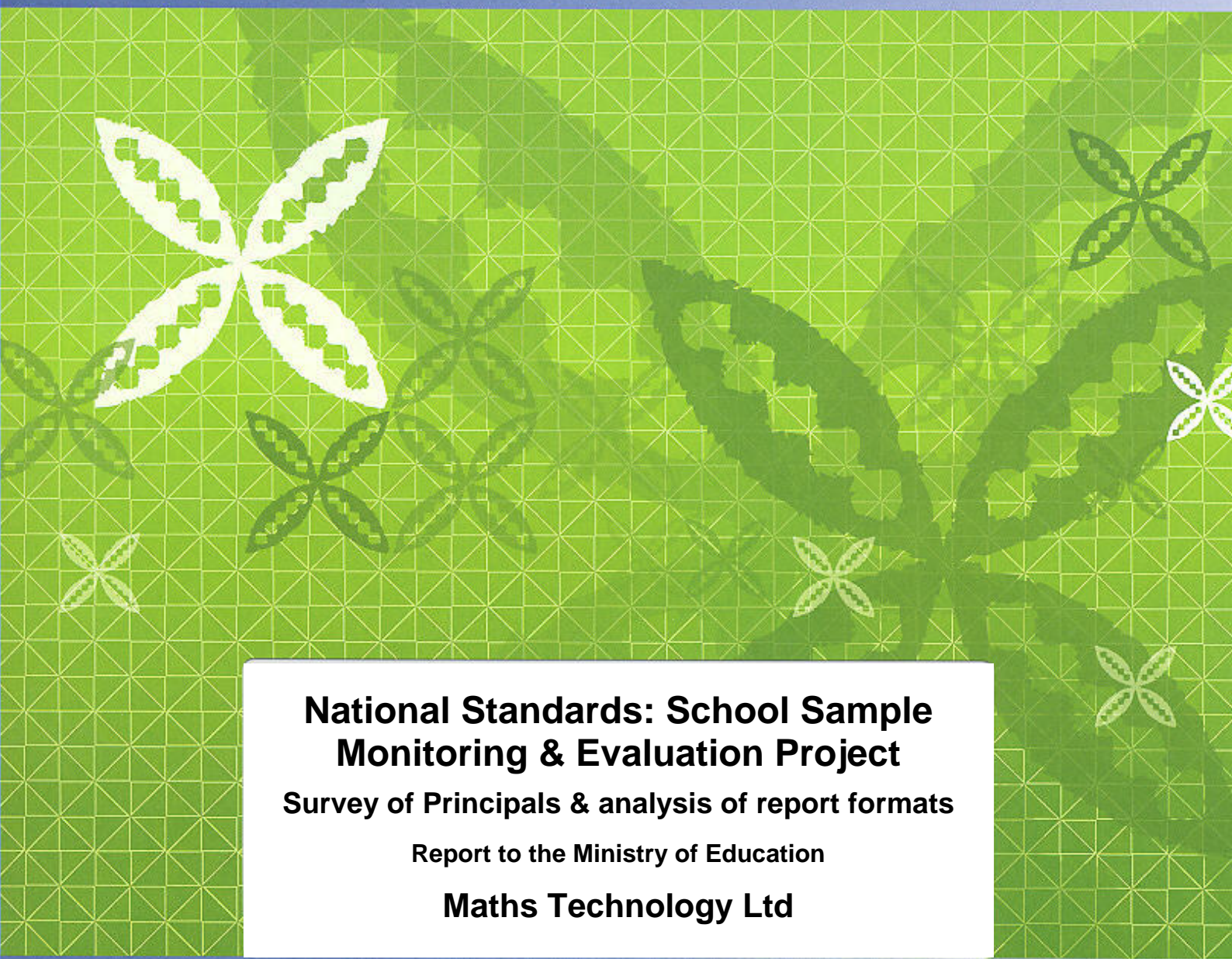




MINISTRY OF EDUCATION NEW ZEALAND

*Te Tāhuhu o te Mātauranga Aotearoa*



**National Standards: School Sample  
Monitoring & Evaluation Project**

**Survey of Principals & analysis of report formats**

**Report to the Ministry of Education**

**Maths Technology Ltd**

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**Maths**  
Technology Ltd.

National Standards:  
School Sample Monitoring and Evaluation Project

MID-YEAR REPORT  
Survey of Principals and Analysis of Report Formats  
October 2010

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# 1. Introduction

The School Sample Monitoring and Evaluation Project is a three year project, established to evaluate the implementation of National Standards using a large representative sample of schools. This is the first report from the project and describes results gathered using two methods: an online principal survey and an analysis of the formats schools used for mid-year reporting to parents. As this data was gathered six months after National Standards were first put in place in schools the report provides early information on the implementation of National Standards.

The project has two purposes: to describe the implementation of National Standards within schools, and to monitor and systematically evaluate the effect of National Standards on students, teachers, schools and whānau. The descriptive element of the project is focused around twelve monitoring and evaluation questions, while evaluation is based on seven intentions which describe the intended effects of National Standards. A variety of data sources are employed (see Table 1 for an overview).

Table 1 presents the project's methodology and identifies the two monitoring and evaluation questions addressed in this report:

1. How do schools use information from National Standards to report to and communicate with parents?
7. To what extent are the National Standards understood as a set of common expectations for student achievement?

Note that the relevant data sources and statements of intent for each question are also identified in Table 1.

**Table 1: Methodology**<sup>1,2</sup>

	Monitoring and evaluation questions	Data sources	Intentions
Antecedents	<ol style="list-style-type: none"> <li><i>To what extent are the National Standards understood as a set of common expectations for student achievement?</i></li> <li>What processes are employed by schools to maintain consistent application of the National Standards?</li> </ol>	<p><i>Online survey: principals and BOT representatives</i></p> <p>Principal interviews</p> <p>Schools' achievement targets and analysis of variance reports</p>	<ol style="list-style-type: none"> <li>National Standards will provide clear information about student achievement for Boards of Trustees which can be used in decision making and resource allocation processes.</li> </ol>
Transactions	<ol style="list-style-type: none"> <li>In what ways do teachers use information from a variety of student assessments to make overall judgments?</li> <li>How dependable and consistent are teachers' overall judgments?</li> </ol>	<p>Student achievement data</p> <p>Online assessment scenarios</p> <p>Online surveys: teachers and principals</p> <p>Principal interviews</p>	<ol style="list-style-type: none"> <li>Teachers will make defensible, trustworthy judgments against the National Standards.</li> </ol>
Outcomes	<ol style="list-style-type: none"> <li>What changes in student achievement in reading, writing and mathematics are observed as National Standards are introduced?</li> <li>What changes in teachers' professional knowledge and practice are observed as National Standards are introduced?</li> <li><b><i>In what ways is information from National Standards used by schools to set achievement targets?</i></b></li> <li>In what ways is information from National Standards used by schools to describe student achievement and progress?</li> <li>In what ways is information from National Standards used to provide targeted teaching interventions?</li> <li>In what ways is information from National Standards used to identify teachers' professional development needs?</li> <li>How do schools use information from National Standards to report to and communicate with parents?</li> <li>To what extent do parents understand, value, and use National Standards information about their child?</li> </ol>	<p>Student achievement: OTJs standardised assessments</p> <p>Teachers: online surveys</p> <p>Schools: achievement targets analysis of variance reports <b><i>online surveys: principals</i></b> individual interviews: principals <b><i>reporting formats</i></b></p> <p>Whānau: online survey: parents <b><i>school report</i></b></p>	<ol style="list-style-type: none"> <li>Information from National Standards assessments will be used by teachers and schools to monitor student progress and achievement against the Curriculum.</li> <li>As a result of using National Standards to monitor achievement and progress some students will be provided with targeted teaching interventions.</li> <li>Student achievement will improve.</li> <li><b><i>Schools will use National Standards assessment information to communicate clearly with families about their child's achievement and progress.</i></b></li> <li>National Standards information will be used to identify teachers' professional development needs. This will enable these to be addressed more effectively.</li> </ol>

<sup>1</sup> Italics and bold type are used to indicate the two monitoring and evaluation questions which are the focus of this report. For each question the data sources used and intentions addressed are identified.

<sup>2</sup> The project is grounded in the analytical framework provided by Stake's countenance model. Stake, R. E. (1967). The countenance of educational evaluation. Teachers College Record, 523-540.

## 1.1 Sample

All English-medium, full primary, contributing and intermediate state schools were included in the project's sampling frame. A stratified sampling procedure based on three school characteristics was used, with three groups within each characteristic:

- i. School decile: one to three, four to seven, eight to ten.
- ii. School type: full primary, contributing, and intermediate
- iii. Region: Auckland, North Island excluding Auckland, and South Island

The sample included positions for 126 schools. Each of the 27 different combinations of school characteristics were represented proportionally to ensure the sample was representative of the larger population of schools in New Zealand.

The sample on which this report is based is smaller than the wider sample as school recruitment was still underway at the time of data collection. Included in this report are the survey responses from 82 principals and the school reporting formats of 70 schools which were received by 31 August 2010.

Table 2 shows the characteristics of the 82 schools whose principals responded to the survey. In general, schools that provided school report formats were a sub-set of schools whose principals completed the survey. All but one of the schools that provided their template for reporting to parents also completed the principal survey.

**Table 2: School characteristics of respondent principals**

School Type			Region			Decile		
Years	Sample	Nationally	Region	Sample	Nationally	Deciles	Sample	Nationally
1 to 8	45% (37)	45%	Auckland	24% (20)	23%	1 to 3	26% (21)	27%
1 to 6	39% (32)	34%	North Island excluding Auckland	45% (37)	48%	4 to 7	38% (31)	41%
7 to 8	16% (13)	21%	South Island	30% (25)	29%	8 to 10	37% (30)	32%

In terms of the three main stratifying variables the sample is representative, although some of the combinations of characteristics are less well-represented. In particular the following schools are under-represented:

- Low decile Year 1-8 schools in the South Island (under-represented by one school)
- Low decile Year 7-8 schools in the South Island (under-represented by one school)
- Low decile Year 7-8 schools in the North Island, excluding Auckland (under-represented by two schools)

## 1.2 Principal survey

The online principal survey contained four sections, each focused on gathering different information: principals' understandings of National Standards, principals' opinions of National Standards, communication about the National Standards, and mid-year reports to parents. Questions required a mix of closed and open responses. A copy of the survey is included as Appendix A.

Eighty-two principals were emailed a link to the survey on 27 July and asked to complete it within two weeks. An additional six principals were emailed the link to the survey as they confirmed their participation in the project; in total

88 principals were invited to complete the survey. The results of the 82 principals who completed the survey by 31 August are included in the analysis; a response rate of 93%.

Descriptive statistics were used to analyse closed responses. Common themes in open comment fields were identified. Themes identified by greater than five percent of respondents are included in the report. Due to rounding percentages in some tables do not total to 100.

### **1.3 School reporting formats**

Eighty-eight schools were asked to provide a copy of the format they used to report to parents mid-year. As with the principal survey, requests were made to 82 of these schools on 27 July with requests sent to the remaining six schools as their participation in the project was confirmed. In total 70 schools provided reports by 31 August and these are included in this analysis; a response rate of 80%.

The document analysis was carried out by four raters. Initially the raters worked as a group to establish the characteristics and features of the report formats. Sixteen characteristics were identified and the researchers then worked independently to analyse the school report formats in terms of the presence or absence of these characteristics. Appendix B provides the details of this analysis and inter-rater reliability statistics are included on page fifteen, alongside the relevant results.



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## 2. Current understanding of National Standards

This section focuses on the following monitoring and evaluation question:

To what extent are the National Standards understood as a set of common expectations for student achievement?

The results reported originate from the principal survey and are linked to the view of the principal as a leader within the school who has the potential to make a significant difference to student achievement levels. In line with the view that effective school leaders establish goals and support for the strategic direction of the school<sup>3</sup> this section describes principals' understanding of the National Standards and investigates the ways these understandings are being shared within school communities.

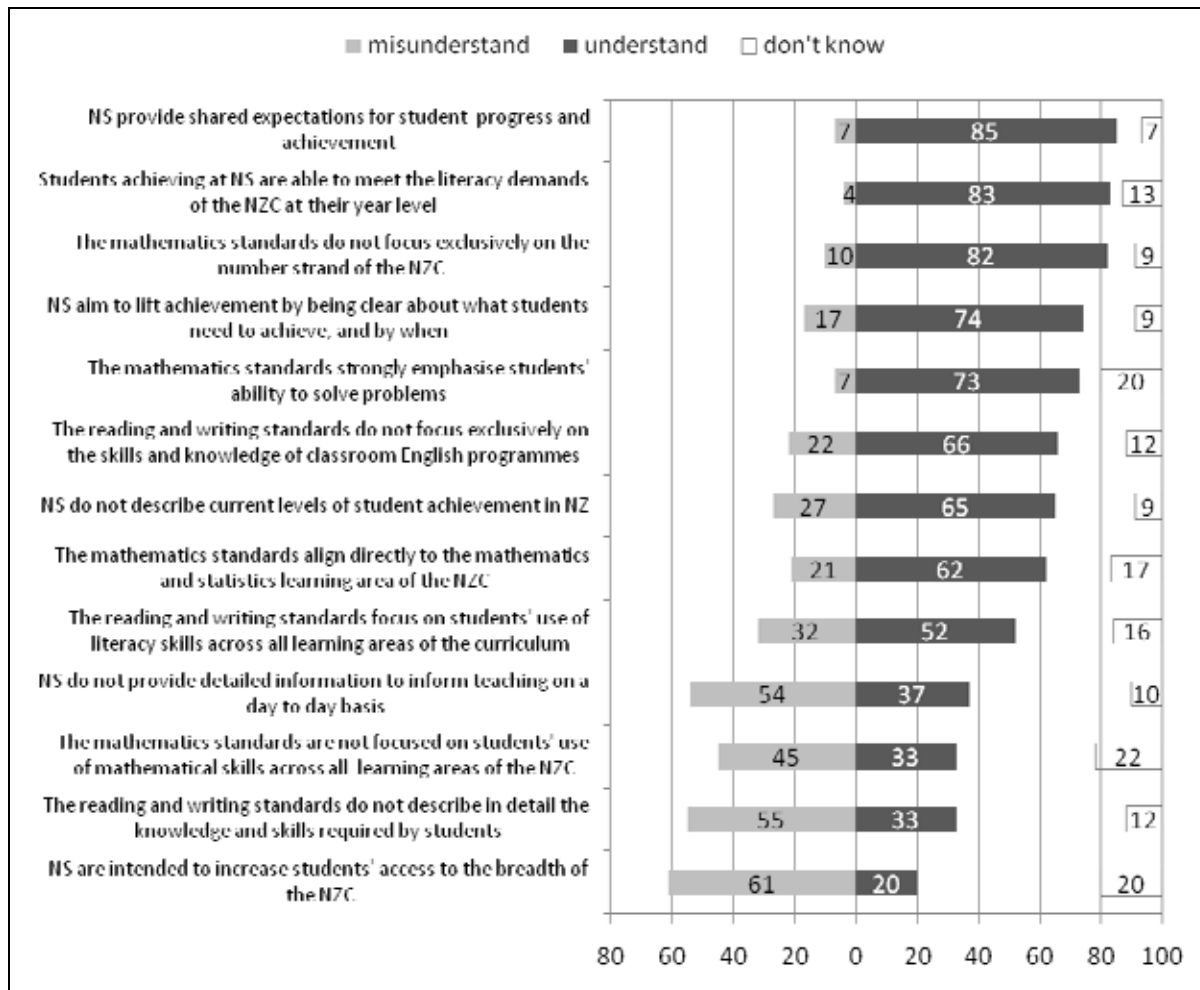
### 2.1 Principals' understandings

Principals were asked to respond to a series of statements designed to determine the extent to which they understand the nature and intended consequences of National Standards. The statements in Figure 1 are abbreviations of the statements principals were asked to respond to as either true, false, or not sure. Full results for these survey items are included in Appendix C.

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<sup>3</sup> School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration, Ministry of Education, 2009.

**Figure 1: Principals' understandings of National Standards. Note that numbers provided are percentages, and are based on the responses of 82 principals**



Results indicate that the majority of principals surveyed understand the broad purposes of National Standards. In particular, 85% of principals understand that the Standards are intended to provide shared expectations between the teaching profession and families for student progress and achievement in reading, writing and maths, and 74% understand that National Standards aim to lift achievement by being clear about what students need to achieve, and by when. Sixty-five percent of principals understand that National Standards are not based on current levels of achievement or norms.

Principal survey responses also allowed areas that were not as well understood to be identified. The standards are not intended to provide detailed information to inform teaching on a daily basis however 54% of principals surveyed thought this to be the case. The majority of principals (61%) did not understand that National Standards are intended to increase students' access to the breadth of the New Zealand Curriculum by strengthening students' reading, writing and maths skills.

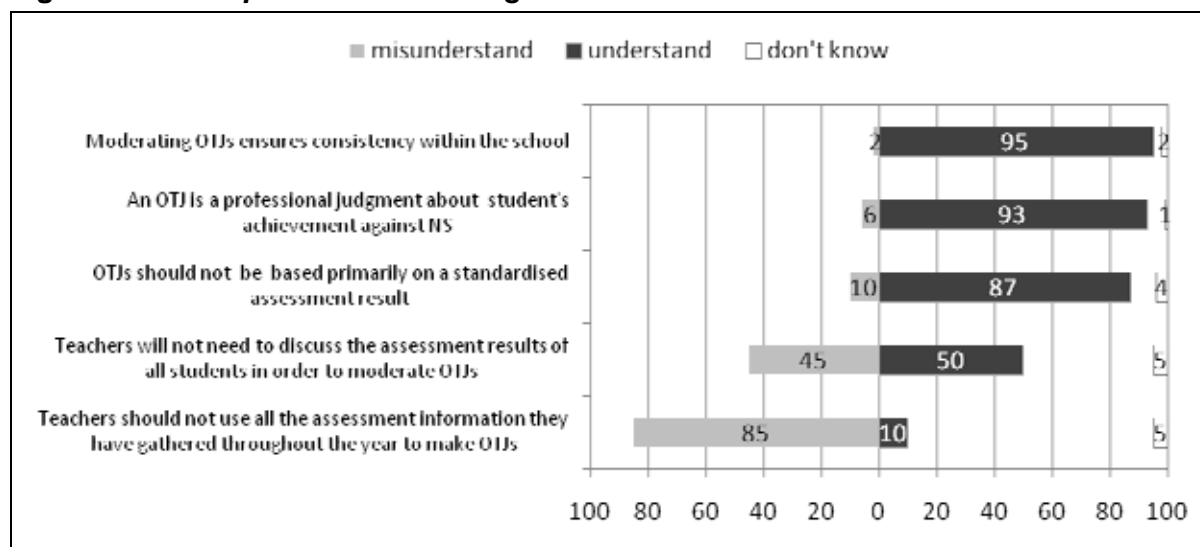
The survey responses suggest that principals understand some aspects of both the Mathematics Standards and the Reading and Writing Standards more strongly than others. In terms of mathematics 82% of the principals share a common understanding that the Standards are not focused exclusively on the number strand of the New Zealand Curriculum, 73% understand they strongly emphasise students' ability to solve number problems and 62% understand they are directly aligned to the mathematics and statistics learning area of the New Zealand Curriculum.

In terms of reading and writing, 83% of principals surveyed understand that if students are at the year level National Standards they will be able to meet the literacy demands of the New Zealand Curriculum in a typical year-level programme, and 66% of principals surveyed understand that the Reading and Writing Standards do not focus exclusively on the skills and knowledge of classroom English programmes. However 55% percent of principals indicated that they thought the Reading and Writing Standards describe in detail the knowledge and skills required by students as they learn to read and write, which is not in accordance with the Reading and Writing Standards document<sup>4</sup> which clearly states that this detail is contained in the Literacy Learning Progressions<sup>5</sup>.

Approximately half the principals surveyed considered that the Reading and Writing Standards are focused across the breadth of the New Zealand curriculum while the Mathematics Standards are not. This is in accordance with the standards documents which describe the reading and writing standards as focused on “how well a student is using reading and writing as interactive tools to enable them to learn in all curriculum areas”<sup>6</sup> while the “the standards for mathematics build directly on strands and levels of the mathematics and statistics learning area of the New Zealand Curriculum”<sup>7</sup>. Fifty-two percent of principals understand that the Reading and Writing Standards incorporate students’ use of literacy skills across all of the learning areas of the New Zealand Curriculum, while 45% of principals believed that the Mathematics Standards similarly focus on students’ use of mathematical skills across all learning areas.

Figure 2 summarises principals’ responses to a series of statements about Overall Teacher Judgments (OTJs) and shows their current level of understanding in this area. Full results for these survey items are included in Appendix C.

**Figure 2: Principals’ understandings of OTJs**



Note that numbers provided are percentages, and are based on the responses of 82 principals.

The results indicate that most principals (93%) understand that OTJs are professional judgments made by teachers about students’ achievement against the National Standards. Most principals also understand that one purpose of moderating OTJs is to ensure consistency within the school (95%) and that OTJs should be based on a range of assessment evidence, more than the results from one standardised assessment tool (87%).

<sup>4</sup> The New Zealand Curriculum Reading and Writing Standards for years 1-8, Ministry of Education, 2009, p. 5.

<sup>5</sup> The Literacy Learning Progressions, Meeting the Reading and Writing Demands of the Curriculum, Ministry of Education, 2010.

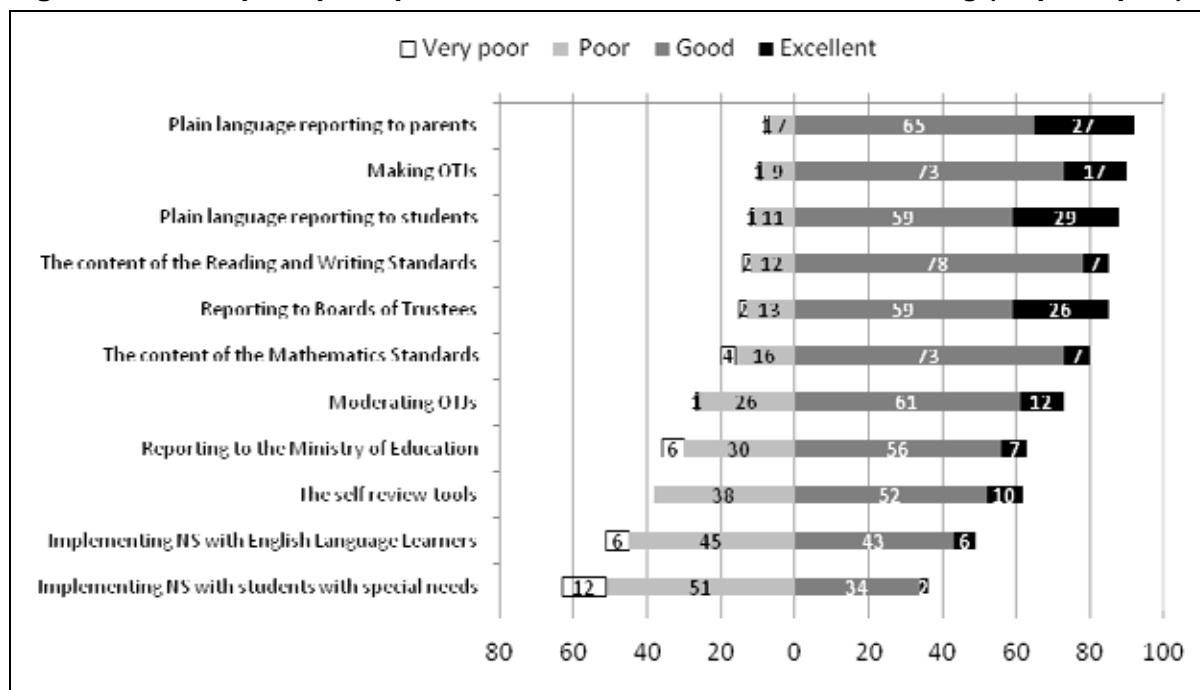
<sup>6</sup> The New Zealand Curriculum Reading and Writing Standards for years 1-8, Ministry of Education, 2009, p. 5.

<sup>7</sup> The New Zealand Curriculum Mathematics Standards for years 1-8, Ministry of Education, 2009, p. 10.

In terms of misunderstandings, the summative nature of OTJs is not widely understood. An OTJ is a point-in-time description of student achievement and as such should be based on assessment evidence that is relevant at the time the judgment is being made<sup>8</sup>. However, 85% of principals believe teachers need to use all the assessment information they have gathered throughout the year to make an OTJ. Almost half the principals surveyed (45%) thought that teachers will need to discuss the assessment results of **all** students in order to moderate OTJs. This suggests that they may not understand efficient processes for moderating OTJs.

Principals were asked to rate their own understanding of aspects of National Standards. Figure 3 presents these results.

**Figure 3: Principals' perceptions of their own current understanding (82 principals)**



Principals rated their own understandings of reporting to parents, students, and Boards of Trustees highly with approximately 90% of principals describing their understandings of these areas as “excellent” or “good.” In contrast, principals did not rate their understanding of reporting to the Ministry of Education so highly; approximately a third of principals described their knowledge in this area as “poor” or “very poor.”

Most principals also rated their own understandings of making and moderating OTJs quite highly with 90% and 73% respectively describing their knowledge in these areas as either “excellent” or “good.” This finding does not line up with their views about the summative nature of OTJs, and processes for making OTJs described above.

The aspects of National Standards rated the lowest by respondent principals in terms of their own knowledge were implementing the National Standards with English Language Learners and students with special needs. More than half the principals described their knowledge in these areas as “poor” or “very poor.”

Principals were asked to describe in their own view both how well supported they had been in their role to lead the implementation of National Standards at their school, and how confident they felt about doing so. Table 3 presents these results.

<sup>8</sup> Reading ‘at’ the Standard, What Does it Mean, *New Zealand Education Gazette*, 11 October 2010, pp. 8-11.

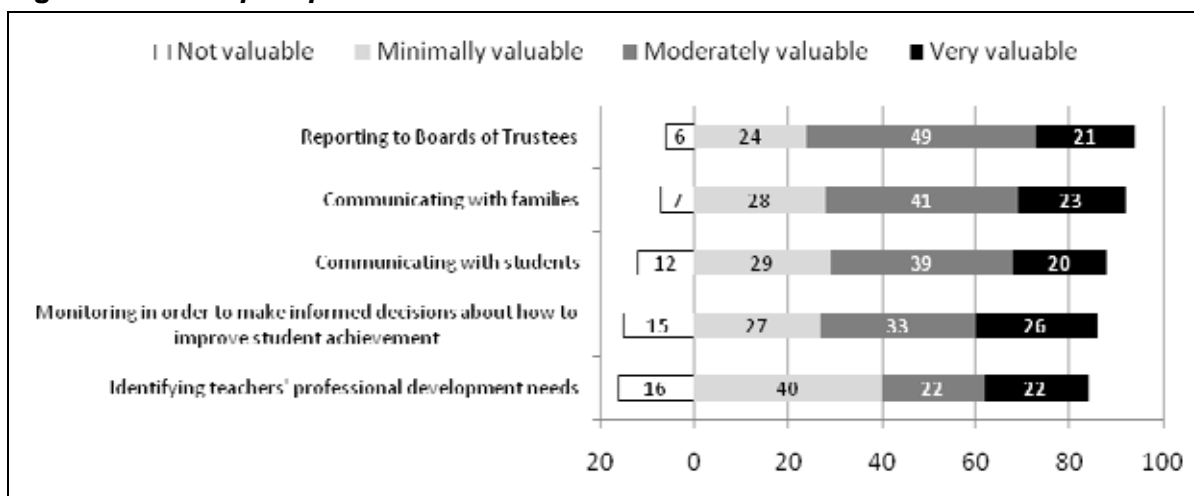
**Table 3: Principals' perceptions of support and confidence to lead (82 principals)**

	Principal rating			
	Very	Moderately	Minimally	Not
Level of support in role to lead the implementation of NS at your school?	6 (7%)	29 (35%)	39 (48%)	8 (22%)
Level of confidence to lead the implementation of NS at your school?	9 (11%)	48 (59%)	20 (24%)	5 (6%)

In general, principals reported that they do not feel well supported in their role to lead the implementation of National Standards at their schools. Nearly half the principals surveyed (48%) describe themselves as “minimally” supported and just under a quarter (22%) describe themselves as “not” supported. In terms of their levels of confidence to lead, the principals surveyed were more positive, with 70% of principals describing themselves as “moderately” or “very” confident to lead the implementation. There was a moderate correlation (0.51,  $p < 0.01$ ) between the levels of support principals’ felt they had received and their levels of confidence to lead.

## 2.2 Principals' opinions

Principals were asked to rate their views on the potential value of the information provided by National Standards for a number of purposes. Figure 4 presents these results.

**Figure 4: Principal opinions of value of National Standards**

Overall, the principals believed that information from National Standards would be of some value for all of the purposes listed. Over three-quarters of the principals described the information as at least “minimally valuable” for each purpose.

Principals’ views of the relative value of National Standards achievement information for each purpose varied. Information was seen as most valuable for reporting to Boards of Trustees and communicating with families, with 70% and 64% of principals respectively rating information as “very” or “moderately” valuable for these purposes. In contrast information was viewed as least valuable for identifying teachers’ professional development needs with 44% of principals rating information as “very” or “moderately” valuable in this regard.

Principals’ open comments on the value of National Standards were also mixed. Thirteen principals (16%) commented that schools already achieved the tasks for which National Standards information might be valuable; seven principals (9%) noted that National Standards support existing good practices, and eight principals (10%) noted that National

Standards are one tool among many which schools work with. The following quotes illustrate the range of principal comments.

*The information we are getting for teaching and learning is very good and we are building our professional learning community, level of trust and practicing teacher inquiry. We are getting a better handle on assessment expectations - we had done this last year but National Standards has created a stronger purpose for us.*

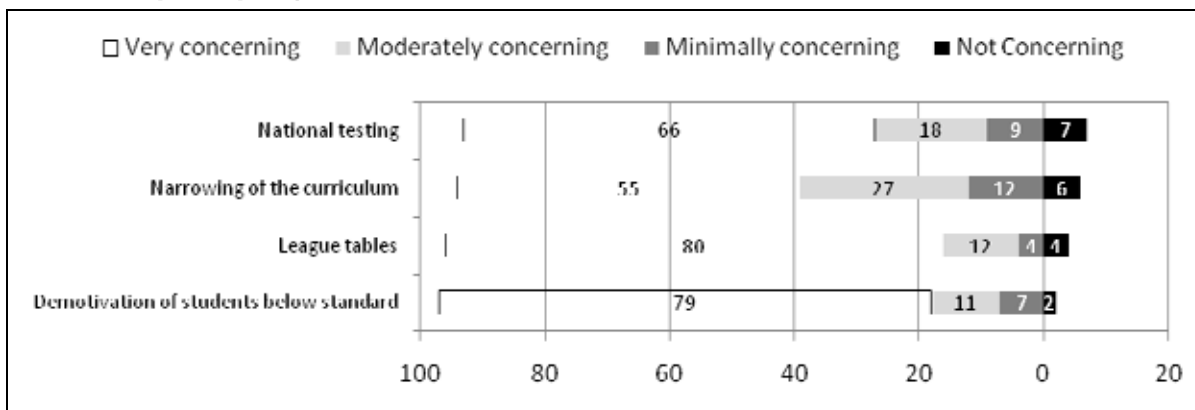
*It is what it is. I think the National Standards will be moderately valuable. They are only one small part of a whole curricula package. Not the next best thing.*

*I believe good teachers and schools already had and used quality progress and achievement information to communicate with parents.*

*National Standards offer nothing of value that the school did not already have in place.*

Principals were asked to rate their current level of concern about four commonly recognised unintended consequences of National Standards. Figure 5 contains these results.

**Figure 5: Principal concern over unintended consequences of National Standards (82 principals)**



Results indicate that the majority of principals are “moderately” or “very” concerned about all of the possible unintended consequences of National Standards. Of most concern to principals are league tables and the demotivation of students who are consistently below the standards with 80% and 79% of principals respectively describing these as “very” concerning. Two-thirds of principals see the possibility of national testing as “very” concerning, and while 55% of principals rate the narrowing of the curriculum as “very” concerning views in this areas are more mixed with 6 principals (7%) noting that this is a particular area of concern for them, and seven principals (9%) commenting that this is not a concern for them as they see the breadth of the curriculum as directly under the control of individual schools.

Principals’ open comments indicate other areas of concern to them. Seventeen principals (21%) noted a concern over the implementation of National Standards. The two issues raised by these principals were the haste of the implementation (6 principals, 7%) and the poor quality of the training offered (11 principals, 13%).

*Feel implementation still remains chaotic... rushed implementation with little cohesive support - creating confusion for many.*

*The Ministry of Education workshops were very poor because the officials did not appear to support the standards or have enough knowledge to answer questions about their implementation.*

Other concerns about National Standards identified by principals included a lack of consultation with the school sector (6 principals, 7%) and a reduced focus on the implementation of the New Zealand Curriculum (6 principals, 7%). Principals also raised assessment issues as of concern. Five principals (6%) noted some concern over the alignment of assessment tools such as PAT and asTTle with the Standards, and the same number noted the moderation of OTJs as concerning.

### 2.3 Communication to principals

Principals were asked to identify the National Standards professional development they had participated in. Table 4 contains these results.

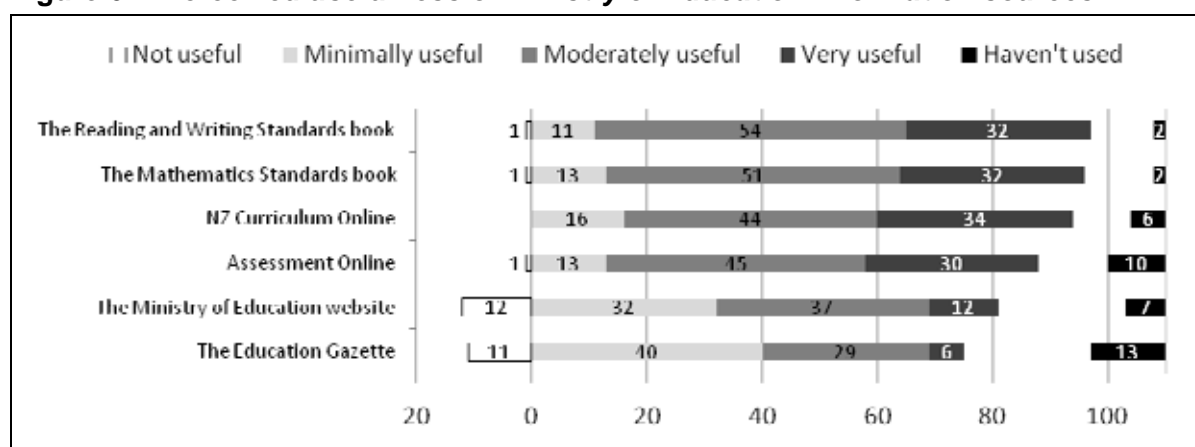
**Table 4: Professional development in National Standards (82 principals)**

Professional development	Principals attended
National Standards workshops	74 (90%)
In-school facilitation	46 (56%)
Clusters / Networked Learning Communities	25 (30%)
Online professional learning modules	16 (20%)
None	3 (4%)

National Standards workshops were the most widely utilised form of professional development, with 90% of principals surveyed identifying that they had attended these. In-school facilitation was also a popular form of professional development with just over half the principals (56%) indicating they had received support in this way. Approximately a third of principals reported taking part in clusters or networked learning communities. Three principals (4%) had not participated in any National Standards professional development.

Figure 6 reports the numbers of principals using each of the Ministry of Education information sources about National Standards and summarises their ratings of the usefulness of each of these.

**Figure 6: Perceived usefulness of Ministry of Education information sources**



In general all of the Ministry of Education information sources listed have been widely consulted by principals. The National Standards books are the most widely used with 98% of principals consulting both the Reading and Writing Standards and the Mathematics Standards books. In terms of usefulness the books were also rated by principals as the most useful information source with approximately a third of principals rating these as “very” useful, and over half the principals rating them as “moderately” useful. Of the three websites listed Assessment Online and NZ Curriculum were

rated the most useful (rated as “very” or “moderately” useful by approximately three-quarters of principals), while the Ministry of Education website was viewed as less useful with just under half the principals rating it as “very” or “moderately” useful. The Education Gazette was viewed as the least useful information source; just over half the principals rating it as “minimally” or “not” useful.

Principals were asked to list other non-Ministry sources of information about the National Standards they had used. Small proportions of principals reported consulting material from NZPF (17%), NZEI (15%), John Hattie (9%), and Lester Flockton (6%).

## 2.4 Communication from principals to school communities

Principals were asked to identify the ways they had communicated information about National Standards to various groups within the school community. Table 5 summarises their responses.

**Table 5: Approaches to communicate National Standards information to school communities (82 principals)**

	Teachers	Board of Trustees	Parents	Students
National Standards focused meeting	62 (76%)	46 (56%)	30 (37%)	1 (1%)
Discussed NS in a regular meeting	70 (85%)	60 (73%)	17 (21%)	5 (6%)
Written information in regular correspondence	34 (41%)	43 (52%)	59 (72%)	6 (7%)
Self-written information sheets	30 (37%)	31 (38%)	40 (49%)	6 (7%)
Written information from Ministry of Education	47 (57%)	50 (61%)	53 (65%)	7 (9%)
Written information from NZEI	34 (41%)	28 (34%)	16 (20%)	3 (4%)
Informal Discussions	63 (77%)	55 (67%)	52 (63%)	27 (33%)
None of these	9 (11%)	10 (12%)	9 (11%)	49 (60%)

Results indicate that principals have used a variety of ways to communicate with their school communities about National Standards. The majority of principals have discussed the National Standards in meetings with teachers (85%) and Boards (73%), included information about National Standards in school newsletters to families (72%), and distributed information from the Ministry of Education to parents and whānau (65%). Approximately a third of the principals have distributed written information from NZEI to teachers (41%) or Boards of Trustees (34%), and a third to a half of principals have distributed information sheets they have written themselves to parents (49%), Boards of Trustees (38%), and teachers (37%). Results suggest that, as a group, students have received the least information about National Standards with 60% of principals indicating they have not communicated with students using any of the approaches listed.



### 3. Reporting against National Standards

This section focuses on the following monitoring and evaluation question:

How do schools use information from National Standards to report to and communicate with parents?

Results reported were derived from two data sources: the principal survey and copies of the formats schools used to report to parents, families and whānau mid-year.

To determine inter-rater reliability each of the four raters independently analysed twelve report formats and correlations between raters were calculated. Table 6 provides the inter-rater correlations. Note that there was a mean correlation of 0.87 between raters for the 192 items analysed.

**Table 6: Inter-rater correlations**

	Rater 1	Rater 2	Rater 3	Rater 4
Rater 1	1			
Rater 2	0.86	1		
Rater 3	0.89	0.90	1	
Rater 4	0.81	0.88	0.87	1

#### 3.1 Student achievement against National Standards

Results indicate that the majority of schools provided a mid-year written report to parents which described their child's achievement against the National Standards. There was some discrepancy between the two data sources on the proportions of schools identified as reporting against the Standards. Thirty-eight of the 70 (54%) school report formats analysed included opportunity for schools to describe student achievement against the Standards, while 61 of the 82 (74%) principals surveyed identified that mid-year reports to parents included OTJs.

Most of the schools which provided written reports to parents against the Standards described students' current mid-year achievement against the end-of-year standards (28 out of these 38 schools). Figure 7 provides an example.

**Figure 7: An example report where the student's current mid-year achievement is described against the end-of-year Standard**

<p><b>Teacher Feedback / Feedforward:</b>          ■■■ is currently working at the National Standard for reading in Year 7. To further develop his skills, ■■■ will benefit from reading material that is varied, interesting and challenging. Your child's next learning steps are to develop understanding of more complex plots and to gain confidence to interpret different layers of meaning when reading by making inferences. He is also learning to select and use information from texts to respond thoughtfully to ideas/themes/characters and events within novels. Reading assessments have revealed that ■■■'s understanding of author's purpose/intent and vocabulary knowledge are ongoing areas for development.</p>
---

A minority of schools predicted students' end-of-year achievement against the Standards from the mid-year point (3 out of 38 schools). An example is provided in Figure 8.

**Figure 8: An example report where the student’s end-of-year achievement against the Standard is predicted**

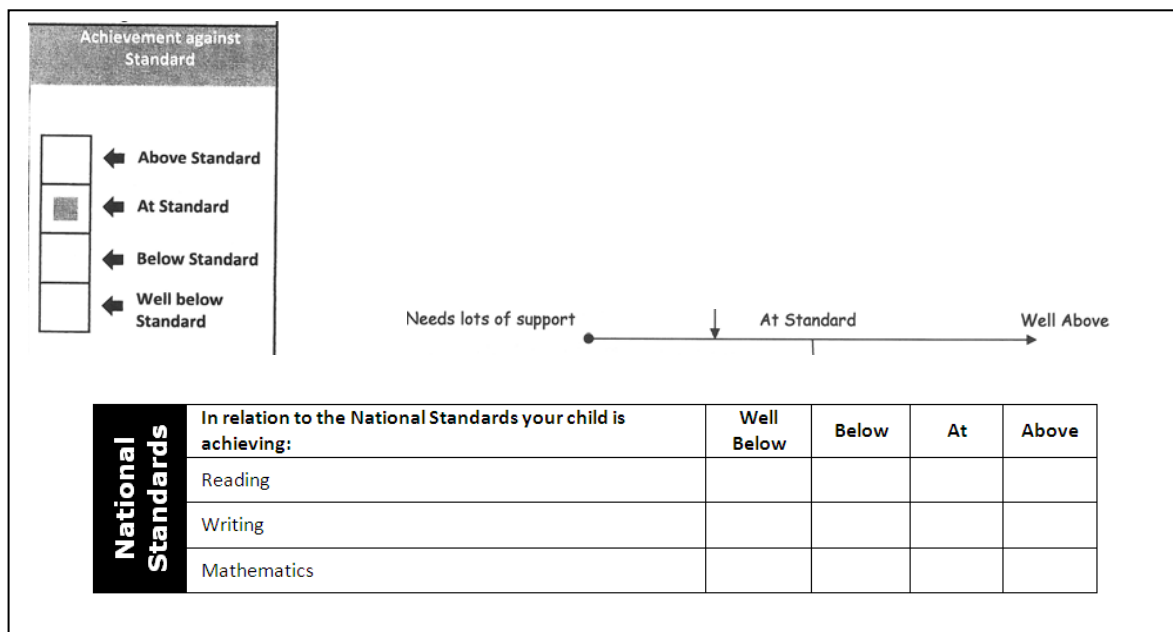
Reading									
Students current reading text level	Magenta	Red	Yellow	Dark Blue	Green National Standard After 1 year at school.	Orange	Turquoise National Standard after 2 years at school	Purple	Gold Syr.
<b>National Standard</b>	Below Standard			On track to meet National Standard			On track to be above Standard		
<b>Effort &amp; Attitude</b>	Improvement Required			Satisfactory			Enthusiastic		
Next steps:					How can you help at home:				

In seven of the 38 school report formats it was unclear whether students’ current mid-year achievement was described, or their end-of-year achievement was predicted.

The majority of the schools used descriptors such as “at, above, and below” to describe students’ achievement in relation to the standards relevant to their current year level (22 out of the 38 schools which reported to parents in writing against the Standards). A small proportion of schools (5 out of 38 schools) used a best-fit method, identifying the Standard a student was currently operating at irrespective of their current year level. In these schools, for example, a Year 5 student operating above the Year 5 Standard was described as operating *at* the Year 6 Standard.

Most of the schools included a diagrammatic representation of students’ achievement against the Standards in their reports (32 out of 38 schools). Figure 9 provides two examples. Ten of these schools also described students’ achievement using words. Six schools used words only to describe student achievement.

**Figure 9: Examples of diagrammatic reporting of student achievement against National Standards**



Twenty-six of the 38 schools used the National Standards as defined in the Standards documents<sup>9</sup> in their report formats. In these reports the Standard was treated as a global description of students' ability; figure 10 provides an example.

**Figure 10: Example of a report format where National Standards are used as global descriptions as student ability**

Performance in relation to national standard - Reading	On
Performance in relation to national standard - Writing	Below
Performance in relation to national standard - Mathematics	On

In eight of the schools reports the Standards were portrayed as comprised of a number of component parts and in these reports student achievement was generally reported against one component of the Standard. For example, in mathematics, students were described as achieving at particular mathematics standards solely on the basis of their achievement against the Number Framework, while the Standards also include other aspects of mathematics such as geometry and measurement. Figure 11 provides an example.

**Figure 11: Examples of reporting formats where the components of the Mathematics Standards are used for reporting purposes**

		Level 1 – End of 1 Year at School		L1 – End of 2 Years at School	Beginning L2 – End of 3 Years at School	Completing L2 – End of Year 4	Beginning L3 – End of Year 5	Completing L3 – End of Year 6
Stage 0 Emergent	Stage 1 One to one counting	Stage 2 Counting on with materials	Stage 3 Counting on with imaging	Stage 4 Advanced Counting	Beginning Stage 5 Early Additive	Completing Stage 5 Early Additive	Beginning Stage 6 Advanced Additive	Completing Stage 6 Advanced Additive
<b>Mathematics: <u>Achieving at</u></b>		<b>Next learning steps:</b>						
<u>Expectation</u> after 2 Years at School – At Level 1, Advanced Counting (1A+)								

In four of the 38 school report formats it was unclear whether the Standard was portrayed as defined in the Standards documents, or whether selected components of the Standards were used for reporting purposes.

Fifty-eight of the 82 (71%) principals who responded to the survey provided the scales used in school reports to describe student achievement against the Standards, for example “at, above, below, and well below.” There was wide variation in the sample with regards to the nature of the scales used and Table 7 summarises this information.

<sup>9</sup> The New Zealand Curriculum Mathematics Standards for years 1-8, Ministry of Education, 2009 and The New Zealand Curriculum Reading and Writing Standards for years 1-8, Ministry of Education, 2009.

**Table 7: Scales used to describe achievement against National Standards (58 schools)**

	Number of points on scale			
	Two	Three	Four	Five
Number of schools	2	23	24	9

As shown in Table 7 over a third of the principals who described scales for student achievement used four point scales (41%) and slightly fewer used three point scales (40%).

The sample also contained large variation in terms of the descriptors used by schools in the scales. In total, 25 different scales were used by the 58 schools to describe student achievement. The most consistently used scale was the simple three point “at, above, and below” scale which was identified by eleven out of 58 principals (19%). The Ministry of Education’s four point scale of “at, above, below, and well below” was identified by nine principals (16%) and slightly fewer principals (7 principals, 12%) identified the similar five point scale of “at, above, well above, below, and well below.” Table 8 illustrates the range of descriptors provided.

**Table 8: Example descriptors**

		Position on scale			
3 point		at risk	on track	met	
		working towards	within	exceeding	
		needs lots of support	at standard	well above	
		needs extra help	on track	confidently at	
4 point	well below	below	at	above	
	working towards	below	at	above	
	developing	below	at	above	
	beginning	developing	achieved	mastered	
	needs support	working towards	at	above	
	very below	below	at	above	
5 point	well below / of concern	below / of concern	at	well above	excellent
	well below	below	at	above	well above

As shown in Table 8 there was variety in the way descriptors were applied to different points on the scale. For example, the term “working towards” was used by different schools to describe achievement both one level below the Standard and two levels below the Standard. Similarly, the term “well above” was used to describe achievement both one level above the standard, and two levels above the Standard.

Seven of the 58 principals (12%) used terms such as “expected level,” “expected age-level” or “appropriate level” alongside the descriptors they provided indicating student achievement was reported against something other than the National Standards.

*We used the terminology "at the appropriate level" and used below/at/above*

*We are not reporting to the National Standards as such but are reporting in plain language- below what we would expect, at what we would expect, above what we would expect*

### 3.2 Other information

Results indicate that mid-year written reports to parents contained a variety of information other than descriptions of student achievement against the National Standards. Table 9 summarises these results. Note that there is some discrepancy between the two data sources in terms of the proportions of schools reporting each of these information types. The analysis of school report formats suggests fewer schools included each of the information types than was indicated by the principals' survey responses.

**Table 9: Information included in written report**

Information	Identified in reporting formats <sup>10</sup> 70 schools	Identified in survey 82 principals
Descriptions of student learning goals	33 (47%)	76 (93%)
Descriptions of ways family can support learning	30 (43%)	66 (81%)
OTJs	26 (37%)	61 (74%)
Assessment evidence used to make OTJ	22 (31%)	55 (67%)
Descriptions of targeted interventions	2 (3%)	46 (56%)

Descriptions of student learning goals and the ways families can support student learning were the information types most commonly included in written reports. Principals also identify this information as the most commonly reported. Approximately a third of the school report formats included opportunity for OTJs and the assessment evidence used to make them to be reported, while a small minority of formats allowed for the reporting of targeted teaching interventions undertaken by schools.

### 3.3 Timing of reports

Principals were asked to identify when they planned to report National Standards progress and achievement information to the families of students in Years 4 to 6. Table 10 summarises these results.

**Table 10: Summary of timing of reports to families of students in years 4-6 (79 schools)<sup>11</sup>**

	Mid-year report			End-of-year report	
	Term 1	Term 2	Term 3	Term 3	Term 4
Total	6	56	17	3	76

Results indicate there is greater variation between schools in the timing of mid-year reports to parents than in the timing of end-of-year reports to parents. Approximately two-thirds of principals reported to parents near the end of term 2 or the beginning of term 3 with 54 principals (68%) indicating they reported between the eighth week of the second term and the third week of the third term. A small proportion of principals (6 principals, 8%) reported National Standards progress and achievement information to parents during the first term. In terms of end-of-year reports, the majority of

<sup>10</sup> As most schools had provided blank report formats only these categories reflect whether the report format *provided opportunity* for schools to include these types of information in the report.

<sup>11</sup> Three principals indicated that they do not plan to report National Standards progress and achievement information to the parents of students in Years 4 to 6 twice in 2010.

principals (69 principals, 87%) plan to report to parents during the last four weeks of term 4, while a small proportion of principals (3 principals, 4%) provided end-of-year reports to parents during term 3.

Table 11 shows when principals are planning to report National Standards progress and achievement information to the families of students in Years 1 to 3.

**Table 11: Timing of reports to families of students in years 1-3 (82 principals)**

Time	Principals
End-of-year	55 (67%)
Mid-year	51 (62%)
On the anniversary of school entry	19 (23%)
Not applicable	8 (10%)

Results show the two most common times for schools to report to parents with students in Years 1 to 3 are end-of-year and mid-year, with approximately two-thirds of principals indicating they plan to report at these times. Nearly a quarter of principals plan to report on the students' anniversary of school entry. A small proportion of principals (4 principals, 5%) indicated that they plan to report to these families every term, while six principals (7%) commented that they were undecided when to report.

Although National Standards is focused largely around written reports to parents, principal comments in the survey indicated that schools use a wide variety of formats to report. For example, eleven of the 82 principals (13%) used student-led conferences and four principals (5%) noted the use of student portfolios of work. Where principals described the assessment cycles operating within their schools these varied widely also.

*We're aligning with Parent Interviews in Term 1, with Learner Led Conferences in Term 3 and with end of year reports in Term 4. We are also considering reporting in Term 2 but not sure how we will do this yet.*

*Presently we hold learning conversations with students, parents and teachers once a term. At these, a student's achievement summary in reading, maths and writing against the NZ Curriculum is discussed and goals and next steps decided upon. Parents take this home as a record.*

### 3.4 Student involvement

Principals were asked to identify the ways in which students were involved in the mid-year reporting of progress and achievement. Table 12 presents these results.

**Table 12: Student involvement in mid-year reporting (82 principals)**

Student involvement	Principals
Students attended interviews with families	64 (78%)
Written report to students	30 (37%)
Individual interviews with students	18 (22%)
Students not involved	8 (10%)

Students attending interviews was the most commonly identified method of student involvement, noted by just over three-quarters of the principals. Eight of the 82 principals (10%) further commented that families were able to choose

whether or not their child attended teacher interviews. Nearly one-quarter of the principals identified that individual interviews with students were conducted to report progress and achievement information. Only ten percent of schools did not involve students in reporting in any way.

### 3.5 School reports that did not describe achievement against National Standards

Thirty-two school report formats were identified as not providing the opportunity for schools to describe student achievement in relation to the National Standards. Table 13 summarises the features of these reports.

**Table 13: Features of reports which did not describe achievement in relation to NS (32 schools)**

Report type		Features	
Written	26	Includes achievement data e.g., PAT, asTTle, numeracy stage	17
		No achievement data included	9
Other	6	Conferences	4
		Portfolios	2

Twenty-six of the 32 schools that did not include information about student achievement in relation to National Standards provided parents with a written report mid-year, while the remaining six schools used other reporting methods such as teacher-parent conferences and portfolios of student work. Of the 26 written report formats, seventeen included achievement results from other assessment tools such as PAT and asTTle. Nine of these schools included data in their reports judged by the raters as information that could potentially be used as the basis of an OTJ.





## 4. Key Findings

Results from the principal survey indicate that:

- The majority of principals understand the broad purposes of National Standards.
- Approximately half the principals understand the differing ways that reading and writing, and mathematics relate to the New Zealand curriculum.
- While principals understand the purpose of OTJs, they are less clear about how to effectively make and moderate the summative assessment judgments required. Results suggest there may be some confusion among principals about the differences between norm-based and standards-based assessment.
- Most principals believe information from National Standards will add value to the processes schools use for reporting to families, students and Boards, making informed decisions about how to improve student achievement, and identifying teachers' professional development needs. While how much value principals believe National Standards will add to each of these processes varies, only a small proportion of principals believe information from National Standards will be very valuable.
- Principals are very concerned about the possible unintended consequences of National Standards: league tables, the demotivation of students who are consistently below Standard, national testing, and the narrowing of the curriculum. Principals are also concerned over the haste of National Standards implementation and the quality of the training offered.
- Principals do not feel well supported in their role to lead the implementation of National Standards in their schools, although in general they feel reasonably confident in this role.

Analysis of reporting formats indicates that:

- Most schools reported National Standards achievement information to parents, families and whānau in mid-year reports.
- There was substantial variation between schools in the ways they had used National Standards to describe student achievement and the ways in which they had presented this information in school reports.
- There was considerable variation in the language the schools used to describe student achievement against the Standards. Many different terms were used to describe each level of achievement, and, in many instances, the same term was used by different schools to describe different levels of achievement.



## 5. Appendices

### Appendix A: Principal Survey

#### 1. Your understanding of National Standards

**1. What is the name of your school? (This is only collected to track responses. Individual schools will not be identified in any report.)**

**2. Please indicate whether you think each statement about National Standards is true or false, or whether you are not sure.**

	True	False	Not sure
National Standards are intended to provide shared expectations between the teaching profession and families for student progress and achievement in reading, writing and maths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to provide detailed information about students' next learning steps which can inform teaching on a day to day basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards describe current levels of student achievement in New Zealand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards are intended to increase students' access to the breadth of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students achieving at or above the National Standards for their year level are able to meet the reading, writing and mathematics demands of the New Zealand curriculum at their year level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Standards aim to lift achievement in reading, writing and maths by being clear about what students need to achieve, and by when.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate whether you think each of the statements about the National Standards for reading and writing is true or false, or whether you are not sure.**

	True	False	Not sure
The reading and writing standards describe in detail the specific knowledge and skills students need as they learn to read and write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards focus on students' use of literacy skills across all the learning areas and key competencies of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards focus exclusively on the skills and knowledge of classroom English programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If students are at the year level National Standards for reading and writing they will be able to meet the literacy demands of the New Zealand curriculum in a typical year-level programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate whether you think each of the statements about the National Standards for mathematics is true or false, or whether you are not sure.**

	True	False	Not sure
The mathematics standards are directly aligned to the mathematics and statistics learning area of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards are focused on students' use of mathematical skills across all the learning areas and key competencies of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards focus exclusively on the number strand of the New Zealand Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards place a strong emphasis on students' ability to solve problems by applying the appropriate knowledge, skills and strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If students are at the year level National Standard for mathematics they will be able to meet the mathematics demands of the New Zealand curriculum in a typical year-level programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Please indicate whether you think each of the statements about Overall Teacher Judgments (OTJs) is true or false, or whether you are not sure.**

	True	False	Not sure
An OTJ is a professional judgment made by the teacher about the student's achievement against the National Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTJs should primarily be based on the results of a standardised assessment such as asTTle or PAT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One purpose of moderating OTJs is to ensure consistency within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers will need to discuss the assessment results of all students in order to moderate OTJs within each school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools need to ensure that all teachers are administering assessment tools accurately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should use all the assessment information they have gathered throughout the year in order to make OTJs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. How would you describe your own current level of understanding of each of the following aspects of National Standards?**

	Excellent	Good	Poor	Very poor
The content of the reading and writing standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the mathematics standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making OTJs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moderating OTJs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing the National Standards with English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing the National Standards with students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plain language reporting to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plain language reporting to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting to Boards of Trustees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting to the Ministry of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The self review tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Your opinions of National Standards

**7. In your view how valuable do you think information from National Standards will be for each of the following?**

	Very valuable	Moderately valuable	Minimally valuable	Not valuable
Communicating with families about their child's progress and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with students about their progress, achievement and next learning steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting student progress and achievement to Boards of Trustees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring student progress and achievement in order to make informed decisions about how to improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying teachers' professional development needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment

**8. A range of possible unintended consequences of National Standards have been identified. To what extent are these a concern to you?**

	Very concerning	Moderately concerning	Minimally concerning	Not concerning
Narrowing of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
League tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The demotivation of students who are consistently below the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment

### 3. Communication about National Standards

**9. What professional development in National Standards have you participated in as a principal? Tick all that apply.**

- National Standards workshops
- Clusters / Networked Learning Communities
- In-school facilitation
- Online professional learning modules
- None
- Other

If other, please describe

**10. In your view how well supported have you been in your role to lead the implementation of National Standards at your school?**

- Very supported     
  Moderately supported     
  Minimally supported     
  Not supported

**11. At this point, how confident are you about leading the implementation of National Standards at your school?**

- Very confident     
  Moderately confident     
  Minimally confident     
  Not confident

The following Ministry of Education sites provide information about National Standards.

**NZ Curriculum online:**



**Assessment online:**



**The Ministry of Education:**



**12. Please rate the usefulness of each of the websites (shown above) and other Ministry of Education sources that you have used to access information about National Standards.**

	Very useful	Moderately useful	Minimally useful	Not useful	Haven't used
NZ Curriculum online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Ministry of Education website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading and writing standards book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mathematics standards book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Education Gazette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. Please list any other non-Ministry sources of information about National Standards you have used, for example from NZEI or NZPF.**

**14. Please indicate the approaches you have used to communicate National Standards information to your school community. Tick all that apply.**

	School Management Group	Teachers	Board of Trustees Chairperson	Board of Trustees	Parents	Students
Held a National Standards focused meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed National Standards in a regular meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Included written information in regular correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributed information sheets about the standards that you have written yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributed written information from the Ministry of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributed written information from NZEI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal Discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, please describe



#### 4. Reporting to Parents, Families, and Whanau

**15. Please indicate when you plan to report National Standards progress and achievement information to the families of students in years 1-3. Tick all that apply.**

- On the anniversary of school entry
- Mid-year
- End-of-year
- Not applicable
- Other

If other, please describe

	5
	6

**16. When do you plan to report National Standards progress and achievement information to the families of students in years 4-8?**

	Week	Term
Mid-year report	6	6
End-of-year report	6	6

**17. What National Standards information was/will be provided to families in the mid-year written report this year? Tick all that apply.**

- OTJs
- the results of other assessments, for example PAT scores or running record results
- current learning goals or next steps in reading, writing and maths
- ways families can support reading, writing and maths learning at home
- extra support provided by the school in reading, writing and maths
- Other

If other, please describe

	5
	6

**18. What words or categories did/will you use to describe student progress and achievement in relation to the National Standards in the mid-year report to families this year? For example "at standard", "above standard", "below standard", "developing".**

**19. How did/will you involve students in the mid-year reporting of progress and achievement? Tick all that apply.**

- Students attended interviews with families
- Individual interviews with students
- Written report to students
- Students not involved
- Other

If other, please describe

## 5. Other Feedback

**20. Are there any other comments you would like to make?**

**21. If you would like to provide more detail about your responses to this survey in a follow up phone call please provide your email address and we will contact you to arrange this.**

## Appendix B: School report characteristics

Characteristic / Feature		Options
1	Similar format used all year levels	Yes / No
2	Coherence among formats	Yes / No
3	Reading achievement reported in relation to	NS / Component of NS / Unclear
4	Writing achievement reported in relation to	NS / Component of NS / Unclear
5	Maths achievement reported in relation to	NS / Component of NS / Unclear
6	Achievement in relation to National Standards described as a prediction	Yes / No / Unclear
7	Achievement in relation to National Standards described as a current state	Yes / No / Unclear
8	Achievement in relation to National Standards described using best fit standard	Yes / No / Unclear
9	Achievement in relation to National Standards described using descriptors such as at/above/below or similar.	Yes / No / Unclear
10	Achievement in relation to National Standards shown using a diagram	Yes / No
11	Achievement in relation to National Standards described with text	Yes / No
12	Information about the assessment evidence used to make the OTJ is provided	High quality / Medium quality / Low quality / No / Unclear
13	Evidence of student progress since last report provided	Yes / No / Unclear
14	Student learning goals described	Yes / No
15	Targeted teaching undertaken by the school is identified	Yes / No
16	Descriptions of ways families can support learning	Yes / No

## Appendix C: Results to selected survey items

Principals were asked to “indicate whether you think each statement about National Standards is true or false, or whether you are not sure.”

**Table 14: Statements about National Standards (82 principals)**

Statement	Number of principals		
	True	False	Not sure
National Standards are intended to provide shared expectations between the teaching profession and families for student progress and achievement in reading, writing and maths.	<b>70</b>	6	6
If students are at the year level National Standards for reading and writing they will be able to meet the literacy demands of the New Zealand curriculum in a typical year-level programme.	<b>68</b>	3	11
The mathematics standards focus exclusively on the number strand of the New Zealand Curriculum.	8	<b>67</b>	7
National Standards aim to lift achievement in reading, writing and maths by being clear about what students need to achieve, and by when.	<b>61</b>	14	7
The mathematics standards place a strong emphasis on students' ability to solve problems by applying the appropriate knowledge, skills and strategies.	<b>60</b>	6	16
The reading and writing standards focus exclusively on the skills and knowledge of classroom English programmes.	18	<b>54</b>	10
National Standards describe current levels of student achievement in New Zealand.	22	<b>53</b>	7
The mathematics standards are directly aligned to the mathematics and statistics learning area of the New Zealand Curriculum.	<b>51</b>	17	14
The reading and writing standards focus on students' use of literacy skills across all the learning areas and key competencies of the curriculum.	<b>43</b>	26	13
National Standards are intended to provide detailed information about students' next learning steps which can inform teaching on a day to day basis.	44	<b>30</b>	8
The mathematics standards are focused on students' use of mathematical skills across all the learning areas and key competencies of the curriculum.	37	<b>27</b>	18
The reading and writing standards describe in detail the specific knowledge and skills students need as they learn to read and write.	45	<b>27</b>	10
National Standards are intended to increase students' access to the breadth of the New Zealand Curriculum.	<b>16</b>	50	16

*Note: Correct responses are shown in bold.*

**Table 15: Statements about OTJs (82 principals)**

Statement	Number of principals		
	True	False	Not sure
One purpose of moderating OTJs is to ensure consistency within the school.	<b>78</b>	2	2
An OTJ is a professional judgment made by the teacher about the student's achievement against the National Standards.	<b>76</b>	5	1
OTJs should primarily be based on the results of a standardised assessment such as aTTle or PAT.	8	<b>71</b>	3
Teachers will need to discuss the assessment results of all students in order to moderate OTJs within each school.	37	<b>41</b>	4
Teachers should use all the assessment information they have gathered throughout the year in order to make OTJs.	70	<b>8</b>	4

*Note: Correct responses are shown in **bold**.*