

2. Options for reshaping the National Monitoring Study of Student Achievement (NMSSA)



NMSSA for stewardship

Current scope:

- Assesses **whole of New Zealand curriculum** on **five-year rotation**
- Samples 5,000 students in 200 schools per year across **Year 4 & 8**
- Measures student achievement** and factors that are associated with achievement, to assess **strengths and weaknesses across the curriculum** and to monitor change over time
- Data comes from a range of methods** collection includes group assessments, video-recorded performance tasks and in-depth interviews, as well as pencil & paper tests
- Information from **teachers and school leaders** about **school-related support** and **efficacy in teaching**
- Comparisons over time now possible**, as we enter second cycle
- No data on students in Māori-medium education**, independent schools and very small schools.

Increased use of findings

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- More “So what?” products
- More use of data and findings by researchers for in-depth analysis
- More socialising findings of NMSSA with teachers within Kāhui Ako and schools



Release assessment tasks promptly after each cycle

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- A by-product of NMSSA can be to provide an *assessment bank* for teachers, offering them additional tools and resources.



Continue development of Key Competencies assessment

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- Current analysis has developed frameworks for: critical inquiry, perspective-taking, and meaning-making within learning areas.



Shorter cycles of specified learning areas

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- There is currently no fixed repeat-length for any learning area assessed in the first cycle of NMSSA. In 2018 Mathematics and Statistics, and Social Studies are due to be (re)assessed, with English being developed for re-assessment in 2019.
- There is an opportunity to select the repeat-length for individual learning areas, making it shorter for some areas and longer for others.

Assessing students at additional Year/Curriculum levels

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Requires significant investment in development of assessment items, materials and approaches.

- Year 2 with a focus on literacy, numeracy and key competencies.
- Strong focus between Years 4-8 with broad assessment of the curriculum.
- Year 10/11, transition to graduate

Follow learners through their learning journey

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- Measuring progress for individual students.
- Measuring students across their learning journey and at sensitive points.
- Rationale/principles to guide check-in points
- Differentiation: focus on highest/lowest achievers and their progress.

Māori-medium learners

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- Supplement NMSSA with a Māori-medium monitoring study of student achievement.



Level of fulfilment of success criteria of each option:	Little to none		Some		Moderate		Good
Success criteria	1	2	3	4	5	6	7
Better coverage of the system							
More frequent measurement to enable system agility							
Enable view of progression							
Visibility of system performance							
Evaluation of programme and supports							
Information to enable better practice							
Users: Ministry 							
Government 							
NZ Public 							