

e-asTTle >





Workshop and support booklet



Visit <u>http://www.evaluate.co.nz</u> for further information about e-asTTle support



Training and support booklet contents

Table of contents

Introducing e-asTTle
Registering for e-asTTle and account types 4
Principles of e-asTTle and using it effectively 5
Curriculum strands and test durations
Test types in e-asTTle - benefits and considerations
Test types summary table and how adaptive testing works
Attitude sets in e-asTTle
Strands and objectives for e-asTTle reading 10
Test creation tips 11
Interpreting the Individual Learning Pathway (ILP) quadrants 12
Box and whisker plots and understanding measurement error 13
Student result summary and progress report examples
The target setting feature in e-asTTle 15
e-asTTle writing overview Pt. 1
e-asTTle writing overview Pt. 2 17
Interpreting the Writing Individual learning pathway (ILP)
e-asTTle self-review
Importing student data into e-asTTle 20
Key resources for e-asTTle
2019 upgrades - Did you know? 21
Test creation planning sheet



evaluation associates Te Huinga Kākākura Mātauranga

www.evaluate.co.nz

Page 3

e-asTTle - electronic assessment Tool for Teaching and learning

e-asTTle is a standardised testing tool intended to be used to inform teachers and students about achievement and progress in reading, pānui, writing, tuhituhi, mathematics and pāngarau. It can provide data and reports on individuals or aggregated groups/cohorts that help identify further learning needs.

Creating differentiated tests that challenge all students based on their current achievement levels is the best way to guarantee dependable data.



Source: Screenshot from an e-asTTle reading test- https://training.e-asttle.education.govt.nz/SCWeb/tpc/preview-online-test.faces

As with any assessment tool, one test result should not be regarded as the absolute truth. easTTle is not a definitive indicator of a student's achievement level and/or progress, but if used well it can be an important element in the full picture of a student's or groups' strengths, weaknesses, and capabilities. The data gathered can be used for multiple purposes and in multiple ways.

Things to check when using e-asTTle:

- Do I have access to e-asTTle? <u>http://e-asttle.tki.org.nz/Access-to-e-asTTle</u>
- Do I know my password?
- What is the purpose of the testing?
- Do you know what you want to focus on?
- Has every student been assigned a manageable yet challenging test?

Useful references:

- e-asTTle website: <u>e-asttle.tki.org.nz</u>
- e-asTTle help website: <u>https://e-asttle.tki.org.nz/Help-with-e-asTTle</u>
- Education Service Desk 0800 422 599 (Select option 2 for passwords, option 4 for all other queries) or <u>service.desk@education.govt.nz</u>



Registering for e-asTTle and account types

Registration

e-asTTle is free for schools to use but each teacher who wants access to it should be registered so they have their own login and password. This allows them to use the tool as it is intended. Your school should have a nominated person as the EPA authoriser, and they can arrange access to e-asTTle through the Education Sector Authentication and Authorisation (ESAA) system. Find out more about e-asTTle access here - <u>http://e-asttle.tki.org.nz/Access-to-e-asTTle</u>

e-asTTle roles

There are four roles in e-asTTle and each one has a different purpose. The table below gives a brief overview of each role, but more detailed information can be found here - <u>https://e-asttle.tki.org.nz/Help-with-e-asTTle/Roles/User-Roles-in-e-asTTle</u>

IMPORTANT: Staff are not limited to one role so consideration should be given to the requirements of each staff member. It is recommended in larger schools (8 teachers or more) that two or three staff members are allocated the school administrator role. Some leaders may need to have three roles - teacher, administrator and leader access.

e-asTTle roles	Type of access
Teacher (school staff)	This account type is the most common account type for school teachers. It allows teachers to create, modify, accept, assign and mark tests and then view all available reports. You can also view other teachers' tests and reports.
School Administrator (school staff)	The school administrator has control of the SMS related student data and maintenance of tests etc. This means an administrator is responsible for updating student data (names, ethnicity, gender, classes etc.) and has the ability to delete tests that have been accepted and even scored. Note: Tests cannot be created, marked or reports viewed if only school admin access is given.
School Leader (school staff)	The school leader has two important, but limited functions in e-asTTle. The research data setting can be adjusted by the school leader to allow or not allow researchers access to the student test results for research and norming purposes. The school leader can grant access to the school's e-asTTle area to selected external coordinators.
External Coordinator (external researcher/ professional development provider etc.)	This is a non-school role. An external coordinator is often a professional development provider or researcher who requires access to e-asTTle or test data to support schools. Each external coordinator must apply to the sector service desk for e-asTTle access prior to the school leader making access available.

Note: Please make sure that all school staff roles have been allocated within your school and that mechanisms are in place to cope with staff changes.

The Education Service Desk (0800 422 599 Option 2 or <u>servicedesk@education.govt.nz</u>) can provide support and advice on e-asTTle roles and current allocations.





Principles of e-asTTle

e-asTTle uses the 'Rasch model' when testing in Reading and Mathematics. Traditionally constructed tests use the percentage of questions correct as the most significant factor. The Rasch Model also uses the percentage correct as the base for a student score but, importantly, also considers the difficulty of the questions in the test.

Points to consider when interpreting student results:

- 1. These scores can be used for comparison, even across tests that are different in content because all items have been placed on the same scale.
- 2. Raw scores mean very little in e-asTTle. A student might get 20 out of 32 correct but the overall score also depends on the difficulty of the test.
- 3. e-asTTle uses curriculum sublevel scores. These were developed to show progress within a year of schooling, as a curriculum level score alone did not show progress within a level. Three sublevels for each curriculum level were developed - Basic, Proficient and Advanced. For example, in Curriculum level 3 there is Level 3B, 3P and 3A.

Curriculum level continuum within e-asTTle (only writing uses level one)

													- 1				
1B	1P	1A or <2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A

In reading and maths a student is placed at a curriculum sublevel where they have a 50% chance of getting a question correct.

Assigning good tests

- 1. It is difficult to create a bad test in e-asTTle, but you can assign the wrong tests to students.
- We know within a year group there is a big difference in abilities between your highest and lowest 2. performing students. e-asTTle works best when tests are assigned based on current achievement levels, not the year group students are in.
- 3. A student getting 100% correct or incorrect in a test is NOT desirable. If a test is too easy or difficult for a student e-asTTle needs to extrapolate to generate a score, which creates greater errors of measurement. By giving each student a test where he/she is appropriately challenged (get some right, some wrong) the resulting overall score and assessment information is more dependable for making decisions about next steps in learning etc.
- 4. As e-asTTle uses a common scale for all questions and student scores, fair comparisons can be made between results even though different tests have been taken. The advantage of testing by current achievement level is that it provides more dependable results and assessment information.
- 5. If testing across your school, it is best to create a set of differentiated tests, so all students have access to a test of appropriate challenge. This means only one set of tests need to be created across your school.
- Reading texts some texts may appear very difficult for the levels you have chosen. However, the 6. students are being tested on the questions, not the text. Even though the text looks difficult, it does not mean the students will be unable to answer the questions.
- 7. Assessment provides you with the evidence and knowledge of where to go next. To use this information effectively, your instructional planning must be flexible and responsive to cater for these findings.

Using e-asTTle effectively at your school

- 1. Commit to using the data that has been generated to inform teaching and learning.
- 2. Students should be involved in the analysis of the testing and their results - it's their learning after all.
- 3. Test by current achievement levels, not year group, so every student has an appropriate level of challenge and dependable information is generated.
- The reports are only the beginning of analysis not the analysis itself. 4.
- 5. e-asTTle results should be interpreted in conjunction with other forms of assessment information to obtain a full picture of student achievement, progress, and learning goals.



e-asTTle curriculum strands

Reading	Mathematics	Writing	Pāngarau	Pānui	Tuhituhi
Processes and Strategies	Number Knowledge ¹	Describe (a moment in time)	Number	Finding Information	Narrate
Purposes and Audiences	Number Sense & Operations	Describe (a life cycle)	Algebra	Knowledge	Recount
Ideas	Algebra	Recount	Geometry	Understanding	Describe
Language Features	Measurement	Narrate	Measurement	Interpretation/ Evaluation	Explain
Structure	Shape	Explain	Statistics		Instruct
	Position & Orientation	Persuade			Persuade
	Probability				
	Statistics				

Table 1. Subject-specific Curriculum Strands

Note: 1- the Mathematics strand "Number Knowledge" is not available if only Level 5 and/or 6 have been selected in the previous screen.

Test duration for reading and mathematics tests

Test duration and the number of strands chosen are interdependent factors when creating a test. The longer the test duration the more strands that can be chosen and vice versa.

Customised Test (Reading, Maths, Pānui and Pāngarau only)

The restrictions are on the minimum time rather than the maximum time. For example, you can't create a 40-minute test using five strands, but you can create it only using two strands.

Test Duration	Maximum number of strands that can be chosen
12 - 23 minutes	1 strand
24 - 35 minutes	2 strands
36 - 47 minutes	3 strands
48 - 59 minutes	4 strands
60 minutes	5 strands

Note: Pānui and Pāngarau tests can only be between 24 and 40 minutes. Writing and Tuhituhi tests are automatically set to 40 minutes.

Adaptive Test (Reading, Maths, Pānui and Pāngarau only)

Test Duration	Maximum number of strands that can be chosen
18 minutes	1 strand
19 - 24 minutes	2 strands
25 - 36 minutes	3 strands
37 - 48 minutes	4 strands
60 minutes	5 strands

For more information go to: <u>https://e-asttle.tki.org.nz/Help-with-e-asTTle/Creating-Test/Creating-reviewing-and-accepting-tests</u>



Test types in e-asTTle - benefits and considerations

e-asTTle can create or recreate different types of tests. This page briefly looks at the advantages and disadvantages of each test type. These factors should be considered before the test creation process begins.

Please note: Experience tells us that adaptive tests do not provide the same level of dependability as customised tests. We recommend using customised tests rather than adaptive tests.

Test Type	Benefits	Considerations
Customised	 Test duration can be from 12 to 60 minutes. Strands and levels can be chosen and weighted - e.g. Some Level 2, Most level 3, Few level 4. Can create paper or onscreen tests Can include mixture of open and closed questions Able to use the replace question function (20% of maths questions, up to two testlets in reading). Can choose from 6/7 sets of attitudinal questions. Able to use a reading passages booklet so students can sit the test onscreen but see all reading passages on paper. 	 There is some marking of open response questions for online tests. This is a quick process as all responses for each question are aggregated and marked as a group. Identical answers are grouped and can be all given the same mark in one go. Paper based testing requires online data input.
Adaptive	 No marking required. No paper required. Adapts to the level of student performance twice during the test - i.e. test divided into three sections (see over the page for further details). Can choose from 6 or 7 attitude domains. 	 Adaptive tests do not go beyond pre-set levels - i.e. if you choose Level 3 and 4 you will not get Level 2 or 5 questions in the test. An adaptive test creates seven mini tests. Once created only questions for the first mini tests are visible. (i.e. 1 of 7 tests). This means you cannot preview or choose the questions or reading passages in Stages 2 and 3 (the other six tests) The 'Replace Question' function is not available. Onscreen testing is the only option for adaptive testing All questions are closed (i.e. multi choice etc.). Preview test function not available for students. Reading passages booklets are not available. If doing whole school/cohort testing, you will still need to develop a set of differentiated adaptive tests as one test will not suit everyone.
Copy Test	 Allows you to access tests made by external coordinators. IMPORTANT: Do not just reassign an existing test, copy it first! Assigning the same test to different groups in different years etc. can cause major data handling issues. Copying a test before reassigning it ensures the data is kept separate. 	 Copying tests could mean students being assigned the same test twice. (Not recommended)
Similar Test	 Allows you to use the same settings for a test you have previously found useful. 	 While e-asTTle says it is generating a similar test you do need to check what has been created. A slightly harder test is often a better option if you are testing the same set of students again with the same strands. There is no screen to check the similarity of the tests so it pays to write done the original test stats so you can compare both tests.
Writing prompts	 Scoring rubric scaled from R1 to R6/7. Each prompt has its own difficulty rating. Standardised writing assessment and procedure (e.g. up to 40 mins for all). Thorough assessment process for teachers and schools (enhanced by a moderation process). Generic and specific annotated exemplars provide good information and comparisons and are an important part of the marking process. 	 Moderation and marking process is time consuming but essential if using this tool. The sublevel scores for individual elements should be treated as an indicative score rather than a specific score as there are big gaps in sublevels scores for each R score - i.e. R3 might be 2A but R4 could be 4B.

For further information on test types go to this link or download the <u>e-asTTle writing manual</u>.



Functions	Customised Test Reading, Pānui, Mathematics and Pāngarau	Adaptive Test Reading and Mathematics only	Writing and Tuhituhi tests
Test Duration	12-60 Minutes	20-60 minutes (Reading) 18-60 minutes (Maths)	Up to 40 minutes
No. of strands that can be tested	1 to 5	2 to 5	5 purposes for Writing (e.g. Narrate) 6 purposes for Tuhituhi
No. of curriculum levels that can be tested	1 to 3	1 to 3 (2 levels recommended)	Levels 1 to 6
Delivery Method	Onscreen, paper or both (reading passages printed, answered onscreen)	Onscreen only	Paper based only
Attitude Domains	7 Reading, 6 Mathematics Only attitude general for Pānui and Pāngarau	7 Reading, 6 Mathematics	6 Writing, 1 Tuhituhi
Replace Questions function available	Yes	No	N/A - Choose the prompt yourself
Question types	Open and closed	Closed only	Prompt
Edit Test settings	Yes	Yes	Yes

Note: There are minimal options available for Copying or Creating a Similar Test and it depends on the test chosen. Those test types are not included in this table.

How the Adaptive Test Works



All students assigned this test get the Stage 1 questions **Note:** When creating an adaptive test this is the only set of questions you can view (prior to or after testing).

Students get one of the Stage 2 set of questions depending on how they performed during Stage 1.

Students get one of the Stage 3 sets of questions depending on how they performed during Stage 2. **Note:** Students cannot move from Stage 2 Easier Set to Stage 3 Harder Set, or Stage 2 Harder Set to Stage 3 Easier Set. Experience has shown us that adaptive tests do not produce dependable results as often as customised tests.

We recommend the use of customised tests

Figure 6. Adaptive Test Flow

Go to this <u>link</u> for further information.



Mathematics - e-asTTle attitude sets	Reading - e-asTTle attitude sets	Writing - e-asTTle attitude sets
Attitude - General	Attitude - General	Attitude - General
1. I like maths at school.	1. I like reading at school.	1. I like writing at school.
2. I am good at maths.	2. I am good at reading.	2. I am good at writing.
3. My teacher thinks I am good at maths.	3. My teacher thinks I am good at reading.	3. My teacher thinks I am good at writing.
4. My Mum and Dad think I am good at maths.	4. My Mum and Dad think I am good at reading.	4. My Mum and Dad think I am good at writing.
5. I enjoy doing maths in my own time (not at school).	5. I enjoy reading in my own time (not at school).	5. I enjoy writing in my own time (not at school).
I enjoy doing things in maths that I haven't tried before.	6. I like going to the library to get something to read.	6. I am good at spelling.
Engagement - General	Engagement - General	Engagement - General
1. At school, I feel like I am included in things.	1. At school, I feel like I am included in things.	1. At school, I feel like an outsider (or left out of things).
2. I make friends easily at school.	2. I make friends easily at school.	2. I make friends easily at school.
3. School is a place where I feel I belong.	3. School is a place where I feel I belong.	3. School is a place where I feel I belong.
I do not feel awkward and out of place at school.	I do not feel awkward and out of place at school.	I do not feel awkward and out of place at school.
5. Other students seem to like me at school.	5. Other students seem to like me at school.	5. Other students seem to like me at school.
6. I do not feel lonely at school.	6. I do not feel lonely at school.	6. I do not feel lonely at school.
Motivation - General	Motivation - General	Motivation - General
1. I try hard to make sure that I am good at my schoolwork.	1. I try hard to make sure that I am good at my schoolwork.	 I try hard to make sure that I am good at my schoolwork.
2. When I am improving in my schoolwork, I try even harder.	2. When I am improving in my schoolwork, I try even harder.	When I am improving in my schoolwork, I try even harder.
3. The harder the problem, the harder I try.	3. The harder the problem, the harder I try.	3. The harder the problem, the harder I try.
4. I try hard at school because I am interested in my work.	4. I try hard at school because I am interested in my work.	I try hard at school because I am interested in my work.
5. I work hard to try to understand new things at school.	5. I work hard to try to understand new things at school.	5. I work hard to try to understand new things at school.
6. I am always trying to do better in my school work.	6. I am always trying to do better in my schoolwork.	6. I am always trying to do better in my schoolwork.
7. I like being given the chance to do something again to make it better.	7. I like being given the chance to do something again to make it better.	7. I like being given the chance to do something again to make it better.
8. I try harder when schoolwork is interesting.	8. I try harder when schoolwork is interesting.	8. I try harder when schoolwork is interesting.
Motivation - Mathematics	Motivation - Reading	Motivation - Writing
1. It is very important to me to be good at maths.	1. It is important to me to be a good reader.	1. It is very important to me to be good at writing.
I try to get more maths answers right than my friends.	2. I visit the library a lot.	I try to get higher marks for my writing than my friends.
3. I like hard, challenging maths.	3. I like hard, challenging books.	I like hard, challenging writing exercises.
4. I do as much schoolwork as possible in maths.	I do as much reading schoolwork as possible.	I do as much writing schoolwork as possible.
5. I like to help my friends with their maths schoolwork.	5. If the teacher talks about something interesting, I might read more about it.	5. I have favourite subjects that I like to write about.
6. I like it when the maths examples are hard.	6. I like reading something when the words are hard.	6. I like it when writing exercises are hard.
Interest - Mathematics	Interest - Reading	Interest - Writing
 I think maths is exciting and interesting. 	1. I think reading is exciting and interesting.	 I think writing is exciting and interesting.
2. I never get tired of doing maths.	2. I never get tired of reading.	2. I never get tired of writing.
3. I like to do and think about maths outside of school.	3. I like to do lots of reading outside of school.	3. I like to do lots of writing outside of school.
4. I think maths helps me to understand life.	I think reading about things helps me to understand life in general.	I think writing about things helps me to understand life in general.
5. I think that maths helps people make important decisions.	5. I think that reading about things helps people make important decisions.	5. I think that writing things down helps people make important decisions.
6. Maths is not boring.	6. Reading is not boring.	6. Writing is not boring.
Self-regulation - General	Self-regulation - General	Self-regulation - General
 During class time, I pay attention most of the time. 	 During class time, I pay attention most of the time. 	 During class time, I pay attention most of the time.
When reading for this subject, I make up questions to help my focus.	When reading for this subject, I make up questions to help my focus.	When reading for this subject, I make up questions to help my focus.
 When I become confused about something I'm reading for this subject, I go back and try to figure it out 	 When I become confused about something I'm reading for this subject, I go back and try to figure it out 	When I become confused about something I'm reading for this subject, I go back and try to figure it out
4. I ask myself questions to make sure I understand the material that I've been	4. I ask myself questions to make sure I understand the material that I've been	4. I ask myself questions to make sure I understand the material that I've been
5. When studying for this subject 1 to work out which concents 1 den't	5. When studying for this subject I tay to work out which concepts I don't	5. When studying for this subject 1 to work out which concepts 1 den't
understand well.	understand well.	understand well.
6. If I get confused taking notes in class, I make sure I sort it out afterwards.	6. If I get confused taking notes in class, I make sure I sort it out afterwards.	If I get confused taking notes in class, I make sure I sort it out afterwards.
	Self-efficacy - Reading	
	1. I am a good reader.	
Tip: Chaosa hafara yau craatal	2. I can read faster now than I could before.	
rip. Choose belore you create:	When I read, I can figure out words better than I could before.	evaluation associates
Use this table to choose the attitude set you are going to include	4. I can recognise more words than I used to.	Te Hujnga Kākākura Mātauranag
is the test of early the set titles are shown eliving test successful	5. I find reading easier than it used to be.	
in the test, as only the set thes are shown during test creation.	6. When I read now, I don't have to try as hard as I used to.	
	7. I can read better now than I could before.	
	8. I can understand what I read better than I could before.	

e-asTTle Reading - Strand Objectives

Processes and Strategies	Language Features
• Find, select, & retrieve information	 Use reference materials, e.g., dictionary, thesaurus, atlas
Skim/scan for information	Knowledge of vocabulary
Note take in a variety of ways	 Knowledge of poetic & figurative language
Knowledge of semantic, syntactic, & visual grapho-phonic cues	 Knowledge of publishing/text conventions (e.g., Index, Contents)
Knowledge of strategies to solve unknown words & gain meaning	 Compare similarities & differences within & between texts
Respond using understandings & information	 Use dictionaries to identify a range of language features
Question to clarify meaning	 Use reference texts to identify a range of language features
Make use of prior knowledge	 Identify language features in contemporary texts
Make links between verbal & visual information	 Identify language features in historical texts
Predict possible outcomes	 Identify language features in hypertext
Identify word classes	 Use publishing conventions to identify main ideas & details in factual text
Use grammatically correct structures	 Use publishing conventions to comprehend main ideas/details in factual text
Punctuation	 Analyse the effect of language features in texts
Spell correctly	 Understand effects of language features in contemporary texts
Comment on connections between visual and verbal text	 Understand the effects of language features in historical texts
Recognise connections between visual and verbal text	 Understand the effects of language features in hypertext
• Formulate a view on a topic using multiple texts, including hypertext	 Distinguish & describe voices & perspectives in literary text
Comment on connections between visual and verbal text	 Identify language differences between objective & subjective texts
• Formulate a view on a topic using a text, including hypertext	 Identify inaccuracy/inconsistency of content/language within/between texts
 Developing the ability to think critically about texts 	 Identify/describe effect of language differences between objective/subjective texts
Purposes and Audiences	 Use reference materials to check the accuracy of a text
 Identify fiction & non-fiction texts 	 Comprehend literary texts that subvert conventional features
 Empathise with characters & situations 	 Analyse similarity/difference of language/discourse within/between texts
Explore author's purpose & guestion intent	Understand literary texts that use conventional language/discourse features
Read critically for: bias, stereotyping & propaganda	Understand literary texts that subvert conventional features
 Identify & discuss purposes of text 	 Analyse inconsistency/inaccuracy of content/language within/between texts
 Explore some levels and types of humour in text 	 Comment on inconsistency/inaccuracy of content/language within/between texts
 Make judgments about events in literary texts 	Understand & interpret intertextuality in texts
Make judgments about motivations of characters in literary texts	 Identify & recognise intertextuality in texts
• Use prior knowledge to evaluate the accuracy of a text	 Judge the appropriateness of the writer's choices of features
• Evaluate the adequacy of the text related to writer's/reader's purpose	 Recognise effect/purpose of literary texts that subvert conventional features
Understand & interpret author's purpose & intent	 Recognise effect/purpose of literary texts that use conventional features
Evaluate author's purposes or intent in literary texts	 Interpret meanings & techniques of bias, stereotyping & propaganda
Evaluate author's purpose & intent	Structure
• Evaluate the effects & techniques of bias, stereotyping, & propaganda	Discuss texts & identify aspects
Ideas	 Understand & organise or sequence material
Consistently read for meaning	 Identify structural features or characteristics of text
Identification and understanding of main ideas	 Understand discourse/language differences within/between texts
Understanding of detail to support main ideas	 Identify similarity & difference of language/discourse within/between texts
Make links between aspects of text	 Evaluate similarity & difference of language/discourse within/between texts
Make inferences	
Identify historical periods or cultural contexts of texts	NOTE: Strands in reading tend to be less important
Identify & infer the effect or purpose of deliberate ambiguity	than in Mathematics, given the holistic approach to
Understand a topic using multiple texts, including hypertext	reading. Processes and Strategies, Purposes and
Understand a topic using a single text, including hypertext	Audiences and Ideas are the most popular strand
• Evaluate the cultural-historical-literary-social worth/significance of a text	choices.
Select and retrieve accurate and coherent information	
Understand and interpret information accurately	
Understand meanings or ideas in contemporary texts	
Understand meanings or ideas in historical texts	





Test creation tips

Although it is not difficult to create a reading or maths test in e-asTTle, it is sometimes difficult to get a test with the right level of difficulty and balance of strands that's been planned. Here are a few tips to help save time and get you what you want in an e-asTTle test.

1. Use the test design template

Before you start to create a test in e-asTTle make sure you use the test design template on the back of this booklet to plan the test/s you are wanting to create. It is a lot easier to create and evaluate when you have a set of indicators to compare against.

2. Always put at least one slider to the top

Regardless of whether you are using sliders for curriculum level or strand always push one slider to the top as it gives a better chance of getting the test that you want. For example, if you are wanting a test that has a 50/50 split between levels 3 and 4 put both sliders to the top rather than halfway (see image below).

	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5	Lev	el 6
Most	1		-		-					
Many	-	-	-	-	÷ 1		-	4	-	-
Some	_		_		-		-	_		_
Few	93. 	61	63	(i)	93	- C	98	6	98	
None	-	-	~	~	~	· ·	~	-	-	-
								-		-

Similarly, if you want a test with mostly Processes and Strategies and Ideas questions and a few Purposes and Audiences questions, place the main two at the top and Purposes and Audiences lower down (as below).

	Processes and Strategies	Purposes and Audiences	Ideas	Language Features	Structure
Most					- 1 -
/lany	- 1 -		- T -		
Some					
ew		Ť	24	93 Q	24
lone				- [-	

3. Choose the attitude sets before starting to make the test.

Use the attitude set page in this booklet to choose the most appropriate attitude set for your students. You only see the attitude set name during the test creation process, not the statements within each set.

4. An effective naming system

Naming your test using a good description is hugely helpful. Too often we see tests named things such 'Reading test' which tells us nothing. Develop a system to identify the test and help you understand what is in the test without having to open it up. For example, a test name such as: **BPSIdLF3Aug20**

This tells me it is the second test in a series (**B**), is focussing on Processes and Strategies, Ideas and Language Features (**PSIdLF**), is mainly Level 3 (**3** – but would have some L2 and L4 questions as well) and the students are sitting the test in **Aug 2020**.

Remember to keep data separate. If using this test with a different group of students next year, use the 'Copy test' function and rename it as: **BPSIdLF3Aug 21**



Ave.
· · ·
A11

**
k l
1×
•
E Distante Market (Adde
The second

Interpreting the ILP Quadrants









Box and whisker plots

Box and Whisker plots are used in e-asTTle reports to represent the spread of groups. Below is information on how to analyse these plots. Please note that a long tail does not necessarily indicate major achievement issues as it could be the low score of just one student that has created it.



- a. This display occurs if the lower quartile and the minimum score are the same. The reverse display is also possible where the maximum score is equal to the upper quartile.
- b. This display occurs when the lower quartile is the same as the minimum score and the upper quartile is the same as the maximum score.
- c. There is only one score, or all the scores are within 15 points of each other.
- d. There are only two scores. The line ranges from the maximum score to the minimum score.
- e. Here the median is either the upper or lower quartile.
- f. The arrowhead indicates that the maximum score and possibly that the maximum score and possibly other scores are outside the score range. It is also possible for the reverse to occur.
- g. The dashed line indicates that some of the scores from the inter-quartile range and all scores above the upper quartile are outside the current scale. To see these scores, you will need to view the tabular report. It is also possible for the reverse to occur.

Measurement error in e-asTTle

We can estimate how widely spread a student's scores would be if they were re-tested again and again. This calculation is called the standard error of measurement (SEM), or the measurement error.

A common analogy for the SEM is shooting arrows at a target. The SEM is how closely the arrows cluster together. According to the Rasch Model used in e-asTTle, on any given test the high and low scores have the highest SEM, and the scores in the middle the lowest SEM. The length of the test is also a factor. Longer tests tend to have smaller SEM because the results are repeatable because scores are less affected by single items.

How precise are e-asTTle scores?

On average, the error of measurement is +/-22 points for e-asTTle Maths and Reading, and +/-40 points in e-asTTle Writing. It is higher in writing because of the marking component in the writing assessments. A way of interpreting this is:

Reading and Maths - scores that differ by less than 44 points (22×2) are not statistically different – i.e. they could be the same score, given chance factors involved in assessment.

Writing - scores that differ by less than 80 points are not statistically different - they could be the same score, given chance factors involved in assessment.

However, this is just an average. The error of measurement can be calculated for each instance of a student sitting a test. For reading, maths, and writing, you can find the measurement error for specific students by looking at their individual learning pathway.

The measurement error displays in two ways:

- As a +/- value next to the student's score (e.g. 1358 \pm 28)

- The circle on the score arrow represents this graphically. There is a good

probability that the student's 'true score' sits within the red circle.



For more information go to

https://e-asttle.tki.org.nz/Help-with-e-asTTle/Reports/Measurement-error-in-e-asTTle





Student result summary

The student result summary is a great feature of e-asTTle. For each student you can see a history of all e-asTTle test results in each testing area (reading, pānui, mathematics, pāngarau, writing or tuhituhi). This includes previous schools that have used e-asTTle. This data is particularly useful at transition points or when a new student arrives at your school. The data in the student result summary below shows that this student has results from three different schools. Any identifying data has been removed.

e-asTTIe Student Result Summary: Reading									
		Student nam	ie here						
Test Name	Year	Date Tested	Score	Level	Length	Strands			
Intermediate Reading L3/4-T1 2020	8	19 Feb 2020	1525	4A	30	PA ID IF			
School									
L3/4 Reading June	6	14 Jun 2018	1478	4P	50	PS PA ID LF ST			
W Reading L3/T2/17	5	07 Jun 2017	1489	4P	50	ID PA PS LF ST			
School									
T4 2016	4	31 Oct 2016	1384	3B	45	PS PA ID			
Rdg2-3T216	4	01 Jun 2016	1371	2A	40	PA ID LF			
Rdg2T42015	3	20 Oct 2015	1320	2P	40	PS ST			
Reading2T215	3	21 Jun 2015	1363	2A	40	PS ST			
	Key								
PS Processes and Strategies PA Purpose and Audience ID Ideas									
Language reasons ja debutare									

Progress reports - by individual and group





Group report (by term) - 2 tests



Group report (by term) - 3 tests

Note: "Progress by term" is the best option for group progress reports as it combines all tests results within each term, even if the test was administered on different dates. Normal progress reports create a box and whisker plot for each date tested.



The student target setting function in e-asTTle

This functionality has great potential and certainly supports concepts such as student-centred learning, self-regulated learner, learning conversations, goal setting and identifying student needs. Using this in conjunction with an analysis of their results and class work will help students determine what progress they want to achieve and, more importantly, how to achieve it.



Note: In some circumstances, it is **not useful or advantageous** for the students to be compared to norms or expectations. By unticking both boxes (directly underneath the graph) the comparisons disappear, and the graph becomes entirely about that particular student and the progress he/she wants or needs to make. This can be seen in Figure B.

box.

evaluation associates Te Huinga Kākākura Mātauranaa

Figure B.

Figure A.

Curriculum Expectation

The yellow line is the Curriculum Expected line, based on the New Zealand Curriculum documents. Go to the Reading and Maths Norms to see the full Curriculum Expected table.

NZ Performance Spread

The blue box and whisker plot indicates a typical range of performance for a particular year group and quartile for the year. By having **both** Curriculum Expected and NZ Performance, a clear indication of a student's relative performance can be seen.



e-asTTle Writing - a brief overview

This page provides a brief overview of the process required to use the writing assessment tool within e-asTTle.

Creating a test prompt:



Once you have created a test click on 'View Test'. A PDF file called 'ALL' should download.

Note: If this file does not download or open check your browser is allowing Pop ups from this site.

This file includes all the resources that are needed to reliably mark student scripts, except the generic exemplars. The file includes:

- Summary sheet
- Administration guidelines and instructions
- The student test pamphlet which includes a cover page, attitude questions, the prompt, planning paper and lined paper (other paper or a pad/book can be used instead of the planning and lined paper).
- Prompt-specific annotated exemplars
- Structure and language notes for the specific purpose of writing chosen (e.g. Describe a moment in time)
- The glossary and definitions
- The e-asTTle marking rubric





You will need to download the generic exemplars separately. You can access this from:

- the marking area of e-asTTle or
- at this web address <u>http://e-asttle.tki.org.nz/Teacher-resources/Marking-resources-for-e-asTTle-writing#Generic</u>

There is only one marking rubric for all the purposes of writing. This is good as you have only one marking rubric to learn, but it does make some of the descriptors generic in nature. This makes it necessary to use the specific and generic exemplars to assist you in making dependable marking decisions. The diagram below shows how each of the resources help support the accurate marking of scripts.



Marking principles

- Age is irrelevant! Mark the script in relation to the rubric descriptors.
- Mark the script in front of you, not what you know about the student who wrote it.
- Mark the evidence in the script (e.g. If technical words are not there, there is a limit to how far you can score in spelling).
- There is no scoring rubric for neatness of handwriting! Work hard to decipher and find the fluency that may be hidden in hard to read scripts. This will avoid a bias against scripts with poor handwriting.
- Beware of 'proximal marking'. i.e. Mark each element independent of the other elements.
- It is possible to have large variations in elements scores i.e. it is possible to be at R6 for spelling and R2 for punctuation.
- Don't double dip by penalising or crediting the script twice. e.g. Mark for the presence of appropriate vocabulary in Structure and Language, then mark for quality of the words used in the Vocabulary section.





Interpreting the Writing Individual Learning Pathway (ILP)

Example A - Overall sublevel score 2A

If a student had an overall writing score of 2A then Gaps, Achieved and Strengths would be as follows.



Example B - Overall sublevel score 3A

If a student had an overall writing score of 3A then Gaps, Achieved and Strengths would be as follows. **Note:** Using this interpretation it is not possible for students with an overall sublevel score of 1B or 1P to have any elements in the Gaps section. This is because element scores cannot be more than a sublevel below 1B or 1P. Similarly, you cannot have Strengths if you have an overall score of 6P or 6A.







Self-review - e-asTTle use at your school

Use this page to consider how you are using e-asTTle, how you could use it better and what things you may need to change or begin implementing.

e-asTTle administration

It is important to consider some administrative facets of e-asTTle. Things to consider include:

- 1. Do you know which staff have e-asTTle access and which type of e-asTTle access they have?
- 2. Except for small schools, there should be at least two people who have the e-asTTle administration role in their profile. Who are your administrators?
- 3. Do you have a clear process for importing updated student data either regularly or prior to testing?
- 4. Do you have a set format for naming tests for easy identification? e.g. BPSIdPAL3July20.
- 5. Do you have a transparent process so administrators can delete tests without losing important student data?
- 6. Saving student result data what does your school do for individual and group data? Think importing into your SMS, tabular reports and other reports.

Using e-asTTle effectively

Does your school use e-asTTle to support teaching and learning? Below are some things to consider in relation to your current practices.

- 1. When does your school intend to use e-asTTle for testing? Why?
- 2. Whole school testing, groups, individuals or a combination?
- 3. Do you use e-asTTle for small group or individual testing and for what purpose?
- 4. What subject areas do you use? Reading, Writing, Maths?
- 5. How many tests are created and by whom?
- 6. How is progress within e-asTTle checked or analysed?
- 7. How are the findings from the test results incorporated into planning?
- 8. What reports are used effectively by the school and staff?
- 9. Which features/reports are under utilised or misinterpreted?
- 10. How are Individual Learning Pathways used with students?
- 11. How are students involved in analysing their reports?
- 12. Are e-asTTle results shared in Parent Interviews/Student Led Conferences? If so, is this led by the student?
- 13. How well is e-asTTle used for whole school reporting against targets etc.?
- 14. How is cumulative e-asTTle data retained?



Importing student data into e-asTTle

Your SMS

Most schools have a Student Management System (SMS) which can import or export e-asTTle data. eTap, KAMAR, Edge, Assembly, PC School, KMS and Linc-ED all have this functionality. Each SMS has a different system for exporting student information to use with e-asTTle, so you will need to refer to your SMS provider for information on this process. Once you have created the .ast file from your SMS system please refer to the instructions below. This process should be done outside of school hours.

.ast files

The file that is exported out of your SMS system is a .**ast** file. Save this file in a place you can access it again - your desktop is as good as anywhere. Once you have done this follow the instructions below.

Please note: You can only do this if you have administration rights in e-asTTle. You have this if you can see an 'Import' button on the left hand menu. If you are unsure if you have admin rights check with the school's EPA authoriser or contact the Education Service Helpdesk and enquire (0800 422 599 or <u>service.desk@education.govt.nz</u>).



Address any issues if needed

At this point there are many possibilities. If there are no errors or validations required, you are ready to go!

If there are errors or validations requiring attention, you will need to address each one appropriately. A common issue is a clash of names with students who have previously been in e-asTTle at another school. For example, the previous school's SMS system imports the student's middle name while your school's SMS does not. This has improved significantly with recent upgrades.

e-asTTle will indicate there are two different students with the same NSN number. You will need to work through them one by one and overwrite the last school's if your school's information is correct.

For more information about importing student data through your SMS please go to this site. <u>https://e-asttle.tki.org.nz/Help-with-e-asTTle/Import-and-manage-students/Importing-students</u>



www.evaluate.co.nz

evaluation associates Te Huinga Kākākura Mātauranga



e-asTTle - key resources

e-asTTle is continually being improved with regular upgrades and updates. There are several ways you can keep up to date with upgrades and the latest resources.

The e-asTTle website

http://e-asttle.tki.org.nz/

This website contains updates and news on the tool and all the major resources. This includes resources such as the marking tools for writing, level cut score tables, manuals and norm tables.



e-asTTle help website

https://e-asttle.tki.org.nz/Help-with-e-asTTle This has recently moved on to the TKI site and is the first place to go if you have any issues. This website has in-depth information about e-asTTle and is also kept up to date with any new information on the functionality of e-asTTle.

e-asTTle resources and professional learning support

https://www.evaluate.co.nz/resources

This booklet and other e-asTTle resources are available for download on the Evaluation Associates website - long-time professional learning providers for e-asTTle.

View tests

Important recent upgrades - Did you know?

Individual Learning Pathways (ILPs) are now available for Year 3s in Reading, Mathematics, Pānui, Pāngarau and Tuhituhi.

In the past ILP reports have not been able to be generated below Year 4 for Maths, Reading, Pānui, Pāngarau and Tuhituhi because there were no norms for these year groups. It has now been made possible to generate ILP reports for year 3 students. Year 3 students should only take an e-asTTle test if they are operating in level 2 of the curriculum. When a year 3 ILP is generated:

- The blue norms fill in the central/score arrow and strand dials will not appear.
- The 'NZ Mean' label next to central/score arrow will not appear.
- 'n/a' will be displayed in 'Year 3 mean' row.
- A message on the top right of the ILP will appear with the following statement.

"Attention: This is a year 3 student. No norms are available below year 4. Only students working within Level 2 or above should be tested from this year group."



www.evaluate.co.nz

Thursday May 12, 2022





Conversion of tests from onscreen to paper

Schools had requested the ability to create a test with the same set of questions which can be delivered either onscreen or on paper. There are several reasons for wanting both delivery methods. For example, some students with specific learning needs or younger students that are better served by a paper test.

This can now be done by creating an online test and using the 'Copy test' function in the 'Create new test' area.

 Tick this box to convert an onscreen test to a paper test.

 Test Details Test Details Description: Show description to surdents Order test details Ordetails Order test details

NOTE: You can only convert an onscreen to paper, not paper to onscreen - so start by making an onscreen test first!

Preferred names picked up from ESL

Schools noted that if a teacher's name was changed in ESL, the changes did not occur in e-asTTle. This has been corrected so now an updated name or preferred name will appear in e-asTTle.

Import - improvements to name matching

When importing there has been a lot of manual validation required when a student's name differed slightly between SMS systems. The matching rules have been improved to reduce errors. These changes will mean that administrators will see fewer errors and have fewer manual validations to do when they perform an import.

'Finish Now' feature available for administrators

The finish now function has historically only been available for the teacher who assigned the test. Administrator users will now have limited access to the 'Assign Test' item on the left menu. Administrators will be able to view assignments and use the Manage Assignments screen to 'Finish now' for assignments with a future due date.



e-asTTle Test Creation Planning Sheet

	evo
	To H
	теп

Test	Test name/s for easy identification	Level	2	3	4	5	6	Duration	Strands	Attitude questions	 Paper Online Online with passage booklet 	Test owner
А		Ideal %										
		Actual										
В		ldeal %										
		Actual										
с		ldeal %										
		Actual										
D		Ideal %										
		Actual										
E		Ideal %										
		Actual										
F		Ideal %										
		Actual										
Example Mainly	y DProbStatsL5Feb23	Ideal %			30%	50%	20%	45	Probability and Stats	Maths Interest	Online	Rebecca
Level 5		Actual			13	21	8	45	"	"	"	"

