

National Standards Sector Advisory Group Meeting – 16 June 2011

National Standards Consistency Framework (NSCF) Update

Project overview

- This project proposes the development of an empirically-calibrated psychometric scale for teacher judgments in relation to National Standards.

Project Status

- Funding of \$5.1m capital expenditure and \$0.605 operating expenditure approved in 2011 budget
- Initial Business Case completed

Next activities

- Seek drawdown of capital expenditure from Ministry's internal IT Governance Board to develop a detailed business case
- Complete Project Initiation Documentation

Future Milestones

- Completion of Detailed Business Case - October 2011
- Tool developed - January 2014

Background

The National Standards Consistency Framework (NSCF) has been designed to support teachers make reliable judgements without sacrificing validity. It is based upon a diverse evidence base ensuring that professional judgement remains at the forefront (it gives a structure to the professional judgement).

The framework design is based on the sequence of standards (reading, writing and mathematics). It is conceptualised as a continuum, underpinned by a quantitative scale. This information is then developed into a set of progressions, each comprising a series of (sequential) stages. The number and nature of the progressions are to be determined by the Standards Writers (top New Zealand Education experts).

The NSCF will be made straightforward and easy for teachers - using a software tool (possibly internet based). The programme of work will be based upon:

- Progression definition
- Sample data analysis (based upon a collection of an evidence base and judgements on each progression from a sample of students). Note: The scale for each sequence of standards will be constructed from the data using Rasch analysis.
- Standard setting
- Software development.

Further notes

The professional judgment of teachers, about their students' progress and achievement, is at the centre of the National Standards. The NSCF will support teachers to make consistent judgments and support accurate measurement of students' progress against the standards. The NSCF will **support**, not **supplant**, the professional judgment of teachers.

There is a need for a system to ensure consistency in the way in which teachers integrate diverse evidence to form judgments, and measure student progress, against the standards.

The professional judgment of teachers in interpreting evidence of students educational achievement, including classroom observation, cannot and will not be replaced by a machine.

In summary, the benefits of this work are significant, such as:

- It will produce a high level of national consistency in overall teacher judgments against standards.
- When the framework is implemented, the rigour of national standards data will support sound decision-making and prioritisation.
- The tool will provide clear information on how much progress students have made, and how much they need to make in order to meet curriculum expectations.
- It will reduce teachers' workload, including improving the manageability of making judgments against the standards and of reporting outcomes to school boards and parents.
- It will provide teachers with confidence that their judgments are consistent and comparable with those of their colleagues.