e-asTTle Pāngarau
Administration Guidelines and Instructions:
Paper Tests

Use of e-asTTle materials is based on an understanding of good assessment practices, principles, and philosophy. This document will guide you in making the best use of the e-asTTle assessment tools.

1. Valid assessment depends on your ensuring there is a good fit between what you teach and what you assess. That means you choose curriculum content and difficulty appropriate to the teaching programme you are going to implement, or have implemented with your students. e-asTTle allows you to specify curriculum content and difficulty. If the assessment generated by e-asTTle does not meet your expectations, you can revise the e-asTTle assessment. It is important to note that the creation of an e-asTTle assessment can be undertaken at any time (i.e., before the unit is taught, during, or at the end). It is important for the meaningfulness of the results that you do not 'teach' the specific items to the students.

2. Once you have prepared an assessment from e-asTTle, familiarise yourself with the assessment, the marking guide, and the procedures for administering the test. The more familiar you are, the easier it will be to interpret the information in a valid manner. Meaningful interpretations can only be made if e-asTTle instructions are followed appropriately.

3. It is important that students are aware of what is happening to them. They should know (a) what kind of assessment will be used (including question types, length, and timing), and (b) why they are doing the assessment. A **practice** set of tasks is always provided that will assist in this familiarisation.

4. The e-asTTle tasks should be appropriate for all students who are to be, or have been taught the regular classroom programme at the Curriculum Level for which the assessment is designed.

Some students (e.g., students with identified learning needs) may be entitled to accommodations (e.g., more time, a reader-writer) in completing the assessment. Please make the appropriate provisions for such students both in the administration and in your interpretations of the results.

5. It is important that the assessment is administered, scored, and data entered according to the standardised procedures in this document. Only then can you make valid interpretations of the performance of your students.

6. Once assessment scores are entered into the e-asTTle program, you will be aided in the interpretation of the meaning of the scores. You can analyse the scores of individuals and/or the whole class or group you assessed in a variety of ways. Performance can be interpreted by describing the nature of student achievement in terms of curriculum functions, processes, levels, or cognitive functioning. Student performance can be understood by comparison to the achievement of others, and through the progress report, by comparison with the students own previous performance. It is not possible, however, to construct any type of league tables from e-asTTle.

7. You can obtain a description of the curriculum content that students have yet to achieve, have unexpected strengths or weaknesses in, and those they have achieved. Further, the curriculum level of student performance can be identified by major curriculum content areas in your assessment. Progress trends are possible if you administer e-asTTle assessments over a period of time to the same students. By comparing your students with the New Zealand norm population performance, it is possible to identify those students' whose strengths or weaknesses are extreme (i.e., much higher or lower than the average child). It is also possible to compare your students performance to that of sub-populations defined by student or school characteristics. e-asTTle will help you

choose outputs that you will find helpful in the teaching and learning process, and will guide you to further resources in the curricula areas that you have chosen to assess.

8. Remember that e-asTTle assessments provide a one-off snapshot of student achievement. Once you have interpreted the meaning of the e-asTTle scores, you should triangulate with other information you have already obtained from other assessments such as observation, class work, or other diagnostic tools. You need to exercise your professional judgement in determining whether the e-asTTle interpretation supports or challenges what you already know about an individual student or group of students. This may mean you have to collect some more data to determine if interpretations are valid or appropriate. For example, you will want to know if a gap was because of lack of knowledge or ability, to poor physical or emotional health on the day, or to insufficient teaching of the curricula areas.

9. Once you have interpreted and evaluated the information provided by e-asTTle, you may want to put it to use in your instructional programme. You may wish to (a) change the content of what you teach, (b) alter your teaching methods, or (c) refer to the web sites indicated via the e-asTTle "What next" for further teaching aids.

10. You may want to record and report the e-asTTle results, the interpretation you made, and your instructional response so that you can better communicate with your fellow teachers and mentors, the parents of your students, your colleagues, and your students. e-asTTle records the results and provides a range of useful reports that you may want to print off to enable such communication. This information can also be exported to school management systems.

11. Should you require further guidance in understanding or using these recommendations, assistance can be found under the HELP section of e-asTTle, on the e-asTTle website (on the internet at http://e-asTTle.tki.org.nz), from your local Assessment to Learn (AtoL) professional development provider, or from the Ministry of Education Sector Service Desk (Tel: 0800 225 5428, then select Option 2 for e-asTTle).

Pāngarau Technical Vocabulary

e-asTTle will produce a list of Māori words and their English equivalents that you may choose to use either before administering the test or by making available to students during the test. The words in the vocabulary list are chosen because of their relative infrequency or novelty for students working at that curriculum level and because the word as used in the test question may have a different meaning to its most common usage. The words displayed are taken from the actual test questions in the test e-asTTle has created for you. Thus, there may be none, few, or many items in the list depending on what vocabulary is used in the test.

Special Instructions:

e-asTTle Pāngarau tests are designed to take between 24 and 40 minutes. This does not include the time taken for filling in the demographic page, the cover, or the practice questions. For longer tests (say, 30 minutes or more), it may be advisable to break the time allowed into two separate sessions. If this is done, do not allow students to review questions answered in the first session. A blank page inserted into the script about half way through will act as a marker for this purpose. As this is a deviation from the normal procedure, teachers should take this into account when interpreting the results.

Equipment: Ensure students have access to rulers, pencils, erasers, compasses, and protractors. e-asTTle Pāngarau tests for Levels 2 to 4 DO NOT require calculators. Tests that include Levels 5 and 6 DO require the use of calculators.

Answer Images: A number of questions require complex answers that cannot be easily described. A set of drawn answer images will be inserted in the Answer Key where appropriate.

Image Accuracy

The e-asTTle materials have been designed to be of a fixed size for both onscreen and paper delivery. Sometimes, the browser you use, the printer and Acrobat settings can change the size of images. There are a number of items that require students to measure accurately. Use the calibration guide below (Figure 1) to be sure that e-asTTle images are being printed at the correct size.

If your printer does not render the images on the test calibration page at the required sizes then you should seek assistance with your printing before administering an e-asTTle test. If this does not produce the image correctly sized, you will have to measure the image as printed yourself, and use the Answer Key and Rules as an indication of the degree of accuracy expected, and mark the students accordingly.

Acrobat Reader Print Settings: You must switch off any settings in the print dialog box that may expand or shrink the artwork when you print your test. When printed check measurements against the image below.

Figure 1

83 mm