e-asTTle Pānui
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. 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's performance, it is possible to identify those 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

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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).

Pānui 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.