PaCT at Northland School

one school’s journey with writing
Northland School

TAG

Trials
1. Website
2. Illustrations
The students solve single-digit, single-step multiplication problems by applying known multiplication facts or by using known facts to derive unknown ones.

The students solve simple division problems by using known multiplication facts or by trial and error with different-sized groups.
2015 Writing

- cluster initiative
- all full-time staff
- release time
- partnered
- 10 judgments
- Year 1 - 8
Pre-implementation

PaCT log ons
Education Log On Provisioning Tool
Student data Enrol vs SMS
linking teachers to groups
Staff Meeting
practise logging on, going through the tool, buddies
set expectations
work through the teacher video in their own time.

www.pactinfo.education.govt.nz
Making Judgments using the PaCT

ewzealand.govt.nz
Using the Writing Framework
Writing meaningful text: encoding

Beginning writers put a lot of their focus on encoding (or spelling) the words they want to use. As they develop their expertise in using the code fluently, they are able to use more of their cognitive resources to convey meaning. This expertise includes applying their knowledge of how words work as well as being able to draw on an expanding memory bank of high-frequency words.
Writing meaningful text: encoding

Set one

The students are aware that ideas and experiences can be recorded. They usually create texts by using random letters and symbols to convey a message. Their recognisable words are usually personal words, such as their name. The spacing and directionality in their text is inconsistent.

Set seven

The students spell a large number of regular and irregular words accurately and with automaticity. They apply their knowledge of sound-letter combinations, common and reliable rules and conventions and derivations to spell unfamiliar words, including words of many syllables and those relevant to cross curricular contexts.

They can independently use spelling aids to correct most words because their approximations are mostly nearly correct.
Making judgments

Two staff
Adjacent levels
Experienced
One day
The task
To make 10 out of cycle judgments in writing
one “above”
one “at”
one “below”
7 others uncertain
Some Challenges - what Year is this?

NZ Flag

In my opinion I think we shouldn’t change the NZ Flag because...

1. There was like hundreds of people who fought in the war under our Flag.
2. Changing the Flag cost a lot of money.
3. People around the world will get muddled with our Flag and the Ozzies
I just wanted to go with my gut feeling but then looked at the result and wondered if it was too high.

I looked at the graph and it confirmed what we already knew that she was “well below”. I then did some testing using Lexia and it confirmed the result.

I looked at the graph and got concerned. Is he really that low?

That discussion has been really useful.

It has been really useful to work alongside someone who teaches an older age group. I know so much more about what achievement looks like at that higher level.

Just focusing on 10 students will help me later when I make those other judgments. I have a better idea of “at”.
I was a bit surprised at how low some of the “below” students were. We marked to what the writing was showing us not what we thought they would be able to do.

Many of the resulting discussions might not have happened had we not undertaken this process.

Two of the judgments came out as “above”. I would have placed them as “at”.

One interesting situation occurred in Creating texts for Literary Purposes and the big gap between step 2 and 3 - if they were placed at step 2 they were “at” - if they were at step 3 they were “above”. It really is a large step.

The planning and feedback aspects of going through this process has been really useful. We have already started to address these areas in our team.
There was a big step between Step 2 and 3 in Creating texts to communicate and creating texts for literary purposes. Step 2 seemed like Year 1 whereas Step 3 seemed like Year 3. Finding the best fit for Year 2 was tricky.

There is the gap between what children could definitely do and what they can sometimes do - that whole “best fit” debate.

Great models of teaching.

This poses the question - if we struggle to get consistency in how we use PaCT at our school how on earth can we get consistency across the country?

Found it relatively quick to do for Year 1 students - faster than the Maths pilot but maybe I’m becoming more familiar with the Tool.
Are these steps too big?

Is there something in between?
Writing Moderation at Level 4
Writing Moderation at Level 4

Year 7 and 8 teachers from 6 local schools
score range: Level 3a - 5p
College exemplars

“Run it through the PaCT”
Learnings

- Time
- Confirming judgments
- Discussion
- Teacher Curriculum Knowledge
- Best fit
Next steps...

- Evidence
- Time
- Sustainability and Manageability
Questions?