Overview

An Overall Teacher Judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgment about a student’s progress and achievement.

Before beginning an OTJ in the PaCT for a student, it is important you have already gathered the evidence you need to complete the judgment from activities such as;

› Classroom observations
› Teaching and learning conversations
› Tests such as e-asTTle and PAT.

Frameworks

There are three frameworks within the PaCT: reading, writing, and mathematics. The frameworks break down mathematics, reading and writing into different aspects supported by richly detailed illustrations. The frameworks have been developed by curriculum experts using the New Zealand Curriculum, the National Standards, the Literacy Learning Progressions and the Number Framework.

Mathematics

The Mathematic Standards, and therefore the PaCT aspects, focus on students’ ability to solve problems and model situations in context.

The aspects are organised according to the strands of the mathematics and statistics learning area of the New Zealand Curriculum (NZC). Four aspects address the number and algebra strand, two the measurement and geometry strand and two the statistics and probability strand.

The illustrations depict everyday good classroom practice. The problems and solutions should feel familiar to you.

The Mathematics Standards define achievement in mathematics by students’ ability to solve problems and model situations in context. In the Standards, mathematical knowledge is aligned to problem solving and modelling across all strands of the mathematics learning area.
Aspects

› Additive thinking
› Multiplicative thinking
› Patterns and relationships
› Using symbols and expressions to think mathematically
› Geometric thinking
› Measurement sense
› Statistical investigations
› Interpreting statistical and chance situations

Examples of illustrations from Set Four in Measurement Sense
Reading and Writing

The standards for reading and writing are constructed differently from the mathematics standards; therefore the PaCT treats them differently.

Most curriculum tasks involve reading and writing. The standards for reading and writing reflect the level of literacy expertise that students need to meet the reading and writing demands of all areas of the New Zealand Curriculum.

The reading and writing aspects of the PaCT, and the illustrations, are designed for cross-curricular use. They use tasks that are drawn from different learning areas, for example, a science report or a technology text.

Reading aspects

› Making sense of text: processing system
› Making sense of text: text structure
› Making sense of text: vocabulary knowledge
› Making sense of text: reading critically
› Reading to organise ideas and information for learning
› Acquiring and using information and ideas in informational texts
› Reading for literary experience

Writing aspects

› Writing meaningful text: encoding
› Writing meaningful text: text features
› Writing meaningful text: vocabulary knowledge
› Using writing to think and organise for learning
› Creating texts to communicate knowledge and understanding
› Creating texts for literary purposes
› Creating texts to influence others
Making a judgment

This section will take you through everything you need to know about making Overall Teacher Judgments supported by the PaCT and when you make them.

Groups in the PaCT

There are two types of groups in the PaCT and each has a different behaviour.

**Homegroup:** refers to the homeroom or class a student belongs to. Teachers assigned to a homegroup are responsible for making Overall Teacher Judgments (OTJs) for students in that group. Homegroup teachers will receive notifications when judgments are due for those students.

Often your homeroom class will be your homegroup, but this may not always be the case. You may teach reading, writing or mathematics to two groups and you would be assigned to both.

If a homegroup has one teacher teaching mathematics and another teacher reading and writing, both teachers would be assigned to that group.

**Other (non-home) groups:** the School PaCT Administrator may create non-home groups within the PaCT to monitor the progress of specific students. They key difference is that PaCT will not notify teachers to make judgments for these groups.
Reporting cycles

Most schools report to parents at least twice a year. Judgments made in the PaCT will be a valuable metric for this reporting. The PaCT provides a reporting workflow (based on the reporting cycles set) that guide teachers of Year 4–8 students to make judgments for all their students. The PaCT reporting cycles precede the time your school uses the judgment data from the PaCT to inform reporting to parents.

Reporting cycles vary according to year level:

**Year 1–3 students:** Reporting cycles are referred to as anniversary judgments. They occur every 20 schooling weeks from the anniversary of the date the student first started school.

- For Year 1–3 Students: if a student’s anniversary date lands in January or February, their anniversary will be moved to the school’s end of year reporting cycle. Otherwise their anniversary will be every 20 (schooling) weeks from the first day they started school.

  Due to the varying nature of the schooling weeks and also because all anniversary date judgments start on Mondays, the anniversary date may not be the same as the date the student actually started school. PaCT takes into account holiday breaks and this may also affect the 20 week cycle.

**Year 4–8 students:** Reporting cycles take place twice each year. Teachers make interim and end of year judgments in relation to National Standards. These cycles will have been set in the PaCT by your school’s PaCT Administrator.

If you teach students in Year’s 4–8, the PaCT will notify you to begin making judgments just before your school’s reporting cycle begins.

- The PaCT sends out notifications to teachers based on the reporting cycles at your school and anniversary dates for Year 1–3 students.

  Refer to Chapter 4 – Notifications for further explanation.
Homepage dashboard

The PaCT has the ability to send notifications out by email but it also displays what judgments you have to make on the homepage dashboard.

1. The dashboard shows the total number of judgments that need to be made in that cycle and the current status of judgments in a cycle.

The total number of judgments shown on the dashboard will be three times the number of students in your homegroup(s). This is because you may be making three judgments for each student: one for reading, one for writing, and one for mathematics.

If your homegroup is Year 1–3 students, the dashboard on your homepage will be visible at all times.

If your homegroup is Year 4–8 students the dashboard appears during the PaCT reporting cycles.
Teacher logs on to PaCT

Teacher goes to Judgments on the homepage

Teacher can filter and view students by their groups

Teacher clicks start under the framework: maths, reading or writing

Teacher makes judgments

Teacher selects student(s)

Teacher reviews data on student aspects

Teacher starts over (re-enter judgments)

Teacher can clear data

Teacher can start the next student

Teacher can confirm data and view report
How to make a judgment in the PaCT

You have decided to make an Overall Teacher Judgment for one or more students, or have received a notification from the PaCT advising you a reporting cycle is about to begin or, an anniversary judgment is due.

1. From the home page select the **Judgments** tab from the menu bar.
   
   PaCT will display a list of students.

2. Select a temporary group of students or an individual student.

3. Begin the judgment process by selecting **Start** or **Continue** for the framework you want to make judgments on.

4. Alternatively you can begin making judgments by selecting the relevant framework from the buttons just above the list. Using these buttons will start your session with the first selected student in your list.

To create a temporary group, select the box next to each student’s name that you want to include in the group. This temporary group will be titled **My Selection**. Temporary groups are useful when making judgments for students achieving at similar levels.
1. Once you have started your session you will be taken to the Make judgments page.

2. The Students sidebar is on the left-hand side of the page. It can be hidden or displayed by clicking on the < or > next to the heading.

3. The sidebar has a drop down box that displays the group with which you are currently working and a list of students in the selected group. You can use this sidebar to jump between students in a group or to jump between groups (using the drop down box), while remaining in the same judgment framework.

4. Near the top of the main screen you can see the student’s name, the framework you are working in and the aspect you are making a judgment on.

5. Click on the arrow beside Additive thinking to show a drop-down menu and change the aspect you are working on.

6. Alternatively, you can change the aspect by using the quick select slider on the right-hand side of the screen. Click on a specific dot within the slider to jump to an aspect or use the arrows at each end.
1. When viewing illustrations you can choose a list view or single illustration view. The view can be changed by selecting the View as: option on the right just above the illustrations.

2. You can also get to the single illustration view by clicking anywhere inside the box describing the illustration.
3. Each aspect of the frameworks has numbered sets of illustrations describing features that teachers should notice about what each student knows and can do.

The PaCT asks you to choose illustrations that you judge best fit the student’s current skills and understanding. It is important to read through the illustrations and take note of the annotations.

4. If you chose This is the best fit, the icon will then be visible on the progress bar on the set you have selected. If you choose one of the other buttons you will be taken to the set of illustrations either above or below the current level.

5. When you select the right level for the judgment, you will be asked to confirm by selecting to go to the Next aspect.

6. If you make a mistake you can select Clear judgment.

7. Once a judgment on an aspect has been made, a checkmark will appear in the slider.
You may prefer to view all aspects of the framework on one page.

1. One way to get this view is to select **View all aspects** from the aspects drop-down menu or select **View all aspects from the View mode** at the top right of the screen.

2. You can return to the single aspect view by using the view mode option, or by choosing a specific aspect and clicking on **View this aspect only**.

3. Once you have completed judgments for all aspects on a framework, PaCT will give you the option to **Confirm your judgments**.
The PaCT will display the Confirm judgments page when you select the confirm judgment option.

1. From this screen you can review the PaCT Range and select your Overall Teacher Judgment (OTJ) for the student.

2. You can add teacher or parent comments.

3. When you have selected your OTJ and added any relevant comments you can choose to:
   - Confirm and View Report, to display the Judgments for your class report
   - Confirm and go to the next student, taking you directly to the next student on the list, or
   - Confirm later, taking you back to the list of students on the Judgment screen.

On this screen you can view:
   - Each aspect level for the student
   - A PaCT range mapped against the National Standards
   - The PaCT judgment
   - A suggested OTJ (which you are able to change)
   - Whether the judgment is in/out of cycle
   - And add comments.
4. On returning to the judgments page, the status of the judgment will be visible on the framework’s button.

   **Done** means you have completed all aspect judgments and have confirmed the OTJ within a reporting cycle.

   **Confirm** means you entered all aspect judgments and selected to confirm later.

   **Continue** means you have started the judgment but not entered all aspect judgments yet.

   **Start** means either:
   › You completed the judgment out of cycle.
   OR
   › You have not yet started the judgment.
Types of judgments

You can make an Overall Teacher Judgment (OTJ) for a student at any time of the year using the PaCT. Your judgment may be referred to in a number of ways within the PaCT, based on time of the year you make the judgment.

1. **Out of cycle:** an out of cycle judgment is a confirmed overall judgment made outside of the school reporting cycle or for Year 1–3, the student’s anniversary dates.
   Out of cycle confirmed overall judgments are included in student reports and can be used for analysis and reporting like any other judgment.

2. **Interim:** an interim Overall Teacher Judgment (OTJ) is made approximately mid-year for students in Years 4–7 or after 20, 40, 60 and 100 schooling weeks for students in Years 1–3.
   The judgment signifies a standardised milestone in the student’s learning journey and can be used as a basis for progress measurement (since the last judgment), reporting to parents and planning for the second half of the year (or the next 20 schooling weeks).

3. **End of Year:** is the Overall Teacher Judgment (OTJ) made at the time the student’s year level coincides with the year level the National Standards refers to (e.g. after 3 years of schooling). The end of year judgments are the only OTJs that can be translated to the National Standards 4 point scale (at, above, below, well below).

   End of year OTJs are used both as the basis for reporting to boards (to enable Boards of Trustees to fulfil their obligations under the NAGs) and as a basis for reporting to parents.

**Viewing a judgment**

Once you have completed an OTJ, you can view the details of the judgment by using the Reports in the PaCT section.

Refer to chapter 6 – Reporting in the PaCT for a detailed look at what reports are available, what information each report conveys and how to generate a report for your students and class.