

## Research/Professional Learning Project - Online Religious Education (RE) Assessment

### Report (2019) on school & student data – the thirteenth in a series of articles recording our research/learning project

On Tuesday 27 August 2019, we completed our fifth online Year 4 RE assessment whereby 515 students successfully logged on and completed the 40 question assessment 😊

Your class and school feedback reports are now available from the 2019 online Year 4 RE assessment website.

**Please note:** we are now in a strong position, where we can begin to draw conclusions from the data in these school reports as we are strongly confident that each student is now receiving an equal number of valid and reliable (randomly assigned) easy, medium and hard questions (for want of better terms) in their assessment ... certainly we are in a much stronger position than we were in our first run through in 2015!

#### A POSITIVE SPIN ON DATA

Teachers often make negative comments about too much testing, too many classroom assessments and an annoying emphasis on data-driven instruction. They wistfully recall a time when teachers had more freedom and classrooms were fun places to work. But life is really a series of data-informed assessments and actions. In a classroom, we collect insights on our students the minute they walk into the classroom in the morning – homework questions, moods, things to be dealt with. Data and assessments don't need to be cold-hearted tools that reduce students to weaknesses and numbers. Instead, they can be another way we build deeper and more loving connections. We must get content and skill-based data *and* socio-emotional information to best support our students.

"Assessment As an Act of Love" by Christina Torres in *Education Update*, February 2019

I am confident with one further year under our belt that we will have certainty over the validity and reliability of our questions and in the allocation of an equal number of valid and reliable (randomly assigned) easy, medium and hard questions (for want of better terms) in each student's assessment.



#### (1) What sort of reports do I receive?

Each school, via your school's unique staff user names and login passwords, receives reports on the following:

- a school summary report (*page 4*)
- a school class/classes summary report (*page 5*)
- individual student reports, by class grouping (*pages 6*)
- individual student reports (*page 7*)
- a multi-year variance report (*page 8*)

I have deleted/redacted all identifying school and student names for obvious reasons.

#### (2) What do these reports look like?



On page 2, I include definitions of the acronyms used in the reports, along with a description of what is represented by the orange square  and the blue line  in the individual student report graphs.

There are a number of **acronyms** on these reports.

These acronyms are as follows:

- **ScDV = the School Diocesan Variance**  
This is the difference between the school and the diocesan average
- **SCV = the Student Class Variance**  
This is the difference between the student's mark and the class average
- **SScV = the Student School Variance**  
This is the difference between the student's mark and the school average
- **SDV = the Student Diocesan Variance**  
This is the difference between the student's mark and the diocesan average
- **CScV = the Class School Variance**  
This is the difference between the class average and the school average
- **CDV = the Class Diocesan Variance**  
This is the difference between the class average and the diocesan average

In the individual student reports:

- the **orange square**  in each graph represents the **mark achieved by the student**; and
- the **blue line**  in each graph represents the **range of achievement of the middle 60% of the year level in the school**.

### (3) 2019 Diocesan Averages - what might we conclude?

Year	Total	Sacrament	Prayer	God	Jesus	Church	Holy Spirit	Liturgical Year	Communion of Saints
2019	63.47	61.71	64.63	63.38	64.14	60.72	63.57	65.43	64.21

At a diocesan level, we can say that our Years 1-4 RE curriculum is being taught systematically and is being taught by RE teachers who have good content knowledge and who understand the complexities and craft of effective teaching practice.

Importantly, we can also say with confidence that our Year 4 students understand well the content of the various strands of the Years 1-4 RE curriculum.

### (4) Conclusion

Our research/professional learning project sits alongside current individual RE teacher practice in formative and summative testing, and day-to-day teacher judgements, where teachers interpret meaning and consequence from multiple sources of evidence.

Our project seeks to provide an additional, objective, statistically valid and reliable, data set that will add value to individual and collective teacher conversations about the effectiveness of RE teaching within schools and across clusters of schools.

Our project does not aim replace a teacher's daily and weekly self-review of the effectiveness of their teaching practice; it simply aims to provide an external data source for such individual teacher and syndicate and collective school professional reflection.

We are seeking to add to the evidence base from which teachers and schools might reflect upon the impact their collective teaching practice has had on their student's learning over a four-year period.

**“Teaching is a collective effort, and the most powerful predictor of a student’s performance in a subject in any given year is what they learned in the previous grade. What any one teacher or school can achieve with students is critically dependent on the teaching quality of their colleagues.”**

Hollie Pettersson and Kerri Briggs in “Combating Teaching Attrition Rates: Start Locally”  
in *The Education Gadfly*, June 19, 2019

Importantly, this data source will also enable schools to reflect upon their teaching practice on cohorts of students over time ... see *the multi-year variance report* 😊

Our research/professional learning project seeks to create a culture of trust, to use the power and wisdom of teacher expertise in the question writing process supported by the power and capacity of cloud-based computer technology to enable us to better answer the questions about what students know and what the appropriate next steps might be for our individual and collective teaching practice.

As Professor John Hattie says:

Teaching is to **DIE** for ...  
**D**ispose what they do/don't know; **I**ntervene; **E**valuate your impact ... repeat.

We wish you well in the professional discussions that will follow as you review and analyse the data for your school.

**Mike Nolan** 😊  
**Manager**  
**Catholic Education Office**  
**Christchurch**

**Cushla O'Connor** 😊  
**RE Adviser**  
**Catholic Education Office**  
**Christchurch**

**Rory Paterson** 😊  
**RE Adviser**  
**Catholic Education Office**  
**Christchurch**

**(21 October 2019)**

## School

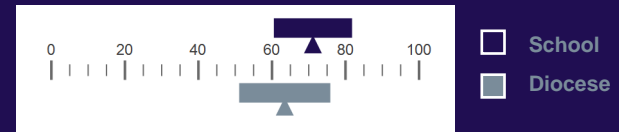
## School Summary Report

Average total for all Year 4 students in this school is **28.5/40** or **71.1%**

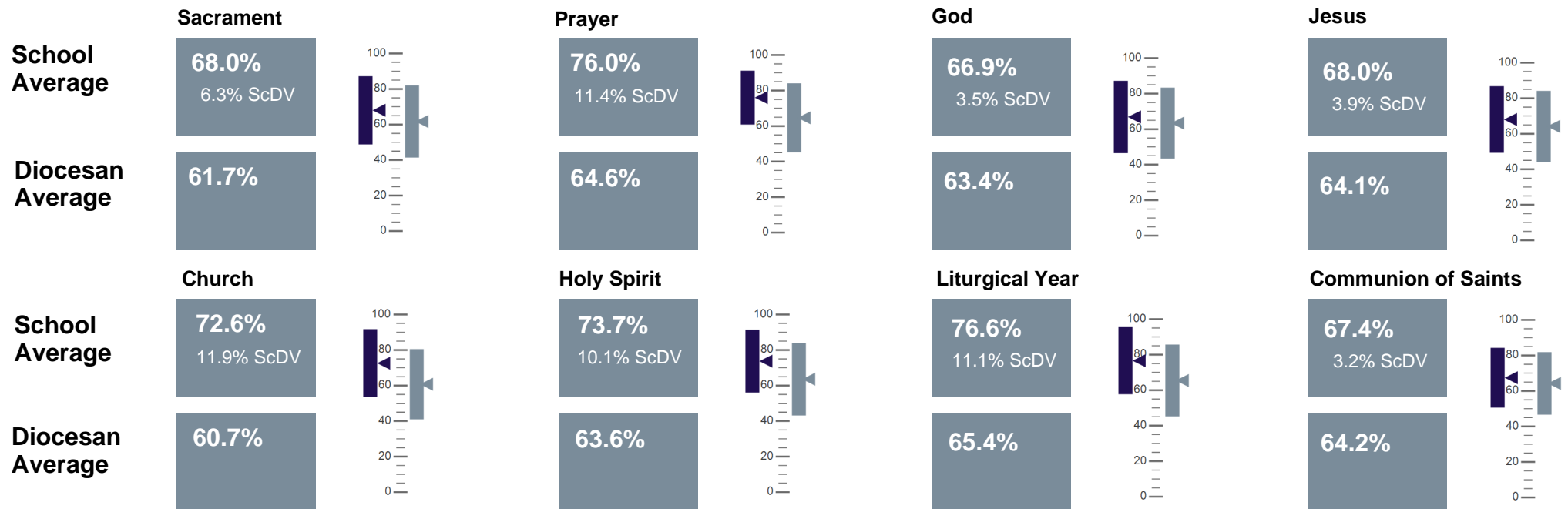
Average total for all Year 4 students in the Christchurch Diocese is **25.4/40** or **63.5%**

This school's average is 7.7% above the diocesan average

School - Diocesan Total Averages & 60% Ranges



## Strands/Modules



ScDV the difference between the school and the diocesan average is the **School Diocesan Variance**

School	Class Name	Total	Sacrament	Prayer	God	Jesus	Church	Holy Spirit	Liturgical Year	Communion of Saints
School	Room 45	<b>69.1%</b> -2.1% CScV 5.6% CDV	<b>65.9%</b> -2.1% CScV 4.2% CDV	<b>74.1%</b> -1.9% CScV 9.4% CDV	<b>63.0%</b> -3.9% CScV -0.4% CDV	<b>65.9%</b> -2.1% CScV 1.8% CDV	<b>70.4%</b> -2.2% CScV 9.6% CDV	<b>72.6%</b> -1.1% CScV 9.0% CDV	<b>74.1%</b> -2.5% CScV 8.6% CDV	<b>66.7%</b> -0.8% CScV 2.5% CDV
	Room 46	<b>78.1%</b> 7.0% CScV 14.7% CDV	<b>75.0%</b> 7.0% CScV 13.3% CDV	<b>82.5%</b> 6.5% CScV 17.9% CDV	<b>80.0%</b> 13.1% CScV 16.6% CDV	<b>75.0%</b> 7.0% CScV 10.9% CDV	<b>80.0%</b> 7.4% CScV 19.3% CDV	<b>77.5%</b> 3.8% CScV 13.9% CDV	<b>85.0%</b> 8.4% CScV 19.6% CDV	<b>70.0%</b> 2.6% CScV 5.8% CDV
	Averages for all Year 4 Classes in School	<b>71.1%</b> 7.7% ScDV	<b>68.0%</b> 6.3% ScDV	<b>76.0%</b> 11.4% ScDV	<b>66.9%</b> 3.5% ScDV	<b>68.0%</b> 3.9% ScDV	<b>72.6%</b> 11.9% ScDV	<b>73.7%</b> 10.1% ScDV	<b>76.6%</b> 11.1% ScDV	<b>67.4%</b> 3.2% ScDV
	Averages for all Year 4 Classes in Diocese	<b>63.5%</b>	<b>61.7%</b>	<b>64.6%</b>	<b>63.4%</b>	<b>64.1%</b>	<b>60.7%</b>	<b>63.6%</b>	<b>65.4%</b>	<b>64.2%</b>

**CScV** the difference between the class and the school average is the **Class School Variance**  
**CDV** the difference between the class and the diocesan average is the **Class Diocesan Variance**  
**ScDV** the difference between the school and the diocesan average is the **School Diocesan Variance**

Class Name School City	Student	Total	Sacrament	Prayer	God	Jesus	Church	Holy Spirit	Liturgical Year	Communion of Saints
Room 45 School	Name	<b>65.0%</b> -4.1% SCV -6.1% SScV 1.5% SDV	<b>80.0%</b> 14.1% SCV 12.0% SScV 18.3% SDV	<b>80.0%</b> 5.9% SCV 4.0% SScV 15.4% SDV	<b>60.0%</b> -3.0% SCV -6.9% SScV -3.4% SDV	<b>60.0%</b> -5.9% SCV -8.0% SScV -4.1% SDV	<b>60.0%</b> -10.4% SCV -12.6% SScV -0.7% SDV	<b>80.0%</b> 7.4% SCV 6.3% SScV 16.4% SDV	<b>40.0%</b> -34.1% SCV -36.6% SScV -25.4% SDV	<b>60.0%</b> -6.7% SCV -7.4% SScV -4.2% SDV
	Name	<b>77.5%</b> 8.4% SCV 6.4% SScV 14.0% SDV	<b>80.0%</b> 14.1% SCV 12.0% SScV 18.3% SDV	<b>80.0%</b> 5.9% SCV 4.0% SScV 15.4% SDV	<b>80.0%</b> 17.0% SCV 13.1% SScV 16.6% SDV	<b>80.0%</b> 14.1% SCV 12.0% SScV 15.9% SDV	<b>60.0%</b> -10.4% SCV -12.6% SScV -0.7% SDV	<b>100.0%</b> 27.4% SCV 26.3% SScV 36.4% SDV	<b>60.0%</b> -14.1% SCV -16.6% SScV -5.4% SDV	<b>80.0%</b> 13.3% SCV 12.6% SScV 15.8% SDV
	Name	<b>67.5%</b> -1.6% SCV -3.6% SScV 4.0% SDV	<b>60.0%</b> -5.9% SCV -8.0% SScV -1.7% SDV	<b>80.0%</b> 5.9% SCV 4.0% SScV 15.4% SDV	<b>20.0%</b> -43.0% SCV -46.9% SScV -43.4% SDV	<b>60.0%</b> -5.9% SCV -8.0% SScV -4.1% SDV	<b>80.0%</b> 9.6% SCV 7.4% SScV 19.3% SDV	<b>80.0%</b> 7.4% SCV 6.3% SScV 16.4% SDV	<b>80.0%</b> 5.9% SCV 3.4% SScV 14.6% SDV	<b>80.0%</b> 13.3% SCV 12.6% SScV 15.8% SDV
	Lame	<b>85.0%</b> 15.9% SCV 13.9% SScV 21.5% SDV	<b>80.0%</b> 14.1% SCV 12.0% SScV 18.3% SDV	<b>80.0%</b> 5.9% SCV 4.0% SScV 15.4% SDV	<b>100.0%</b> 37.0% SCV 33.1% SScV 36.6% SDV	<b>100.0%</b> 34.1% SCV 32.0% SScV 35.9% SDV	<b>80.0%</b> 9.6% SCV 7.4% SScV 19.3% SDV	<b>80.0%</b> 7.4% SCV 6.3% SScV 16.4% SDV	<b>100.0%</b> 25.9% SCV 23.4% SScV 34.6% SDV	<b>60.0%</b> -6.7% SCV -7.4% SScV -4.2% SDV
	Name	<b>75.0%</b> 5.9% SCV 3.9% SScV 11.5% SDV	<b>100.0%</b> 34.1% SCV 32.0% SScV 38.3% SDV	<b>80.0%</b> 5.9% SCV 4.0% SScV 15.4% SDV	<b>80.0%</b> 17.0% SCV 13.1% SScV 16.6% SDV	<b>40.0%</b> -25.9% SCV -28.0% SScV -24.1% SDV	<b>40.0%</b> -30.4% SCV -32.6% SScV -20.7% SDV	<b>100.0%</b> 27.4% SCV 26.3% SScV 36.4% SDV	<b>80.0%</b> 5.9% SCV 3.4% SScV 14.6% SDV	<b>80.0%</b> 13.3% SCV 12.6% SScV 15.8% SDV
	Name	<b>62.5%</b> -6.6% SCV -8.6% SScV -1.0% SDV	<b>40.0%</b> -25.9% SCV -28.0% SScV -21.7% SDV	<b>60.0%</b> -14.1% SCV -16.0% SScV -4.6% SDV	<b>40.0%</b> -23.0% SCV -26.9% SScV -23.4% SDV	<b>80.0%</b> 14.1% SCV 12.0% SScV 15.9% SDV	<b>100.0%</b> 29.6% SCV 27.4% SScV 39.3% SDV	<b>40.0%</b> -32.6% SCV -33.7% SScV -23.6% SDV	<b>80.0%</b> 5.9% SCV 3.4% SScV 14.6% SDV	<b>60.0%</b> -6.7% SCV -7.4% SScV -4.2% SDV
	Name	<b>82.5%</b> 13.4% SCV 11.4% SScV 19.0% SDV	<b>100.0%</b> 34.1% SCV 32.0% SScV 38.3% SDV	<b>100.0%</b> 25.9% SCV 24.0% SScV 35.4% SDV	<b>60.0%</b> -3.0% SCV -6.9% SScV -3.4% SDV	<b>60.0%</b> -5.9% SCV -8.0% SScV -4.1% SDV	<b>60.0%</b> -10.4% SCV -12.6% SScV -0.7% SDV	<b>100.0%</b> 27.4% SCV 26.3% SScV 36.4% SDV	<b>80.0%</b> 5.9% SCV 3.4% SScV 14.6% SDV	<b>100.0%</b> 33.3% SCV 32.6% SScV 35.8% SDV
	Name	<b>77.5%</b> 8.4% SCV 6.4% SScV 14.0% SDV	<b>100.0%</b> 34.1% SCV 32.0% SScV 38.3% SDV	<b>80.0%</b> 5.9% SCV 4.0% SScV 15.4% SDV	<b>60.0%</b> -3.0% SCV -6.9% SScV -3.4% SDV	<b>80.0%</b> 14.1% SCV 12.0% SScV 15.9% SDV	<b>100.0%</b> 29.6% SCV 27.4% SScV 39.3% SDV	<b>80.0%</b> 7.4% SCV 6.3% SScV 16.4% SDV	<b>40.0%</b> -34.1% SCV -36.6% SScV -25.4% SDV	<b>80.0%</b> 13.3% SCV 12.6% SScV 15.8% SDV

**SCV** the difference between the student's mark and the class average is the **Student Class Variance**  
**SScV** the difference between the student's mark and the school average is the **Student School Variance**  
**SDV** the difference between the student's mark and the diocesan average is the **Student Diocesan Variance**  
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# Religious Education Assessment 2019

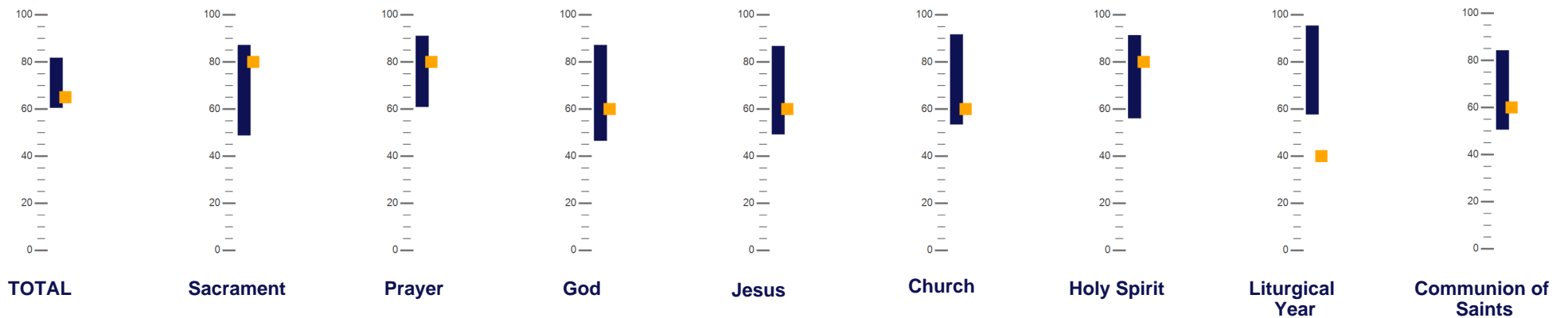
Student Name      School - Class Room 45

Thank you for your participation in the pilot Religious Education Assessment. Your score for the Online Assessment was **26 out of 40** or **65.0%**.  
The Religious Education Assessment instrument aims to examine the ability of a Year 4 student to express his/her understanding of religious language and concepts. The Online Assessment consists of 40 multiple choice questions - 5 questions from each of the eight strands/modules of *Religious Education Curriculum*: Sacrament, Prayer, God, Jesus, Church, Holy Spirit, Liturgical Year and Communion of Saints.

## Religious Literacy Performance

Online Multiple Choice Assessment

### Strands/Modules



The orange square (■) in each graph represents the mark achieved by the student.  
The blue line (■) in each graph represents the range of achievement of the middle 60% of the year level in the school.

Multi-year Variance Report Diocese of Christchurch Year 4	Year	Total	Sacrament	Prayer	God	Jesus	Church	Holy Spirit	Liturgical Year	Communion of Saints
	2015	56.47	48.28	62.62	55.96	60.56	52.21	58.46	52.36	61.31
	2016	54.67	46.20	59.08	55.38	59.30	50.72	55.78	49.50	61.39
	2017	55.84	45.43	61.28	56.32	61.09	56.76	56.03	53.52	56.25
	2018	62.37	60.07	61.35	63.36	63.53	61.18	62.42	63.77	63.29
	2019	63.47	61.71	64.63	63.38	64.14	60.72	63.57	65.43	64.21
School	2015	60.00 3.53	46.20 -2.08	68.20 5.58	57.00 1.04	69.20 8.64	61.40 9.19	61.80 3.34	55.00 2.64	60.40 -0.91
	2016	50.38 -4.29	41.21 -4.99	49.09 -9.99	51.52 -3.86	53.33 -5.97	50.30 -0.41	49.70 -6.08	49.70 0.19	57.58 -3.82
	2017	55.30 -0.53	44.86 -0.56	53.51 -7.76	60.00 3.68	63.78 2.69	52.97 -3.78	52.97 -3.06	52.97 -0.54	61.08 4.83
	2018	63.85 1.48	65.41 5.34	67.57 6.22	65.95 2.59	68.11 4.58	63.24 2.07	58.38 -4.04	61.62 -2.15	60.54 -2.75
	2019	71.14 7.67	68.00 6.29	76.00 11.37	66.86 3.48	68.00 3.86	72.57 11.85	73.71 10.15	76.57 11.14	67.43 3.22

Schools can use the table above to monitor their achievement relative to the whole diocese achievement in specific years, for the Religious Literacy Assessment overall and in specific Learning Areas. The diocese mean scores are in the top rows of each column. All scores are expressed as percentages.

NOTE: Because each Learning Area may have been assessed differently in each year, it is not so valid to compare one year's mean percentage correct (large black font numbers) directly with another year. What is more relevant is the difference from the diocese mean percentage correct in each assessment year (smaller numbers – grey for school greater than diocese, red & negative if school score less than diocese).