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Narrative Assessment

— A formative approach to authentic assessment
for student with high complex needs —

Ko te ahurei o te tamaiti arahia ō tātou māhi

Let the uniqueness of the child guide our work

Opening Karakia

**Mauri oho
Mauri tū
Mauri ora
ki a tatou.
Haumi e
Hui e
Tāiki e!**

Life force awaken.
Life force stand tall.
Life force all wellness,
good health for all.
Join together, unite,
the group is ready to progress for the purpose of coming together.

About our kura (school)

- Kimi Ora is a specialist day school in Te Whanganui a-tara (Wellington)
- We have 101 students who all have high or very high ORS funding. Our students have high and complex needs
- We have a Base school and four satellites with more on the way....
- Holistic, Transdisciplinary approach to education and therapy. Our staff compromise of Specialist teachers, therapists: Physio, Speech and language, Occupational, Music and Dance. We also have an engagement team of Educational Psychologists, a school nurse, teacher aides and Outreach teachers who work with ORS funded students in the mainstream
- Our students are with us from 5 - 21 years old



About me

- Deputy Principal at Kimi Ora School in Te Whanganui-a-tara, Aotearoa (Wellington, NZ)
- Teacher for 20 something years
- My school years were terrible, I failed most of my schooling as it was not set up for my neuro-spiciness which has given me a passion for mentoring kaiako (teachers,) in developing their understanding, abilities and passion for our different learners
- Been involved in disability all my life with family members, working as a teacher aide, care support worker, specialist holiday program manager etc
- Special interest in our high and complex learners, developing student voice, planning and assessment for complex learners, mentoring kaiako (teachers,) in their development of individualised/holistic/authentic programs for all students and advocacy for our tamariki and whānau
- Live in Waitohi in Te Whanganui a-tara with my two kids, partner, a couple of animals and am also a bar owner!

Narrative assessment - theoretical underpinnings

- Narrative assessment is based on a socio-cultural framework
- Is strengths based and focused on the successes of students within the curriculum
- It is a collaborative framework, it is not limited to the teachers voice
- Whānau, therapists, and any members of the students network can contribute in meaningful ways.
- Narrative assessment supports a student rights and student voice framework
- Narrative assessment shows concrete evidence of learning and progression within the curriculum and IEP goals

(Ministry of Education, 2009; Morton, McMenamin, Moore & Molloy, 2012; Morton & McMenamin, 2010; Guerin, 2015)

Rationale for narrative assessment as a key assessment process:

Narrative assessment as an integrated assessment process is an effective, meaningful and culturally responsive way to assess learners who work long-term within level one of the New Zealand Curriculum. This approach shows the learning and progress of *every student* in an authentic manner. (Bourke and Mentis, 2014; Dunn & Barry, 2004; Margrain & Clements, 2007; Guerin, 2015; Moore, Molloy, Morton, Davis, Wright, 2008; Williamson, Cullan & Lepper, 2006; Ministry of Education, 2009; Morton, McMenamin, Moore & Molloy, 2012).

The journey....

Where it all started....Photo collage, scrapbook of 'celebration' photos (summative assessment but not really assessment!) Portfolio power points - summative to goals from the year, Blogger, Storypark!



Morgan looks less than impressed to be interrupted in his work. This was a real hands on activity for the students and time for them to feel and smell what they were working with. Morgan enjoyed being able to explore the new texture of soap dough and but only when it was of the drier consistency. He was not so keen on it when it was mixed with water and became more sticky to work with.

Today we had our Party Extravaganza! JJ had lots of fun! Here are some pictures of JJ from the day



The journey....

- Pre 2009 - An end of year portfolio with happy pictures of students doing things throughout the year.
- 2009 - PowerPoint presentations made at the end of the year to 'celebrate' the year of learning for each individual student. This was on top of a written summative report.
- 2009/2010 Began research into meaningful assessment for our students
- 2010 - Tried ePortfolios with my class using Blogger, towards end of the year developed professional development with teachers and therapists in preparation for the rollout of ePortfolios in 2011 or all students.
- 2011 - All students had an ePortfolio through Blogger, although formative was more of a celebration of learning and 'magic moments.' My professional development continued in formative assessment.
- 2013 - Move to new platform on Storypark.
- TRLI research into develop capability of teachers in NZ to be capable and confident in narrative assessments of ALL students.
- Continued Professional Development , research of up to date processes and development of authentic narrative assessment for our ākonga and whānau

Narrative assessment through ePortfolios at Kimi Ora

- ePortfolios at Kimi Ora School are a way in which teachers, therapists and a student's whanau and wider community can formatively assess, discuss, share and celebrate a student's progress and highlights at school.

- ePortfolios are primarily used to formatively assess a student's IEP goals and English and Math curriculum progression.

' We use the online platform Storypark which enables parents to be involved in and to contribute to their child's development. This is used to track student achievement and allows families to follow and participate in their child's learning journey.'



2022 IEP goal 3: Julius will complete a three-step construction task with physical support. – Baseline data.

Julius, you've been enjoying construction tasks throughout the term. Every Friday we have been slowly taking apart a radiogram. On 27th May we sanded it down and then needed to sweep the dust. Prior to this you haven't taken as much interest, however, you thoroughly enjoyed using the sander and were attentive for the entire session.

What next: Continue to encourage you to follow instructions using visuals.

How do we do it?

- Team approach
- Using teacher aides as our assessment capturers
- Engaging whānau (families,) and caregivers
- Developing guidelines and expectations of teachers and therapists
- Professional development on how to write a narrative
- Providing support groups and teacher catch ups, narrative 'drop in' support four times a term
- Moderation of assessment by DP's and Learning Leaders

English and Maths assessment

- At Kimi Ora School we use the Central Regional Special Schools Curriculum (CRSSC,) for English and Math assessment. This is an assessment and planning tool that we are able to use to assess the fine grained progress our students make towards Level One of the NZ Curriculum.
- We use the NZ Curriculum and supporting assessment and planning tools that we adapt to individual student needs.
- Storypark posts each term to discuss progression on the indicators/concepts that students are working on.
- Students' English and Math summative assessments happen once a year to develop next steps for future planning.



IEP Goal Assessment using Narrative

- Development of IEP Goals with the school team, whānau (parents/caregivers,) the student and others involved.
- Record the Baseline evidence of these IEP goals once IEP is signed off

New Goal: Lily will participate in three reciprocal turns in a conversation.

Lily has enjoyed starting on her new goal. We are working together to create scripts of 'small talk' conversations that she can have with anyone. We have also talked about how in 'small talk' conversations we are being polite and ask about other people, even if she is not interested in how they are or how their weekend was. She found this very funny, but enjoys that it is part of 'good manners.' Please try the conversation with her below.



IEP goal - Life Skills - Present Skills

Billy, one of your new IEP goals, is to hold a spoon with minimal prompting, to eat the second half of your meal. You enjoy the school lunches and you are keen to put the food in your mouth, but you need to learn to put the spoon back into your plate afterwards. You can hold the spoon well when you are motivated by the food, as demonstrated in the videos and photos. Ka pai!



Guidelines

- Teachers and Therapists complete at least one narrative on individual student's goal progression each term.
- Teachers are responsible for ensuring this is completed and therapists can post or comment on development on each goal.



Creating a Meaningful Storypark Post



Making a Post About IEP Goals

New IEP Goal Posts:	<ul style="list-style-type: none"><input type="checkbox"/> Title of Post: Present Skills Life Skills Goal 2021<input type="checkbox"/> Paste goal into the top of the post<input type="checkbox"/> Select relevant IEP goal tag and key competency<input type="checkbox"/> Create a statement about the present skills of the goal<input type="checkbox"/> Language addressed to the student or about the student is up to the teacher
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Creating a Meaningful Storypark Post

<p>Each Term the minimum number of posts is:</p> <p><input type="checkbox"/> 1 Maths <input type="checkbox"/> 1 English <input type="checkbox"/> 1 post per IEP goal</p>
<p>The amount of posts will range per student based on the number of IEP goals each child has. You are welcome to do additional posts that do not fall under IEP goals, Maths and Literacy.</p>
<p>Language of the post can be addressed to the student or about the student, that is up to teacher preference</p>
<p>Select a tag for every post. You can select more than one tag per post.</p>
<p>It is not a requirement to link to CRSSC indicators, instead mention the broad curriculum area. (i.e. literacy, science, health)</p>
<p>The post should be phrased as a task analysis, rather than a "woohoo, you did it" post.</p>

Posts About IEP Goals	
Goal Listed Explicitly	Goal Embedded in post
<p>Title: X will copy counted actions with 80% accuracy</p> <p>X, you did fantastic numeracy work with me on the drum. You were engaged and focused and did a great job by copying the beats. I showed you a number and then I beat the drum. You listened and then copied me. You got it correct about 70% of the time. Well done X - I'm so impressed!</p>	<p>Title: Sensory Fun!</p> <p>X you've had a great start to term getting familiar again with your school environment and routines as well as being introduced to some of the new sessions this term. We're incorporating your amazing sense of touch into the sessions more to allow you to experience and join in stories and games with your classmates as well as providing opportunities to practise your new co-active signs such as when you're playing with the sensory texture dice. We created a fun sensory story based on the story 'That's not my alien' with lots of different sensory objects to represent the different aliens! Your favourite was the squishy alien represented with a squishy jelly type mouse toy which felt a bit wet and gooey! You also liked feeling the rough sandpaper for the rough alien and it's great for you to practise your co active signs of rough, smooth and wet, dry and work towards your IEP communication goal.</p>


Posts about English and Maths	
<p>Example A Title: Maths and Machinery</p> <p>X, what a great numeracy session you had today! Eamonn came back with a hand drill. He drilled holes into a slab of wood, and we counted each time he drilled a hole. I also held up some numbers and we counted in both te Reo and English. We would often stop before a number, for you to be motivated to switch to indicate more. We got up to 10 - well done! Afterwards you got to have a turn, then feel the saw dust and holes that the drill made, and we chatted with Eamonn about tools and woodcraft. This whole experience lasted a while, longer than 15 minutes, which is great focus and concentration by you.</p> <p>It's been fun using numerals by following your interests and activities. This has been great practice stretching your brain to count to 10, tekau.</p>	<p>Example B Title: Work Station Activities</p> <p>We are trying to increase your independence when completing activities. One way of doing this is through work stations. You're given four tasks each time. We've been exploring what activities you enjoy and are capable of. There are times when you choose to do these activities on the mat and require a bit more assistance and guidance. For instance, when you are building a tower. Other activities, such as puzzles, you can do by yourself. You need reminding to come back to the task.</p> <p><i>What next?</i> We need to simplify the tasks and make them shorter. Hopefully then you will experience more success and be happy to stay for the entire session.</p>

General Posts (not IEP or English/Maths)	
<p>Title: Hutt Valley Gymnastics</p> <p>For our Friday morning community PE session, we have been going to Hutt Valley Gymnastics. X is very keen to explore all of the equipment. Our 'coach' guides us through several floor activities that are part of a circuit. X works to complete these activities and then will go back and try them again without prompting. Each time he attempts the activities there is a distinct improvement in his stability and confidence. X is showing great perseverance in completing challenging tasks and working hard to overcome his fears or nervousness around heights.</p>	<p>Title: Swimming</p> <p>It is lovely to see you building your confidence in our school swimming pool and developing trust between yourself and the instructor. On a Friday the swimming session is a bit quieter as we split the class. It enables you to have more space and one on one time with the swimming teacher. We continue to encourage you to try floating on your back. It was really nice to see that you allowed her to support your feet whilst you were swimming.</p>

Sentence Starting Prompts	
<p>Speaking TO the student:</p> <ul style="list-style-type: none"> Today you were really focused on... Today you worked to complete ... Today you impressed me by ... It was great to see you.... I was so impressed with how... You demonstrated progress towards your IEP ... goal by... Your next step will be... You happily participated in ... 	<p>Speaking ABOUT the student:</p> <ul style="list-style-type: none"> Today X did.... Today X was focused on... Today X worked on... X chose a colour by... X communicated well today by... During (lesson) today, X worked to achieve... Today X demonstrated they are working toward their IEP goal of... by... X is demonstrating their use of maths by...



Making a Post About IEP Goals

New IEP Goal Posts:	<ul style="list-style-type: none"><input type="checkbox"/> Title of Post: Present Skills Life Skills Goal 2021<input type="checkbox"/> Paste goal into the top of the post<input type="checkbox"/> Select relevant IEP goal tag and key competency<input type="checkbox"/> Create a statement about the present skills of the goal<input type="checkbox"/> Language addressed to the student or about the student is up to the teacher
Example:	<div><p>Present Skills Life skills Goal 2021</p><p><i>Story by Jess Post about 10 weeks ago</i></p><p>Eva will complete stage three of shoelace tying. Currently Eva is at stage one of tying her shoelaces. She is able to cross the laces with verbal prompting and modelling from a staff member.</p></div>
Making posts about the goal:	<ul style="list-style-type: none"><input type="checkbox"/> Look for the small steps within the goal.<input type="checkbox"/> Could collect examples and do a larger post towards the end of the term to address the goal.
If the student has achieved the goal, make a post and address the next steps going forward.	<div><p>Life Skills 2021 goal achieved!</p><p>Over the last two terms Eva has been working very hard on achieving her goal of completing stage four of shoe laces tying.</p><p>The next steps she will be working on consolidating her skills and managing the entire process independently.</p><p>Eva is now able to consistently complete stages 1 - 4 of shoelace tying with one verbal prompt from a staff member to get the process started.</p></div>
How many posts should a child have each term?	<ul style="list-style-type: none"><input type="checkbox"/> 1 English, 1 Maths, 1 goal based post per IEP goal<input type="checkbox"/> There will be exceptions based on attendance and health/behavioural needs

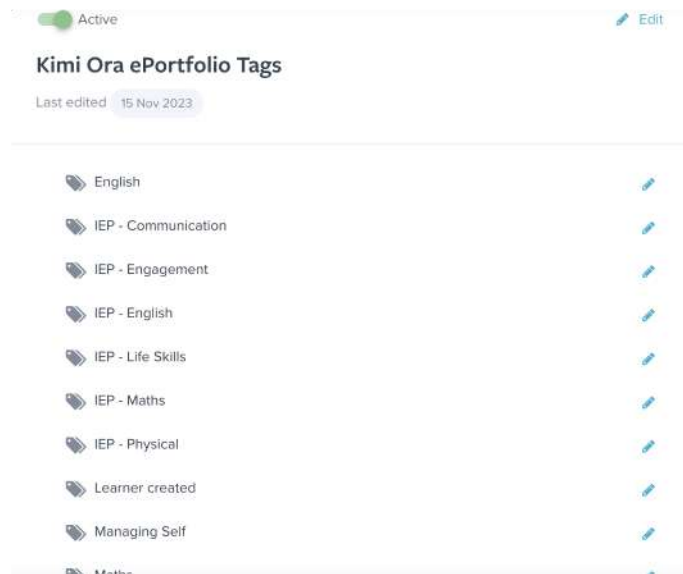
Professional Development for teachers and therapists

Eg. How to write a narrative

- Introduction - Brief overview of the context and learning area.
- Middle - What happened in the learning? Describing the learning that happened including information such as:
 - Assistance/support needed
 - Choices that were made
 - Language used
 - Outlining the learning that happened
- Summary - how the writer/student felt about the learning, what next steps may be.

Tracking/Tagging - Following the journey

The platform we use (Storypark,) enables us to 'tag' each post to enable us to track a student's progression in each IEP goal area.



Malaya's communication journey 2016

Interacting with Others

Your year has got off to a great start at school, Malaya. I have noticed since you got back the way you use your switch so thoughtfully - anticipating your action with a smile as you reach down to it.

I am looking forward to exploring what it's like for you to communicate using two switches this year. Hopefully we can work together to give you some more choice in your communication.

You are also interacting in a lovely responsive, quiet way in intensive interaction, often peacefully watching and waiting for your communication partner. It is nice to see you interacting in this way, as we can see that you are more responsive and engaged with your communication partner, rather than excited by your own movement and noise. You are also looking at us all so well.



You laugh and smile to be with people - we can tell that you love it. And we love to be with you as well!

Learning tags:

Intensive Interaction | Social Skills | TO EXPRESS MYSELF | TO LEARN WITH AND FROM OTHERS | Vision

Comments:



Matching colours by saying 'yes' and 'no'

Malaya, you did excellent work on your first day back at school! Today you looked at yellow and green items during the numeracy session and matched them to the yellow and green bucket. You blinked your eyes for 'yes' and turned or moved your head, to say 'no'. I think your family is going to be so proud of you when they see the videos. You also used your vision well, even for the smaller objects.

Malaya's communication journey 2017



Planning, budgeting and shopping at Kmart!

Hey Malaya, I was so stoked to get to go to Kmart with you and the crew on Friday. What a cool trip that was! Before we went you told us very clearly that you wanted to go to the toy section and check out some potential new toys!

When we got to Kmart you then told Jane (SLT Student,) that you wanted to go to the beauty section. You chose so many different things to buy you and Jane then had to make a shortlist before you chose the final items! It was awesome seeing you telling us everything you wanted to do a see while you were there, you were very clear in all your choices and when we asked you a question about something. You were pretty tired by the end so instead of using the switch you used your eye blink to communicate yes with Jane.

Kmart was a lot of fun and I think we will have to organise another trip there soon.

I will now upload some of the footage i got of you making your shortlist - so many items! hehe

Learning tags: ③

2018 IEP Goal 2

2018 IEP Goal 3

Links ③

[Add link](#)

Responses

2 1



Daryl Wooka
29 Oct 2018

Omg I love this so much, had few tears while watching, you are such a good shopper Malaya, and no wonder kimi ora is your fav place on earth. Mumim xxx

Malaya's communication journey 2018



Malaya using her device

Malaya is recovering from her surgery, where they removed 6 teeth that had not erupted properly and coming through in awkward painful areas, also a wisdom tooth and some of her bone with it, so is very sore and extremely nauseous. Due for her pain relief she was using her device. I asked her if she had anything to say, she chose, "I'm asking a question" "what" "pills" "better" "dad"

We are so proud of her communication. Daryl even had a few tears at his first time hearing Malaya say Dad! Malaya uses a scrunching blink for yes for communication with us, especially if she's very tired or sick.

Author

DW Daryl Waaka

Story date
10 September 2021

Children in this story



Malaya

Responses

0 2



Jess Hall
10 Sep 2021

Malaya! Brooke came in to tell Sue and I about what you had said and we both burst into tears. We are so proud that you were able to navigate through and ask that question. The icing on the cake was saying Dad. Miss you so much!

Malaya's communication journey 2021

Frankie's engagement journey 2020



Engagement in a group activity

Frankie, you have made me so proud when you participated in the 'Music and Movement' group session last term. You followed instructions, stayed with the group (instead of wandering off) and enjoyed the activities. We do the obstacle course about four times and at first you were hesitant, but soon tried out most of the obstacles. You didn't like the steps, but I'm sure that you will be willing to work on it next term. You also enjoyed the music and action songs in the hall (before each of the obstacle course activities) and didn't leave the hall for a run, which you did in the past. Great engagement and participation, Frankie!



Responses

2 2 1

FP Frank Pople
16 Jul 2020

Good job buddy

PW Paige Wallis
26 Jul 2020

Great work Frankie! It is so nice having you joining in and enjoying our group.



Frankie's engagement journey 2022

IEP goal 3: Frankie will remain within a group session for 10 minutes twice a day

Last week you were really focused and enjoyed participating in the different groups (Hui o te ata, Science, Discovery Time and Attention Autism). When you first enter the class you are required to complete your morning routine. You have been very good at listening to instructions and sorting through the dishes when emptying the dishwasher and you will then sit and complete your morning binder. You understand that this is an expectation and when reminded, will take your time to look through each option carefully (as a side note, today you came in grumpy and indicated you were angry when given four options [08/06]. It is good to see you identifying your different emotions) Although you chose to sit in the comfy chair on the periphery of the group you were happy for the work to be brought to you during Colours of Sexuality and sat for over ten minutes (25/05).

What next? We've been verbally encouraging you to sit and engage with the group. We will continue to model sitting in a group and participating.

Curriculum links: CRSSC, Literacy, Fuel 5; participates in activities with shared support; acknowledges text/graphics in the environment.



Learning tags:

IEP - Engagement

Participating and Contributing

Relating to Others

Comments:

FP Frank Pople
9 Jun 2022

Thank you - It's good to read about his progress, although he was a bit grumpy yesterday (we all have our days - don't we)

SR Sarah Robinson
9 Jun 2022

Absolutely. We went for a big run around the school field today (when it wasn't pouring with rain). He really enjoyed it and burnt a lot of his excess energy. A happier man afterwards.

Frankie's engagement journey 2023

Completing a three step task with verbal prompt

Well done Frankie for completing your workstation tasks, especially on a day where you were needing a bit more space.

You are getting much better at sharing when you are needing a break from the classroom.

When you were ready, you showed great perseverance coming and completing your workstation in this different location. With this improving weather, the outdoors is another space we will be able to continue practicing this skill! Well done.



What has worked

- A record of individual students achievements in all areas of their schooling
- A place where the school team alongside whānau and specialists can refer to when developing new goals or identifying fine grained progressions of goals
- Committing to time for professional development for teacher and therapists
- The ability to communicate quickly and effectively between home and school to change practice or try things differently to enable success for all
- Development of closer relationships between school team and home/whānau/caregivers
- An insight into what is happening at school for our student's whānau to enable them to model best practice at home and vice versa
- Due to the formative and ongoing assessment this has enabled less paper work for teachers and therapists, no mid term or end of year reports.
- The ability to celebrate the successes of each individual student. For whānau and caregivers to share their achievements with their wider whānau and friends enabling them to see their child as a learner/achiever and valued member of their society

What has been tricky

- It has been a journey and is a fluid journey that keeps changing and developing. Ensuring teachers and therapists are up to date with latest technologies, have individualised support when needed and have good understanding of writing narratives to develop formative assessment is quite an undertaking
- Developing the 'buy in' from reluctant technology users
- Initially getting some whānau on board, however with the use of an easier to use platform such as Storypark this has been much easier
- Moderation of posts to ensure the assessments are of the quality expected
- Developing narratives that are not full of separate discipline 'jargon' and keeping to more layman's terms and writing to ensure what the students are doing are understood by all.

Whānau/caregiver feedback....

"It is really nice to see photos/videos and stories about things my child has been doing. And nice to be able to share with family and have the ability to go back whenever to look at them again. When you have a child that can't really tell you a lot about their day, this really helps."

"Love it - so great to be able to share with Izack and family the wonderful learning he is involved with/in. It brings us all such a sense of pride and feeling of inclusion."

"I just love Storypark. I feel super excited when I see a post. So cool to track Tom's progress and share with family!"

"Love that I get to see what my child is achieving and how she is achieving them."

"It's lovely to see the learning stories, especially with video, to be able to see our child's level of engagement with the activity and the staff. It can useful to see the methods that staff use to engage our child in certain activities."

"It's great to see what they are doing. Often it shows us something he can do that we can incorporate at home."

Closing Karakia

Kua mutu ā mātou mahi

Mō tēnei wā

Manaakitia mai

mātou katoa

O mātou hoa

O mātou whānau

Aio ki te Aorangi.

Our work is finished

For the moment

Blessing upon us all

Our friends

Our families

Peace to the Universe