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QUICK REFERENCE · EVERYONE

# Assessments: who does what

Four steps, spread across the year. No two people do the same one — so the first thing worth knowing is which part is yours.

### DIRECTOR

Before the year starts

Set up reporting periods for the whole year, and make sure exactly one is active.

Check the skills library and the age ranges on anything you've added.

*Ten minutes once. Skipping it causes problems all year.*

### TEACHER

All term

Rate skills as you see them. One or two at a time, in the room, in the moment.

Add a note saying what you actually saw.

*This is the part that takes the year. Everything else is quick.*

### TEACHER

End of term

Generate the report. Read it properly. Send it for review.

*Nothing exists for anyone else until you generate it.*

### DIRECTOR

End of term

Review it. Publish and share it, or send it back with a reason.

*Only the last step reaches a family.*

**Set up → Rate all term → Generate → Review → Shared with family**

## Three things people get wrong

**Ratings aren't a report.** A director sees nothing until a teacher presses Generate.

**A report isn't automatically shared.** Draft → in review → final → shared. Only the last one reaches a family.

**December is too late.** Ratings recorded months after the fact are guesses, and they read like it.

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KEEP THIS BY THE IPAD

# The four ratings

The same four wherever a rating is recorded — staff app, staff portal and admin.

**Not Yet** Not demonstrating yet

**Developing** Developing with support

**Consistent** Regularly demonstrates

**Exceeding** Extends beyond expectations

## Rate what you saw. Not what you know they can do.

A skill nobody has observed yet is **Not Yet** — and that's a perfectly good answer. It isn't a mark against the child.

### And write the note

The rating is your judgement. The note is the evidence it rests on. Months later at a family meeting, the note is what lets you say why.

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FOR TEACHERS

# Recording what you saw

Rating a skill takes about thirty seconds. Doing it through the term is what makes a report worth reading.

SECTION 1

## Rating a skill

*In the staff app, on the classroom device.*

1. On **Today**, tap the child's card.
2. Tap **Skills** in the bar along the bottom.
3. Tap a learning area to open it. *Areas start closed.*
4. Tap **Rate** next to a skill.
5. Pick the rating. *A tick appears; Save turns on.*
6. Add a note — what you actually saw.
7. Tap **Save**.

The skill now shows a coloured badge and the date it was rated.

SECTION 2

## Writing it well

*What separates a useful record from a tick.*

### Rate what you saw

Not what you know they're capable of, and not whether they took part.

### The rating is your judgement. The note is the evidence.

Months later at a family meeting, the note is what lets you say why.

### A specific example beats an impression

"Kept trying after the tower fell twice" — not "good persistence".

### Taking part isn't demonstrating

A child can be at the water table for twenty minutes without showing the skill you had in mind.

### Little and often

A rating recorded the week you saw it is more accurate than one reconstructed in December — and much faster to write.

### Nothing you save here reaches a family

No email goes out and nobody is told. It sits with your school until a report is generated, reviewed and shared — so record honestly.