

Using the Curriculum Progress Tools to support project-based learning in Years 7-10

The Curriculum Progress Tools can be especially useful when students are involved in project-based learning that is a feature of innovative learning environments. Teachers and students use the Curriculum Progress Tools to keep track of the way in which they are using their literacy in different projects. Entering moderated teacher judgments into PaCT allows both the teachers and students to maintain a clear profile of students' achievement levels in literacy, while measuring progress against the New Zealand Curriculum. Literacy skills are always measured in authentic curriculum contexts.

Students and teachers work with the Frameworks in the following ways:

- At the beginning of the project, teachers use the existing student information in PaCT to identify where students are at and which specific knowledge and skills need to be targeted. For example:
 - Do they know how to use their critical reading skills to see how they are being positioned as a reader?
 - Can they use their persuasive writing knowledge and skills to create a text that argues a particular point of view?
 - How is their reading and writing supporting them to research effectively?
 - Do they know how to create a diagram to organise their thinking?
- Students and teachers work with the aspects in the reading and writing frameworks to clarify for themselves the different literacy skills needed for the project. For example, if there are research phases within the project design, they can introduce the following aspects of the LPF early on, for learning and practice:
 - The *Making Sense* aspects of the Reading LPF
 - *Reading to organise ideas and information for learning*
 - *Acquiring and using information and ideas in informational texts*
 - *Using writing to organise learning and*
 - *Creating texts to communicate knowledge and understanding*
- Students and teachers use the Frameworks as a reference tool to monitor progress and identify next steps.
- During the project, teachers target areas for instructional sessions - for example, in the construction of organisational charts – if the need arises.
- Teachers and students use the illustrations to show different stages of achievement, so they can set improvement goals together.
- Teachers and students have reference points to give and receive specific and targeted feedback on literacy and mathematical aspects of the project.
- Teachers support those students who are working below curriculum expectations by using the illustrations which span the progressions from years 1 to 10 to establish where students are at and where they need to go next.
- Students improve their self-assessment skills by using the frameworks to get an idea of what specific elements of their work should look like, and their progress towards it.

- Students work with the Frameworks to improve the quality of their peer assessment, by providing evidence for their peer feedback.
- The language in the illustrations and the knowledge of what 'good' looks like provides a focus for specific and valuable student teacher learning conversations. With access to descriptions and exemplars of this skill from the Frameworks, students are not only able to discuss the content of their project, but they can also talk about **how** they are working on the project in terms of literacy and the progressions with the Frameworks.
- To track student progress and achievement, and to provide a profile in terms of reading and writing aspects, student capability data can be entered into PaCT, after teachers collaborate to agree on student levels of capability. The rich profile from PaCT will identify strengths within some aspects and areas for targeted improvements in others. It will also show progress in relation to the levels of the curriculum. The information is available to all teachers – enabling students to monitor their progress and improve their projects.