



Teacher assessment activities

Introduction

The following activities are designed as additions to the existing Get Firewise programme.

Note to kaiako: These activities are designed to assess the fire safety learning outcomes.

Although the Get Firewise programme is linked to the New Zealand Curriculum in the Get Firewise Teachers' Guide, we are not providing assessments for this.

Reporting on assessment results

Fire and Emergency New Zealand wants to show how behaviours of students and families are changing as a result of taking part in the Get Firewise and Māui-tinei-ahi programmes, specifically in relation to the three fire safety learning outcomes.

We aim to do this by capturing diagnostic and summative assessment data on each of the outcomes listed below – activities for each of these are provided here. You may choose to use one or more of the activities to assess your class against each outcome. You may choose to use the same or different activities for diagnostic and summative assessment.

The outcomes we are assessing on in these activities are:

1.

Students understand that fire can be dangerous.

2.

Students show they know how to prevent fires starting.

3.

Students show they know how to get themselves out of a burning building quickly and safely to a safe meeting place.

How to record the assessment results

We understand that individual assessment per student is too time-intensive. For each activity, we'll ask you to record how many students in your class show a correct understanding of the key outcome.

It is evident that this will be easier to count in some activities, such as continuums, than others, such as class discussions. We ask that you use your professional judgement to decide what percentage of students have understood the key outcome.

Please use the following categories for recording percentages of students:

None

(0%)

Few

(30% or less)

Some

(30 – 60%)

Most

(60 – 100%)

All

(100%)

A recording sheet is provided in this pack.



Formative assessment opportunities

There are many places that formative assessment could be placed throughout the programme, including during discussions, activities, reflection and practice times. We have not stated the opportunities for each outcome or section.

While we recognise that these opportunities help you build a picture of your students' knowledge and understanding, we are also aware that it is time intensive and difficult to report on, so have not recommended it as part of our model.

Assessment timing options

We suggest two options for assessment timing. We will leave it to you to decide which would work best for your class.

Option 1:

Complete diagnostic and summative activities at the start and end of the programme to cover all of the outcomes at once.

This gives an initial baseline of the students' knowledge, not influenced by later teaching. However, it would require a longer time spent assessing at the start and puts greater importance on the first and last sessions.

Option 2:

Complete diagnostic activities and summative activities at the start and end of each relevant section in the Get Firewise Teachers' Guide to cover the outcomes separately.

This requires a shorter time to assess at the start of the session and would give more opportunities to hear from students. However, this would require more time dedicated to assessment overall and students may have already made shifts in learning for an outcome that is not explicitly taught, therefore skewing their starting point.



Scan here to record your assessment activities online

