Assessment guide

The formative assessment framework of this resource gives students clarity over where they are and what their next steps will be. Assessment rubrics are aligned to the SOLO Taxonomy to ensure constructive alignment and cognitive stretch for students. For the purposes of this resource we have aligned SOLO Taxonomy to the headings of:

- **Prestructural**: Student outcomes are not relevant to context.

- **Unistructural** : Student outcomes are limited to single relevant responses. They can list, describe or define one idea about the context.

- **Multistructural** (Need it/Know it)**:** Multistructural learning outcomes are evident. Students can bring in relevant pieces of information by listing, describing or defining. They show understanding of the content that is required as the starting point for new learning around financial capabilities.

- **Relational** (Link it /Think it)**:** Relational learning outcomes are evident. Students make connections with the information to make new learning by comparing, analysing, sequencing, explaining, classifying, relevant questioning and analogising. These connections enable students to build new knowledge and understandings around their financial capability by learning about the other's perspectives and insights.

- **Extended Abstract** (Extend it/Defend it)**:** Extended abstract thinking learning outcomes are evident. Students extend their new learning by applying it in a new context – the"so what"? They defend their thinking by finding evidence, validating sources and presenting their findings in an authentic way to create meaning around their financial capability**.**

Self/Peer/Teacher Assessment

Each learning area resource has an assessment tool included.

Students can download this assessment tool to the school's student management system. They can highlight their progress and an hyperlink evidence of outcomes. Teachers can access the tool and leave feedback during the learning. Teachers can use this tool, along with naturally occurring evidence or overall teacher judgment as evidence for wider reporting of student learning outcomes.

Evidence can be gathered from:

- student surveys or interviews
- correspondence from students to whānau or the wider community
- questions for experts
- podcasts, screenshots or photos of work in progress
- group work outcomes or discussion
- group thinking charts
- resources developed by students
- book work
- outcomes or work in progress of outcomes
- evidence of student voice or student agency.