

Guide to using the resources for making PaCT judgments Years 9–10

The resources on the *Making PaCT judgments* webpage¹ are designed to help you develop your understanding of how to make judgments effectively and efficiently. There are a variety of resources that you can use by yourself, with a small group of teachers, or within your school or Kāhui Ako.

You may also find it helpful to explore the PaCT demo² as you learn about making PaCT judgments.

For introductory information about making judgments ...

1. Read the key messages about making PaCT judgments on the webpage.
2. Watch the video *An introduction to making PaCT judgments* which provides an overview of how to effectively and efficiently make judgments in PaCT.

For more detailed information about making judgments ...

1. Read the more info resources *Making PaCT judgments* and *The role of moderation when using PaCT*.
2. Watch the videos of teachers and school leaders talking about their experiences:
 - *Kris from Otago Girls' High School describes efficiencies in making judgments.*
 - *Jono from Ashburton College makes the point that teachers use their everyday knowledge of students to make judgments.*

For information about how to use the tools to make judgments ...

1. Work through one of the PLD activities to consider an aspect of students reading, writing, or mathematics and judge where they are best placed on this progression:
 - *Make judgments using a reading aspect*
 - *Make judgments using a writing aspect*
 - *Make judgments using a mathematics aspect.*
2. Watch the screencasts to learn how to use the tools to record judgments:
 - *How to navigate the judgments homescreen*
 - *How to record aspect judgments*
 - *How to confirm an overall judgment.*

¹ <https://curriculumprogresstools.education.govt.nz/pact/making-pact-judgments/>

² https://pact-sandpit.education.govt.nz/saml/temp_signup/

To find out more about other schools' experiences of making judgments ...

1. Read the case study *Innovation teams explore the potential of the curriculum progress tools at Ashburton College*.
2. Read the more info paper *One school's "two aspects, one student" moderation approach*.