**Traffic Lights Assessment (RAG sheets- red, amber, green)**

Traffic lights are a measure of an expected academic outcome. Green means on target and tracking well, orange means there are some concerns and red means the student is in danger of not succeeding in this subject. In adopting the traffic light system of tracking students’ academic progress, schools should be mindful of the feedback Starpath has received from students about the use of this tool and take care to care to keep this information confidential.

They are useful in Academic Counselling conversations and are especially interesting when there is a difference between the expected outcomes between student and a subject teacher. They can be very helpful for goal setting.

The traffic light estimations are best done in week 2 of Term 2 and week 2 of Term 3.

**Teacher feedback from focus groups 2013:**

*“I think the traffic lights have been a very useful tool to, not just track, but to also predict future outcomes of student achievement and also allows us to have some form of intervention at each stage so that the student can actually be made aware of where they’re going and what they can do to turn things around so that they can have a better outcome. So in a sense the traffic lights have been a very useful tool to bring the students back into focus as to the degree of effort they are putting in, or have been putting in and what they need to do to change things.”*

**Student feedback from focus groups 2013:**

* *It’s a bit of pressure. It’s good, it’s encouragement too though.*
* *sometimes you think that’s higher than what you’d give yourself as a prediction, so you’ll like strive for it, kind of.*
* *I think it’s good because then we get feedback from our teachers, like whether they think we’re going to pass, not just from what we think.*
* *If they expect lower than what I expect myself, it kind of gives me incentive to work harder to prove them wrong*
* *If you got a red at the start of the year you’re like, oh this isn’t too good, I’ll probably pick it up.*
* *I know when I looked at an amber I was like, “Oh I won’t make it.” But it’s probably a push, like just a wakeup call that there is probably a little hope for me to get a green in those subjects. It is showing my weak points in those subjects, but that’s a good help.*
* *Mine just shows that I need to like have more confidence in myself, ‘cause I put pretty low for mine, I put no, no, no for all of my subjects and it shows me that my teachers have confidence in me so..*
* *It can demotivate people ‘cause they think, oh I’m doing so bad now I may as well just give up, I got a red light.*
* *So when you see a red next to your name, you just know straightaway that’s not good. But, then it pushes you to try and get those green lights. So I reckon the system of traffic lights has really motivated and pushed a lot of our students in class to achieve.*
* *But, and it also comes down to the person themselves, whether they just see the red light and then just give up straightaway. Or whether they’ll see that red light and try and look at it as a way for them to push on further to get that green light.*

**Conversations to have regarding estimated tracking and strategies to improve progress**

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|  | **Student’s progress is on track -**  Discussion is to be centred on:   * Achieving at Merit and Excellence level * Achieving course endorsements * Short, medium and long term SMART goals |
|  | **Student has been identified as ‘at risk’ and of not achieving their appropriate NCEA level this year -**  Discussion is to be centred on possible strategies to improve academic progress, engage and support students. These students need to be checked on more often than your green students:   * Attendance * Tutorials * Reassessment opportunities * Homework centre * Summer school * Support groups * Mentors, peer supporters * Short, medium and long term SMART goals |
|  | **Student has been identified as highly unlikely to achieve their appropriate NCEA level this year -**  Discussion is to be centred on celebrating smaller steps- see these students frequently for quick check ins:   * Attendance and learning issues (which may already be highlighted) * Improving basic learning skills * Setting achievable goals within a limited time frame * Short, medium and long term SMART goals |

Discussion Questions

* You have a student indicating that they are on green for one subject and the teacher is indicating orange. How would you approach this in your Academic Counselling session?
* What conversation would you have if both student and teacher were on orange?