

**Managing National Assessment
Report**

School Assessment Systems

2008

Kamo Christian College

Report on Managing National Assessment School Assessment Systems 2008

Kamo Christian College

The purpose of Managing National Assessment (MNA) is to assist schools achieve valid, fair, accurate and consistent internal assessment. It is a partnership between schools and the Qualifications Authority and has two components:

- a visit to check and report on the school's assessment systems at least once every three years
- the annual external moderation of assessment materials and assessor decisions for a sample of internally assessed standards across all curriculum areas.

This report summarises the findings of the assessment check carried out by an NZQA School Relationship Manager (SRM) on 10 September 2008. The SRM met with the Principal's Nominee to review progress since the last visit in 2006 and to appraise the school's assessment policies and procedures against the *Assessment and Certification Rules and Procedures for Secondary Schools*, the *Quality Assurance Standard for Accreditation of Secondary Schools* (QA Standard) and national practice.

The SRM also met with Learning Area Leaders of English, Mathematics, Physical Education and Arts, and Science to check that the school's policies and procedures are consistently and effectively applied. There was a report-back session with the Principal and the Principal's Nominee at the end of the visit to highlight strengths and weaknesses, with suggested strategies for good practice.

This and previous MNA reports will be used in combination with the Education Review Office Report in the reconfirmation of the school's accreditation.

School Policies and Procedures

2006 Managing National Assessment Report (QA Standard 1.3v)

Evidence was sought that action items in the previous MNA report have been addressed

All the items in the previous MNA report have been addressed.

Review of Policy and Procedures (QA Standard 1.2.4, 1.2.6, 1.3v)

Evidence was sought that school-wide assessment policies and procedures have been reviewed and are in line with national practice.

For this visit, the SRM was provided with copies of the *NQF Operations Manual* for staff and the *NCEA Handbook 2008* for students and parents. These documents reflect good practice with some areas requiring review as follows.

Course outlines The staff manual outlines the detail that is expected to be in course outlines. This should also include the registered National Qualifications Framework number and version number for each standard to be assessed. For consistency and accuracy of information for students, all course outlines should include this detail. This is important as all achievement information provided to students by NZQA through their learner login and on paper is based on these numbers.

Opportunities to demonstrate achievement The ‘Assessment Opportunities for Internal Assessments’ section of the student handbook is restrictive in its tone. This should be reviewed to include a generic statement about the availability of assessment opportunities where practicable, as it was evident that a number of teachers are beginning to use a range of strategies to recognise achievement alongside or instead of single assessment events. In addition, to assist teachers with strategies for collecting evidence to recognise achievement, the staff manual should include the information in the *Assessment for Better Learning* document from the NZQA website. This information can be found at www.nzqa.govt.nz/ncea/for-teachers/checkpoints/betterlearning.html

Appeal process Both documents reviewed contain good practice information about the appeal process. However, there is an inconsistency in that the student handbook indicates an appeal must be made in three days while the staff manual indicates one week. This must be corrected.

Privacy Act Information is provided in the staff manual to remind teachers of their obligations under the Privacy Act 1993 with regard to student records and results. It is recommended that this be extended to also remind staff that student permission must be sought if work is to be used as exemplar material for others.

Quality Assurance Processes (QA Standard 1.2.6, 1.3v)

Evidence was sought that systems are in place to ensure that:

- *internal moderation is taking place*
- *departments are linking externally to maintain a current understanding of the national standard*
- *concerns raised by external moderation are dealt with.*

Procedures for quality assurance of assessment in the school are outlined in the staff handbook. From the interviews conducted, these are mostly well-documented through use of the suggested *Internal Moderation Coversheet* provided by NZQA. However, some staff had not completed all parts of the coversheet. Teachers need to ensure that all key steps of the internal moderation process are fully documented. Good storage systems are in place whereby all assessment materials relating to each standard assessed are held centrally in files.

The Principal’s Nominee and Senior Dean monitor assessment practice throughout the school and a tick list is used to document this process. However, this needs to be documented more thoroughly by including comments where there are issues within departments that need to be addressed. The Principal’s Nominee was provided with a document to better support this monitoring process.

External moderation The monitoring of external moderation and follow-up of concerns raised by moderators is well managed and documented by the Principal’s Nominee with a summary report being produced for the Principal.

Administration (QA Standard 1.2.5v-vii, 1.2.6, 1.2.7)

Evidence was sought of suitable systems and procedures for the management of assessment-related data.

Procedures are in place to ensure that results are recorded accurately on the central electronic database. Results are entered by teachers at regular intervals to enable accurate reporting to parents and they are required to maintain hardcopies of results as backup. The Principal's Nominee forwards results to NZQA on a regular basis and students are provided with opportunities to access their learner login on the NZQA website.

Action Items

In order to comply with the *Assessment and Certification Rules and Procedures for Secondary Schools* and the *Quality Assurance Standard for Accreditation of Secondary Schools*, the school must:

- ensure that key steps of the internal moderation process are fully documented by all teachers
- more thoroughly document monitoring of internal moderation processes within departments
- include registered and version numbers of standards to be assessed in course outline requirements and ensure that all course outlines consistently include these
- include a generic statement about the availability of assessment opportunities in the student handbook
- include information in the staff manual to assist teachers with strategies for collecting evidence to recognise achievement
- correct the inconsistency in the appeal period between the documents
- extend the Privacy Act information for staff to include a reminder that student permission must be sought if work is to be used as exemplar material.

Commendations

Kamo Christian College is commended for the manner in which it has responded to the recommendations contained in the 2006 MNA report.

The college is further commended for the good practices that have been implemented and for its commitment to ongoing review to ensure quality assessment for the National Qualifications Framework.