



# Effective Assessment Practice Guide

## Audience

This guide is for schools and kura that assess standards.

## Purpose

The purpose of this document is to provide guidance on effective assessment practice.

The following four key aspects describe the delivery of effective assessment.

Students have:

- programmes that provide a pathway
- assessment that recognises skills and knowledge and meets the standard
- opportunity for achievement
- feedback that leads to improvement.

## What's in this guide

This guide provides:

- a framework for effective use of assessment for national qualifications to ensure results are credible.
- examples to support a quality internal and external assessment experience for students.

**Note:** These examples have been gathered by NZQA's School Relationship Managers in their work with schools in New Zealand, the Cook Islands and Niue.

## Where can you get a copy of this guide

[This guide](#) can be found on the NZQA website or ask your School Relationship Manager.

## Feedback

We welcome your feedback. If you have any comments or suggestions, please contact your School Relationship Manager.



# Links to Rules and Requirements

## Rules

[NZQA Rules: Assessment \(including Examination\) Rules for Schools with Consent to Assess 2020](#) specify the general requirements for assessment in relevant schools. They are underpinned by the principles of fairness, validity and transparency of assessment practice for all students.

## Requirements of Consent to Assess for Schools

The [Guide to Requirements for Consent to Assess for Schools \(August 2011\)](#), known as the CAAS Guidelines outlines the obligations of a school or kura. A school or kura must have been granted Consent to Assess before they can assess standards.

These two documents underpin the effective practices described in this guide.



# Programme Pathways

## Students have programmes that provide an appropriate pathway when:

- Assessment:
  - is coherent
  - provides equity of access
  - meets their needs
- data analysis informs course design
- standards selected support the pathway's outcome
- review ensures credible pathway provision.

## ***Effective practice that supports programme pathways for students***

### Teachers

- provide clear guidance to students and their whānau about relevant programme pathways including specific information about courses and/or standards.
- offer access to assessment opportunities that reflect student aspirations, interests, abilities and needs.
- hold regular mentoring conversations with students about their progress, including towards qualifications, certificates, awards and endorsement attainment.
- have knowledge of the
  - school's scope of consent
  - current version of the assessment standard
  - latest specifications
  - appropriate conditions of assessment.
- increase the range of courses or internally assessed standards offered by engaging with an external provider or seeking an extension of the school's Consent to Assess, as required.
- review courses annually using student voice and assessment data to ensure courses continue to provide appropriate pathways and assessment workloads.

### Students

- make informed decisions about course and/or standard choices aligned to their personal pathway and aspirations.
- know what their learning goals are and are provided with tools to monitor their progress.

### Management

- ensures the school's curriculum offers appropriate pathways to meet the interests, aspirations and abilities of the broad student community and individual students.



# Credible Assessment

## Students have assessment that recognises skills and knowledge and meets the standard when:

- assessment context, criteria and outcomes align with the appropriate curriculum level and promote learning
- valid, verifiable and authentic evidence meets the requirements of the standard and assessment conditions
- assessor's grade judgements align with achievement criteria
- quality assurance confirms assessment credibility
- professional learning supports effective practice
- review ensures credible outcomes.

## ***Effective practice that supports credible assessment for students – all assessment***

### Teachers

- acknowledge and understand the role of the Principal's Nominee in managing the integrity and credibility of assessment within the school and data submitted to NZQA.
- access relevant material from the NZQA website.
- have professional discussions to share good assessment practice and develop organisational capability.
- feedback to students is timely, acknowledges achievement and supports further progress.
- effective assessment practices are understood, used and valued to support improved learning.
- teaching, learning and assessment are integrated and grow student confidence and capability.

### Whānau

- are regularly informed about progress of student and towards school-wide goals.

### Management

- clearly communicates assessment practice expectations to teachers, students and whānau using appropriate means.
- regularly collects evidence to provide feedback to guide individual learning and inform community decision making.
- supports the Principal's Nominee to ensure that assessment practices meet NZQA rules and school requirements.
- monitors, reviews and improves the validity of assessment, including moderation and data, to ensure students receive a quality experience.
- provides professional development to support teachers to be confident about assessment and quality assurance requirements.
- ensures succession planning occurs for the Principal's Nominee role.

## ***Effective practice that supports credible assessment for students – internal***

### **Teachers**

- design tasks and prepare students adequately to enable them to present valid, verifiable and authentic evidence.
- include classwork and practice tasks to signpost progress to students and enable reporting of the student's best performance.
- strategically verify grade judgements on a sufficient sample of student work to assure consistency with the standard in a timely manner.
- engage with the online external moderation application, including suggesting standards for external moderation, queries and appeals as appropriate.
- evaluate the effectiveness of internal moderation and external moderation feedback.
- resolve identified issues in external moderation.

### **Students**

- understand that results are moderated.

### **Management**

- holds current sub-contracts, Memoranda of Understanding with external providers where required, or dual enrolment with Te Aho o Te Kura Pounamu.
- monitors the completion of internal moderation to ensure only verified results are reported to NZQA.
- monitors external moderation outcomes to evaluate the effectiveness of its internal moderation for processes.

## ***Effective practice that supports credible assessment for students – external***

### **Teachers**

- prepare students adequately, including the opportunity to practise providing authentic work using the exam experience, along with working through past exams, exemplars and activities in class and/or at home.
- provide opportunities to gather valid, authentic and verified or justified evidence to signpost progress to students and for derived or unexpected event grades.
- provide clear guidance about the process, requirements and rules of exams.
- acknowledge and support the authority of the Exam Centre Manager in managing exams and collaboratively carry out their delegated duties.
- resolve issues identified by external exam verifiers.

### **The Exam Centre Manager**

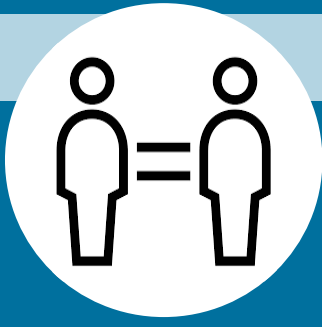
- follows NZQA requirements in managing exams, delegates responsibilities as appropriate and clearly communicates expectations.

### **The Principal's Nominee**

- collaborates with the Exam Centre Manager to monitor, review and improve the management of exams to ensure students receive a quality experience.
- arranges for students to sit at an approved exam centre via a Memoranda of Understanding if their school is not an exam centre.

### **Management**

- plan for succession of examination centre management.
- identify and implement resourcing, logistical, technical and health and safety requirements for exam centres.



# Equitable Access

## Students have opportunities for achievement when:

- assessment of learning meets the educational needs of all students
- special assessment conditions support fair assessment
- data enables monitoring of achievement and appropriate interventions
- results report progress
- review ensures equitable opportunity for achievement.

## ***Effective practice that supports equitable access to assessment and qualifications***

### Teachers

- differentiate assessment modes and activities to provide for student interests, needs and their context.
- provide fair and transparent assessment practice which is communicated effectively and monitored for consistency, including resubmissions and further assessment opportunities.
- report complete and accurate data to NZQA to meet published deadlines.
- check the accuracy of entries and results, including external provider codes using available reports, and resolve issues.
- monitor student progress, including through the NZQA provider login, and assessment interventions for effectiveness.
- identify and support at risk students and monitor assessment interventions for effectiveness.
- investigate and evaluate data patterns, including students' entries and results, longitudinally, and for variance between internal and external achievement.
- systematically record and report student achievement and maintain a reliable system for archiving results.
- ensure the privacy of student results.
- report results of transferring students to their new school.
- apply for Course Approval for any courses intended exclusively or mainly for international students as required by section 4E of the Education Act.

### Students

- can access Special Assessment Conditions.
- can register and log in to NZQA website to check the accuracy of entries and results and monitor progress.
- experience positive conditions of assessment and assessment processes.

### Management

- reviews ease of student access to opportunities including the use of Special Assessment Conditions, derived grades, reviews and reconsiderations.



# Evaluation of Outcomes

## Students have feedback that leads to improvement when:

- review identifies improvement and leads to action.
- evaluation of achievement outcomes informs strategic and annual goals.

## ***Effective practice that supports equitable access to assessment and qualifications***

### Management

- collects regular feedback from all stakeholders on student achievement.
- uses data to monitor and report progress against strategic and annual goals and evaluate equity of student access.
- uses results of self-review and evaluation to make improvements and update strategic and annual goals to reflect community aspirations and expectations for its students.
- matches resourcing and professional leadership to achievement goals.
- follows up on NZQA's external review recommendations and findings.