MANAGING NATIONAL ASSESSMENT REPORT

Te Kura Kaupapa Māori o Wairarapa

June 2015

Managing National Assessment Review

The purpose of reviewing the management of national assessment is:

- to help kura achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2015* (Assessment Rules); and

- to confirm that kura are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess, in combination with the most recent Education Review Office report.

The review has three components:

- The annual external moderation of assessment materials and of kaiako grade judgements for ākonga work selected by the random-selection process.

- A random sampling of aspects of assessment systems and data for review or audit on an annual basis.

- A visit to review the assessment systems of each kura at least once every four years.

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Managing National Assessment Report

This report summarises NZQA's evaluation of how effectively the school:

- has addressed issues identified through the three components of NZQA's managing national assessment review and through the school's own internal review

- manages assessment practice for national qualifications

- manages internal and external moderation

- manages and makes use of assessment-related data

- maintains the currency of assessment policy and procedures, and communicates them to staff, ākonga and whānau.

In preparing this report, the School Relationship Manager met with the Principal's Nominee.

The school also provided pre-review information and the following documents:

- *Te Kura Kaupapa Māori o Wairarapa National Qualifications Procedures Staff Handbook – NCEA 2015*

- *Te Kura Kaupapa Māori o Wairarapa National Qualifications Framework Student Handbook – NCEA 2015*

- *Te Kura Kaupapa Māori o Wairarapa Student Achievement Policy*

- course assessment statements

There was a report-back session with the Acting Tumuaki, Board of Trustees Chairperson and the Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies and next steps and to agree on any action required.

OVERVIEW

Te Kura Kaupapa Māori o Wairarapa

17 June 2015

The Principal's Nominee at Te Kura Kaupapa Māori o Wairarapa has developed a range of assessment practices that enable her to gather valid, authentic and verifiable evidence of ākonga achievement. The grades awarded from this evidence are put through effective internal moderation procedures before the kura accurately reports them to NZQA.

The assessment needs of ākonga are effectively catered for by the kura, Te Aho o Te Kura Pounamu and a local high school with which the kura has made an arrangement. The Principal's Nominee has established the academic goals of ākonga and effectively tracks their progress towards meeting qualification requirements so that support can be provided if required.

The kura has few processes in place that would allow it to adequately test ākonga and make appropriate applications for special assessment conditions. Management have agreed to develop processes to better identify those who might be entitled to special assessment conditions to remove barrier.

Supported by the School Relationship Manager, the kura has reviewed and revised its handbooks for ākonga and kaiako. These now provide comprehensive, current and consistent assessment information that will, as the roll increases, allow new kaiako to meet the expectations of the kura.

Communications with ākonga and whānau are effective. Management intend to further improve these by investigating a portal to the student management system. This would provide assessment information as well as up-to-date results for ākonga and whānau to track progress towards qualifications.

Next Steps

No significant issues   This review did not identify any significant issues that would prevent the kura from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

Agreed action   However, NZQA and senior management agree on the following actions to further refine assessment practices. Senior management undertakes to:

- develop processes to better identify ākonga who may be entitled to special assessment conditions

- investigate how assessment information could be effectively shared with ākonga and their whānau through a student management system portal.

Next Managing National Assessment review   As a kura that has recently gained consent to assess, it is anticipated that the next Managing National Assessment review will be conducted within two years.

Ian Munro
Manager
School Quality Assurance and Liaison

7 August 2015

NZQA

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FINDINGS OF THIS REVIEW

Response to External and Internal Reviews

Previous external reviews

Evidence was sought that external review recommendations and findings have been appropriately and effectively addressed. (CAAS Guidelines 3v)

This is Te Kura Kupapa Māori o Wairarapa's first Managing National Assessment review. There are, therefore, no recommendations or findings to be addressed.

External moderation follow-up   The kura submitted material for all four standards on their moderation plan in 2015. There was a high agreement rate between NZQA moderators and the assessing kaiako of grades awarded to ākonga. Follow-up was required for one standard that was assessed in 2014, and the Principal's Nominee provided evidence of reflection on the report and the action taken in response.

Internal review

Evidence was sought that the kura was effectively using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

The kura started assessing ākonga again after a break of two years in 2014, when a Year 11 ākonga returned to the kura mid-year. The Principal's Nominee, with support from the School Relationship Manager, has reviewed most of the assessment processes and procedures since then. The kaiako and ākonga handbooks have been reviewed and revised so that they now contain comprehensive, current and consistent assessment information.

Following assessment of several standards this year, the kura is reviewing how it will gather evidence for research-based standards. The Principal's Nominee has identified that far more structure and scaffolding in research projects is required for ākonga to achieve grades at higher levels. These requirements will be addressed with changes to the assessment tasks used.

No required action

No issues with the response by the kura to NZQA external reviews and its self-review of assessment systems and practice were identified during this review.

Assessment Practice

How does the assessment practice of the kura allow for the effective management of assessment for national qualifications? (CAAS Guidelines 2.5v-vii, 2.6, 3)

Te Kura Kaupapa Māori o Wairarapa has effective processes and procedures for:

- establishing the academic goals of ākonga

- providing individual programmes, or making arrangements with Te Aho o Te Kura Pounamu, to meet the individual assessment needs of ākonga

- managing ākonga self-directed learning and assessment opportunities so that ākonga rarely miss deadlines or have to request extensions

- developing assessment tasks that collect valid evidence for assessment in more than one standard

- managing the authenticity of work submitted by ākonga

- monitoring literacy and numeracy and tracking ākonga progress towards meeting qualification requirements, and providing necessary support if required

- establishing a relationship with a neighbouring school so that ākonga can sit examinations at their examination centre.

The kura is small enough to have a flexible timetable to meet the needs of individual ākonga. This allows courses to be taken offsite and by distance learning.

The kura lacks processes to identify ākonga who could be eligible for special assessment conditions   The Principal's Nominee discussed how the kura has no ākonga eligible for special assessment conditions this year. It is still developing the processes it will need to identify those who may be entitled to use these types of conditions to remove barriers to achievement. These conditions are available to ākonga who have sensory, physical, medical and/or learning difficulties/disabilities that might be able to be overcome or reduced considerably with appropriate assistance. One Year 10 ākonga is being tested with the intention of making an alternative evidence application for them in 2016.

Ākonga provide evidence of achievement in a variety of formats   Ākonga keep written evidence of achievement in portfolios. Some of this is collected and assessed digitally, as all ākonga have access to digital devices and are making increasing use of these. Video evidence is also used, especially for performance standards. This evidence is in some instances used for multiple standards, such as when ākonga compose and then deliver waiata. The kura is exploring how it can securely store digital evidence to ensure the authenticity of the work collected.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- develop processes to better identify ākonga who may be entitled to special assessment conditions.

Moderation

How effectively does kura internal and external moderation assure assessment quality? (CAAS Guidelines 2.6, 3)

Te Kura Kaupapa Māori o Wairarapa has effective processes and procedures for managing:

- the critiquing of tasks to ensure they are valid and fit the current kaupapa marau

- links with subject experts from within, or outside of, the kura to verify grades awarded around grade boundaries for a purposefully selected sample of ākonga work

- the collation of internal moderation evidence prior to reporting results to NZQA

- the secure storage of assessment material and ākonga evidence

- the random selection of ākonga work for external moderation, where necessary, using a process that meets NZQA requirements

- responses to external moderation and subsequent follow-up for identified issues.

Both internal and external moderation processes follow NZQA recommendations and are followed by the Principal's Nominee as she manages assessments for the ākonga.

An effective and transparent two-step process has been set up by the Principal's Nominee to ensure that, although she is presently the only kaiako assessing for qualifications at the kura, there is a separation between moderation and reporting results. Evidence was presented during the review that effective internal moderation processes are followed and documented on internal moderation cover sheets. The verified results recorded on the coversheets, that are filed separately, are reported to NZQA at key dates.

The procedures the Principal's Nominee has established will allow for effective monitoring of both internal and external moderation as the kura grows and more kaiako become involved with assessing for qualifications.

No action required

No issues with internal and external moderation by the kura were identified during this review.

Data Quality and Use

How effectively does the kura manage and make use of assessment-related data?
(CAAS Guidelines 2.6, 2.7, 3)

Te Kura Kaupapa Māori o Wairarapa effectively:

- **manages assessment-related data by:**
    - timely reporting of results
    - ensuring all entries have a result reported for them
    - only reporting results that have been through the moderation process
    - holding current memoranda of understanding with external providers and using the correct provider codes for assessment undertaken by them
    - using the Key Indicators and data file submission reports to check for and correct any reporting errors.

- **uses assessment-related data to:**
    - track and report on ākonga progress towards meeting qualification goals
    - reflect on the effectiveness of the teaching, learning and assessment programmes associated with each standard assessed

The kura has plans to ensure ākonga are able to monitor their own academic progress The Principal's Nominee reported on the plan to support the registration of all ākonga to use their NZQA learner login. This will happen once NZQA supplies the kura with National Student Number cards for their ākonga. They will also be encouraged to download the NZQA mobile phone app. Used together, the Learner login and app will enable ākonga to monitor their own academic progress towards qualifications and endorsements.

No action required

No issues with the management and use of assessment-related data by the kura were identified during this review.

Communication

How effectively does the kura maintain the currency of assessment policy and procedures, and communicate them to kaiako, and ākonga and their whānau?
(CAAS Guidelines 2.4i(f), 2.4v, 2.6, 2.7ii, 3)

Te Kura Kaupapa Māori o Wairarapa has effective processes and procedures for:

- maintaining the currency of assessment policy and procedures
- communicating assessment policy and procedures to kaiako, ākonga, and their whānau
- ensuring ākonga are provided with assessment information about their courses.

Comprehensive and current documentation provided for kaiako and ākonga
The Principal's Nominee has reviewed the handbooks for kaiako and ākonga and these provide assessment information that is comprehensive, current and consistent. The kaiako handbook is available digitally and has hyperlinks to NZQA webpages. As the kura grows this information will facilitate the development of consistent assessment practice.

Communication with whānau is excellent   The size of the kura has allowed the Principal's Nominee to contact all whānau directly. Discussions have centred around ākonga assessment workloads, their understanding of the NCEA qualifications and authenticity requirements. Whānau are also informed by text when ākonga gain credits by achieving a standard.

The student management system has a portal that will allow ākonga, and their whānau, direct access to assessment information, including results as soon as they are entered. Management see the potential for this facility and have agreed to investigate its use.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to kaiako, ākonga and their whānau. Senior management undertakes to:

- investigate how assessment information could be effectively shared with ākonga and their whānau through a student management system portal.

APPENDIX – SCHOOL PROFILE

Te Kura Kaupapa Māori o Wairarapa

Consent to Assess (formerly Accreditation) granted   09/09/2010

Background   The kura was granted Consent to Assess standards in 2010, but only assessed ākonga for two years. No assessment took place in 2012 or 2013 and only one ākonga, who returned mid-year, had results reported for them in 2014. This is the first Managing National Assessment review.

Number of NCEA candidates*

2012	**0**
2013	**0**
2014	**1**

Number of participating NCEA candidates**

2012	**0**
2013	**0**
2014	**1**

Number of results reported by school

2014	**28**

Number of external entries made by school

2014	**0**

Number of results reported with an external provider code

2014	**14**

Signatory to the Code of Practice for the Pastoral Care of International Students   No

Course approval for courses mainly or exclusively for international students   No

*NCEA candidates are those Year 11-13 ākonga who the school entered in at least one standard in the particular year.

**Participating NCEA candidates are those Year 11-13 ākonga who, in conjunction with credits gained in previous years, have been entered in sufficient credits in the particular year to achieve an NCEA qualification by the end of that year.