

# **Managing National Assessment Report**

## **Titikaveka College**

**June 2023**

# FINDINGS OF THIS REVIEW

## Titikaveka College

22 June 2023

### Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to respond to this issue.

As a school that is not effective in aspects of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within two years to check that these issues are being addressed.

### Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	<b>External and internal review</b>		
3v	follow-up external review recommendations and findings	<p>The school is required to respond to external review findings in the previous MNA reports of 2017 and 2019, in particular:</p> <ul style="list-style-type: none"><li>• developing an effective follow-up process for external moderation requiring staff to document their action plans and monitor them for completion</li><li>• developing a process to provide students with sufficient information about NCEA at the beginning of the year before they commence an assessment programme</li><li>• developing practice examinations that meet NZQA requirements for providing authentic and quality assured grades for potential derived grades.</li></ul>	Immediate

## Actions and considerations

### Agreed actions

The school agreed that these actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
To develop a process to ensure all staff understand NZQA and school assessment policies so that assessment practice is consistent across all staff	By the beginning of 2024
To develop a process to ensure that all entries have a result or are withdrawn before 1 December so that the school can accurately track and monitor student progress towards gaining a NCEA qualification	By the last data submission on 1 December
<b>Internal moderation to ensure the reporting of credible results</b>	
To document assessor and verifier decisions on the internal moderation coversheet so it can be used as a benchmark for future assessments	Immediate

### For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- sharing external moderation feedback with verifiers and subject advisors at the Cook Islands Ministry of Education to help support understanding of the standard
- liaising with the Cook Islands Ministry of Education to supply teachers with an Education Sector Login to access the external moderation application, so that they can use the query and appeal functions of the report
- including whole school discussions about NCEA review in scheduled staff meetings to capture any improvements that staff may identify
- developing their authenticity policy to include the risk of artificial intelligence

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and discussing this with students.

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22 August 2023

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## External and internal review

### External review

*Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

#### **Action Items from 14 May 2019 Managing National Assessment Report**

There were three action items from the 2019 report to address a significant issue. The significant issue was the failure to follow-up on recommendations and findings from the 2017 Managing National Assessment report (CAAS Guidelines 3v). The school was required to:

- use its self-review and evaluation processes to identify areas for on-going improvement and then action (CAAS Guidelines 3iv)
- follow-up external review recommendations and findings (CAAS Guidelines 3v)
- provide accurate and sufficient information to students about assessment processes (CAAS Guidelines 2.4i).

Following up external review recommendations and findings and providing accurate and sufficient information to students have yet to be effectively addressed. These remain significant issues.

It is critical that the school completes the required actions so that they can ensure that staff understand and follow quality assurance processes, students are aware of all assessment processes, and that the school's Consent to Assess Against Standards is maintained.

Self-review is happening but could be strengthened with a formalised school-wide approach. This is discussed further in the Internal Review section of this report.

There was an agreed action to ensure that school practice examinations can provide valid, authentic, standard specific evidence for generating derived grades. These have yet to be put in place. Without a process that meets NZQA guidelines, the school cannot assure that valid quality assured grades are being submitted for potential derived grades.

#### **External moderation processes and response to outcomes**

An effective follow-up process to respond to external moderation outcomes must be implemented. This was a required action from the 2017 report.

An effective process requires staff to document with the Principal's Nominee the actions they intend to take in response to an identified issue and the timeframe for completion. The Principal's Nominee can then monitor the completion of the plan to ensure that the required actions are carried out before a standard is assessed again, and evaluated for their effectiveness in resolving the issue. This required action needs to be implemented within the 2023 external moderation cycle.

An additional step the school could make to further strengthen this process is teachers sharing the outcome of external moderation with their verifier. This would add robustness to the process, particularly for Not Consistent and Not Yet Consistent judgements. In some cases, the verifier has also made judgements that are not at the

standard and they would benefit from feedback to improve their understanding of the standard. The verifier could then assist with the development of the action plan to respond to the feedback and the subsequent evaluation of its effectiveness.

The school could also consider sharing this feedback with a subject advisor at the Cook Islands Ministry of Education, if one is available. This could potentially enable more support for teachers to help them understand the standard and make appropriate adjustments to how they are assessing.

Teachers would benefit from having access to the External Moderation application to view their external moderation reports. This would allow them to use the Query and Appeal functions of the application so that they may question or appeal a moderator's decisions and gain a better understanding of a standard in doing so. Teachers who are new to standards-based assessment would find this especially useful for building their assessing capability. Moreover, with the implementation of the new NCEA Level 1 achievement standards in 2024, all teachers will need feedback on these new assessments. The school should consider liaising with the Cook Islands Ministry of Education to supply teachers with an Education Sector Login to gain access to the application.

The school's recent historical external moderation outcomes have been very good with high agreement rates between assessor and moderator judgements. However, in 2022, there was a marked decline in the agreement rate. This reinforces the need to strengthen the external moderation response process to improve teacher understanding of the standards they are assessing, and so that senior leadership can be confident that only quality assured results are submitted to NZQA.

## **Internal review**

*Evidence of the school 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)*

Strengthening self-review processes must now become a priority for senior leadership. Titikaveka College is using self-review to identify areas for improvement but is not enacting possible areas for improvement through missed opportunities to share ownership of assessment processes and practices with staff.

Teachers review their courses using data from results to inform potential changes within their subjects. Their review is reported to the Principal at the beginning of the year but not discussed as a whole staff to identify school-wide areas for improvement. Teachers interviewed have ideas for actions or strategies that would improve assessment, not only in their subject areas but possibly across the school. An example includes using vocabulary templates for literacy strategies, such as a standardised format for writing conclusions. The school has scheduled staff meetings for NCEA throughout the year and these are an opportunity for staff and senior leaders to discuss possible actions or strategies for improving assessment and creating plans to implement them. Sharing the ownership of self-review with staff in this manner would strengthen the school's self-review process.

**Focus on improving literacy and numeracy** Senior leaders have used school data and its self-review process effectively to identify a need to focus on improving student literacy and numeracy. This is an appropriate course of action.

The Principal's analysis of school data showed that student literacy and numeracy performance is not tracking at a rate where students could confidently sit the new NCEA corequisite in year 10. This is particularly the case with writing skills. In 2022, to help ensure all year 10s were best prepared to attempt the co-requisite, the school began a focus on specifically teaching literacy and numeracy skills in every subject area, beginning in year 7. All teachers of NCEA subjects are expected to teach these skills.

**Preparing for NCEA Level 1 implementation** Titikaveka College is actively preparing for the implementation of the new NCEA Level 1 achievement standards in 2024. The school is participating in the Review of Achievement Standards with most subjects involved in piloting assessments in 2023. Teachers are also receiving professional development in their subject areas with support from the Cook Islands and New Zealand Ministries of Education. The school's participation in the pilots is helping to ensure that it is well positioned to implement the new standards.

## **Credible assessment practice to meet student needs**

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023.*

**Assessment information needs to be effectively communicated** The school needs to develop an effective system to provide information about NCEA to staff and students.

Students must be provided with accurate and sufficient information about assessment processes before they begin a NCEA programme. This was a required action from the 2019 report. At the time of this report, the student handbook had been updated but was yet to be provided to students. Providing the handbooks to students at the beginning of each year during a senior assembly could be a method for ensuring that students are informed about the NCEA qualification, the school's assessment policies and procedures, and their rights and responsibilities.

The school needs to develop a process to ensure staff have a good understanding of NZQA's and the school's assessment policies. The staff handbook has been updated but staff have a variable understanding of NCEA assessment policy that could lead to inconsistent practice. Some staff do not have a clear understanding about resubmission and further assessment opportunities. Revising assessment policies and procedures with staff at the beginning and periodically throughout the year will help to ensure a consistent understanding and improved practice.

Staff who are new to assessing NCEA would benefit from extra support in their initial year. This would help to provide senior leaders with confidence that quality assurance processes are being followed.

**Valid evidence gathering for derived grades required** The school needs to develop practice examination procedures that meet NZQA guidelines. This was an agreed action from the 2019 report. Currently, many teachers use previous years' papers downloaded from the NZQA public website. Students could potentially view the assessment schedule before attempting the assessment. This would invalidate their results.

A system is needed to ensure that practice examinations are critiqued and grades verified before they are submitted to NZQA as potential derived grades. The school could investigate collaborating with other schools to create, critique and verify practice examinations. It could also work with the Cook Islands Ministry of Education to help facilitate this process.

**Improving data management to support student tracking and monitoring** The school's management of student entries needs improving to better support the tracking and monitoring of student progress and to meet NZQA expectations.

NZQA's expectation is that all entries should either have a result reported or be withdrawn by the 1 December file submission. The school has a high number of internally assessed standards that have entries with no results recorded against them at the end of each year. The school needs to develop a process to ensure that entries for standards are accurate at the beginning of the year and to check any that have outstanding results before the final file submission. Having accurate entries allows the school to determine if a student is entered in sufficient standards to gain a qualification or endorsement, to monitor students' achievement in the standards entered effectively, and to identify any missing results from assessed standards.

**Maintaining a current authenticity policy** In light of the new challenge that artificial intelligence is posing to ensuring the authenticity of student work, the school should consider developing a policy now to mitigate future risk. Students interviewed for this report are aware of artificial intelligence apps such as ChatGPT and how these could be used, but are not currently using them. This knowledge poses a potential risk to the credibility of future assessments if not mitigated. Currently, the school has good practices for ensuring the authenticity of student work. Including artificial intelligence in their authenticity policy and discussing with students the appropriate and inappropriate methods of using it will help to maintain a strong practice for the future.

## **Internal moderation to ensure the reporting of credible results**

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023.*

**Strengthening the internal moderation process** Grade decisions for both the teacher and verifier need to be documented on the internal moderation coversheet, especially where there is disagreement, and the original grade decision remains unchanged and submitted to NZQA. The Principal's Nominee currently follows up with the teacher if the verifier disagrees with assessment grade decision. This can include further discussion between the teacher and verifier. These discussions and decisions need to be documented so that the teacher and verifier can then refer back to these comments if the standard is submitted for external moderation, and used when reviewing and responding to feedback. This will help them to either clarify or confirm their understanding of the standard, creating a benchmark exemplar for future use and improving the rigour of the process.

Titikaveka College uses the verification process coordinated through the Cook Islands Ministry of Education effectively. Internal assessment materials are sent for critique before use and for grade verification to subject experts outside of the school. Teachers use an internal moderation cover sheet to document the process and email

this to the Ministry of Education. The Principal's Nominee tracks and monitors material that is sent and returned.



# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Titikaveka College has effective processes and procedures for meeting the assessment needs of its students by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- providing opportunities for digital assessment.

**Titikaveka College has effective processes and procedures for:**

- managing missed or late assessment
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- safeguarding student privacy in the issuing of student results.

## Effective internal and external moderation to assure assessment quality

**Titikaveka College has effective processes and procedures for managing internal moderation by:**

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school.

**Titikaveka College has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements.

## **Effective management and use of assessment-related data**

**Titikaveka College effectively uses assessment-related data to support achievement outcomes for students by:**

- monitoring and tracking student progress
- reporting to the Principal an annual analysis of NCEA achievement.

**Titikaveka College reports accurate achievement data by:**

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors.

## **Effective communication to inform staff, and students and their families about assessment**

**Titikaveka College has effective processes and procedures for:**

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement.

**Titikaveka College assists common understanding of assessment practice by:**

- holding NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

## Appendix 2: Overview

### What this report is about

This report summarises NZQA's review of how effectively Titikaveka College:

- has addressed issues identified through 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
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

### Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2023* (Assessment Rules).

### What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school's consideration to enhance good assessment practice.

### What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every two years.

## How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Staff Handbook 2023, Titikaveka College*
- *Student Handbook 2023, Titikaveka College*
- *NCEA Assessment Policy, Titikaveka College 2021.*

The School Relationship Manager met with:

- the Principal and teacher of Science
- the Principal's Nominee and teacher of Cook Islands Maori
- Teachers in Charge of:
  - English
  - Information Technology and Physical Education
  - Mathematics
- three students.

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

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

## Background

Titikaveka College is a secondary school on Rarotonga in the Cook Islands, for the Vaka Takitumu. It annually assesses students for New Zealand national qualifications at Level 1. At the end of Year 11 some students either transfer to Tereora College on Rarotonga or move overseas to continue with their education.

The school offers a core range of subjects including English, Mathematics and Science. Additional choices depend on staff capability and student interests. Annually in November, the school is an examination centre for its students entered in externally assessed standards.

For many students, Cook Island Maori is their first language with English their second language.

To provide support for their management of assessment for national qualifications, Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years.