

**Managing National Assessment
Report**

School Assessment Systems

2008

Reporoa College

Report on Managing National Assessment School Assessment Systems 2008

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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 29 July 2008. The SRM met with the Principal's Nominee to review progress since the last visit on 30 March 2005 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 Heads of Department or Teachers in Charge of English, Physical Education, Science and Social Sciences to check that the school's policies and procedures are consistently and effectively applied. There was a report-back session with the Principal's Nominee, Principal and Assistant Principal 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

2005 Managing National Assessment Report (QA Standard 1.3v)

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

Reporoa College has addressed all but one of the fourteen action items in the 2005 MNA report. The school was asked to consider documenting details of how the submission of late work is handled in departments and this will be covered in the main body of this report.

Review of Policy and Procedures (QA Standard 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.

The policy document *NQF Procedures Handbook 2008* contains information for staff and has been updated to include information about reporting Not Achieved grades. The document is reviewed annually by the Principal's Nominee and the senior management team. The *NQF Student Procedures Handbook 2008* also includes assessment procedures, information about qualifications and certificate endorsements.

Some changes are required in the staff document: the school should develop a missed and late assessment policy; and as stated in the staff document include the external

moderation response form and the recording of results sheet as appendices to the staff document.

Additions are required in the student document. The school should include brief statements about special assessment conditions, further assessment opportunities, authenticity and missed and late assessments. The latter should include a statement that a consequence of wilful absence from an assessment will result in the reporting of a Not Achieved result. The misconduct statement should be extended to include other breaches apart from authenticity and plagiarism.

Course outlines and assessment statements It was noted that the teachers interviewed had various formats for presenting course outlines and assessment statements to students. The school should consider developing a template to an agreed format. Such a template should include, as a minimum, a table setting out the registered standard numbers, full standard titles, versions, credit values, assessment modes and a space for students to track their provisional results. The standards could well be listed in the order of assessment or submission deadline with an indication of the expected timing. Publishing such a template for all courses would provide students with access to complete, comparable and consistent information across their courses. A good example to use would be the physics course outline.

Missed and late assessments The school has no overall policy on the submission of late work, missed assessments or extensions as recommended in the 2003 MNA report. Schools are approaching the issue of missed assessments, which range from failure to achieve the standard to submitting work late, by identifying four scenarios in their policy:

- 1) missed assessment because of school trips (eg field trips, sports or music events)
- 2) missed assessment for reasons beyond the student's control (eg sickness and bereavement)
- 3) "self-interest" absence (eg family holidays)
- 4) "wilful" absence, which could include students refusing to hand in tasks simply so that they can do the assessment at a later date.

The outcomes for each scenario could include:

- use of accumulated standard-specific evidence to award a grade
- provision of another opportunity to assess the student
- rescheduling the assessment at an agreed time
- awarding a Not Achieved grade.

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.*

All departments use the *Internal Moderation Checklist* to record each of the five steps in the internal moderation process:

- Critique (and modify) materials before use
- Ensure consistency between classes
- Verify grades with another specialist (and list filed samples of student work)

- Maintain understanding of the national standard
- Review materials after use and confirm or modify for future use.

External moderation On the whole Reporoa College's history of external moderation has been good and the Principal's Nominee follows up on any issues identified by the process. New teachers have been employed in departments where the school saw the need to improve the teaching and learning within them.

Accreditation The SRM saw memoranda of understanding the school has in place with other schools to be able to provide or to receive video conference learning for students through its VOLCANICS and CORONet clusters. The school should ensure that it has memoranda of understanding (MOUs) in place with all of its outside providers including GATEWAY and STAR courses.

Quality Management Systems Documentation (*QA Standard Section 2, page 7*)

Evidence was sought that the school's Quality Management Systems (QMS) documentation meets the requirements of the Quality Assurance Standard for Accreditation of Secondary Schools, May 2004.

The school is in the process of updating the QMS documentation to bring it in line with the *Quality Assurance Standard for Accreditation of Secondary Schools*. Completing this is a prerequisite to submitting any future applications for extension of accreditation and must be completed as soon as possible and prior to the end of Term 3. Failure to update this document will result in the school not being able to make entries or report student results to NZQA in 2009.

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 KAMAR. Results are entered on the central database by teachers after completing an assessment and are forwarded to NZQA on a regular basis by the Principal's Nominee. Only results that have been checked and verified should be submitted. Therefore the section in the staff document about recording of results should include a reminder to staff that:

- results should be checked by students when they receive them back from the teacher
- a summary of results should be verified by each student near the end of the year.

Analysis of results HODs analyse data at subject level and use the results to inform their teaching and learning programmes, including the forms of assessment used, the amount of assessment, class placement of students and to report to the Board of Trustees as required. This information is provided to the Principal who then does an annual school-wide analysis of student achievement.

Action Items

The number and nature of action items below do not indicate a lessening of standards within the school, but rather advocate greater refinement of policy and practice.

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:

- review the student document to include brief statements about:
 - special assessment conditions
 - further assessment opportunities
 - authenticity
 - missed and late assessments including a statement that the reporting of Not Achieved results will impact on the consequences of wilful absence from assessment
- extend the misconduct statement in the student document to include other breaches other than authenticity and plagiarism
- develop and include a missed and late assessment policy in the staff document
- ensure that it has memoranda of understanding (MOUs) in place with all of its outside providers
- ensure that only results that have been subject to an internal moderation verification process be submitted to NZQA
- ensure results are checked by students when received from teachers
- ensure a summary of results be verified by both students and teachers near the end of the year
- complete the update of the QMS document by the end of Term 3.

In line with good practice as seen nationally, the school should consider:

- including the external moderation response form and the recording of results sheet as appendices to the staff document
- developing a course outline template to an agreed format.

Commendations

Reporoa College is commended for the manner in which it has responded to the recommendations contained in the 2005 MNA report. The school is also 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.