

# Managing National Assessment Report

**Rangitīkei College**  
August 2022

# **FINDINGS OF THIS REVIEW**

## **Rangitīkei College**

**24 August 2022**

### **Consent to assess confirmed**

This review found that the school is effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

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

## Actions and considerations

### Agreed actions

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

Action	Timeframe
<b>External and internal review</b>	
Strengthen response to external moderation feedback to ensure that it is effective.	Within 12 months.
Ensure internal department review aligns to school priorities by regularly reporting to senior leaders and the Board of Trustees.	Within 12 months.
<b>Internal moderation to ensure the reporting of credible results</b>	
Strengthen verification documentation to support future assessment judgements.	Immediate.



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23 November 2022

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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 10 May 2018 Managing National Assessment Report** There were no agreed action items in the previous report.

**External moderation processes and response to outcomes** Curriculum leaders and teachers review moderator reports and document their response including actions taken to address issues. The initial response is documented well by teachers and monitored by the Principal's Nominee who oversees the process.

The next step is for school leaders to provide further quality assurance by following up on action plans to ensure they are completed and effective in addressing the identified issues.

### 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)*

**Review supports curriculum decision-making focused on meeting student needs** Department leaders and teachers review assessment outcomes to make decisions about course content and assessment planning. Student feedback from Rongohia Te Hau surveys and from mentoring sessions is also reviewed to ensure that student assessment goals are understood by all stakeholders and inform teaching programmes and assessment priorities.

In 2021 School leaders identified change was required to better support all students to track and evaluate their progress towards achieving their assessment goals and have greater opportunity to make changes to courses during the year. Curriculum leaders determined that a semester-based approach to courses would better support students to manage decisions about their learning and assessment with the guidance of their academic mentors. The next step is for senior leaders to evaluate the impact of this change on assessment outcomes for students.

### Principal's Nominee provides effective leadership of assessment practice

She works alongside curriculum leaders to review and agree consistent approaches to assessment and moderation. Her oversight of achievement data and monitoring for completion of expected processes provides senior leaders with confidence that results reported to NZQA are credible.

**Strengthen oversight of internal review** Teachers and school leaders identified that departmental internal review practices would be strengthened by being better aligned with school-wide strategic planning and goals. This should include regular reporting to Senior Leadership and the Board of Trustees. Reporting should include evaluation of the effectiveness of assessment programmes and courses in meeting student needs – particularly in light of the change to semester-long courses.

## Credible assessment practice to meet student needs

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)*

### **Effective tracking of student progress supports assessment planning**

Information about student progress towards qualifications is shared by senior leaders with all staff to promote a whole school approach to supporting learners to be successful. Where students are at risk of not meeting their academic goals, academic mentors support individual students to review, adapt and manage their plans and courses. For example, learners might re-think which courses to take or the mixture of internal and external assessment to focus on. Improved qualification outcomes for students at all 3 levels of NCEA provide some early evidence of the effectiveness of this approach.

### **Extension of curriculum options through engagement with external providers**

The school effectively manages a wide variety of options that provide opportunities for most students to access courses and assessment beyond what is available in the classroom. An eDean supports students to access distance learning through the NZ Online Teaching Learning Community in subjects not available at the school. Gateway, Trade Academies, Star Courses, and the U-Skills programmes run on and off-site by UCOL, further expand the access students have to assessment which meets their pathway needs.

## Internal moderation to ensure the reporting of credible results

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

**Effective verification processes ensure reporting of credible grades** Teachers at Rangitikei College use their networks to access verification of samples of student assessment work at grade boundaries. Some teachers work sole charge in their departments and therefore require grade verification by teachers outside of the school.

The Principal's Nominee supports the verification process to ensure that grade verifiers are appropriately selected and reviewed. She oversees the completion of the required processes by teachers who document internal moderation steps using the templated *Internal Moderation Cover Sheet*. This provides effective quality assurance of grading and ensures the school reports credible grades to NZQA.

**Strengthening of grade verification practice required** The quality of internal moderation would be strengthened by teachers focusing verification on samples of student work at grade boundaries and recording verification discussions consistently. Teachers verify samples of student work at grade boundaries, but most are verifying larger samples and often without recording much detail of decisions made. Good record keeping for well-chosen samples is an effective quality assurance measure which supports future assessment judgements, particularly if external moderation feedback differs from the grades awarded by the school. Verifying larger, untargeted samples is potentially a workload issue for teachers, which can be addressed without reducing the quality of assessment decisions.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

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

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

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

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Rangitīkei 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 grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Rangitīkei 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate.

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

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

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards.

**Rangitīkei 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
- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

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

### **Rangitikei College has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes.

### **Rangitikei College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and 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 Rangitikei 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, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (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 2022* (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 five 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 Assessment Procedures 2022* (Rangitikei College Staff Handbook)
- *Students: What you need to know about assessment at Rangitikei College* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
  - Māori
  - Mathematics
  - Physical Education and Health
  - Science
  - Social Sciences
  - Vocational Pathways
- Leader of Learning Area
  - English
- three students.

There was a report-back session with the Acting Principal, Deputy Principal and Principal's Nominee 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.