

# **MANAGING NATIONAL ASSESSMENT REPORT**

**Hillmorton  
High School**

**September 2016**

### **Managing National Assessment Review**

**The purpose of reviewing the management of national assessment is:**

- 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 2016* (Assessment Rules); and
- to confirm that schools 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 teacher grade judgements for student work selected by the school's 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 each school's assessment systems at least once every four years.

### **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, students and families.

In preparing this report, the School Relationship Manager met with the Principal's Nominee and Heads of Department for English, Physical Education and Health, Science, and Social Sciences.

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

- *Board Policy Statement, Assessment Policy 2013*
- *National Qualifications Framework Procedures 2016, Managing Assessment v1* (Staff and Student Handbook)
- Course Descriptions Years 11, 12 and 13.

There was a report-back session with the Principal and 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

## Hillmorton College

**8 September 2016**

### **Consent to assess confirmed**

The review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standard Rules 2011*.

Since the last Managing National Assessment Review, the school has reviewed its assessment practice and implemented changes that meet NZQA requirements. Therefore it is anticipated that the next Managing Assessment Review will be conducted within three years.

### **Areas of strength**

Hillmorton High school is developing an effective culture of self-review of NCEA assessment practices. Since the last review the school has resolved the three significant issues identified which concerned responding to external review, monitoring internal moderation, and ensuring staff and students were aware of the requirements of the privacy requirements

More effective communication has allowed the school to significantly improve its NCEA assessment practices. Following the appointment of a new Principal's Nominee in 2016, the school has reviewed all of its documented NCEA assessment procedures and practices. As a consequence, teachers interviewed for the review reported a better understanding of procedures and increased consistency of practice school-wide. Digital tools have been used effectively to communicate changes to assessment practice.

The school has developed NCEA assessment programmes and practices that meet the needs of its students. To allow students to present their best evidence for achievement opportunities, differentiation of assessment programmes between classes and within courses is practised school-wide. To engage students in assessment activities, contexts are changed to reflect students' interests and, where applicable, students are assessed when ready.

Since the last Managing National Assessment Report, internal moderation practice has become more robust with senior management now monitoring the process. All departments now file completed internal moderation cover sheets with the Principal's Nominee and those interviewed for the review were compliant with required internal moderation procedures.

The school uses data analysis to monitor student achievement progress, to track student progress towards qualifications, and to identify students at risk of not achieving. Checking processes ensure that entries and reported results are accurate.

The Principal's Nominee and Principal work together to support student achievement while meeting student needs and ensuring credible assessment.

**Areas for Improvement** Clarification when marking student work used to report derived grades is required to ensure the school is following current best assessment practice. All teachers should be reminded about the need to use a verification or justification process when marking student work used to report derived grades.

Internal moderation processes are now documented and monitored following the recommendation from the last review. However, completed documentation of moderated standards needs to be annually reconciled with actual practice, to ensure senior management can be confident all reported results are quality assured.

## **Next Steps**

**No significant issues** This review did not identify any significant issues that would prevent the school 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 action to further refine assessment practices. Senior management undertakes to:

- clarify the requirement to use a verification or justification process when marking student work that is used to report derived grades
- ensure senior management annually audit internal moderation processes for each department.

**Next Managing National Assessment review** Based on the outcome of this assessment systems check; it is anticipated that the next Managing National Assessment review will be conducted within three years.

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Manager  
School Quality Assurance and Liaison

7 November 2016

**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)*

**Action Items from 31 July 2014 Managing National Assessment Report** All items from this review have been actioned, including the three significant issues:

- follow up external review recommendations and findings (CAAS Guidelines 3)
- ensure internal moderation is adequately monitored by senior management (CASS Guideline 2.6iii)
- ensure that staff and students are aware that information on student achievement is managed in accordance with the Privacy Act 1993 (CAAS Guidelines 2.7iv)

**External Moderation** Responses to external moderation outcomes are documented and actively monitored by the Principal's Nominee using Google tools.

### Internal review

*Evidence was sought that the school 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)*

Since the last review the school has started to develop a culture of reviewing its NCEA assessment practices to ensure compliance with NZQA requirements. This was evident in:

- the review of all assessment procedures by the Principal's Nominee and the Assessment, Reporting and Profiling Committee. This review has allowed the school to move from a high trust model where it was assumed staff were compliant to one of establishing clear expectations and monitoring outcomes.
- the publication of a revised staff handbook to reflect current practice including internal moderation, external moderation, data checking, data analysis and modes of communication.
- school-wide professional development to ensure consistency of practice.

These initiatives indicate that the school now has the capacity to continue self-review of its NCEA assessment practices, fully utilising the NCEA model to meet the needs of its students and to ensure credible assessment.

### No action required

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

## Assessment Practice

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

### **Hillmorton High School has effective processes and procedures for:**

- managing missed and late assessment, student appeals of assessment decisions, breaches of assessment rules and resubmissions and further assessment opportunities
- supporting teachers to collect a range of evidence of achievement, particularly through the use of digital technology and naturally occurring evidence
- focusing on the quality of assessment outcomes by reducing the number of credits offered in courses
- meeting the requirements of the Privacy Act 1993.

### **Hillmorton High School has effective processes and procedures for meeting the assessment needs of their students. Teachers:**

- provide differentiated assessment across classes in the same subject and within courses
- review course design and change the context of assessment activities to meet student abilities and interests
- make portfolio and research-based assessments more manageable by "chunking" the assessment tasks
- where appropriate, assess students when they are ready
- increase the number of options available to students through the use of external providers, workplace assessment and links with local businesses
- identify students requiring special assessment conditions and resourcing their support
- set a school-wide target of all students gaining 14 credits in each course of study.
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**Derived Grade Clarification** The staff handbook documents the necessary procedures for reporting derived grades. However not all Heads of Department interviewed were using a verification process to ensure student work was marked at the national standard before derived grades were reported. All were unaware of the optional justification process. Senior Management agreed they would clarify these requirements with all teachers.

### **Agreed action**

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

- clarify the requirement to use a verification or justification process when marking student work that is used to report derived grades.

## Moderation

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

### **Hillmorton High School has effective processes and procedures for managing internal moderation which requires teachers to:**

- ensure internal moderation assessment activities are set to the national standard by having modified or new assessments critiqued by another teacher
- make assessment judgements consistent with national standards, by having a subject specialist verify purposefully selected samples of marked student work at grade boundaries
- record the completion of moderation processes on an *Internal Moderation Cover Sheet*, which is filed with the Principal's Nominee as part of the monitoring process by senior management
- keep benchmark exemplars to inform future assessment decisions.

### **Hillmorton High School has effective processes and procedures for managing external moderation by requiring departments to:**

- randomly select student work for external moderation using a method that meets NZQA requirements
- store randomly selected samples for all internally assessed standards, to ensure work is sent for external moderation
- provide a written report to the Principal's Nominee of external moderation outcomes, including planned actions if required.
- provide evidence of actions undertaken to address any issues which include the use of clarification documents, NZQA Best Practice Workshops, changing subject specialist's verifiers and in one case ceasing to offer the course.

**Monitoring of internal moderation could be strengthened** The Principal's Nominee monitors the completion of the internal moderation process for each result reported by requiring the *Internal Moderation Cover Sheet* for that standard to be stored in the shared departments moderation folder on the Google Drive. As the cover sheets are filed they are checked against the reported results.

Using a three-year department review cycle, senior management audits internal moderation processes. However, NZQA requires senior management to be confident that all results reported have been quality assured. Therefore, as discussed, the senior management person responsible for each department should reconcile the *Internal Moderation Cover Sheet* with actual practice annually, from a random selection of reported standards. This audit should be documented in the department's moderation folder.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure senior management annually audit internal moderation processes for each department.

## Data Quality and Use

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

### Hillmorton High School effectively:

- **manages assessment-related data by:**
  - timely reporting of results to NZQA
  - ensuring all entries submitted to NZQA have a result reported
  - using the NZQA Key Indicators to identify and resolve data errors
  - providing staff with tuition in the use of the student management system to support accurate entries and result submission
  - reconciling memoranda of understanding against external providers with reported results.
- **makes use of assessment-related data by:**
  - using NZQA statistical reports to analyse results comparatively and longitudinally to inform changes to course design
  - reporting to the Board of Trustees and Principal an analysis of NCEA achievement, including against school goals
  - actively encouraging students to use their NZQA Learner Login to monitor their progress

**Tracking student progress to improve achievement outcomes** The school effectively uses data to identify priority learners and those at risk of not achieving a qualification or Level 1 literacy and numeracy. This has contributed to steadily improving achievement rates for Level 1 literacy and numeracy.

Deans are responsible for providing appropriate support to identified students. This includes personalised assessment programmes, goal setting, opportunities for catch-up sessions and managing students into the workforce or further training through links with local businesses and tertiary providers.

### No action required

No issues with the school's management and use of assessment-related data were identified during this review.



## Communication

*How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to staff, and students and their families?*  
(CAAS Guidelines 2.4i(f), 2.4v, 2.6, 2.7ii, 3)

### **Hillmorton High School has effective processes and procedures for:**

- communicating assessment policy and procedures to staff, students and their families, using a range of methods
- supporting teachers new to the school through an induction process involving the Principal's Nominee and Heads of Department
- ensuring all assessment statements use the same template to provide consistent information to students in all courses offered
- ensuring information on financial assistance is widely distributed.

**Robust assessment practices through improved communication** The Principal's Nominee, since the last review, has effectively used digital tools to develop consistency of NCEA assessment practice school-wide. This was evident in initiatives such as the:

- review and publication of the staff and student handbooks with current practices linked to the NZQA website
- publication of video clips for staff that explain the school's assessment procedures for credible assessment, moderation, data accuracy and analysis
- establishment of a department moderation folder as a shared Google Doc to facilitate the monitoring of internal and external moderation procedures
- development of online assessment calendars available to students and caregivers for each year level, to support them to manage workloads
- publication of data summaries, as Google Docs, to allow each department to complete reflective annual analysis of results for school reporting and to inform course design.

All Heads of Department interviewed for the review attested that these communication initiatives have led to improved understanding and consistency of assessment practice school-wide. These communication processes will provide a platform for future effective self-review and refinement of NCEA assessment practice.

### **No action required**

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.

