

# **Managing National Assessment Report**

## **Zayed College for Girls**

**July 2018**

## What this report is about

This report summarises NZQA's review of how effectively Zayed College for Girls:

- 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

## 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 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; 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 2018* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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 including staff pre-review information
- *Zayed College for Girls New Zealand Qualifications Framework Taumata Matauranga a-Motu Kua Taea Assessment Procedures 2018* (Staff Handbook).

The School Relationship Manager met with the Principal's Nominee, three students, and Heads of Learning Area for English, Physical Education, and Science.

There was a report-back session with the Principal's Nominee and the Director of Pastoral Care 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 time of the review visit, the Principal was on leave and the Principal's Nominee was Acting Principal.

## Background

Zayed College for Girls is a state integrated special character Islamic secondary school for girls in Years 7 – 13. The majority of the students who attend Zayed College have a migrant or refugee background and one third of all students have English as a Second Language.

# SUMMARY

## Zayed College for Girls

5 July 2018

### Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

### What the school is doing well

Zayed College for Girls continues to review and develop systems of assessment and moderation to ensure credible results are reported. Teachers understand and follow assessment practices that meet NZQA requirements. Adapting contexts and making use of vocational opportunities help engage students.

Moderation practice is embedded throughout the school and is undertaken for every standard where results are reported to NZQA. Teachers document the process on an *Internal Moderation Cover Sheet* and this is used to monitor its completion. Teachers are engaging with external moderation by requesting standards to develop their own understanding.

The school uses data to identify priority students and design relevant programmes to meet their needs including having some students complete NCEA Level 1 over two years.

Communications have been reviewed with the aim to make them more accessible for students and their families. This has included providing NCEA information in other languages and presenting timely and relevant information to students in a variety of formats.

### Areas for improvement

The resubmission of student work for grading should be applied at the teachers' discretion on a case by case basis and not be predetermined on the course outlines presented to students.

The school is encouraged to review practices that may be contributing to additional workload for students and teachers such as internal moderation and practice external assessments.

This review identified that the school is reporting some results from a previous year in a current course. These results must be reported as standards unassigned to any course to ensure the rules for course endorsement, which specify achievement must be within a single academic year, are followed. The school has agreed it will address this.

The school should ensure that by the end of the year, all internal entries are reported with a grade, or entries are withdrawn if a student has not had an adequate assessment opportunity.

Relevant assessment information to students is presented throughout the year. As a next step the school should ensure there is a singular reference available for access by students and their families such as a handbook that consolidates all this information in an appropriate format. Currently students predominantly track their NCEA progress through an online Application. The school is encouraged to remind students to also use the NZQA Learner login, as this is the only way for students to apply for a review or reconsideration of their externally assessed standard or request a copy of their NCEA certificate.

### **Required action**

In order to maintain its consent to assess, the school must:

- ensure that results carried over from a previous year are reported as unassigned to a course.

### **Agreed action**

The school agreed that a number of actions will improve the quality of their assessment systems. These are:

- remove the reference to resubmission opportunity from course outlines
- ensure all internal entries to NZQA have a result or are withdrawn as appropriate by 1 December
- develop a single source for students to access assessment information.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

8 October 2018

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

# FINDINGS OF THIS REVIEW

## How effectively has the school responded to external and internal review?

### External review

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

**Action Items from 2 July 2015 Managing National Assessment Report** The one agreed item from the previous report related to the readability of the student handbook. The handbook as a document has not been reviewed in its entirety and is no longer used. The way assessment information is given to students, however, has changed and is discussed further in the communication section of this report.

**Response to external moderation outcomes** The most recently completed round of external moderation for the school was September 2017. On return of reports, the Principal's Nominee shared copies of these with staff and followed up with relevant teachers where issues were identified.

Discussion was held during the review around managing the processes for this year, such as developing a *Response to External Moderation* form for every teacher. This would have the added benefit of requiring staff to access the report through their Provider login rather than rely on the Principal's Nominee to provide it. The Principal's Nominee could then concentrate on follow up of any identified issues and monitoring the satisfactory completion of action plans. This is discussed further in the moderation section of this report.

### Internal review

*Evidence for 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)*

Self-review of assessment processes within the school is led by the Principal's Nominee. NCEA updates and best practice are discussed at regular curriculum meetings. These discussions ensure staff are up-to-date with current practice and assessment practice is consistent school-wide.

The Principal's Nominee promotes the idea that “when you know better, you do better” and as a result encourages teacher involvement in assessment discussion. An example of this is demonstrated through a willingness by staff to engage fully in moderation processes. Work continues on streamlining processes and procedures within the school.

The school recognises the varied backgrounds of its students and families. Much of the self-review focus is on breaking down associated language and cultural barriers.

Areas of recent and future focus discussed during the review include:

- looking at ways to develop meaningful vocational opportunities through Gateway, work experience and onsite training
- communicating to students and families the advantage of undertaking an NCEA qualification over more than 1 year

- recognising student achievement
- exploring culturally inclusive practices to better engage the community such as providing food at meetings, having alternative venues and using a variety of languages.

**No action required**

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

## How effectively does the school's assessment practice meet the needs of its students?

*Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 5.5)*

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

- using authentic contexts in adapting assessments, such as using issues from the community's home nations, that relate to and engage students' interests
- having flexibility with the timing of assessments when manageable
- identifying eligible students adapting programmes to enable achievement of an NCEA over more than one year and communicating this to students and families
- acknowledging cultural backgrounds of students by arranging for outside providers to offer vocational-based courses on site
- providing multi-level courses in subjects.

### **Zayed College for Girls has effective processes and procedures for:**

- managing missed and late assessment
- monitoring the authenticity of student work submitted for assessment by using suitable strategies during the assessment and marking process
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but submitted no work
- ensuring derived grades are based on authentic standard-specific evidence from practice examinations.

**Review role of the school's practice external examinations** Teachers commented there is tension with the expectation of having to complete practice external examinations twice during the year and at set times for all courses. This constrains course structures as it dictates when work towards these standards is undertaken.

Some courses may be better served by undertaking practice for external assessment at times outside prescribed examination weeks with this time being used instead for focused catch up or extended time for completion of internal standards. Enabling greater flexibility as to the timing and purpose of these weeks may also impact on teacher and student workload.

Teachers spoken with understand and value the flexibility NCEA offers such as assessing students when ready and providing a course of study to meet their abilities.

NZQA requires evidence for derived grades to be based on authentic, pre-existing standard-specific evidence that has been subject to a quality assurance process. Results from both the school's practice examination periods are available for use as derived grades, if required. The school should review the extent to which the Term 2 practice examination period, in particular, reflects the students' expected results for the end of the year and impacts on student and teacher workload.



It should be noted NZQA evidence for derived grades does not prescribe that evidence for derived grade must come from timetabled practice examinations. Provided the evidence is standard-specific and authentic, it may be better for students to gather this at different times throughout the year depending on individual courses. The school is encouraged to continue to review and discuss assessment opportunities and processes, to better meet individual student need while ensuring they are manageable for both students and teachers.

**Remove resubmission opportunity from course outlines** Course outlines sighted during the visit indicate if a resubmission or further assessment opportunity is available for each standard. Teachers spoken to understand the resubmission process, however, having it noted on the outline may mislead students. A resubmission may be offered only at the teacher's discretion when they judge that work is at a grade boundary. Teacher can give students the opportunity to identify a minor error or omission and correct this on their own. It should not be offered to all, be student driven, nor a planned aspect of the assessment.

### **Agreed action**

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

- remove the reference to resubmission opportunity from course outlines.

### **For consideration**

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

- reviewing the role and timing of practice external assessments.

## How effectively does the school's internal and external moderation assure assessment quality?

*Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)*

### **Zayed College for Girls has effective processes and procedures for managing internal moderation by:**

- ensuring all assessment materials are critiqued prior to use
- engaging with suitably-qualified subject specialists from within and outside the school to verify samples of student work for every standard
- documenting the process, including noting verification discussion and decisions on an *Internal Moderation Cover Sheet*
- monitoring the process: Teachers are required to
  - forward the completed *Internal Moderation Cover Sheet* and all assessment material to the Head of Learning Area and Middle Leader of Learning for checking and sign off against the *Moderation Evidence Checklist*
  - submit the checked material to the Principal's Nominee who enters final marks and stores all material.

### **Zayed College for Girls has effective processes and procedures for managing external moderation by:**

- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan
- selecting samples of student work randomly, to NZQA requirements
- ensuring samples of work are provided by storing all student material centrally with the Principal's Nominee.

**Review external moderation processes through teacher use of the NZQA Provider login** NZQA's external moderation application, introduced in 2017, requires information to be submitted through the school's Provider login. In 2017 the Principal's Nominee carried out this work including transferring requests for standards into the application, submitting all material, and accessing and distributing external moderation reports. The school is encouraged to review this process for its 2018 submission by allowing teachers to view reports, make appeals and request clarifications. Delegating these parts of the moderation functionality to teachers will encourage greater ownership of the process and its outcomes.

Access to the external moderation application requires use of a Provider login. This login also enables staff to view a range of NZQA-generated data and statistical reports. This supports data review and accuracy through enabling visibility to the school's NZQA reports, statistics, student entries, historical records and other indicators.

**Consider verification requirements for sufficiency** Internal moderation is an embedded process with teachers including student work at grade boundaries when undertaking verification of assessor results. This is good practice. Teachers interviewed, however, usually verify more samples of work than this, often including all samples of work in a class. The school should consider providing staff with further

guidance in strategically selecting a sufficient number. Verification does not require a fixed or predetermined number of pieces of student work. Factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed should determine the sample size. Sufficient selection has the potential to reduce verifier workload, without compromising the quality of the assurance process.

### **For consideration**

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- encouraging teacher use of their NZQA Provider login to allow greater ownership of external moderation processes and access to data.

## How effectively does the school manage and make use of assessment-related data?

*Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

### Zayed College for Girls effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
  - identifying appropriate students and developing individual Raising Achievement Plans (RAPs) that support achievement of NCEA Level 1 over two years
  - informing changes to programmes, contexts and standards
  - celebrating achievement through student awards and recognition assemblies
  - teachers undertaking detailed analysis of results including a longitudinal analysis over three years to reflect on the extent programmes are meeting the needs of students
- **reports accurate achievement data by:**
  - submitting results to NZQA on a regular and timely basis
  - ensuring that students have acknowledged acceptance of the grade awarded.

**Ensure accurate management of standards completed in Year 10** Under the Rules for course endorsement, a school is required to report results as unassigned standards if the assessment was undertaken in a year prior to the results being reported to NZQA. This is to ensure results are not eligible for inclusion in the calculation for a course endorsement in a current year, as specified in Assessment Rule 8.5a.

This review identified that the school assesses Year 10 students against standards and holds the results over until the following year. This is acceptable practice as it allows students to start the year with some credits towards their Level 1 NCEA without incurring a fee. However, when reporting the results to NZQA the school includes these results in a course undertaken in the current year. NZQA accepts that this is an oversight and not done with a deliberate intent to break the rules. However, this practice must be corrected. The Principal's Nominee undertakes to clarify this with relevant staff and ensure the reporting of any standards achieved by Year 10 students meets NZQA's requirements. Furthermore, any students affected should be given accurate information about their progress towards course endorsement before they prepare for external examinations.

**Remove entries for students with no result** The school should ensure that there is a result reported for all entries by 1 December. Where there is no result because there has not been an adequate assessment opportunity, the entry should be withdrawn. In 2017, there was no result reported in more than ten percent of unit standards and a small percentage of internally assessed achievement standards for which entries had been created. This may provide an inaccurate view of possible student achievement if tracking of progress includes these entries for which no results are ultimately reported.

**Required action**

The following action is required to improve the management and use of assessment-related data. The school must:

- ensure that results carried over from a previous year are reported as unassigned to a course.

**Agreed action**

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure all internal entries to NZQA have a result or are withdrawn as appropriate by 1 December.

## How effectively does the school's communication inform staff, and students and their families about assessment?

*Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

### **Zayed College for Girls has effective processes and procedures for:**

- ensuring students receive outlines for all courses they undertake
- communicating assessment policy and procedure
- reviewing communications to ensure they are fit for purpose and current
- ensuring a memorandum of understanding is held for all outside providers against whose codes results are reported.

### **Zayed College for Girls assists common understanding of assessment practice by:**

- informing teachers about assessment best practice and providing opportunities to discuss changes
- sending NZQA published information out to all families
- knowing that students understand what they need to achieve in order to gain a qualification.

**Improve communication to students** The previous Managing National Assessment review commented that the student handbook was a complex document that was not easily accessible to its intended audience. Although the full handbook remains unmodified, the Principal's Nominee communicates information to students by taking out and adapting relevant pages throughout the year as needed. This abridged communication meets the needs of students as it is presented in a timely manner and in a suitable format.

The school should use what is presented to students to develop a single place where this information can be accessed, along with any other relevant assessment processes. Having one dedicated place for reference will ensure a consistent message and enable student and staff accessibility.

**Review of communications aim to reduce barriers** The school acknowledges that the backgrounds and language of students and their families create a barrier to understanding NCEA and assessment processes and procedures. Many of the existing approaches to communication don't meet the needs of, or relate to, students or their families. The school is investigating ways to address this including:

- working with Refugee and Migrant support to locate a bilingual English/Arabic teacher aide to support Arabic students and liaise with their families
- sourcing translators and translated information for other languages to assist in understanding of NCEA
- use of students as translators
- holding careers and option evening for families in the library rather than the hall to create a more inclusive environment.

**Reviewed staff handbook** At the time of the previous Managing National Assessment visit, each subject area had extensive hard copy departmental

documentation that included all the NCEA processes and procedures in addition to the staff handbook. The staff handbook has moved to an online format. This enables access by all staff as well as ensuring a consistent message and version control for the Principal's Nominee.

**Encourage students to use their NZQA Learner login** The definitive way for students to check that entries and results have been reported accurately, make requests for review and reconsideration of external examinations, and order certificates and a Record of Achievement is through their NZQA Learner login. The percentage of students who registered in 2017 to use this dropped notably from previous years. This may in part be due to the successful promotion of an Application for students to track their entries and results. The school is encouraged to support students to use their Learner login in addition to the Application particularly later in the year.

### **Agreed action**

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- develop a single source through which students can access assessment information.

### **For consideration**

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- encouraging students to use their NZQA Learner login.