

Managing National Assessment Report

Peace Experiment

September 2022

FINDINGS OF THIS REVIEW

Peace Experiment

8 September 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.

Actions and considerations

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure teachers understand how to collect standard-specific evidence to report derived grades.	Immediate
Ensure students are aware when an assessment opportunity begins, and further teacher guidance is not permitted.	



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10 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 15 September 2021 Managing National Assessment Report

The 2021 Managing National Assessment Report identified a number of action items that have been addressed. Students are now familiar with literacy and numeracy requirements and their achievement progress is tracked if they choose to complete a NCEA qualification. The school is yet to engage with external providers but understands the need for a subcontracting arrangement to be in place if this is necessary. The resubmission rule in the NCEA assessment handbook is now current and was understood by teachers and students interviewed.

External moderation processes and response to outcomes

In 2021 NZQA moderators confirmed, of the seven standards requested, half were consistent with the standard and there was one for which material was not received. The Principal's Nominee has developed a process to monitor the completion of actions to address issues identified by moderators. To provide informative feedback, for a number of standards, the school uses external verifiers.

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)

The school follows the Montessori philosophy for the delivery of teaching, learning and assessment opportunities. Self-review is a continuous process as teachers respond to each student's personalised assessment programme which integrates all learning and assessment with their interests and aspirations. Achievement expectations are negotiated with each learner based on their readiness. Students do not necessarily focus on completing an NCEA qualification but on experimenting with a variety of pathways. Between 2020 and 2022 the number of NCEA students has fluctuated from five to eighteen completing from four to fifty credits annually.

The Principal delivers teaching and assessment of standards and has effectively developed the capacity of the other NCEA teacher in the school by involving him in monitoring student progress and developing processes to credibly assess students. As the roll grows it is hoped to employ more NCEA teachers to address the lack of capability which is an ongoing risk to the management of standard based assessment and the range of standards to meet the interests and aspirations of all students.

To meet the future needs of students the school is investigating the greater use of external providers and what the impacts of the NCEA Change Programme will have on the delivery of Literacy and Numeracy as a corequisite to the qualification and greater focus on digital external assessment.

Students interviewed for the review stated that at Peace Experiment they were now engaged in assessment against standards as the learning and teaching environment was less structured and more relaxed. It allowed them to express their individuality and take ownership of the learning process. These students appreciated that the focus was now on them exploring their interests and not on the completion of courses, qualification, endorsements, or a pathway.

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)

Evidence for Derived Grades: Teachers need to be familiar with the requirements for collecting standard specific evidence when reporting derived grades, In 2021, 29 percent of assessment opportunities were from external assessment but derived or unexpected event grades were not reported. If these grades have to be reported in the future, they must be based on evidence collected from practice examination conditions where samples of student work are verified by another subject expert. These reported results can also be justified by comparing results with historical patterns or by a teacher with standard based assessment knowledge.

Authenticity of student work Students interviewed for the review were not clear when an assessment opportunity started and further guidance by the teacher should not be provided. As each student is on their own individual assessment programme being assessed when ready, it is difficult to always establish this boundary. Documentation should state that for all internal standards assessed, teachers must indicate to students when the milestones, redrafting and guidance, as part of the learning and teaching process, has been completed and the assessment opportunity, with no further guidance, has commenced.

Informal communication to students Teachers communicate NCEA information informally to students on a need to know basis when supporting them to achieve a standard. This approach is appropriate for students who have difficulty engaging with assessment opportunities and reflects the Montessori philosophy of assessing students when they are ready.

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)

Robust moderation processes The Principal's Nominee has developed a robust moderation process to document, store, track and monitor the completion of internal moderation for all standards where results are reported.

For each standard assessed all tasks and student work are stored physically in a "green" folder with evidence of task modification, verification of all samples of student work and external moderation feedback. To monitor internal moderation completion and outcomes for each standard a tracking sheet has been developed that summarises each process for all internal standards where results are reported. This

tool provides the school with evidence that their processes ensure credible assessment for all results reported and facilitates reflection and review of their assessment processes.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Peace Experiment has effective processes and procedures for meeting the assessment needs of their students by:

- designing individual coherent programmes of learning and assessment that are 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
- ensuring teachers are aware of individual students with special assessment needs

Peace Experiment has effective processes and procedures for:

- managing resubmission and further opportunities for assessment
- 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

Peace Experiment 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 clarification documents, exemplars, verification notes and to inform assessment judgements
- using subject specialists to verify grades awarded of a sufficient sample of student work
- 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.

Peace Experiment has effective processes and procedures for managing external moderation by:

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

- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Peace Experiment effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- gathering student voice to evaluate assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Peace Experiment 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, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Peace Experiment has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- when appropriate reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success

Peace Experiment assists common understanding of assessment practice by:

- 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 Peace Experiment:

- 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
- *NCEA Handbook For students, Staff and Parents, Peace Experiment, 2022* (Staff and Student Handbook)
- *Policies, Legislation and Statements of Practice, Peace Experiment, 2022*

The School Relationship Manager met with:

- the Principal/ Principal's Nominee
- two Teachers
- three students

During the review there was report-back with the Principal / Principal's Nominee at the to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.

Background

The school received *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) in February 2019. In 2022, 5 students have engaged in the assessment of standards. The school has two teachers of the NCEA qualification, following the Montessori philosophy, with a focus on student agency for the delivery of learning and assessment opportunities with each student on an individual programme.