

# **MANAGING NATIONAL ASSESSMENT REPORT**

## **ACG Senior College**

**October 2015**

### **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 2015* (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 the NCEA teacher..

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

- *National Qualification Framework Assessment Information Staff and Student Handbook*
- *ACG Senior College Assessment Policy*
- Course Description Year 12 English.

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

## ACG Senior College

29 October 2015

ACG Senior College is commended for its on-going commitment to ensuring the credibility of assessment. Students work towards achieving four internally-assessed Level 2 standards in English to meet the literacy requirement for entrance to university.

The school has effective procedures for monitoring student progress and takes steps to support students who are at risk of not meeting the literacy requirements. Student progress is tracked on a regular basis with a focus on personalised learning.

Internal moderation processes and monitoring assure senior management that grades reported for all standards have been subject to the school's quality assurance process.

The school has effective processes to ensure assessment-related data reported to NZQA is accurate. The analysis of assessment data feeds into the review of the course the school offers to students.

The school will need to update assessment documentation with regard to the verification process using external networks, and staff exit procedures.

## 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:

- update assessment documentation with regard to the verification process using external networks, and staff exit procedures.

**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 two years.

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Acting Manager  
School Quality Assurance and Liaison

5 March 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)*

**2013 Managing National Assessment review** The school has addressed the two action items to ensure the handbook contains accurate guidance on assessment opportunities and that the staff handbook is clear on internal and external moderation.

**Response to external moderation** The Principal's Nominee manages the school's external moderation processes by addressing any issues raised by the moderators. Strategies include the use of clarification documents, attendance at NZQA Best Practice Workshops and review of who has verified grades.

### 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)*

The college's evaluation processes are responsive to the complex and changing needs of its students. Level 2 English classes are formed to cater for groups of students with particular needs and abilities. Promoting equitable outcomes for students continue to be a school priority and is achieved through effective planning.

### 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)*

### **ACG Senior College has effective processes and procedures for:**

- reporting 'Not Achieved' where a student has had an adequate assessment opportunity and submitted no work
- ensuring credible assessment through consistent, school-wide assessment practices for late and missed work, extensions, resubmissions and further assessment opportunities
- using milestones and on-going feedback and feedforward, to assist students to provide their best evidence and reduce the need for further assessment
- ensuring all teachers are aware of strategies to manage authenticity
- meeting the requirements of the Privacy Act 1993.

**The school effectively meets the assessment needs of all students by gathering evidence of achievement** Students undertaking assessment in the Level 2 English course are presented with a number of scaffolded opportunities to meet the registered criteria of the standards being assessed. As a result, they are able to present evidence over time of their reading and writing skills in relation to the standards to be assessed. Wherever possible, they are assessed when the teacher judges them to be ready. This is good practice.

### **No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.

## **Moderation**

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

**ACG Senior College has effective processes and procedures for managing internal moderation. Teachers:**

- ensure new and amended assessments are critiqued before use
- verify grade judgements of purposely selected samples of student work using subject specialists outside the school
- record the internal moderation process for each standard on an internal moderation cover sheet
- note professional development discussions on assessment material and grade judgements, which enhances understanding of the assessment processes
- securely store student work when results have been reported.

All reported results are quality assured before verified results are reported to NZQA. Completed internal moderation cover sheets are filed with the Principal's Nominee and she has a good knowledge of the rigour of the English department's internal moderation process.

### **No action required**

No issues with the school's internal and external moderation were identified during this review.

## Data Quality and Use

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

### **ACG Senior College effectively:**

- manages assessment-related data by:
  - systematically recording student achievement
  - having appropriate checks to ensure reported results are accurate
  - reporting results to NZQA on a regular and timely basis
  - ensuring authorised staff have access to NZQA secure website via the Electronic Provisioning Authority.
- makes use of assessment-related data to:
  - determine any changes to existing courses, if required
  - evaluate the impact of assessment practice on student progress and achievement
  - track and monitor students' achievement.

### **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)

### **ACG Senior College has effective processes and procedures for:**

- communicating assessment policy and procedures to staff, students and their families using digital, face-to-face and written communication strategies
- ensuring that students are provided with sufficient assessment information about their assessment programme
- regularly collecting feedback from students and other stakeholders to further improve assessment practice
- reporting achievement information appropriately and regularly to staff, students and their families.

**Updating assessment documentation** The school has a good understanding of NZQA assessment requirements and checks are made to ensure information in school documentation aligns with these. The school agreed that some documentation will need to be updated to reflect current practice. This includes documenting the:

- verification process using current external networks
- process for staff exit procedures.

### **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:

- update assessment documentation with regard to the verification process using external networks and staff exit procedures.

# APPENDIX – SCHOOL PROFILE

## AGC Senior College

**Consent to Assess (formerly Accreditation) granted** 01/06/1996

**Last MNA review** 04/04/2013

### Background

ACG New Zealand Senior College is part of the Academic Colleges Group (ACG). The school currently makes limited use of standards on the New Zealand Qualifications Framework. It has developed a plan across two years of teaching and learning that enables students, mainly from non-English-speaking backgrounds, to achieve three internally-assessed Level 2 standards in English to meet the literacy requirement for entrance to university.

### Number of NCEA candidates\*

2012	35
2013	37
2014	25

### Number of participating NCEA candidates\*\*

2012	0
2013	0
2014	0

### Number of results reported by school

2014	72
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### Number of external entries made by school

2014	3
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### Number of results reported with an external provider code

2014	2
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**Signatory to the Code of Practice for the Pastoral Care of International Students** Yes

**Course approval for courses mainly or exclusively for international students** No

\* NCEA candidates are those Year 11-13 students who the school entered in at least one standard in the particular year.

\*\*Participating NCEA candidates are those Year 11-13 students who, in conjunction with credits gained in previous years, have been entered in sufficient credits in the particular year to achieve an NCEA qualification by the end of that year.