

MANAGING NATIONAL ASSESSMENT REPORT

**ACG NEW ZEALAND
INTERNATIONAL 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 Head of Department English.

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

- *National Qualification Framework Assessment Information Staff and Student Handbook*
- *ACG International College Assessment Policy*
- course description for 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 New Zealand International College

30 October 2015

ACG International College is commended to its on-going commitment to support students to gain the Level 2 literacy requirements for University Entrance.

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.

While no assessment for national qualifications is planned for the immediate future, the school wishes to maintain its consent to assess. They will need to contact NZQA and review school assessment information and systems before any assessment against the New Zealand Qualifications Framework (NZQF) is undertaken.

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*.

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 four years or earlier if the school is to undertake assessment for national qualifications.

Kay Wilson
Acting Manager
School Quality Assurance and Liaison

5 March 2016

NZQA

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www.nzqa.govt.nz

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)

Previous Managing National Assessment review All the action items from the 2011 review have been addressed.

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 subject verifiers.

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 school has a limited engagement with the New Zealand Qualifications Framework, only offering a course of three internally-assessed Level 2 standards in English to allow a small number of students to meet the literacy requirement for University Entrance. The school's review of its assessment practice has identified that there is no need to engage with the NZQF in the immediate future as they plan to meet the needs of this small group of students using other assessment systems.

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 New Zealand International College has effective processes and procedures for:

- reporting 'Not Achieved' where a student has had an adequate assessment opportunity but submitted no work
- ensuring credible assessment through consistent 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 teachers are aware of strategies to manage authenticity
- meeting the requirements of the Privacy Act 1993.

No assessment is planned for the future Although not assessing in the immediate future, the school wishes to maintain its consent to assess. While current policies and procedures meet the requirements for assessment for national qualifications, the school will need to contact NZQA and review assessment information and systems before undertaking any further assessment against the NZQF.

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 New Zealand International College has effective processes and procedures for managing internal moderation. Teachers:

- ensure new and amended assessments are critiqued before use
- verify grade judgements of purposefully selected samples of student work, using subject specialists outside the school
- note professional development discussions, which enhance understanding of the assessment processes and grade judgements, on assessment material
- securely store student work after results have been reported.

The school follows the steps of internal moderation outlined on the internal moderation cover sheet. Records of email conversations and meeting notes provide evidence of the critiquing and verification process for standards assessed this year. The school will ensure that the internal moderation process is documented and stored should NZQF assessment resume in the future.

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 New Zealand International 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 timely basis
 - ensuring authorised staff have access to NZQA secure website via the Electronic Provisioning Authority.
- makes use of assessment-related data to:
 - 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 New Zealand International 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
- reporting achievement information appropriately and regularly to staff, students and their families.

The school has a good understanding of NZQA assessment requirements and checks are made to ensure information in school documentation aligns with these.

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.

APPENDIX – SCHOOL PROFILE

ACG New Zealand International College

Consent to Assess (formerly Accreditation) granted

01/06/1996

Last MNA review

08/04/2011

Number of NCEA candidates*

2012	9
2013	12
2014	9

Number of participating NCEA candidates**

2012	1
2013	0
2014	0

Number of results reported by school

2014	0
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Number of external entries made by school

2014	8
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Number of results reported with an external provider code

2014	0
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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 Yes

* 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.