

Managing National Assessment Report

2013

**Te Wharekura o
Rākaumangamanga**

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31 October 2013

Introduction

The purpose of the Managing National Assessment (MNA) external review is:

- to help kura achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment and Examination Rules for Schools with Consent to Assess 2013* (Assessment Rules); and
- in combination with the most recent Education Review Office report, to ensure that kura are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess.

This process is a partnership between kura and the New Zealand Qualifications Authority (NZQA) to ensure that assessment systems remain effective and internal assessment decisions are valid.

The MNA review has two components:

1. The annual external moderation of assessment materials for an NZQA-selected sample of internally assessed standards across the curriculum and pouārahi grade judgements on the student work identified by the random-selection process of the kura.
2. An external review of assessment systems in each kura at least once every four years.

This report summarises NZQA's evaluation of how effectively:

- senior management has addressed issues identified during the previous MNA review on 21 September 2010
- the kura manages assessment for national qualifications
- the kura manages internal and external moderation
- the kura manages and makes use of assessment-related data
- the kura maintains the currency of assessment policy and procedures, and communicates them to pouārahi, students and whānau.

In preparing this report, the School Relationship Manager (SRM) met with the Principal's Nominee (PN) and the kaiako for English, Hītori, Pāngarau, Te Reo Māori and Te Reo Rangatira. The kura also provided pre-review information and the kaiako and student assessment procedures guides.

There was a report-back session with the Principal, PN, Deputy Principal and Assistant Principal at the end of the visit to highlight strengths and weaknesses, with suggested strategies for good practice and to agree on recommended actions.

2010 Managing National Assessment Report (CAAS Guidelines 3v)

Evidence was sought that action items in the previous MNA report have been effectively addressed.

Te Wharekura o Rākaumangamanga has addressed all of the items from the previous MNA report.

Assessment Practice (CAAS Guidelines 2.5v-vii, 2.6, 3v)

How does assessment practice of the kura allow for the effective management of assessment for national qualifications?

Meeting students' assessment needs The kura caters for the needs and interests of its senior students by offering assessment for qualifications from a wide range of courses in and beyond the classroom. Examples of how this is achieved include:

- linking with local industries like Genesis and Solid Energy
- providing vocationally based courses through Gateway programmes
- Te Ara Mahi – experience in work based training
- providing Early Childhood Education training through an external provider
- providing first aid training through Red Cross
- conducting a strong academic counselling programme so that students at risk of not achieving their potential are mentored and monitored through an appropriate pathway
- considering 'student-voice' in structuring courses.

Consequently, students have the opportunity to demonstrate achievement in a variety of contexts.

Gathering evidence of achievement Kaiako conference with students to ensure that they understand the learning that has taken place and they are assessed when they are ready. They also observe and gather evidence from student activities within and outside of the classroom.

Kaiako aim to gather evidence of students' best performances. Evidence gathered is from a variety of contexts in which students participate, such as Ngā Manu Kōrero, Kapa Haka competitions, speeches and sporting activities. Students are high achievers in both regional and national Manu Kōrero and Kapa Haka competitions and understand that their performances in these activities can lead towards gaining credits towards Māori qualifications as well as other national qualifications. Practices described in the subject areas interviewed are robust and ensure authentic and credible assessment. A maximum of one further opportunity is offered if it is practicable and manageable.

Authenticity and breaches of the rules There are sound strategies to manage authenticity. Kaiako interviewed understand and are vigilant in applying these to ensure that internally assessed results are credible. Where a possible breach surfaces, management responds in an effective and transparent manner and, as for any assessment or procedural issue requiring clarification, the PN readily seeks advice from the SRM.

Literacy and numeracy Most students meet the literacy requirements through the medium of Te Reo Māori and/or Te Reo Rangatira. The Pangarau kaiako monitors student progress towards meeting the numeracy requirements and conferences with students falling behind. If required, a wānanga is held to advance student progress to meet the numeracy requirements and other marau.

Identified action

No action was identified as needed to improve the effective management of assessment for national qualifications.

Moderation (CAAS Guidelines 2.6, 3v)

How effectively does kura internal and external moderation assure assessment quality?

Internal moderation processes The kaiako handbook and supporting appendices provide kaiako with a thorough description of the school's expectations for internal moderation. An *Internal Moderation Cover Sheet* is completed for every internally assessed task and accompanying set of student results, to provide evidence of the moderation process. The kura has three designated kete facilitators who ensure that individual kaiako have a process in place to internally moderate materials. The three kete are Mātauranga Māori, Mātauranga Tauīwi and Mātauranga Kōioranga which different marau fall into and are monitored by the kete facilitators.

The SRM was satisfied that, having interviewed all kaiako, a sample of student work is verified by subject specialists, either from within or beyond the kura. The PN indicated that kaiako also use resources available on the NZQA website to seek clarification and to check their understanding of the national standard and to ensure their judgements on student work are at the national standard.

Audit of internal moderation processes Kaiako supply the PN with evidence that internal moderation is complete before she reports any results to NZQA. Kaiako supply her with a folder containing the standard, the assessment task and schedule, samples of student work and the completed *Internal Moderation Cover Sheet*. This ensures compliance with the procedure required by the kura and allows the PN to also monitor the complete internal moderation process. This also ensures materials are available for external moderation the following year. Documented evidence of the complete quality assurance process was sighted.

External moderation The most recently completed round of external moderation for the kura was June 2013 and involved the submission of materials for 24 standards. The majority of the assessment materials submitted for these standards met the national standard (20). Material for three standards required modification and materials for one did not meet the national standard and were not to be used in their present form.

For 2013 moderation, while the rate at which moderators agreed with assessor judgements was at a high level for most marau, for some marau moderators did not agree with the assessor judgements. The PN and Assistant Principal are working with kaiako to ensure that the marking and verification in these marau is at the national standard and expects that the now well-established internal moderation process will allow the kura-wide rate of agreement to become established at a higher level.

Evidence in the kaiako folders showed that they are following up on issues identified in moderator reports and this is being monitored by the kete facilitators.

Random selection The PN uses a list of students entered into standards to randomly select samples for external moderation. For smaller classes, all materials are submitted for moderation.

Identified action

No action was identified to improve the school's internal and external moderation to assure assessment quality.

Data (CAAS Guidelines 2.6, 2.7)

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

Accuracy of assessment-related data The PN is responsible for ensuring the results reported to NZQA are accurate and timely. The PN has systems in place to check that entries for externally assessed standards and the entries and results for internally assessed standards are accurate, by:

- regularly reminding kaiako about key dates including published deadlines for withdrawing students from externally and internally assessed standards
- applying procedures throughout the year for kaiako and students to check the accuracy of results
- ensuring regular and timely submission of results to NZQA
- monitoring the *Key Indicator Checklist* and error/warning messages in the *Data file Submission*
- encouraging students to access and check their own results and progress via their Learner login.

In the main, procedures are effective and the PN uses any issue that arises to review the processes of the kura.

Use of assessment-related data An analysis of statistical data is contained in the variance statements of each marau. This is carried out at the beginning of each year and informs the development and design of teaching programmes and assessment practice for the following year. This information is vital for informing teaching, learning and assessment practice in each marau.

Learner login Students in the kura are encouraged to use the Learner login to monitor and check their own progress towards possible endorsements and national qualifications. Between February 2012 and January 2013, 85 per cent of the NZQA registered students used the facility at least once to view their entries and reported results and 48 per cent of students accessed their Learner login to view their 2012 results in January 2013.

Identified action

No action was identified as needed to improve the management and use of assessment-related data.

Communication (CAAS Guidelines 2.4i, 2.6, 3v)

How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to kaiako, students and whānau?

Communication of policies and procedures to kaiako, students and their whānau

The following documents were provided for this visit:

- *New Zealand Qualifications Framework Assessment Policies and Procedures* (kaiako handbook)
- *Student Information Booklet* (student handbook)
- Course outlines and assessment statements.

The kura considers its review of assessment documentation process to be effective. It has identified that changes are required to ensure information about University Entrance for 2014 and beyond, is included. Assessment information is communicated in a range of ways such as newsletters, intranet, student notices and whānau hui. Candidates are also reminded of assessment requirements during Manaaki hui.

Course outlines and assessment statements There is a uniform approach to the provision of course and assessment information for students and whānau. Along with information on the level of the standard and its version, the title of the standard, credit value, mode of assessment and approximate date of assessment, the statements also include standards that would meet the literacy and numeracy requirements and standards that will have a further assessment opportunity. The statements are also colour coded for each marau. This documentation system is effective as it makes the information transparent and consistent throughout all of the marau. The contents are monitored by the kete facilitators.

Identified action

No action was identified as needed to maintain the currency of assessment policy and procedures, and communicate them to kaiako, students and whānau.

Summary

Te Wharekura o Rākaumangamanga is commended for its on-going commitment to ensuring the credibility of assessment for national qualifications.

Teachers assess students in a variety of ways so that their best effort can be recognised. Te Ara Mahi is a major programme that senior students partake in and enjoy.

Internal and external moderation is effectively managed and the kura only reports results for internal assessment that are subject to its internal moderation procedures. Kete facilitators oversee internal moderation and provide an assurance of its completion to the PN after each assessment is complete.

Student entries are closely managed by the PN to ensure they are accurate and reflect student capability and the intended assessment programme in individual marau. Results for internally assessed standards are effectively monitored as they are reported.

Assessment statements are well presented and the contents are monitored by the kete facilitators.

The 2013 Managing National Assessment review identified no significant issues that prevent the school from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* and its *Guidelines*.

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.