

# **Managing National Assessment Report**

**Te Kura Kaupapa Māori o  
Te Ara Hou**

**18 August 2023**

## FINDINGS OF THIS REVIEW

### Te Kura Kaupapa Māori o Te Ara Hou

18 August, 2023

#### 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 2022.

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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

#### Actions and considerations

##### Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
<b>Credible assessment practice to meet ākonga needs</b>	
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	Prior to external assessments in 2023

### **For consideration**

To extend good practice in meeting ākonga needs and supporting assessment practice, the school is encouraged to consider within the next year:

- Utilise appropriate formative assessment opportunities as evidence to support the award of derived grades for eligible external assessment
- Confirm courses for all ākonga and provide relevant assessment calendars by March next year
- Ensure regular opportunities for the Principal's Nominee or senior kaiako to share targeted information on NCEA policies and procedures.

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School Quality Assurance and Liaison

18 December 2023

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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 1 November 2018 Managing National Assessment Report

There were no agreed action items in the most recent Managing National Assessment Report.

**External moderation response to outcomes and processes** The kura has a process whereby all external moderation feedback is evaluated and acted on. This occurs even when feedback from the moderators is consistent with kura judgements, as it affirms effective assessment practice by kaiako at Te Kura Kaupapa Māori o Te Ara Hou. From the fifty-six standards of ākonga mahi submitted for external moderation between 2019 and 2022, 42 were consistent and 10 were Not Yet Consistent, a total of 93%. Materials Not Received reports from the moderators over this period were due to either incompatible video files or due to a kaiako who inadvertently left the kura without storing evidence in the right drive. The kura has strengthened its procedures to mitigate these issues recurring. When kaiako leave the kura a process is in place to ensure both physical and digital copies of ākonga evidence are stored where the Principal's Nominee has access and subject kaiako are expected to keep up to date with the various requirements for online video and audio submissions. Kaiako have embedded the practice of filling in a response to external moderation feedback form, with support from the Principal's Nominee, soon after the feedback is available. This ensures that any shifts in assessment practice can be put in place prior to the standards being assessed in the future. It is important that this good practice is maintained when the new kaiako wharekura experience their first moderation feedback.

### Internal review

There is 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. The experienced Principal's Nominee of the kura has been acting in an online capacity over the last two years due to an accident that precludes him from physically attending the kura.. As part of internal review, the kura has continued with the experienced Principal's Nominee working from home and made provisions for the acting wharekura lead to manage Principal's Nominee responsibilities that are better carried out in person, such as upskilling new kaiako, meeting with kaiako to address assessment needs and communicating processes and expectations to ākonga and whānau. This has worked well, for the time being, but with the emergence of the NCEA change package, to be implemented from 2024 onwards, consideration is being made about how to develop this role moving forward.

Senior leaders are currently expanding the capacity of the kura, in readiness for the implementation of the NCEA change package, with a new set of computers being purchased. This will ensure that there are enough devices to cater for the largest anticipated cohort for any online time bound external assessments. Te Kura Kaupapa Māori o Te Ara Hou were relatively early adopters of technology for internal assessment, so kura leaders are confident in their capacity to transition, should they choose to have their level 1 ākonga on full Level 1 NCEA programmes next year. Their first experience with digital external assessment will be during the end of year examination round, when the Level 1 ākonga will sit their Te Reo Māori examinations

online. The decision to purchase extra computers will ensure that ākonga at Te Kura Kaupapa Māori o Te Ara Hou can take advantage of all evolving online assessment modes, such as Common Assessment Activities, Portfolio Submissions and Digital Examinations in the future.

### **Encourage kaiako to access NZQA's assessor support prior to assessment**

Kaiako in the wharekura may benefit from accessing the assessor support currently available to them, especially where they are the only kaiako of a subject, a new kaiako to the kura or to the wharekura and if they do not have access to a subject cluster. Feedback commonly cited in external moderation reports reminds kaiako to check:

- the annotated exemplars provided for most standards on the Subject resources page of the NZQA website, which illustrate the various grade boundaries
- the clarifications documents on the Subject Resources page of the NZQA website; essential viewing as part of the critiquing process prior to assessment
- further guidance and support available for a growing number of standards on NZQA's Learning Management System – Pūtake.

Information within NZQA's Learning Management System, Pūtake, may also be useful. It is here that kaiako can find support for internal assessment by subject, and NZQA's new modules on authenticity, and digital assessment using Assessment Master. Kaiako should also be reminded that if they require clarification of a standard, they can use the *Request clarification of an internally assessed standard* form available on the Subject Resources pages of the NZQA website to seek further feedback from the moderator of that subject.

## **Credible assessment practice to meet ākonga needs**

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)*

The kura uses a variety of relevant contexts across all subjects to further validate elements of Te Aho Matua and Ngāti Kahungunutanga in assessment. A range of modes of assessment such as digital written work, digital presentations, time bound written assessments and the use of video ensure that ākonga can present their best efforts based on their own skills and preferences. A strong focus on what is best for the ākonga and their well-being ensures that ākonga are assessed fairly when they are ready and over-assessment is avoided, allowing deep learning to occur. Most kaiako interviewed, provide pre-tests where possible to ensure readiness for the actual assessments. This helps reduce anxiety and ensures that all expectations of the assessment are clear to all candidates.

### **Quality assured derived grades required prior to the start of external assessment**

The kura needs to report quality assured derived grades for all external assessments. Reported grades should be based on standard-specific evidence from practice assessments or other quality assured assessment events and should be completed prior to the external assessment event. With the implementation of digital first external assessments, starting in 2024, and continuing through the rollout of the NCEA Change package, reported derived grades will help to mitigate new challenges that may occur with online assessment.

**Comprehensive NCEA documentation to be shared** The NCEA policy and procedures handbook is very comprehensive, acting as a clear guide for kaiako. It is important that opportunities are created for the sharing of the policies and procedures with new kaiako in the wharekura. This will enhance the status of both the new Principal's Nominee, ensuring the consistent assessment and moderation practices of the kura are maintained. Along with the Ministry of Education's change package, a number of modifications to the kaiako handbook will need to be made, for example, the external assessment calendar, information about the new standards and the new criteria for subsequent NCEA levels qualifications, and the new rule for resubmissions. The ideal time to make these changes will be prior to 2024.

**Planning for assessment** Ākonga should be given course outlines and know their assessment programmes at the beginning of each year. These can be tailored to suit the needs of each individual and the capacity of teaching staff to deliver. Assessment dates can then be decided for internal and external assessments where appropriate. This will be most important when the kura decides which Level 1 standards, if any, they choose for their ākonga and from which marau each assessment will be derived. This information will enable whānau to support learning and assessment for the year. It will also allow ākonga to plan and prioritise their efforts throughout the year, enable effective tracking and support the school's practice of submitting timely data files to NZQA.

## **Internal moderation to ensure the reporting of credible results**

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)*

Robust internal moderation processes are evident at Te Kura Kaupapa Māori o Te Ara Hou. All kaiako use the Internal Moderation Cover Sheet to guide internal moderation completion of which is monitored by the Principal's Nominee. Verifiers from within and beyond the kura are experienced subject experts with broad understanding and knowledge of the standards they moderate. Grade verification is carried out either in-person or online for every internal standard that is assessed by the school. This supports a system that has resulted in assessment judgements being mostly consistent with the grade judgements of NZQA moderators. Kaiako record completion of the internal moderation process using a digital or paper coversheet. Such practices provide confidence to senior leaders that credible assessment and moderation processes are in place.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of ākonga**

**Te Kura Kaupapa Māori o Te Ara Hou has effective processes and procedures for meeting the assessment needs of its ākonga by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Te Kura Kaupapa Māori o Te Ara Hou has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- safeguarding ākonga privacy in the issuing of ākonga results.

## **Effective internal and external moderation to assure assessment quality**

**Te Kura Kaupapa Māori o Te Ara Hou 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 professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga 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.

**Te Kura Kaupapa Māori o Te Ara Hou has effective processes and procedures for managing external moderation by:**

- ensuring samples of ākonga work are available for submission by being adequately stored
- selecting sufficient samples of ākonga 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**

**Te Kura Kaupapa Māori o Te Ara Hou effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.



**Te Kura Kaupapa Māori o Te Ara Hou 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 ākonga and kaiako 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.

**Effective communication to inform staff, and ākonga and their whānau about assessment**

**Te Kura Kaupapa Māori o Te Ara Hou has effective processes and procedures for:**

- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success.

**Te Kura Kaupapa Māori o Te Ara Hou assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga to understand what they need to achieve to gain a qualification.

## Appendix 2: Overview

### What this report is about

**This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Te Ara Hou:**

- 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, ākonga and whānau.

### 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 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023*.

### 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
- *Te Pukapuka Mō Ngā Kaupapa here Me Ngā Tukanga Aromatawai o te Taura Here Tohu Mātauranga o Aotearoa 2023* (Kaiako Handbook)
- *Ngā Tikanga Aromatawai 2023* (Ākonga Handbook).

### The School Relationship Manager met with:

- the Principal's Nominee (by phone)
- Deputy Principal - Assistant Principal's Nominee - Curriculum/Assessment
- Kaiako in Charge of:
  - Ahumoni
  - English
  - Hauora/Kori Tinana
  - Hitori/Tikanga ā Iwi/Te Reo Māori/Te Reo Rangatira
  - Kahungunutanga
  - Pāngarau
- three ākonga.

There was a report-back session with the Deputy Tumuaki and the Acting Principal's Nominee 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.