

# Managing National Assessment Report

## Te Kura Kaupapa Māori o Tāmaki Nui ā Rua

September 2018

## What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Tāmaki Nui ā Rua:

- 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

## 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 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; 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 2017* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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 Kura Kaupapa Māori o Tamaki Nui a Rua, Kaiako Handbook, National Qualifications Procedures* (Kaiako Handbook, also available to whānau and ākonga online)
- a sample of course assessment statements for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, a group of akonga wharekura and Kaiako in Charge of English, Pāngarau/Pūtaiao, Physical Education/Rorohiko, Tikanga ā Iwi/Toi Ataata and Te Reo Māori/ Te Reo Rangatira.

There was a report-back session with the Tumuaki and Takawaenga Wharekura 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.

# SUMMARY

## Te Kura Kaupapa Māori o Tāmaki Nui ā Rua

September 7 2018

### Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

### What the school is doing well

Te Kura Kaupapa Māori o Tāmaki Nui ā Rua has effective internal review processes which are reflected in ongoing improvements to its assessment and moderation systems. Some recent improvements include the implementation of an assessment and moderation Monitoring Group, a wharekura-wide assessment matrix to support assessment completion and ākonga assessment tracking sheets.

A range of assessment modes are used for assessing ākonga, including written assignments, performances, presentations and portfolios of work. The use of technology for gathering evidence is developing, and assessment programmes are designed in consultation with ākonga and whānau.

Internal moderation processes are robust with all kaiako using the *Internal Moderation Cover Sheet*. A Monitoring Group oversees the moderation process further enhancing the credibility of assessment in the kura.

Data analysis is used to support achievement outcomes for ākonga and to track their progress towards future pathways.

A range of strategies is used to share assessment information to the kura community and to ensure consistent assessment practice and understanding. The experienced Principal's Nominee works closely with the Tumuaki and the Monitoring Group to ensure internal assessment is credible and that candidates are well-prepared for their external examinations.

### Areas for improvement

The kura has noticed low ākonga achievement rates in one subject area that could require assessment programmes to be reviewed to better match ākonga abilities and for ākonga to be better prepared for assessment. Senior managers have agreed to ensure consistency across the wharekura in developing strategies to meet ākonga assessment needs.

### Agreed action

The school agreed to an action item that will improve the quality of their assessment systems. This is to:

- ensure that all assessment programmes match ākonga abilities and that appropriate assessment opportunities are offered.

Some next steps for the school to consider are detailed in the body of the report.

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9 January 2019

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# FINDINGS OF THIS REVIEW

## How effectively has the school responded to external and internal review?

### External review

*Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

### Action Items from 24 September 2015 Managing National Assessment Report

There were no action items required in the 2015 Managing National Assessment review.

**Response to external moderation outcomes** Te Kura Kaupapa Māori o Tāmaki Nui ā Rua has well-embedded practice for responding to external moderation outcomes. To address issues identified through external moderation, such as low agreement rates between kaiako and NZQA moderators, the Principal's Nominee and kaiako co-construct an action plan that is monitored and evaluated upon completion. This practice ensures that moderation is credible and robust.

### Internal review

*Evidence found that the school is 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)*

In 2017, the Tumuaki was concerned about ākonga attitude to learning and NCEA achievement within the wharekura. Ākonga were surveyed and expressed a need for more engaging assessment programmes with greater emphasis on wharekura-wide tikanga, and a more structured learning environment. In responding to ākonga feedback, a positive culture shift has occurred within the kura. Progressive outcomes that have occurred since reviewing ākonga voice include:

- a greater emphasis on contextualising assessment to better align with ākonga interests and local tikanga
- a more settled, focussed classroom culture due to reinforcing the purpose of tikanga such as karakia, creating a more respectful environment for learning and achievement
- the provision of a positive, structured work environment with 30 extra minutes added to class time each day to focus on external assessment preparation, from the start of 2018.

Through self-review, the kura has developed systems to enhance the management of assessment and moderation practice across the wharekura by introducing:

- an assessment and moderation Monitoring Group to oversee, monitor and enhance processes
- ākonga assessment tracking sheets to track personal achievement
- a digital option for internal moderation using an online *Internal Moderation Cover Sheet* to encourage digital storage
- a wharekura-wide assessment matrix or tracking calendar to assist senior managers to monitor assessment completion and to help kaiako and ākonga better manage their time

- a more user-friendly online NCEA staff handbook with relevant current information, which is easily updated and accessible to the wider community.

Recent changes to assessment and moderation practice, based on self-review, reflect the school's capacity to identify and respond to ākonga needs and mitigate risks to the credibility of assessment. These changes continue to embed as assessment culture evolves to better meet kura-wide expectations. Senior managers at Te Kura Kaupapa Māori o Tāmaki Nui ā Rua are confident that their self-review systems continue to enhance the credibility of assessment and moderation practice within the kura.

**No action required**

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

## How effectively does the school's assessment practice meet the needs of its students?

*Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)*

### **Te Kura Kaupapa Māori o Tāmaki Nui ā Rua has effective processes and procedures for meeting the assessment needs of their ākonga by:**

- promoting digital assessment opportunities to engage ākonga in assessment opportunities
- providing assessment opportunities that recognise prior knowledge and assessing ākonga according to their strengths
- facilitating wānanga with ākonga and whānau to confirm assessment programmes
- negotiating assessment deadlines with ākonga, where appropriate, to support ākonga-centred assessment
- providing differentiated assessment within courses, where appropriate, to cater for individual strengths.

### **Te Kura Kaupapa Māori o Tāmaki Nui ā Rua has effective processes and procedures for:**

- managing missed and late assessment and providing further assessment opportunities and resubmissions, where appropriate
- dealing with breaches of assessment rules in a fair manner, following the principles of natural justice
- ensuring ākonga evidence of achievement is authentic through a range of strategies including sound knowledge of ākonga abilities, and ākonga signing authenticity forms
- ensuring evidence for derived grades is based on standard-specific evidence from a fit-for-purpose assessment event
- meeting the requirements of the *Privacy Act 1993*.

**Inconsistent achievement across the wharekura** Senior management is aware that one subject area has experienced low ākonga achievement rates in recent years with most ākonga failing to gain many credits. This is not consistent with ākonga achievement across the wharekura. Senior managers have agreed to ensure that all assessment programmes match ākonga abilities and that ākonga are well-prepared and ready for assessment before opportunities are provided.

### **Agreed action**

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure that all assessment programmes match ākonga abilities and appropriate assessment opportunities are offered.



## How effectively does the school's internal and external moderation assure assessment quality?

*Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)*

### **Te Kura Kaupapa Māori o Tāmaki Nui ā Rua has effective processes and procedures for managing internal moderation by:**

- ensuring all assessment materials are critiqued prior to use
- using subject specialists from within and beyond the kura to verify all mahi ākonga
- ensuring that all wharekura kaiako understand the procedures and expectations of internal moderation, including their use of the *Internal Moderation Cover Sheet*
- the Monitoring Group quality assuring assessment and reconciling kaiako documentation with practice
- kaiako wharekura keeping benchmark exemplars of moderated mahi ākonga to support with future grade judgements.

### **Te Kura Kaupapa Māori o Tāmaki Nui ā Rua has effective processes and procedures for managing external moderation by:**

- selecting samples of mahi ākonga for external moderation randomly to NZQA requirements
- ensuring samples of mahi ākonga are provided for external moderation by being adequately stored.

**Monitoring Group established** An assessment and moderation Monitoring Group has been established to support processes within the kura. It consists of the Tumuaki, the Principal's Nominee, and a small group of subject specialists from within and beyond the immediate kura community. The objective of the group is to quality assure assessment and ensure that credible results are transferred to NZQA on a regular basis. The group convenes regularly throughout the year to:

- ensure kaiako are keeping to the assessment plan and that assessments are submitted for verification on time
- check mahi ākonga and associated paperwork, including the assessment task and marking schedule are fit-for-purpose
- all kaiako are using the *Internal Moderation Cover Sheet* to reconcile documentation with actual practice
- verify mahi ākonga using expertise within the group
- refer mahi ākonga to other verifiers if necessary
- return work that is for any reason deemed to be not fit-for-purpose or where evidence is insufficient.

The introduction of the Monitoring Group has had many positive impacts including kaiako completing their internal assessments in alignment with the assessment matrix, and better understanding of the assessment and moderation expectations of the kura.

**For consideration**

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- refining the assessment matrix so that assessment is completed prior to a designated number of predetermined once-monthly Monitoring Group meetings.

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

*Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

### Te Kura Kaupapa Māori o Tāmaki Nui ā Rua effectively:

- uses assessment-related data to support achievement outcomes for ākonga by:
  - ensuring NZQA fees are paid and applications for financial assistance are processed on time
  - identifying academic strengths of ākonga to support the development of appropriate assessment programmes
  - tracking progress towards gaining qualifications and aligning this to future pathways
- reports accurate achievement data by:
  - kaiako checking grades for accuracy before and after they have been transferred to NZQA by the Principal's Nominee
  - kaiako checking all standard entries on key dates and informing the Principal's Nominee when standards are to be withdrawn
  - checking Key Indicators to ensure only consented standards are assessed and that data errors are corrected.

**Transfer of data needs to be timely** While senior managers are confident that the Monitoring Group has enhanced assessment credibility, it has not maintained the ability to transfer achievement data to NZQA in a timely manner. Initial reporting was timely, but as the volume of marked work has built up, the Monitoring Group has struggled to complete verification to meet deadlines. This has been mainly due to the difficulty in getting all members of the Monitoring Group together at one time as regularly as preferred. This challenge could be mitigated through greater use of technology and strategic and purposeful selecting mahi ākonga for verification. These two strategies have the potential to reduce verifying time and encourage more timely data transfer.

### For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- the Monitoring Group verifying mahi ākonga online
- reducing the amount of mahi ākonga for verifying by kaiako selecting strategically.

## How effectively does the school's communication inform staff, and students and their families about assessment?

*Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

### **Te Kura Kaupapa Māori o Tāmaki Nui ā Rua has effective processes and procedures for:**

- ensuring ākonga receive outlines for all course they undertake
- supporting new kaiako wharekura to the kura with appropriate professional development including attendance at the recent Kaiako Hou ki NCEA seminar
- providing ākonga and whānau assessment information through the new assessment statements which link to extra online assessment information and procedures
- holding regular NZQA related hui with whānau throughout the year
- facilitating whānau-kaiako interviews
- having regular hui kaiako where assessment and moderation processes are discussed
- reviewing communications to ensure they are fit for purpose and current.

### **Te Kura Kaupapa Māori o Tāmaki Nui ā Rua assists common understanding of assessment practice by:**

- discussing kura procedures and ākonga expectations in the classroom and during hui wharekura
- informing kaiako wharekura about assessment best practice and providing opportunities to discuss changes through regular pou rua hui
- fostering a collaborative and collegial approach among kaiako wharekura, encouraging constructive debate and professional discussions, which leads to better understanding
- knowing that ākonga understand what they need to achieve in order to gain a qualification.

**Digital assessment systems to be documented** Kaiako wharekura are engaging with digital technology and gradually developing their own systems for managing digital assessment. As various kaiako work their way through procedures that are repeated, such as modifying and storing assessment material, checking for authenticity and digitally verifying mahi ākonga, standardised processes can be developed to document best practice in the kaiako handbook. This will ensure consistency in digital assessment and moderation across the wharekura and provide systems that will save time and ensure credible practice.

### **For consideration**

To extend good practice in ensuring that information about assessment to ākonga, staff and families is current and accessible, the school is encouraged to consider:

- developing a section in the kaiako handbook for digital assessment and moderation practice that reflects wharekura-wide best practice.