

**Managing National
Assessment
Report**

2014

**Te Kura Kaupapa Māori o
Puau Te Moananui ā
Kiwa**

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Te Kura Kaupapa Māori o Puau Te Moananui ā Kiwa

25 March 2014

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 2014* (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 kaiako grade judgements on the student work identified by the random-selection process of the kura.
2. An external review of each assessment system of the kura at least once every four years.

This report summarises NZQA's evaluation of how effectively:

- 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 kaiako, students and whānau.

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

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

Background

Te Kura Kaupapa Māori o Puau Te Moananui ā Kiwa operates in accordance with the principles of Te Aho Matua and is situated in Glen Innes, Auckland. Its purpose is to educate Māori students in and through the medium of te reo Māori. The kura gained consent to assess in 2011 and this is its first Managing National Assessment review.

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

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

Gathering evidence of achievement Through policy, kaiako are advised to consider all valid, authentic and standard-specific evidence, to assess students when they are ready and to make standards transparent to students. Evidence of student achievement is gathered from a variety of contexts.

The kura has a strong oral and performance culture. Students participate in Ngā Manu Kōrero and prepare for kapa haka competitions.

Kaiako confirmed that they conference with students to check their understanding of a topic, capture video evidence of student performances and keep portfolios of student work. This is good practice especially since class sizes are small.

Further assessment and resubmission Kaiako interviewed described procedures to indicate that the guidelines for a further assessment and resubmission are well understood and correctly applied to gathering evidence of achievement. This supports the contention of the kura that its strategies to ensure and to monitor a common understanding of assessment practice are effective.

Missed and late assessments With students working on negotiated individual programmes the kura identified few issues with missed and late assessments. Extensions are granted if warranted by the circumstances and in the rare event of a deadline being ignored or wilful non-submission, Not Achieved is awarded.

Authenticity and breaches of the rules Most student work is completed under kaiako supervision and much of it involves performance. For written work in most subjects, kaiako check progress regularly. There is a clear process to deal with any possible breaches of the rules and the kura is confident of its capacity to manage any issues.

External assessment/examination centre issues Kura students attend their external examinations at Te Kura Kaupapa Māori o Hoani Waititi and a memorandum of understanding for 2013 was viewed. The kura kaiako enjoy good collegial support from kaiako at Te Kura Kaupapa Māori o Hoani Waititi.

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 PN works proactively with kaiako, including those new to the kura, to establish expectations and procedures for sound internal moderation practice. Kaiako are required to document their internal moderation practice using an *Internal Moderation Cover Sheet*.

Kaiako source assessment material from the tki website and are required to critique the material to ensure the language, content and context are appropriate and easily understood by students. Kaiako are also advised to critique the materials well in advance of their use so that there is time to make any necessary changes. Kaiako are aware that the verification process requires “a second pair of eyes” checking the accuracy of their grading of student work and ensuring that the assessment material used, meets the national standard.

Kaiako interviewed described appropriate procedures for checking assessment material prior to use, and to verify grades in a timely manner before they are reported to NZQA. Collegial support from a subject expert is available within the kura for Te Reo Māori; otherwise there is collaboration with colleagues and advisors outside the kura for this purpose. Other examples of professional engagement reported at the time of the visit are involvement with subject associations and cluster groups, attendance at professional development workshops and reference to NZQA resources.

Audit of internal moderation processes As an outcome of its own review, once grades are finalised, the kura requires kaiako to store the student work, the assessment task and schedule along with the completed *Internal Moderation Cover Sheet*, in a box in the Data Manager’s office. The PN and Data Manager stated that this process allows internal moderation practice to be monitored in a more timely and effective manner and ensures that student work is available if required for external moderation. Monitoring involves checks that these moderation boxes are available and contain the required material, and random quality assurance checks in the marau area. Verification is conducted mostly by kaiako beyond the kura. No results are reported to NZQA until the PN and the Data Manager are satisfied with full completion of the internal moderation process.

NZQA managed external moderation The most recently completed round of external moderation for the kura was August 2013 and 17 standards were selected. Assessment materials requested were submitted for all of the standards and student work was not submitted for one standard. Procedures for the retention of materials for moderation have been strengthened since. Assessment materials for six standards required modification.

The PN worked in a transparent and constructive manner to address the issue by requiring the kaiako concerned to complete a ‘Response to external moderation’ issues form. Evidence of this follow up documentation was sighted. However, the PN agreed that the next step is to ensure that the necessary changes have been made to the assessment materials before further use.

Random selection Small class sizes mean that, generally, all student work is selected for moderation. Where there are more student samples available, an approved random selection method is used.

Identified action

NZQA and senior management agree on the following action to improve the internal and external moderation procedures of the kura to assure assessment quality. Senior management undertakes to:

- ensure that the necessary changes have been made to the assessment materials before further use.

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 Data Manager complements the role of the PN and has the responsibility of completing all entry and results data using the NZQA web entry facility of the kura. She has clear systems to ensure that she correctly enters the information passed to her by the PN. No results are entered and reported to NZQA until the PN approves them and until kaiako provide her with all the evidence required from the internal moderation process.

There were some issues with late entries for external examinations in 2013 where Level 1 and 2 examination papers were requested for Te Reo Māori. As a result papers were not personalised for candidates. With examinations being sat off-site, late entries create the potential for papers to not be available on the day. If both kaiako and students check the entry data, the risk of such errors is minimised. The PN agreed to follow through on this.

Learner login All students are encouraged to use their Learner login to check their results and to request their qualification documents at the start of the year. Ninety-two per cent of students logged in during 2013 to check their results and entries and eighty-three per cent logged in to check their results in January 2014.

Use of assessment-related data With a small cohort and individual teaching and learning programmes, analysis and longitudinal comparisons in an individual subject is difficult. However, the kura completes an analysis of its results and also compares its results nationally with kura of the same size and decile for the report to its Board of Trustees.

Identified action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure kaiako and students check the entry data to minimise the risk of having to request late examination papers.

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

How effectively does the kura 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 document was provided for this visit:

- *Te Kura Kaupapa Māori o Puau Te Moananui a Kiwa Qualifications Procedures.*

This document was reviewed and updated in 2014 to align with the requirements of the Assessment Rules. Assessment information within the kura document is clear and comprehensive and available for use by kaiako, students and whānau.

Kaiako, students and whānau are informed of assessment matters via the kura document, kaiako syndicate hui, student assemblies and in class and at whānau hui. Through the kura self-review process, the PN identified that students need their own handbook and will take from the kura document a synopsis of information relevant to students only, to develop a student assessment handbook.

Course outlines and assessment statements Course outlines are given out to students at the start of the year. These list the registered standard number, version and title, credit value, the level, approximate date of assessment and further assessment opportunity. Due to extra-curricular activities that impinge on approximate assessment dates, students are warned that assessment dates may have to be adjusted to suit the occasion that arises.

As a result of its self-review process and to relieve assessment pressure on students, an annual calendar will be put in place so that all kaiako can write their assessment dates on the calendar for the year ahead. Extra-curricular activities will also be noted on it and this will identify where assessment weeks may be considered “heavy” thus putting pressure on students. Kaiako will then be able to negotiate changes with the PN or other kaiako should the need arise.

Identified action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to kaiako, students and whānau. Senior management undertakes to:

- Develop a student assessment handbook.

Summary

Te Kura Kaupapa Māori o Puau Te Moananui ā Kiwa is commended for its on-going commitment to ensuring the credibility of assessment for national qualifications.

Kaiako assess students in a variety of ways so that their best effort can be recognised. They consider all valid, authentic and standard-specific evidence presented by students.

Internal moderation is effectively managed and the kura only reports results for internal assessment that are subject to the internal moderation procedures of the kura. External moderation, on the other hand, requires further follow-up to ensure changes are made to assessment materials where required.

The kura is developing effective self-review strategies and anticipates further review of the way it analyses its data from year to year.

The 2014 Managing National Assessment review identified no significant issues that prevent the kura 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.

Ian Munro
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13 May 2014