

# Managing National Assessment Report

## Mauke School

August 2022

## Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

The issues are a:

- lack of response to recommendations made by NZQA in the 2018 Managing National Assessment review
- lack of external moderation submissions in 2021
- need to follow up external feedback from moderation, including internal grade verification and internal moderation
- need for credible practice examination processes
- need to ensure that students who may be eligible for special assessment conditions receive their entitlements
- need to ensure that student entries and results are accurate, and that these are checked and monitored for each student.

### Actions required to address significant issues

In order to address these issues, the school must:

- follow-up external review recommendations and findings (CAAS Guidelines 3v)
- comply with external moderation requirements of NZQA and SSBs (CAAS Guidelines 2.6iv)
- ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient (CAAS Guidelines 2.6ii)
- ensure student work is adequately stored to meet moderation requirements (CAAS Guidelines 2.6vi)

transfer student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted (CAAS Guidelines 2.7iii).

# FINDINGS OF THIS REVIEW

## Mauke School

16 – 19 August 2022

### Actions and considerations

#### Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Follow up external review recommendations and findings	In response to 2022 external moderation reports
Meet NZQA expectations for external moderation by <ul style="list-style-type: none"><li>ensuring samples of student work are available for submission by being adequately stored</li><li>submitting samples of student work to NZQA requirements</li></ul>	Immediate
<b>Credible assessment practice to meet student needs</b>	
Develop practice examination procedures that meet NZQA guidelines for derived grade applications	Immediate
Develop processes to ensure the accurate and timely submission of student entries and results to NZQA	Immediate
Work with the Cook Islands Ministry of Education to facilitate special assessment applications for eligible students	Immediate and ongoing
Monitor and track student progress towards qualifications	Immediate and ongoing

## **For consideration**

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

- working with the Cook Islands Ministry of Education to review the submission of digital materials for internal verification and external moderation.



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31 October 2022

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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 4 – 6 May 2018 Managing National Assessment Report** The school updated its external moderation response form after the 2018 review, yet this has not been used as required to monitor the completion of actions planned to address identified moderation issues. Consistent use of the form also has the potential to support the addressing of any issues identified in the internal grade verification process supported by the Cook Islands Ministry of Education.

The school has not made applications for students who may be eligible for special assessment conditions since 2019, although they have had students who may have been entitled for this support. The school has worked with the Cook Islands Ministry of Education to support the identification and support of students with learning needs. The next step is to collate evidence and complete applications for these students.

More robust processes are still needed to ensure that student entries and results are reported to NZQA in an accurate and timely manner. Checks are required to enable accurate reporting and monitoring of student progress. Small numbers of senior students and network challenges mean that the school has continued to use the web entry process instead of a planned cloud-based student management system.

The staff handbook was updated in 2018 in response to recommendations in the report. Ongoing review of staff and student assessment information is required to ensure that it remains current and fit for purpose.

**External moderation processes and response to outcomes** Mauke School must comply with NZQA's annual external moderation requirements to assure the credibility of its assessment and support the review of internal assessment practice.

Assessment materials need to be stored appropriately so that they are available for moderation. A more organised storage system is required to ensure that student work can be located if required, both for internal verification and external moderation. The school submitted one of the required six standards for external moderation in 2021.

The school could work with the Cook Islands Ministry of Education to consider how they submit work for external moderation. The unreliable internet network on Mauke means that uploading video and other digital submissions for external moderation is not always possible. A proactive approach to this issue would support the school in transitioning to increasingly digital internal and external assessments.

## Internal review

*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. (CAAS Guidelines 3iv)*

The Principal and the Principal's Nominee are actively considering the implications of a reduction in student numbers and staff capability on their ongoing senior assessment programmes. They are focused on ensuring that current students have the opportunity of gaining a scholarship to Tereora College by earning at least 50 credits at NCEA Level 1, including meeting the Level 1 literacy and numeracy requirements.

Some routine review processes have not been sustained since the last Managing National Assessment review. These include the ongoing monitoring of student progress at individual, data submission, and assessment programme levels. While the Principal and Principal's Nominee discuss NCEA assessment regularly, a greater focus on review of systems and processes is needed to consider and share improvements in assessment practice.

## Credible assessment practice to meet student needs

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)*

**Adapting assessment programmes to meet student needs** Mauke School is effective in collecting a range of evidence of student achievement and only assessing students when they are ready. The slow pace of assessment means that the progress of each student towards completing a task is closely monitored by their teacher. Students are given extra support over evenings and the school holidays to catch up on their work and make the most of the variable internet connection. This means that further assessment opportunities and the resubmission process are not required. This approach will be useful when new larger NCEA achievement standards are introduced across the curriculum.

As the only two teachers currently working with the school's small number of year 11 students, the Principal and Principal's Nominee each adapt their own teaching and associated assessment tasks to suit students' language and interests. They use local contexts to help students engage with Te Aho o te Kura Pounamu resources, and use the flexibility of NCEA to make the most of available resources, including local experts, network availability, and the support of parents or guardians.

**Valid evidence gathering for derived grades** Mauke School needs to develop practice examination procedures that meet NZQA guidelines. Currently, these assessments are based on previous years' examinations that are publicly available, and therefore students could attempt the assessment having already viewed the assessment schedule. This would invalidate their results.

Systems are needed to ensure that practice exams are critiqued, and grades verified before they are submitted to NZQA as potential derived grades. The school could work with the Cook Islands Ministry of Education to facilitate the quality assurance of these grades.

**Monitoring and tracking student entries and results** A more systematic approach to checking student entries and results is needed to support teachers to track overall student achievement. The school has previously used the noticeboard in the school secretary's office to monitor the completion of assessment programmes, the verification of internal assessments, and student progress towards their qualification goals. The reinstatement of this system, or a similarly shared and thorough system, would help to ensure that teachers and students are able to check progress and that NZQA receives information from the school that is both timely and accurate.

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

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

**Internal moderation processes ensure the validity of grades** Mauke School consistently uses the process facilitated by the Cook Islands Ministry of Education to ensure that all internal assessment materials are critiqued before use so that they are fit for purpose. Similarly, all student work is sent for grade verification by subject experts outside the school. Teachers use an internal moderation cover sheet to document the process, and email this to the Ministry of Education. Internal moderation feedback is used to confirm or change student grades before they are submitted to NZQA.

**Responding to grade verifier feedback** The school should use a system to respond to verifier feedback consistently. This would assist teachers to use standard-specific feedback to review the assessments used and identify potential next steps.

Mauke School has a process that has the potential to improve teacher understanding of assessment standards, using the moderation response form. As a result of discussion during the review, the school is considering sharing the results of external moderation with national verifiers to support both the teacher and the verifier to improve their understanding of the standard.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Mauke School has effective processes and procedures for meeting the assessment needs of their students by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs.

**Mauke School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved where students have had an adequate assessment opportunity but have submitted no work
- safeguarding student privacy in the issuing of student results.

## Effective internal and external moderation to assure assessment quality

**Mauke School 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 student 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.

## **Effective management and use of assessment-related data**

### **Mauke School reports accurate achievement data by:**

- 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 students and their families about assessment**

### **Mauke School has effective processes and procedures for:**

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement.

### **Mauke School assists common understanding of assessment practice by:**

- communicating assessment information for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

## Appendix 2: Overview

### What this report is about

This report summarises NZQA's review of how effectively Mauke School:

- 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.

### Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (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 2022* (Assessment Rules).

### 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:

- *Mauke School, Assessment for Qualifications Staff Handbook, 2022*
- *Mauke School, Parents and Guardians NCEA booklet, 2022*
- *Literacy and Numeracy, and Cook Islands course outlines, 2022.*

The School Relationship Manager met with:

- the Principal's Nominee
- the Principal
- the Mauke School secretary and Exam Centre Manager.

There was a report-back session with the Principal, Principal's Nominee, and school secretary 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 actions required.

## Background

Mauke School is a secondary school on the island of Mauke in the Cook Islands. It annually assesses students for New Zealand national qualifications at Level 1. In order to continue with their education beyond Year 11, students typically transfer to Tereora College on Rarotonga or move overseas.

All students study a common course of Cook Islands Maori, Literacy, Numeracy, and Physical Education. The school aims to have all students gain NCEA Level 1. For many students, Cook Islands Maori is their first language with English their second language. Annually in November, the school is an examination centre for its students entered in externally assessed standards.

Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years. The time that elapses between reviews is, therefore, not necessarily an indicator of the effectiveness of the school's management of assessment for national qualifications.