

Managing National Assessment Report

Mauke School

May 2018

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.

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 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 2018* (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
- *Mauke School: National Qualifications Framework Assessment for Qualifications, Staff Handbook 2018*
- assessment information sheet for parents and students
- course outlines for the NCEA subjects offered.

The School Relationship Manager met with the Principal, Principal's Nominee and the three students.

There was a report-back session with the Principal and 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.

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, English, Mathematics, Physical Education, Science and Tourism. The school aims to have all students gain NCEA Level 1.

For many students, Cook Island 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.

SUMMARY

Mauke School

4 – 6 May 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 respond to most identified issues.

By agreement with the Cook Islands Ministry of Education, Managing National Assessment external reviews are currently undertaken in all Cook Islands schools on a one or two-year cycle. Based on the outcome of this assessment systems check, it is anticipated that the next Managing National Assessment review will be conducted within two years.

What the school is doing well

Mauke School has assessment and moderation processes in place to ensure credible assessment for national qualifications.

The school has fully addressed most of the action items from the 2016 Managing National Assessment report. It is considering how similarities between the Cook Islands national verification system and NZQA's External Moderation Application will allow it to address the remaining item of sharing moderator feedback.

A common academic programme is in place for students. This closely aligns assessment in subjects with the requirements of Tereora College on Rarotonga, allowing students to move to the College to complete their academic schooling. Most courses now also include externally assessed standards, providing students with the opportunity to become familiar with external examination processes.

The school effectively manages missed or late assessments, resubmissions, further assessment opportunities, reporting Not Achieved and authenticity. These, and the processes for investigating potential breaches of the Assessment Rules and appeals are applied consistently by staff.

Internal moderation is an embedded process within the school. The Principal's Nominee effectively monitors internal moderation processes and ensures that all results have been through these processes before being reported to NZQA. The school has actively engaged with NZQA's External Moderation Application, selecting the standards for its moderation plan and submitting all work digitally.

Achievement data is used by staff to inform course design and track student progress.

Staff, students and parents are provided with information on assessment policies and procedures. For parents this information is available in both English and Cook Islands Maori.

Areas for improvement

The school's external moderation response process does not allow the Principal's Nominee to record the completion of staff actions planned in response to moderator feedback. Adopting the new response form made available to the school will overcome this issue.

A system to manage applications for special assessment conditions needs to be developed. The school has identified that a Year10 student could be eligible next year and that it will need to work with the Cook Islands Ministry of Education to facilitate an application for them.

Not all entries made for students in 2017 had a result reported for them. The school attributes this mainly to delays in the return of verification reports. It will not, correctly, report results until all internal moderation processes are complete. Some of the delay may relate to the timing of the assessments. Further assessment opportunities offered to students late in the school year may not need verification. The school must develop systems to manage these processes to ensure that quality assured results are available for all entries prior to the final reporting date.

Review of some sections the staff handbook is required to clarify the information they contain, or to bring them up-to-date with what is available on the NZQA website.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are:

- update the external moderation response form and use it to monitor the completion of actions planned to address identified moderation issues
- work with the Cook Islands Ministry of Education to facilitate special assessment applications for eligible students
- develop processes to ensure that all student entries have a result reported for them
- update the staff handbook as detailed in this report.

Kay Wilson
Manager
School Quality Assurance and Liaison

11 July 2018

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

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

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 12 April 2016 Managing National Assessment The school has made good progress addressing the action items from the 2016 review. While there is still further work required on one item, it does not impact on the credibility of the assessment provided by the school.

The school has reviewed its assessment practice to ensure:

- all courses, except Physical Education and Tourism, now include externally assessed standards
- data files are submitted to NZQA when student grades have been verified through the national verification process
- teachers collect evidence of student achievement in a range of ways, including digitally
- work is shared digitally with the Cook Islands national verifiers, and NZQA moderators, where file sizes and internet access allow
- staff used the outcomes of external moderation to plan for improvement
- the course outlines provide students with similar information.

The issue of sharing feedback from external moderators with the Cook Islands national verifiers is discussed in the moderation section of this report.

Response to external moderation outcomes The last completed moderation round for the school was in 2016. With a November submission date, and having to send work to New Zealand, there were delays in getting some reports returned to the school before the end of the year. The external moderation response form used at the time allowed teachers to provide feedback on identified issues but was not set up to assist the Principal's Nominee record her monitoring of the completion of any planned actions. The school could not confirm that all issues were appropriately managed.

The Principal's Nominee has a new moderation response form available to her and has agreed this will allow her to better collect feedback from staff and monitor the completion of any actions planned to address the identified moderation issues.

An issue for the school in 2016 was that three of the standards selected for moderation had not been assessed, so there was no student work to submit. The school is aware that NZQA's new external moderation application allows them to choose the standards for moderation and will use this feature to ensure only standards they assess will be selected in future.

Because of issues caused by a change in their Provider code, the School could not engage with NZQA's external moderation application in 2017. The 2017 moderation round was therefore delayed until early 2018. The school has actively engaged with

the application, submitting all work digitally. Digital submission speeds up the moderation process and means staff will get reports back quicker.

Internal review

Evidence for 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 Principal's Nominee are the only teachers in the school assessing for national qualifications. They review their own processes, but there is no formal process for collating the results of these individual reviews. School review is therefore generally reactive, rather than proactive. Where issues are identified by outside agencies they are usually dealt with effectively, with the staff working collaboratively.

The school should consider setting up a regular meeting specifically to discuss assessment policy, processes, and practice. This will allow assessment best practice to be shared and will help identify areas where improvements may be required.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review. Senior management undertakes to:

- update the external moderation response form and use it to monitor the completion of actions planned to address identified moderation issues.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- arranging regular meetings between assessing staff to consider and share improvements in assessment policy, processes and practice.

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

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 5.5)

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

- providing a good basis for further education by assessing against a common core of Cook Islands Maori, English, Mathematics and Science in Year 11
- introducing externally assessed standards into courses to enable students wanting to continue with their education beyond Year 11 to become familiar with external examination processes
- providing Year 11 students with laptops for use at school to improve their digital capabilities
- using home-based “chores” that engage student interest as a method to gather evidence of achievement
- using a variety of methods in class, including digital, that enable students to present their best evidence.

Mauke School has effective processes and procedures for:

- assisting students to present authentic work by using a range of suitable strategies during the assessment and marking processes
- managing missed and late assessments, further assessment opportunities and resubmissions
- investigating and resolving potential breaches of the Assessment Rules, and student appeals of assessment decisions
- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work

Making special assessment condition applications The school has identified that one of its Year 10 students may be eligible for special assessment conditions next year to remove barriers to assessment. NZQA is working with the Cook Islands Ministry of Education to facilitate applications from Cook Islands schools. The Principal's Nominee has never made an application and is unsure of the process. Some information was provided during the review and the school's senior management team have agreed to work with the Ministry to facilitate the application for the student.

School practice examination results not suitable for use as derived grades

Because staff use unmodified previous NZQA external examination papers, the student grades produced during the school's practice examinations do not meet NZQA requirements for applications for a derived grade. The assessment schedules for past NZQA papers are available online. If staff intend to use previous NZQA papers for school examinations, they must modify the questions so that students can present authentic work. The school has not processed any derived grade applications for students in the past few years. This has therefore not been an issue,

but the school must consider the advice it gives to staff on the preparation of practice examinations in case an application is made.

Agreed action

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

- work with the Cook Islands Ministry of Education to facilitate special assessment applications for eligible students

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider:

- changing its processes for developing practice examination papers so they meet NZQA guidelines for derived grade applications.

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

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)

Mauke School has effective processes and procedures for managing internal moderation by:

- having all assessment materials critiqued prior to use to ensure they are fit for purpose and provide students with the opportunity to present evidence at all grades
- staff documenting the steps of their moderation processes on an *Internal Moderation Cover Sheet*.
- having samples of student work for all assessed standards verified through the Cook Islands National Verification System
- the Principal's Nominee monitoring teacher's internal moderation processes, by collecting and collating copies of all *Internal Moderation Cover Sheets* and verification reports, before reporting results to NZQA.

Mauke School has effective processes and procedures for managing external moderation by:

- actively engaging with the NZQA External Moderation Application and submitting all work digitally
- ensuring samples of student work are stored so that they are available for external moderation, if required.

Using cloud-based storage for material produced in digital assessments Most of the work that students produce during assessment is now digital. Being able to store this work in a cloud-based storage facility will facilitate the sharing of this work with Cook Islands national verifiers for internal moderation, as well as NZQA moderator for external moderation. Teachers presently store this material on their school laptops or on USB memory sticks, increasing the risk of material being lost.

The Cook Islands Ministry of Education has initiated a single cloud-based storage system for use by all Cook Islands schools. However, teachers have yet to be given training in the use of this storage. The school is encouraged to work with the Ministry to upskill staff in collecting appropriately-sized files of digital evidence of student achievement, and on how to store these in the available cloud-based application.

Consideration given to ways of sharing external moderation reports with national verifiers Sharing the results of external moderation with the person who verifies the work for a standard allows both the assessor and the verifier to improve their understanding of the standard. During the 2016 Managing National Assessment review the school agreed to share moderator feedback with verifiers but found this difficult to achieve because of differences in the two processes. As the number of Year 11 students is small, the same student work is submitted digitally for both verification and moderation. Using an identical identifier for each Learner in each process would simplify the provision of feedback to verifiers where NZQA moderators identify an issue.

No action required

No issues with the school's internal and external moderation were identified during this review.

For consideration

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

- working with the Cook Islands Ministry of Education to upskill staff in the appropriate collection of digital evidence of achievement and its storage in cloud-based applications
- facilitating the sharing of feedback from external moderation with national verifiers.

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

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Mauke School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - analysing previous years' achievement data to inform current year course design
 - tracking student progress towards qualification achievement so that support can be provided, if required
- **reports accurate achievement data by:**
 - reporting results to NZQA only once a verification report has been received for the standard.

Late reporting of results for students' internal entries Approximately eight per cent of all student entries for internally assessed standards did not have a result reported for them in 2017. While some of these may be attributed to the late return of verification reports, the school needs to develop processes to ensure that all student entries have a result by the key end-of-year reporting date to NZQA.

The school correctly did not report the results until the reports were received, but this could potentially have stopped students from gaining qualifications. Submitting material for verification late in the year risks verifiers being unable to return work before the end of the school year. This will impact on the reporting of student results.

Agreed action

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

- develop processes to ensure that all student entries have a result reported for them.

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

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Mauke School has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- communicating information on assessment policies and procedures to staff, students and parents.

Mauke School assists common understanding of assessment practice by:

- holding a meeting for parents and Year 11 students early in the year to distribute information on NCEA and school assessment processes
- providing staff with hard copies of the handbook, and students and parent with copies of the information sheet in both English and Cook Islands Maori.

Some updating of assessment information required Sections of the staff handbook require clarification or updating when it is next reviewed. These include:

- rewriting the information on special assessment conditions so that it focusses on assessment for qualifications, the conditions that can be provided for eligible students and the application process
- explaining how staff can ensure that results from the school practice exams meet NZQA requirements for a derived grade i.e. they must valid, standard specific and authentic
- reordering the information provided on internal moderation processes so that it matches the order on the school's *Internal Moderation Cover Sheet*
- updating the information on external moderation so that it reflects what is required by the NZQA external moderation application process.

Agreed action

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

- update the staff handbook as detailed in this report.