

MANAGING NATIONAL ASSESSMENT REPORT

**Enuamanu
School**

April 2016

Managing National Assessment Review

The purpose of reviewing the management of national assessment is:

- 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 2016* (Assessment Rules); and
- 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.

The review has three components:

- The annual external moderation of assessment materials and of teacher grade judgements for student work selected by the school's random-selection process.
- A random sampling of aspects of assessment systems and data for review or audit on an annual basis.
- A visit to review each school's assessment systems at least once every four years.

Managing National Assessment Report

This report summarises NZQA's evaluation of how effectively the school:

- has addressed issues identified through the three components of 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
- manages and makes use of assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

In preparing this report, the School Relationship Manager met with the Principal's Nominee and teachers of Cook Island Maori, English, Mathematics and Science.

The school also provided pre-review information and the following documents:

- *Apii Enuamanu National Qualifications framework – Assessment for qualifications handbook* (Staff Handbook)
- *Apii Enuamanu NCEA Level 1 – 3* (Student Handbook)
- course outlines Years 11, 12 and 13.

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 and next steps and to agree on any action required.

Background

Enuamanu School

Enuamanu School provides secondary education for students in Years 11, 12 and 13 on the island of Atiu.

The school annually assesses a small number of students for New Zealand national qualifications at Level 1, 2 and 3. For its Year 13 students, the school endeavours to offer sufficient courses for them to achieve NCEA Level 3 and University Entrance; thus enabling them to remain on Atiu while they complete their secondary education.

For the majority of students, English is their second language.

The range of subjects offered at all levels can change markedly from year to year depending on staff capability and student interests.

The majority of standards offered in courses are internally assessed. Annually in November, the school is an examination centre for those students entered in standards externally assessed by written examination.

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

OVERVIEW

Enuamanu School

7 & 8 April 2016

Enuamanu School has made improvements since the last Managing National Assessment review in 2014 in how it manages assessment for national qualifications. However, there are some areas where further action is needed to ensure it meets the conditions of its Consent to Assess against Standards.

The schools' administration of the Mathematics Common Assessment task in 2015 did not meet NZQA's requirements. The school is aware that another similar serious incident could result in removal of ability to offer external assessment.

Self-review programme The Principal and Principal's Nominee have agreed to implement a programme of self-review around aspects of managing assessment and internal moderation. Carrying out effective review will enable the school to identify areas of risk and plan for improvement. They have been provided with a range of tools which might assist in the review.

Internal and external moderation In 2015, the school did not submit all work requested for external moderation. Some of this was because the standards requested were not used and no work from 2015 was available. The Principal's Nominee is reminded to negotiate changes if the standards are not being used in the current year.

The school identified some issues with internal moderation in 2015. Some teachers were not fully engaged with the Cook Islands verifiers and this was reflected in low agreement rates in external moderation. The Principal and Principal's Nominee now consider they have improved management of both internal and external moderation. The Principal's Nominee is closely monitoring that all the steps for internal moderation are carried out, including verification. Where there was a low agreement rate in external moderation the school is following up on the issues raised. As external moderation is a measure of the effectiveness of the school's internal systems, this is expected to lead to ongoing improving agreement rates in external moderation.

Better internet access will enable the school to better meet NZQA requirements It is expected that the improved internet access will reduce the issues with managing submission of entry and results data to NZQA. The Principal's Nominee understands that a file is expected to be sent for the start of every month from April to December, even if there have been no changes in entries or results. This will become easier when the school is able to utilise the features of the student management system that is being introduced.

Assessment practice There remains some confusion about further assessment opportunities and resubmissions which the school has agreed to clarify for teachers.

Communication The school is working to improve communication with parents so they can support their children's learning. The school has updated the documentation for teachers and when it is next published will review to check that all information relating to topic is in one place.

The Principal's Nominee is gaining confidence in the role. She is well supported by the Principal and together they form an effective team.

Significant issues This review identified significant issues that would prevent the school from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

Next Steps

Required action

In order to maintain its consent to assess, the school must:

- ensure that the Mathematics Common Assessment Task is administered as directed by NZQA
- ensure internal moderation is adequately monitored by senior management (CAAS Guidelines 2.6iii) and only report grades when the Principal's Nominee has evidence that all requirements have been met
- comply with external moderation requirements of NZQA (CAAS Guidelines 2.6iv)
- 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)

Agreed action

NZQA and senior management agree on the following action to further refine assessment practices. Senior management undertakes to:

- plan and implement a programme of self-review to identify any risks and make identified improvements to assessment or moderation processes
- clarify for teachers the difference between a resubmission and a further assessment opportunity
- ensure that work is submitted for internal moderation as promptly as possible and, where possible, share the work with the verifier digitally
- encourage teachers to submit external moderation in a digital form
- negotiate changes to the external moderation plan so that work from the current year is available to be submitted
- make thorough data checks prior to key dates and withdraw entries where the students have not had an opportunity to be assessed
- gather and present all the information relating to a topic together before the staff handbook is next printed.

Next Managing National Assessment review 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 at Enuamanu School will be conducted within two years, with a return in one year to check on progress towards addressing the required action items.

Kay Wilson
Manager
School Quality Assurance and Liaison

15 June 2016

NZQA

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FINDINGS OF THIS REVIEW

Response to External and Internal Reviews

Previous external reviews

Evidence was sought that external review recommendations and findings have been appropriately and effectively addressed. (CAAS Guidelines 3v)

Action items from the 4 & 5 April 2014 Managing National Assessment Review

There were a number of agreed action items:

- **Accepting non-written evidence of achievement** The school agreed to have teachers consider how they could effectively assess students through the use of non-written tasks. Since that review, the school is identifying where it might be appropriate to gather evidence of achievement in different ways. As an example, in Horticulture students use photographs to show them demonstrating their skill to supplement written descriptions.
- **Cook Island Maori language standards** It was suggested that the school encourage assessment for listening comprehension standards being done in a way that works best for each student. The teacher of Cook Islands Maori language allows the students to submit work in Cook Islands Maori or English, as they prefer.
- **Ensure that the school monitors the completion of internal moderation** It was agreed that teachers would attach the *Internal Moderation Cover Sheet* to the paper copy of verified grades when they submit these to the Principal's Nominee for reporting to NZQA. This did not happen consistently in 2015. However, during this visit it was confirmed that the current teachers all understand the expectations. The Principal's Nominee is monitoring completion and is confident that all teachers are meeting this requirement.
- **Finalising the moderation plan** Enuamanu School's external moderation is due by November each year. This date has been selected so current year's work can be submitted. This enables useful feedback to the school even if there has had to be a change in staff or courses. In 2015 the school did not negotiate appropriate changes and, as a result, did not submit work for some standards. The school is again reminded that changes to the moderation plan can be negotiated if the standards have not been assessed in the current year.

The school is demonstrating its increasing ability to make an appropriate response to an identified issue or risk. The next step is to ensure that responses to external reviews are timely and consistent.

Internal review

Evidence was sought that the school was 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)

Enuamanu School has identified that it is ready to develop an ongoing programme of self-review around managing assessment and internal moderation. This would include ensuring the quality assurance processes continue to meet NZQA's requirements, reviewing the documentation on an annual basis, and ensuring that courses continue to meet the needs of students. The school has been provided with some tools to assist this process. It is expected that this will help them to identify any

issues and risks and plan for improvement. The outcomes and effectiveness of the school's review will be discussed in the next visit by NZQA.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review and its self-review of assessment systems and practice. Senior management undertakes to:

- plan and implement a programme of self-review to identify any risks and make identified improvements to assessment or moderation processes.

Assessment Practice

How does the school's assessment practice allow for the effective management of assessment for national qualifications? (CAAS Guidelines 2.5v-vii, 2.6, 3)

Significant risk in managing an external assessment in 2015 There were failings in the way Enuamanu School administered the Mathematics Common Assessment Task in 2015 that had the potential to compromise the results for the school's candidates. The Principal and Principal's Nominee understand that any similar incident in the future could result in the school losing the facility to host external assessments.

Good basis for student's further education Enuamanu school effectively uses its limited staffing resource to provide a good basis for a student's further education. Students at Levels 1, 2 and 3 study a common core of Cook Islands Maori, English, Mathematics and Science. Additional subjects may be available depending on staffing. Where possible, teachers use local contexts for teaching and learning to engage students.

Managing missed and late assessments, appeals and possible breaches of the rules The school has fair processes to manage assessment deadlines, appeals and possible breaches of the rules. The small student numbers generally mean that final deadlines are negotiated and students are assessed when they are ready.

Some confusion around resubmission and a further assessment opportunity Teachers have confusion about the difference between a resubmission and a further assessment opportunity. A resubmission involves students fixing small errors or omissions before a final grade is awarded; a further assessment opportunity involves additional teaching and learning and a completely new assessment task. The difference was discussed with the Principal and the Principal's Nominee. The school agreed to continue this discussion with the teachers using NZQA's *Mythbusters* on Further Assessment Opportunities and Resubmissions to ensure that all teachers are meeting NZQA's requirements.

Required action

The following action is required to improve the management of assessment for national qualifications. The school must:

- ensure that the Mathematics Common Assessment Task is administered as directed by NZQA.

Agreed action

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

- clarify for teachers the difference between a resubmission and a further assessment opportunity.

Moderation

How effectively does school internal and external moderation assure assessment quality? (CAAS Guidelines 2.6, 3)

Improved internal moderation practice in 2016 The Cook Islands Ministry of Education has appointed verifiers for all subjects and this enables its small, isolated schools such as Enuamanu School to manage internal moderation. In 2015, there was reluctance from some teachers at the school to fully engage with internal moderation. These teachers are no longer at the school. For 2016, the Principal's Nominee has developed a robust monitoring system that will allow her to confirm that all current teachers consistently follow the school's internal moderation processes. This means that the grades submitted to NZQA are the work of more than one person.

At this review, all teachers were able to describe their internal moderation processes and provided evidence that they are following the school's requirements. The good practice includes effective use of the *Internal Moderation Cover Sheet* and sending samples of student work to the Cook Islands verifier to confirm grades. This is improving the teachers understanding of the standards.

Encourage digital sharing of work for internal moderation Sending student work to the Cook Islands verifier can mean a delay in getting confirmed grades for students. To try to address this, the Principal's Nominee has scheduled dates to send work. To make the verification process more efficient, the school is encouraged to scan student work and send it digitally. This would reduce delays and avoid any possible loss of work in transit. An additional advantage is that the verifier retains a copy of the work which can be used if there is a discussion between the teacher and verifier. The same digital file can then be shared with the NZQA external moderators if required.

The school did not submit all required work for external moderation in 2015

The most recent external moderation round was in November 2015. NZQA asked for student work for 32 standards. The school did not submit work for eight of those standards.

- For two standards because grades were submitted in 2015, student work should have been available. The school is reminded that they must fully comply with external moderation requirements.
- For three standards where work was not submitted, the standards were not assessed in 2015. The school is reminded to negotiate appropriate changes to the external moderation plan to reflect the current year's assessment programme.
- For a further three standards, students did not complete the assessments. In this case, the Principal's Nominee should withdraw the entries rather than submitting a Not Achieved grade.

Follow up from external moderation For four standards, the moderator was unable to express confidence in the assessor judgments and for several others the moderator agreed with less than half of the teacher judgements. Where the standard is being used again, the school is following up on the issues raised by the moderators. Another useful step would be to share the feedback with the Cook Islands verifier so that person can also benefit from the moderator's feedback.

Required action

The following action is required to improve the school's internal and external moderation to assure assessment quality. The school must:

- comply with external moderation requirements of NZQA (CAAS Guidelines 2.6iv)
- ensure internal moderation is adequately monitored by senior management (CAAS Guidelines 2.6iii) and only report grades when the Principal's Nominee has evidence that all requirements have been met.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure that work is submitted for internal moderation as promptly as possible and, where possible, share work with the verifier digitally
- negotiate changes to the external moderation plan so that work from the current year is available to be submitted
- encourage teachers to submit external moderation digitally.

Data Quality and Use

How effectively does the school manage and make use of assessment-related data?
(CAAS Guidelines 2.6, 2.7, 3)

Data issues identified The school has had ongoing historical issues with data submission. Some of these are related to poor access to the internet and recent improvements in service should mean the school is now able to meet NZQA's expectations. The Principal's Nominee understands that a file must be submitted for the start of every month from April to December.

Entries were made for some standards in 2015, but students did not have the opportunity to be assessed. As mentioned, the school should withdraw these entries before the key date so that achievement data more closely reflects student performance.

The school is introducing a student management system. When this is fully implemented it will replace entries and results being submitted using direct web entry. However, the principles underpinning data accuracy remain the same regardless of the system used:

- timely reporting of results
- using the key indicators to identify possible data issues
- having teachers and students check accuracy of entry and results data prior to key dates.

Tools to help track student progress and analyse data Students are issued with a sheet designed to help them track their progress towards achieving qualifications. During the review visit, the Principal's Nominee was shown how to track student progress on the school's NZQA login. Encouraging students to register and use their learner login can also motivate them to strive for further successes.

Required action

The following action is required to improve the management and use of assessment-related data. The school must:

- 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)

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:

- make thorough data checks prior to key dates and withdraw entries where the students have not had an opportunity to be assessed.

Communication

How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to staff, and students and their families?
(CAAS Guidelines 2.4i(f), 2.4v, 2.6, 2.7ii, 3)

Enuamanu School is developing effective processes and procedures for:

- maintaining the currency of assessment policy and procedures
- communicating assessment policy and procedures to staff, students and their families.

Improving communication with key groups The school has worked to improve communication with teachers, students and parents. The Principal's Nominee reinforces verbal information by email. The Principal's Nominee has noted increasing communication from teachers about managing assessment and concludes that this indicates that the school is effectively informing teachers.

Parents were invited into the school to inform them of the requirements for NCEA and to share the expectations in each subject. This gave the school the opportunity to deliver key messages and to be involved with their children's learning.

The school has reviewed the course outlines and now has relevant information presented in a common format. The student handbook contains information around expectations, responsibilities and key assessment processes.

The staff handbook has been reviewed so it contains up-to-date information. It is suggested that before it is printed for 2017, the school checks that all related information is gathered and presented together. This would make it easier for teachers to find what they need to know.

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:

- gather and present all the information relating to a topic together before the staff handbook is next printed.