



Effective Assessment Practice Guide

Audience

This guide is for schools and kura that assess standards.

Purpose

The purpose of this document is to provide guidance on effective assessment practice.

The following four key aspects describe the delivery of effective assessment.

Students have:

- programmes that provide a pathway
- assessment that recognises skills and knowledge and meets the standard
- opportunity for achievement
- feedback that leads to improvement.

What's in this guide

This guide provides:

- a framework for effective use of assessment for national qualifications to ensure results are credible.
- examples to support a quality internal and external assessment experience for students.

Note: These examples have been gathered by NZQA's School Relationship Managers in their work with schools in New Zealand, the Cook Islands and Niue.

Where can you get a copy of this guide

[This guide](#) can be found on the NZQA website or ask your School Relationship Manager.

Feedback

We welcome your feedback. If you have any comments or suggestions, please contact your School Relationship Manager.



Links to Rules and Requirements

Rules

[NZQA Rules: Assessment \(including Examination\) Rules for Schools with Consent to Assess 2020](#) specify the general requirements for assessment in relevant schools. They are underpinned by the principles of fairness, validity and transparency of assessment practice for all students.

Requirements of Consent to Assess for Schools

The [Guide to Requirements for Consent to Assess for Schools \(August 2011\)](#), known as the CAAS Guidelines outlines the obligations of a school or kura. A school or kura must have been granted Consent to Assess before they can assess standards.

These two documents underpin the effective practices described in this guide.



Programme Pathways

Students have programmes that provide an appropriate pathway when:

- Assessment:
 - is coherent
 - provides equity of access
 - meets their needs
- data analysis informs course design
- standards selected support the pathway's outcome
- review ensures credible pathway provision.

Effective practice that supports programme pathways for students

Teachers

- provide clear guidance to students and their whānau about relevant programme pathways including specific information about courses and/or standards.
- offer access to assessment opportunities that reflect student aspirations, interests, abilities and needs.
- hold regular mentoring conversations with students about their progress, including towards qualifications, certificates, awards and endorsement attainment.
- have knowledge of the
 - school's scope of consent
 - current version of the assessment standard
 - latest specifications
 - appropriate conditions of assessment.
- increase the range of courses or internally assessed standards offered by engaging with an external provider or seeking an extension of the school's Consent to Assess, as required.
- review courses annually using student voice and assessment data to ensure courses continue to provide appropriate pathways and assessment workloads.

Students

- make informed decisions about course and/or standard choices aligned to their personal pathway and aspirations.
- know what their learning goals are and are provided with tools to monitor their progress.

Management

- ensures the school's curriculum offers appropriate pathways to meet the interests, aspirations and abilities of the broad student community and individual students.



Credible Assessment

Students have assessment that recognises skills and knowledge and meets the standard when:

- assessment context, criteria and outcomes align with the appropriate curriculum level and promote learning
- valid, verifiable and authentic evidence meets the requirements of the standard and assessment conditions
- assessor's grade judgements align with achievement criteria
- quality assurance confirms assessment credibility
- professional learning supports effective practice
- review ensures credible outcomes.

Effective practice that supports credible assessment for students – all assessment

Teachers

- acknowledge and understand the role of the Principal's Nominee in managing the integrity and credibility of assessment within the school and data submitted to NZQA.
- access relevant material from the NZQA website.
- have professional discussions to share good assessment practice and develop organisational capability.
- feedback to students is timely, acknowledges achievement and supports further progress.
- effective assessment practices are understood, used and valued to support improved learning.
- teaching, learning and assessment are integrated and grow student confidence and capability.

Whānau

- are regularly informed about progress of student and towards school-wide goals.

Management

- clearly communicates assessment practice expectations to teachers, students and whānau using appropriate means.
- regularly collects evidence to provide feedback to guide individual learning and inform community decision making.
- supports the Principal's Nominee to ensure that assessment practices meet NZQA rules and school requirements.
- monitors, reviews and improves the validity of assessment, including moderation and data, to ensure students receive a quality experience.
- provides professional development to support teachers to be confident about assessment and quality assurance requirements.
- ensures succession planning occurs for the Principal's Nominee role.

Effective practice that supports credible assessment for students – internal

Teachers

- design tasks and prepare students adequately to enable them to present valid, verifiable and authentic evidence.
- include classwork and practice tasks to signpost progress to students and enable reporting of the student's best performance.
- strategically verify grade judgements on a sufficient sample of student work to assure consistency with the standard in a timely manner.
- engage with the online external moderation application, including suggesting standards for external moderation, queries and appeals as appropriate.
- evaluate the effectiveness of internal moderation and external moderation feedback.
- resolve identified issues in external moderation.

Students

- understand that results are moderated.

Management

- holds current sub-contracts, Memoranda of Understanding with external providers where required, or dual enrolment with Te Aho o Te Kura Pounamu.
- monitors the completion of internal moderation to ensure only verified results are reported to NZQA.
- monitors external moderation outcomes to evaluate the effectiveness of its internal moderation for processes.

Effective practice that supports credible assessment for students – external

Teachers

- prepare students adequately, including the opportunity to practise providing authentic work using the exam experience, along with working through past exams, exemplars and activities in class and/or at home.
- provide opportunities to gather valid, authentic and verified or justified evidence to signpost progress to students and for derived or unexpected event grades.
- provide clear guidance about the process, requirements and rules of exams.
- acknowledge and support the authority of the Exam Centre Manager in managing exams and collaboratively carry out their delegated duties.
- resolve issues identified by external exam verifiers.

The Exam Centre Manager

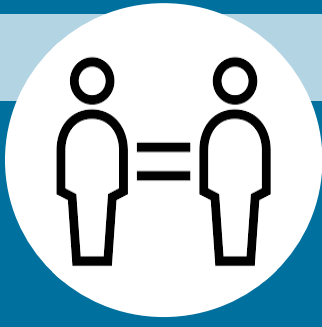
- follows NZQA requirements in managing exams, delegates responsibilities as appropriate and clearly communicates expectations.

The Principal's Nominee

- collaborates with the Exam Centre Manager to monitor, review and improve the management of exams to ensure students receive a quality experience.
- arranges for students to sit at an approved exam centre via a Memoranda of Understanding if their school is not an exam centre.

Management

- plan for succession of examination centre management.
- identify and implement resourcing, logistical, technical and health and safety requirements for exam centres.



Equitable Access

Students have opportunities for achievement when:

- assessment of learning meets the educational needs of all students
- special assessment conditions support fair assessment
- data enables monitoring of achievement and appropriate interventions
- results report progress
- review ensures equitable opportunity for achievement.

Effective practice that supports equitable access to assessment and qualifications

Teachers

- differentiate assessment modes and activities to provide for student interests, needs and their context.
- provide fair and transparent assessment practice which is communicated effectively and monitored for consistency, including resubmissions and further assessment opportunities.
- report complete and accurate data to NZQA to meet published deadlines.
- check the accuracy of entries and results, including external provider codes using available reports, and resolve issues.
- monitor student progress, including through the NZQA provider login, and assessment interventions for effectiveness.
- identify and support at risk students and monitor assessment interventions for effectiveness.
- investigate and evaluate data patterns, including students' entries and results, longitudinally, and for variance between internal and external achievement.
- systematically record and report student achievement and maintain a reliable system for archiving results.
- ensure the privacy of student results.
- report results of transferring students to their new school.
- apply for Course Approval for any courses intended exclusively or mainly for international students as required by section 4E of the Education Act.

Students

- can access Special Assessment Conditions.
- can register and log in to NZQA website to check the accuracy of entries and results and monitor progress.
- experience positive conditions of assessment and assessment processes.

Management

- reviews ease of student access to opportunities including the use of Special Assessment Conditions, derived grades, reviews and reconsiderations.



Evaluation of Outcomes

Students have feedback that leads to improvement when:

- review identifies improvement and leads to action.
- evaluation of achievement outcomes informs strategic and annual goals.

Effective practice that supports equitable access to assessment and qualifications

Management

- collects regular feedback from all stakeholders on student achievement.
- uses data to monitor and report progress against strategic and annual goals and evaluate equity of student access.
- uses results of self-review and evaluation to make improvements and update strategic and annual goals to reflect community aspirations and expectations for its students.
- matches resourcing and professional leadership to achievement goals.
- follows up on NZQA's external review recommendations and findings.