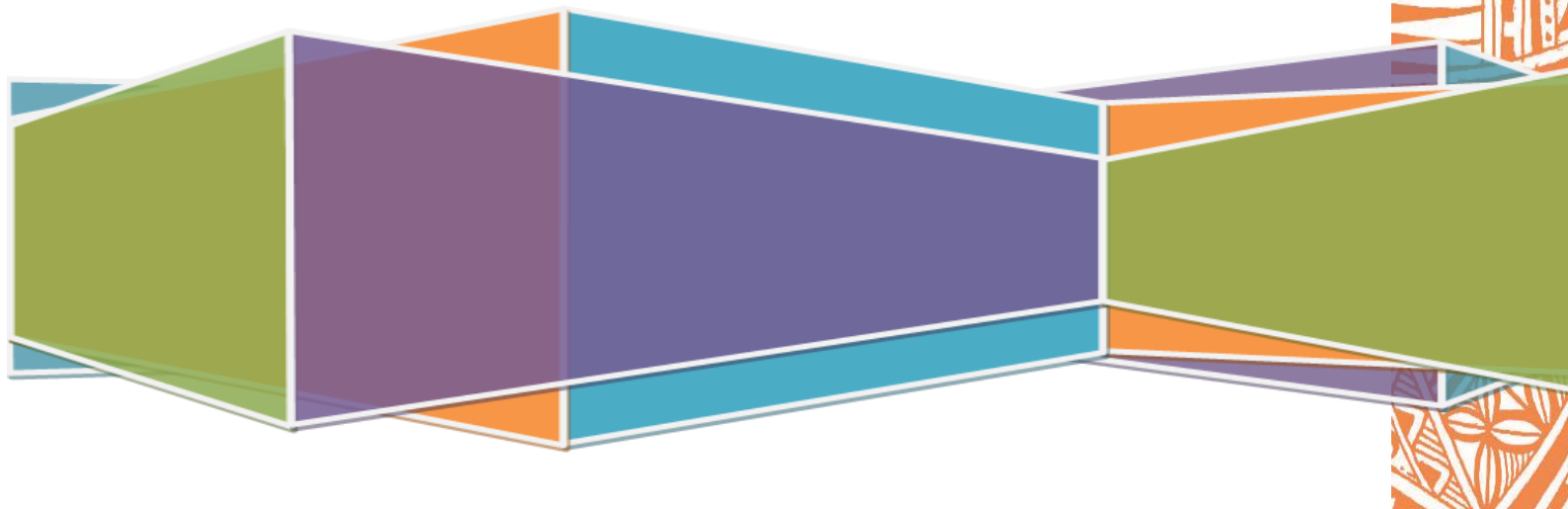




Government of Samoa
Ministry of Education and Culture

National Assessment Policy (NAP) 2024-2029



National Assessment Policy (NAP) 2024-2029

MINISTRY OF EDUCATION AND CULTURE

ACKNOWLEDGEMENT

This National Assessment Policy is made possible through collaborative efforts of the technical consultant Dr. Judith Guy, Ministry's Core Management, staff of the Policy Planning and Research Division and the Assessment and Examinations Division.

The contribution of the Samoa National School Assessment Policy Framework (SNSAPF) 2010 as a foundational document in development of this Policy is acknowledged.

Regional and donor partners through their invaluable input to related projects and reports provided advices and strategies which this Policy has duly incorporated.

Last, but not the least, the constructive feedbacks from the principals and teachers gathered through national assessments and examinations feedbacks workshops over the years as well as through policy consultations are all considered and incorporated into this Policy.

The final version of this policy is thus the work of people who generously gave of their time and effort to produce this document intended to effectively guide how assessments are implemented in our schools and at the national level.

LIST OF ACRONYMS

ACEO	Assistant Chief Executive Officer
AED	Assessment and Examinations Division
AMIS	Assessment Management Information System
AO	Assessment Officer
CAT	Classroom Assessment Task
CBA	Classroom Based Assessment
CDMD	Curriculum Design and Materials Division
CEO	Chief Executive Officer
CSD	Corporate Services Division
DCEO	Deputy Chief Executive Officer
ECE	Early Childhood Education
EQAP	Education Quality & Assessment Programme
FOE	Faculty of Education
ICTD	Information and Communication Technology Division
MEC	Ministry of Education and Culture
MERD	Monitoring, Evaluation and Reporting Division
NUS	National University of Samoa
OBE	Outcomes Based Education
PAO	Principal Assessment Officer
PDD	Performance Development Division
PEO	Principal Education Officer
PPRD	Policy Planning and Research Division
SAO	Senior Assessment Officer
SBA	School Based Assessment (aka school wide assessment)
SBAC	School Based Assessment Committee
SDG	Sustainable Development Goals
SGMD	School Governance and Management Division
SNAPE	Samoa National Assessment Primary Education
SNCF	Samoa National Curriculum Framework

SNJSC	Samoa National Junior Secondary Certificate
SNSAPF	Samoa National School Assessment Policy Framework
SPELL	Samoa Primary Education Literacy Levels
SPP	Strategic Policies and Plan
SSA	School Support Advisor
SSC	Samoa School Certificate
SSLC	Samoa Secondary Leaving Certificate
TVET	Technical Vocational Education Training
USP	University of the South Pacific

DEFINITION OF TERMS

Assessment	refers to the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.
Assessment as learning	this type of assessment develops and supports how children learn on their own. It is the process of students' reflecting on and monitoring their own progress to inform their future learning goals.
Assessment for learning	the purpose of 'assessment for learning' is to promote further improvement of students learning by performing assessment while the instructional process is going on.
Assessment of Learning	'Assessment of learning' is summative. It takes place at the end of a learning unit or sub-strand or strand and is usually assessed with a grade or score.
Classroom-based assessment	respond directly to concerns about better learning and teaching that is more effective.
Education Sector evaluation	refers to transition and completion rates from primary to secondary; and secondary to post-secondary (TVET and Foundation courses); and to Post-Foundation (University / tertiary studies).
Formative assessment	Formative assessment refers to continuous and consistent classroom-based activities and assessment to monitor student learning and to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.
Summative assessment	Summative assessment refers to any method of evaluation performed at the end of unit or term or year, allowing teachers to measure students' understanding against learning outcomes.
School-based assessment	SBA shall have the primary purpose of improving student learning at every level. A secondary purpose is to help monitor school effectiveness and ensure school accountability.

Table of Content

ACKNOWLEDGEMENT.....	iii
LIST OF ACRONYMS.....	iv
DEFINITION OF TERMS.....	vi
FOREWORD	viii
1. INTRODUCTION	1
2. PURPOSE.....	2
3. GUIDING PRINCIPLES.....	4
4. POLICY STATEMENTS.....	5
5. RELATED POLICIES	11
6. APPLICATION AND SCOPE	11
7. ROLES AND RESPONSIBILITIES.....	12
8. MONITORING, EVALUATION AND REPORTING	16
9. REFERENCES	18
10. ENDORSEMENT	19
11. APPENDICES.....	20
Appendix 1 – Policy Overview Structure.....	20
Appendix 2 – Risk Management Plan	21
Appendix 3 – Implementation Plan	22
Appendix 4 – Monitoring and Evaluation Framework.....	23

FOREWORD



There is no doubt in my mind that the past six years since Samoa adopted an outcome-based education system, the shift in the way we approach, think and viiiractice assessment, has been excitingly aggressive – not only for teachers and administrators, but at all levels of social and political intercourse. Our thinking modes have been challenged, our resources stretched and revamped, our goals, targets reassessed and redefined.

Samoa's push is for assessment that is highly quantitative, measurable and supportive of effective classroom teaching and student learning.

Assessment has thus undergone significant changes especially in terms of collecting, analyzing and reporting student results. Nowhere is this easier to see than at the national level where previously, primary students' sitting a diagnostic test, would have at most a number and grade to indicate performance. Today, ICT plays a pivotal role in supporting outcome-based assessment and enabling high end analyses and graphic reporting. Each year, the National Assessments continue to provide certification and evidence of learning areas achieved and areas of concern, yet to be improved and achieved. The high level of quality data has promoted deep professional collaboration, whilst raising levels of awareness in improving the fundamentals of numeracy and literacy.

Informed and targeted data analysis has created stronger platforms for students to achieve and as such, the empowerment of classroom teachers through professional development continues to be purposeful and mandatory. Effective classroom-based assessment is paramount to successful learning. Through the implementation of this policy, we are committed to this.

Quality assessments in Samoa's education system are the *integrative factor central to support* efficient teaching and effective learning. To this extent, I commend this National Assessment Policy to you all.

Soifua

A handwritten signature in blue ink, appearing to be 'Seu'ula', written in a cursive style.

Hon. Seu'ula Ioane Tuā'au

Minister of Education and Culture

1. INTRODUCTION

National Assessment is a key focus area of the Education Sector Plan (2019-2024) that is in alignment with the set goals and objectives of the National School Curriculum Framework 2022-2032 (NSCF), and is thus critical to driving the teaching and learning forward in Samoan classrooms.

The NAP's vision is a policy that is sound in its philosophical and ideological underpinnings. In practice, policy implementation will enable all learners to enhance their learning and capabilities to become fully participating members of Samoan society economically, socially, and culturally (SNSAPF 2010).

The NAP's mission is thus committed to:

- teaching and learning policies, assessment principles and practices, systems and environments that enable all learners to realize their potential while at school, encourage them to extend their learning beyond school, and provide pathways to achieve this.
- The provision of reliable, evaluative and diagnostic evidence or high quality data regarding national achievements against curriculum; and national benchmarks and/or other key descriptors, as warranted by the Government of Samoa and the Ministry (MEC) that validates the success of education initiatives at individual, school, national and international levels.
- The use of reliable and consistent evidence for the purposes of certification and/or selection.

All components of assessment and evaluation – student assessment, principals and teacher appraisal, school evaluation, and education sector evaluation should form a coherent whole. Teacher appraisal systems in schools that provide feedback for the quality of teaching and learning in classrooms should be promoted and should be an integral part of a comprehensive approach to improve the quality of teaching, learning, and assessment.

The NAP details assessment processes at the classroom, school and national levels. It applies to all ECEs, primary schools, secondary schools or colleges and special need schools. It prescribes fair and just assessment for all students irrespective of gender, ethnicity, belief, ability, social or cultural background, and geographical location.

This policy is subject to review, revisions and improvement every five years or earlier as deemed necessary.

2. PURPOSE

The National Assessment Policy (NAP) addresses the policy area under goal two **‘Improve Assessment Practices’** in the National School Curriculum Framework (NSCF) 2024-2034. With focus on assessment *for* learning rather than just assessment *of* learning, the NAP’s key purpose is for assessment in all Samoan schools to be an integral part of promoting student learning.

The purposes of assessment are:

2.1 Assessment for Learning

- This is diagnostic or formative assessment which is an integral part of teaching, concerned with establishing what students have learned and become able to do as a result of being taught, and if appropriate, changing the procedures in place to promote teaching and learning
- It is a form of evaluation that needs to be undertaken on a regular and frequent basis as it is central to effective teaching.
- No scoring or grading is given to students, just constructive feedbacks to improve the learning.
- Promotes further improvement of student learning by performing assessment while the instructional process is going on.

2.2 Assessment as Learning

- Develops and supports how children learn on their own
- It is the process of students’ reflecting on and monitoring their own progress to inform their future learning goals.

2.3 Assessment of Learning

- Assessment of learning is summative. It takes place at the end of a learning unit or sub-strand or strand and is usually assessed with a grade or score. It explains to the student, parents and teacher how student’s achievement is compared to the expected outcome.
- Provides information about the progress of children’s learning as well as summative view of learning.

These purposes are incorporated in the following Assessment Model:

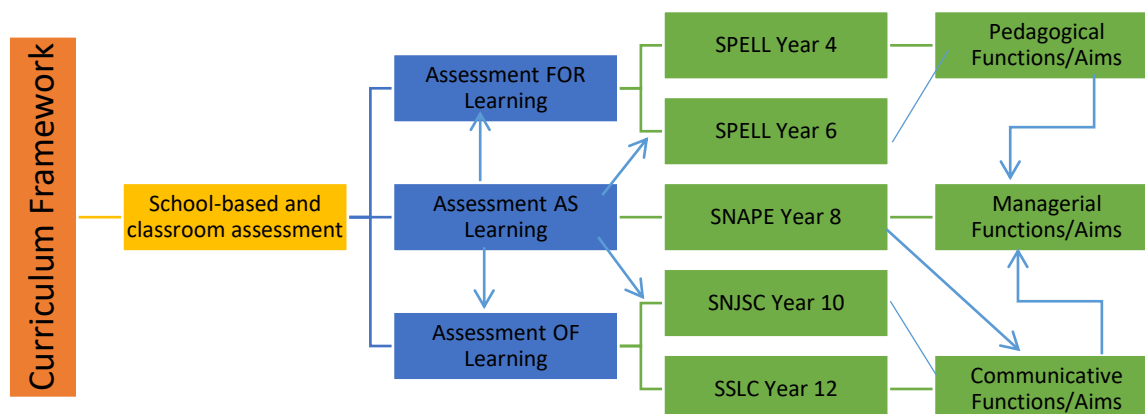


Figure 1: Assessment Model

The functions of assessment shall be classified into three main areas:

- **Pedagogical functions-** Mainly diagnostic and formative assessment to evaluate the success of teaching and instruction
- **Managerial functions-** Consistent and continuous assessment to hold schools accountable for student progress and selecting students to benefit from limited resources, e.g. scholarship, sponsorship and admission to colleges and post-secondary or tertiary education.
- **Communicative functions-** Mainly summative assessment to provide information to parents, teachers, education institutions or employers about student's skill levels and achievements.

3. GUIDING PRINCIPLES

Assessment is a critical element of the National Curriculum Framework and essentially the NAP adopts the following principles of education and assessment:

3.1 Educational Principles:

- Teaching and learning and the assessment of that learning are interdependent on a fundamental level.
- Students perform differently depending on the context of the learning, their skills, interests, and prior knowledge and can benefit from learning accommodations, when necessary.
- Assessment is designed to measure and give feedback on achievement of the learning outcomes.
- Students must recognize their achievements and identify areas where further development is needed, meaning it is crucial that they receive timely feedback that is both positive and constructive.

3.2 Assessment Principles:

- Assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.
- Assessment that results in improved student learning and provides opportunities for a range of learning requires a range of appropriate approaches.
- Assessment involves gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the learning outcomes.
- Assessment tasks should be based on intended learning goals and outcomes.
- Assessments must be fair, valid, reliable, and practical.
- Assessment should be ongoing, student-centered, criterion-related as well as engaging.
- Assessment should enhance student learning – students should learn as a result of the assessment task.
- Formative and summative assessments should be included in each Unit of Study.
- Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process.
- By identifying desired end-of-unit outcomes during the planning stages, teachers can conduct pre-assessments to determine each student's prior knowledge and skills.
- Effective Assessment enables teachers to improve pedagogy by reflecting on the outcomes of assessments and adjusting instruction according to individual students' needs for the next activity and/or unit of learning.
- Assessment should be inclusive and equitable.

4. POLICY STATEMENTS

To strengthen the use of a variety of students' work to assess their developmental level, to formulate targeted interventions that ultimately ensure the achievement of the expected learning outcomes.

The assessment of a student's knowledge and understanding has always been a powerful influence on how and what teachers are teaching. The role of assessment as an integral component of the teaching and learning process requires different kinds of assessment instruments and strategies designed to serve specific purposes which are usually concerned with diagnosis, certification, and accreditation or accountability.

Thus, the key focus of the NAP is National Assessments and Examinations which aims to also provide the direct link and benefits of national assessments to inform and guide assessment at the classroom and the school levels; technically referred to as Classroom Based Assessment and School Based Assessment respectively.

4.1 CLASSROOM BASED ASSESSMENT (CBA)

Classroom based assessment shall

- respond directly to concerns about better learning and teaching that is more effective;
- be fair, valid, reliable and relevant to improve learning through the use of assessment data, evidence and information that reflect student's developmental progression towards the achievement of learning outcomes;
- provide frequent feedback on students' learning and how students respond to particular teaching approaches;
- inform teachers of areas where additional support is needed;
- provide a basis for evaluating the effectiveness of teaching plans;
- identify problematic areas of learning that should be addressed using a different approach;
- be created, administered, and analyzed by teachers themselves based on the prescribed curriculum statement, to improve and enhance their own teaching.

Classroom-based assessment shall therefore be characterized as:

4.6.0 Learner-centered

- a) Teachers shall use a variety of strategies available to help monitor and evaluate students' progress. Such strategies include activities such as reading, educational videos or other visual materials, conducting simple experiments, classroom debates, presentations, pre-tests or mini quizzes, and oral or written assignments.
- b) Teachers must be trained to have a clear statement of (a) what students are required to learn and to be able to do at various stages of their learning and (b)

effective strategies for diagnosing and recording progress in ways that can be shared with students.

- c) Students are to be encouraged to monitor their own progress and be taught the skills needed to enable them to do so.

4.1.2 Teacher-directed

- a) The teacher shall decide what to assess, how to assess, and respond to the information gained through the assessment. That is, CBA shall respect the autonomy, academic freedom and professional judgment of teachers.
- b) Results of CBA shall be shared with parents and school administration for areas where additional support is needed.

4.1.3 Mutually beneficial

- a) Teachers and students should be interacting effectively to improve learning and to encourage student cooperation and participation to reinforce their grasp of the course content and strengthen their own self-assessment skills. Student motivation is increased when they realize that teachers are interested and invested in their success as learners.
- b) Teachers should continually self-evaluate themselves by asking the following questions and work closely with students to answer the questions to improve teaching and learning and gain new insights:
 - ✓ What are the essential skills and knowledge I am trying to teach?
 - ✓ How can I find out whether students are learning them?
 - ✓ How can I help students to learn better?

4.1.4 Formative and continuous

- a) Classroom assessment should be formative to improve the quality of student learning and not only to provide evidence for evaluating, grading, and ranking students.
- b) Assessment activities should be a continuous process of assessing and feedback with a clear and integrated communication loop connecting teachers and students to ensure the teaching and learning is interactive both ways. .

4.1.5 Rooted in good teaching practice

- a) Teaching builds on good practices by providing feedback of students learning more systematic, more flexible, on time and more effective solutions to address learning gaps.
- b) Integrate assessment systematically and seamlessly into the traditional classroom teaching and learning process.

4.1.6 Implementation

- a) Each teacher shall be required to have an assessment plan for the year as a component of the curriculum teaching plan. The assessment plan shall include objectives, outcomes, weightings or worth of the assessment task, success criteria and assessment methods.
- b) “Performance benchmarks” shall be provided and central to this process as they shall indicate how well a student has performed against established expectations.
- c) A range of assessment techniques or methods shall be used to form judgments about student progress:
 - i. *Activities* that provide regular opportunities for teachers to observe and note achievements.
 - ii. *Observations* that allow individual and group performance to be assessed.
 - iii. *Discussions* that allow teachers to explore conceptual development and values and to assess the development of key and essential skills required of students.
 - iv. *Tests* that allow assessment of student knowledge, ability to solve problems and logical thinking.
 - v. *Projects and portfolios* that provide evidence of inquiry, report writing and quality of work produces over time.
 - vi. *Products* which include objects constructed from various materials, food, visual art and models, and
 - vii. *National assessment and examinations* against performance benchmarks that provide evidence of the comparative quality of student’s achievement at a point in time as well as diagnostic information in key areas.
- d) All teachers shall be required to demonstrate from time to time that they have the requisite knowledge and skills to undertake effective classroom assessment.

4.2 SCHOOL BASED ASSESSMENT (SBA)

- 4.2.1 SBA shall have the primary purpose of improving student learning at every level. A secondary purpose is to help monitor school effectiveness and ensure school accountability. To achieve these purposes, it is important to have valid and reliable information about the ongoing performance of students.
- 4.2.2 Each school is required to prepare a SBA plan, based on national curriculum statements. This plan shall detail activities, schedules, roles of people responsible, reporting and recording of results, and means of interpreting and utilizing the results. This plan shall be integrated into the School’s Annual Plan.
- 4.2.3 SBA should be used to identify strengths and weaknesses of teaching and learning across all subjects at all levels; and to enable school-wide improvement, professional development for teachers and allocation of resources.

- 4.2.4 There should be a school assessment committee composed of Head of Departments and representatives of each subject and year level with the principal as chair and vice principal as vice-chair. This committee shall function as the body to evaluate the SBA results, formulate how to address issues or areas of concern to improve student learning, and how to assist the teachers.
- 4.2.5 SBA should be timely in recording and reporting of student achievements on report cards that can track the learner's development from one term to another. The reporting should be shared with the parents through parent-teacher conferences and more attention shall be given to students at beginner level.

4.3 NATIONAL LEVEL ASSESSMENTS (NLA)

- 4.3.1 NLA should be 'assessment of learning' which is all summative assessments and examinations that are conducted by the Ministry of Education and Culture at the end of every school year in October and November.
- 4.3.2 NLA should determine whether a student has met expectations or has achieved the learning outcomes for a selected level of schooling against national benchmarks. This should provide an independent indication from school assessments of what each student has learned and achieved for the level of schooling he or she sits national assessments for.
- 4.3.3 NLA are to be conducted at Year 4, Year 6 and Year 8 for Primary Education and Year 10 and Year 12 for Secondary Education, with national certification at SNAPE Year 8 for transition to Year 9 at the secondary level, and SNJSC Year 10 for transition to Year 11 and SSLC Year 12 for transition to post-secondary or tertiary education. Primary and Secondary National Assessments and Examinations are both diagnostic and achievement-based assessments that play a fundamental role in supporting Samoa's outcomes-based education system.
- 4.3.4 NLA should be strictly based on the official national curriculum statements, unpacking and blueprints for each assessable secondary subject to be fair and equitable. These assessments must be strictly confidential in collaboration with relevant divisions in the Ministry such as Curriculum Design and Materials Division (CDMD) and Assessment and Examinations Division (AED). Formats and/or any changes in formats of national assessments and examinations shall be made known to teachers and students in advance to assist with the psychological and intellectual preparations of students for such tasks and allow sufficient time for such preparations.
- 4.3.5 NLA should comprise of an internal assessment component for assessable secondary levels. This internal assessment component shall make up 40 marks of the total national mark of 140 of each student that registers to sit national examinations. A range of assessment tasks is to be used to provide useful information on student's progress against the learning outcomes. Such tasks can include practical activities, common assessment test (CAT), projects and presentations, reflections or journals, models, posters, sculptures, visual arts, music performances, cooking demonstrations, sports skills drills, field trips and research.

- 4.3.6 NLA should serve a number of purposes including the provision of quality reporting for schools, teachers, SSA, students, parents, the community, the Education Sector, post-secondary and tertiary institutions, and the MEC. Such reporting shall enable key stakeholders at all levels to make informed decisions.
- 4.3.7 NLA should provide individual, school and school districts analytical reports and feedback on student achievement in terms of skill level achieved per year level and per subject. Such analyses shall be used by teachers and principals to reflect on the outcomes of their own classroom and school-based assessments to see if their judgments are consistent with those provided through national assessments and examinations. Such comparison can enable highly focused evaluations to formulate and provide professional development programs that address areas of concern.
- 4.3.8 NLA should collate and report national performances or comparative analyses across all schools every year to keep track of performance annually over the years. The annual analytical feedbacks reports shall be ones of the key information the MEC use to evaluate the effectiveness of the new approaches and curriculum materials provided to the schools, the quality of teaching, , the quality of pre-service and in-service, professional trainings and the quality of assessments.

4.4 NATIONAL PRIMARY ASSESSMENT (NPA)

The national primary assessments are to be conducted for three primary year levels and shall be called:

- ***SPELL Year 4 and SPELL Year 6*** which are diagnostic assessments for schools to identify areas of concerns that should be addressed at the “intervention” years; namely Year 5 and Year 7. The main focus for these national assessments is literacy in both Samoan and English languages, Numeracy or Mathematics, and scientific literacy or Science. These national assessments are to be in alignment with the Bilingual Policy which means both the vernacular Samoan language and the English language as classroom language of instruction at these year levels shall be used. These assessments shall prepare year 4 and 6 students for year 8.
- SPELL Year 4 is Lower primary, SPELL Year 6 is Middle Primary and SNAPE Year 8 is Upper Primary.
- ***SNAPE Year 8*** which is both diagnostic and outcome based. Its purpose is to test all year 8 students in all subjects taught after 8 years of primary education. The results of these assessments shall be used as selection for entry to Year 9 at secondary schools.

4.5 NATIONAL SECONDARY EXAMINATIONS (NSE)

The NSE are to be conducted for two year levels and shall be called:

- **Samoa National Junior Secondary Certificate (SNJSC) Year 10** which is both diagnostic and outcome based as its key purpose is to assess secondary school students in their choices of subjects at this year level and identify areas of

concern that should be addressed at Year 11 which is considered the “intervention” year. The types of interventions are to be decided by the students, parents and schools at school level.

- **Samoa Secondary Leaving Certificate (SSLC) Year 12** which is predominantly achievement based as its key purpose is to test students at the conclusion of 4 years of secondary education. Results of these national examinations are used for selection or entry into Foundation year programs or TVET programs at the National University of Samoa (NUS) or University of the South Pacific (USP) Samoa Campus or other post-secondary institutions and also for employment.

4.6. BILINGUAL POLICY IN ASSESSMENT

- 4.6.1 The vision for language policies in education is committed to the advancement and maintenance of Samoan language, and the development of people who are bilingual in Samoan and English. The intent is additive bilingualism with the goal of producing individuals who are fully literate in both languages.
- 4.6.2 Both Samoan and English languages shall be used in primary assessments for all subjects except in Samoan and English as subjects.

5. RELATED POLICIES

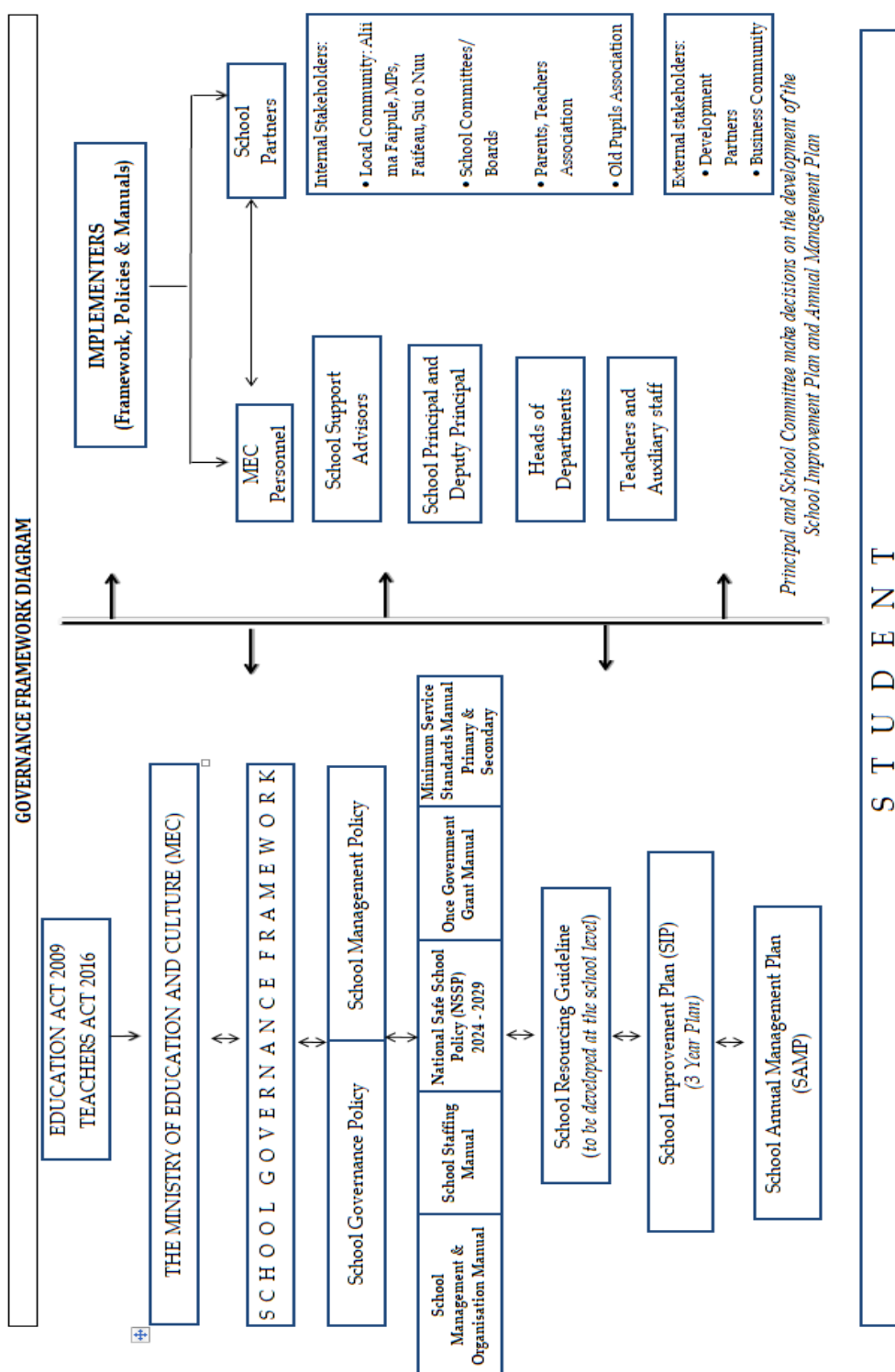
RELATED DOCUMENTS	LEGISLATIVE & AUTHORITY	YEAR
Samoa National School Assessment Policy Framework 2010	Ministry of Education and Culture	2010
National Numeracy Policy 2024-2029	Ministry of Education and Culture	2024
National Teaching and Learning Policy 2024-2029	Ministry of Education and Culture	2024
National School Curriculum Framework 2024-2034	Ministry of Education and Culture	2024
Draft National Bilingual Policy 2024-2029	Ministry of Education and Culture	2024
National Science Education Policy 2024-2029	Ministry of Education and Culture	2024

6. APPLICATION AND SCOPE

- 6.1** The NAP addresses the conduct of assessment for all students at the National level (Year, 4, 6, 8, 10 & 12). It is set out to guide;
- a) Assessment principles and practices, systems and environments that enable all students/learners to realize their potential while at school, encourage them to extend their learning beyond school and provide pathways to achieve this.
 - b) The provision of reliable, evaluative and diagnostic evidence that validates the success of education initiatives at individual, school, and national level.
 - c) The use of reliable and consistent evidence for the purposes of certification and or selection.

7. ROLES AND RESPONSIBILITIES

This section describes key roles and responsibilities that contribute to the implementation of the NAP. The MEC School Governance Framework illustrates that the Implementers are School Support Advisors (SSA), school principals, school teachers, librarians, school committees/boards, as well as development partners and business community.



7.1 The MEC CORE management

The CORE management of the Ministry shall be the advisory and strategic forum to support the administration and implementation of national assessments and examinations. It shall have the following functions:

- Approve schedule of national examiners and moderators
- Approve national assessments and examinations timetables
- Approve operational plans for the administration and implementation of national assessments and examinations timetables
- Advise AED on strategies to improve the development, administration and implementation of national assessments and examinations
- Approve provisional results for endorsement by the Minister of Education and Culture before release to schools and public.
- Approve the sharing and dissemination of results to relevant tertiary institutions who may submit formal requests
- Approve changes to national assessments and examinations proposed by the AED.

7.2 The Assessment and Examinations Division (AED)

The AED shall be the operational and administrative division of the national assessment system. It shall have the following functions:

- Design and administer valid and reliable national assessment and examinations tasks.
- Coordinate and implement national assessment and examinations in consultation and collaboration with Core Management.
- Design and implement internal assessments (IA) programmes inclusive of verification and moderation processes to verify and moderate student works done as per prescribed IA timeline every school year.
- Monitor, evaluate and report on all testing and assessment related activities of schools. Reporting system shall be secured and can only be accessible by authorized personnel approved by CEO or ACEO.
- Assist teachers, through exam feedbacks workshops, in utilizing assessment results to design interventions to improve their teaching and student learning.
- Develop and update manuals for administration of national assessment and examinations and conduct trainings and workshops for teachers, examiners, moderators, markers, assessment officers and supervisors.
- Ensure that all selected for roles such as drivers, assessments officers, supervisors and markers sign confidentiality agreements to keep the integrity and confidentiality of national assessment and examinations intact and secured.

- Analyse results and collate feedbacks reports to be disseminated to schools and Core management.
- Implement quality assurance processes to check (i) the payments of fees against attendance at national assessment and examinations, (ii) data entry of IA marks and EA marks and (iii) provisional slips.
- Implement a validation process for approval of results which shall include endorsement by the Minister of Education and Culture of the provisional results before release to schools and the public.
- Host exam feedbacks sessions with national examiners for the teachers and principals for all assessable subjects.
- Work closely with the Curriculum Design and Materials Division (CDMD) in quality assurance of links between national assessment and examinations and curriculum statements.
- Address and report any issue arise before, during and after assessments and examinations.
- Recruit qualified examiners and moderators and ensure all sign contracts before start of contracted tasks.
- The ACEO of AED shall oversee all programs and activities of the AED as the key administrating and operating division for all national assessments and examinations.

7.3 The Curriculum Design and Materials Division (CDMD)

The CDMD shall be responsible for designing and developing curriculum statements and unpacking of each subject to be assessed at the national level. Any updates or changes to the said documents must be shared in sufficient time with the AED if the changes are to be considered in the design of national assessments and examinations.

7.4 School Support Advisors (SSAs)

The SSAs shall be expected to be fully conversant with national assessment and examinations requirements and operations, and shall be assisting schools and teachers by disseminating the information timely.

The SSAs shall be expected to collaborate with the AED in collating and compiling schedules of supervisors for both primary and secondary assessment and examinations.

The SSAs shall be expected to monitor the implementation of the national assessment and examinations on the dates they are administered.

7.5 School Principals

All school principals shall be expected to spearhead the preparation of their students and schools for national assessment and examinations, including monitoring and enforcing national assessment and examinations fees payments.

The school principals shall be expected to work closely with the AED in selection of teachers to be national markers and supervisors. Primary school principals are expected to lead primary assessments supervision as Chief Supervisors. Secondary principals shall appoint senior teachers (HODs) to lead supervision as Chief Supervisors for secondary examinations.

The school principals shall be expected to lead the registration and enrolments of their students for national assessment and examinations and to ensure the AED receive all relevant and required information. They shall ensure the parents are consulted for and informed of the enrolment processes.

The secondary school principals shall be expected to monitor the implementation of IA programs in their schools by the teachers and to ensure all students IAs are submitted timely to the AED as required.

7.6 Subject and classroom teachers

All teachers shall be expected to be fully aware of the requirements of assessment in their subject areas and be able to implement these as stipulated in sections 4.1 and 4.2 and to ultimately prepare their students academically and psychologically for national assessment and examinations.

All teachers shall be expected to be cognizant of their skills needs and take the required steps to acquire these skills in order to implement quality assessment activities in their classrooms and schools to prepare students for the national assessment and examinations.

7.7 Students and Parents

Students and their parents shall be expected to fill in and sign all necessary forms for registration and enrolment for National assessments and examinations and pay the relevant exam fees. Parents are to ensure all information required are correct and submitted to the schools, including the choices of secondary school subjects to sit national examinations for which should be registered with the AED.

8. MONITORING, EVALUATION AND REPORTING

8.1 Monitoring and evaluation

MEC through the Assessment and Examinations Division is responsible for ensuring on-going monitoring and evaluation of this NAP. These include the following;

- All examinations and assessment processes shall adhere to and comply with the highest standards and requirements that uphold validity, fairness and transparency in education assessment.
- All schools shall ensure that students sitting any examination are provided with all necessary information and documents. No student shall be prevented from taking any examination because of lack of information or poor documentation.
- Strict adherence to confidentiality and security shall be observed at all times.
- Research studies that deal with the results of tests and examinations may be conducted and shall observe all ethical standards in research and request consent from examinees, if needed. All research studies done by AED must be coordinated with the Policy Planning and Research Division (PPRD) of MEC.
- Where there is a breach of confidentiality or security, especially in relation to national assessment, MEC shall take the necessary measures to prevent this happening again and decide the penalties for those who breach these policies. MEC is ultimately responsible for maintaining the confidence of the public in any of the national assessments that it administers.
- Test materials such as booklets/test scripts, mark sheets and response sheets shall be stored and secured only by authorized personnel of the AED. They shall be disposed of 5 years after they have been copied or stored in digital formats.
- Only trained and fully supervised individuals shall be allowed to become examiners, moderators, administer, score and interpret test results.
- School shall be allowed to have access to past years exam papers.

8.2 Assessment Management Information System

The MEC shall maintain and monitor its Assessment Management Information System (AMIS) to support the workflow of the AED in the following areas:

- Enrolment or registration of students for national assessment and examinations
- Confirmation of enrolment data between schools and the AED
- Subject changes and transfers by schools
- Exam fees and accompanying documentation
- Examination papers progress
- Allocation of examiners, moderators and markers and keeping a pool of prospective personnel

- Submission and data entry of assessment data for both internal and external tasks
- Analyses of assessment data at different levels and making the analyses available to MEC core management and other stakeholders
- Linking of examination data with other data such as school census, exam fees payment portal and teacher appraisals or information
- Maintenance of the security and integrity of all assessment data and examinations system and ensuring the data can be designated as available to only authorised personnel.
- Item Bank system for primary assessments as a collection of items or tools for each subject which must have undergone item analysis and their reliability and validity indices must have been determined statistically.

8.3 Review of Policy

This policy will be reviewed at the end of 2029.

9. REFERENCES

1. Ministry of Education and Culture. (2009). *Education Act 2009*.
2. Ministry of Education and Culture. (2016). *Teachers Act 2016*.
3. Ministry of Education and Culture. (2016). *Samoa School Fee Grant Scheme Manual of Operations 2016*.
4. Ministry of Education and Culture. (2018). *School Management Policy 2018-2023*.
5. Ministry of Education and Culture. (2016). *Annual Reports, 1 July 2015-30 June 2016*.
6. Ministry of Education and Culture. (2018). *Corporate Plan July 2015-June 2018*.
7. Ministry of Education and Culture. (2021). *Corporate Plan July 2021-June 2024*.
8. Ministry of Education and Culture. (2016). *Minimum Service Standards for Primary and Secondary Schools 2016*.
9. Ministry of Education and Culture. (2017). *National Safe Schools Policy 2017*.
10. Ministry of Education and Culture. (2017). *School Management and Organization Manual 2017*.
11. Ministry of Education and Culture. (2017). *School Staffing Manual 2017*.
12. Pacific Benchmarking Education for Results (PaBER) Paper 7. (2016). *Final Report on SABER School Autonomy and Accountability, and Cross –country Analysis Report October, 2014*.
13. Government of Samoa : Samoa National Assessment Policy Framework, MEC, March 2010

10. ENDORSEMENT



Certificate of Endorsement

Effective Date: 01 May 2024

Review Date: 2029

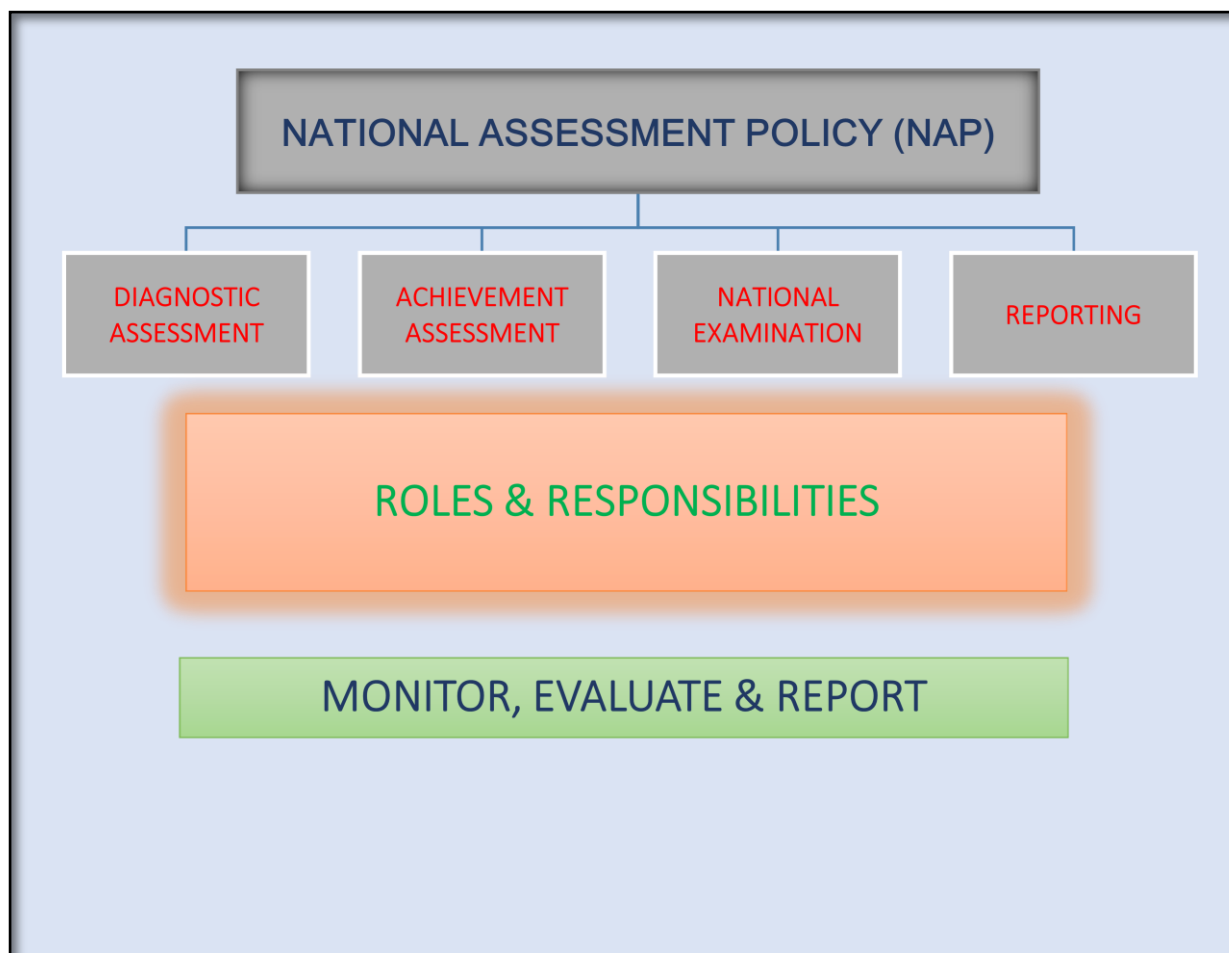
SIGNED AND APPROVED BY THE HON. MINISTER

HON. SEU'ULA IOANE TUĀ'AU

DATE

11. APPENDICES

Appendix 1 – Policy Overview Structure



Appendix 2 – Risk Management Plan

No	Risk/Activity	Risk Level	Implications	Mitigation Plan
1	Policy is misinterpreted	Low	Slow rate of implementation	Consultations and workshops
2	Lack of cooperation between the school principal and staff	Medium	Delay in	Intervention by the School Inspector
3	Full understanding of policies and strategies	Moderate to High	Micro management of the school by the school committee	Intervention by the School Inspector or SGMD
4	Monitoring	Moderate to High	Policy areas cannot be implemented in planned timeframe	Regular review of strategies
5	NAP goals not achieved	High	Ineffective implementation of the policy	Stakeholder's consultation to address implementation issues. Review of NAP

Appendix 3 – Implementation Plan

Phase	Action	Timeframe	Responsible Ministry/Organization/Division
Endorsement Phase to finalize National Assessment	Ongoing follow up	Jan 2021 – May 2024	MEC CORE and Full Executive, Cabinet
Awareness Phase	Conduct workshops with key stakeholders (e.g; principals, teachers, parents, NUS, USP and relevant educational institutions and government agencies).	Jul – Dec 2024	MEC AED MEC CDMD MEC PPRD MEC PDD MEC SGMD MEC IT
Transition Phase	Professional development for principals and teachers to encourage the integration of the NAP in their school plans which should be reflected in an improvement in their teaching responsibilities.	Oct 2024 – Jun 2025	MEC AED MEC CDMD MEC PDD MEC SGMD
Monitoring Phase	School visits to view initial application of ideas/strategies to develop a higher quality learning and teaching force.	2024-2029	MEC
Review Phase	Evaluate/Conduct review on the effectiveness of policy implementation.	2029	MEC

Appendix 4 – Monitoring and Evaluation Framework

POLICY MONITORING & EVALUATION FRAMEWORK															
National Assessment Policy 2024 - 2029															
TARGET	SDG INDICATOR	SDS KEY OUTCOME	GOALS	Strategy	Outcome	Indicator	Baseline Data	Year 1 Target FY 24/25	Year 2 Target FY 25/26	Year 3 Target FY 26/27	Year 4 Target FY 27/28	Year 5 Target FY 28/29	Means of Verification	Policy Documentation	Responsible division
			1.Enhance the quality of education at all levels	1.1 Strengthen support for all schools to improve implementation of all assessment	Students performance is improved in all areas (spiritual, social, physical, cultural and academic)	Percentage of SPELL Year 4 students meeting Level 3 & 4 for English and Numeracy	2022 English 9% Numeracy 9%	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	5% increase of baseline	National Assessment Booklet Statistical Digest	NAP	AED
						Percentage of SPELL Year 6 students meeting Level 3 & 4 for English and Numeracy	2022 English 21% Numeracy 12.5%	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	5% increase of baseline	National Assessment Booklet Statistical Digest	NAP	AED

						Percentage of SNAPE Year 8 students meeting Level 3 & 4 in English, Samoan, Numeracy & Scientific Literacy	2022 English 34.7% Samoan 53% Numeracy 9.1% Scientific Literacy 16%	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	5% increase of baseline	National Assessment Booklet Statistical Digest	NAP	AED
						Percentage of Year 10 SNJSC students meeting L2 and above in English, Communication English, Mathematics, General Mathematics and Samoan	2022 English 15% Communication English 8% Mathematics 4% General Mathematics 0%	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	5% increase of baseline	National Assessment Booklet Statistical Digest	NAP	AED
						Percentage of SSLC Year 12 students meeting Level 2 and above English, Communication English, Mathematics, General Mathematics and Samoan	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	National Assessment Booklet Statistical Digest	NAP	AED

						Percentage of SSLC Year 12 students qualified for NUS Foundation programs	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	National Assessment Booklet Statistical Digest	NAP	AED
						Percentage of National assessment reports (primary and secondary) made available to key stakeholders within six weeks of term 1	2022 100%	100%	100%	100%	100%	100%	National Assessment Booklet Statistical Digest	NAP	AED