

# **BROADWOOD AREA SCHOOL**

## **NZQA TEACHER'S HANDBOOK**

**2014**

NOTE: The principal is at the helm of all policies and procedures.

### **NATIONAL QUALIFICATIONS PROCEDURES**

The following procedures relate to the school management of internal assessment for the National Qualifications Framework (NQF), and in particular, the National Certificates of Educational Achievement (NCEA).

Policies and procedures in each subject and Learning Area should be consistent with these guidelines. In some cases it may be sufficient for procedures in each Learning Area to simply refer to overall school policy and procedures. In other instances such as for authenticity and further assessment opportunities, subject specific guidelines may provide more detail.

#### **Rationale**

Systems for assessment for National Qualifications will be valid, consistent and accurate. They will result in assessment outcomes for Broadwood Area School students that will be highly regarded by the community and be consistent with national standards.

#### **Purpose to:**

- ensure fairness of assessment for all students
- ensure school-wide consistency for internal procedures
- define roles and responsibilities of staff and students
- meet NZQA requirements for managing internal assessment and entries in external assessment.

#### **Principles to ensure assessment is fair, valid and authentic**

##### **Fair assessment:**

1. Procedures are transparent and well publicised so that all students and staff are aware of their responsibilities. Students receive assessment guidelines at the beginning of the year and course information. This is issued by teachers of each course offered at Broadwood Area School.
2. Where assessments are not of an on-going nature, assessment dates, due dates and practice external assessments are spread over the year to minimise clashes.
3. Programmes of learning and assessment allow for and assist students to reach their potential. All Learning Areas ensure that assessment practices are consistently practiced both within the Learning Area and across Learning Areas.
  - i. When a student has not reached their potential in an assessment, teachers should review the evidence that the student has already provided before

necessarily considering the need for further assessment at a future date. If deemed necessary, practical and manageable, only one further assessment opportunity will be provided within the school year.

4. If a further opportunity for assessment is offered, this assessment must be made available to all students entered for that standard. This is regardless of their performance in the first assessment opportunity. *Note: exception see Wilful Absence*
5. Record keeping allows for regular feedback to students and caregivers about progress and will provide data for NZQA. The Privacy Act is observed.

Appeals procedures are well publicised and communicated in the *Broadwood Area School Student NZQA Handbook* and allow students to be assured that assessment outcomes and procedures are fair.

6. The Principal's Nominee (PN) maintains regular communication with NZQA to ensure that the school policy and policy procedures comply with NZQA requirements.
7. School assessment policy and procedures together with implementation through the Learning Areas are subject to the school's annual quality assurance audit.

#### **Valid assessment:**

1. Learning Areas must ensure that all assessment activities and schedules are pre-moderated and reviewed after use.
2. Students with special needs are provided with valid and fair special assessment conditions.

#### **Authentic assessment:**

1. Learning Areas will follow school guidelines to ensure authenticity for each internal assessment.
2. Accumulated evidence for each standard is kept to provide evidence of student achievement including a derived grade application for external assessment.
3. Completed student assessments (if required for external moderation) and results are stored in a secure and readily retrievable way in the Central File. *The Central File is in the Mathematics Resource Room.*

### **NEW COURSES**

Requests for new courses will be directed to the Assistant Principal (Senior Syndicate) forwarded on to the Principal who is responsible for the curriculum, and the Senior Syndicate Cohort for consideration.

- The Senior Syndicate Cohort comprises the Assistant Principal (Senior Syndicate), and all the teachers who deliver NCEA courses to senior students.
- Any teacher or person, who has a role at the school, may express interest to the Assistant Principal (Senior Syndicate) who will forward to the Principal if the introduction of a new course interests or affects them.

- A proposed course can only be heard, for implementation in the following year, before Term Two, week five of the current year.
- The Senior Syndicate Cohort will make recommendations to the Principal and the Board of Trustees will be informed accordingly.
- The implementation of new courses will be the responsibility of the Assistant Principal (Senior Syndicate) under whom the new course curriculum description falls.

### **Responsibilities and Process**

- The PN files course documentation. Documentation must include:
  - i. the course objectives
  - ii. the intended target group of students
  - iii. a resource needs analysis including proposed budget and text book requirements
  - iv. the impact of the course on existing courses
  - v. the following year options for students who are successful in the course
  - vi. the standards offered in the course and how these standards align with the Academic Pathways and/or Vocational Pathways of students.
- The Principal and the PN is responsible to ensure that the school is accredited to assess students against the standards in the course, or is responsible to:
  - i. identify an external provider to assess students
  - ii. ensure that the external provider is accredited to assess students against the standards in the course
  - iii. ensure that a memorandum of understanding is in place between the school and the external provider and that this is updated annually
  - iv. ensure that the PN reports the results to NZQA with the correct provider code.

### **Memoranda of Understanding (MoU)**

Where an offsite provider is used by the school to assess students a MoU must be in place that clearly states the responsibilities of both the provider and the school.

- The PN need to keep copies of MoU documents on file. Copies of these MoU files need to be available to all role-players regarding a particular service delivery. The Principal would have indicated that an external provider would be used for a particular service delivery. This agreement must be completed by both the External provider and the Principal. The final MoU is returned to the PN before the commencement of the course and by the specified due date.
- The Principal and the PN are responsible to ensure that external providers are accredited to offer the particular standards being assessed.
- The Principal and the PN are responsible to monitor the quality of courses to ensure they meet the NZQA Quality Assurance standard as well as the needs of students.

The PN will store current MoU centrally for the year of assessment and for the following year.

## **COURSE REQUIREMENTS**

Students must be provided with clear documentation both in regard to overall assessment procedures in each subject and in regard to specific assessment activities. A generic booklet, provided by NZQA, will be issued to all students outlining the National Qualification Policies and Procedures. Furthermore, each student will receive a Student Handbook in which each NCEA subject ( delivered at BAS ) would have included a Course Outline at the commencement of each course. A generic course outline template is available at the PN.

The Student Handbook addresses the following issues:

- Assessment policies and procedures
- Authenticity
- Derived Grades

Each subject Course Outline, given to students, must contain the following:

- subject name, level and year ( and current teacher )
- course content – achievement or unit standards, version number, descriptor, internal/external, number of credits and timing of assessment
- course requirements

Where applicable, contribution towards the following should be included:

- NCEA Level 1 Numeracy
- NCEA Level 1 Literacy
- UE Numeracy
- UE Literacy – reading
- UE Literacy – writing

## **Monitoring**

The PN will monitor the validity of all information regarding Course Outlines (see above for details) This must be done before commencement of any delivery of courses to students.

## **GOOD ASSESSMENT PRACTICE GUIDELINES**

Standards-based assessment is about recognising student achievement against predetermined criteria. For an internally assessed standard, the teacher provides an opportunity for students to submit valid and authentic evidence that meets the achievement criteria or elements of the standard. The following form part of good assessment practice:

1. **Consider all the evidence** - when making an assessment decision, teachers should consider all valid, authentic and standard-specific evidence submitted by students. Invalid or non-authentic evidence should not be considered.
2. **Retain all the evidence** - the evidence used to make an assessment decision must be retained so that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required. All student

work must be stored in the central file for two years unless negotiated with the Principal's Nominee.

3. **Assess when the student is ready** – where a student is not yet ready to be assessed, opportunity for further teaching and further learning should be provided so as to avoid predictable failure (where possible).
4. **Assess over time** – teachers can accumulate evidence of achievement from a range of activities completed during the course of the teaching and learning process. This evidence can be drawn not only from formal assessments, but also from standard-specific evidence drawn from class work, assignments, workbooks, or other valid areas.
5. **Make the standards transparent** - familiarise students with the terms, grade criteria and range statements of the standard; show successful work in another context and explain the schedule and/or evidence statements. Brainstorm responses in class and set up peer-assessing for practice.
6. **Unit standards and achievement standards** - there should be no distinction in policy or practice between assessment for unit standards and achievement standards. The only distinction is in relation to the range of available grades outcomes.
7. **Refer to the standard Assessment Specifications** - these are updated annually and are published for each externally assessed standard. They can be accessed from the *Subject-Specific Resources* pages on the NZQA website. They inform teachers and students of conditions, topics or themes that have been set by the subject examiner for external assessment in the current year.
8. **Refer to the *Subject-Specific Resources* pages** – these can be found at <http://www.nzqa.govt.nz/ncea/resources/accounting/index.html> . The following are available for most subjects:
  - a. National Moderator Reports
  - b. Clarification of Standards documents
  - c. Moderator newsletters
  - d. Exam documents (including old exams and assessment schedules)
  - e. Student exemplars (for some standards)
  - f. Assessment Reports ( external exam reports)

### **MISSED AND LATE ASSESSMENTS**

Work that is submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment decision. If valid, authentic standard specific evidence of achievement is not available, credit for the standard cannot be awarded.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required.
- Provide the student with a further assessment opportunity if one is available.
- Award no grade, or if the student had an adequate assessment opportunity, award Not Achieved.

### **Wilful absence**

A wilful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to a student who wilfully misses an assessment. If other valid, authentic, standard specific evidence is not available - a result of Not Achieved will be reported.

### **Extensions**

1. When an assignment has been set on a subject it must be handed to the teacher **during the class period of the due date or 3.30 pm of the due date**. Clear communication must be documented on the assignment brief.
2. Any student who envisages being unable to complete an assignment on time through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the teacher.
3. An application for an extension will in most circumstances be made at least **three school days** before the due deadline.
4. At that time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver.
5. Failure to submit sufficient and satisfactory evidence of work done so far will result in no extension being granted.
6. Any extension will **not normally exceed three days** beyond the original deadline and the student will be given full credit for this completed work.
  - This means work due on a Friday, with an extension, becomes due the next school day.
  - Care should be given to accommodate the three day period prior to a holiday e.g. Tuesday would be a suitable due date before a Friday end of term.
7. If the extension is approved, the assignment should not be returned to the remaining students until the end of extension period.

### **DERIVED GRADE PROCESS**

Candidates who have been prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the Assistant Principal's Nominee (NZQA) for a derived grade. The derived grade application is available from the NZQA site.

#### **Advice to candidates:**

- Impairments must be of a serious nature. This excludes claims on the basis of stress due to examinations, family disturbances, and minor illness.
- Medical certificates supporting the claim must be provided if the impaired performance is for a medical reason. This must be dated the day of the examination that has been missed.
- The impairment must have affected the student during the examination period or have occurred within the month preceding examinations. An on-going impairment needs to be communicated to the PN upon onset.

#### **A derived grade is possible where:**

- The school has a grade recorded in its Student Management System ( KAMAR ) which is based on standard specific evidence from (a) valid assessment(s) in the current year.
- The schools quality assurance process for internal assessment has been applied to the assessment materials (including the use of an *Internal Moderation Cover Sheet*).
- The school retains a copy of the assessment used to generate the evidence.

#### **A derived grade cannot be awarded:**

If there is no grade from practice assessments for an external standard because the student:

- i. was absent
- ii. did not complete the standard in question
- iii. or because the timing of the teaching has meant no practice assessment was given.

As with internal assessment grades a derived grade must be based on standard specific evidence; i.e. from actual performance and not 'expected' performance.

### **General**

Students need to be made aware that practice assessments may be used to generate a derived grade. Therefore, greater consideration may need to be given by students to achieve to the best of their ability in all school based assessment.

NZQA conducts audits of the school's processes for recording evidence of student achievement in practice assessments, including records of any quality assurance processes. This is carried out in the Managing National Assessment visit.

### **RESUBMISSION**

Resubmission is the opportunity for students who wish to improve their grade. Resubmission opportunities are not mandatory and their provision may not always be practical or feasible. Resubmission involves the student improving their already submitted work with no further teaching given.

- i. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided.
- ii. Students should be capable of discovering and correcting immediately, without specific guidance or further teaching and learning.
- iii. Any resubmission must not compromise the authenticity or validity of the work.
- iv. A resubmission can be offered after either the first or the further assessment opportunity or after both.

The opportunity for students to improve their work through resubmission is lost if teachers do not promptly return work to students. Because there is no opportunity for further teaching or learning, the student is disadvantaged if there is a time lag between the initial assessment and the opportunity for resubmission.

### **FURTHER ASSESSMENT OPPORTUNITY**

Further assessment involves the student completing a new task or the same task in a different context. One further opportunity for the assessment of a standard can be provided each year. If one is offered, it must be offered to all students, and all assessment grades must be available.

A further assessment opportunity is only appropriate after additional teaching and learning has taken place. The highest grade gained by a student will be reported to NZQA.

**Refer to <http://www.nzqa.govt.nz/> for further information.**

### **APPEALS**

A student has the right to appeal any assessment decision. This includes:

- i. their awarded grade
- ii. an allegation that they have breached the rules
- iii. or a decision affecting their access to assessment.

In the first instance the student should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome for the student they should lodge a formal appeal. The student should lodge this ***within ten days*** of



being notified of the initial assessment decision. The complaint can be lodged with the Principal's Nominee.

A student does not forfeit their right to appeal by acknowledging the return of their work or by sighting their grade.

### **Procedure**

1. The student must complete the Appeal Form (**AVAILABLE FROM PN**) and lodge this with the Principal's Nominee.
2. The Principal's Nominee will investigate the issue. The investigation could involve the school receiving input from a subject specialist outside the school. The initial marker of the student's work will not be involved in the appeal.
3. The decision of the Principal's Nominee is final and they will communicate the outcome to the student in writing. Under normal circumstances this should be done within ***ten working days of the appeal being lodged.***

If the reason for the appeal relates to an initial assessment decision made by the Principal's Nominee, the Assistant Principal's Nominee will investigate the issue.

### **AUTHENTICITY OF STUDENT WORK**

#### **Appropriate conditions for assessment can include:**

- students completing work outside of class time
- students receiving feedback from others about their work
- open book assessment
- students working as a group.

In all situations, however, students must be able to attest to the authenticity of their work and teachers must use appropriate strategies to ensure that work presented for assessment is authentic. Work, presented for assessment that is not authentic, should not be considered as part of the body of evidence on which an assessment decision is based.

#### **Teachers should be aware that:**

- Use of unmodified TKI activities may result in students submitting work that they cannot claim as their own.
- Open-book conditions may compromise the authenticity of student work in some situations.
- The school may not be able to provide an authentic result for the Derived Grade process if unmodified use is made of past years' NCEA examinations in school mock examinations or class tests.

### **Internal assessment**

#### ***Students are more likely to submit authentic work if:***

- They understand that plagiarism is a breach of the rules and that they are guilty of it when they use the work of another student or published author (includes the use of maps and diagrams or succinct quotations) to support their own statements

without acknowledging the other persons work or ideas in either footnote or bibliography. All teachers who use referenced work MUST teach and/or revise APA referencing and plagiarism. Information about this is available online.

- Include the names of people they consulted about their assessment and briefly described how the person assisted them.
- They are required to sign a declaration of authenticity when they hand their work in.

**Teachers are more likely to receive authentic work from students if they:**

- change the context of an assessment from year to year
- modify TKI activities before use
- allow open book conditions only where the standard achievement criteria require the student to demonstrate higher level analytical or evaluative answers such as 'evaluate', 'apply', 'predict', 'analyse'
- hold regular discussions with students on progress
- supervise research by including regular checkpoints
- require students to submit hand written work for teacher scrutiny at intervals during the assessment period
- require students to keep a log book or record of the time they spent on their assignment
- require plans, resource material and draft work to be submitted with the final product
- require on-going work to be kept on site
- require the writing up of research findings to be completed in class.

**Teachers can verify the authenticity of submitted work by:**

- asking students questions about their assessment to determine their understanding
- requiring students to make an oral presentation of their topic to the class
- asking other students about the contribution made by each group member.

If a teacher knows, or suspects, that a student's work is not authentic they will make a detailed description of what has occurred to cause the suspicion and, along with any evidence, submit it to the Principal's Nominee. The situation will be investigated as a Breach of the Rules.

**Authenticity Statements**

(TEMPLATES AVAILABLE FROM PN)
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The use of authenticity statements alerts students and parents/caregivers to the issue of authenticity. Authentication sheets must be signed by the student and their teachers to attest that the work is only the students.

Authenticity Statements are used in the following situation:

- external achievement standards where a project, workbook or similar is compiled and submitted for assessment e.g. Technology subjects, Visual Arts subjects all internal achievement/unit standard where the work is submitted for assessment.

### **BREACHES OF THE RULES**

#### **Examples of a breach of the rules include, but are not limited to, the following:**

- plagiarism (submitting work that is not the student's)
- impersonation
- false declarations of authenticity
- using notes in a test or exam
- collusion (communicating with others, disruption or dishonestly assisting or hindering others during a test or exam)
- dishonesty (lying about reasons for submitting late work)
- altering answers prior to seeking an appeal
- copying from another student, or deliberately allowing work to be copied by others.

#### **If a breach of the rules is suspected:**

- The teacher will retain the evidence of the breach and discuss the situation with the PN.
- The PN will notify the parent/guardian of the alleged breach of the rules.
- The PN will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required.
- The PN will make the final decision and notify the student and the parent/guardian in writing or conduct an interview of the outcome of the investigation.
- The school will report, Not Achieved, if the breach is proven; and all other subject teachers of the student who committed the breach will be notified.

### **MANAGING ENTRIES AND WITHDRAWALS**

The PN ( with the assistance from the AP, Senior Syndicate, if needed ) make student entries at NZQA and processes withdrawals from standards. A file is usually submitted to NZQA at the beginning of each month.

When teachers check student entries they should do so from the school's general access page on the NZQA website (Teacher Login), rather than by using the school's student management software (KAMAR).

- The "*Counts by Subject Report*" provides a useful summary of the number of entries and reported results for each standard in a subject.
- The "*Standards Search Report*" provides the list of candidates who have been entered in a particular standard and also any reported results. The PN should cross-check and notify the Assistant Principal (Senior Syndicate) of any errors or omissions.

**KEY DATES**

February	<b>Entering a course of study.</b> This includes the standards, their version number, their NZQA descriptor and whether the standard is internal/external.
September	<p><b>For entries in externally assessed standards.</b> The school's 1 September file must be accurate with respect to entries in externally assessed standards. Entries made after this date are late and require the school to request additional examination materials. Late requested examination papers are not personalised with candidate details and there is a greater risk that these papers will go missing.</p> <p><b>For withdrawals from externally assessed standards.</b> Students should be withdrawn by 1 September from any standard that a student does not want to be assessed against. Withdrawals, made after this date, are not processed by NZQA. If a withdrawal is not made by this date and the student does not attempt the assessment, a result of Standard Not Assessed is reported to students.</p>
October	<p><b>Withdrawals from internally assessed standards.</b> Students should be withdrawn by 1 October (see NZQA calendar on NZQA website) from:</p> <ol style="list-style-type: none"> <li>any standard that a teacher no longer intends to assess a student against</li> <li>any standard the student is not attempting.</li> </ol>
December	The last electronic file is submitted by the PN early December. After that, the PN can continue to make entries on the NZQA website until the end of February in the following year.

*Note: If a student chooses not to enter for one or more externally assessed achievement standards, they must continue to actively study in that subject. This involves the student attending the class, doing the work, keeping up notebooks or other records of work.*

**INTERNAL MODERATION**

The purpose of moderation of assessment is to ensure that:

- assessments are consistent with the national standard

- assessments are fair and valid
- assessor's judgements about students or candidate performance are consistent.

Schools must report only those assessment results that:

- have been subject to the school's internal moderation process
- are complete
- up-to-date
- and verified for accuracy.

The NZQA Internal Moderation Cover Sheet must be used to document internal moderation.

<b>Internal Moderation Cover Sheet Templates available from PN</b>
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Evidence of internal moderation must be available for every activity used to gather evidence of student achievement and report results to NZQA. All student evidence is stored in the central file, unless negotiated with the PN.

The steps below refer to the numbered boxes on the cover sheet.

**1 Critique (and modify) the materials before use**

- All assessment materials, whether sourced commercially, downloaded from websites or developed by teachers, must be checked prior to use to ensure:
  - ✓ consistency with the registered standard
  - ✓ appropriateness of language, content and context for local students.
- The critiquer is not required to be a subject specialist. However, where possible this is preferred. Single subject teachers should seek an outside 'buddy' system.
- All sections must be critiqued against the standard:
  - ✓ student brief including context
  - ✓ resources required
  - ✓ assessment conditions
  - ✓ assessment task
  - ✓ assessment schedule, including evidence and judgment statements.

**Good practice**

- ✓ Critique materials well in advance of their use so that there is time to make any changes.
- ✓ The critiquer should provide feedback on any way that the assessment could be improved.
- ✓ Agreement about evidence, judgement and sufficiency statements should be reached before assessment begins.

## 2 **Inter-class consistency**

- To ensure work for all students is marked to the same standard irrespective of class or teacher. This must include either cross or panel marking in larger departments.
- A collaborative approach should start with discussing guinea-pig samples to refine the assessment schedule and judgement and efficiency statements.

### **Good practice**

- ✓ Cross-marking, panel or team marking in the case of three or more classes.
- ✓ Class teacher assesses, another teacher verifies in the case of one or two classes.
- ✓ Class teacher assesses, an outside colleague verifies in the case of one class.

## 3 **Mark all student work and verify a proportion of grade judgements**

- A sample of at least 8 pieces of student work must be verified (check-marked) by another subject specialist.
- Verification involves a second pair of eyes.
- Verification involves:
  - ✓ re-marking to check for accuracy and consistency
  - ✓ reviewing the overall assessment decision against the performance or achievement criteria of the standard.
- Verification must be done before the students are informed of their results.

### **Good practice**

- ✓ Identify and contact the verifier early.
- ✓ Verifier remarks preferably in green
- ✓ The verifier should not know the grade awarded by the assessor.
- ✓ Select samples for verification at the grade boundaries.
- ✓ Where there are multiple classes, select some student work from each class.
- ✓ For larger groups, select up to 15 per cent.
- ✓ The verifier should also be alert for any submitted work that is not authentic.
- ✓ Across the year ensure that as many students as possible have had at least one piece of their work verified.

## 4 **Make a random selection of student work for external moderation, update benchmarks and store assessment materials**

- The PN will undertake a random selection process for all standards assessed once the period for appeals has passed.

- Copies of student work illustrating a range of achievement in each standard should be retained for future benchmarking of that standard.
- Store assessment materials securely.

**Good practice**

- ✓ Before making the random selection remove the names of student who submitted no work, or if there is no work available select the next candidate on the random selection list.
- ✓ Benchmarks are annotated samples of student work used to:
  - refresh professional memory
  - help teachers new to the standard
  - ensure consistency of marking from year to year
  - exemplify the standard to students
  - samples should be updated if better ones are identified.

Do not dispose of student work until you have work from a new year to replace it.

**5 Maintain understanding of the national standard**

- Understanding can be maintained through:
  - ✓ regular interaction within Learning Areas
  - ✓ contact with colleagues in other schools, subject advisors or subject associations
  - ✓ annual attendance at NZQA Best Practice Workshops.
- Find a colleague to discuss a subject-specific assessment matter with.

**Good practice**

- ✓ Maintain a log of your professional contacts
- ✓ Attend Best Practice moderation workshops where possible
- ✓ Refer to:
  - external Moderation reports
  - National Moderator reports
  - subject-specific resource pages.

**6 Review materials after use and confirm or modify them for future use**

- Assessment materials should be reviewed after the assessment and prior to further use.
- Documentation of any changes must be kept.

**Good practice**

Refer to:

- External Moderation reports
- National Moderator reports
- Subject-specific resource pages

### **Monitoring Internal Moderation**

- A copy of each completed Internal Moderation Cover Sheet must be completed for all standards offered within a course of study.
- Results should not be entered on the school's student management software ( KAMAR ) until the student's grades are verified and certified as correct.
- The "*Counts By Subject Report*" (located under the "*Reports*" link in the school's general access) will be used as the master list of standards for which internal moderation must be undertaken.

A completed Internal Moderation Cover Sheet is also required as evidence that practice assessments for eternally assessed standards have been quality assured. This is particularly important for students requiring a Derived Grade.

### **EXTERNAL MODERATION – NZQA MODERATION SYSTEM**

#### **Standards selected for External Moderation by NZQA**

Every Learning Area will be annually subject to external moderation. The process is as follows:

1. Late February NZQA notifies the Principal's Nominee that the school's annual moderation plan is available for viewing. All staff can access their school's moderation plan through the NZQA login. Standards are selected for eternal moderation on the basis of reported results from the previous year and the recent external moderation history of the subject.
2. The Principal's Nominee will notify the Senior Syndicate Cohort of the school's submission date and the standards that have been selected for external moderation. Any particular teacher, who had made a change to a course outline, should notify the PN upon being notified about the selected standards for external moderation; so that a request for change to the selected standards could be submitted to NZQA. The school will not request a change of standard because student work has not been retained and securely stored.
3. Samples of student work must be randomly selected. The PN will apply the school's random selection process to the standard results list and inform staff of the students who have been selected. Students who submitted no work for assessment are removed from the list. The PN will check that a cross section of marks have been gathered in this selection.
4. Each subject teacher is responsible for assembling the documents required for external moderation. This includes:
  - i. a completed *External Moderation Cover Sheet*

<b><i>External Moderation Cover Sheet available from PN</i></b>
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- ii. a copy of the assessment activity
  - iii. a copy of the assessment schedule
  - iv. The student work for the selected students. Eight samples are required for an achievement standard and four for a unit standard.
    - Note: The student work submitted is that work generated from the initial assessment activity. There may be other evidence of student achievement (for example evidence from resubmission or from further assessment) but the moderator does not require this.
    - In the situation where two courses are offering the same standard, only one course will be selected to submit student work.
5. As an outcome of external moderation, student grades in the current year, can be amended. However, the grades need to be changed for all learners assessed in the year for which changes in the assessment schedule apply.
  6. The Principal's Nominee will dispatch the work to the external moderator by the due date.
  7. Upon return of materials from external moderation, the Principal's Nominee will have a discussion with the subject teachers regarding the outcome of the report. All National Moderation Reports are accessible through the NZQA Teacher Login.
    - i. For standards where an (X) was reported, a plan of action must be completed by the subject teacher and lodged with the Principal's Nominee. This may include a copy of the new assessment task and assessment schedule.

**RESPONSE TO EXTERNAL MODERATION REPORT available from PN**

- ii. A plan of action must be completed for standards where assessor judgments were not at the national standard for half, or more than half, of the samples of student work submitted.
8. The subject teacher may lodge an appeal if the school requires further clarification of the moderator's comments/judgments.

**APPEAL COVER SHEET available from the PN**

9. The reason for the appeal should be discussed with the Principal's Nominee, and if the decision is made to proceed, the Principal's Nominee must be given the

appropriate supporting materials including a completed *Moderation Appeal Cover Sheet* (see NZQA Forms section). The Principal's Nominee will submit the appeal to the School's Relationship Manager (SRM) and inform the subject teacher of the outcome.

10. The subject teacher is responsible to ensure that External Moderation Reports are stored with other assessment materials.

### **EXTERNAL MODERATION – ITO MODERATION SYSTEMS**

Some Learning Areas will offer Industry Training Organization (ITO) standards and teachers must fully comply with the ITO external moderation requirements.

To facilitate this, the Principal's Nominee is the school's point of contact for the ITOs that the school engages with.

The procedure for complying with the requirements of ITO external moderation is the same as for NZQA managed external moderation.

The procedure for addressing matters raised in moderation reports from ITO managed external moderation systems is the same as that for NZQA managed external moderation.

### **SPECIAL ASSESSMENT CONDITIONS (SAC)**

Students with special learning needs are, in most cases, identified prior to Year 11 by their class teachers or their Core Cluster Groups (CCG). Unless a student is new to the school, it would be unlikely that a student requiring SAC would be identified for the first time in Year 11, 12 or 13.

#### **Process and procedure:**

1. Referrals may come from teachers, parents or outside agencies. Students may not self-refer.
2. On receipt of a referral, the PN will contact the parents and gather information as to the background of the student.
3. The PN will arrange with the RTL Co-ordinator to have the student assessed by trained personnel. The assessment should be undertaken towards the end of Year 10.
4. Once the assessor's report is received, the school will apply for the level of assistance required. If the outcome of the assessment is that the student does not qualify for additional conditions, the PN will notify the student, their parents/caregivers, subject teachers and staff who teach the student.

5. In February of each year, the relevant teachers will be notified of the approved SAC of any student that requires them.
6. The approved conditions must be made available for all internal assessments. The subject teacher is responsible for notifying the PN of upcoming assessments.
7. The PN will apply to NZQA for special assistance for external assessment before the designated NZQA date (generally 31<sup>st</sup> July). The application must be for the same conditions as were approved by the school for internal assessment.
8. Application must be made each year and supporting documentation must be renewed every three years.

Special assessment conditions must not be provided for students who are not approved for SAC. If this occurred, the assessment is invalid and the student work cannot be included in the body of evidence used by the teacher to make an assessment decision.

### **ACCREDITATION AND MEMORANDA OF UNDERSTANDING**

The subject teacher is responsible to ensure that the school is accredited to assess students against the standards offered in their Learning Area. Their responsibility includes:

- identifying an external provider to assess students
- ensuring that the external provider is accredited to assess students against the standards in the course
- ensure that a MoU is in place between the school and the external provider
  - Note: The standard/s can only be assessed against once a MoU has been lodged with the Principal's Nominee. This must be updated annually.
- ensure that the PN receives the correct provider code to report student results to NZQA.

### **PRIVACY ACT 1993**

Schools are required to comply with the Privacy Act 1993.

Teachers can comply by:

- Keeping student information confidential. No student is entitled to view the results of another student without their permission.
- Seeking permission from student before using their work as an exemplar.

The school is required to submit to NZQA accurate results of student achievement.

The following steps will assist teachers to do this and will also enable students to check their results for accuracy.

1. Teachers must keep detailed records of all assessments. A paper copy of assessment results must be kept and assessment results must also be promptly recorded electronically in the school's student management software.

*Note: Teachers are only permitted to enter those results, which have been subject to the school's internal moderation process, on the student management software ( KAMAR ) and for which an Internal Moderation Cover Sheet has been completed.*

2. Return work to students promptly and so that they can see clearly the outcome of the assessment.
3. Encourage students to check regularly their credit attempts sheet. Remind student to regularly use their learner log-in facility on the NZQA website to check entries and reported results and to inform their teacher if there are omissions or errors.
4. Be reminded to regularly use their schools log-in facility on the NZQA website to check entries and reported results and to inform the PN if there are omissions or errors.

*Note: Staff should be reminded that the schools' student management software cannot be used to accurately check the entries made and results reported to, NZQA.*

5. As near to the end of the year as possible, students are given the opportunity to sign a printout of their results as they have been recorded in the school's student management software. Errors or omissions should be reported to the PN.

### **STORAGE OF ASSESSMENT MATERIALS**

All assessment materials are to be held in central space - unless negotiated with the Principal's Nominee. Assessment Material should be stored as follows:

- Every year has colour-coded Assessment Folders
- Each folder should be standard-specific - one standard per folder; with specific documentation ( see below )
- At least two colour-coded folders should be contained in a standard-sized box ( there should always be at least one recent folder ready to be submitted for External Moderation )
- The standard-sized-boxes should be labeled as follows: Subject; Standard-code; NCEA-level; Delivery-Year; TiC
- Assessment material should be retrievable to the SMT, PN, MNA, TiC's

Each colour-coded Assessment Folder should contain the following:

- ✓ A copy of the standard.
- ✓ The assessment materials including– student instructions, task and resources, the assessment schedule, including evidence and sufficiency statements.

- ✓ All student work including the samples selected randomly for external moderation.

*Note: Student work from a previous year should not be disposed of until work from the current year is available to replace it with; and should be in a different colour-coded folder in the same standard-sized box.*

- ✓ Evidence of internal moderation, for each assessment task; including tasks used for further assessment; there should be a completed Internal Moderation Cover Sheet for each assessment-activity used to assess students - pasted on the colour-coded folder.
- ✓ Annotated benchmark samples of students' work to maintain consistency of marking from year to year.
- ✓ External Moderation Reports.

### **REPORTING NOT ACHIEVED RESULTS/ADEQUATE ASSESSMENT OPPORTUNITY**

A result of Not Achieved must be reported to NZQA if it is deemed that:

- The work submitted by a student is below the standard required for Achieved.
- The student has submitted no work for assessment but had an adequate opportunity to do so.

(Refer to the NZQA website)

### **Frequently asked questions:**

***Can I withdraw students who fail to achieve at a later date rather than record 'N' against their names?***

No. Where a student has presented work or evidence for assessment or been given adequate opportunity to achieve the standard, the outcome of that assessment must be reported to NZQA as an N, A, M or E. They cannot be withdrawn for this reason.

***If a student partially completes the work in class but fails to hand it in on the day of submission is this an SNA?***

No. By completing some of the work or providing some evidence during the assessment period they have presented some work or evidence for assessment. If they fail to achieve by not handing in the completed work or evidence then they must receive N.

***If a student, in consultation with their teacher, states from the outset that they do not want to be assessed against a particular standard and they make no attempt to provide any work or evidence, but were present in class during the assessment activity do I give them an N for failing to achieve?***

No. The student should be withdrawn by September. As they have produced no work or evidence to achieve the standard an SNA is then appropriate if they can't be withdrawn.

***If a student is in a course and decides, on their own, that they do not want to do the assessment, as they would rather get an SNA than an N do we report an SNA?***

No. If they have been given an adequate assessment opportunity they must be awarded an N and not an SNA

***One student in a group contributes little and the combined group effort gets an A result. Should this one student get an N, A or SNA?***

This is not a case for an SNA. The result of A or N depends on the school's own policy and procedures with regard to assessing group performances. In some cases it may depend on the requirements of the standard.

***If there has been a change in the assessment programme because the school was unable to provide the assessment opportunity do we report N?***

No. This is a case for SNA as there was not an adequate opportunity for assessment.

***If the department has scheduled two opportunities for assessment, one before 19 September and one after and a student gets N on their first attempt but has not had their second attempt can I report nothing for now until they have had both opportunities?***

No. Each opportunity is an adequate opportunity to achieve the standard. So the first N must be reported. If they achieve the standard at a later date you can update the reported result, but a blank result or SNA is not appropriate.

***Will SNA's affect school results and the way these are reported in the media?***

No. School Result Summaries will include N's but not SNA's.

***If we make mistakes with our entries and don't realise this until after 19 September can we make additional entries and withdrawals?***

No. In line with good practice schools must have procedures to check and verify both entries and reported results. Schools that discover issues after September must contact NZQA and any changes after this date will be monitored and reviewed as part of the regular MNA process.

***I don't want to report a lot of N results as it does not reflect well on the students or the school. Is it okay to just leave these results blank?***

No. Where a student has presented work or evidence for assessment OR has been given an adequate opportunity to achieve the standard (consistent with school internal assessment procedures), the outcome of that assessment must be reported to NZQA as N, A, M or E. Leaving it blank would generate an SNA and this is not an appropriate grade in these circumstances.

***Does this mean that internal and external assessment results are different?***

Yes. If a student has an adequate opportunity to achieve the standard in an internal standard they must get an N, A, M or E result. However, in an external exam they may have an opportunity to achieve the standard but if they do not attempt the paper they will get an SNA. The reason for this difference could be because withdrawals were made after exams papers were printed and put into personalised packs or simply because a student ran out of time so an N would not be a fair result.

***Are the results codes now the same for both internal and external assessment?***

Yes they are but they may mean slightly different things. SNA was introduced for external standard results to separate out the V (did not attempt) codes from the N codes. Students who were absent or did not attempt the paper do not count as an N.

**POLICY REVIEW**

The assessment policy is reviewed annually by the school's SMT.

The review process considers input from subject teachers and includes changes to the *Rules and Procedures* as notified by NZQA.

The school's other NQF documents, including the BAS Student Handbook will also be updated to reflect these changes