



PUKEKOHE HIGH SCHOOL

NCEA Assessment Policy and Procedures

16th March 2021 version



NCEA Assessment Policy – Rationale, Purpose and Guiding Principles	3
Procedure 1: Assessment Planning	5
Procedure 2: Student Course Outlines	6
Procedure 3: Carrying Out Assessments	7
Procedure 4: Recording of Results	9
Procedure 5: Retention of Student Assessment Material	10
Procedure 6: Special Assessment Conditions	10
Procedure 7: Moderation of Assessed Work	11
Procedure 8: External Moderation	13
Procedure 9: Authenticating Student Work	13
Procedure 10: Missed Assessments	15
Procedure 11: Further Assessment and Resubmission Opportunities	16
Procedure 12: Appeals	18
Procedure 13: Use of External Providers	18
Procedure 14: Administration related to NCEA	19
Procedure 15: Administration of school "NCEA grading exams"	20
Procedure 16: Digital assessment	20
Appendix 1 Authenticity declaration	21
Appendix 2 Missed assessment – application form	22
Appendix 3 Appeal – application form	23
Appendix 4 Internal Moderation Cover Sheet	24
Appendix 5: Roles and responsibilities of various parties	26
Appendix 6 Response to External Moderation	27
Appendix 7 Quick Guide to Internal Moderation flowchart	29
Appendix 8 Student handout – Assessment Statement	30
Appendix 10 Student course information checklist for Faculty Leaders	31



NZQA Assessment Policy – March 2021

Rationale:

Students achieve and improve when the assessment is valid, consistent, fair and accurate.

Purpose:

- To ensure fairness of assessment for all students.
- To ensure school-wide consistency of internal assessment procedures.
- To define roles and responsibilities of staff and students.
- To satisfy NZQA requirements for assessment.
- To minimise student workload peaks.
- To allow students to achieve to their potential.

Guiding Principles:

1. Each assessment activity must feature the following attributes:
 - Valid – the assessment must stand alone, be new (ie no student could have seen the assessment before) and be able to gather evidence of the course work being assessed, consistent with both the standard and curriculum. A valid assessment should measure what it is supposed to measure, ie it is standard specific, as detailed in the achievement criteria. Note: An assessment that is not valid cannot be used to provide evidence for derived grade purposes]
 - Fair – the assessment must be presented in such a way that no student is advantaged or disadvantaged by the nature or content of the assessment
 - Sufficient – the achievement standard assessment must provide enough opportunity for a student to show competence at Achieved, Merit or Excellence level. (Unit standards must provide enough opportunity for a student to show competence at Achieved).
 - Authentic – the assessment must be sufficiently different from practice assessments to ensure that each student's own knowledge is assessed in a way that preserves the authenticity of their response, which must be in the learner's own words.
2. Assessment conditions must be appropriate for the outcome being assessed.
3. Procedures are transparent and well publicised. This is to ensure that all students and staff are aware of their respective responsibilities.
4. Each assessment will be conducted, critiqued, moderated and supervised, as appropriate, by experienced and qualified teachers. No inexperienced teacher will have sole responsibility to critique or moderate an assessment. Every teacher will have their work moderated, and after moderated results are reported to students
5. All assessment dates, including practice external assessments, are to be spread over the year to minimise clashes.
6. Every NCEA course is required to offer at least one standard in each of Term 1 and Term 2, where practicable, and at least 6 credits by the end of Term 2.
7. Faculty Leaders will ensure that all assessment activities and schedules are internally moderated and that samples of assessor judgements are verified, consistent with NZQA requirements.



Guiding Principles [continued]:

8. Faculty Leaders will determine suitable strategies for collecting evidence of student achievement and ensure that they are used consistently within each department in the faculty.
9. All completed internal student assessments and results will be stored in a secure and readily retrievable way to ensure that they are available, if required, for external moderation. The 8 randomly selected samples for external moderation will be stored digitally.
10. When a student has gained Not Achieved in an assessment, teachers should review any valid, authentic and naturally occurring evidence that the student has already provided before necessarily considering the need for further assessment.
11. A further opportunity to demonstrate achievement should be offered unless it is deemed impractical and / or unmanageable.
12. Students who qualify for Special Assessment Conditions will be provided with the same conditions for school assessments as they would for an external NCEA assessment.
13. Consistent with this policy, faculties will determine suitable specific procedures to ensure authenticity for each internal assessment under their control.
14. Appeals procedures will be well publicised on the school's website and student handbook.
15. Moderated grades only will be reported to NZQA.
16. The Principal's Nominee will maintain regular communication with NZQA to ensure that the school's policy and procedures comply with their requirements.
17. The procedures defined in this document must apply to all students sitting NCEA or any other NZQA approved assessment.
18. Students will be provided with a printed copy of a student handbook, containing the relevant policies and procedures and appendices, in Term 1.
19. Digital copies of the student handbook and the assessment policy and procedures will be posted on the school's website and emailed to all parents in Term 1.
20. Formative or diagnostic assessments should be used to aid teaching and learning, and curriculum delivery and review.
21. All teachers, including those new to the school, will be informed of this policy and receive an explanation of these practices through faculty meetings.
22. Faculties using within-school moderation are expected to return marked scripts with moderated, recorded grades to students within three (3) school weeks of the assessment. Copies of the randomly selected scripts for external moderation are retained by Faculties.
23. Faculties using moderators from other schools will agree a realistic turnaround time with the Principal's Nominee, with a maximum of six (6) school weeks.
24. This policy will be reviewed every three years, while procedures and appendices will be reviewed annually.

Updated: 16 March 2021

Signed: Richard Barnett Principal Pukekohe High School



Procedure 1: Assessment Planning

Purpose: Planning of the assessment schedule for each course, and overall, to minimise student workload peaks.

Procedure components:

1. Each subject area will produce a schedule of assessments to be completed together with preferred dates.
2. Where practicable, assessment dates must be scheduled so that no two assessments conclude at the same time in a single subject. That does not prevent assessment material contributing to more than one standard.
3. As a guide, there should be a minimum of 2 weeks between the assessment dates of different standards within a subject. Note: It is acceptable to run concurrent assessments but their finishing dates must be at least a fortnight apart.
4. It is acceptable that one piece of work may contribute to more than one standard, provided it meets the criteria for each of those standards.
5. For NCEA courses, assessment dates for each year level will be put into the school SMS KAMAR by the Faculty Leader by the end of Week 6 of Term 1.
6. Confirmed assessment dates will be printed and issued to senior students as part of course outlines and an individual assessment calendar will be distributed to each student and their Whaanau by Week 8 of Term 1.
7. The confirmed course outlines and senior student assessment dates will be posted on the school website.
8. Any changes to assessment plans during the year must be changed on the Assessment Calendar and advised to the Principal's Nominee in writing.
9. For fully internally assessed subjects only – in Term 4 at most one achievement standard should be scheduled for assessment per course. This does not prevent students from completing internal assessments while they are on examination leave.
10. All other subjects (ie those with an external component) must complete all scheduled internally assessed achievement standards by the end of Term 3. Any exceptions by individual subjects will be negotiated by the Faculty Leader with the Principal's Nominee.
11. This procedure does not prevent individual students from being offered standards during Term 4.
12. Allow sufficient planning time to cater for critiquing prior to an assessment, particularly for subjects that need off-site moderation.
13. For subjects that require off-site moderation, ensure that a fair timeframe (no more than 6 week turnaround) is agreed before work is sent for moderation. Recall that purposefully selected samples of student work, for example at grade boundaries, should be moderated, with a minimum of 2 samples.
14. In cases where a standard is provided to a single student (on an Individual Education Plan – IEP, for instance) then the same expectation relating to a valid assessment, critiquing and moderation applies as it would for any other standard. In this case the sole sample of student work must also be moderated.



Procedure 2: Student Course Outlines

Purpose: This procedure is to inform students of the course content and the timing and nature of assessments to be carried out.

Procedure components:

During Term 1 every senior student will receive a printed copy of an “Assessment Handbook for Students and Whanau” booklet. A digital copy will be posted on the school website.

This booklet will contain the procedures and information that are common to all courses, including the following information:

- Plain language descriptions of what “Valid”, “Fair”, “Sufficient” and “Authentic” mean in terms of assessments.
- Information about authenticity, absence, late work, procedure for a missed assessment, verifying grades, appeals, retention of student work, derived grades process
- Information about applications for Special Assessment Conditions.
- A record sheet to allow the student to track their progress

Also in Term 1 teachers will provide all students with a separate printed assessment outline – maximum of 2 pages (refer Appendix 10) – as well as a digital version, posted on the school’s website.

This will include:

- Achievement and unit standards offered in the course
- Title, level, credit value and version number of each standard that is being assessed. Also include the 5-digit NZQA number as well as the common title.
- Which standard is externally or internally assessed
- Literacy and numeracy
- UE literacy (reading / writing)
- Whether further assessment opportunity is available
- Topic and assessment order
- Confirmed due date, duration and the nature of any special features for each assessment activity
- State whether the course can be endorsed, and whether it is UE approved.
- Any other information that is specific to the course, such as vocational pathways and any likely prerequisites for next year’s courses.



Procedure 3: Carrying Out Assessments

Purpose: To clarify the process of assessment.

Procedure components:

These practices can be varied according to the nature of the assessment but, once set, must be interpreted consistently across all classes sitting the assessment.

Before the activity

1. Ensure appropriate critiquing by a suitably qualified critiquer is carried out for the assessment and the assessment schedule is prepared (refer procedure 7).
2. The aspect / activity must state the conditions of the assessment.
3. The teacher will ensure that subject topic has been taught thoroughly. The teacher ensures that the students are ready to be assessed.
4. Any changes to assessment plans during the year must be changed on the Assessment calendar and advised to the Principal's Nominee in writing.
5. The students are given a reminder at least two weeks before the assessment date.
6. The students are given adequate practice opportunities. The use of exemplars from previous years as well as templates is recommended.
7. Teacher arranges special assessment conditions for eligible students (refer procedure 6)
8. Teacher reminds students of the school assessment procedures (i.e. for authenticity, missed assessments, appeals and the reporting of not achieved when students have been given adequate opportunity). This reinforces the importance of the assessment and encourages students to follow correct procedure e.g. in the case of illness.
9. Each assessment includes full information about due dates and requirements, including milestone information for any on-going assessments. The teacher brings these to the students' attention when the assignment or assessment notification is handed out.

During the activity

Follow school-wide and faculty authenticity strategies.

For an in-class assessment

1. Teacher immediately checks collected assessments against the roll to ensure all are handed in.
2. Students who have not been assessed will be followed up by the teacher.
3. Teacher will keep scripts secure – lost scripts cannot be moderated and so results cannot be reported to NZQA.
4. If scripts are lost the only recourse is to provide a further assessment opportunity, if that is practicable.

For assignments

1. In the interests of fairness students are expected to submit work by the due date.
2. Where an extension is applied for this must occur before the due date.



3. Provide feedback to students at milestones or checkpoints. This encourages students to focus on the assessment criteria and also allows teachers to check for authenticity of work in progress.

After the assessment [refer to appendices 8 and 9]

Missed assessments

1. Students who missed an in-class assessment follow the procedure for a missed assessment (refer procedure 10 and appendix 2).

Assessment judgements and moderation

1. Teacher assesses according to the assessment schedule that has been critiqued, altered and agreed.
2. Teacher submits identified samples of assessed student work to be verified by the moderator and makes any adjustments required. Borderline cases should be first chosen.
3. Scripts are retained until all verification and moderation has taken place. The teacher in charge will advise when scripts can be returned to students for discussion and checking.
4. No unmoderated grade may be shared with a student. Note: this does not preclude allowing resubmission opportunities for students who are near a grade boundary.
5. Scripts may be moderated once at least 75% of the teachers have marked students' work for an assessment, and where a clear departmental process exists to moderate the remaining scripts. This may mean that most classes have the results of their moderated work reported to them before the work of the remaining classes is marked and moderated.

Return of student work

1. Assessments can be handed back to students after all extensions or new assessment dates have lapsed and the assessment judgements have been moderated / verified and recorded, and, where possible, no later than three (3) school weeks after the assessment date.
2. Share moderated result with the student discreetly (if a student wants to share their results that is their choice, not the teacher – ie do not post the results publicly or read them out)
3. When the assessment is handed back students must have the opportunity to hear an explanation of the judgement statements and how judgement decisions were made. They should compare their responses with the judgement decisions and ask for clarification of decisions about their responses. They can seek an appeal of a judgement decision (see appeals procedure 12 and appendix 3).
4. Teacher takes any requests for an appeal of judgement decisions to the moderator / assessor / Faculty Leader.
5. Students sign (e.g. on authenticity declaration) to indicate that they accept the grade awarded. (refer Appendix 1)

The Privacy Act

1. Student permission must be explicitly sought and gained if it is intended to use their work as benchmarks for any other person to see.
2. When students check their own results, other students' results must not be divulged.



Procedure 4: Recording of Results

Purpose: Procedures for recording assessment results are consistent

Procedure components:

1. All grades must be recorded digitally in Markbooks. Teachers may also maintain their own results file in their planbooks.
2. Finalised internal assessment results must be recorded no later than one week after the student work is returned.
3. All NCEA assessments must be completed, assessed and recorded by the date specified by NZQA each year (approximately mid-November), in time for the final upload on 1 December.
4. Faculty Leaders will ensure school deadlines for recording grades in Markbooks are met.
5. All unmoderated results are to be stored in the NZQA progress columns. Only moderated grades are recorded in the NZQA column.
6. A final set of results should be printed to allow analysis and back up if required.
7. Students verify their entered results by:
 - Checking their Pukekohe High School Records of Achievement (issued at least four times per year).
 - Being encouraged to log in to the NZQA website as learners (using their Learner Login)
 - Staff checking entries via the NZQA Provider Login
 - Being given the opportunity to check their internal results on a print out during term 4 (students should also be able to see their results by logging on to the SMS – Kamar)
 - Checking their own results online via an appropriate App
8. Teachers will record student progress toward internally assessed standards, for standards with checkpoints or those requiring multiple instances of evidence.
9. Teachers will record student progress toward externally assessed standards.



Procedure 5: Retention of Student Assessment Material

Purpose: Procedures for storage of assessed work.

Procedure components:

1. Completed internal assessments will be stored so that they are available to refer to in the case of an appeal, subject to the appropriate appeal time limit.
2. In case work is required for external moderation purposes, 8 randomly selected samples of student work will be photocopied and stored, and the same selected samples will also be stored digitally.
3. Only the copies of the 8 pieces of student work must be retained for up to 2 years after reporting the results to NZQA. Note: All student work may be returned to students.
4. Completed student work, will be stored in a secure and readily retrievable way. Work “born” digitally must be stored digitally.
5. Where storage of student work is impractical a copy of the work (photocopy, photograph, video, scanned record) may be made. The copy must be of a good quality and enable moderators to have a clear picture of the students’ original work. The NZQA rules for copying of work must be followed.
6. It is recommended that faculties keep and annotate samples of assessed student work as exemplars to assist with maintaining consistency from one year to the next.
7. Student permission must be sought if it is intended to use their work as benchmarks.

Procedure 6: Special Assessment Conditions

Purpose: To provide suitable assessment conditions for all students.

Procedure components:

1. The Head of Department (HOD) for Learning Support will identify students who require special assessment conditions after routine testing/data collecting is complete. Teachers will be informed of these students’ needs.
2. Teachers who believe a student may qualify for special assistance must refer the case to the HOD of Learning Support at the first opportunity for evaluation and action.
3. Students must have used this assistance in assessments throughout the year.
4. The HOD of Learning support will ensure that fair and suitable conditions are provided.
5. If teachers have concerns about other students’ learning / assessment conditions they should see the HOD of Learning Support. Provision will be made for these students to have valid and fair assessment conditions consistent with the assistance they would normally have as part of their learning environment.
6. Where students require assistance this has to have been approved and organised at least two school days prior to the assessment.
7. The HOD for Learning Support will confirm with the Principal’s Nominee that they have satisfactorily completed on-line applications for any student requiring special assessment conditions.



Procedure 7: Moderation of Assessed Work

Purpose: To ensure valid, fair and consistent assessment and to ensure that teachers are not working in isolation with regard to their understanding of national standards.

Internal moderation [taken from NZQA website]

The quality of national assessment relies on quality assurance systems operating in every institution. Schools must have assessment policies and procedures to ensure that results reported are accurate and consistent with the listed standard.

Internal moderation supports the credibility of assessment by ensuring that assessment is valid and judgements are verifiable.

Schools undertake quality assurance each year to ensure that:

- all assessment material is critiqued and modified as necessary, before use
- judgements are consistent across classes
- for each standard a sufficient sample of each teacher's grade judgements is verified
- annotated benchmark samples of student work are identified and retained
- for each standard assessment materials are retained with a random selection of student work for the purpose of external moderation
- all advice from external moderation is actioned before the materials are used again
- staff use external professional links to maintain their understanding of the standards.

The critiquing process is to ensure the assessment activity focusses on the requirements specified in the standard and provides the opportunity for students to present evidence at all grades.

The verification process is to ensure that the teacher judgements are consistent with the standard, before they report the results to NZQA.

- It should be undertaken by a subject specialist with recent standard specific knowledge.
- The marker should seek verification of samples of work around grade boundaries, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard.
- Work for verification should be purposefully selected, with a minimum of 2 samples



Procedure 7 [continued]

Procedure components:

Internal Moderation

For each assessment, the assessment task and marking schedule must be critiqued before use. A completed “*Internal Moderation Cover Sheet*” (see appendix 4) will be filed with the Head of Faculty for each internal standard, again before use. Faculties will keep records of the moderation processes used and decisions made. This will have attached to it a list of student grades.

Critiquing of the assessment and the marking schedule [refer to appendix 8]

1. Select suitable subject staff (eg members of department or from another school) to critique the assessment and schedule against the Standard and any exemplars prior to use. Alterations needed following critiquing must be made before the assessment is used.
 - Note 1: Every assessment must be critiqued, including commercially prepared work.
 - Note 2: Any subsequent modification to an assessment must be critiqued.
 - Note 3: The critiquer cannot be the assessment writer.
 - Note 4: The critiquer must be experienced and qualified to critique.
 - Note 5: Any teacher in their first year of teaching the course must have appropriate training prior to critiquing or moderating and a higher percentage of their work must be moderated.

Verification of Marked Student Work [refer to appendix 8]

1. When the assessment has been completed and marked, samples of work need to be cross marked; or all work marked by one member of staff to ensure consistency; or other steps may be taken to ensure inter-class consistency of marking.
2. Work for verification should be purposefully selected. This means selecting examples at grade boundaries, as well as any grades that need review, with a minimum of 2 samples.
3. Sufficient pieces of student work must be selected to ensure that the assessor is confident that the grades awarded are consistent with the standard. This number will depend on factors such as the experience of the teacher, previous external moderation history, and the student cohort.



Procedure 8 External Moderation

Purpose: To ensure that processes for preparing internally moderated student work for external moderation are well understood.

1. External moderation will follow NZQA procedures.
2. The Principal's Nominee will inform Faculty Leaders which standards will be moderated, and when.
3. The following materials will be required by the moderator – assessment task, marking schedule, 8 randomly selected samples of marked student work. This work may be scanned and submitted digitally, as per NZQA requirements.
4. On return of the work, copies of the moderator's report will be filed with the Principal's Nominee and with Faculty Leaders.
5. The Principal's Nominee will liaise with Faculty Leaders regarding matters of concern raised in moderation reports. The course of action to be taken to remedy the concern will be recorded in the "Response to External Moderation" sheet (see appendix 6). A copy of this information will also go to the appropriate Leadership Team member responsible for appraisal in that area so that it is part of performance review.

Definition: Random selection for external moderation (taken from the NZQA website):

- must be undertaken by someone other than the teacher who marked the work;
- must use a method that does not allow for prediction; and
- must include the work of all students who submitted work for the assessment.
- The selection should be made as soon as possible after assessment; and should be
- conducted for every standard assessed by the school.

Procedure 9: Authenticating Student Work

Purpose: To ensure that work submitted by students is their own. Faculties will prepare internal assessments that they will be able to authenticate.

Field trips and research-based work

1. Faculties should try to change the context or content for assessment from one year to the next.
2. At the end of a field trip the teacher collects notes taken and redistributes these for writing up to ensure the write up is the student's own. If necessary student work may be retained overnight.
3. Sufficient referenced research material should be included to allow authentication.

Group work

1. Assessment of students working in groups is appropriate when this is a purpose in the unit of work e.g. music, drama
2. In other cases, group work is acceptable provided that authenticity is managed to ensure that an individual's contribution can be clearly identified and assessed.



3. The teacher will identify the aspects of an assessment which apply to a group and the aspects which apply to any individual.
4. The teacher must be able to authenticate the contribution of individuals within the group.
5. The teacher must have evidence that each individual has met the required standard.

Assignment work

1. The research process will be monitored by the teacher setting regular milestone dates.
2. Where practicable, students and parents must be advised when milestone dates have not been met that the authenticity of the work may be called into question. This may result in a Not Achieved grade being awarded.
3. Where possible, the student will submit plans, drafts and milestone reports with their final submission. If milestones are not met then the authenticity of the work may be in question.

Single assessment events

1. This involves carrying out the assessment under examination or test conditions and includes all of the following:
 - Active supervision of group by assessor.
 - Separating students.
 - Not permitting talking or sharing of equipment.
 - No reference to other materials, unless expressly permitted.
 - Standardised exam conditions. (See appendix 7).

Authenticity statements that are not single assessment events

All internal assessments should have a cover sheet completed by the student, including a signed authentication statement and acceptance of the grade awarded

Breach of the Rules

1. Where cheating is suspected the class teacher will need to report the case to the Faculty Leader who will undertake an investigation, including an interview with the student.
2. The student may be asked to offer proof of authenticity (drafts and other evidence). Students suspected of having offered inappropriate help to their peers will also be interviewed.
3. If the Faculty Leader determines that cheating has occurred the student will be advised of the result of the investigation and that a Not Achieved result will be recorded.
4. The parents / caregivers will be contacted by the Faculty Leader.
5. Where a final performance (ie a non-written response to an assessment) produces results that raise suspicion in a teacher's mind, further evidence may be used where the student is asked to do any or all of the following in the presence of the assessor:
 - Describing the processes followed (or repeat steps taken under observation)
 - Providing evidence that they did carry out a particular process.
 - Repeating the performance



6. The Faculty Leader will report the incident and consequence to the Principal's Nominee. In the event of an appeal relating to the incident or consequence the Principal's Nominee will review the case and determine the outcome.

Procedure 10: Missed Assessments

Purpose: To ensure students are treated equitably in relation to missed assessments.

Procedure components:

6. Sufficiency of evidence can be used to determine a grade.
7. If a student cannot hand in an assignment on time, then they must advise the teacher as soon as possible beforehand.
8. Valid reasons for requesting an extension of time or a new assessment date are:
 - **Sickness:** a medical certificate or a note from a parent / caregiver must be supplied on the return to school
 - **Family trauma:** a note from the parent / caregiver, guidance counsellor, dean or Whaanau Roopuu teacher must be supplied
 - **School sporting / cultural activity:** the teacher in charge of the activity signs the 'Missed Assessment' form. (Note: this reason is valid only if the student informs the teacher in advance of the assessment or due date.)
 - If a student cannot do a group activity on the day, a phone message to the classroom teacher is requested before the assessment so that alternative group arrangements may be made, if practicable.
 - In *all* cases, a 'Missed Assessment' application form must be filled in and given to the teacher concerned. (See Appendix 2). This form can be obtained from the student centre.
 - Requests for extension of time must be made as early as possible before the due date. Based on the information presented in the 'Missed Assessment' application, the Faculty Leader may decide to:
 - Grant an extension.
 - Set a new assessment date. Where this is not practicable, the Faculty Leader (or their delegate) may decide to use other valid evidence of student achievement to make a decision about giving the student a derived grade.
 - Deny the application and award Not Achieved for the standard(s) concerned, if necessary. The decision of the Faculty Leader will be final.
 - Candidates for externally assessed achievement standards who have suffered from a temporary illness, non-permanent disability or other traumatic event close to or during the external assessment, and which they believe has impaired their performance, may apply for a derived grade in the affected external assessments by completing the appropriate form and lodging it with the Principal's Nominee.
 - The Faculty Leader may delegate the task of providing for missed assessments to the subject teacher.



Procedure 11: Further Assessment and Resubmission Opportunities

Purpose: To ensure fairness of assessments to all students.

11.1 Further Assessment

Definition

A further assessment opportunity occurs when a new, quality-assured and critiqued assessment is provided for students after their first opportunity, and after additional teaching and learning has taken place. (Note that this process could be eliminated if the student is only assessed once they are ready and fully prepared for the assessment.)

Procedure components:

1. The course outline will specify whether a further assessment opportunity is offered.
2. Further assessment should be offered, where practicable.
3. Additional teaching should occur, prior to any further assessment opportunity.
4. Further assessment must be completed under the same conditions as the original assessment.
5. A maximum of one opportunity per standard should be offered for further assessment in one year.
6. If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard.
7. Where a further assessment opportunity is available, a student who misses the first assessment opportunity for any reason is able to sit the further assessment opportunity. In this case the further assessment opportunity is the only opportunity for the student.
8. If a further assessment opportunity will not be offered, students will be advised in the course outline that there is only one assessment opportunity.
9. A student will be awarded the best grade where two assessment opportunities have been used. If a student did not achieve the standard on the first attempt, they must have access to any grade from Not Achieved to Excellence on their second attempt.



Procedure 11 [continued]

11.1 Resubmission

Definition

A resubmission opportunity is offered where a teacher judges that a simple mistake has been made by the student preventing them from attaining an **Achieved** grade, and which the student should be capable of discovering and correcting themselves.

Procedure components:

1. A resubmission can be offered after either the first or the second assessment opportunity or after both.
2. A resubmission can be offered to individual students on the **Not Achieved/Achieved boundary** who can identify and correct a minor error or omission preventing the award of an **Achieved grade**. If students are not capable of doing this, a further assessment opportunity would be more appropriate.
3. The resubmission must take place before the teacher gives any feedback to the whole class (or any student) on the work done and must take care not to over-direct the students. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
4. Feedback to students prior to a resubmission must be general and not compromise the authenticity of the student's work and responses.
5. The resubmission must be completed under the same conditions as the original assessment and within a maximum of one hour of supervised time.
6. Resubmission should be limited to specific aspect(s) of the assessment.
7. A maximum of one opportunity should be offered for resubmission of each assessment in one year. This means that one resubmission should be allowed for the original assessment and one for any further assessment opportunity.
8. **From this year 2021, only students who gain a Not Achieved grade may have a resubmission and the highest grade they may attain from that resubmission is an Achieved grade.**
9. A resubmission is offered at the discretion of the teacher.



Procedure 12: Appeals

Purpose: To enable students to appeal decisions regarding the outcomes of internally assessed work.

Procedure components:

1. Where a student is unhappy with the teacher's explanation about the assessment decision or result, they may ask the Faculty Leader for a review, using an appeals form (see Appendix 3). A copy of this form is available at the student centre and must be lodged within one week of the work being handed back.

Note 1: Before making an appeal, the student must have asked the teacher to reconsider their assessment decision.

Note 2: The teacher will explain the result and make any necessary alterations. If the assessing was done by another teacher in the department, that teacher will be consulted.

2. If the student disagrees with the Faculty Leader's decision, they may ask the Principal's Nominee to review the case and consult with relevant parties and determine the result. The decision of the Principal's Nominee is final.

Procedure 13: Use of External Providers

Purpose: To ensure that moderation processes used with external providers are consistent with the school's processes.

1. Teachers will not assess against standards that the school does not have consent to offer.
2. If the school wishes to do so, it may extend its consent to assess or work through a consented external provider for which a Memorandum of Understanding must be negotiated.
3. A Memorandum of Understanding must be agreed before any assessment with the external provider is undertaken.
4. The Principal's Nominee is responsible for maintaining a file containing each current Memorandum of Understanding.
5. Assessment results generated without a Memorandum of Understanding between the school and the external provider will not be reported to NZQA.



Procedure 14: Addressing NCEA matters

Purpose: To ensure that administration related to NCEA matters is dealt with in a timely and consistent manner. As well, the intention is to develop a robust checking process so that any data is recorded accurately and expertise relating to NCEA and NZQA matters is built within each faculty.

1. Each faculty will ensure that two nominated teachers have joint responsibility for any matters related to NCEA that involve any course or any student taking a course within the faculty.
2. As each matter arises, one person will deal with the issue, while the other person acts as the checker to the first person. As a new matter arises, the roles should reverse so that the second person deals with the administration related to the issue, and the first person becomes the checker.
3. Matters that will require this dual treatment include examples such as NCEA entries, grades, scholarship entries, derived grades, NCEA grading exams, moderation, critiquing and “publishing” NCEA results in Kamar.
4. The intention is that two people within the faculty – typically the Faculty Leader and one other person – develop expertise while they jointly develop systems to ensure that student data (entries and results) – are recorded accurately and in a timely way.
5. Individual tasks may be delegated to teachers in charge of subjects within a Faculty, but at any stage there must always be two people involved in the process.
6. Best practice will be shared amongst middle leaders at least once every two years to ensure that institutional knowledge includes best practice promulgated by NZQA and previously released material, such as the Mythbusters, is circulated and understood.
7. At least once per year, Faculties will share practices relating to moderation in general. This includes examples of critiquing, verification and internal moderation so that teachers are aware of the range of practices that exist, and which may be necessary to be confident that moderation systems are robust. For instance, in subjects with many markers (eg English) practices for marking, verification and moderation are likely to be quite different from subjects where teachers panel mark or where strip marking is used.
8. Best practice for maintaining copies (printed and digital) of the 8 randomly selected external moderation scripts should also be shared from time to time, to avoid unnecessary storage / copying and so on, and also ensure that school-wide practices are uniformly developed.
9. Only valid assessments will be used to provide evidence for derived grade purposes. Faculty leaders must ensure that any assessment that may be used is suitable. That may mean checking the difficulty of commercially produced assessments or ensuring that parallel papers are sufficiently different from the original so that they do not unwittingly breach expectations around validity.
10. All eligible students who qualify for Special Assessment Conditions (SAC) will have those conditions applied for each assessment during the year. It will be necessary to liaise with the Senco or Learner Support team to ensure that the names of SAC candidates are known and that future assessment dates are advised to the Senco.



Procedure 15: Administration relating to school “NCEA grading exams”

Purpose: To ensure robust administration related to NCEA grading exams and similar assessments, which are used to provide valid evidence for derived grade applications.

1. Supervision must be provided by teachers, supervising from behind the students.
2. All conditions that apply for external exams must also apply for any held in school (except that students do not need to be sorted by admission slip number).
3. Rules for external exams regarding use of phones and watches and calculators must also be followed for any assessment held during the year.
4. Robust moderation processes must apply at every stage to ensure the validity of both the assessment and the evidence arising from the assessment.
5. Assessments must be capable of producing evidence for derived grade purposes (applies to standards offered during external NCEA exams only).
6. Every assessment must report the same information on the cover sheet so that teachers unfamiliar with the assessment can provide unambiguous instructions to students. Information should include duration (in hours and minutes); whether calculators or devices may be used; any specific conditions relating to the assessment (for example, an aural component for the first 50 minutes).

Procedure 16: Digital assessments

Purpose: To ensure robust administration related to the use of digital assessments, for both internal assessments and any external assessments for which candidates may be entered.

1. For any external examination which will be digitally assessed provision must be made for digital assessment to occur in any practice assessment for the standard, including any assessment where evidence for derived grade is obtained.
2. All conditions that apply for external exams must also apply for any digital assessment held in school (except that students do not need to be sorted by admission slip number).
3. Students are recommended to use their own laptops and ensure that their laptop has sufficient battery life [there may be insufficient power points to provide charging opportunities for every student in the exams]
4. Students are prohibited from using their phone as a device [as per NZQA rules around the use of phones].
5. Paper copies of any assessment must be available for students in the event of a failure of technology (power cut, battery failure, software problem) or if the student changes their mind and no longer wishes to continue with a digital assessment.
6. Students will be expected to login and check that they are able to save documents through OneDrive, or similar, before beginning an assessment so that a subsequent technology failure does not result in lost data.



Appendix 1 Authenticity Declaration

Student Name:	Whaanau Roopuu:
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Teacher:	Teacher in charge of assessment:	Department/Subject:
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Standard No:	Version:	Level:	Credits:
Standard Title:			
Assessment Title:			

Assessment conditions:

Assessment duration:	Due date:	Further assessment opportunity: Y / N Date:
----------------------	-----------	--

Check point	Date	Teacher signature and comment
1		
2		
3		
4		

Authenticity Statement

By signing below, I am saying that all of the work presented under the cover of this sheet is my own original work .	
I understand and accept that this means that:	
<ul style="list-style-type: none">• I have not copied any of the work from another student, or any other source.• If I have used another person's work I have acknowledged it in my references.• If my teacher thinks I have copied from any source that has not been correctly referenced, I will be warned to delete it.• If I do not delete the words that are not my own, all my work will be graded as "Not Achieved" and the matter will be referred on for further investigation as per the school assessment policy.• My parents / whanau will be informed in writing and the breach will be recorded on my record.	
Student signature:	Date:

Initial Assessment Grade:	Resubmission: Y / N
Grade with resubmission:	Resubmission date and time:
Student signature:	Teacher Signature:



Appendix 2 Missed Assessment Application Form

Fill in the top section, attach appropriate letters or certificates and hand in to your teacher.

Name:	Whaanau Roopuu:
Date of application:	
Subject:	
Name of teacher:	
Standard number and/or title:	
Type of assessment: (<i>practical, assignment, test, etc</i>)	
Date of assessment or due date:	
Reason for missing assessment: (please tick one)	
<input type="checkbox"/> Illness: <i>medical certificate should be attached, or a written note from a caregiver.</i>	
<input type="checkbox"/> Family / personal trauma: <i>documentation must be attached (e.g. letter from parent, counsellor or Whaanau Roopuu teacher / dean)</i>	
<input type="checkbox"/> School sporting / cultural activity:	

Signature of teacher in charge of activity:	

Decision by Faculty Leader: (please tick one)	
<input type="checkbox"/> Extension granted. New due date: _____	
<input type="checkbox"/> New assessment date granted. New date: _____	
<input type="checkbox"/> Application denied.	
Comment:	

<i>The reason for this decision has been explained to me and I accept the decision.</i>	
Signed: _____(student)	
Signed: _____(teacher) Teacher code: _____	
Date: _____	



Appendix 3 Appeal – Application Form

Fill in the top section and hand in to Faculty Leader within one week of getting your assessment back.

Name:	Whaanau Roopuu:
Date of application:	
Subject: Name of teacher:	
Standard number and/or title:	
Grade Awarded:	
Date when assessment was returned to student:	
<p>Reason for appeal:</p> <p>I would like the Faculty Leader / Principal's Nominee to reconsider my grade.</p> <p>My reasons for this request are: <i>(please explain, using the reverse of this sheet, if needed)</i></p>	

<p>Reviewer's Decision: (please tick one)</p> <p><input type="checkbox"/> The grade awarded by the teacher stands.</p> <p><input type="checkbox"/> The grade awarded has been changed to: _____</p> <p>Comment: _____ _____</p> <p><i>The reason for this decision has been explained to me and I accept the decision.</i></p> <p>Signed: _____ (student) Date: _____</p> <p>Signed: _____ (Reviewer) Date: _____</p>
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Appendix 4 Internal moderation cover sheet (page 1)



PHS INTERNAL MODERATION COVER SHEET

Faculty/Department:		Teacher in Charge of Assessment:	
Assessors:			

Section A: Complete information on the assessment *before any teaching*

Course Title:		Standard Number:		Version:	
Standard Title:					
Credits:		NZQF Level:		The school has consent to assess this standard	Yes No
Source of Materials: Commercial / Own / TKI / NZQA / Subject Association / Other (specify):					

Section B: Critique assessment materials *before any assessing*

The critiquing process is to ensure that the assessment materials meet the requirements specified in the standard and provide the opportunity for students to present authentic evidence at all grades.

Before use the assessment materials have been checked against:

The current moderator report and clarification of the standard document	Yes	No
The conditions of assessment	Yes	No
Any external moderation feedback	Yes	No
The standard is unchanged and the task has been previously critiqued,	Yes	No

If yes, no further critiquing required.

The assessment is consistent with the explanatory notes/learning/context/curriculum level	Yes	No
The assessment allows students to achieve all requirements and grades of the standard	Yes	No
Assessment schedule is consistent with the standard and clarifications documents	Yes	No
Instructions are consistent with the standard explanatory notes/range statements	Yes	No
Judgement/sufficiency statements clearly describe performance levels for each grade, e.g. quality & length	Yes	No
Evidence statements allow for a range of acceptable answers with specific examples for each grade (A/W/E)	Yes	No
Student instructions are clear and language is appropriate	Yes	No
Registered standard number, version, title, level and credits are given.	Yes	No

Critiquers' Name:		School:		Signature:		Date:	
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Section C: Verify sufficient teacher judgements *before reporting results*

PTO

The verification process is to ensure that any teacher judgements are consistent with the standard before they are reported to NZQA.

Verifier Name:		School:		Position:		Date:	
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Evidence of verification is available overleaf, attached or **at location (specify):**

I have sighted evidence of the critiquing and verification processes completed for this standard.

Signed:		Position:		Date:	
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Section D: Retain samples and review assessment materials *after results are reported*

Results published into student management system:		Date:	
Assessment materials and student work are stored ready for external moderation	Yes	No	
Location or file path:			
The school's random selection procedure has been used to select work for external moderation (if required).	Yes	No	
Assessment materials have been reviewed in response to feedback.	Yes	No	
New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated.	Yes	No	



Appendix 4 [cont] Internal moderation cover sheet (page 2)

SECTION C: VERIFICATION OF EVIDENCE USING STRATEGIC SELECTION

Strategic selection of samples of work is based on the experience of the assessor(s), external moderation history, and the previous use of the task. The sample size can be sufficient, purposeful (at grade boundaries) or minimal.

Student's Name	Marker's Grade	Reason selected for verification	Verifier's Grade	Summary of discussion comments (or location of these comments)	Final Grade

Briefly justify the total number of pieces in this sample:

Marker teacher code		Marker signature		Date marking completed	
Verifier teacher code:		Verifier signature		Date verifying completed	



Appendix 5: Role and responsibility of various parties

Purpose: To clarify the duties and responsibilities of different groups involved in assessment – student, class teacher, Faculty Leader, Principal’s Nominee, Leadership Team person

Group	Roles	Responsibilities
Student	Learner, consumer	<ul style="list-style-type: none"> • Be ready for any assessment • Honour assessment conditions, including those for authenticity • Check that the assessment is marked appropriately, if practicable, and ensure that the correct results are recorded • Ensure entries to NCEA are accurate, and any withdrawals are submitted in time. • Be familiar with procedures when things don't go to plan – further assessment opportunities, resubmission, missed assessments, appeals, derived grades
Teacher	Teacher, assessor, marker	<ul style="list-style-type: none"> • Provide a printed copy of the course outline / assessment plan to each senior student • Ensure that the standard and explanatory note is well understood prior to beginning teaching towards a standard • Ensure sufficient teaching prior to an assessment and determine that students are ready for the assessment. • Ensure that at least 2 weeks' notice is given to students prior to an assessment • Be alert to any student requiring special assessment conditions • Administer assessments fairly and mark according to the assessment schedule • Be alert to resubmission opportunities • Be alert to further assessment opportunities for students who have not reached the standard. • Maintain accurate results
Faculty Leader	Oversight, Appeals	<ul style="list-style-type: none"> • Provide leadership within the faculty, ensuring that assessment processes are applied consistently • Ensure that standards and any explanatory notes are consistently understood • Ensure that timelines for assessment, critiquing, moderation and recording of data are met. • Ensure that every internal achievement or unit standard is ready for external moderation, if required, with randomly selected work appropriately stored • Investigate and follow up any queries relating to assessment, including breaches of authenticity and appeals • Authorise Teacher in Charge to enter internal results into NZQA columns once the assessment has been moderated
Principal's Nominee	Oversight, Administration, Liaison with NZQA	<ul style="list-style-type: none"> • Provide leadership within the school on matters relating to NCEA assessment • Ensure that NZQA matters are dealt with in an accurate and timely way • Share information from NZQA with faculty leaders and teachers • Ensure that student NCEA entries, including those for scholarship, are recorded in an accurate and timely way. • Ensure that only moderated assessment data is uploaded monthly to NZQA • Ensure that a memorandum of understanding is in place for every outside provider used by the school • Ensure that moderation processes are applied consistently • Prepare for the annual Moderating National Assessment audit, ensuring that issues identified in one audit are addressed in the next one. • Liaise with HOD Learning Support and confirm that students requiring Special Assessment Conditions have their details appropriately entered online.
Leadership Team	Liaison with faculty leader	<ul style="list-style-type: none"> • Discuss issues arising from external moderation with the appropriate faculty leader



Appendix 6 Response to External Moderation Report

Faculty: _____ Department: _____ Date: _____

[Moderation cover sheet attached]

Standard – number and name			Level:
Materials: approved, modify or invalid		Verification x of y decisions appropriate	
Reflection on the internal moderation process, including consideration of items from the cover sheet – eg verifier valid, sufficient examples, purposeful selection, and so on			
Department response, including action plan and timeline for action and completion (due back to Principal’s Nominee within 3 weeks)			

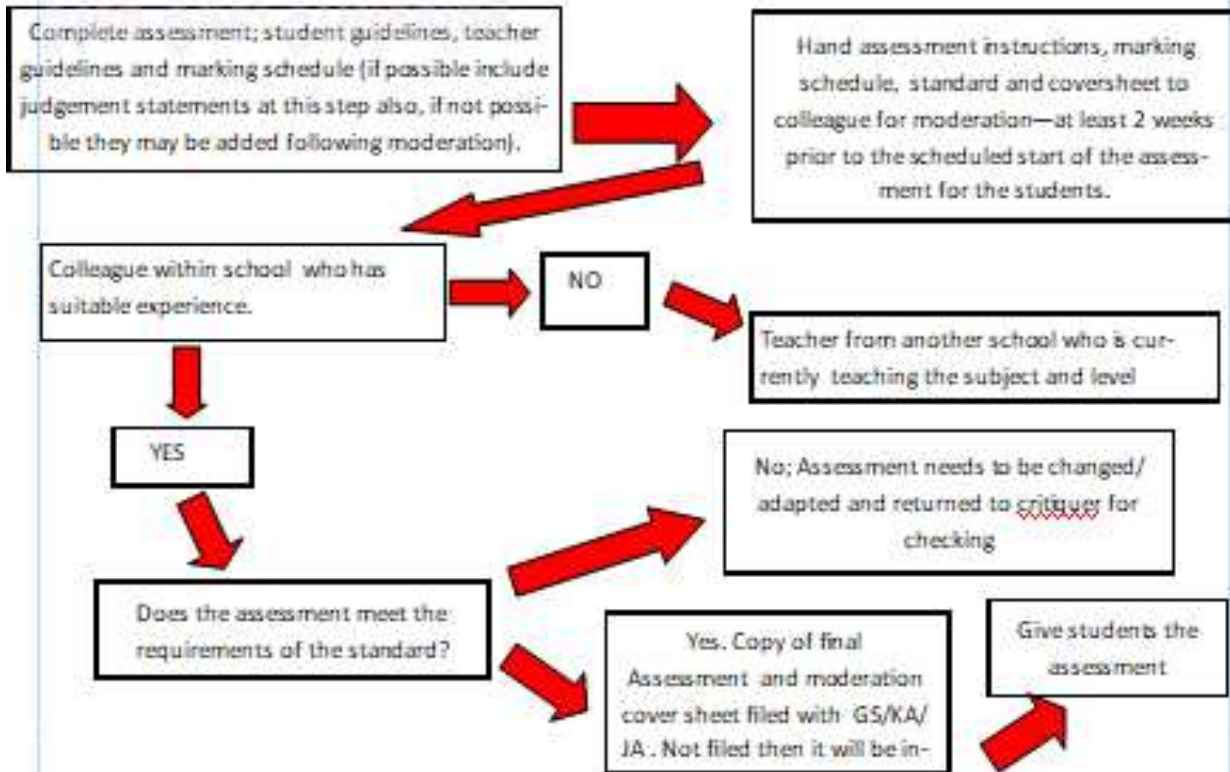
Teacher code and signature: _____



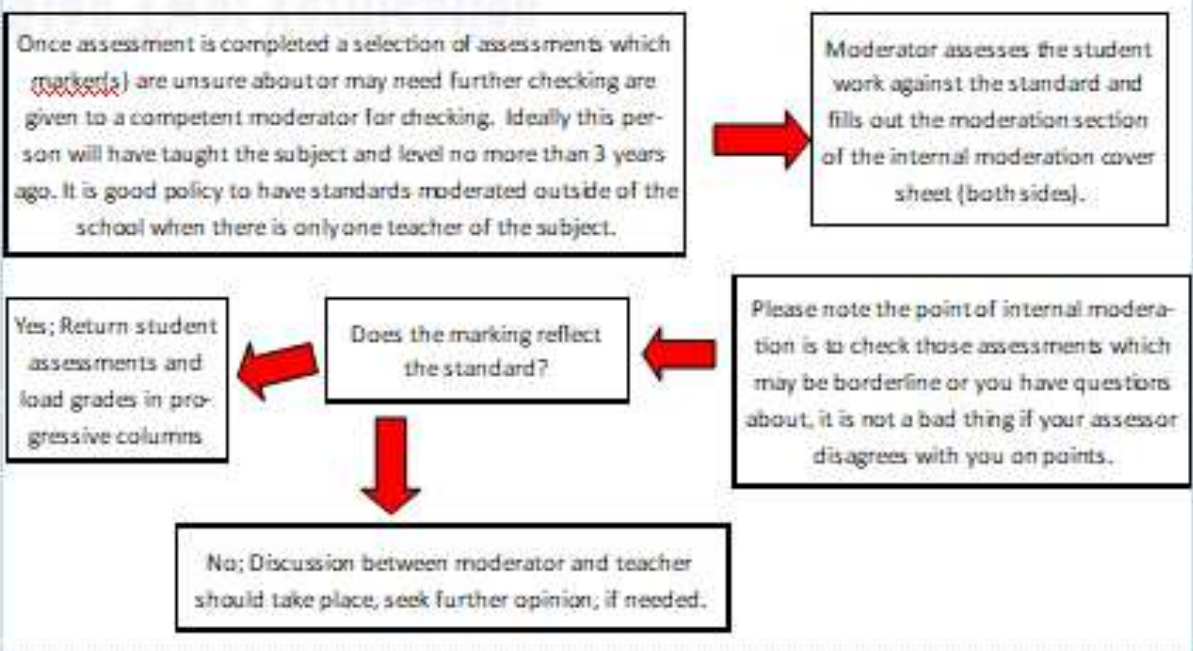
Appendix 7 – example of Social Sciences guide to moderation

The Quick Guide to Moderation

Step One: Critiquing



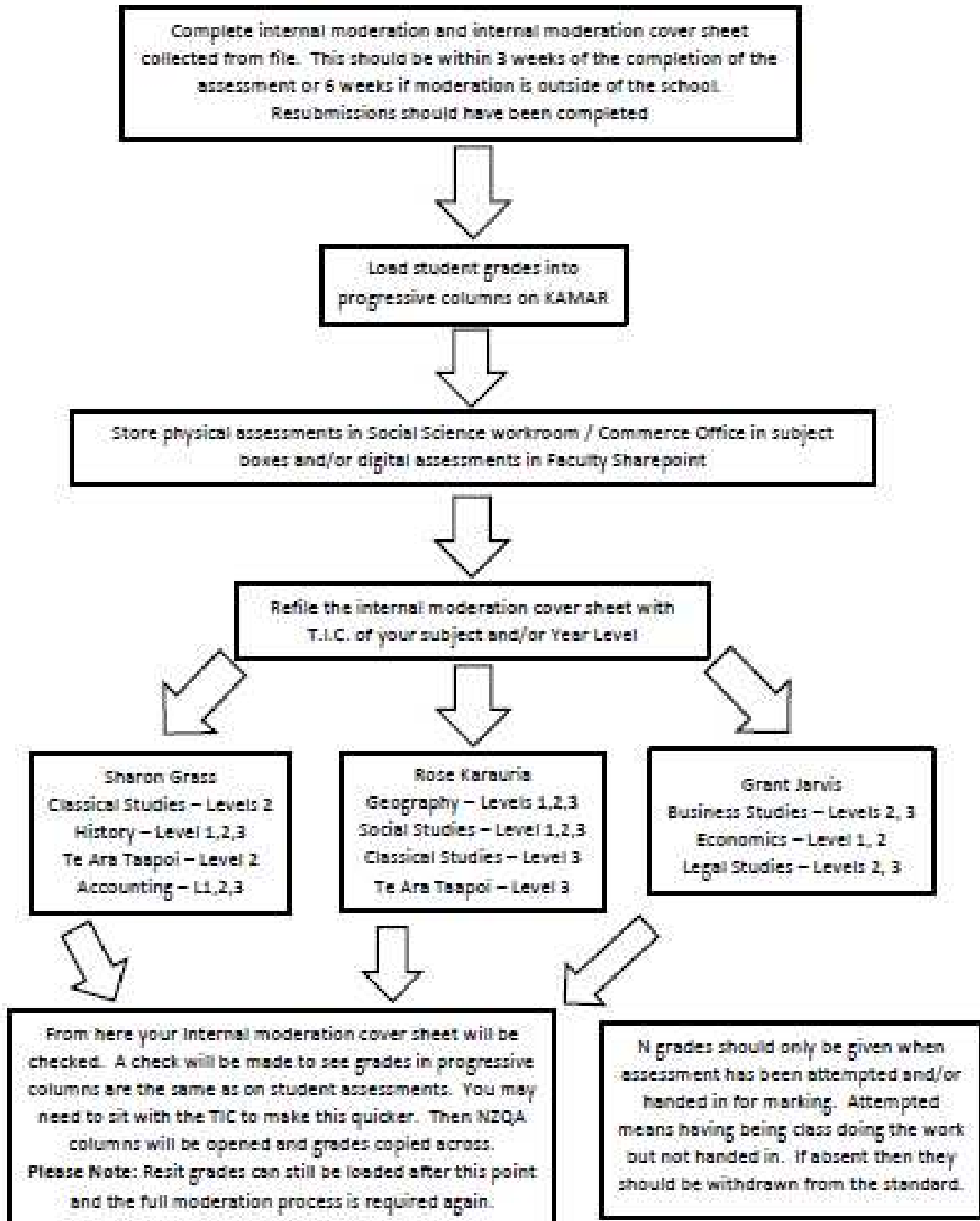
Step Two: Verification





The Quick Guide to Moderation – example


Step Three: Loading Grades





Appendix 8 2021 Assessment Outline Example

Page 1 of 1 Pukekohe High School 12/03/2021


1MGEN Assessment Statement 2021

Mathematics Course is endorsable

Year :11 Course : General Mathematics Mr P McGregor Total Credits :22

This course is for students who would like a range of understanding of the key skills in mathematics. This course allows students to develop problem solving skills and think about the application of mathematics in a range of contexts. This course allows students to study a range of key mathematical skills and provides them with a pathway to further study involving mathematics. The course gives the students an understanding of geometry, algebra and number and helps them to see how mathematics applies to the world around them.

No	Standard Number	Version	Level	Credits	Lit / Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date	Grade	Teacher Signature
1	91026	3	1	4	Num	Mathematics and Statistics 1.1 - Apply numeric reasoning in solving problems	Exam	1	12/03/2021		
2	91029	3	1	3	Num	Mathematics and Statistics 1.4 - Apply linear algebra in solving problems	Exam	1	28/05/2021		
3	91032	3	1	3	Num	Mathematics and Statistics 1.7 - Apply right-angled triangles in solving measurement problems	Exam	1	25/06/2021		
4	91027	4	1	4	Num	Mathematics and Statistics 1.2 - Apply algebraic procedures in solving problems	Exam	External	14/09/2021		
5	91028	3	1	4	Num	Mathematics and Statistics 1.3 - Investigate relationships between tables, equations and graphs	Optional	External	18/11/2021		
6	91031	4	1	4	Num	Mathematics and Statistics 1.6 - Apply geometric reasoning in solving problems	Optional	External	18/11/2021		

Qualifications - You can see what qualifications the school offers and what qualification(s) this course leads towards on the school's website. Also you can see the courses, pathways, requirements for certificate endorsement, exclusion list of standards, and details on credit inclusion.
NZQA - For a range of information on the National Certificate of Educational Achievement, University Entrance, and Scholarship go to <http://www.nzqa.govt.nz/ncea/index.html>
Assessment Opportunities Offered - In addition to what is listed above, other authentic standard specific evidence may be used instead of a formal assessment event. See your teacher for details.
Record your internal grades on this sheet and ask your teacher to sign it off as correct. You can then use this as evidence of your achievement.
Moderated Assessment Results are generally available 3 school weeks after the assessment due date.



Appendix 9 Student course information – faculty checklist

✓ each item when done

Policy and Procedure Statements and planning	Staff Information	Student Information
<ul style="list-style-type: none"> Teachers required to provide students with course outline and assessment plan – topic / units, standards to be assessed (including title, level, number, credit value, Internal / External, nature of assessment activity), timing, Further Assessment Opportunity, appeals, lateness, authenticity, student record sheet 		
<ul style="list-style-type: none"> The schemes have course outline and assessment plan – topic / units, standards to be assessed (including title, level, number, credit value, Internal / External, nature of assessment activity), timing, FAQ's, appeals, derived grade / lateness, authenticity, student record sheet 		
<ul style="list-style-type: none"> School provides staff and students with assessment policy statement / handbooks / guidelines that include lateness, derived grade, extensions, appeals, further assessment opportunity, etc 		
Pre-assessment Moderation Procedures – Critiquing		
<ul style="list-style-type: none"> Pre-assessment quality checks are done for each assessment 		
<ul style="list-style-type: none"> Moderation is able to be monitored by Senior Management via the appraisal process 		
<ul style="list-style-type: none"> Records of changes are kept (in case of staff changes) 		
Post-assessment Moderation Procedures – Internal and External		
<ul style="list-style-type: none"> Faculties have strategies to ensure the consistency of assessment across classes 		
<ul style="list-style-type: none"> Strategies are in place to ensure that assessment is consistent with the national standard 		
<ul style="list-style-type: none"> Follow-up process for external moderation is in place and documented 		
Quality assurance audit		
<ul style="list-style-type: none"> Senior Management audit of quality assurance processes is in place 		
<ul style="list-style-type: none"> Procedures for quality assurance of assessment in off-site operations, etc 		
Recording results		
<ul style="list-style-type: none"> Staff record result in Classroom Manager and maintain a back-up copy 		
<ul style="list-style-type: none"> Privacy Act 		
<ul style="list-style-type: none"> Student and staff verification of results (before going to NZQA) 		
<ul style="list-style-type: none"> Procedure for results to go to NZQA in place 		
Storage		
<ul style="list-style-type: none"> All student work is stored until school appeal or moderation period is finished 		
<ul style="list-style-type: none"> Retain only work required for external moderation (8 random samples) or bench-marking 		
<ul style="list-style-type: none"> The person responsible for the course is responsible for safe storage in accordance with faculty policy 		
Milestone checks		
<ul style="list-style-type: none"> “Feedback to students” document, [Note: a common agreed template is yet to be designed]. 		
Course review		
<ul style="list-style-type: none"> At the end of each year review the composition of each course – resources, order, nature of assessments 		
<ul style="list-style-type: none"> Identify any standards identified for possible external moderation; and check the assessment balance too 		