



**Internal Procedures on Assessment,
Moderation and Reporting
for NCEA**

Internal Procedures on Assessment, Moderation and Reporting for NCEA

January 2016

ASSESSMENT

Prescribed formats for procedural documents can be found at Teacher resources / NCEA / Templates or on Google Classroom NCEA

Course Booklets and Assessment Statements

Course booklets can be available electronically on a Google site or classroom or as a hard copy for each student.

The Course Booklet must contain:

1. The topics to be studied and a brief description of each topic
2. The assessment statement **in the prescribed format**
Please note: the assessment statement is your contract with the students. For situations where you wish to change your assessment statement changes may only be made with the consent of the Head of Curriculum (Sue Lee). Parents must be informed.
3. A timeline or year plan of assessment topics and dates
Please note:
Dates of assessments: these may be changed only with the consent of all students
4. Information about further assessment for each standard

In addition, students must see a copy of each standard and the assessment specifications. These can be included in the Course Booklet or handed out separately. The standards must be explained carefully to the students, with teachers going through the explanatory notes to ensure that they understand the range of topics required to be studied and the required depth.

Mark books

Faculty Leaders will enter the standards onto the KAMAR mark book at the start of the year ensuring that

- a. The latest version is entered
- b. we are accredited to deliver that standard.

Assessment Planning

Practice assessments are an essential component of each unit of work and will be used to provide feedback to the student to enhance learning and to assist teacher effectiveness. Teachers will use a range of methods appropriate to the learning situation (Appendix 1: NCEA Updates 11,15 and 21).

Just as teachers differentiate the learning in a class, they may also differentiate the

assessment, using within a class the menu of standards and assessments they have built up across classes in order to recognize students' best achievements and avoid predictable failure. They may also take into account standard-specific evidence from practice external assessments and authentic classwork to award a standard to a student who, for example, unavoidably misses a final assessment.

At least four results should be reported on in the Mid and End of year reports.

Assessment Opportunities- collecting evidence

Instructions for assessment tasks given to students **must be in writing** using the prescribed form – see Assessment Task Cover Sheet

1. Students shall be aware of the content and standard of work required to acquire grades in the assessment. Standards must be explained to students carefully so that they understand fully the title and purpose statement, the criteria, explanatory notes and conditions for internal standards. In addition, for external standards the assessment criteria must be understood, Teachers also need to model and discuss with students successful work in a context different from the one to be assessed and to brainstorm practice assessments in class.
2. Teachers may record standard-specific evidence of achievement from student's authentic work on checklists and spreadsheets from observation, journals and portfolios, conferencing and other strategies such as peer assessment. (See NCEA Updates Appendix 1)
3. Teachers may provide templates to guide students and offer them the chance to redraft and re-present their work.

Work should be **marked and returned promptly** to the students (within three to five days if possible). A clear marking schedule should be available to the students and fully explained so the student can check the grade given.

4. Where there are external standards to prepare for, all internally assessed work should be completed **by the end of Term Three** except where the Principal has given permission.
5. **There must be evidence of practice assessments recorded on Kamar for all students sitting external exams in each standard they are being externally assessed in.**

Conferencing.

When conferences occur this needs to be clearly recorded in two areas:

- a. On the student's assessed work or mark sheet.
- b. In the mark book or record book of the conferencing teacher so the grade can be explained to the verifying teacher when the work is Internally moderated.

Further Assessment Opportunities

- Students may be given an opportunity for **one** further assessment opportunity where practicable
- Students next to grade boundaries should be identified and offered a further assessment opportunity to improve their marks where practicable.
- Resubmission is allowed within NZQA guidelines. A resubmission is an opportunity for the student to rapidly correct a mistake under the same conditions as the assessment. See Further Assessment Opportunities in the appendix

Entering Results into Kamar

Permissible grades are the 'Achieved' grades or 'Not Achieved'. Leaving the markbook blank will result in a 'topic has not been assessed yet'. No other entries may be made without permission from the Principal's Nominee. This means that students may not withdraw a student from an assessment without permission.

Missed and Late Assessments

A student who has missed an assessment for a valid reason may be eligible for further assessment opportunity or extension of time.

- An application for a missed assessment consideration should be filled out before the assessment is due. These forms are held by the Principal's Nominee and are also available to students on the Moodle site.
- Based on the information presented in the application, an extension may be granted, a new assessment date set, or the application denied and no credit for the standard awarded.
- The Principal's Nominee's decision is final
- Valid reasons for missing an assessment or being late with one are: sickness, family trauma, significant sporting/cultural activity

In some cases a further assessment opportunity may not be able to be offered.

If the student is eligible, a grade may be awarded where the teacher has recorded evidence of authentic achievement of all criteria of the standard from other work.

Late Work

No work will be accepted for marking after the final due date. Students with a valid reason may apply on the Missed Assessment Form (see above).

Recording Assessment Information

Accuracy –Verification of Marks by students

It is the teacher's responsibility to ensure that student's grades are recorded accurately on their assessment schedules and in KAMAR.

It is required that grade verification by students take place as marks are entered. A sign-off list must be printed from the KAMAR mark book and signed by students. Signed lists are to be given to Faculty Leaders. Grades for standards which have not been internally moderated are deemed 'provisional' until confirmed by the moderation process when they can be double ticked in the mark book for forwarding to NZQA.

Privacy Act 1993

No student entries or results data or work is to be shown without the owner's permission to anyone who does not need to see it.

Authenticity of Students' work

- Where appropriate, assessed work must be done under the supervision of the teacher in the classroom.
- Where work is produced outside the classroom, teachers should monitor the development of the work by some mechanism e.g. sighting plans, rough notes, logbooks or worksheets, interviews. For digital work, classroom manager will be used to monitor progress.
- Resources :
Authenticity is promoted where the teacher is familiar with the resources available and controls the resources the student may use. All resources used must be acknowledged by the student when work is submitted. This includes texts, source material, internet addresses and the name and status of any person who provided assistance. (See Bibliography Conventions, Appendix 2)

Electronic searches will be used to check for plagiarism using online plagiarism software.

- Where practicable, the context of work set should be changed from year to year to prevent copying of earlier students' work.
- Marked work should not be returned to students until all students have completed the task. On -going work should where possible be kept on the school site.
- Where appropriate, a signed declaration of authenticity should accompany student work when it is handed in.
- Students must be given an opportunity to discuss and query an assessment when work is returned. Any concerns the teacher has about authenticity of work should be raised at this stage with the student.
- Breaches of the rules in formal assessments will be minimised by adherence to strict exam conditions to ensure that work is authentic.
- Consequences:
No grade will be awarded for work which is not authentic. Any student who allows their work to be copied will also not be awarded a grade.

Breaches of the Rules in Internal Assessment

Procedure:

- a. The Principal's Nominee will investigate any report of a possible breach of the rules by a candidate in an internal assessment.
- b. The teacher concerned will write a report on the incident outlining what happened and listing the names of any students who witnessed the behaviour.
- c. The Principal's Nominee will interview the candidate to provide an opportunity for the candidate to make an explanation. The candidate may bring a support person with them.
- d. Where a candidate has been found to have breached the rules a 'Not Achieved' grade will be reported for the assessment of that standard.
- e. Candidates have the right to appeal any decision made by the school relating to any possible breaches of the rules under the school's documented appeal process

Rules for Internal Assessment of NCEA Standards

1. All internal assessments involving individual written work will be written in examination conditions except where clearly specified in the Assessment conditions on the Assessment task cover sheet.
2. Where students are involved in practical tasks a controlled environment appropriate to the situation will be provided so that students are able to perform to their potential.
3. Rules for examinations at Waiheke High School are set out in the Instructions for Examination available to students before exams and on the school website
4. The Principal's Nominee will investigate any report arising from the following kinds of conduct:
 - a. **Failure to follow instructions** of a teacher or failure to follow the written instructions in the Instructions for Examination document.
 - b. **Influencing/assisting/hindering students or disrupting the internal assessment.** The student will be removed from the classroom and in addition to the above process normal disciplinary action will be taken in accordance with the school's written procedures.
 - c. **Dishonest practice by a student** – where a student has
 - I. attempted to access information or materials or help from another person not permitted in an external assessment
 - II. used any document or certificate produced by NZQA in a way that provides them with an advantage (pecuniary or otherwise)
 - III. engaged in any other practice that might result in an advantage to the candidate or other candidates
 - d. **Performance-based authenticity** – where a student is reported to have submitted material for assessment that is not their own, whether dishonestly, fraudulently or unwittingly.

Appeals

The student is to go to the teacher who marked the assessment in the first instance. Alternatively, the Faculty Leader may be approached.

1. If still unsatisfied, an appeals form (Appendix 3.6) should be collected from the Principal's Nominee. This must be submitted within fourteen days of the assessment being returned.
2. The Principal's Nominee will meet with the Faculty Leader and teacher concerned to consider the outcome. The Principal's Nominee's decision is final.
3. The Principal's Nominee will inform the student of the decision taken.
4. An outside expert may be asked to verify a grade if required
1. This process may also be used to appeal a ruling on a breach of the rules

Responsibilities

Management of Assessment is the responsibility of the Principal's Nominee. Tasks will be delegated to Deans and Head of Departments.

A. The **Principal's Nominee** will report to the Teaching and Learning committee.

The Principal's Nominee is responsible for

- developing policy and implementing assessment procedures
 - providing current information on and advice in all matters concerned with assessment and providing a forum for discussion
 - ensuring moderation requirements are met by the Faculty Leaders concerned.
 - making recommendations to the Professional Development Coordinator on assessment issues
 - Ensuring that entries and results are accurately reported back to NZQA in a timely manner

B. **Deans**

Deans at year level 11, 12 and 13 are responsible for ensuring students

- are taken through our NQF procedures as set out in the diary
- receive all necessary information from the NZQA during the year including fee payments, exam information
- are informed about derived grade and special assessment conditions where applicable

C. **Faculty Leaders** are responsible for and accountable to the Principal for adhering to the procedures laid down in this document.

Faculty Leaders will

- formulate and monitor departmental procedures to ensure these procedures are complied with
- develop appropriate assessment resources
- retain eight randomly selected tasks for standards for at least one year after the assessment event in labelled folders **either electronically shared with the PN** or in the HOF office.
- provide accurate up-to-date assessment information on all students when required
- meet the moderation requirements of this policy
- Review all results of internal and external moderation with their staff
- annually evaluate the learning outcomes of the students in the department and annually evaluate the departmental procedures on assessment, moderation and evaluation

MODERATION

The function of moderation activities will be:

- to verify that assessments are fair, valid and consistent, and
- to identify where there is any need for redesigning assessment activities, or for re-assessing students

Internal Moderation

Assurance processes for Internal Moderation:

All materials must be stored in an Internal Moderation Summary Folder. There will be one folder for each internally assessed standard containing all materials listed on the Cover Sheet form. The Cover Sheet form is to be completed in full and attached to the folder. This is to be held in the Faculty Leaders office **or shared electronically in a folder on Google Drive** and be available for inspection when required by the PN. **All standards must be Internally Moderated before selection for External moderation.**

Number of Samples of student work to be Internally Moderated:

This will depend on: historical external moderation results of experienced teachers / teachers new to NCEA / teachers new to the standard / the number of standards where the teacher is unsure of the grade boundary.

A schedule will be prepared and HOFs informed as to the minimum number of samples required to be confident that judgements are consistent with the standard.

Peer Critiquing of assessment materials

Materials from all sources must be critiqued and if necessary modified before use so that they are consistent with the version of the standard that they assess and appropriate to the course and the students, The colleague used to check and sign off the pre-assessment critique need not be a subject specialist. This is not necessary where NZQA Quality Assured tasks are being used.

- a. The checklist on the summary form supplied is to be used for each assessment
- b. Annotated drafts of materials should be filed with the completed checklists

as evidence of the process and to track changes from one use of materials to the next

Verification of grade decisions

- a. Grade decisions must be verified by a subject specialist **for every standard each year.**
- b. Where a teacher is unsure of work at grade boundaries, all of these are to be verified by a subject specialist
- c. The 'verifying grades' section on the summary form must be completed
- d. Benchmark samples of student work should be filed in the summary folder

Maintaining understanding of the National Standard:

Strategies in place to maintain understanding of the National Standard must be documented by teachers. This includes

- a. Professional dialogue with colleagues within and beyond the school
- b. Meetings
- a. Resources used.

Storage of Folders

Folders are to be stored in the HoF's office or on Google Drive and be available for compliance checks by the Principal's Nominee.

External Moderation

Waiheke High School will participate in any external moderation system required by the relevant National Standard Bodies.

Process and Timeline:

- a. The steps in the Moderation Plan Tracking sheet (Appendix 3.9) will be followed. Moderation plans will be checked by Faculty Leaders and then given to all teachers detailing the date of External Moderation and the standards to be moderated.
- b. Plans will be discussed at Departmental meetings to ensure

requirements are understood

c. Where possible, **these standards to be assessed before the due date** so all relevant material may be sent in the current year

d. The internal moderation process must be followed for these standards before selection of random samples is made.

- a. Material to be sent will be randomly selected and checked by Faculty Leaders to ensure all is present and correct. The prescribed Cover Sheet must be used (Appendix 3.8)
- b. Due Date: Material to be sent to moderators by the PN.
- c. **Method for Random Selection:** Alternative Selection Method.
Start at the first surname beginning with H and then every third student thereafter.

On receiving the External Moderation Results report:

- a. Copies of reports to be lodged with Faculty Leaders and discussed with teachers in 1:1 interviews.
- b. An Action plan will be made to deal with issues raised in the Moderation report and a copy given to the Principal's Nominee (Appendix 3.10)
- c. The date issues raised are actioned will be put on the tracking sheet. Comment on Internal and External Moderation will be made in the annual report by the Faculty Leaders.

Illness and Misadventure — Derived Grade applications.

Candidates suffering illness and misadventure, including the death of a family member or close acquaintance, or whose New Zealand representative duties prevent them from completing their external assessments must now apply for a derived grade. The derived grade does not refer to the achievement of other candidates. It is derived from valid and authentic standard-specific evidence of achievement by the student in the standard(s) applied for. Therefore it is essential **that we have recorded in the school's SMS the results of practice assessments for all external standards**, in case they are required for an

application for a Derived grade.

Special Assessment Conditions

Applications for special assessment conditions for internally examined standards will be made for candidates identified as having permanent or long-term conditions such as a:

- (i) physical disability
- (ii) sight impairment
- (iii) hearing impairment
- (iv) medical condition
- (v) a diagnosed specific learning difficulty.

The school will:

1. Consider the candidate's record, taking into account existing evidence that the applicant requires special conditions.
2. Ensure that the special assessment condition does not disadvantage the candidate or give them an unfair advantage over other candidates.
3. Specify the reason for applying for special assessment conditions. Detailed information to support the application for the special assessment condition being sought will be required. Without this information, the application will not be accepted.

The type of evidence required in support of an application ranges from medical diagnosis and/or school or professional testing to evidence that the school has recognised that a candidate has a significant learning difficulty, and has been providing learning support from Year 9. Where an applicant is a recent arrival at school, professional evidence may be provided by the previous school.

Note:

1 Special assessment conditions are not available to candidates for whom English is a second language (ESOL) simply on the basis that they have difficulty with reading and writing English.

2 English and translation dictionaries (including electronic dictionaries and translators) are not permitted in examinations.

3 Special assessment conditions will not be granted to candidates with short-term disabilities such as an illness or an accident suffered just prior to the external assessment.

- 4 Evidence must be sighted by the Principal's Nominee and should be stored with the Special Needs Coordinator.
 - 5 Waiheke High School will submit all information to NZQA in a timely manner using the SAC tool supplied.
-

Appendix 1

Teacher information on Assessment

Recognizing achievement (NCEA Update 21)

The publicity for *Learning & Assessment*, first published by the New Zealand Qualifications Authority in 1996, said, "the big change is how we think about evidence". (In fact the intended title was *Considering the Evidence*.) The term 'evidence' is now common usage among teachers and assessors and we have even heard learners talk about producing evidence for assessment.

The NCEA is about recognising student achievement. For all internally assessed

standards the teacher decides how evidence can be collected and judged against the standard. Many teachers are finding innovative and valid ways of recognising achievement without overburdening themselves or their students with too much assessment.

Assessment for better learning

Teachers are responsible for internal assessment because of their long history of assessing the skills and competencies best assessed in this way. Building closer links between the learning process and assessment allows teachers to engage in assessment for better learning. Sometimes this is called formative assessment. It has been traditional to draw 'final' conclusions about student achievement from what has been called summative assessment. This approach often fails to show students how to close the gap in their learning because it provides no explanation of where they went wrong and how to improve. If the school assessment policy is to report only the results of what is called summative assessment, some existing evidence of achievement may be overlooked.

Visiting assessment expert, Anne Davies, says her research has shown the importance of teachers employing "a process to create and articulate their assessment criteria and to clarify curriculum expectations through the development of (their own) exemplars" in collaboration with their students. It is important that students understand what she calls their 'learning destination' because it is they who have to show evidence of having reached it. "The teacher has to be able to look at the evidence of learning a student provides and say 'this is adequate proof, you have accounted for your learning, and I know this because you have shown me the evidence and I have observed you engaged in this type of work and I have talked with you and you have been able to articulate your understanding over the course of this unit'."

If we think more broadly about assessment it is clear that teachers are free to use any valid evidence of achievement they have recorded. Assessment for qualifications does not have to be by a separate event. In fact a 'one off' assessment is likely to be less reliable than a range of assessments. It is apparent that some terminology may be limiting teachers' thinking about recognising student achievement. For example, for some people there is a perception that the terms *resubmission* and *reassessment* are linked with unit standards only. This is not the case. The principles of standards based assessment apply to unit and achievement standards equally.

Assessment over time

Many teachers of performance-based subjects are familiar with building a picture of student achievement over a period of time. They do this by accumulating evidence of achievement in a portfolio of work. The evidence may come from a range of activities (checklists, practice activities, home and classwork) completed by students during the

course of the teaching and learning process in the lead up to a final reporting date. Teachers accumulating evidence over time will provide feedback at regular intervals during the preparation of a final version for assessment, thus building their knowledge of student competence.

In some cases students' performances in formal assessments fall short of their previous work. Teachers are encouraged to supplement evidence of achievement from formal assessment activities with standard-specific evidence drawn from authenticated classwork and assignments. Student entries in their workbooks or elsewhere, verified by the teacher, can provide valid evidence.

Work completed outside the classroom

For many standards there will be opportunities for teachers to measure student performance against the standard in a range of activities outside the classroom. Observation of an activity or performance such as kapa haka, sports events, drama production, debating, public speaking or music festivals can be used when making an assessment of student performance. Work completed for one subject may also contribute to evidence of achievement in another.

Assessment when the student is ready

If a student is not making positive progress towards achievement, it is worthwhile refocussing teaching and then providing the opportunity for assessment when the student is ready. This may be at a time when other students are having a further assessment opportunity, or it might be in a subsequent year.

As performances are compared with the criteria of the standard, it is acceptable for students to be assessed under different conditions. Even within the same class, different students could complete different tasks so long as each task is appropriate to the requirements of the standard.

These assessment strategies have the advantage of making closer links between learning and assessment and enabling assessment judgements to be based upon a weight of evidence rather than one-off activities. Learning programmes can therefore be driven more by learner needs and the curriculum and be less constrained by the uses to which assessment can be put. Descriptive feedback can create opportunities to increase the learning dialogue between teachers, learners and parents. In many cases, adopting these strategies can reduce concerns about authenticity and make deadlines less of a burden for teachers and students.

Managing Assessment (NCEA Update 11)

There have been a number of queries about managing assessment and further assessment opportunities. The ideal situation is to deliver assessments when students have fully mastered a learning outcome and the teacher is reasonably confident that students will achieve the standard.

When some students do not achieve the standard, a teacher may choose one of the following strategies:

- have the student complete the whole task again
- set a new assessment activity
- continue teaching the skill and offer another assessment activity later.

In certain situations, some of the following may be appropriate:

- talk to the student to elicit evidence that may not have been provided in the activity
- have the student provide further written evidence from the same task, for example, by developing an answer further
- use evidence from work during the teaching programme, where this is valid, authentic and meets the criteria

Schools have asked about students who miss assessments because they are absent, especially where the assessment has taken place in class over several periods. The principles are clear: teachers make assessment decisions based on the evidence students produce. This means the assessment conditions and assessment activities may vary. However, the judgements, in relation to the criteria in the standard, will be the same.

Maintaining national consistency (NCEA Update 15)

Teachers should be clear about the difference between assessment activities and standards. Website exemplars are a suggested means of assessment, written by teachers who have recognised expertise in their field. They can be adapted to suit local needs. The standards, on the other hand, are the nationally agreed and registered criteria by which student achievement is measured. They cannot be changed or modified until a formal review process has been completed. The assessment activities do not provide the 'rules', but suggest guidelines for the application of standards in assessment.

As an illustration, a website exemplar for achievement standard 90058 English 1.7 states that a speech should last for at least three minutes. This is a guideline only, not the 'rule'. The standard itself makes no mention of three minutes, but states that the length of the prepared speech must be appropriate to the oral task and sufficient to show evidence of meeting the grade criteria. If 'three minutes' was indeed the rule, it would give rise to further questions. How would one assess a mediocre speech that lasted over three minutes because the student spoke very slowly? Would a student who delivered a stunning speech fail, because she was nervous and delivered it in 2 minutes 50 seconds? This is why teacher judgement is important.

We have had reports regarding achievement standard 90209 History 1.1, 'Carry out an historical investigation'. Some students have been penalised for not adhering to conventions for bibliographies (alphabetical by author, etc). However, the standard itself does not require such conventions. The standard only expects that students record the sources of evidence'.

Teachers are working towards a consistent national standard in a variety of ways. These include sharing assessed work with colleagues in other schools. Many have formed local networks or cluster groups to discuss assessed work. Some subject professional associations are providing an excellent service by facilitating meetings throughout the country. Many of these groups have prepared valuable resources for their members.

Reducing assessment workload

Teachers have been professional in their desire to 'get it right' in the first year of implementation of NCEA. This has resulted at times in an increased assessment workload for both teachers and students. Three strategies that would help reduce workload should be considered:

1. It is not always necessary to do a complete reassessment when a student has provided most of the evidence required. For some standards, and in certain circumstances, there may be alternative ways that are valid and fair to elicit further evidence at a subsequent time without the entire exercise having to be repeated. In some cases, further evidence required is minimal and shouldn't require a completely new assessment. Many schools are drawing on evidence from a range of assessment procedures to decide whether or not the standard has been met.
2. Many students are being assessed for more than 140 credits. This assessment load could be rationalised differently. Is it necessary to do research in every subject? If so, does it have to be assessed in every instance? Students need to obtain an average of 16 credits in each of five subjects to qualify for their level 1 NCEA. The curriculum must be taught, but not everything needs to be assessed. Too much assessment can get in the way of better learning.

1. Students who are likely to remain at school until year 13 before continuing into tertiary education or career options may have less need for the entire range of standards at levels 1 or 2. Credits at levels 1 and 2 are not prerequisites for level 3. Again, the focus should be on teaching and learning, while seeking ways to reduce the assessment load.
-

APPENDIX 2

Further assessment opportunities

Note: a glossary of terms used has been provided at the end of this document

Guidelines for schools (Refer to the glossary for a definition of key terms)

1. A maximum of one further opportunity for assessment of a standard should be provided within a year.

Students' learning is not increased by repeated summative assessment, but by extensive feed forward and feedback. Students should not be assessed for a standard until the teacher is confident that achievement of the standard is within their reach, or until the final deadline for assessment, if there is one.

The need for further assessment can be minimised when teachers:

- ensure students understand the standard and the test, brief or assignment (the performance criteria or achievement criteria, the range statement and link with the curriculum);
- discuss exemplars of successful work in different contexts with students
- give students adequate practice opportunities, including whole-class brainstorming
- assess students when they are ready and
- provide templates to guide students.

Eligibility for a further opportunity:

If a further opportunity for assessment is offered to any student, it must be made **available** to all students entered for that standard. This is regardless of their performance on the first opportunity. Therefore further assessment opportunities need to be carefully planned.

All students must be able to:

- use the further opportunity to improve their original grade
 - access the further opportunity, if they wish, including those who did not complete the original assessment for an acceptable reason, as determined by the school's policy on missed and late assessment.

It is not the intention to allow students a further assessment opportunity where they have chosen for unacceptable reasons not to take the first opportunity.

Results of a further opportunity:

Students must be awarded the highest grade they have achieved over both opportunities:

- if a student does not achieve the standard on the first attempt, they must have access to any grade from Not Achieved to Excellence on their second attempt; and

- if a student achieves a lower grade on the second attempt, the higher grade achieved on the first attempt is the result that must be reported to NZQA.

Manageability of a further opportunity

It is the school's decision whether a further opportunity will be offered for any standard. If it is not manageable to offer a further opportunity, then students should be advised from the outset that there is only one opportunity to be assessed against that standard.

Conditions of assessment during further opportunities:

It is essential that conditions of assessment during a further opportunity be consistent with those for the first opportunity. For example, students cannot be allowed to work at home for the second opportunity when this was not allowed for the first opportunity. Inability to provide the same conditions for the second opportunity would be a reason to make only one opportunity available in the year.

2. Resubmission opportunities should be limited to specific aspects of the assessment and no more than one resubmission opportunity should be provided (refer to the glossary for definition of resubmission).

- A resubmission can be offered when students have made mistakes which they should be capable of discovering and correcting on their own. By definition, the problem should be capable of rapid resolution. In other cases, a further assessment opportunity may be more appropriate.
- If a resubmission opportunity is offered, it must take place before the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
- Feedback to students prior to a resubmission must be general and not compromise the authenticity of the student's work and responses. Teachers should give only general advice. A student may be told, for example, "you need to fix your referencing up" or "there are grammar issues here".
- Resubmission must not compromise the assessment. For example, if the original assessment was completed in a supervised classroom, the resubmission must also be completed under the same conditions. It is not appropriate to allow a student to complete their resubmission at home when the original assessment was done in class. The teacher should also ensure the resubmission takes place in a timely fashion.
- Resubmission does not constitute a further opportunity for assessment, because it does not involve a new assessment being set after further learning.
- Resubmission can be offered after either the first or the second assessment opportunity or after both.

3. Collection of evidence approaches must be documented (refer to the glossary for

definition of collecting evidence over time).

- Care must be taken to ensure that teachers do not assist students to complete an assessment. The work must be the work of the student.
- Evidence used to make a grade decision must be recorded and verifiable. For example if no video of a performance is practicable or the evidence has come from conferencing with students, teachers need to provide a checklist or an annotated file note with a standard- specific description of the evidence which the teacher viewed to justify the judgements made. This annotated file note could be added to the mark sheet/results notice which is returned to the students. A copy must be retained by the teacher for moderation purposes and for future reference.

4. When assessing aspects of a standard separately, teachers must be confident that students can demonstrate understanding of the standard as a whole.

- In the case of a standard that has separate elements, if it is acceptable to assess each element through a different task and submit an overall result, the assessor must be satisfied that the student can demonstrate competency for the standard as a whole.

Glossary of terms used

There has been considerable debate about assessment terms used in schools by teachers, students, and parents. These guidelines use terms defined as follows:

Further assessment opportunity

A further assessment opportunity occurs when a new, quality assured assessment is provided for students after their first opportunity, **and after additional teaching and learning**. This could be a new test, a new writing topic or a new research topic. For some tasks offering a further assessment opportunity will not be possible for manageability and practical reasons

Resubmission

A resubmission opportunity should only be offered where a teacher judges that a mistake has been made by the student, **which the student should be capable of discovering and correcting themselves**. For example, the student may have handed in the assessment, but may not have made a particular calculation correctly. In such cases, the teacher may consider it appropriate to allow a student to resubmit a specific part of the assessment. The amount of information a teacher provides to a student in identifying the error is important in this context. In the case above, the teacher might say "your method is fine but there is a problem with your calculations...." The teacher would not however say "there is a problem with your use of brackets in this calculation."

Collecting evidence over time

It may be appropriate, in some standards, for the teacher to gather achievement evidence

over time. In this case there is no specific "assessment event."

This would apply when the standard assesses a skill or piece of knowledge that students could demonstrate over the course of their normal class work or outside the classroom in controlled contexts for example, safe practice in a workshop, public speaking, performing arts, or appropriate use of technical equipment.

Feed forward and feedback

Some assessments build over a period of time up to a final submission. For example, a teacher will provide feedback over a period of time in the case of a performance task, a writing assessment or a portfolio of a year's work. In general feedback (comment on progress) and feed forward (suggestions for next steps) should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student.

Frequently asked questions:

1. Does this mean that I must give all students two assessment opportunities?

No, a further assessment opportunity is not a requirement. However, if the opportunity is provided for some it must be planned for and provided for all students to improve their grades at any level.

2. I give my students lots of formative I practice assessment before the summative assessment. Can't I do this any more?

Yes. This is good practice and is encouraged. However, the formative or practice assessment should not be the same as the summative assessment.

3. I don't have any assessment event at all; I assess my students by observation or conferencing and award the standard when the student has demonstrated competence. Does any of this apply to me?

Yes. Section Guideline 3 applies. You also need to ensure that the feedback and feed forward you provide meet the requirements set out in the glossary section under "Feed forward and Feedback"

4. With unit standards in particular I have been used to providing multiple resubmission opportunities, element by element. Is this now no longer acceptable?

In general it is not acceptable. Only one resubmission opportunity should be provided for a particular piece of work. This implies that teachers need to be confident that the students can in fact demonstrate competence in a standard across all its elements at the same time.

5. Only some of my students want another assessment opportunity. Does this mean that all students must do another assessment regardless of whether they want to or not?

No. All students must be 'offered' another opportunity but may choose not to take it.

6. Is it a good idea to schedule second assessment opportunities for some standards from the beginning of the year or topic?

You may want to do this because of the requirements of the standard and for practical reasons, particularly for larger cohorts. You will need to carefully consider your students' assessment load and the manageability of the process for teachers.

7. Some of my students have asked for a second assessment opportunity, but there is no time to do any more teaching. What can I do?

A second assessment opportunity should follow the first only if there has been more teaching and learning. In some exceptional cases, students may be provided with additional independent learning opportunities, and this may warrant another

opportunity.

8. **One of my students wants a resubmission opportunity. I have told him to check his calculations, but he has asked me for more help. What can I do?**

It is not appropriate to provide any more specific information if the calculation error is

one that the student cannot identify, even after being advised that an error exists.

9. **Some students have improved their grade from Not Achieved to Excellence on the second assessment opportunity; others either elected not to take another opportunity or did not change their grade on the second opportunity. Is this fair?**

Yes it is. Those students who have advanced from Not Achieved to Excellence have demonstrated that they can achieve at that level of the criteria.

10. **I have worked hard to ensure my students can demonstrate competency in all the elements of a unit standard. However, when I look at the standard holistically, I don't think that some students can demonstrate competence across the whole standard and all the elements at a given point in time. What can I do?**

The students who cannot demonstrate competence across the whole standard should not be awarded the standard.

Appendix 2

Bibliography Conventions for Waiheke High School

BIBLIOGRAPHIES

All research you do requires an acknowledgment of your sources of information.

You are expected to use the APA (American Psychological Association) Referencing System

How to do it:

ALL references cited must be listed alphabetically by the author's surname (last or family name).

Punctuation must be correct.

The Titles are either in *italic* or underlined.

Include the edition if there is more than one edition.

Double space between each reference.

The first line of each reference should be flush with the left margin, any additional lines are indented three spaces to the right.

Keep to the sequence or format below exactly

FORMAT:

Book:

Surname of author, initials of first names. Date (i.e. year) of publication. Title. Edition if needed. Place (i.e. city) of publication. Publisher.

eg:

Smith, G.H.(2001). *Life in the Arctic*. (7th ed.) London. Macmillan.

Encyclopaedia:

Surname of author or editor, initials of first names. Date of publication. Title. Volume number. Place of publication. Publisher.

e.g. Jacobs, D.W. (2003). *The World Book Encyclopaedia*. (Vol 3). Chicago. World Book Inc.

Internet:

Author, title, date retrieved, web address.

When an item has no author list it in sequence by the title.

e.g. Dargaud, G. *Antarctic penguins*. Retrieved 12 November 2003 From www.gdarclaud.net/Antarctic/Penouins.html

Yellow-eyed Penguin Trust. Retrieved 10 November 2003-11-13 From www.benouin.net.nz/cons/conservation.html

FILMS OR VIDEOS:

Producer's surname then initials, director's surname then initials. Date (year released). Title. (Motion Picture). Country of origin: studio or Distributor. e.g. Parr,L (Producer) & Mune,I (Director). 1985. *Came a hot Friday*. (Motion Picture). NZ: Mirage Films.

TELEVISION:

Single Broadcast:

Producer. Date. Title. City of origin. Studio or distributor.

Episode in a Series:
Writer. Director. Date, Title of Episode. Producer. Title of series. City of origin. Studio.

Appendix 3

Forms

The following forms are to be found in **Staff Drop Box/Admin/Templates/NCEA**

- Assessment Statement for the Course Booklet
- Timeline for assessments
- Assessment task cover sheet
- Missed Assessment consideration application
- Declaration of Authenticity
- Appeals application
- Internal Moderation Cover Sheet
- External Moderation Random Cover Sheet

