



WAIHEKE HIGH SCHOOL

Internal Procedures on Assessment, Moderation and Reporting for NCEA

Last Updated

December 2022

ASSESSMENT

Prescribed formats for procedural documents can be found on [Google Classroom NCEA for Teachers](#).

NZQA - [Resources](#)

NZQA - [Mythbusters](#)

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. Some material may be supplied on Kamar as part of the course selection.

The Course Booklet must contain

- The topics to be studied and a brief description of each topic
- 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 and Parents must be informed.
- 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
- Information about further assessment for each standard

The Assessment Statement must be updated each year with the correct version and assessment dates. This information will be used for parents and students to access an individualized assessment calendar.

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

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

- The latest version is entered
- 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.

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 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

- 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 fully understand 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.
- Teachers may record standard-specific evidence of achievement from students' authentic work on checklists and spreadsheets from observation, journals and portfolios, conferencing and other strategies such as peer assessment.
- Teachers may provide templates to guide students and offer them the chance to redraft and re-present their work.

Work should be **marked, moderated and returned promptly** to the students (**within three weeks**).

A clear marking schedule should be available to the students and fully explained so the student can check the grade given.

- 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.

- **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. These should be quality assured using the correct templates.**

Please refer to the following resources for UEG and Derived Grades.

- [NCEA - External Derived Grades and Recording UEGs](#)
- [NZQA Resources - Myth Busters](#)

- Students sitting digital exams for NCEA must be given digital derived grade examinations in Term 3.

Conferencing.

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

- On the student's assessed work or mark sheet.
- 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.

Resubs - Further Assessment Opportunities - Missed and Late Assessments

Resubmission

- 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 appendix
- Students next to grade boundaries should be identified and offered a resubmission to improve their grade - **for an Achieved Grade ONLY.**

Further Assessment Opportunity

- Students may be given an opportunity for **one** further assessment opportunity where practicable with a new task being set for the class. (see appendix)

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 Google Classroom 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 Nominees decision is final
- Valid reasons for missing an assessment or being late with one are, sickness, family trauma, or 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).

Entering Results

Results need to be entered into Kamar in a timely fashion and updated regularly.

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. This means that students may not withdraw a student from an assessment without permission.

Results must not be double-ticked until verification is completed (see Internal Moderation section).

Recording Assessment Information

Accuracy –Verification of Marks by students.

It is the teacher's responsibility to ensure that students' 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 that 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.

The 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, and interviews. For digital work, the 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 may 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 [Waiheke High School Referencing Guide.](#))
- [Internal Assessment and AI](#)

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

- Where practicable, the context of the 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. Ongoing 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 the authenticity of work should be raised at this stage with the student.
- Breaches of the rules of formal assessments will be minimized by adherence to strict

- exam conditions to ensure that work is authentic.
- Consequences: No grade will be awarded for work that 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 Assessments

Procedure:

- The Principal's Nominee will investigate any report of a possible breach of the rules by a candidate in an internal assessment.
- The teacher concerned will write a report on the incident outlining what happened and listing the names of any students who witnessed the behaviour.
- 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.
- Where a candidate has been found to have breached the rules a 'Not Achieved' grade will be reported for the assessment of that standard.
- 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

- 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.
- 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.
- 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.
- 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.

- If still unsatisfied, an appeals form is available on Google Classroom for NCEA students or should be collected from the Principal's Nominee. This must be submitted within fourteen days of the assessment being returned.
- 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.

- The Principal's Nominee will inform the student of the decision taken.
- An outside expert may be asked to verify a grade if required
- 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 Faculty Leaders.

A. **Principal's Nominee is responsible for**

- developing policy and implementing assessment procedures
- providing current information on and advice in all matters concerned with the 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**

House Deans are responsible for ensuring their Y11-13 students:

- are taken through our NZQF procedures as set out in the [Handbook](#)
- receive all necessary information from the NZQA during the year including fee payments, exam information
- are informed about the derived grade and special assessment conditions where applicable
- Tracking of student progress towards NCEA and UE etc

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 six selected tasks (following NZQA guidelines) for standards for at least two years after the assessment event in labelled folders **either electronically shared with the PN** or in the FL 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 authentic and verified, and
- to identify where there is any need for redesigning assessment activities, or for re-assessing students

Internal Moderation

[Internal Moderation Procedures on Kamar](#)

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 which includes critiquing and verification is done digitally on the Kamar system.
- The student work 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 Faculty Leaders 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.

Verification of grade decisions

- Grade decisions must be verified by a subject specialist for every standard each year. This provides an important opportunity for professional dialogue. Brief comments are encouraged.
- Where a teacher is unsure of work at grade boundaries, all of these are to be verified by a subject specialist
- The 'verifying grades' section in Kamar Moderation must be completed
- Benchmark samples of student work should be filed in the summary folder
- Where possible, grade decisions will be verified within three weeks of standard completion.
- **Results must not be double ticked on Kamar until moderation is complete.**

Maintaining an understanding of the National Standard:

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

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

Storage of Folders

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

External Moderation

External Moderation Procedures

NZQA Guide

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

Process and Timeline:

- Standards for Moderation will be requested in November of the previous year to the Principal's Nominee.
- Moderation plans will be checked by Faculty Leaders and requests for substitutions made if appropriate.
- The final Moderation Plan will be given to all teachers detailing the date of External Moderation and the standards to be moderated.
- Plans will be discussed at Departmental meetings to ensure requirements are understood
- Where possible, these standards to be assessed before the due date so all relevant material may be sent in the current year
- The internal moderation process must be followed for these standards before the selection of random samples is made.
- Material to be sent will be selected and checked by Faculty Leaders to ensure all are present and correct.
- Where possible, all materials will be sent digitally. NZQA does not need to see the marked version of the student's work. If it has been submitted digitally, please send it digitally.
- Due Date: Material to be sent to moderators by the PN.

Method for Selection of student work:

Student work should no longer be a random sample, and we only require six pieces of student work for standards where there is more than one passing grade (Achievement standards and some Unit Standards). Selection should be:

- Four samples of student work for standards where the only passing grade is Achieved (most Unit Standards).
- Six samples of student work for standards where more than one passing grade is available. One sample each at N, A, M, E (if a sample at a grade is not available, replace with one at the nearest grade available, but only send a maximum of the samples at N). *Where possible these should be typical response for the grade, not borderline.

- two more from A, M, E. *These could be borderline or particular pieces of work you wish to have moderated. ***indicates new guidance for 2023**
- Where you only have access to a stored random sample then select pieces that best meet these criteria.
- Do not continue to store new random samples, follow the above selection procedure from now on.
- Where there is insufficient samples of learner evidence available all student work must be submitted, but only a maximum of 2 samples at N.

On receiving the External Moderation Results report:

- Copies of reports to be lodged with Faculty Leaders and discussed with teachers in 1:1 interviews.
- An Action plan will be made to deal with issues raised in the Moderation report and a copy is given to the Principal's Nominee ([Action Plan Template](#))
- The PN will be advised when issues raised are actioned through a shared spreadsheet. Comments on Internal and External Moderation will be made in the annual report by the Faculty Leaders.

Unexpected Event Grades (UEG's) and Derived Grades

[UEGs and Derived Grade Process](#)

[Derived Grades - NZQA](#)

NZQA approves entitlement to a derived grade to candidates sitting external assessment who meet the eligibility criteria. Applications are made to NZQA by the school on behalf of a candidate following the submission of a completed application form by the candidate or candidate's parent.

Schools' processes need to be sufficient to assure NZQA that the reported grade is based on pre-existing, **valid, authentic, standard-specific evidence** that meets the requirements of the standard and has been subject to a **quality assurance process**. See processes above.

The main source of these grades for examination subjects are from our school Derived Grade Exams at the end of Term 3.

Sample assessments will be stored as per the processes above. The UEGs will be recorded using the UEG capability in Kamar and sent to NZQA with the monthly files.

GENERAL

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:

- physical disability
- sight impairment
- hearing impairment
- medical condition
- a diagnosed specific learning difficulty

The school will:

- Consider the candidate's record, taking into account existing evidence that the applicant requires special conditions.
- Ensure that the special assessment condition does not disadvantage the candidate or give them an unfair advantage over other candidates.
- 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, school-based evidence or professional testing to state that a candidate has a significant learning difficulty. The student will have been provided with learning support since diagnosis. Where an applicant is a recent arrival at school, professional evidence may be provided by the previous school.

Note:

- 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.
- English and translation dictionaries (including electronic dictionaries and translators) are not permitted in examinations.
- 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 but a derived grade may apply.
- Evidence must be sighted by the Principal's Nominee and should be stored with the Special Needs Coordinator.
- Waiheke High School will submit all information to NZQA in a timely manner using the SAC tool supplied.

APPENDIX

Appendix 1 - *NZQA Links to Principal's Nominee Procedures*

- Reporting internal assessment results for all qualifications after [internal moderation](#) has been completed;
- Ensuring the School engages in and complies with the [external moderation](#) process and that issues identified by the external moderation process are addressed in a timely manner;
- Developing and managing the School's [Breaches of the Rules for internal assessment](#), and appeals process;
- Ensuring that [Candidate fees \(for International Students\)](#) are paid in full to NZQA to meet published deadlines;
- Managing [derived grade applications](#) to NZQA on behalf of Candidates;
- Ensure the [smooth running of external examinations](#) - by communication with [school staff](#), and [students](#) and by [working with your Examination Centre Manager](#);

Appendix 2 - *NZQA Links to Principal's Nominee Resources*

- [Principal's Nominee Resources](#)

Appendix 3 - *Teacher information on Assessment*

Forms

The following forms are to be found in [Google Classroom Staff 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 Cover Sheet

Appendix 4 - *Reviews*

- [External Exam Centre review](#)

Appendix 5 - *Dealing with Covid*

- [Assessment in Uncertain Times](#)