GLENFIELD COLLEGE

WITH PRIDE AND RESPECT

MĀ MARUWEHI, KA RĀHIRI

ASSESSMENT
SUPPORT 2023

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Roles 2023

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Assessment

Purpose

- To meet NZQA requirements for assessment.
- To ensure fairness of assessment for all students.
- To ensure school-wide consistency of internal assessment procedures.
- To define roles and responsibilities of staff (Curriculum Deputy Principal, Principals Nominee, HODs, Teachers) and students.
- To meet NZQA requirements for managing internal assessment and entries in external assessment.

Guidelines

- Procedures are transparent and well-publicised so that all students, whanau and staff are aware of their responsibilities.
- Internal assessments are spread over the year to minimise clashes but for subjects with external standards, the internals should be completed by the end of Term 3 (unless permission granted by Line Manager and Principals' Nominee aware .
- HODs must be able to show how the procedures they have selected ensure authenticity for each internal assessment.
- Offering more than one opportunity for assessment is required.
- Completed student assessments and assessment outcomes are stored in a readily retrievable way.
- Appeal procedures are well-publicised and allow students to be assured that assessment outcomes and procedures are fair.
- Students must have reasonable access to view their stored work.
- Accurate records of student achievement must be kept (in accordance with the Privacy Act) to provide data for NZQA and to provide regular feedback to students and caregivers about progress.
- The Principal's Nominee will maintain regular communications with NZQA to ensure that the school's procedures comply with requirements.
- Department implementation of the assessment procedures will be part of the school's Annual Quality Assurance Audit.
- When further assessment opportunities are offered, the impact on teacher workload must be considered.
- For students to have a result recorded for each standard, they must be eligible. Eligibility is 70% attendance (or more) of the time taken for the standard and sufficient engagement to reach the appropriate outcome. A student who has 30% or more non-attendance may have standards withdrawn from them. However, if the student shows sufficient readiness and sufficient engagement to be assessed to the standard, they may remain entered, despite 30% non-attendance, on a case-by-case basis.
- Students may also be withdrawn on the basis of professional judgment determined by consideration of: Health and well-being issues; School co-curricular commitments and Other valid reasons
  The withdrawal will involve a process in which the student, parent and teacher "sign off" the withdrawal from a standard. The withdrawal process may be activated by the student, parent or teacher.

**Assessment procedures with departments
are audited annually as part of the
school Quality Assurance Audits.**

Network Access

This handbook is available in the Sharded Drive on google under "NZQA" and on GC Knowledge Hub - Te whare mātauranga. Copies can be downloaded for use in course outlines.

School Audit Responsibilities

This is based on the Performance Management Structure 2021 and flows down through HODs, TICs and subject teachers. The Senior Leadership Team will be checking the relevant NZQA documentation.

Starting the Year

Information for HODs to give to Management

At the start of the year HODs need to:

- Return to the Principal's Nominee the information required regarding dates for internal assessments. Completed by 1 March – fill in [google document](#).
- Check that any activities (and proposed dates) requiring students to be absent from other subjects have been submitted to the DP in charge of the calendar.
- Ensure the DP of the Curriculum has confirmed standards that are considered unmanageable to offer a further assessment opportunity.
- Set up standards for each course in the teacher's KAMAR markbook. Completed by 1 March.

Course Entry

Entry criteria – HODs:

- Should establish entry requirements, approved by the DP of Curriculum, that reflect the standard a typical student should obtain to have a reasonable chance of success; this may involve the consideration of their personal situation and any established entry requirements.
- All students in Years 9 and 10 are registered with NZQA as they have the opportunity to do Literacy and Numeracy assessments – ST, LE, CV to make a decision before the end of term 1 for July assessments and before 1 August for November assessment.

Checking the Information

Any changes to the standards you are offering through the year must be approved by the DP of Curriculum and the Principal's Nominee needs to be notified.

Information for HODs to Give to Students

A Course Summary

This is given to students at the start of the year. It lists all the units of learning for the year's programme and the standards assessed. Please use the one that is available on Kamar. It must include the following:

- the level of the standard (e.g. Level 1)
- the standard number (e.g. AS90234)
- the descriptor (e.g. B2.6 Describe diversity in the structure and function of animals)
- the types of tasks (e.g. in-class test, assignment)
- when the assessment and further assessment will happen (week and term) within an assessment period prior to deadline
- the number of credits available
- whether the standard is internal or external
- a place for the students to record the grade obtained for the standard

In addition to the above, students must be given the following information about the assessment of each standard:

- any particular methods that will be used to increase authenticity of student work (e.g. milestones, signing authenticity declarations)
- the achievement criteria for the standard
- the assessment rubic which is to be used for marking
- excerpts from this booklet regarding management of assessment
- information about credit tracing processes
- written explanation detailing the process regarding signing a record sheet, verifying that the recorded grade is accurate and that an appeal can no longer be made once the student has signed (point 2, page 39)

This information may be given to students closer to the time of the assessment. Many departments include a list of the specific learning outcomes for each unit of learning with this information.

KAMAR Set-Up

KAMAR must be set up for each course for both the achievement and unit standards which students will be entered into and for the information needed to appear on reports. It is important that students are entered into the correct version of the standard and, if an external provider is being used, the correct external provider code and location code is entered. These must be the same standards as they appear in the Curriculum Handbook and the same standards as on the course outlines, as these were the standards approved by the SLT and the Board of Trustees. If you wish to change any standard, you must get permission from the Deputy Principal in charge of Curriculum and a letter must be sent to students and whanau notifying them of the change. Setting up KAMAR must be completed by the 1 March. (If you are unsure of how to do this, please see Kristina Smith or Allan Wayper).

Please put:

Internal standards in:	Set A
External standards in:	Set B
You own tests and progress predictions for portfolio predictions in:	Set C
School wide assessments in:	Set D
Practice Externals Examinations Term 3:	Set E
Assessments to show on the end-of-year report:	Set F

Internal Standards

HODs and TICs are responsible for ticking on the first column for each standard in the Markbook. If there is a legitimate reason why a student should not be entered, this must be recorded in the comment's column. If there is a choice between two standards, one should be ticked on to indicate the correct credit value the students may obtain in that subject. The first column, if ticked, allows the standard and results to be shown on the entries screen. This task must be completed by the 1 March.

For subjects with external standards, at least one internal standard must be completed by the end of Term 1. The remaining internals should be spread through the rest of the year, but all internals must be completed by the end of Term 3 to allow time to concentrate on external standards in Term 4. Any variation must be approved by the Principal's Nominee.

For subjects with many internal standards and no external standards it is essential that these are spaced throughout the year to minimise clashes and to help students with the number and timing of these assessments. Unless approved by the Principal's Nominee, at least one internal assessment must be completed in Term 1 and no more than one internal standard should be left to complete in Term 4 in these subjects.

Students who change courses or leave during the year, will need to un-ticked before being withdrawn (red hand ticked).

Students who are repeating a course from a previous year, will need to have their right tick, changed from red to black.

External Standards

These also need ticking on by the HOD or TIC. This task must also be completed by the 1 March. If there is a legitimate reason for not entering a student in an external standard, please email the details to the year level Dean and cc to the Deputy Principal in charge of Curriculum and Principals' Nominee. This also applies if an external standard is optional for some students. The last day for withdrawing a student from an external standard is the 1 August, and consultation with the Dean would need to have taken place well before this date.

Students that have been entered in a standard and leave to go to another school, should not be withdrawn until advised by the Principal's Nominee that their new school has entered them in that standard and sent their entry to NZQA.

Note: Short-stay international students will be put on hold "H" and will not have their results sent to NZQA. They will be withdrawn "W" when they leave by the Principal's Nominee. However, these students should attempt any assessments done whilst in the class.

Long-stay international students should be entered into all standards and sit all assessments for which they were present. International students may also be withdrawn "W" from external standards if they are not going to be present for the end of the year examinations, or by a recommendation from the subject teacher to the Dean that they are not up to the standard to be entered, in consultation with the student and approval of the Dean, Deputy Principal in charge of Curriculum and Principal's Nominee.

Assessment Procedures

Before the Assessment

1. Critiquing of task and assessment schedule
2. Students are to be given a minimum of two weeks' notice of their assessment date.
3. Each teacher needs to remind students of the school assessment procedures. This reminds students of the importance of the task and encourages them to follow correct procedure in the case of missing the assessment task.
4. Ensure that full information about due dates and requirements, the assessment rubics and any milestone information is included with the task. The teacher brings these to the students' attention when the assignment is handed out.
5. The teacher notes on the class roll the day the assessment task is handed out. This is to record when each student received the assessment task.
6. Students who know they have a school activity that will clash with an assessment date(s) follow assessment extension request procedures (page 40).

During the Assessment

1. Students in different classes must have the same opportunity to attempt an assessment, keeping the assessment authentic by keeping the assessment as secure as possible.

2. Increase authenticity by:
   - Carrying out selected procedures outlined on the assessment procedure audit sheet submitted to the Principal's Nominee at the beginning of the year.
   - Carrying out school authenticity procedures for a single assessment (in-class assessment school exam).

3. For an in-class assessment:
   - Teacher immediately checks collected tasks against the roll to ensure all are handed in.
   - Teacher completes a missed assessment form showing students who were absent and hands it to the HOD on the day of the assessment.
   - HOD can use knowledge of the number of students absent to inform planning of new assessment dates etc.

After the Assessment

1. Students who miss an in-class assessment follow assessment request procedures

2. Marking
   - It is advised that staff marking the assessment meet to discuss the particulars of the standard prior to marking their allocation.
   - Teacher marks according to the marking schedule which has been moderated.
   - Teacher submits an agreed sample of marked student work to be check-marked and makes any adjustments required.

3. Return of student work
   - Assessments can be handed back to students on the date given by the HOD when:
     - The assessment judgments (marking) have been moderated
     - Teacher conferencing is completed (Teacher – Student)
     - All submissions have been completed
   - When the assessment is handed back students must have the opportunity to:
     - Receive written feedback
     - Hear the judgment statements explained and how judgment decisions were made
     - Compare their responses with the judgment decisions
     - Ask for clarification of decisions about their responses
     - Seek reconsideration of a judgment decision

4. Students must sign a record sheet from the Markbook verifying that the grade recorded is the grade given for the task. Once the student has signed the record sheet, they can no longer make an appeal.

5. Final results should be entered into the Markbook within **three** weeks of the scheduled assessment date. HODs will retain a student signed copy of the graded standard result sheet from the Markbook. It is the HOD's responsibility to ensure that data is updated in a prompt and efficient manner so regular updates to student performance records can occur.

6. A completed 2023 Internal Moderation Coversheet (done on KAMAR) and copy of the signed student result sheet should be stored with the random sample of student work ready to be sent if requested for external moderation.

7. **The Internal Moderation Attestation Form, must be completed on KAMAR.**

8. The HOD/TIC will then put the second tick on so results are then published to NZQA and on the student and parent portal.

9. Results should be discussed regularly with the subject Deputy Principal as Markbook entries are made.

Evidence

'Evidence about a learner's abilities can be collected in a variety of situations and evaluated against standards.'

'"Evidence" of achievement is the learner's work which demonstrates achievement of the assessment criteria. It needs to be recorded in ways that can be verified by another subject specialist or a moderator. Forms of evidence included written assignments, portfolios, tests, videos of performances, detailed checklists of observed performance, photographs, transcripts of oral explanations, [and] audio-visual recordings.'

'If no video of a performance is practicable or the evidence has come from conferencing with learners, assessors need to provide a checklist or an annotated file note with a standard-specific description of the evidence viewed to justify the judgments made. This annotated file note could be added to the mark sheet/results notice that is returned to the learner. A copy must be retained by the assessor for moderation purposes and for future reference.'

'In group performances, the learners must be identified and assessed individually'.

'There will be times when you can collect evidence even when you have not set a specific assessment task. A five-minute in-class test, sets of exercises or brief samples of writing can provide valid evidence. Often a few minutes' observation of a learner's performance provides the most direct form of evidence.'

'If you collect evidence from normal learning activities, you can refine their work as they improve, reassessment is taken care of.'

'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 assessors are free to use any valid evidence of achievement they have recorded.'

The Qualifications Framework Approach to Evidence

- Evidence can come from a variety of sources, including examinations and tests
- Much evidence can be collected along the way, not just in a final test
- Normal learning activities can provide evidence for assessment
- Assessment activities should be designed to produce direct and valid evidence
- Assessment activities can be consistent with the style of learning
- Learners can provide evidence of improved performance
- More than one example of evidence can be collected

Conferencing – 'Asking specific questions for oral or written answer. Questioning is often the best way to provide evidence about knowledge, understanding or ability to transfer a skill. Often brief oral questions can provide you with confidence about an otherwise borderline case (eg. asking a mathematics student to explain their methods).'

(*Taken from NZQA Assessment Advice Documents*)

Extra Assistance

If HODs allow teachers to offer students extra assistance outside the mainstream teaching environment, then they must ensure that:

- student assessment is supported by an appropriate teaching and learning programme
- they approve the assessment material and follow the school's procedures for internal moderation
- assessing students is conducted by a member of the department
- assessed work is subject to grade verification as part of the school's internal moderation procedures
- the assistance is documented

If any of the above requirements are not possible then the HOD/TIC must contact the Principal's Nominee before proceeding.

Verification and Moderation

"Results reported to NZQA should be the work of more than one professional."

Moderation is a quality management system designed to achieve valid, fair, transparent and consistent assessment. For each assessment, schedule for each assessment, the task, assessment judgments and marking need to be moderated.

Internal Verfication

The following steps are required by NZQA for internal verification of each standard.
● modifying and critiquing materials before use, regardless of source
● inter-class consistency checks (where applicable)
● verification of a proportion of student work
● maintaining an understanding of the national standard
● reviewing materials before future use
● refreshing and storing annotated benchmark samples
● storing randomly-selected samples of student work for external moderation

To ensure consistency there is a range of suitable methods
● cross-assessment
● panel or team assessment
● class teacher assesses, another teacher verifies
● class teacher assesses, an outside colleague verifies
● other methods

Critiquing Materials
All tasks and schedules used for assessing against an achievement standard, whether sourced commercially, downloaded from websites, or developed by teachers must be checked to ensure that:
● the task covers all achievement criteria of the standard
● the schedule allows judgments which distinguish between Achieved, Merit and Excellence
● the language is appropriate
● NZQA state 'the critiquer must understand **standards-based assessment**, but need not be a subject specialist. At Glenfield College the critiquer <u>must</u> be a subject specialist unless approved by the Principal's Nominee.

Verification of Assessment Judgments

All marking must be moderated to ensure consistency and validity of assessment judgments, particularly when assessment is across multiple classes and by more than one teacher. All marking must be to an agreed schedule that is developed and moderated before the assessment takes place.

Reference to previous annotated benchmarks or externally moderated material is recommended to help verify at grade boundaries. (Benchmarks are samples of student work which demonstrates aspects of the standard at grade boundaries and are developed to ensure consistency in marking over time. Annotations explain the grade boundary issues. Benchmarks should be developed from verified samples.)

Two Approaches to Verification are:

1. Discussion of judgment decisions at a meeting of all assessors, followed by verification of a proportion of student work and inter-class consistency checks (where applicable) led by the Teacher in Charge of the assessment or moderator of the assessment.
2. One assessor marks particular questions for greater consistency followed by verification of a proportion of student work and inter-class consistency checks (where applicable) by the Teacher in Charge of the assessment or moderator of the assessment.

NB
● The verifier must be another subject specialist with standard and curriculum knowledge.
● The sample size must be large enough to ensure that the grade boundaries have been correctly identified.

Selection Method:

The sample should be selected using the following guidelines.

● Samples at the grade boundaries (ie. the more difficult scripts).
● Where there are multiple classes, select some student work from each class.
● Sample must NOT be selected using the method used for external moderation
● **Free of Bias**: The verifier should not know the grade awarded by the assessor.
● **Timing**: This process must occur within three weeks of the assessment deadline.

Ensuring the National Standard is Understood

All staff are encouraged to view moderator's reports and any previous annotated benchmark samples. They should also continue to develop strong external networks and keep a simple record of such interactions to ensure an understanding of the national standard. Notes from cluster group meetings, professional development or moderation meetings are examples of information that should be kept with each standard.

VERIFICATION EVIDENCE (Can be done on KAMAR or in subject Google Drive)

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	Verifier's Grade	Reported Grade	Discussion comments

Additional Suggestions to Aid Understanding

Refer to the Standard Assessment Specifications – these are updated annually and are published for each externally assessed standard. They can be accessed from the Subject-Specific Resources pages on the NZQA website. They inform teachers and students of conditions, topics or themes that have been set by the subject examiner for external assessment in the current year.

Refer to the Subject-Specific Resources pages – these can be found at
http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/

The following are available for most subjects:
● National Moderator Reports
● Clarification of Standards documents
● Moderator newsletters
● Exam documents (including old exams and assessment schedules)
● Student exemplars (for some standards)
● Assessment Reports (external exam reports).

Assessment Audit Procedures

Documentation

Internal Verification Cover Sheet (Tracking Sheet) on KAMAR

● HODs/TICs are to use NZQA's Internal Verification Cover Sheet to record the critiquing of assessment material and verifying assessor decisions for tracking purposes, or an equivalent covering the same checks.

● Assessors are required to submit a completed Internal Verification Cover Sheet (or the equivalent) to the HOD/TIC before the results are entered into the Markbook.

● Internal verification should be completed within three weeks of the assessment being undertaken.

Non-Compliance with Internal Verification

If the Principal's Nominee has reservations about the robustness with which internal verification was undertaken, then they will consult with the Deputy Principal responsible for that department about this, which will mean that the results will be withheld until evidence of compliance is provided.

Storage

All documentation should be stored centrally in the department, in a secure and retrievable location where only authorized parties can gain access. This includes electronic storage.

Derived Grades

Practice Assessment used for the purpose of generating derived grades must follow the requirements detailed in this procedure.

Monitoring Internal Verification

The Internal Moderation Cover Sheet is to be completed before results for a standard are entered on the school's student management software.

[All KAMAR instructions can be found here.](#)

Procedure

1. Once moderation has been completed:

    The Internal Verification Cover Sheet is filled in by the HOD/TIC on KAMAR and signed by the moderator.

    Students sign the mark sheet.

    The marks are then published by placing on the second tick. Any missing grades are explained by writing a comment in the comment column.

    The sample list for external moderation is generated on KAMAR.

    The Internal Verfication Cover Sheet, signed Mark Sheet and samples for external moderation is filed centrally within the department until another Internal Moderation Cover Sheet is provided for that standard.
    (note: centrally in the department refers to an on-site filing system (can be done digitally) approved by the HOD).

    There is no need this year for the HOD/TIC to do an Internal Verification Attestation Form as this is electronically generated on KAMAR.

2. Results for a standard must not be sent to NZQA (withheld) until there is evidence that they have been quality-assured using the Internal Verification Cover Sheet.

3. The Principal's Nominee monitors that they have received the Internal Verification Attestation Form for each standard through KAMAR. A record of this check is to be held on file on KAMAR.

4. The Principal's Nominee conducts random audits that the HOD/TIC has completed the process correctly. The results of these audits are recorded on a check list and stored in the Principal's Nominee's office.

5. The Principal's Nominee will assist HOD to resolve any issues that arise as a consequence of this process, and any issues which cannot be resolved are to be referred to the Principal.

6. If a HOD/TIC does not follow the above procedures they will have the right to put ticks on Kamar removed

7. These processes are checked annually as part of the school's quality assurance audit.

External Moderation

The next submission date for external moderation is March 2023

Departments will be required to send samples of assessment work to an external moderator preferably electronically. This is now done using an On line Application on the NZQA Website in the General Security area and requires an ESAA Security Login in and Password to access. It has online training and support material including a quick Reference Guide. When you have completed the online cover sheet and uploaded the assessment task, mark schedule and learners work please email the Principals Nominee to have the work submitted. If not submitting electronically arrange a time to bring the cover sheet, random selection list, assessment task, mark schedule and learners work to the Principals Nominee office.

The school receives feedback about how closely assessment practices in each department align with the national standards. This information is used to evaluate and develop our practice. The process for receiving moderation is as follows:

1. Principal's Nominee will notify HOD and subject Deputy Principals when individual reports by standard are available on the NZQA website.

2. Summary of external moderation of internal assessment is given to the Principal.

A meeting involving the HOD, Deputy Principal of the learning area and Principal's Nominee may be required to address concerning standards.

Sampling of Internal Assessment for External Moderation

1. How will we sample?

Selecting student work is no longer a random sample
It has now moved to student work no longer being a random sample. We only require six pieces of student work for standards where there is more than one passing grade (Achievement standards and some Unit Standards). In this [circular](#) we have given some additional guidance* for the pieces you should select.

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, e.g. Achieved, Merit or Excellence (Achievement Standards and some Unit Standards). The six samples should include:*
    - *one sample each at N, A, M, E and *where possible these should be typical response for the grade, not borderline. If you do not have a sample at a grade, replace with one at the nearest grade available, but only send a maximum of two samples at N.*
    - *two more selected from A, M, E. *These could be borderline or particular pieces of work you wish to have moderated.*
- *Where there are insufficient samples of learner evidence available all student work must be submitted, but only a maximum of 2 samples at N.*

2. What do HODs and TICs need to do?

Every standard in each course is loaded into KAMAR in Term One with HOD confirmation once this is completed. The HOD/TIC use Kamar to make the list as above.

1. The HOD/TIC is responsible for collecting the work of the four candidates (in the case of a unit standard) or the six candidates (in the case of achievement standards).

2. With the four or six samples, the HOD needs to collect the task, a copy of the standard, assessment schedule and judgment statements, and any moderation meeting notes or amendments to marking produced by internal moderation (ie all supporting information placed in the standards storage file).

3. The samples must be stored securely and organised into individual standards. They can be stored electronically on the school server in their Departmental folder, on google drive or physically in the department (HODs will need to document the location of all material with the Deputy Principal in charge of that subject area).

3. What further information do HODs and TICs need to know about sampling?

- All internally assessed work should be kept until April of the following year, when no more appeals will be taken from students for the previous year.

- NZQA can request material for external moderation going back two years. If you do not have fresh material to replace the randomly selected samples, you must store them for at least two years.

- It is advisable to collate all relevant material at the time the standard is assessed. The gathering of samples should be the final part of the department's internal verification process.

- The most recent candidate submission of work from the most recent assessment activity should be present for sampling.

- If you have any questions, please contact the Principal's Nominee.

- If there are insufficient samples of learner evidence available (fewer than four or six) then all learner evidence must be sent with an explanation attached.

Feedback from External Moderation

Moderation Reports

NZQA's key requirement: Feedback contained in external moderator's reports must be addressed prior to these materials being used and students being assessed again.

● **Recording and checking that moderators' recommendations/directives have been undertaken: External Moderation Follow Up Report –** HODs/TICs are to record the changes they make on the school's [External Moderation Follow Up form](#).

● **Problems/Issues with carrying out moderation recommendations/directives:** HODs/TICs must alert the Principal's Nominee where feedback from external moderation cannot be carried out. If there is a disagreement with external moderation a External Moderation Follow up Form must be completed before the standard can be used again so the same problem does not re-occur.

● **Documentation:** Moderation reports are to be maintained centrally by both the relevant department and Principal's Nominee.

Appealing comments made in an external moderation report: If a teacher wishes to lodge an appeal regarding an External Moderation Report, they must see the Principal's Nominee.

External Providers and Independent Training Organisations (ITOs)

School Contact for External Providers and ITOs
The Principal's Nominee is the school's point of contact for all external providers and ITOs with which it engages.

Memorandum of Understanding (MOU)

For every external provider the school uses for the purpose of reporting assessment results to NZQA for the purpose of awarding qualifications, there must be a MOU documenting the responsibilities between the provider and the school.

The MOU must:

● Define the means by which the school ensures that the required standards of teaching, assessment and moderation will be maintained;

● Ensure that collaborative arrangements are clearly set out and operate smoothly;

● Ensure that clear channels or authority, accountability and executive action are identified;

● Clearly identify which party will send assessment results information to NZQA;

● Clearly identify the mechanism by which the school receives assessment results information so that parental and other reporting requirements can be met.

   The Principal's Nominee has access to all MOU.

Not Achieved Results

External providers are to report Not Achieved results.

Due Diligence

The Principal's Nominee will ensure that results are reported to NZQA with the correct provider code

Moderation Reports

Issues raised in moderation reports must be addressed in the same way as those for NZQA.

Documentation and Procedure

Where a department has entered into an arrangement to assess standards either using an ITO, or where an outside organization provides the teaching, learning, assessment and accreditation, then they must:

● Comply with the moderation requirements detailed in their MOU;

● Document their moderation process in this policy; and

● Report results using the external provider code.

This documentation will be maintained centrally by the relevant department and the Principal's Nominee.

Further Assessment Opportunities

It is an expectation of the school that further assessment opportunities will be available to generate optimal outcomes for students. Further assessment opportunities will be supported by programmes such as tutorials.

All assessment tasks will be preceded by full formative standard-specific support which may become the summative assessment if the required standard is achieved during the formative process. All assessment tasks ought to align with the school's internal moderation process. Teachers should assess aspects of a standard separately if it will make attainment more manageable and achievable for students.

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 has taken place". "Additional teaching" is targeted teaching of discrete, selected aspects of the unit as required to prepare for further assessment. It may be additional instruction such as issuing of new notes or other types of supplementary information."
(NZQA assessment – advice documents)

- "A maximum of one further opportunity for assessment of a standard can be provided within a year" (this means one or none).

- Further opportunity for assessment must be available to all students, including those who did not complete the original assessment for an acceptable reason, as per our missed and late assessment policy.

- All grades must be available in a further assessment opportunity and the highest grade achieved is reported.

- Different conditions can be offered for the standard when further assessed.

Prior to the start of the teaching year, all HODs must submit to the Principal's Nominee any standards for discussion they believe to be unsuitable for further assessment. Students must be informed of those standards for which there is to be no further assessment opportunity. Further assessment opportunities would take place at a suitable time **after further learning** has occurred.

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.

Resubmissions

A resubmission is offered to an individual student on a case-by-case basis (straight from NZQA)

- A student has access to an **Achieved grade only from a resubmission**.
- A resubmission:
  - Can be offered to individually identified students to correct a minor error and gain the grade of Achieved, not Merit or Excellence
  - Does not allow students to gain Merit or Excellence grades
  - Should take place as soon as possible after the assessment has been completed
  - Can be offered where the teacher judges the student should be capable of discovering and correcting the minor error by themselves.
- A resubmission can be offered after each assessment opportunity for a standard, whether it be the initial assessment, or where offered, the one further assessment opportunity allowed.
- Only one resubmission can be provided for each assessment for a standard.
- Teachers decide which students at the Not Achieved grade boundary meet the criteria for a resubmission.
- No further teaching or learning can take place.
- Teachers must ensure that the student's work is authentic, by only giving non-specific feedback and taking care not to over-direct them.
- The amount of time provided for each resubmission depends on the nature of the assessment and should ensure teachers can confidently assure authenticity.
- If there is a substantive or significant change to made to the students work, a resubmission cannot be offered.
- Resubmission rules for Industry Training Organisation owned unit standards may differ. You must follow the rules of the standard-setting body.

Some things to think about:

- Decide whether providing the opportunity for a resubmission is appropriate and can be consistently managed in each individual case.
- Effective use of checkpoints and feedback/feedforward will usually remove the need for resubmission where evidence is gathered in a portfolio, or over an extended period.
- Consider the manageability of a resubmission. Resubmission should take place under teacher supervision. It should be provided as soon as possible after the student has received the work back from the teacher, and the time available to complete the resubmission should reflect the nature of the task and the time needed to correct the error.
- Assess students when they have a fair opportunity to achieve. Timing evidence gathering to support student workload will also minimise the need for resubmission.
- Think about how evidence gathered can demonstrate the knowledge and skills required to achieve a standard. This might include gathering evidence during learning rather than from discrete assessment events.

Collecting evidence over time

It may be appropriate, in some standards, to gather achievement evidence over time. In this case, there is no specific "assessment event". There is an assessment period.

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 (comments 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.

Documentation of Evidence

"Evidence used to reach a grade decision must be recordable and verifiable."

"If no video or 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 judgments made."

**Any exceptions to this policy must be endorsed by the
DP of Curriculum and Principal's Nominee**

**Overall, these guidelines for further assessment opportunities
are to enhance student achievement, not to be applied to constrain it.
This is the "spirit and intent" of NCEA.**

Authenticating Student Work

Work submitted by students must be their own. Departments need to have procedures for authenticating student work for each assessment task. A range of practices that can be used are listed below. Authentication must be rigorous but also needs to be practical and compatible with the task given. Departments should not set work for internal assessment which they are not confident they will be able to authenticate.

Authenticity Agreement

Students and whanau will be asked to sign the ["Rules, Procedures and Authenticity Agreement"](#) in week 4 of Term 1. Please note the legal name of the student, as it appears in KAMAR, is the name NZQA recognizes for all results at this time, not the preferred name.

In-Class Assessment

This involves carrying out the assessment under examination or test conditions and includes some, or all of the following:

- Changing the context of the assessment from year to year

- Active invigilation of group by assessor

- Separating students

- Talking not permitted

- No reference to other materials unless permitted

- No undue teacher help

Assignment Work

- Regular checking/conferencing with students as part of regular teaching and noting progress made so that later atypical or unexpected performance can be checked.

- Monitoring the research process by setting dates for regular checkpoints (milestones), for example, handing in a work plan at an early stage, first draft completed, final product. These dates should be listed on the assignment task given to the student.

- Where possible, teachers keep copies of drafts before the final piece of work is submitted.

- Requiring plan, resource material and draft work to be submitted with the final product.

- Students acknowledge all resources used

- No assessment or assignment document is to be shared or copied with anyone. Where evidence indicates that the assessment presented is not a student's work, the school policy will be followed and the students will be given a "Not Achieved" grade.

- It is important that all assessments that a student completes is their own work. The use of Artificial Intelligence to assist with producing student assessment material constitutes misconduct under the Glenfield College Qualification Framework Policy and would result in consequences that would be communicated once the investigation into the incident had been completed.

Field Trips and Research Based Work

- Changing the context or content for assessment from one year to the next so that students cannot use material from a previous year.

- Retaining student work for at least a full calendar year so that work cannot be copied if the context/content is not changed.

- Collecting notes taken at the end of a field trip and redistributing these for writing up to ensure the write-up is the student's own.

- Keeping on-going work on site.

- Specifying and being familiar with the resources from which the research will be done.

- Restricting use of reference material to class time.

- Verification of research carried out by authorised off-site person (eg librarian).

Group Work

Assessment of students working in groups should only be carried out when no other method is practicable. The following practices will increase authenticity when group work is necessary:

- Breaking the task down into its component parts and separating the group aspects from individual written parts, for example, conduct an experiment in groups of three, write up independently under test conditions.

- Each student independently signing an attestation sheet that all members of a group did or did not contribute to the activity.

- Measures are taken to prevent and to detect plagiarism (see page 35). Respond to suspected plagiarism using the school's assessment misconduct process.

COVER SHEET

AS…. V…

Standard Title

Name: _____

Teacher's Code: _____

The work submitted in this report is written solely by me (student named above) and has not been copied from other sources of information.

Student's signature: _____

Parent/Caregiver's signature: _____

Grade attained:

Achieved	Merit	Excellence

Misconduct During an Assessment

When a teacher suspects that misconduct has occurred, the matter must be referred to the HOD and the Principals Nominee. The student may be asked to offer proof of authenticity (drafts etc) or a call back may be used where the student is asked to do any or all of:

- Repeating the performance;

- Describing the processes followed, for example, describe the website visited and the information gathered (or repeat steps taken under observation);

- Providing evidence that they did carry out a particular process, for example, confirmation from a local resident that they were interviewed.

If the proof is not acceptable, the HOD should consult with the Principal's Nominee. If the HOD and Principal's Nominee judge that misconduct has occurred, the student will be given "Not Achieved" for that assessment task and whanau will be contacted.

Misconduct in Exams

Examples of misconduct include:

- Copying

- Talking

- Bringing into the exam material that is not allowed

- Disrupting of other students

- Leaving seat or room without permission

- Any forms of conduct forbidden by the NZQA Examinations Regulations

Teachers supervising exams who experience student misconduct are to fill in an Exam Misconduct Report (page 37) and give it to the Principal's Nominee. The Principal's Nominee will investigate the incident and, in consultation with the HOD, make a decision about any consequences.

If a teacher suspects misconduct during an assessment either Test or Assignment, they are to fill out the "Assessment Misconduct Report" (page 37) and pass this on to the HOD who will investigate and confirm if plagiarism etc has occurred. The report and evidence is then pass to the Principal's Nominee to take appropriate action.

Recording Results and Storing Student Work

Recording and Checking Assessment Outcomes

Results for internally assessed standards need to be recorded for submission to NZQA. Results for quality assured practice assessments of externally assessed standards need to be recorded in the Markbook and available for derived grade requests.

Teacher Procedure

1. The teacher records grades for internally and externally assessed standards in the Markbook. This process is to be completed within three weeks of the scheduled completion date. Results are to be entered for all students who at that stage have acquired a grade, irrespective of whether they are resubmitting for a higher grade; this grade can be submitted if and when it is achieved. Not Achieved grades are only to be entered when the student has had every opportunity to succeed in the assessment and resubmission or further assessment opportunities have been missed or unsuccessful.

2. Students sign a database printout to verify the recorded grade. This must happen within two weeks of student work being returned to students. Once students have signed the printout they can no longer make an appeal. Teachers are to ensure that privacy of information is maintained.

3. HODs are to complete and sign an Internal Moderation Attestation form for each individual assessment.
Teachers are to ensure that privacy of information is maintained.

HOD/Deputy Principal Procedure

1. The HOD is to actively promote and ensure completion of department entries of assessments on a weekly basis.

2. The Data Manager will generate a report for the weekly SLT meeting.

Storage of Student Work

All completed assessment tasks should be stored by departments in a readily retrievable way. This could include assessments which are used for derived grades.

It is essential that the final grade has been signed for by the student before work is stored

Student assessment material for "benchmarking" should be stored until it is superceded and all judgment statements for marking kept until the middle of the following year (or long if required for NZQA September moderation).

Assessment Extension Request Procedures

1. Students who do not complete a task (test or assignment) on the due date for a valid reason can still apply to have their achievement for that standard assessed.

2. Students can apply to be assessed against the standard using a "Assessment Extension Request" form available from the Principals' Nominee, Student Wellbeing Centre and the GC school website. The form should go to the Principals' Nominee, together with verification of the reason for missing the assessment. The table shows the reasons that may be acceptable.

Reason for request	Student supplies
Medical	Medical certificate or letter from parent/caregiver together with a contact phone number
Guidance issues	Guidance note from Counselor
School co-curricular activities	TIC of activity signs form, if missing more than 3 lessons. (If less than 3 lessons missed and an email has been sent out by the TIC, then there is no need for an extension form to be done, assessment is sat at the next lesson)
Other	Letter from home addressed to the Principal

3. The Principals Nominee in consultation with the HOD makes the decision to grant an extension. The decision to grant a request will depend on authenticity issues and the need to support and recognise student achievement.

4. There are four responses to a request:

   - The same task may be submitted/offered at a later specified date (eg extension of assignment deadline, sit test in the following days).

   - A further opportunity for assessment using a different task may be available.

   - A "Not Achieved" grade is given because none of the above is possible.

   - The standard is withdrawn if there was no attempt for a valid reason.

5. If the task is an assignment and the student is unable to attend school on the due date, a phone call must be made to request an extension. Requests for extensions should be made in a timely manner given the circumstances.

Missed In-School Examinations

In-school exams are important because they:

- Provide practice for NZQA external exams
- Can be used to generate evidence necessary for a Derived Grade application if a student misses an NZQA external exam
- May assess achievement for internal standards

If a student misses an in-school exam, without a valid reason, the absence will be regarded as truancy.

The student will not be eligible for a derived grade and may be denied access to the course in the following year. The Examination Report will list the result as not achieved.

If there is a valid reason for the absence the student should follow the "Assessment Extension" procedures.

Derived Grades/Special Consideration

External Assessment

Students can apply for derived grades/special consideration for any external assessment when they believe their performance has been hampered by ill health or family trauma. Consideration must be based on specific robust evidence and not on a general impression of the student's ability. Consideration is carried out by the Principal's Nominee using evidence from in-school assessments. Departments will be required to submit standard-specific results for this purpose ideally from the student's most recent school exam grade, based on:

- valid, authentic standard – specific evidence
- the national standard

Evidence is derived from:

- critiques and secure practice assessment(s)

or

- verifiable authentic evidence from a range of activities

Grade verification by another subject expert should be undertaken.

Procedure
- Student collects a form from the Principal's Nominee (printed from the NZQA website) during the examination period;
- Student returns completed form with attached medical/guidance certificate to the Principal's Nominee prior to the end of the exam cycle.

Internal Assessment
There are no derived grades/special compassionate considerations for internal assessments. Students hampered by ill-health or family trauma follow the assessment request procedures.

Special Assessment Conditions

Some students will be eligible for Special Assessment Conditions for any internal and external assessments if "significant physical or learning difficulties require special assessment conditions to allow them to demonstrate their knowledge in assessments".

Students can be identified by previous testing at other schools, testing at Glenfield College and by the recommendation of teachers at the College. A history of the support needed by the student needs to be established over a period of time.

In some cases individual student's needs need to be assessed by an independent registered educational psychologist or medical practitioner in the case of injury or medical condition.

Standardised testing is used to establish learning potential against current academic performance.

What are "Special Assessment Conditions"

"Special assessment conditions" usually means having a reader, a writer – or both – to help a student in presenting formal assessment work.

Some students may also qualify a) for extra time and b) to use a computer to word-process work, on medical grounds.

How are students identified?

Students can be identified in a variety of ways, including:
● Parental request
● Recommendation from previous school (in New Zealand or overseas)
● Recommendation by teachers at Glenfield College
● Testing at Glenfield College

How does the process work?

All applications must be made through the SENCO. Students wanting to discuss any aspect of this process need to contact the SENCO or the Dean of their year level. The student must present any reports or recommendations they have on paper, about their particular needs.

Appeals

Procedures

Students may appeal decisions regarding the outcomes of internal assessment. The appeals pathway is from students to their class teacher, to the HOD, then to the Principal's Nominee. Students can collect appeals form from the Student Centre, Principals' Nominee or on the Glenfield College Website. Students can appeal up until the time grades are signed off. Departments are expected to get grades signed off within two weeks of returning the graded assessment.

Appeal decision roles for:

Teachers
- The classroom teacher can explain the judgment decision to satisfy student queries
- Only the marker can alter a judgment decision. If the student wants to continue with their appeal the teacher takes the student's script to the TIC of that assessment. This must be done within one week of the work being handed back.
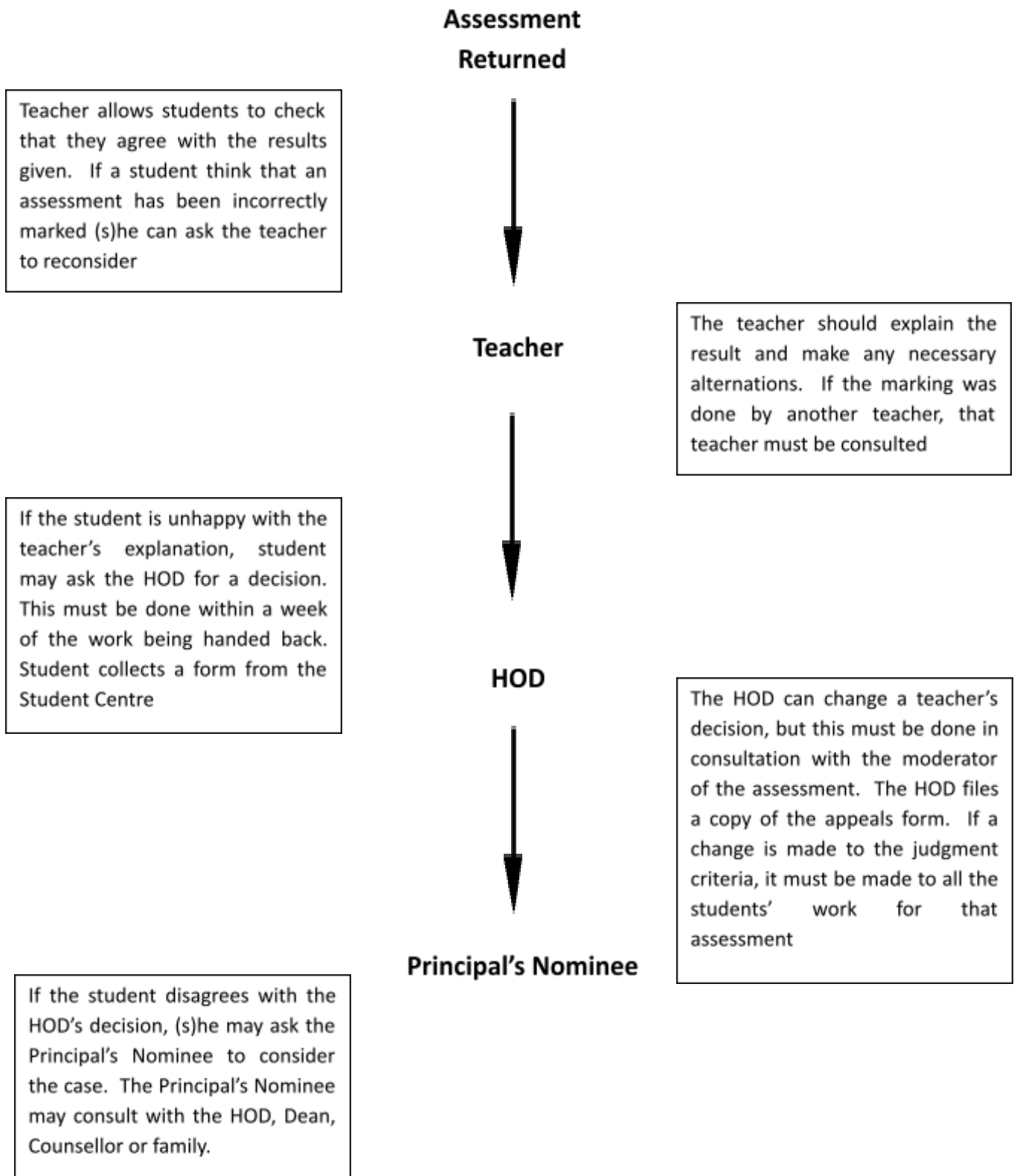
HOD/TIC of Assessment
- HOD/TIC of assessment is to follow school decision procedures accurately
- TIC may change the judgment decision (in consultation with the moderator)
- Any change to judgment criteria will need to be applied to all student work for that assessment

Principal's Nominee
- The Principal's Nominee has flexibility to make decisions on a case by case basis.

Appeals Process

Students may appeal the result of an internal assessment

Assessment Returned

Teacher allows students to check that they agree with the results given. If a student think that an assessment has been incorrectly marked (s)he can ask the teacher to reconsider

Teacher

The teacher should explain the result and make any necessary alternations. If the marking was done by another teacher, that teacher must be consulted

If the student is unhappy with the teacher's explanation, student may ask the HOD for a decision. This must be done within a week of the work being handed back. Student collects a form from the Student Centre

HOD

The HOD can change a teacher's decision, but this must be done in consultation with the moderator of the assessment. The HOD files a copy of the appeals form. If a change is made to the judgment criteria, it must be made to all the students' work for that assessment

Principal's Nominee

If the student disagrees with the HOD's decision, (s)he may ask the Principal's Nominee to consider the case. The Principal's Nominee may consult with the HOD, Dean, Counsellor or family.

Assessment Support in 2023

Frequently Asked Questions:

What happens if I miss a deadline?

If you miss an internal assessment deadline or do not complete a task (test or assignment) and have a <u>valid reason</u> , make an Assessment Request. This involves collecting a form from the Principal's Nominee. The form should be returned to the Principal's Nominee, together with proof of the reason for missing the assessment and include a recommended new date for the deadline from the HOD/TIC.

What happens if I miss an "In School Examination"

The timetable of exams is posted well before the first exam session. All students should be in attendance.

[Assessment Misconduct](#)

[Can I appeal an assessment result?](#)

You may appeal the result of an internal assessment. Fill in the [Appeals Form](#) and follow the appeal procedures.

What is "[Special Assessment](#)"?

[Standard Withdrawal](#)

You may withdraw from an internal or external standard if it is unfair to expect you to be able to achieve it.

Appendices

Rules, Procedures and Authenticity Agreement

Student Name: _____

Student: I agree to abide by the rules and procedures outlined in the Assessment Procedure Manual for assessment. I understand that the work I submit for internal assessment must be my own. I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner. I understand that I may be required to identify my sources if there is any question about the authenticity of this work.   I understand that plagiarism and/or collusion or any other form of dishonesty will result in disciplinary action which may make me ineligible for a grade.

Parent/Caregiver: I have read the requirements set out above and in the Assessment Procedure Manual and will encourage the above named student to act in an honest way. I will also, to the best of my knowledge, ensure that all work presented will be authentic and completed according to these requirements.

Signatures		
	Student	
	Parent	
	Date	

Student Withdrawal Request Form 2023

You may experience changes in your life that make it unfair to expect you to be able to achieve an NCEA standard. It may, as a result, be better for you to withdraw from a standard. Personal matters relating to attendance, health and well-being, school co-curricular activities, or other influential factors may cause difficulties that prevent you from reaching the standard. Each of these factors can be the basis for a valid withdrawal request.

Attendance: If you have been absent for 30% or more of the preparation time for a standard or missed assessment time, you may lack the opportunity to reach the standard. Unless there is a further assessment opportunity available for the standard it may be best to remove the standard because absence has caused insufficient readiness or engagement.

Health and Well-being Issues: *If you suffer from a temporary illness, trauma or other serious event in preparation or assessment time which impairs your ability to perform an assessment, withdrawal may be advisable. If you suffer an injury or undergo an operation, withdrawal may be advisable.*

School Co-Curricular: If you are representing the school, region or nation, you are encouraged to organise yourself to balance different academic, cultural and sporting commitments. It may, however, be the case that co-curricular activity has still impaired your readiness and engagement in a standard and so it is best to remove the standard to consolidate achievement in other areas of your NCEA programme.

Other Valid Reasons: Sometimes serious and exceptional circumstances can occur that make is unreasonable to expect you to be able to succeed in a standard if the circumstances coincide with a preparation period or assessment. This can also be a sound basis for withdrawal from a standard.

Please complete this form with a parent/caregiver if you wish to withdraw from one or more standards and return it to the Student Centre. Clearly identify the reason(s) for the withdrawal on the table on the reverse side.

All withdrawals from external standards must be made BEFORE 1 August 2023

All withdrawals from internal standards must be made BEFORE 15 November 2023

Name: _____TG:_____

Standards to be withdrawn from (use more than one form if required)

Teacher		Course Code	
Standard Code & Level		Internal/External (circle)	
Assessment Deadline			

Teacher		Course Code	
Standard Code & Level		Internal/External (circle)	
Assessment Deadline			

Points to Consider

● Have you considered the effect/impact of this withdrawal on your ability to reach the credit total needed for your 2019 NCEA certificate, UE and further qualifications?   Yes/No (circle one)

● Have you considered requesting an extension instead of withdrawing from this standard? Yes/No (circle one)

Reason for Withdrawal	Write the number of each standard to be withdrawn beside its category
Attendance (30% or more of the preparation missed)	
Attendance (assessment time for this standard missed)	
Health & Wellbeing Issues	
School Co-Curricular Activities	
Other Valid Reason	

If you have any queries, please contact Kristina Smith (Principal's Nominee) ph 444 9066 ext 720 or k.smith@gc.ac.nz

Student Signature: _____

Date: _____

Parent/Caregiver Signature: _____

Date: _____

NCEA Withdrawal Letters 2023

Reason: Attendance

Dear Parent/Caregiver,

NZQA has advised the school that students should have sufficient engagement in learning and readiness for NCEA assessment before they are assessed. We note that your child either has:

a.   been absent for a considerable time that corresponds to 30% or more of the learning for a standard; or
b.   missed important assessment required for a standard

This absence is, in our opinion, likely to have caused an inadequate opportunity to either prepare for the standard or achieve the standard. Given NZQA advice, we suggest that it will be to your child's advantage to have the standard withdrawn because of the inadequate opportunity. It will not feature on your child's NZQA Record of Achievement following withdrawal. If it is not withdrawn, the standard will be "Not Achieved" on the Record of Achievement. All other remaining standards in the course, including external examinations, will still be available.

Please contact Ms Smith (Principal's Nominee) within a week of receiving this letter on 444 9066 ext 720 or k.smith@gc.ac.nz.

Yours sincerely

Paul McKinley
Principal

Reason: Pastoral

Dear Parent/Caregiver

NZQA has advised the school that students should have sufficient engagement in learning and readiness for NCEA assessment before they are assessed. We are aware that your child has experienced significant personal health and well-being challenges related to illness, trauma, a medical procedure or another serious event. We believe that an inadequate opportunity to succeed in either the preparation for a standard or assessment of a standard has occurred.

Given NZQA advice, we suggest that it will be to your child's advantage to have the standard withdrawn in recognition of the health and well-being challenge that they have faced. Once the standard is withdrawn, it will not feature on your child's NZQA Record of Achievement. If it is not withdrawn, the standard will be "Not Achieved" on the Record of Achievement. All other remaining standards in the course, including external examinations, will still be available.

Please contact Ms Smith (Principal's Nominee) within a week of receiving this letter on 444 9066 ext 720 or k.smith@gc.ac.nz.

Yours sincerely

Paul McKinley
Principal

Reason: Insufficient Engagement (student not working at required Curriculum Level)

Dear Parent/Caregiver

NZQA has advised the school that students should have sufficient engagement in learning and readiness for NCEA assessment before they are assessed. Readiness for assessment in a particular standard and the likelihood of achievement can be identified in student formative results as they work towards a final deadline for an assessment or assessment activity.

The results that your child has produced in the particular standard stated below indicate that they have not been ready to achieve this standard, despite additional work done with their teacher to reach a suitable standard.

Given NZQA advice, we suggest that it will be to your child's advantage to have the standard withdrawn and to consolidate achievement in other areas of NCEA. Once the standard is withdrawn, it will not feature on your child's NZQA Record of Achievement. If it is not withdrawn, the standard will be "Not Achieved" on the Record of Achievement. All other remaining standards in the course, including external examinations, will still be available.

Please contact Mr King (Principal's Nominee) within a week of receiving this letter on 444 9066 ext 720 or k.smith@gc.ac.nz.

Yours sincerely

Paul McKinley
Principal

Teacher Recommendation Withdrawal of a Student Form

Circle one of the following the following reasons : Attendance   Pastoral   Insufficient Engagement

Name of Student   **TG:**

Course Code		Standard Code		
Level		Version		Teacher	

Dates when teaching of standard took place	Dates absent that correspond to 30% or more of standard preparation or when assessment was missed	Teacher (Signature)

Or

Course Code		Standard Code		
Level		Version		Teacher	

Internal/External (circle one)	Assessment Period or Deadline Date:	
Part of the standard preparation in which the student is not "assessment ready"		Date

Signatures	
Student	
HOD	
Principal's Nominee	
DP of Curriculum	
Date	