

**Western Springs College**

**2016**

**NCEA Assessment Handbook**  
**(Version 1)**

**for**

**Students, Parents and Staff**

**The Submission Date for NCEA Moderation to AD will be:**

**Monday 20<sup>th</sup> June.**

**(For a link to the Moderation Plan see Appendix 5)**

***Departmental Assessment Statements***

*Individual departmental schemes will require sections, which supplement this handbook. Departments need to comment on various aspects of NCEA Assessment, and set out departmental policy where the procedures in the school handbook leave room for variations in departmental approach. Items that require a departmental statement are boxed in the text so that they are easier to identify, the boxed items are also collected together in Appendix 7. Departmental statements do not need to be elaborate, but they do need to be clear.*

**(In the electronic version of this document go to the last page of this document for visual of *WSC Assessment Decisions and Appeals Map.*)**

## CONTENTS

### 1) Responsibilities for Assessment

- A) General Responsibilities
- B) Specific Responsibilities

### 2) WSC Assessment Policy and Philosophy

- A) The Place of NCEA at WSC
- B) Assessment Policy
- C) What is Good Assessment

### 3) Ensuring Best Achievement

- A) Strategies for Recognising Best Achievement
- B) New Students.
- C) NCEA Standards in Year 10
- D) Special Assessment Conditions
- E) Derived Grades
- F) Attendance
- G) Workload Issues
- H) Recording and Accuracy of Records
- I) Reporting
- J) NCEA Logins and Student and Parental Portals

### 4) The Assessment Process

- A) Withdrawal from NCEA Standards
- B) Submission of Assessments
- C) Computers and Technology
- D) The Process for Marking Students Work and Recording Results

### 5) Optimising Assessment Opportunities

- A) Resubmission (Including Green Pen)
- B) Further Assessment Opportunities (FAOs)
- C) Additional NCEA Standards Being Offered to Students

### 6) Ensuring Equity and Fairness for Students

- A) Management of In Class Assessment
- B) Missed Assessment Opportunities
- C) Authenticity
- D) Student Breaches of Rules
- E) Appeals

### 7) Privacy and Storage Procedures

- A) Privacy and Storage
- B) Electronic Storage

### 8) Review and Moderation

- A) WSC Self Review
- B) Departmental Moderation Practices
- C) Monitoring Internal Moderation
- D) External Moderation
- E) External Moderation Follow Up
- F) NZQA Audit

## **APPENDICIES**

### **Appendix 1 – WSC Assessment Policy**

### **Appendix 2 – Structure of The National Certificate of Educational Achievement**

- A) Fees
- B) Course Entry
- C) Levels
- D) University Entrance (UE)
- E) Scholarship

### **Appendix 3 – WSC Forms and Other WSC Support Documents**

### **Appendix 4 – NCEA Forms**

### **Appendix 5 – 2014 WSC NCEA Moderation Plan**

### **Appendix 6 – NCEA Myth-Busters Factsheets (1-7)**

### **Appendix 7 – Departmental Scheme Assessment Requirement Summary**

### **Appendix 8 – Internal Moderation Cover Sheet**

## **2016 Handbook Duration**

This handbook takes effect for at the start of NCEA internal assessment in 2016, and expires at the start of NCEA internal assessment in 2017.

## **Areas to be Updated in the 2017 Edition:**

- Moderation Plan.
- Any changes to NCEA forms.
- NCEA web links to be rechecked.
- Details on the electronic submission of moderation.
- Plagiarism Checking Technology.
- Portfolio Assessment.
- Sitting assessments when ready.
- Assessment outside of a course's timetabled hours.
- Standard letters home for failed assessments.

**Note – Whenever this document states that communication by email is required, it is also intended that these communications are stored and retrievable. In addition, if communication via email is not possible, a hard copy written communication is required and a copy of that communication must be stored and retrievable.**

## 1) RESPONSIBILITIES FOR ASSESSMENT

*All students, parents and teachers at WSC have a duty to act in good faith in relation to assessment, and to abide by the assessment regulations of the college.*

### 1A) General Responsibilities

#### Students and Parents

- Acquainting themselves with WSC's assessment procedures and regulations.
- Actively seeking clarification when necessary.
- Following assessment procedures in good faith, and honouring signed authenticity agreements.

#### Teachers

- Acquainting themselves with WSC's assessment procedures and regulations.
- Actively seeking clarification when necessary.
- Ensuring students in their classes have a full understanding of assessment procedures in relation to their subject area.
- Following assessment procedures in good faith.

#### Heads of Department/Teachers in Charge

- Acquainting themselves with WSC's assessment procedures and regulations.
- Actively seeking clarification when necessary.
- Ensuring staff and students in their department have a full understanding of assessment procedures in relation to their subject area.
- Ensuring assessment procedures are followed accurately and uniformly across their department.
- Following assessment procedures in good faith.
- Ensuring that accurate assessment plans/course outlines are made available to all senior students in the department.
- Ensuring that the student electronic assessment calendars are kept up to date.
- Ensuring that departmental moderation samples are correctly collected and stored, and are made available for internal school auditing and external NCEA moderation promptly as required.
- Formally commenting on issues arising from external moderation by completing moderation response forms and by commenting in the annual departmental report.

#### Form Tutors

- Acquainting themselves with WSC's assessment procedures and regulations.
- Actively seeking clarification when necessary.
- Ensuring students in their Form Class have a full understanding of assessment procedures at WSC.
- Ensuring that students in their form class know who to see if they need clarification or help regarding assessment issues.

#### **Departmental Scheme Requirement 1**

*List any of the responsibilities of the HOD/TIC that are delegated, and which members of the department they are delegated to.*

## **1B) Specific Responsibilities**

### **Deputy Principal for Assessment (Paul Alford)**

- SMT member in-charge of assessment.
- Overall responsibility for assessment/authenticity.
- Advice and support regarding appeals process.
- Quality management system – Internal Moderation.
- Responsibility for implementation of National Qualifications Framework assessment.
- Moderation liaison and communication.

### **Deputy Principal Principal's Nominee (Ruth Roberts)**

- Principal's Nominee (PN).
- Records / Receives fees.
- Communications with Wellington.
- National Qualifications Framework administration.
- Special Assessment conditions.
- Derived Grades (Compassionate considerations).

### **Year 13 Academic Director**

- Attendance, course completion requirements.
- Administration of late and missed assessments/assignments.
- Initial authenticity issues including form collection.
- Initial issues regarding misconduct/cheating.
- Communication with parents.
- Appeals.
- Liaison with the teachers and HODs of Year 13 courses.
- Informing teachers about new students and their NCEA and broader educational background.
- Passing on results to new schools and obtaining results from previous schools.

### **Heads of House (Year 11 and 12 Students)**

- Attendance, course completion requirements.
- Administration of late and missed assessments/assignments
- Initial authenticity issues including form collection.
- Initial issues regarding misconduct/cheating.
- Communication with parents.
- Appeals
- Liaison with the teachers and HODs of Year 13 courses.
- Informing teachers about new students and their NCEA and broader educational background.
- Passing on results to new schools and obtaining results from previous schools.

## 2) WSC ASSESSMENT POLICY AND PHILOSOPHY

### 2A) The place of NCEA at WSC

*WSC is committed to using NCEA, as the national assessment system, in the Senior School.*

WSC does not use alternative assessment systems (such as Cambridge or the IB Programme), however it may use supplementary assessment systems (such as ASDAN or university papers) to fully meet the needs of individual students.

### 2B) Assessment Policy

*WSC has based the procedures outlined in this handbook on NCEA and NZQA requirements, and on the school's Assessment Policy*

The WSC Assessment Policy is Appendix 1.

### 2C) What is Good Assessment?

*WSC views the principles of good assessment to be the same for all NCEA standards: optimising students' opportunity to be credited for their 'best achievement' whilst also ensuring the process is fair, transparent and manageable.*

#### **Assessment methods will be:**

- appropriate – a variety of assessment methods will be available to ensure that assessment is suited to the performance and/or the student being assessed.
- fair – assessment methods will not disadvantage individuals or groups by hindering or limiting them in ways unrelated to the evidence sought.
- integrated with work or learning – evidence collection can be ongoing, linked with normal learning or work.
- manageable – the methods used will be straightforward, readily arranged and will not interfere unduly with learning.

#### **Evidence will be:**

- valid – assessment will match the criteria of the standard to be assessed
- direct – assessment activities will be as similar as possible to the conditions of actual performance.
- authentic – the assessor will be confident that the work being assessed is attributable to the person being assessed – outside assistance must not distort the assessment.
- sufficient – the evidence will establish with confidence that all criteria have been met and that performance to the required standard could be repeated with consistency.

#### **Assessment will be:**

- systematic – planning and recording will be rigorous to ensure sufficiency and fairness in assessment.
- open – learners will understand the assessment process and the criteria to be applied, and can contribute to the planning and accumulation of evidence.
- consistent – given similar circumstances the assessor would make the same judgment again and the judgment will be similar to judgments that other assessors would make.

### 3) RECOGNISING BEST ACHIEVEMENT

*WSC believes that the assessment systems and procedures it uses must be designed to both fully enable students to present and be credited for their 'best achievement', and to meet the requirements of NCEA.*

#### 3A) Strategies for Recognising Best Achievement

*WSC will endeavor to provide students with optimum opportunities to improve their work or their skills in every NCEA standard and to fully demonstrate their understanding and skills.*

Individual departments will determine the best strategies to employ to ensure they are able to recognise students' best achievement for each standard offered.

A range of strategies your department may choose could include:

- **Conferencing with students** prior to the deadline.
- Providing **formative feedback** prior to the deadline.
- Allowing a student to verbally clarify, or expand on content, where writing is not prerequisite to the standard - **Green Pen**. (See Section 5 for details)
- Allowing a **Re-submission** of work, which is negotiated with individual students on a case-by-case basis. (See Section 5 for details)
- Offering a second assessment opportunity for a standard. This is known as a **Further Assessment Opportunity** and must be granted to all students if it is offered to one. (See Section 5 for details)
- **Recognising the content or skill level demonstrated in another activity**, which meets the standard's requirements in terms of conditions and validity.

#### **Departmental Scheme Requirement 2**

*Outline the strategies used to recognize best achievement in each course. (Students and their families will be informed of these strategies in the course outline given to students at the beginning of the year.)*

**Note on Further Assessment Opportunities (FAO).** Departments are encouraged to offer a FAO wherever possible, however if a FAO will not be available for an AS this must be clearly stated in the Course Outline given to students at the start of the course. The default position is that a FAO will be offered.

#### 3B) New Students and Leaving Students

*WSC has procedures for ensuring that students transitioning into and out of the school have all their NCEA credits recognised, and that they are disadvantaged as little as possible by the transition.*

The SMT member who enrolls a new student will ascertain the student's present NCEA record, the subjects the student has experience of, the areas they need academic support in, and their academics strengths and needs. The SMT member will communicate relevant information to the relevant HOH, and also the Year 13 Academic Director and SENCO if required. They, in turn, will communicate relevant information to the student's classroom teachers and form tutor.

The Principal's Nominee will have oversight of the process for NCEA-enrolled students leaving WSC during the course of the year. HOH and the Year 13 Academic Director may be called on to supply information to the new school.

### **3C) NCEA Standards Being Offered to Students in Year 10**

*WSC is developing opportunities for students to take some preliminary NCEA standards in a variety of subjects in Year 10.*

In recent years some departments (Art, Drama, English, Mathematics, Philosophy, and Te Reo Maori) offer a small number of NCEA Assessment Standards to Year 10 students. Departments will be encouraged to continue this practice in order to give students early experience of NCEA and to enter Year 11 with the confidence that arises from having already gained a number of credits. It is intended that this practice enhances, rather than dominates, the delivery of the curriculum in the junior school.

#### ***Departmental Scheme Requirement 3***

*List NCEA standards taken in Year 10, and the assessment methods, in the Course outlines, which will be issued to staff and parents at the start of Year 10. (For option subjects these outlines will also be used to make up the Year 10 Options Booklet.)*

### **3D) Special Assessment Conditions**

*WSC will recognize the special needs of students and will make every reasonable effort to accommodate the needs of these students and to give specific support in assessments.*

*At NCEA provision is made for these students to have valid and fair assessment conditions consistent with the assistance they would normally have as part of their learning environment. (Refer to Special Assessment Conditions Policy)*

#### **Procedures:**

The SENCO, Resource Teachers of Learning and Behaviour (RTLB) and Learning Centre staff identify students who require special assessment conditions at enrolment. To do this they will use previous school records and enrolment information. Pre-entry assessment and information gathering may include intermediate school records, RTLB information, and the use of standardised assessment tools, e.g. asTTle test results.

Further students will be identified through the observations of staff and parents, and student self-referral; the students' needs will be verified by the guidance network.

The SENCO will make staff aware of these students through a register maintained on line. HOH will also draw classroom teachers' attention to the specific needs of these students. On MUSAC rolls, students with special needs have been identified by having their names recorded in capital letters. This has been to raise teacher awareness of the specific students who may need special assessment conditions. Strategies for working with individual students are stored in individual documents on the Google Drive in the folder titled 'Special Assessment Conditions', which are shared with all teachers.

If teachers have concerns about other students' learning/assessment conditions they should see the HOH or SENCO.

Once a student's needs have been verified, teachers will endeavour (in the junior school) to provide the individual with the conditions necessary to overcome his/her particular impairment.

The school's guidance staff and the SENCO will monitor the progress of students with special needs through their schooling and co-ordinate interventions such as reader/writers.

Staff will use strategies as appropriate to assist a student with special needs including:

- Provision of a reader/writer or netbook
- Allowing additional time.
- Increasing print size on written texts.
- Pairing the student with a buddy to assist with formative work.
- Providing feedback in a form most appropriate to the student's special needs.
- Optimal seating in a classroom.

In the senior years, staff will be encouraged to make use of the SENCO should there be barriers the school cannot overcome.

At NCEA level the Principal's Nominee, in conjunction with the SENCO, will report the names of students with special needs to NZQA for the purposes of external assessment. Special Assessment Applications for identified students are made on-line using the NZQA High Security procedures. The Principal's Nominee will ensure that they themselves, and the SENCO have the necessary and up-to-date training to do this.

Students with special needs will be given the opportunity to practice using the strategy for external assessment in school examinations.

The usual special assessment conditions are where a student needs:

- Reader/writer assistance – separate accommodation and/or extra time in assessments.
- Reader assistance – separate accommodation and extra time in class assessments.
- Writer assistance – separate accommodation and extra time in assessments.
- Enlarged/Modified papers.
- Computer/Netbook.

#### **Note on Extra Time for Internals and Extended Deadlines.**

The chance to negotiate extra time/extended deadlines for out-of-class internal assessments is an important and legitimate part of meeting the needs of students with special assessment conditions. Extra time for students with special assessment

conditions is distinct from extensions general to the whole class, and from time granted to students to complete resubmission work. The extra time entitlement for students with special assessment conditions is thus additional to extra time granted for other reasons and cannot be deemed to run concurrently with extra time granted for other reasons.

### **3E) Derived Grades (previously called *compassionate considerations*)**

*The Principal's Nominee will coordinate applications for derived NCEA grades where and when compassionate grounds arise.*

Derived Grades only apply to external assessments.

Candidates who have been prevented from sitting or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the Qualifications Authority (NZQA) to be awarded a derived grade.

Except in exceptional circumstances, the derived grade process will only be enacted for a circumstance that occurs within one month of the start examinations or the submission of work for other external assessment. The Qualifications Authority may vary these conditions for performance-based external standards.

The criteria for eligibility for a derived grade, any of which must be certified by a medical practitioner, are:

- Significant impairment immediately prior to examination that affected preparation.
- Medical – unable to sit or complete the examination - impaired performance
- Non-Medical (e.g. bereavement) leading to students being unable to sit or complete the examination or impaired performance.

Derived grades are administered and determined by NZQA but the Principal's Nominee is responsible for passing on the student's application and collecting relevant data from the student's teachers. The Principal's Nominee will provide all relevant forms and guidelines to students applying for a derived grade and will be available initially for advice on eligibility and also for guidance with the application process. Applications for derived grades for External Standards must be made on the NZQA forms and must be returned completed by the day designated by NZQA. (The day after the last day of NZQA external examinations). Forms can be returned earlier and application should be made immediately if there is a question of student impairment or affected performance/non-submission.

A derived grade is awarded on the basis of evidence that the student has met the standard in a school trial examination or formal test but this must not be from a pre-seen test – for instance an NCEA external exam for the previous year published on the NCEA website.

NZQA will notify the student of the result and the grade will appear on the student's final Record of Achievement.

Full details of the Derived Grade Process can be viewed in the NCEA Assessment and Certification Rules and Procedures for Secondary Schools Section 6.1.4. on the NZQA website. The Principal's Nominee will keep abreast of modifications to the rules and the procedures published on the website, and will be the 'go to person' in relation to derived grades.

### 3F) Attendance and Course Requirements

*WSC students must meet course requirements, and WSC views regular attendance, beyond 90%, as essential in realising students' potential best achievement.*

#### **Procedures:**

Students are expected to attend all lessons unless they are at a legitimate school activity. Any other absences must be covered by a note from their family outlining the reasons for absence. Sleeping in, birthday celebrations etc. do not constitute valid excuses.

Students are expected to complete all class work and homework that forms part of the course of study.

Regular attendance is important in establishing the authenticity of a student work.

### 3G) Workload Issues

*WSC acknowledges that NCEA internal and external assessments do have significant but inevitable workload implications, but it will endeavour to eliminate unnecessary workload implications for its students and staff wherever possible.*

HODs/TICs will prepare an Assessment Plan and Course Outlines for their subject. Copies of which will be given to the Deputy Principal (Assessment) before the end of February. Examples are available in DP's office to view

Approximate due dates for internal assessment assignments will be submitted to the Deputy Principal Assessment at the beginning of the year.

Each Head of Department/TIC will provide students with the approximate due dates for internal assessments at the beginning of the year in their course outline sheet. Course outlines will be signed off by HODs by the end of February, so that they can be issued to students who can then plan effectively for the year.

Any alterations to dates that move completion deadlines to an earlier date, must be approved by the Deputy Principal in-charge of NQF assessment. Any approved changes must be given to students in writing. HOD's should record the earliest likely due date on the calendar if a final decision is yet to be made.

#### ***Departmental Scheme Requirement 4***

*Outline the procedures by which the departments will annually review the number and nature of the standards offered in each course. This should be based on both optimising student achievement, and managing the workload for staff and students. It will be commented on in the discussion contained in the annual departmental report.*

### 3H) Recording and the Accuracy of Records

#### Records

*WSC's records of student learning and other appropriate data will be maintained, transferred and stored in a correct manner.*

#### Procedures:

The Deputy Principal in-charge of NQF assessment, Principal's Nominee and the Curriculum Committee, in consultation with SMT and HODs, will establish what information will be recorded and in what form. This year:

Records of results will be maintained in teacher electronic mark books (MUSAC).

Selected student work, with the student's permission, will be kept as exemplars for moderation purposes. (See Section 7 for more details).

Student reports will be stored electronically.

#### Accuracy of records

*Western Springs College will ensure the accuracy of student records.*

#### Procedures:

Students will be given the opportunity to crosscheck the accuracy of data using the student portal.

Students will be encouraged to maintain their own Record of Achievement by checking the student portal regularly. In Term 4 students carefully check the accuracy of their electronic results record.

Teachers will record student results using the same school-wide system (MUSAC Edge). Teachers will be trained in the use of the tracking/records system.

Senior Progress Assessment Reports will be sent home regularly throughout the year. Students will be encouraged to report any inaccuracies to the relevant subject teacher.

#### **Departmental Scheme Requirement 5**

*Outline the specific processes relating to recording and ensuring the accuracy of records that the department uses. Also identify specific staff responsibilities.*

### 3i) Reporting

*Western Springs College students and their parents/caregivers will be given regular constructive feedback on their progress and their achievement through a clearly identified reporting system.*

Near the start of Terms 2, 3 and 4 Senior Progress Assessment Reports will be emailed to parents.

Internal practice examination results will be emailed home in Terms 2 and 3.

These will keep both parents and students informed regarding a student's progress.

The Student and Parental portals also give students the opportunity to check NCEA progress on an ongoing basis.

### 3J) NCEA Logins, Student and Parental Portals

WSC students and staff can also keep themselves informed of student progress and check the accuracy of records by logging into the NCEA site, but this will only be updated monthly. As the Parental and Student Portals are updated daily these usually provide a better route to keep abreast of students' progress.

#### **Learner Login**

To log- on to the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

- Students register by entering their password, email and National Student Number
- Check entries
- Students will be able to see their internal assessment results from late October.
- Students will be able to see all of their results from late January.
- Students can request an official Record of Achievement if they are in year 11 or year 12; one will be sent to them automatically after year 13.

## 4) CARRYING OUT ASSESSMENTS

### 4A) Withdrawal of Students from Internal NCEA Standards

*WSC is committed to personalising the NCEA programme of students, whilst ensuring that withdrawals from internal NCEA standards can only happen within a consistent and transparent process*

This section deals specifically with students withdrawing from courses which have a set and non-flexible programme of NCEA standards. Many senior courses now offer a range of NCEA standards that a student can select from. In this situation students are not withdrawing from NCEA standards but with their teacher, selecting the standards that will enable them to demonstrate their 'best achievement' in the subject.

Part of personalising the NCEA programme for students will involve reducing the NCEA load of some students by reducing the number of assessments that a student sits in a course. This is usually decided *at the start to the year* as a result of discussions between the HOH, Year 13 Academic Director, SENCO, HOD and Deputy Principal (Student Achievement), the student and the parent. The decision to reduce a student's NCEA load will be based on issues identified in the previous year, or new circumstances that have arisen. If a student is withdrawn from a NCEA standard, parents must be formally notified immediately via email.

Changes in circumstances *during a year* may sometimes lead to a student being withdrawn from certain NCEA standards after the course has started; again the stakeholders identified above will be involved in these decisions. If a student is withdrawn from a NCEA standard parents must be notified immediately via email.

All withdrawals from internal NCEA standards (with the exception of PE) must be done prior to the start of Term 4. For PE, withdrawals must be made prior to students going on NCEA exam leave in Term 4.

Withdrawal from a NCEA standard is only possible before the student has been given a full and adequate opportunity to complete the standard. Not having such an opportunity might include being absent from the essential pre-teaching related to an NCEA standard, if the student's absence from class is justified.

'Not Achieved' must be entered for students who have not been withdrawn from a NCEA standard and fail to reach the 'Achieved' criteria. Teachers must be aware that, at the start of Term 4, entries on the electronic role for internal NCEA standards that are left blank will default to 'Not Achieved'.

Student result entries are not to be withdrawn for internal assessments in which a 'Not Achieved' result has been entered.

Decisions about students withdrawing from an entire course will be made by HOH, Year 13 Academic Director, SENCO, HOD and Deputy Principal (Student Achievement). It would be unusual for a student to be allowed to withdraw from an entire course, and this would only be justified by exceptional circumstances. Parents must be consulted before a student is withdrawn from a course.

Withdrawal from external NCEA standards will be coordinated by the Principal's Nominee.

## 4B) Submission of Assessments

*WSC requires all assessments to be handed in on the due dates, unless an extension has been agreed to in advance. There are procedures to deal with lateness.*

### Procedures:

All hard copy assessments are to be handed in on the day that they are due and should be of an acceptable standard in relation to the student's ability. Teachers are strongly encouraged to use electronic submission wherever possible – for electronic submissions see the section below.

Assessments completed in the classroom will be collected by the teacher at the end of the lesson.

Assessments completed away from the classroom will be handed in to the subject teacher by the prescribed date. It is strongly advised that the last period of any assignment be completed in school time. Any assessments presented after the due date will be treated as late.

If a student fails to hand in or complete an internal assessment on time, the family will be advised in writing, usually by email.

If a student is eligible for an extension because of legitimate absence etc. at the time of submission, they should apply as outlined below.

Should a student who has been granted an extension fail to meet the new deadline, no credits will be awarded for that assessment opportunity.

### **Departmental Scheme Requirement 6**

*Provide a clear statement relating to the specific submission methods and procedures that the department will follow. (This also needs to be communicated to students and parents in the course outline provided to students at the start of the course.)*

## 4C) Computers and Technology

*WSC has sound procedures for the use of computers and technology to ensure that assessment is fair and consistent.*

Where ICT is used the default method should be to utilise Google Docs, which are fully compatible with the student and staff Gmail email accounts. Students should be allowed to use other formats such as Word, if they have problems with Internet access at home whilst still having access to a computer. Students with neither Internet nor computer access at home must not be disadvantaged, and must be permitted to present work in non-digital formats (unless ICT use forms part of the standard).

If Using Google Docs, the teacher should ensure that each student has shared the document with the teacher when they begin the assignment. At the same time the student should also make the teacher the owner of the document, so that the student cannot

accidentally or deliberately delete the document. The teacher can require students to print off a copy of their work by the deadline, however the teacher may also inform students that s/he will mark the copy (either on screen or by printing off a hard copy). Google Docs allows teachers to view the document as it stood at the submission date, and it is this version of the document that is marked. As long as a student has worked on their assessment, this method of working ensures that a submission has automatically been made by the deadline.

If not using Google Docs the responsibility is on the student to ensure electronic submissions are made by the deadline, either by emailing work in advance, or on a USB stick, CD etc. File types used must be readily accessible from the school system.

Network or hardware failure in school during a computer-based, in-class school assessment is not the students' responsibility so the teacher will make equivalent time available to the class. This may have to be in the lunch breaks.

However, students are responsible for:

- Making effective use of class time when the system is operating well.
- Remembering their password.
- Making regular backups (automatic with Google Docs).

Individual computer or printer problems at home or in the school computer rooms are NOT acceptable reasons for late work. If students are relying heavily on computer technology, students will be encouraged verbally and on assessment sheets to. Likewise 'Bring Your Own Device' (BOYD) problems are also NOT acceptable reasons for late work, unless a problem to connect with the school network arises because of a failure in the school system.

Richard Taylor, the Network Manager, is happy to give departments technical advice in this area.

#### **4D) The Process for Marking Student Work and Recording Results**

*WSC uses the following process for marking and recording student work. It expects all departments to utilise this process whilst acknowledges that different departments will utilise it in different ways (for instance, some departments may find FAO fit better with their pedagogy, whilst others may find resubmissions and Green Pen exercises are a better fit).*

##### **(i) Marking student work**

Work is marked using benchmarks provided by previous years' internal and external moderation, NCEA exemplars etc. and the mark recorded. **Non-submissions should be recorded as 'N', the parent emailed and the HOH or Year 13 Academic Director should be cced in.** (For portfolio style assessments the parents, and HOH or Year 13 Academic Director should be informed when significant milestones are missed, even if the NCEA standard is not complete; teachers should not hold-off contacting home.) If further information is needed from students, move to (ii); if not, i.e. you are able to give a final grade, move to (iv). Student work should be marked and moderated within one month and feedback given to the students.

##### **(ii) Inform parents via email if a student has not achieved.**

**Parents should be informed if the student has not achieved in a standard and the HOH or Year 13 Academic Director should be cced in.** (For portfolio style assessments the parents, and HOH or Year 13 Academic Director should be informed when significant

milestones are missed, even if the NCEA standard is not complete; teachers should not hold-off contacting home.)

### ***(iii) Collecting further evidence***

If you believe the student's work is in the **grey area** between not achieved/achieved, achieved/merit, merit/excellence, it is deemed good practice to collect further evidence.

Further evidence, gathered under appropriate conditions, could also be collected from previous work to enable you to award a final grade. This process should happen as soon as possible after your initial marking.

### ***(iv) Resubmissions***

The opportunity to resubmit may be negotiated with students on a case by case basis. Teachers can give general feedback to the student involved, but no whole class feedback on the assessment should be given until any resubmissions are complete. (For more detail on resubmissions see Section 5.)

Green Pen Exercises are a spoken resubmission opportunity. Verbally ask the student a question/s to give him/her the opportunity to provide you with the information required. Using the *Green Pen Form* in Appendix 3 write the answers down and then sign and date this as evidence and attach to the submission. (For more detail on Green Form exercises see Section 5.)

### ***(v) Internal moderation***

Internal moderation is then carried out, using one or more of these methods:

- Teachers assess their own class and a sample from all classes is moderated by one teacher for interclass consistency
- One teacher assesses every student's work for interclass consistency and a sample of marking is moderated by another teacher.
- Cross assessment occurs: where the course is taught in another subject area, teachers should moderate between these subject areas.
- The teacher assesses and then an outside colleague, or subject associations/cluster meeting, verifies a range of student work.

### ***(vi) Record your final decision awarding an N, A, M or E grade.***

**Parents should again be informed by email if the student has still not achieved in a standard and the HOH or Year 13 Academic Director should be cced in.** (For portfolio style assessments the parents, and HOH or Year 13 Academic Director should be informed when significant milestones are missed, even if the NCEA standard is not complete; teachers should not hold-off contacting home.)

### ***(vii) Further Assessment Opportunity (FAO)***

One, and only one, FAO may now be offered, but if it is offered to one student it must be offered to all. A FAO must be moderated in the same way as the original assessment, so you will need to return to stage (v) when the FAO has been completed by students. Green pen and resubmission opportunities may be used for FAO as they were for the original assessment opportunity. (For more detail on FAOs see Section 5.)

### ***(viii) Recording results***

Enter the students' results on CM (Classroom Manager) immediately. (Refer to a colleague, your HOD, or your HOH to find out how to enter data if you are unsure how to do so.)

Where a student has not completed an assessment or not handed in an assignment by the final due date (i.e. the teacher has had no work to mark) an **N** grade must be entered.

***(ix) Check the results for student and make sure they are aware of their results.***

Students and parents will have access to the student's results via the student and parental portals. As you complete an assessment and the marking has been verified, enter the grade into Classroom Manager promptly. Students, parents, teachers and guidance staff need up to date information throughout the year to enable appropriate and timely interventions.

When the parents receive their printout, it needs to be as accurate and as up-to-date as possible. (The NCEA student logins and the Student Portal will also help students to keep track of their success to date.)

***(x) Students sign off marks***

At the conclusion of an assessment it is good practice to:

- Print out the student grades.
- Inform the student of their grade in order to check that there has been no error or misunderstanding.
- The student should then record their mark.
- File the sheet in the internal moderation folder or your mark book.

**Note on Appeals.** Students have the right to appeal a situation where they feel they have not been offered the chance to show their best achievement. (The procedure for dealing with this is outlined Section 6.)

## 5) OPTIMISING ASSESSMENT OPPORTUNITIES

*WSC encourages staff to use all available legitimate avenues to allow students to gain the NCEA grades that they are capable of achieving.*

**Note on Re-Grading.** In all of the routes outlined below there is no cap on the new grade that may be awarded. Students may move up more than one grade, and students may move from N to a grade above A.

### 5A) Resubmissions

- Are offered on a case-by-case basis and do *not* have to be offered to all students. There is no entitlement to a resubmission.
- Should focus on specific aspects of an assessment task.
- No more than one re-submission opportunity may be provided, but another single resubmission may be made for any FAO.
- Is critically important that teachers do not do any part of the task for the student. Feedback to students prior to re-submission must be general only. (For example, “you need to fix your referencing up”, “there are grammar issues here”, “the facts/argument in this section needs to be looked at again”, “a reference list is essential for this standard and you have not included one”, or “the standard requires 3 examples and you have only given two.” etc.)
- Re-submission must as far as possible be completed in the same assessment conditions as for the original assessment task.
- It must take place in a timely fashion.
- It is important to remember that a re-submission should only be offered when the type of mistake has been made which a student would typically be capable of discovering.
- If a re-submission is offered, it must take place prior to the teacher giving any whole class or student-specific feedback on work done.
- Re-submission does not constitute a further opportunity for assessment because it does not involve a new task being set after further learning.
- Re-submission can be offered either after the first or the second assessment opportunity, or after both.

See also the NCEA Myth Busters Information Sheet 5 for more detail (Appendix 6)

A Green Pen Exercises simply an oral resubmission and counts as the one and only resubmission opportunity a student is entitled to. It is a conversation between the teacher and a student, not a pair or a group. It should give the student the opportunity to gain full credit for their understanding, but should not lead the student unduly. This method may not be used where writing is one of the compulsory assessment criteria for an AS, and/or for AS that contribute to UE writing qualifications. It can be recorded on a ‘Green Pen Form’ (See Appendix3) as the form outlines, and attached to the submission, or documented according to existing departmental practices.

See also the “Green Pen Exercise Form” in Appendix 3.

## 5B) Further Assessment Opportunities (FAO's)

- No more than one, further assessment opportunity for a standard will be offered at WSC.
- If the student does not achieve the standard, where possible, there will be a further assessment opportunity offered. FAO's may not always be practical or feasible to provide, for example, fieldwork, or an elaborate laboratory practical.
- The FAO needs to be a new task, or section of the task, if that is required.
- It is usually essential that some further teaching occurs before the FAO is carried out.
- If it is not manageable to offer a further assessment opportunity, then students must be advised from the outset that there is only one opportunity to be assessed against that standard.
- When an FAO is offered to any student, it must be made available to all students entered for that standard, regardless of their performance during the first opportunity, except in cases where they have chosen for unacceptable reasons not to take the first opportunity.
- All eligible students must be able to use the further opportunity to improve their grade. Students must be awarded the highest grade they have achieved over both the first and further assessment opportunity. If a student does not achieve the standard on the first attempt, they can achieve any grade from Not Achieved to Excellence on their second attempt.

See also the NCEA Myth Busters Information Sheet 3 (Appendix 6)

### ***Departmental Scheme Requirement 7***

*Identify NCEA standards where a FAO will not be provided. This information must be communicated to students and parents in the course outline issued at the beginning of the course.*

## C) Additional NCEA Standards Being Offered to Students

*WSC believes that NCEA courses and assessment should be personalised as far as is practicable.*

One aspect of personalising learning is increased flexibility in the NCEA standards being offered to students. This is in addition to increased flexibility in the ways that students may demonstrate that they have met an NCEA standard.

In acknowledgment of this WSC *does* permit additional standards to be offered to students after a course has commenced. Many departments are also moving away from a fully prescribed set of NCEA standards and towards courses where students can select from a range of possible standards. At the same time, other departments are experimenting with assessing students when the student, as an individual, is ready to be assessed. All these approaches are valid ways of allowing students to be credited for their 'best achievement'

and in line with WSC's principles and policy on assessment, and WSC's Strategic Plan's emphasis on personalising learning.

When extra standards are offered after an advertised course has started, there are two different, and legitimate, scenarios:

- A) Extra, or alternative, NCEA standards are offered to individual students on a case-by-case basis.
- B) Extra or alternative NCEA standards are offered to all students enrolled on a particular course.

- In the second of these scenarios, if more than one class is taking a course, the additional standards must be accessible to all students from each of the different classes, even if different teachers teach them.

Decisions relating to A) must be made by the HOD in consultation with the classroom teacher. The relevant HOH or the Year 13 Academic Director should also be consulted. Extra or alternative standards can only be added with the agreement of the Principal's Nominee.

Decisions relating to B) must be made by the HOD in consultation with all the classroom teachers teaching the affected course. If the change relates to a Year 13 class, the Year 13 Academic Director should also be consulted. Extra or alternative standards can only be added with the agreement of the Principal's Nominee. If a new standard is a substitution for an existing NCEA standard in a course the standard will need to be taught by all staff in the department teaching that course. If, however, the new standard is additional to the existing standards the HOD will negotiate with staff in the department teaching on the affected course in order to reach a consensus on how the new standard will be offered to students.

## **6) ENSURING EQUITY AND FAIRNESS FOR STUDENTS**

### **6A) Management Procedures for in Class and/or Exam Style Internal Assessments**

*WSC has clear and simple guidelines for running in class and/or exam style assessments.*

To ensure that our students carry out all of their internal assessment under exam-like conditions, the following procedures will be followed where it is practical to do so:

- Desks in the room are to be separated, or students are to be sat at the opposite ends of double desks.
- All students are to line up outside the classroom.
- Students are to put their bags at the front of the room.
- Students are to carry their required stationery, preferably in a clear plastic bag.
- The teacher will allow the students into the room in an orderly fashion.
- The teacher is to ensure that there is silence for the duration of the assessment.

If a student is absent from an Internal Assessment for Achievement Standards, or their performance is impaired, and they can provide evidence such as a medical certificate, they may be awarded a grade based on evidence already recorded, but only if this is sufficient and equivalent to what the NCEA standard requires. To achieve the standard they must have previously demonstrated that they can meet the requirements of the standard. In other cases there may be subsequent opportunities to recognize the student's ability to achieve the standard.

### **6B) Extensions and Reschedulings**

*WSC may grant extensions to assessment deadlines, or rescheduling of in-class test style assessments, for some NCEA standards in limited circumstances.*

Where a student knows in advance that they will be absent from an in-class assessment or when an assessment is due, e.g. they are at a sports camp, they should inform their class teacher immediately, preferably by email.

Extensions or reschedulings must be applied for before the due date if at all possible. An extension, or rescheduling, can be granted within the department according to the departmental policy, or departments may elect to forward all student requests to the relevant HOH (year 11 and 12) or the Y13 Academic Director. If decisions are made in departments, the decision should be made by the HOD to remove the class teacher from a situation where they feel pressured by students.

For departments who elect to deal with extensions and reschedulings directly, in situations which are not clear-cut in terms of departmental policy, students should be referred to the HOH (Year 11 or 12) or Y13 Academic Director.

Evidence must be provided to support a request for an extension or rescheduling and an acceptable reason must be given by the family and provided to the HOD, HOH or Y13 Academic Director. Families should email the relevant HOD, HOH or Y13 Academic Director as soon as possible, or send an explanatory note if email access is unavailable.

To authenticate a valid reason, student should do the following:

- In the case of sickness, supply a medical certificate;
- In the case of family trauma, supply a note from a parent/caregiver or from the Guidance Counsellor or HOH.
- In the case of a school commitment, the teacher in charge of the activity is responsible for emailing the HOD, HOH or Year 13 Academic Director.

Students who can provide a valid reason for absence will be given another opportunity to take the assessment if necessary, where it is practicable. This may not always be possible, e.g. in the case of field trips.

If a student misses an assessment for approved reasons and it is not possible to offer another assessment opportunity, then previous evidence collected can be used or further evidence can be collected. The student may be awarded a grade based on evidence already recorded only if this evidence is sufficient and equivalent to what the NCEA standard requires.

An N grade will be awarded to students who are absent without a valid reason.

The teacher must track the student's progress by making a record of missed assessments and emailing the parent, copying in the Head of House/Year 13 Academic Director, and the student.

### **Missed Assessment / Extension Application Checklists**

In their application students must make sure that the following information is provided:

- 1) Student's full name;
- 2) Teacher;
- 3) Subject;
- 4) Level;
- 5) AS or US Number;
- 6) AS or US Title;
- 7) Reason for lateness/absence/extension  
(e.g. illness, family/personal trauma, school event);
- 8) Evidence Supplied  
(e.g. medical certificate, communication from parent, communication form teacher in charge of school event).

In their response the HOD or HOH/Year 13 Academic Director must make sure that the following information is provided:

- 1) Whether the application has been accepted or refused.
- 2) If accepted, whether an extension/rescheduling of the original task or a Further Assessment Opportunity will be provided.
- 3) If accepted, the new deadline for the task, or the deadline for the Further Assessment Opportunity.

**Departmental Scheme Requirement 8**

*Identify which of the two options relating to the extension process the department has elected to follow.*

**6C) Authenticity**

*WSC has a valid system for ensuring the authenticity of student's work.*

Students and their families will be required to sign an authenticity statement, which states that the work will be done by the student submitting the work. This will be completed at the beginning of the year.

The cover of every NCEA assessment and the instructions for every NCEA assessment must remind students of their responsibilities in relation to the authenticity of their work, and that they have already signed an agreement that they will abide by the school's regulations in relation to authenticity. The simplest way to do this is simply to cut and paste the 'Authenticity Statement Reminder' in Appendix 3 into the instructions for each NCEA assessment.

Teachers should also remind students of this orally at the start of each NCEA assessment, and repeat the message regularly during assessments that run over several weeks.

HODs/TICs are responsible for authenticity issues relevant to a particular task.

Before commencement of an assessment task, HODs/TICs will evaluate if there are any authenticity issues involved and take steps to ensure they are minimised.

It is Good Assessment Practice to consider a range of steps in order to maintain authenticity when a task is set. A number of these steps should be chosen:

- Ensuring that a proportion of a task is completed in the classroom.
- Changing the context of the assessment from year to year.
- Supervising the research process by including regular checkpoints.
- Requiring plans, resource material and draft work to be submitted with the final plan.
- Keeping on-going work on the physical site or the virtual site via Google Docs etc.
- Oral questioning to confirm a student's understanding or requiring a repeat performance where there is doubt.
- Being familiar with, or controlling, the resources available.
- Using Google Docs as the default document type. This allows teachers to track the time and ownership of amendments to a submission draft.

It is important to note that it is appropriate for students to learn from others at home and gather information from a variety of sources. Teachers, however, must be clear that the assessment work has been processed and produced by the student.

Where the assessment is completed by a group of students working together, a strategy will be used to ensure each student has met the requirements of the standard. An effective strategy might include:

- Students in a group, independently from each other, signing an attestation verifying whether or not each group member contributed fully to the task.
- Teacher observation of student performance.
- Conferencing with each student.
- Breaking the task into group and individual components.

Teachers have the right to challenge the authenticity of an assessment if they believe it is not the student's own work. The student can provide evidence of authenticity by drafts and reproductions as appropriate, and the student may also be interviewed. If the work is not authentic, no credit will be given.

Special authenticity requirements usually apply to NCEA and Scholarship external assessments that are not assessed by a sat examination (e.g. by the submission of board or portfolio work etc.) HODs and TICs need to acquaint themselves with the authenticity regulations particular to their subjects in relation to external assessment.

#### ***Departmental Scheme Requirement 9***

*Identify the specific processes to ensure authenticity that the department uses in relation to each NCEA standard offered. (The particular strategies employed for a standard will be clearly outlined for students in the course material and/or the assessment sheet issued for the standard).*

#### **6D) Breaches of Rules (Misconduct Leading to Disruption of an Assessment, and Cheating)**

*WSC has procedures to deal with breaches of rules.*

If a student is caught cheating in an assessment, the student may be given no credit for the work submitted or other disciplinary action may follow as appropriate. If a student helps other students to cheat, e.g. by giving their work to others who may present it as their own, the student may also be given no grade or other disciplinary action may be taken. Repeated incidents will result in the student being disciplined formally for continual disobedience.

Cheating is the submission by a student of a piece of work that is not original (not own work). It takes many forms:

- Copying or handing in all or part of another student's work.
- Undue help from home, or from a tutor, or from a reader-writer.
- Giving work to another student which allows that student to use it or copy it.
- Plagiarism (copying out material from a source like a book or the Internet without acknowledging that the words or ideas are someone else's).

- Using written or recorded material in a test or examination.
- Getting another student to sit an assessment.
- Using unauthorized calculators, electronic spell checkers or language dictionaries in internal or external assessments.

If the student's behaviour has disrupted an assessment, the student may also be given no grade or other disciplinary action may be taken. Repeated incidents will result in the student being disciplined formally for continual disobedience.

All cases of a breach of rules, or a suspected breach, will be reported immediately to the appropriate HOH or the Year 13 Academic Director. This report will include such evidence as the student's work, statements by teachers or other students, and descriptions of the Assessment task.

The HOH or Year 13 Academic Director will investigate the allegations of a breach of rules and consult with the Deputy Principal Assessment as to the penalty and disciplinary action to take.

If an issue arises regarding authenticity, the following steps are to be followed:

- The authenticity breach will be reported as soon as is practicable to the appropriate HOH or Academic Director. This report will include such evidence as the student's work, statements by teachers or other students, and descriptions of the assessment task.
- The HOH or Year 13 Academic Director will investigate the allegations of a breach of rules and then make a judgment. In order for this to happen the student may be asked to offer proof of authenticity (drafts etc.). Students suspected of having offered inappropriate help to their peers are also interviewed by the HOH or Year 13 Academic Director.
- If the Head of House or Academic Director, in consultation with the Deputy Principal Assessment, concludes that cheating has occurred, no grade will be awarded to the student. This decision must be communicated by email to the parent and the student within 24 hours of it being made.
- If the student believes that they have been unfairly treated they can appeal the decision by emailing the Deputy Principal (Assessment) directly within five days of the Head of House or Year 13 Academic Director giving their decision.
- If the evidence cannot fully establish that a breach took place, the matter will be referred to the Deputy Principal (Assessment) for a decision. In these situations the Deputy Principal (Assessment's) decision will be final.
- In all cases, the HOH will inform parents/caregivers of the outcome of the investigation. A report and copies of the documentation will be kept in the student's main file.

## **6E) Appeals**

*WSC students have the right to appeal the grades given to them and also breaches of rules decisions, unless the issue has already been dealt with directly by the Deputy Principal Assessment.*

Students have a right to request a review or appeal of decisions made about their assessments. They will be reminded of this right on the return of any completed assessments. They can appeal in the following circumstances:

- They believe the grade given for an internal assessment is unjust.
- An application for an extension or late assessment opportunity.
- They wish to challenge a ruling by the school on a breach of the assessment rules.

### **Appeals process in relation to disputed grades.**

Within five school days of receiving their grades, the students will contact their subject teacher and review the decision with them.

If they are not satisfied with the result from this review, they contact the Head of Department / Teacher in Charge.

If they are still not satisfied with these previous two reviews, they contact the HOH or Year 13 Academic Director in writing using the “Appeals from for Assessment Judgments” and explain why they wish to make an appeal. The appeal must be supported with evidence that backs up their reasons.

The HOH in consultation with the Deputy Principal Assessment will facilitate an appeals process that may, or may not, involve an expert from outside the school.

### **Appeals process in relation to breaches of rules, authenticity and refused rescheduling and extension requests.**

Within five days of receiving a decision from the HOH or Year 13 Academic Director, if the student believes they have been unfairly treated, they can email the Deputy Principal Assessment to appeal the decision. The student must explain why they wish to make an appeal. The appeal must be supported with evidence that backs up their reasons. The Deputy Principal (Assessment) will facilitate an appeals process and come to a decision. The Deputy Principal (Assessment’s) decision will be final.

### **Appeals related to externals**

If students believe there has been a problem with the marking of their external achievement standards they can ask for these to be reviewed or reconsidered.

A ‘Review’ involves all sections of an examination booklet or portfolio being checked to make sure they have been marked and the results have been correctly recorded and transferred. A review does not involve any re-marking.

A ‘Reconsideration’ involves the same checks as in a ‘Review’, but also a full remark of every section of the examination booklet or portfolio.

Application can be made to NZQA in January and February when marked examination papers have been returned to students. A fee is charged for a ‘Reconsideration’ but not for a ‘Review’. Students may get advice from teachers about this if they wish.

Students should follow the appeals process outlined on the NCEA website, and are encouraged to seek the advice of their subject teacher before proceeding with an appeal.

## 7) PRIVACY AND STORAGE

### 7A) Privacy

*WSC will follow the requirements of the Privacy Act 1994, the Official Information Act and NZQA Regulations.*

#### **Procedures:**

Students have the right to see their own records at any time.

No other student will be given the opportunity to see their records.

When verifying the accuracy of records, students will have access to their grades via the student, and parental, portals.

Random samples of completed assessments are to be stored by departments for external moderation purposes in a secure and readily retrievable way.

Permission must be sought if the work is to be used as a model for other students (in accordance with the Privacy Act) and the student name removed.

The *Student Exemplar Consent Form* in Appendix 3 should be used to record and store consent.

Samples of student work used for exemplars and moderation purposes must have the student's name removed, will remain anonymous, and will be used only with students' permission.

### 7B) Electronic Storage

*WSC is aware that developments in ICT provide new opportunities and challenges regarding the storage of assessments, and has procedures to deal with this.*

Digital recordings used for NCEA Assessment should always be transferred from the recording device to a computer as soon as possible after the recording is complete.

If you are using digital recordings (audio, visual or audio/visual) it is essential to back up on more than one device, and this should be done as soon after recording as possible.

If multiple users have access to the same recording or storage device, particular care needs to be taken.

Electronic documents e.g. *Word* should be treated in a similar way to audio-visual ones, and it is always advisable to make a hard copy print out of the random moderation samples (8 for AS, 4 for US) as back up, even if you are planning to submit the moderation electronically.

If students have submitted work via Google docs, remember that the student (as owner of the document) can delete their original document, and that students who leave the school will have their accounts deleted. Save your own copy of any work that students submit as a Google Doc, so that you are the owner of the document and will always be able to retrieve it. Alternatively, the department may have a policy that all students make the teacher the owner of the Google Doc when the document is first created at the start of the project. (These provisions also have the advantage of ensuring that a submission has been made, even if the student later forgets to print or email a separate copy, or encounters technical problems at the submission deadline.)

Again, it best to print off a hard copy of any assessments submitted as Google Docs that make up the moderation sample.

Richard Taylor, the Network Manager, is happy to give departments technical advice in this area.

## 8) MODERATION

### 8A) WSC Self-Review

*WSC will evaluate all assessment policies and procedures annually as part of the cycle of self-review.*

#### **Procedures:**

Review of NQF practices will be a mandatory component of each department's annual self-review.

Review of school-wide NQF practices and policies will be undertaken by the Curriculum Committee on an annual basis.

Departments will annually critique\* activities and assessment material used for all internal standards and keep evidence of this process in the internal moderation folders for each standard held in the department.

External moderation comments from NZQA will be commented on by each department in its annual report.

(\*'Critiquing', simply means the department collectively, or at least the teachers involved in delivering a particular course, using the 'Teaching as Inquiry Cycle' ensures that the assessment is fit for purpose. The HOD/TIC is responsible for ensuring that proper procedures are followed. The aim is to ensure that the assessments related to individual NCEA standards are fully compliant with NCEA requirements and ensure that the 'best achievement' of students is being acknowledged.)

### 8B) Departmental Moderation Practices

*WSC has a valid and sound set of internal moderation practices.*

#### **Preliminaries:**

All marking will be to a schedule agreed and developed before assessment takes place.

- Membership of subject association cluster groups.
- Professional development.
- Reference to nationally developed materials – benchmark samples.

#### ***Departmental Scheme Requirement 10***

*Identify which strategies, from the list provided, that the department uses to maintain knowledge and understanding of the national standard required for specific NCEA assessment tasks, and identify who in the department has specific responsibilities in this area.*

All internal assessment tasks must be internally moderated regardless of the source. This must occur before work is returned to students. At WSC a one month turnaround is required from the time the assessment is sat to marking, moderation and return to the students.

## General Moderation Processes:

Complete the (yellow) NZQA Internal Moderation Summary Sheet.

This folder will contain all of the information relating to this standard: moderation meetings, random samples of student work that must be kept, annotated changes to the assessment task as a result of the external moderation and self-critiquing process.

The critique section must be completed **before** the activity is given to students the next year. (When a standard is externally moderated the moderator's comments should also be taken into account in the critiquing process.)

Any changes arising from the critiquing process must be made in consultation with other teachers that the changes affect.

## Specific Moderation Processes and Verification

When the students have completed the assessment, students' work is marked according to the assessment schedule, and judgment and evidence statements - which are provided by the critiquing process outlined above. Usually students' work will be marked by their class teacher in the first instance. Verification must take place before any random sample is drawn by the Principal's nominee.

**Verification** is the process by which the accuracy of the initial marking is double checked, and grades are either confirmed or altered.

Verification does not mean that every piece of work has to be double marked, but the "sufficient pieces of work need to be verified to be confident the grades are consistent with the listed standard" (NZQA *Internal Moderation Cover Sheet 2015*). A range of work should be verified across grades, borderline work may be especially useful, and teachers should be encouraged to ask for borderline work to be put forward for verification.

Where students' work is drawn from a number of different classes and teachers, sufficient verification should take place to ensure that the HOD is confident that the marking of each teacher can be verified as accurate.

The HOD/TIC is responsible for ensuring that the verification process is carried out properly and fully. This does not mean that the HOD/TIC will automatically be the verifier, but the HOD/TIC must express confidence in the verification process for each standard. Some of the valid options for verification are:

- Teachers assess their own class and a sample from all classes is then moderated by another teacher, or a panel of teachers.
- One teacher assesses every student's work for interclass consistency and a sample of marking is moderated by another teacher.
- Cross assessment: Where the course is taught in another subject area, teachers should moderate between these subject areas.
- Teachers assess and then an outside colleague, or subject associations/cluster meeting, verifies a range of student work.

Evidence of Verification must be recorded on the yellow *Internal Moderation Cover Sheet*. This could be a selection of the work verified, or if only one or two small classes have taken a particular standard it may be the whole of the verification sample. Ideally the sample would include a range of grades – high, medium and low at each of the Achieved, Merit and Excellence level and a high and low Not Achieved level.

There is flexibility within the verification process. Verification can take place before all students have submitted their work, as long as a sufficient number of students have submitted work in order for the marking of each teacher on the course to be verified. This allows for the implementation of ‘assessment when ready’ practices. It is also possible for verification to take place in two stages - for example if different classes are taking an AS at different times of the year the marking of the first teacher can be verified earlier on, as long as the same process of verification is used for the other teacher later in the year, thus ensuring equity for students and consistency and accuracy of marking to the standard in relation to NZQA requirements.

***Departmental Scheme Requirement 11***

*Identify the specific moderation strategies, from the list provided, that the department uses to moderate the NCEA standards that it uses.*

**Moderation and Random Samples:**

The Random selection of moderation will be done by the Principal’s Nominee when, and only when, the marking and internal moderation for that particular standard is complete. The Principal’s Nominee will issue the random sample directly to the HOD TIC. If a random sample does not

All departments are required to keep annotated random samples:

- 8 samples for all achievement standards;
- 4 samples for all unit standards.

A sample for each AS or US must be kept until either a newer moderated sample is ready, or the AS or US has not been taught for two full years.

The random sample should be stored inside the Internal Moderation Cover Sheet, but note the random sample is not the verification sample – these are separate entities.

(For more information on the storage of work see Section 7 above.)

**8C) Monitoring Internal Moderation**

*WSC has a robust system for ensuring that assessment is fair and consistent and that the moderation procedures are implemented by departments.*

## Procedures:

All assessment material for each internally assessed standard – activity outlines, schedules, review notes, moderation notes, and bench mark exemplars etc. - will be held centrally in the department and stored by the department in an approved manner. A generic checklist should be completed for each file for each standard, which is provided in the form of the yellow Internal Moderation Summary Sheet. All completed moderation files must be clearly labeled and retrievable.

All assessment tasks must have clear guidelines and robust marking schedules. Full achievement/unit standard numbers, version numbers, and titles, due dates and conditions should be included. These schedules should be agreed to and developed before the task is issued. Notes made in the critique process should be stored in the files for the standard.

Any changes must be made in consultation with other teachers that the changes affect.

Audits of each department's assessment procedures will be undertaken by the Deputy Principal responsible for that department. These procedures will be checked with the HODs as a part of the unit holders' appraisal process.

### ***Departmental Scheme Requirement 12***

*Outline the department's moderation documentation collection process, and identify who has specific responsibilities in this area.*

The Deputy Principal (Assessment) may check the department internal moderation processes throughout the year. In addition each department will be audited at least once every three years to ensure that the assessment policies and procedures of the school are being followed. When this happens:

- The Deputy Principal (Assessment) will meet with HODs/TIC at a pre-arranged time.
- A checklist will be completed including scheme, course overviews and outlines, policy details, evidence of moderation procedures and feedback.
- The results of the process will be reported to the Principal.
- Follow-up for compliance will occur as necessary.

## **Internal Assessment Attestation Procedures and Audit Roster**

Every year each HOD or TIC of any department which uses NCEA standards will be required to sign an attestation statement to verify that they have followed the procedures relating to internal moderation and the random selection of the moderation sample that are set out above.

In addition an annual audit of Departmental Moderation will take place on a rotating three yearly basis in the second half of Term 4.

2018	2016	2017
Te Reo Maori/ Te Reo Rangatira	Science/ Environmental Studies	Health/ Sports Academy
English	Maths	PE
Media	English Language	Languages
Classics	Geography	History
Economics	Accounting	Philosophy
Drama/PAT	Music	Dance
Technology	Art	Art History

## 8D) External Moderation

*WSC values the external moderation process, and has effective procedures to ensure that WSC meets NZQA requirements in relation to moderation.*

HODs will ensure that all student work required for external moderation is prepared by the due date and given to the Deputy Principal (Assessment), who is responsible for despatching this material to NZQA. The due date for moderation materials to be in the hands of the NCEA moderators at WSC is usually towards the end of term 2, and these must be submitted to the Deputy Principal (Assessment) one week prior to this date.

Materials must be delivered to the Deputy Principal (Assessment) in a state to be forwarded to NCEA, and ideally in electronic format. **Even when the compilation of moderation is delegated within the department, the incumbent HOD or TIC on the date that moderation is due is responsible for ensuring the documentation is complete, in the correct format, and presented on time.** Care must be taken to ensure:

- All required forms are completed and enclosed.
- Each separate document is stapled and not handed in as a set of loose sheets.
- All standards are numbered clearly *and* the version number is stated.
- Each sample of student work is clearly labeled and identified (including electronic samples).
- Electronic recordings are presented in the exact format required by NZQA and accompanied by any additional forms that are required.

## 8E) External Moderation Follow up

*WSC values the feedback that external moderation provides, and has robust processes for ensuring that feedback is acted upon.*

Discussion of moderation feedback is not a punitive process; it is the opportunity to identify both essential changes that need to occur to meet national standards, and also recommended changes that may increase student performance and understanding.

Moderation feedback is particularly valuable when new NCEA standards, or versions of standards, are being implemented. This is true especially when limited information is available through NCEA documentation on how the standard is to be interpreted.

After the external moderation documentation is returned from NZQA, the Deputy Principal (Assessment) may ask departments to complete a comment sheet if:

- A) There is a significant discrepancy between the grades awarded by the department and the grades awarded by the moderator.
- B) The moderator makes a specific comment about grading, without disputing the grades that the marker has awarded.
- C) The moderator identifies the assessment task as not meeting the national standard, or being in need of modification.
- D) The moderator makes a specific recommendation relating to the assessment task, without requiring a formal modification
- E) The moderation identifies a definite or possible authenticity issue.
- F) If the moderator cannot express confidence in the marker.

After discussion in the department, HODs and TIC must return the comment sheet to the Deputy Principal (Assessment) by the end of Term 3. Any required changes, arising from the external moderation, must be in place before the standard is taught next (which given WSC's moderation date, in effect, means the start of the next year.)

## 8F) NZQA Audit

*WSC consistently following the processes set out throughout this Assessment Handbook will ensure that no extra work is required of staff at the time of an NZQA audit, apart from staff making records available to NZQA when required to do so.*

Once every one to four years NZQA will conduct a Managing National Assessment Review. Where the external audit raises concerns about any policy or procedure, the Principal will be responsible for resolving the issue.

Western Springs College School Relationship Manager is Ewan MacDonald, NZQA.

## Appendix 1

# Assessment Policy

### Rationale:

Assessment is an integral part of teaching and learning and should be consistent with the priorities identified for teaching and learning by Western Springs College and in relation to the National Curriculum Framework.

The school has an obligation (NEGs and NAGs) to ensure that there is school-wide consistency in internal assessment, that assessment practices are fair, valid and transparent, and that students' "best achievement" is fully acknowledged.

The National Curriculum Framework provides clear learning outcomes against which a student's progress will be measured. Course planning, however, should be pedagogically not assessment-led with the goal always being to optimise learning.

Staff and students have specific roles and responsibilities to meet NZQA requirements for internal assessment for qualifications on the National Qualifications Framework.

### Purpose:

1. To ensure that assessment is valid, reliable, fair and consistent for all students in all subjects.
2. To provide all learners with optimum opportunities in both internal and external assessments to develop their full potential academic abilities, including (but not limited to) achieving to the highest possible level in national qualifications.
3. Assessment will
  - enable teachers, parents and students to review academic progress of students and to plan for the improvement of teaching and learning in order to best facilitate such progress;
  - provide a structure for reporting to parents/caregivers about students' learning and academic progress;
  - provide information for the ongoing review of curriculum delivery in all subject areas;
  - provide data for the profiling of individual student achievement and the identification of learning strengths and learning barriers;
  - assist in the development of strategies to cater for students at risk of not achieving and to meet the needs of gifted and talented students.
  -

**Guidelines:**

1. Each department will follow the WSC Assessment Policy guidelines, the procedures outlined in the WSC NCEA Assessment Handbook, and the directions provided in each department scheme,
2. A variety of sound formative and summative assessment methods will be used according to students' needs and the nature of the learning being assessed.
3. The ease or difficulty with which a skill can be assessed should not be seen as reflecting the importance of that skill and the validity of teaching and learning it.
4. Assessments will be based on clearly stated learning outcomes derived from the relevant National Curriculum Statement/s.
5. A rigorous moderation system will ensure student work is evaluated consistently and using best practices.
6. Assessment will be used to generate student achievement and learning profiles which will be used to provide guidance regarding course selection and career paths.
7. Students will be given a range of assessment opportunities to present their best achievement.
8. Assessment data will be used by the learning centre and other staff to tailor specific programmes to assist students to fully realise their potential abilities.
9. Procedures relating to special assessment conditions will be clearly communicated to students, families and teachers.
10. Time management and other relevant skills will be taught both formally and informally in order to ensure that students are able to demonstrate their potential ability in assessment tasks.
11. Students will be expected to meet deadlines and to follow guidelines, if late work is to be accepted.
12. The requirements relating to authenticity of student work must be communicated and enforced carefully.
13. Heads of department will report annually on the effectiveness of chosen assessment methods and student achievement data with respect to their subject area(s) in the annual department report.
14. Reports / records of learning will be issued at regular intervals throughout the year, and used to track student progress.

***Related Documents:***

- WSC NCEA Assessment Handbook, Course Books and Course Outlines
- WSC Curriculum Policy
- WSC Department Schemes
- National Qualification Framework and NZQA guidelines

## APPENDIX 2

### THE NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT

#### A) NCEA FEES and Financial Assistance

To get NCEA Qualifications recognised by NZQA, the student has to pay the appropriate fee.

It may be possible to apply for financial assistance – see Ms Roberts for information about this.

Detailed Information about fees and applying for financial assistance will be emailed and/or posted out in January, or supplied at enrolment to parents/guardians enrolling students after the start of the year.

#### B) NCEA LEVELS, COURSE PREREQUISITES, AND CERTIFICATE ENDORSEMENTS

##### Entry to Level 1 Course:

- There are no pre-requisites for Level 1 courses, apart from Languages and Digital Technology where students must have taken the course in Year 10 if they are to take it in Year 11.

##### Entry to Level 2 & Level 3 Courses:

- Each subject has its own requirements at Level 2 and Level 3.
- Students need to consult the Course book for details of the pre-requisites.
- Entry to any Year 12 and Year 13 Course is at the discretion of the HOD in consultation with the HOH or Year 13 Academic Director.
- Students should also be aware of the pathways necessary to pursue a subject in the senior school and the requirements for entry to University.

When students have 80 credits at Level 1 or higher (including 10 in English or Te Reo Maori, and 10 in Mathematics), they will be awarded NCEA Level 1.

Students need to have 60 credits at Level 2 or higher plus another 20 credits from Level 1 or higher, to be awarded NCEA Level 2. Total = 80 credits (To get Level 2 students must also have met the Level 1 literacy and numeracy requirements, either in previous years or in the present year.)

Students need to have 60 credits at Level 3 and 20 credits at Level 2 or higher to be awarded Level 3. Total = 80 credits. (To get Level 2 students must also have met the Level 1 literacy and numeracy requirements, either in previous years or in the present year.)

Note - students gaining NCEA Level 3 do not, automatically, gain University Entrance (UE).

You can also get an **endorsed certificate**:

- 50 credits at merit level, or a combination of merit and excellence, are endorsed with merit
- 50 credits at excellence level are endorsed with excellence

Credits can be reused for other National Certificates.

Credits are gained by meeting national standards. Courses will vary in that some may be mainly/wholly achievement standards while others use mainly/wholly unit standards. All credits gained will contribute to the National Certificate of Educational Achievement.

In each subject, there are separate standards for different skills and knowledge.

### C) University Entrance (UE)

Students will be qualified for entrance to a university in New Zealand if they have obtained:

- A minimum of 60 credits at level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at level 3 or higher from each of three subjects from the "[approved subject](#)" list; with a further 18 credits at level 3 or higher taken from domains on the National Qualifications Framework or approved subjects.
- A minimum of 10 numeracy credits at level 1 or higher in Mathematics or Pangarau on the National Qualifications Framework.
- A minimum of 10 UE Literacy Credits at Level 2 or higher. 5 credits must be in UE Reading and 5 credits must be in UE Writing.

#### UNIVERSITY APPROVED SUBJECTS

List of approved subjects for entrance to university as approved by NZQA and is available at:

<http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/>

Students who wish to be considered for **limited entry programmes** at the University of Auckland should also be aware that:

- All applicants will be ranked according to their best 80 credits at level 3 or higher over a maximum of five approved subjects, weighted by the level of achievement in each set of credits (excellence = 4, merit = 3, achieved = 1, unit standard = 1, not achieved = 0).
- Level 3 credits may be gained in no more than two consecutive years.
- Credits obtained in required subjects do not have to be amongst the best 80 credits required for ranking purposes.

- High levels of achievement in specific subjects are required for some limited entry programmes. Check with the Careers Advisor at the school for specific information, or directly with the University.
- All students will need a minimum of 17 English credits at NCEA Level 2 or above.

## D) NEW ZEALAND SCHOLARSHIP

Students who have completed a full year of study in a subject at Level 3 may elect to sit the scholarship examination in that subject. Students may enter one or more scholarship subjects. There is a set fee per subject from the end of 2014.

Scholarship is a monetary award to recognise top students. It does not attract NCEA credits nor contribute towards a qualification but the fact that a student has gained a Scholarship appears on the Record of Achievement.

The Scholarship exams enable students to be assessed competitively. Scholarship examinations are therefore demanding, even for the most able students in each subject. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

For more information visit this website:<http://www.nzqa.govt.nz/scholarship/index.html>

## E) COURSE ENDORSEMENTS

Course endorsement provides recognition for students who perform exceptionally well in individual courses. Students are able to have their strengths in individual courses recognised with a course endorsement at Merit or Excellence. The key objective of course endorsement is to motivate students to achieve their potential in one or more courses.

Students will gain an endorsement for a course where they achieve:

1. 14 or more credits at Merit or Excellence at the lower level that supports the endorsement
2. at least 3 credits from externally assessed standards and 3 credits from internally assessed standards are included in these 14 credits
3. the 14 credits need to be gained in a single school year

**Note:** *Physical Education and Religious Studies will be exempt from (2) above.*

## Questions and Answers about Course Endorsement

### • **What is a course?**

A course is a coherent programme of learning in a given year. Schools will determine the standards that make up each course, reflecting current practice.

### • **Why will Physical Education and Religious Studies be exempt from the internal and external assessment requirement?**

The relevant standards and their assessment modes for these subjects had been approved prior to the internal and external requirement.

• **Are short courses endorseable?**

Yes. Any courses are endorsable as long as they contain 14 credits with Merit and/or Excellence criteria including at least 3 credits from externally assessed standards and 3 credits from internally assessed standards.

• **Can students use credits gained in previous years?**

For course endorsement, the endorsement is limited to a school year. Therefore, a student would need to achieve the requisite number of credits in a school year.

• **Can the credits be used for more than one endorsement?**

No. A standard can only contribute to one course endorsement in a school year.

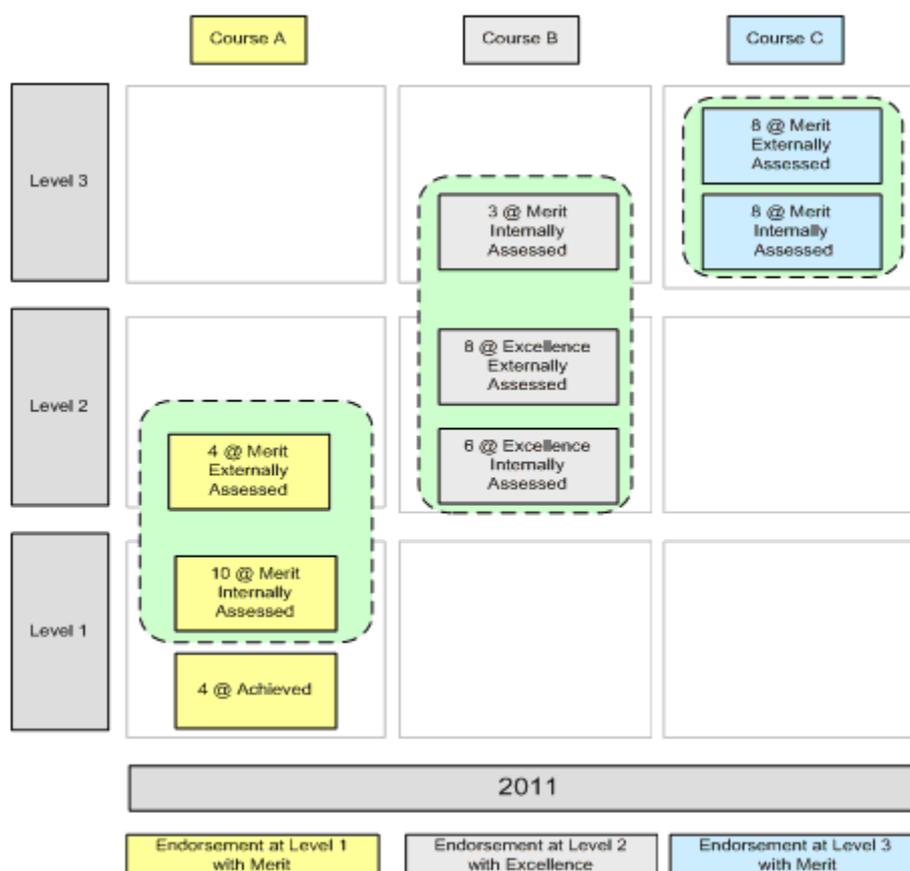
• **Can students who change schools get course endorsement?**

Yes, their standards can be included in course(s) at the new school.

• **Are multi-level courses endorseable?**

Yes. Course endorsement is awarded at the lower level that can support the endorsement. Course endorsement has been designed with multi-level study in mind.

**Course endorsement examples for multi-level courses:**



**Course A:**

- Meets the 3 credits internally assessed/ 3 credits externally assessed requirement
- 14 credits at Merit
- Level 1 is the level that supports the endorsement

**Course B:**

- Meets the 3 credits internally assessed/ 3 credits externally assessed requirement

- 14 credits at Excellence
- Level 2 is the level that supports the endorsement

**Course C:**

- Meets the 3 credits internally assessed/ 3 credits externally assessed requirement
- 14 credits at Merit
- Level 3 is the level that supports the endorsement

**• *Can courses with third party providers be endorsed?***

Yes, provided the home school reports the courses, standards and results.

## **Appendix 3**

### **Forms and Other WSC Support Documents**

Student Exemplar Consent Form

'Green Pen Exercise' NCEA Assessment Form

NCEA Assessment Breach of Rules Report

Authenticity Statement

Reminder of Authenticity Statement

Appeals Form for Assessment Judgments

Moderation Submission Checklist

External Moderation Feedback Form

Resubmissions Classroom Poster

Further Assessment Opportunities Classroom Poster

**Assessment Forms**  
WESTERN SPRINGS COLLEGE

**STUDENT EXEMPLAR CONSENT FORM**

**Student Name:**

**Course:**

**Level:**

**Year: 20--**

This year I have taken the course named above at the NCEA level named above.

By signing this form I understand that I am giving the department my permission to use my various pieces of assessed NCEA work as exemplars for other students in future years. I understand that my name will be removed from scripts that are to be used in this way.

**Signed:**

**Assessment Forms**  
WESTERN SPRINGS COLLEGE

**STUDENT EXEMPLAR CONSENT FORM**

**Student Name:**

**Course:**

**Level:**

**Year: 20--**

This year I have taken the course named above at the NCEA level named above.

By signing this form I understand that I am giving the department my permission to use my various pieces of assessed NCEA work as exemplars for other students in future years. I understand that my name will be removed from scripts that are to be used in this way.

**Signed:**

**Assessment Forms**  
WESTERN SPRINGS COLLEGE

**'Green Pen Exercise Resubmission' NCEA Assessment Form**

**Important, cannot be used where writing is one of the compulsory assessment criteria for an AS, and /or for AS that UE Writing qualification.**

*If a student is on the cusp of a higher NCEA grade a 'green pen' exercise is one NCEA approved method of ascertaining the correct level to assess the work is at. The student may be asked questions to clarify their understanding of the assessment, or to clarify any ambiguity in the expression of their understanding. The teacher records the student's responses. Comments should be written in green pen on the assessment itself, or recorded on this form.*

Please complete all sections.

**Students Name:**

Teachers Name:

**Department:**

Subject:

**AS Number:**

AS Version:

AS Title:

Date:

**Present Grade:**

Green Pen Comments are (circle one):

A) Related to an audio recording, with disc or link attached to this form.

B) Related to a video recording, with disc or link attached to this form.

C) Related to a script attached to this form.

Green Pen Comments are (tick one):

A) Written on the reverse of this form,

B) Written on the attached script

**Grade after Green Pen Exercise:**

**Teacher Signature:**

**Assessment Forms**  
WESTERN SPRINGS COLLEGE

**NCEA Assessment Breach of Rules Report**

Date:

Incident:

Students Involved:

Teacher / Dept:

AS

---

Comment:

---

Action Taken:

Parents informed

HOD informed

HOH/AcD  
informed

Signed: Deputy Principal Assessment:

**Assessment Forms**  
WESTERN SPRINGS COLLEGE

**STATEMENT OF AUTHENTICITY OF WORK**

*A contract between STUDENT, PARENT and WESTERN SPRINGS COLLEGE*

I will present **all my own work** for assessed activities.

When I use other people’s ideas these will be acknowledged:

- I will **name the source** when paraphrasing another’s ideas or quoting from a source
- I will **give full reference to the source** in a bibliography in addition to the acknowledgements.

**Student’s Full Name**.....

**Student’s Signature**.....

**Parent/Caregiver signature**.....

**Date**.....

**Assessment Forms**  
WESTERN SPRINGS COLLEGE

**Reminder of Authenticity Statement**

**You are informed that if you are found to have submitted work that is not your own, or have given your work to another student, you will receive no credits for that assessment.**

You are reminded of the Authenticity Statement that you signed when you enrolled at WSC. This agreement covers this NCEA Assessment and all others that you submit at WSC.

The Agreement means that you guarantee that:

- The work that you have handed in for this AS is your own.
- Any quotations from other published works have been acknowledged.
- You have not given your work to any other students who may present it as their own.
- You have not used work from another student, past or present, at this school or any other, and submitted it as your own.
- Your parents, or any other people outside school, have not contributed towards this work. It is all your own work and you have not been assisted in any way.

**Assessment Forms**  
WESTERN SPRINGS COLLEGE

**Appeals Form for Assessment Grade Judgments**

**Instructions:** Complete this form down to the dotted line and hand it to the Dean concerned within one week of the assessment task being reviewed in class.

Name:..... Form:.....

Subject Involved :..... Level of Study :.....

Internal Achievement Standard Reference No. ....

Date on which the Assessment being appealed was due/sat ...../...../0

Grade awarded and being appealed (tick correct one)

- Not achieved
- Achieved
- Merit
- Excellence

Reason for appeal:

Evidence to support appeal:

Supported by:

Parent's Signature

Teacher's Signature

Student's signature

-----  
Decision

Signature Deputy Principal Assessment:

---

## NCEA at WSC

### Resubmissions (Resubs)

#### What You Need To Know

- 1) There is **no** automatic right to a resubmission.
- 2) Resubs are negotiated on a case-by-case basis; a teacher **may** allow a resubmission **if** she or he thinks an individual student can improve their grade by making straightforward and obvious improvements.
- 3) The Grade gained after a resub **can** go beyond 'Achieved', and it **is** possible to move up more than one grade on a resubmission.
- 4) Resubs provide students with the opportunity to fix-up **straightforward** and **obvious** mistakes or omissions. The type of mistake or omission that a student would be able to detect and solve themselves, if they are directed to the marking schedule and task instructions.
- 5) Teachers can only give you **general feedback** prior to a resubmission.  
(Such as: 'Merit requires conclusions to be backed by detailed evidence', 'The standard requires three detailed examples to be given', 'For this AS students have to show their working out, not just the correct answer'.)
- 6) If you are offered a Redub opportunity it will take place **before** the teacher hands back assessments to the class, or feeds back to the class about the assessment.
- 7) There is **no** opportunity for new teaching to occur before the resubmission is submitted.
- 8) A teacher **may** offer a Resub after the first assessment opportunity, after the Further Assessment Opportunity (FAO), or after both. There can be no more than one Redub after the first assessment opportunity, and no more than one Resub after the FAO.

*(For more details see the WSC Assessment Handbook on the WSC Intranet.)*

## NCEA at WSC

### Further Assessment Opportunities (FAOs)

#### What You Need To Know

- 1) There is **no** automatic right to a FAO, but the course outlines that you are provided with by each subject at the start of the year let you know of any NCEA standards where there will not be a FAO.
- 2) Only **one** FAO may be offered for all of a standard **or** for a section of a standard. **If** offered to one student a FAO **must** be offered to all students on that course.
- 3) The Grade gained after a FAO **can** go beyond 'Achieved', and it **is** possible to move up more than one grade on a FAO.
- 4) FAOs provide students with the opportunity to go beyond fixing up straightforward and obvious mistakes; FAOs give students to have a **full** second chance at a standard **or** a section of a standard.
- 5) Teachers **can** give specific and detailed feedback to students before a FAO, but this feedback must be available to **all** students on a course.
- 6) If you are offered a FAO it will take place **after** the teacher hands back assessments to the class and feeds back to the class about the assessment.
- 7) There **should** be new teaching before the FAO is submitted.
- 8) A teacher **may** offer a Resub after the first assessment opportunity, after the FAO, or after both.

*(For more details see the WSC Assessment Handbook on the WSC Intranet.)*

## Appendix 4

### NCEA Forms

Available at:

<https://www.nzqa.govt.nz>

Request for Clarification Form

Appeals Form

Internal Moderation Storage Form

External Moderation Cover Sheet

Authenticity Form

Student Authenticity Form

Visual Recordings Form

## Appendix 5

### WSC 2016 Moderation Plan

Samples and documentation need to be with AD by Monday 20<sup>th</sup> June

#### Accounting

Moderated Standards	Title	Level	Te Reo
91409	Demonstrate understanding of a job cost subsystem for an entity	3	N
Standards selected for moderation: 1 Standards being assessed: 7			

#### Art History

Moderated Standards	Title	Level	Te Reo
91016	Demonstrate understanding of the subject matter of art works	1	N
Standards selected for moderation: 1 Standards being assessed: 10			

#### Biology (/Human Biology)

Moderated Standards	Title	Level	Te Reo
91158	Investigate a pattern in an ecological community, with supervision	2	N
Standards selected for moderation: 1 Standards being assessed: 10			

#### Chemistry

Moderated Standards	Title	Level	Te Reo
90930	Carry out a practical chemistry investigation, with direction	1	N
Standards selected for moderation: 1 Standards being assessed: 7			

#### Chinese

Moderated Standards	Title	Level	Te Reo
91537	Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives	3	N
Standards selected for moderation: 1 Standards being assessed: 6			

#### Classical Studies

Moderated Standards	Title	Level	Te Reo
91024	Demonstrate understanding of social relationships in the classical world	1	N
Standards selected for moderation: 1 Standards being assessed: 6			

**Computing 1-4**

Moderated Standards	Title	Level	Te Reo
Standards selected for moderation: 0 Standards being assessed: 2			

**Core Skills**

Moderated Standards	Title	Level	Te Reo
3483	Fill in a form	1	N
Standards selected for moderation: 1 Standards being assessed: 2			

**Dance 1-4**

Moderated Standards	Title	Level	Te Reo
90002	Perform dance sequences	1	N
Standards selected for moderation: 1 Standards being assessed: 12			

**Drama 1-4**

Moderated Standards	Title	Level	Te Reo
91517	Perform a substantial acting role in a significant production	3	N
Standards selected for moderation: 1 Standards being assessed: 11			

**Economics 1-3**

Moderated Standards	Title	Level	Te Reo
91401	Demonstrate understanding of micro-economic concepts	3	N
91402	Demonstrate understanding of government interventions to correct market failures	3	N
Standards selected for moderation: 2 Standards being assessed: 6			

**Education for Sustainability**

Moderated Standards	Title	Level	Te Reo
90832	Develop a strategy for an organisation that will contribute to a sustainable future	3	N
Standards selected for moderation: 1 Standards being assessed: 6			

**English**

Moderated Standards	Title	Level	Te Reo
90052	Produce creative writing	1	N
91101	Produce a selection of crafted and controlled writing	2	N
91478	Respond critically to significant connections across texts, supported by evidence	3	N
91479	Develop an informed understanding of literature and/or language using critical texts	3	N
Standards selected for moderation: 4 Standards being assessed: 18			

**English for Academic Purposes**

Moderated Standards	Title	Level	Te Reo
22750	Write a crafted text using researched material in English for an academic purpose	4	N
22751	Read and process information in English for academic purposes	4	N
Standards selected for moderation: 2 Standards being assessed: 2			

**English Language**

Moderated Standards	Title	Level	Te Reo
27983	Read and understand simple texts on familiar topics (EL)	2	N
Standards selected for moderation: 1 Standards being assessed: 10			

**French**

Moderated Standards	Title	Level	Te Reo
91122	Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts	2	N
Standards selected for moderation: 1 Standards being assessed: 6			

**Geography**

Moderated Standards	Title	Level	Te Reo
91011	Conduct geographic research, with direction	1	N
Standards selected for moderation: 1 Standards being assessed: 12			

**German**

Moderated Standards	Title	Level	Te Reo
Standards selected for moderation: 0 Standards being assessed: 1			

**Health Education**

Moderated Standards	Title	Level	Te Reo
91463	Evaluate health practices currently used in New Zealand	3	N
Standards selected for moderation: 1 Standards being assessed: 10			

**History**

Moderated Standards	Title	Level	Te Reo
91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	2	N
Standards selected for moderation: 1 Standards being assessed: 8			

**Home Economics**

Moderated Standards	Title	Level	Te Reo
Standards selected for moderation: 0 Standards being assessed: 2			

**Japanese**

Moderated Standards	Title	Level	Te Reo
90894	Give a spoken presentation in Japanese that communicates a personal response	1	N
Standards selected for moderation: 1 Standards being assessed: 7			

**Maori Performing Arts**

Moderated Standards	Title	Level	Te Reo
13367	Demonstrate knowledge and skills of poi	2	N
Standards selected for moderation: 1 Standards being assessed: 5			

**Mathematics 1-4**

Moderated Standards	Title	Level	Te Reo
91038	Investigate a situation involving elements of chance	1	N
91259	Apply trigonometric relationships in solving problems	2	N
91263	Design a questionnaire	2	N
91264	Use statistical methods to make an inference	2	N
91576	Use critical path analysis in solving problems	3	N
91580	Investigate time series data	3	N
91587	Apply systems of simultaneous equations in solving problems	3	N
Standards selected for moderation: 7 Standards being assessed: 26			

**Media Studies/Journalism**

Moderated Standards	Title	Level	Te Reo
91252	Produce a design and plan for a developed media product using a range of conventions	2	N
Standards selected for moderation: 1 Standards being assessed: 12			

**Music 1-4**

Moderated Standards	Title	Level	Te Reo
91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	2	N
Standards selected for moderation: 1 Standards being assessed: 15			

\*\*\* (see Note re substitution) **Performing Arts Technology**

Moderated Standards	Title	Level	Te Reo
28003	Research, develop and apply a stage lighting design concept for a given work	3	N

Standards selected for moderation: 1 Standards being assessed: 12

**Physical Education**

Moderated Standards	Title	Level	Te Reo
90968	Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities	1	N
90969	Take purposeful action to assist others to participate in physical activity	1	N
91333	Analyse the application of risk management strategies to a challenging outdoor activity	2	N

Standards selected for moderation: 3 Standards being assessed: 24

**Physics**

Moderated Standards	Title	Level	Te Reo
91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	2	N

Standards selected for moderation: 1 Standards being assessed: 5

**Religious Studies 1-4**

Moderated Standards	Title	Level	Te Reo
90827	Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions	3	N

Standards selected for moderation: 1 Standards being assessed: 5

**Science 1-3**

Moderated Standards	Title	Level	Te Reo
90949	Investigate life processes and environmental factors that affect them	1	N

Standards selected for moderation: 1 Standards being assessed: 7

**Social Studies**

Moderated Standards	Title	Level	Te Reo
91040	Conduct a social inquiry	1	N

Standards selected for moderation: 1 Standards being assessed: 4

**Spanish**

Moderated Standards	Title	Level	Te Reo
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Standards selected for moderation: 0 Standards being assessed: 1

**Te Reo Maori 1-8**

Moderated Standards	Title	Level	Te Reo
91285	Korero kia whakamahi i te reo o te ao torotoro	2	N
91654	Waihanga tuhinga whai take i te reo Maori o te ao whanui	3	N

Standards selected for moderation: 2 Standards being assessed: 9

### Te Reo Rangatira

Moderated Standards	Title	Level	Te Reo
90755	Titotito i te korero whakangahau	2	N
91657	Te whakapuaki whakaaro hei korero whakamohio	1	N
91660	Te whakapuaki whakaaro hei tuinga auaha	1	N
91665	Te tatari i te reo tuhituhi tawhito	1	N

Standards selected for moderation: 4 Standards being assessed: 20

### Technology

Moderated Standards	Title	Level	Te Reo
91047	Undertake development to make a prototype to address a brief	1	N
91356	Develop a conceptual design for an outcome	2	N

Standards selected for moderation: 2 Standards being assessed: 21

### Technology - Design and Visual Communication

Moderated Standards	Title	Level	Te Reo
91068	Undertake development of design ideas through graphics practice	1	N
91628	Develop a visual presentation that exhibits a design outcome to an audience	3	N

Standards selected for moderation: 2 Standards being assessed: 9

### Technology - Digital Technologies

Moderated Standards	Title	Level	Te Reo
91370	Implement advanced procedures to produce a specified digital media outcome	2	N

Standards selected for moderation: 1 Standards being assessed: 7

### Visual Arts 1-4

Moderated Standards	Title	Level	Te Reo
91315	Develop ideas in a related series of drawings appropriate to established design practice	2	N

Standards selected for moderation: 1 Standards being assessed: 18

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**(\*\* Performing Arts Technology Unit Standard changed to Level 2 US 27699 by agreement with NZQA.)**

## Appendix 6

### NCEA Myth-busters Factsheets (1-7)

These are excellent, brief, precise and to-the-point clarifications re NCEA practice and can be accessed at:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/managing-national-assessment-in-schools/ncea-the-myths/>

There are 7 factsheets:

- 1) The Number of Credits
- 2) The Storage of Students Work
- 3) Further Assessment Opportunities
- 4) Internal Moderation
- 4) Resubmissions
- 5) NCEA Recognition Overseas
- 6) Profiles of Expected Performance

## Appendix 7

### Departmental Scheme Assessment Requirement Summary

**Departmental Scheme Requirement 1**

List any of the responsibilities of the HOD/TIC that are delegated, and which members of the department they are delegated to. (Page 5)

**Departmental Scheme Requirement 2**

Outline the strategies used to recognize best achievement in each course. (Students and their families will be informed of these strategies in the course outline given to students at the beginning of the year.) (Page 8)

**Departmental Scheme Requirement 3**

List NCEA standards taken in Year 10, and the assessment methods, in the Course outlines, which will be issued to staff and parents at the start of Year 10. (For option subjects these outlines will also be used to make up the Year 10 Options Booklet.) (Page 9)

**Departmental Scheme Requirement 4**

Outline the procedures by which the departments will annually review the number and nature of the standards offered in each course. This should be based on both optimising student achievement, and managing the workload for staff and students. It will be commented on in the discussion contained in the annual departmental report. (Page 12)

**Departmental Scheme Requirement 5**

Outline the specific processes relating to recording and ensuring the accuracy of record that the department uses. Also identify specific staff and their responsibilities. (Page 13)

**Departmental Scheme Requirement 6**

Provide a clear statement relating to the specific submission methods and procedures that the department will follow. (This also needs to be communicated to students and parents in the course outline provided to students at the start of the course.) (Page 14)

**Departmental Scheme Requirement 7**

*Identify NCEA standards where a FAO will not be provided. This information must be communicated to students and parents in the course outline issued at the beginning of the course. (Page 19)*

**Departmental Scheme Requirement 8**

*Identify which of the two options relating to the extension process the department has elected to follow. (Page 21)*

**Departmental Scheme Requirement 9**

*Identify the specific processes to ensure authenticity that the department uses in relation to each NCEA standard offered. (The particular strategies employed for a standard will be clearly outlined for students in the course material and/or the assessment sheet issued for the standard). (Page 22)*

**Departmental Scheme Requirement 10**

*Identify which strategies, from the list provided, that the department uses to maintain knowledge and understanding of the national standard required for specific NCEA assessment tasks, and identify who in the department has specific responsibilities in this area. (Page 27)*

**Departmental Scheme Requirement 11**

*Identify the specific moderation strategies, from the list provided, that the department uses to moderate the NCEA standards that it uses. (Page 28)*

**Departmental Scheme Requirement 12**

*Outline the department's moderation documentation collection process, and identify who has specific responsibilities in this area. (Page 29)*

School logo / Name

## APPENDIX 8 - INTERNAL MODERATION COVER SHEET 2015

NZQA Assessment (including Examination) Rules for Schools with Consent to Assess 2015  
(5.6b): requires that schools must report to NZQA only those internal assessment results which

have been subject to an [internal moderation process](#).

### STANDARD INFORMATION

Course:		Standard Number:		Version:		NZQF Level :		Credits:	
Title :									
The school has consent to assess this standard				Teacher in charge of assessment:					

### CRITIQUING ASSESSMENT MATERIALS

The critiquing process ensures that the assessment activity meets the requirements specified in the standard and provides the opportunity for students to present evidence at all grades. Assessment materials should be checked against the current clarification of the standard, conditions of assessment and/or any external moderation feedback before use.

<b>Source of materials:</b>			<b>Critiquing process:</b>		
Own		Commercial	The assessment material has been reviewed against the current standard clarification and/or external moderation feedback. (Where the material has been <b>previously critiqued</b> and the <b>standard is unchanged, no further critiquing is required</b> )		
Subject Association		TKI / NZQA			
Other (e.g. QAAM material):					
			Student instructions contain registered standard number, version, title, level & credits		
			Student instructions are clear and language is appropriate		
<b>Critiquer:</b>			The assessment is consistent with learning/context/curriculum at the appropriate level		
Name:			The assessment allows students to achieve <b>all</b> requirements of the standard for <b>all</b> grades		
School:			Instructions are consistent with explanatory notes/range statements in the standard		
Signature :			Assessment schedule is consistent with the standard and clarifications documents		
Date:			Judgement/ sufficiency statement clearly describe performance levels for each grade, e.g. quality & length		
			Evidence statements allow for a range of acceptable answers from students with specific examples for each grade (N/A/M/E)		

### VERIFICATION

The verification process is to ensure that the teacher judgements are consistent with the standard, before they are reported to NZQA. Samples of work around grade boundaries should be verified by a subject specialist with standard-specific knowledge.

**Attestation by the person responsible for the quality assurance of this standard**

- Verification was completed by the following subject specialist with standard-specific knowledge

**Name:**

**Date:**

**Position or School:**

- Evidence of verification is available overleaf (or at location):
- Sufficient pieces of work have been verified for all teachers reporting results to assure consistency across classes (where applicable).
- The school's processes have been followed to provide reported grades that are consistent with the standard

**Teacher in charge of assessment/HOD:**

**Signature:**

**Date:**

### SAMPLES ARE RETAINED & ASSESSMENT MATERIALS REVIEWED

Results loaded into student management system. Date:	
The school's random selection procedure has been applied to select work for external moderation, if required.	
Assessment materials have been reviewed in response to the assessor and/or verifier feedback.	
New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated.	
Assessment materials and student work are available for external moderation at (indicate file path or location):	
Reviewed assessment materials are ready for future use. Date:	





**WSC ASSESSMENT DECISIONS AND APPEALS MAP**

