

Hamilton Girls' High School



Assessment Guide

Teachers' Guide

2023



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Abbreviations			
A	Achieved	NAG	National Administration Guidelines
ERO	Education Review Office	NCE A	National Certificate in Educational Achievement
E	Achieved with Excellence	NEG	National Education Guidelines
HGHS	Hamilton Girls' High School	NZQF	New Zealand Qualifications Framework
HOD	Head of Department	NSN	National Student Number
ITO	Industry Training Organisation	NZQ A	New Zealand Qualifications Authority
LAP	Learning Assistance Programme	RTLb	Resource Teacher of Learning and Behaviour
M	Achieved with Merit	SAT	Senior Administration Team
MNA	Managing National Assessment	SRM	Schools Relationship Manager
MOE	Ministry of Education	TIC	Teacher in Charge
N	Not Achieved	NAG	National Administration Guidelines

Current NZQA Terminology

Use	Instead of
Assessing	Marking
Assessment	Formative
Assessments	Assessment activities
Consent to Assess	Accreditation
Course	NCEA subject
Credits not being awarded	Zero credit
Curriculum	Schemes, prescriptions
Further assessment	Reassessment and re-sit
Grades	Marks
NZQF	NQF or NCEA
Resubmission	Conference
Standards	Unit standards and achievement standards
Verified	Checked

OVERVIEW FOR TEACHERS

Refer to: NATIONAL QUALIFICATIONS PROCEDURES, GOOD ASSESSMENT PRACTICE, and
PRIVACY ACT & OFFICIAL INFORMATION ACT

Before the Start of the Academic Year

Refer to: COURSE ENTRY, TIMING OF ASSESSMENTS, and ASSESSMENT STATEMENTS,
MONITORING AT RISK STUDENTS and PROVIDING ASSISTANCE

Pre Assessment Critiquing

Refer to:
INTERNAL MODERATION

Review

After a consultation process involving all teaching staff and the approval of the school board, procedures, guidelines, and strategies are officially updated at the end of February each year. This update is based on the latest NZQA directives and is official.

Assessing Student

Refer to:
TEST CONDITIONS
AUTHENTICITY
GATHERING FURTHER EVIDENCE OF ACHIEVEMENT

Assessment Issues

Refer to:
ABSENCE from (or UNABLE to do) ASSESSMENTS
ASSESSMENT DEADLINES, EXTENSIONS AND LATE WORK
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Post Assessment

Refer to:
INTERNAL MODERATION
EXTERNAL MODERATION
ACCURACY, RECORDING, REPORTING AND STORAGE
OF ASSESSMENT MATERIALS AND RESULTS

APPEAL

Refer to:
APPEAL
PROCEDURES

NATIONAL QUALIFICATIONS PROCEDURES

The following procedures relate to the school management of internal assessment for the NZQF, and in particular, the National Certificate of Educational Achievement (NCEA). Policies and procedures in each subject and Department should be consistent with these guidelines. In some cases, it may be sufficient for procedures in each Department simply to refer to overall school policy and procedures. In other instances, such as for authenticity and further assessment, subject specific guidelines may provide more detail.

Rationale

Systems for assessment for National Qualifications will be valid, consistent and accurate. They will result in assessment outcomes for Hamilton Girls' High School students that will be highly regarded by the community and be consistent with national standards.

Purpose

- to ensure fairness of assessment for all students
- to ensure school-wide consistency for internal procedures
- to define roles and responsibilities of staff and students
- to meet NZQA requirements for managing internal assessment and entries in external assessment.

Principles to ensure assessment is fair, valid and authentic

Fair assessment:

1. **Transparent procedures** - Procedures are transparent and well publicised so that all students and staff are aware of their responsibilities. Students receive assessment guidelines and course information at the beginning of the year.
2. **Timing of assessments** - Where assessments are not of an on-going nature, assessment dates, due dates and practice external assessments are spread over the year to minimise clashes.
3. **Programmes aimed at students** - Programmes of learning and assessment allow for and assist students to reach their potential. Departments determine and ensure that they are used consistently within the Department. When a student has not reached their potential in an assessment, teachers should review evidence the student has already provided before necessarily considering the need for further assessment at a future date. If deemed necessary, practical and manageable, only one further assessment opportunity should be provided within a year.
4. **Further assessment opportunities available to all** - If a further opportunity for assessment is offered to any student, it must be made available to ALL students in that cohort. This is regardless of their performance on the first opportunity. Therefore, further assessment opportunities need to be carefully planned.
5. **Feedback** - Record keeping allows for regular feedback to students and caregivers about progress and will provide data for NZQA. The Privacy Act is observed.
6. **Appeals** procedures are well publicised and allow students to be assured that assessment outcomes and procedures are fair.
7. **NZQA procedures are up-to-date** - The Principal's Nominee maintains regular communication with NZQA to ensure that the school's policy and procedures comply with NZQA requirements.
8. **Quality assurance** - School assessment policy and procedures together with departmental implementation are subject to the school's annual quality assurance audit.
9. **No word limits** - Assessors are not allowed to set word limits for assessments and are not allowed to penalise students for submitting work that exceeds a certain number of words, unless the standard stipulates that there is to be word limit. However, teachers are allowed to recommend an appropriate number of words for an assessment.

Valid assessment:

10. **Moderation** - Departments ensure that all assessment activities and schedules are pre-moderated, and reviewed after use.
11. **Special assessment conditions** - Students with special needs are provided with valid and fair special assessment conditions.

Authentic assessment:

12. **Follow guidelines** - Departments will follow school guidelines to ensure authenticity for each internal assessment.
13. **Accumulated evidence** for each standard is kept to provide evidence of student achievement including a derived grade application for external assessment.
14. **Secure storage** - Completed student assessments and results are stored in a secure and readily retrievable way.

Standards-based assessment is about recognising student achievement against pre-determined criteria. For an internally assessed standard, the teacher provides an opportunity for students to submit valid and authentic evidence that meets the achievement criteria or elements of the standard. The following form part of good assessment practice:

- **Consider all the evidence** - when making an assessment decision, teachers should consider all valid, authentic and standard-specific evidence submitted by students. Terms such as 'formative' and 'summative' may act as a barrier to teachers when making assessment decisions. Valid and authentic evidence should be considered by teachers even if the assessment was deemed to be formative. Invalid or non-authentic evidence should not be considered even if the assessment was deemed to be summative.
- **Retain all the evidence** - the evidence used to make an assessment decision must be retained so that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required. Do not dispose of any evidence students present as evidence of achievement.
- **Assess when the student is ready** – where a student is not yet ready to be assessed, opportunity for further teaching and further learning should be provided so as to avoid predictable failure.
- **Assess over time** – teachers can accumulate evidence of achievement from a range of activities completed during the course of the teaching and learning process. This evidence can be drawn not only from formal assessments, but also from standard-specific evidence drawn from class work, assignments, workbooks, or other valid areas.
- **Make the standards transparent** - familiarise students with the terms, grade criteria and range statements of the standard, show successful work in another context and explain the schedule and/or evidence statements. For example, brainstorm responses in class and set up peer-assessing for practice.
- **Unit standards and achievement standards** - there should be no distinction in policy or practice between assessment for unit standards and achievement standards. The only distinction is in relation to the range of available grade outcomes.
- **Refer to the standard Assessment Specifications** - these are updated annually and are published for each externally assessed standard. They can be accessed from the *Subject Specific Resources* pages on the NZQA website. They inform teachers and students of conditions, topics or themes that have been set by the subject examiner for external assessment in the current year.
- **Refer to the Subject Specific Resources** pages – these can be found at <http://www.nzqa.govt.nz/ncea/subjects/> The following are available for most subjects:
 - National Moderator Reports
 - Clarification of Standards documents
 - Moderator newsletters
 - Exam documents (including old exams and assessment schedules)
 - Student exemplars (for some standards)
 - Assessment Reports (external exam reports).

PRIVACY ACT & Official Information Act

Privacy Act

Schools are required to comply with the Privacy Act 1993

Students and teachers have rights about the accuracy, security, use, and disclosure of information about themselves.

Collection of information:

Students are to be informed that information about them: is being collected; the purpose for which it is being collected; and the intended recipients of the information.

Personal information not to be kept for longer than necessary

The school must not keep assessment information for longer than needed.

Teachers can comply by:

- Keeping student information confidential. No student is entitled to view the results of another student without their permission. Teachers should take care when handing back assessments or when getting students to check final results.
- Seeking permission from students before using their work as an exemplar.

(Refer to: <https://www.privacy.org.nz/the-privacy-act-and-codes/privacy-principles/>)

Official Information Act

Students and teachers have the right to make a request to the Principal for official information (For more detail refer to the Assessment Manual [Go to H: NZQA-Assessment])

(Refer to: <http://www.legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>)

COURSE ENTRY

• Entry Criteria:

- HODs/TICs should establish entry requirements that reflect the standard a typical student should obtain in order to have a reasonable chance of success; this may involve the consideration of their personal situation and any established entry requirements.

TIMING of ASSESSMENTS

- Where possible, field trips should be taken into consideration when setting assessment dates.
- Where possible, students should be assessed when they are ready.

MONITORING AT RISK STUDENTS AND PROVIDING ASSISTANCE

Senior Management monitor student progress towards meeting the requirements for:

- NCEA Qualifications at Levels 1 to 3, and
- University Entrance.

Students who are at risk of failing the above qualifications are identified.

Procedures are put in place to ensure any assistance given to the identified students outside the mainstream teaching environment is conducted in accordance with the school's assessment policy.

Procedures:

- Monitoring student progress towards meeting the requirements for:
 - NCEA Qualifications at Levels 1 to 3, and
 - University Entrance.
 - Alert the relevant HODs/TICs/teachers about students who are at risk of failing the above qualifications.
- **Extra Assistance:** If it is decided to offer at risk students extra assistance outside the mainstream teaching environment then:
 - the proposed assessment material and method is to be approved by the HOD/TIC who is responsible for relevant moderation system.
 - assessment must follow the school's procedures for internal moderation

ASSESSMENT STATEMENTS & COURSE REQUIREMENTS

Consent to Assess, version number and course approval

HODs/TICs

- **Before Preparing an Assessment Statement:** HODs/TICs are to check that:
 - the School has Consent to Assess to offer a specific standard,
 - they are offering the current registered versions of the standards.
- **Classes exclusively or mainly for foreign students:** See the Principal's Nominee before offering such a course.
- **Standards without NZQA's Consent to Assess:** HODs/TICs must not assess students against standards which the school does not have NZQA's Consent to Assess. Also, they must receive the Principal's Nominee's approval **before** offering such a standard to students.

(Refer

<http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/secondary-school-consent-to-assess/>) to:

Assessment statements

- **Required Content:**
 - HODs/TICs must provide students with an assessment statement at the beginning of the year. They have the choice of either using:
 - a centrally generated assessment statement, or
 - producing their own. *In such cases HODs/TICs must make sure that their statements cover all the requirements contained in the full version on this procedure.*
 - **NOTE:** Departments are **NOT** to write their own **assessment procedures** as there is a risk they may contradict the school's Assessment Guide. If they wish to **elaborate** on the **application** of a procedure then they should consult the Principal's Nominee.
- **Derived Grades (Where NZQA approves the generation of grades for externally assessed standards for students who have been temporarily disadvantaged):** Students should be notified of the practice assessments used to generate derived grades for each externally assessed

achievement standard. Students need to be informed when these assessments will occur and the importance of these assessments should be explained to them.

NOTE: Where it is **not possible** to provide quality assured practice assessments for the purpose of generating derived grades, then the students in that subject need to be advised of this in writing when they receive their assessment statements at the beginning of the year.

- Assessment Statements should be given to students at the start of the academic year.

Other Considerations when constructing an Assessment Statement

- Standards on the NZQF do not have pre-requisites. All pre-requisites are only set by HODs/TICs.
- HODs/TICs should elaborate on the further assessment procedures used.
- The mechanism used by the teacher to ensure that students submit work that is authentic.

Assessment Cover Sheets: It is recommended that the teachers use the school's assessment cover sheet (Go to H: NZQA - Assessment)

School's Assessment Procedures

- All students are provided with a copy of the School's Assessment Procedures on their personal desktop when they logon to the school's computer network, and also on the school's intranet.
- The School's Assessment Procedures are made available to all interested parties on the school's intranet.
- Key assessment procedures are detailed in each of the fortnightly Community Newsletter.
- Key assessment procedures are explained at several school assemblies each academic year.
- Tutor Group Teachers explain the School's Assessment Procedures to their students throughout the year as part of the NCEA education programme.

Senior Option Booklet

- The Senior Option Book contains for each subject:
 - Subject name, level and year
 - Course aims and a course description
 - Entry requirements
 - Course costs
 - Quantification requirements
 - Description of where the course leads.

ABSENCE from (or UNABLE to do) ASSESSMENTS

Teachers are allowed to offer students a **MAXIMUM OF TWO** assessment opportunities per standard. This procedure is concerned with how to deal with students who are absent or unable to take one of these assessment opportunities.

If valid, authentic standard specific evidence of achievement is not available, then credit for the standard cannot be awarded. This applies to both internal standards and practice assessments for external standards which can be used for the purpose of awarding Derived Grades.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- **Withdrawn from the standard:** If the student has **not had** an adequate assessment opportunity then withdraw them from the standard.
- **Not achieved:** If the student **had** an adequate assessment opportunity award Not Achieved
- **Consider supplementary evidence:** Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required.
- **Assessment opportunity:** Provide the student with a replacement assessment if one is available and it is practical to administer.

Process for applying for another opportunity to be assessed:

PART 1: Approving the reason (Admin)

PART 2: Granting another opportunity to be assessed (HOD/TIC)
This could either be a replacement assessment or the consideration of supplementary evidence, or the combination of both.

PART 1 - Application process and approval of reason

- **Absence (or inability to do the assessment) beyond student control, e.g., medical grounds, family bereavement, accident, illness or similar legitimate events.**
 - **Student notifies the Principal's Nominee when, or before, the impairment/issue occurs, that they will not be able to undertake their assessment.** The Principal's Nominee, on or before the day of the assessment, should receive notification either by phone call, e-mail, or letter/note.
 - **Student Application:** The student is to apply for a replacement assessment. They should see the Principal's Nominee and give them the appropriate documentation **within a week** of the absence/incident occurring.
- **Impairment/issue covering more than three days:** Students applying for a replacement assessment for an impairment/issue covering more than **three days** will either require a medical certificate or have been granted justified leave from Mr Scrimgeour the Deputy Principal responsible for leave applications.
- **Applications outside the one-week application period:** Students applying for a replacement assessment for an impairment/issue **dating back more than a week** will either require a medical certificate or have been granted justified leave from Mr Scrimgeour the Deputy Principal responsible for leave applications.
Required evidence for an illness: it is unlikely that an absence due to illness will be approved if it is not supported by a medical certificate or a signed letter from the student's caregiver.
- **School activity outside the classroom**
 - **Approved extra-curricular activities** take priority over an assessment (i.e., EOTC events published on the school calendar, e.g. field trip, sports exchange – students should ask their teacher

if unsure). In such cases teachers should grant a replacement assessment only if it is practical to provide one.

- **Other extra-curricular activities**, assessments take priority over other extracurricular activities.
- **Waikato Trades Academy courses (GATEWAY) and work placements** take priority over an assessment. In such cases students should be granted a replacement assessment only if it is practical to provide one.
- **Approved leave.**
 - **Application:** Students who know that they will be absent from school during an assessment period must request leave in writing from Mr Scrimgeour the Deputy Principal responsible for leave applications.

Students who are wilfully absent or who do not follow the established procedures

- Students who are wilfully absent or who do not follow the established procedures will not be offered an opportunity to be assessed against the assessment they missed. This will be considered to be an 'adequate assessment opportunity' and a grade will be recorded on the school's database based on the legitimate authentic standard specific evidence they have submitted.

Communication of the approval of the reason for the absence (or inability to sit) to student, teachers, and HODs/TICs

- **Communication:** This decision is KAMAR messaged to the student's teachers. The student is also given a copy of this message via the Tutor Group cubbyhole system.

PART 2 - Granting of a replacement assessment or the collection of supplementary evidence

- **HOD/TIC Decision:** If the absence has been approved, then the teacher assessing the standard is to seek the HODs/TICs decision on whether it is practicable to either grant the student a replacement assessment or for the gathering of standard specific evidence (refer to Collecting evidence over time in the section on Gathering Further Evidence for Achievement)

Note - It may be impracticable to grant a student a replacement assessment if:

- o **Impossible to replicate:** the assessment was part of an activity that would be difficult or impossible to replicate. For example, a field trip, lab experiment, sports exchange, school production, etc,
- o **No assessment activity:** if there is no other quality assured assessment activity to administer,
- o **Insufficient resourcing:** there is insufficient resourcing to administer an assessment. For example, the assessment required hiring equipment, employing relief staff, organising extra time, or
- o **Too much time has passed:** sufficient time has passed since the assessment was initially administered that it would prove too complex and difficult to offer another assessment opportunity (e.g. one week)
- **Communication and documentation:** The HODs/TICs decision must be noted and directly communicated to the student. For example, the date on the student's assessment script or a handwritten note on the e-mail sent by the Principal's Nominee. This document is to be filed within the Department. This is so it can be referred to if there is a dispute or an appeal.

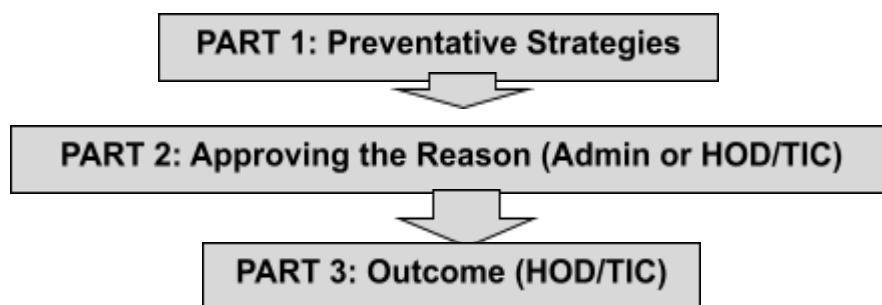
ASSESSMENT DEADLINES, EXTENSIONS AND LATE WORK

Work submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment decision **unless** an extension of time has been granted following the procedures detailed in this section.

If valid, authentic standard specific evidence of achievement is not available, credit for the standard cannot be awarded. This applies to both internal standards and practice assessments for external standards which can be used for the purpose of awarding Derived Grades.

When a student does not complete work by a stated deadline then the following options may be available to the teacher and the student:

- **Withdraw from the standard:** If the student has **not had** an adequate assessment opportunity then withdraw them from the standard.
- **Not achieved:** If the student **had** an adequate assessment opportunity award Not Achieved.
- **Consider other evidence:** Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required.
- **Extension of time:** Provide the student with an extension of time.



PART 1 - Preventative strategies

- **Sufficient Time:** Students should be given sufficient time to complete their assessments.
- **Communication of Deadlines:** Assessment deadlines should be stated in the assessment activity
- **Signposting:** Prior to the submission date students should receive ongoing feedback as their progress is monitored.
- **Assessment Deadline Countdowns:** The teacher reminds students regularly about the looming deadline leading up to the assessment due date.
- **Sufficient time is given:** In order to reduce the chance of some students resorting to desperate measures, to comply with a deadline, the HOD/TIC should strive to give them sufficient time to complete their assessments.

PART 2 - Approving the Reason

Submitting work for assessment **by** the deadline

- Written assessments must be handed to the teacher during the timetabled period on the due day.

Submitting work for assessment **after** the deadline

Reasons considered for not meeting deadlines

- **Acceptable Reasons:** The reasons deemed to be beyond the student's control include but are not limited to: medical grounds, family bereavement, accident, illness or similar legitimate events.
- **Proof:** Students, if they wish to apply for an extension of time should prove that the reason they were unable to meet an assessment deadline was beyond their control, and they should provide appropriate evidence to support this.
- **Note:** When a student applies for an extension, they should show the work they have done up to the assessment deadline, along with a signed explanation from their parent/caregiver. An extension might not be granted if a student fails to provide sufficient and satisfactory evidence of the work they have done leading up to the assessment deadline.

Reason known in advance of assessment deadline

- **Application:** Students may apply for an extension of time to complete an assessment, provided that their application is received by the HOD/TIC **three full days prior** to the completion date, except in exceptional circumstances.
- **Evidence:** A note from the parent/caregiver or other appropriate evidence must accompany the application.
- **Decision:** The HOD/TIC, in consultation with the teacher, will decide whether or not to grant an extension. They will only grant an extension of time if they meet the following criteria:
 - **beyond their control** - the student has been disadvantaged due to a factor beyond their control,
 - **fair to other students** - this does not provide the student with an unfair advantage over other students,
 - **completed milestones** - work for milestones has been handed in (e.g. exemplar material has become available that was not available before the deadline or granting an extension at the end of term that will effectively result in a two week extension), and
 - **practical** - it is practicable to do so (e.g., if moderated work has already been returned to students so it is no longer practical).

Reason occurs on the day of the assessment deadline

- If a student is prevented from submitting their work on the day of the deadline due to a factor beyond their control (for example, an illness) they may apply for an extension of time to the Principal's Nominee. They must do this within a week after the assessment deadline.

This process requires:

Step 1: Application and decision on whether the event was beyond the student's control (i.e. was the student disadvantaged?). The student makes an application to the Principal's Nominee. The Principal's Nominee will then determine if the reason for applying is valid or not.

- **Student notifies the Principal's Nominee** when, or before, the impairment/issue occurs, that they will not be able to meet the assessment deadline. The Principal's Nominee, on or before the day of the assessment deadline, should receive notification either by phone call, e-mail, or letter/note.
- **Student Application:** The student is to apply for an extension. They should see the Principal's Nominee and give them the appropriate documentation within a week of the absence/incident occurring.
- **Impairment/issue covering more than three days:** A student applying for an extension for an impairment/issue covering more than three days will either require a medical certificate or have been granted justified leave from Mr Scrimgeour the Deputy Principal responsible for leave applications.
- **Applications outside the one week application period:** A student applying for an extension for an impairment/issue dating back more than a week will either require a medical certificate or have been granted justified leave from Mr Scrimgeour the Deputy Principal responsible for leave applications.
- **Required evidence for an illness:** it is unlikely that an absence due to illness will be approved if it is not supported by a medical certificate or a signed letter from the student's caregiver.

Step 2: HOD's TIC's decision on whether it is fair and practical to grant an extension of time. The HOD/TIC in consultation with the teacher will only grant an extension of time, or for the gathering of standard specific evidence if:

- it does not provide the student with an unfair advantage over other students,
- work in progress for milestones has been handed in, and
- it is practicable to do so.

(Refer to Collecting evidence over time in the section on Gathering Further Evidence for Achievement).

Communication and Documentation: The decision must be communicated to the student and noted for future reference in departmental records (in case there is an appeal).

Submission of work after the stated deadline

- **Submit to the Office:** Work handed in after an assessment deadline is to be submitted to the Student Office. The school will take no responsibility for late work not submitted in this manner.
- **Signing work in and out:**
To protect the parties involved:
 - The student will sign this work into the Student Work Register.
 - The teacher will sign it out when they collect it.
- **Checking the legitimacy of the work:** The Principal's Nominee follows up on each late assessment to see if the appropriate procedures have been followed and if the work is able to be graded under the school's assessment procedures.

Guidelines:

- Work in progress should be sighted, dated, and signed by the teacher.
- A student's past work history should be considered when considering an extension.
- Student's work should be dated when received.

PART 3 - Outcome

Possible Outcomes

Either

- **Granted an Extension of Time:** Student work that is submitted can be included in the body of evidence used to make an assessment decision.
- **No Extension of Time given:** The student will be graded on the evidence submitted up to the deadline. It will be deemed that they have had an adequate opportunity to undertake the assessment and they are to be awarded a grade (i.e., N, A, M, E)

Plus

- **Other Evidence:** Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based (Refer to the section on Gathering Further Evidence for Achievement)
- **Replacement Assessment:** The student can undertake a replacement assessment if one is available.

TEST CONDITIONS

In tests, unless otherwise stated by the supervising teacher, students:

MATERIALS

- must not bring written material into the test, for example, on notes, on refill, on hands.
- must not bring paper of any kind including tissues.
- are not to bring dictionaries either paper or electronic.
- are not to bring i-pods, cameras, phones, watches and other electronic devices.
- must not bring programmable calculators with notes stored in their memory. Therefore, programmable calculators will have their memories cleared by the teacher.
- must only use approved calculators (determined by supervising teacher)
- must place bag and non-test items at the front of the room.

COMMUNICATION

- must NOT COMMUNICATE WITH ANYONE BUT THE TEACHER.
- must put up their hand if they need a teacher.
- are not to be impolite.

LEAVING YOUR SEAT

- must not leave their seat or room without permission.

OTHER

- are not given extra time if late.
- must not bring food.
- must not start to write until told to do so.
- must not be disruptive.

COMPUTERS

- must NOT COMMUNICATE WITH ANYONE via e-mail (sending or receiving) when undertaking an assessment on a computer (The school's electronic surveillance system can identify what each computer processed at every moment in the day)
- are not to access any file other than what the teacher has explicitly directed. Therefore, accessing the internet, e-mail, or another programme not directly authorised by the teacher when the assessment was administered is forbidden, and will be considered a breach of the rules. This is because it will jeopardise the authenticity of work.
- all assessment work done on computers must be logged under the student's own name (They must not log work under any other name as it will not be possible to determine that work is their own –i.e. it will jeopardize the authenticity of work)

The above conditions are designed to ensure that:

- 1 work is authentic (refer to next section on Authenticity);
- 2 the integrity of the assessment is not compromised; and
- 3 the assessor can conduct the assessment in a calm and orderly manner.

A student will have breached assessment conditions if they have an unauthorised electronic device (e.g., cell-phone, iPod, Smart Watch, etc.) on their person during an assessment unless their teacher instructs them that they can use it. All such devices are to be either stored in the student's bag or given to their teacher.

If a student breaks any of the above test conditions then they will be dealt with under the procedures for Breach of the Rules (Refer the BREACHES OF THE RULES section)

In school tests it is recommended that students develop practices that they are to follow in the external examinations, i.e.:

- Should not use red and green pens (These are used by the NZQA markers)
- Should not use pencil, twink, white out or any correcting fluid (NZQA will not allow students to have their examination paper reconsidered if they are used).

Authentic assessment refers to where students present their own work completed under the appropriate conditions for grading. ***This is the opposite of plagiarism.***

Plagiarism is the unauthorised use or close imitation of the language and thoughts of another author and re-presentation of them as one's own work.

All grades reported to NZQA must be made on the students own work (i.e. must be authentic). Students must be able to attest to the authenticity of their work and teachers must use appropriate strategies to ensure that work presented for assessment is authentic.

In order to ensure that students present authentic work for grading there must be appropriate:

- **Conditions:** Students must complete work in the specified time frame and under the appropriate conditions.
- **Instruction:** Teachers must use appropriate instruction strategies to ensure that work presented for assessment is the student's own work (i.e., students are not to be given too much guidance from the teacher or assessor so that the work they present for grading is not their own).
- **Use of closed and open book assessment conditions:** Appropriate application of closed and open book assessment conditions are applied to ensure that work presented for assessment is the student's own work.
- **Feedback:** Teacher only provides feedback that will not compromise the authenticity of any resubmission.
- **Consideration of exemplar material:** Students must not be able to get specific answers for their assessment activity because it was/is publicly available (such as TKI activities)

Work that is not authentic should not be considered as part of the body of evidence on which an assessment decision is based.

Assessment

Department Responsibility:

- Strategies for ensuring that work submitted by students is genuinely their own will be determined by the HOD/TIC and consistently applied within their subject area.
- Every Department will document their procedures for ensuring authenticity.

Plagiarism is a disciplinary offence and shall be dealt with under the Breach of Rules section of this document. Plagiarised work will be ineligible for a grade.

- Plagiarism the "wrongful appropriation" and "stealing and publication" of another person's "language, thoughts, ideas, or expressions" and the representation of them as one's own [original work](#).
- Plagiarism or assisting someone to plagiarise is considered cheating and is dealt with as a Breach of the Rules.
- Plagiarism will have occurred if a student presents words or expressions that are sufficiently similar to another person so that the Principal's Nominee deems that they are essentially the same. Then it will be deemed that the student has either plagiarised or assisted someone else to plagiarise.
- A student will not be penalised if [they can prove](#), beyond a reasonable doubt, that either someone had stolen their work and used it without their knowledge, or were bullied into giving their work to another person.
- Note: Properly referenced quotes are not considered plagiarism, refer to the next section.

- **Assignments undertaken using an electronic application, such as Google Documents**
 - To help ensure the authentic of work when using an electronic application, such as Google Documents, follow the rules detailed below.
- Unless instructed by your teacher to do otherwise, when using an electronic application to do an assessment, **students must:**
 - Write their name in the header of the document.
 - Do all work under their own user login.
 - Do all work on the document the teacher directs the student to use and do not submit any work in another form.
 - Not let anyone else use their user login.
 - Not share viewing, editing, or commenting rights with anyone else.

Referencing: Students are to acknowledge their sources and use the school's referencing procedures.

- All primary and secondary sources of written information/material/data must be specifically and sufficiently referenced so they are able to be verified by a third party.

As a guide:

For written material: listing the author, the date of publication, publication name, publisher, and page numbers.

This applies to all material, such as books, magazines, newspapers, internet, teachers notes, other students work, etc.

For surveys: a copy of the survey form, and either the names and contact details of the people surveyed or the survey conditions.

Primary Sources: Information collected directly by the student, e.g. surveys

Secondary Sources: Information collected indirectly, e.g. books, magazines, newspapers, internet, teacher's notes, other students work, etc.

- Where a student **quotes/ paraphrases** written material, they are to:
 - Use quotation marks at the beginning and at end of the quoted information/material.
 - Use a series of dots to indicate that some of the material has been removed (e.g. She said to Joan that).
 - Use brackets when extra information is added (e.g., She said to Joan [her sister]).
 - Cite the author and where this information can be verified by a third party.

Artificial Intelligence (AI) generators: AI generators, ChatGPT (Chat Generative Pre-trained Transformer), are making it difficult to preserve the authenticity and originality of student work/assessment. AI generators can produce quality essays, reports, etc on any topic, which might escape detection by regular plagiarism checkers and be passed off as the student's own work.

Students who use an AI generator in their assessment will be considered as cheating and is dealt with as a Breach of the Rules.

Heads of Departments, Teachers in Charge and teachers are best placed to identify whether the work their students have submitted is genuinely their own. In internal and external assessment, they are encouraged to:

- familiarise themselves and all staff with ChatGPT and other similar technologies.
- use software such as Quill.org and CommonLit.org, to detect AI usage.
- review which assessment practices raise real authenticity concerns with the release of ChatGPT and adjust procedures accordingly.
- use professional networks to share information and strategies for monitoring and managing the evolution of assessment practice in an AI-inclusive environment.
- design internal assessment tasks in different ways, such as, encouraging personal reflection, to make the use of AI more difficult.
- use the flexibility of NCEA, so students can demonstrate aspects of their learning through means other than written text.
- use checkpoints to monitor the progress toward achievement of the standard.
- use a variety of assessment methods, including traditional tests, class participation, group work and projects, to evaluate student learning outcomes prior to summative assessment events.
- establish a reliable baseline of each student's level of understanding, writing ability and mastery of material for evaluating future assessment items.

Note:

- Common AI generators include ChatGPT (<https://openai.com/blog/chatgpt/>), Magic Write (<https://www.canva.com/magic-write/>) and Moonbeam (<https://www.gomoonbeam.com/>)
- Quill.org and CommonLit.org have collaborated to detect AI writing by creating a tool called AI Writing Check and it's available free to any teacher who wants to use it. It is simple, easy to use and browser-based, with no need to download or install software. Just copy and paste 100+ words and the tool tells you the likelihood of it being created by AI. It isn't fool-proof, but it can help. There is a short video showing how to use the tool and explaining limitations at: <https://www.youtube.com/watch?v=ltwuAcRGVO0>. Another good website is demo.aicheatcheck.com.
- Other electronic plagiarism detectors are also currently being adapted to detect AI generated text. This video by TurnItIn shows how it can detect if people try to fool AI detectors and how they detect that: <https://www.youtube.com/watch?v=g85aB8qaSGc>.
- NZQA online learning module for teachers called [Tāku reo, Tāku mahi](#) on Pūtake. This module provides guidance for teachers on managing authenticity of student work for both internal standards and submitted subjects. It also includes guidance on how to deal with Artificial Intelligence text and image generators.

Resubmissions: Teacher feedback is not to compromise the authenticity of the students' response in the resubmission. The resubmission must not compromise the assessment. Refer to the next section on GATHERING FURTHER EVIDENCE FOR ACHIEVEMENT.

Assessments that can and cannot be supervised directly:

- **can be directly supervised:** Where possible, all tests and in class assignments should be sat under test conditions. Students are to follow test conditions (Refer to TEST CONDITIONS section) which will help ensure that their work is authentic.
- **cannot be directly supervised:** Where an assessment has a component that cannot be directly supervised then at least one strategy will be used to verify the work's authenticity, refer to Possible Strategies.

Open Book Assessments:

The following issues must be taken in to account before an assessment is conducted under open book assessment conditions:

- **Cannot copy for credit:** Open book assessment conditions are **not appropriate** if a student can copy material brought into an assessment on to their assessment script and submit it for credit.
- **Follow standard:** Open book assessment conditions **are appropriate** where the **achievement criteria or elements** indicate that it is appropriate to do so.
- **Not appropriate for recall questions:** Open book assessment conditions are **NOT valid** if standard **criteria** require the student to recall information which is in the book e.g. 'define', 'describe', 'state'.
- **Appropriate for processing questions:** Open book assessment conditions **may be appropriate** if the **criteria** require the student to process information, e.g. 'evaluate', 'apply', 'predict', analyse'.

Strategies for ensuring student work is authentic:**Students are more likely to submit authentic work if they:**

- **Understand plagiarism is a breach:** They understand that plagiarism is a breach of the rules and that they are guilty of it when they use the work of another student or published author (includes the use of maps and diagrams or succinct quotations) to support their own statements without acknowledging the other person's work or ideas in either a footnote or bibliography.
- **Acknowledge resources:** They are required to acknowledge resources they used (Refer to Referencing)
- **Acknowledge sources:** Include the names of people they consulted about their assessment and briefly described how the person assisted them.
- **Acknowledge responsibility:** They are required to sign a declaration of authenticity when they hand their work in.

- **Milestone checks:** Assessments are broken down in parts and students are required to submit milestones at critical time points. This will help to prevent students compiling a whole assignment in a few days (or overnight).
- **Sufficient time:** Students are given sufficient time to complete an assessment to reduce the chances of some students resorting to desperate measures to comply with a difficult deadline.

Teachers are more likely to receive authentic work from students if they use any combination of the following:

Before Assessing

- **Change context:** Changing the context of the assessment from year to year.
- **Monitor draft work:** Requiring plans, resource material and draft work to be submitted with the final product.
- **Know resources:** Being familiar with or controlling the resources available.
- **Monitor individual contributions:** Controlling group work by breaking the task into group and individual components.
- **Enough Time:** Providing reasonable class time for an assessment activity.
- **Explain requirements:** Ensuring that students are well informed about task requirements and procedures, and the consequences if evidence is found that work handed in is not genuinely their own.
- **Acknowledge resources and sources:** Requiring students to acknowledge all resources used including texts and source material, the name and status of anyone who provided assistance, and the type of and extent of assistance received.
- **Modifying TKI** activities before use.

During Assessment

- **Follow procedures:** Following the test conditions, open book assessment and referencing procedures detailed in this document.
- **Checkpoints:** Supervising the research process by including regular checkpoints.
- **Documenting progress:** Date stamping/signing work in progress that has been sighted.
- **Controlling work:** Keeping ongoing work on site.
- **Conversational checks:** Holding regular discussion with students on progress.
- **Student log:** Require students to keep a log book or record of the time they spent on their assignment.
- **Submitting plans and draft work:** Requiring plans, resource material and draft work to be submitted with the final product.
- **Supervise writing:** Requiring the writing up of research findings to be completed in class.
- **Block e-mail and compromising sites:** If students are required to create their work on the computers in class under closed book assessment conditions, then access to the internet and e-mail should be blocked.
- **Monitor computer screens:** Should use the A/B Tutor package to monitor what students are doing on their terminal during computer-based assessments.

Teachers can verify the authenticity of submitted work by if using any combination of the following:

- **Conversational checks:** Oral questioning to confirm a student's understanding or requiring a repeat performance under controlled conditions when there is doubt.
- **Acknowledge responsibility:** Requiring a signature on an authenticity statement to highlight the issue for both parents and students.
- **Oral presentations** of topic to class.
- **Conversational checks:** Asking other students about the contribution made by each group member.

Authenticity Statements

The use of authenticity statements alerts students and parents/caregivers to the issue of authenticity. It is recommended that authentication sheets should be signed by parents/caregivers to attest that the work is their child's own in the following situation:

- external achievement standards where a project, workbook or similar is compiled and submitted for assessment.
- internal achievement/unit standard where the work is submitted for assessment has not been completed in front of the teacher.

Assessment Interruptions (e.g., fire alarm) refer to this section in the Assessment document for full details (H:/NZQA - Assessment)

See NZQA website for further information on Authenticity

(<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>)

GATHERING FURTHER EVIDENCE FOR ACHIEVEMENT

General Principles

- **Assessment procedures are to be consistently applied within a Learning Area:** The method used to provide further assessment opportunities for standards should be applied consistently and equitably. These methods should be documented.
- **Sufficient Evidence:** Teachers must collect sufficient authentic evidence of achievement before awarding credit to a student.
- **Equity:** In order to ensure fairness to all students in a subject area:
 - **All students should be offered the same opportunities for assessment.** That is, assessment opportunities must be either offered to all students in a subject area, or should not be offered at all.
 - **Assessment opportunities should allow students to achieve to their potential at any grade level.** That is, when an assessment opportunity is offered, it must be offered to any student wishing to improve their grade and NOT just for those students who have yet to meet the requirements of the standard.

For minimising the need for further assessment

The following can reduce the need for further assessment opportunities:

- **Explain requirements:** Ensure students understand the requirements of the standard and their assessment. This should include explaining the criteria of the standard, its range statement and link with the curriculum.
- **Exemplars:** Use exemplar material to enable students to understand the requirements of the standard. Discuss with students why these exemplars either meet, or do not meet, the requirements of the standard.
- **Practice activities:** Provide students with opportunities prior to an assessment to apply themselves to the requirements of the standard. Any such work done under assessment conditions could then be used as supplementary evidence for the student's final grade. Refer to the section below on Collecting Evidence over Time.
- **Use templates:** Provide templates to guide students.
- **Milestones:** Establish clear milestones and timeframes for students. Also, provide them with appropriate guidance. This should all help to prevent predictable failure.
- **Assess when ready:** Aim to assess students when they are ready for the assessment.
- **Supplementary evidence:** Teachers could help students build a portfolio of supplementary evidence (naturally occurring evidence) by monitoring and documenting authentic work done, this could then be used as evidence towards achievement. Refer to the section overleaf on Collecting Evidence over Time.

Initial and further assessment opportunities

- **Number of Assessment Opportunities:** A maximum of two assessment opportunities in one year – one initial assessment and one further assessment opportunity.
- **Additional Teaching and Learning Requirement:** A further assessment opportunity is not to be offered unless additional teaching and learning has taken place.
- **Assessment Conditions for Further Assessment Opportunities:**
 - Must be consistent with those for the first opportunity.
 - Should be assessed using a different task or the same task in a different context.
- **Must be available to all students:** All students must be able to use the further assessment opportunity to improve their grade.
- **Planning and giving notice of a further assessment opportunity to students:** A further assessment opportunity is only to be provided after sufficient learning and teaching has taken place. In addition to this, students must be given notice - at least **four school days before** it is administered.
- **Further assessment opportunities are not mandatory:** It may not always be feasible to provide a further assessment opportunity. This may be due to a range of factors including manageability or practical reasons. However, if a further assessment opportunity is not offered, then students should be advised of this in the assessment statement communicated to them at the start of the year.

Resubmission *(Replaces the outdated term 'conferencing')*

- **What is a resubmission?** A resubmission (sometimes referred to as 'fixes' & 'resubs') is where a student is allowed to make a correction to their assessment/test after it has been graded. This is to help prevent them from missing out on an 'Achieved' grade for only minor errors. Students have to be capable of finding the error for themselves. No teaching is allowed between the assessment being graded and the resubmission. Some standards will be unable to offer resubmissions. The school determines which standards will allow resubmissions.
- **Are resubmissions required?** It is expected that teachers will offer resubmissions to their students when they have made minor errors, that they are capable of finding for themselves, which prevent them from reaching an 'Achieved' grade. However, resubmissions may not be possible for some standards. When this occurs the HOD/TIC needs to obtain permission to not offer resubmissions for a particular standard from the Deputy Principal of Student Learning Programmes.
- **Achieved is the highest possible grade a student can gain from a resubmission.**
- **Number of resubmissions:** Students may be offered one resubmission opportunity only when they have made a minor error that prevents them from reaching an 'Achieved' grade. Only one resubmission is allowed per assessment opportunity. Students are allowed a maximum of two assessment opportunities. So, students are allowed to have one resubmission after each assessment opportunity.
- **Resubmission limit:** One resubmission can be offered when students have made mistakes which they should be capable of discovering and correcting on their own.
- **No teaching and instruction are allowed:** No teaching or instruction is allowed between the assessment being graded and the resubmission. This is because the student must be capable of finding and correcting the error for themselves. Any teaching and instruction will compromise the authenticity of the student's responses.
- **Timeframe for Resubmissions:** If a resubmission is offered, it must take place before the teacher gives any feedback to the whole class (or any student) on the work done.
- **Feedback is not to compromise the authenticity.**
- **A resubmission must not compromise the assessment.** For example, if the original assessment was completed in a supervised classroom, the resubmission must be completed under the same conditions.
- **A resubmission is not a further assessment opportunity**
- **Recommended method of recording:** A student should do their resubmission in a different coloured pen/font so this process can easily be identified. The teacher should grade the answer, sign and date it.
- **Resubmissions in the case where elements of a unit standard are assessed at different times of the year:** If the assessment took place at element level then a resubmission or a reassessment can take place at element level as well.
- **Suggested Use of Marking Templates:** It is suggested that teachers use marking templates to avoid writing on student work so that students can identify their own errors when given an opportunity for resubmission.

Collecting evidence over time

- **Rational:** Assessors should consider all valid evidence of achievement.
- **Use supplementary evidence where a student falls short in a formal assessment:** In some cases learner performances in formal assessments fall short of their previous work. Assessors are encouraged to supplement evidence of achievement from formal assessment activities with standard-specific evidence drawn from authenticated classwork, assignments or practical activity. Learner entries in their workbooks or elsewhere, verified by the assessor, can provide valid evidence.
- **Consider Other Evidence** - Supplementary standard specific evidence of achievement may be used to reach an assessment decision.
- **Examples** of evidence that can be used for achievement include, but are not limited to:
 - **Oral evidence:** Presentations+, oral answers to questions+, transcripts of oral explanations+, oral feedback+, speeches+, interviews+, peer instruction sessions+ and videos of performances+.
 - **Written evidence:** Practice assessments, journals, running records or portfolios of students' work, workplace documentation, checklists, portfolio, worksheets, forms, tests, booklets, reports, charts and posters, tables, assignments, fill in gaps*, match information*, multi-choice*, written questions, portfolios, tests and user manuals.

- **Other:** Cross-referencing from other assessments, recognition of current competence, and integrated assessments.
- **Practical evidence:** Observation – one-off occasions, or over a period of time, simulations, real life situations, demonstrations, video/audio tapes, posters, graphics, projects, visual representation, photographs, attestations of observations made, checklists and models.

NOTE:	*	Not suitable for use where a performance criterion calls for students to describe.
	+	Oral evidence needs to have clear evidence and judgement statements describing acceptable answers, and the oral evidence needs to be documented in some form.
Integrated Assessment		This is where related or complementary outcomes/elements can be assessed using the same activity or evidence.

- **Evidence must be:**
 - **Valid and meet the criteria of the standard** under consideration.
 - Gathered from **authentic student work**.
 - **Evidence must be recorded and verifiable.** Evidence used to make a grade decision must be recorded and verifiable. A copy must be retained by the teacher for moderation purposes and for future reference.
- **Verification:** Supplementary evidence needs to be verified as part of school's internal moderation procedures. This means supplementary evidence needs to be gathered in such a way that will enable the moderator to see the evidence the assessor saw when reaching their grade decision.
Verification can be provided by any person who:
 - works closely with the candidate
 - has sufficient relevant subject expertise
 - understands the requirements of the particular assessment.
 For example, a verifier could be the workplace supervisor or manager, and the assessor could be a teacher/tutor/workplace assessor.
Note: The assessor, not the verifier, is responsible for the final judgement decision.
- **Video evidence:** If it is not practicable to video a performance then the assessor will have to adequately document this evidence. This could be documented either as a checklist or as an annotated file note. An annotated file note must contain a standard-specific description of the evidence viewed to justify the judgements made. This file note could be added to the mark sheet/results notice which is returned to the learner. A copy of the document (checklist or file note) must be retained by the assessor for both moderation purposes and for future reference.
- **Four further information:**
 - Gathering evidence of achievement
 (<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/>)
- Assessment tools and approaches
 (<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/assessment-tools-and-approaches/>)

Feed forward and feedback: Some assessments build up over a period of time to a final submission. Feedback and feed forward should become less specific the closer the student is to the submission date.

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

Grading of evidence: The highest grade achieved will be recognised.

Some strategies that can be used to reduce the need for offering a further assessment opportunity:

Guidance

- **Template:** Provide a template to guide students on what is required in terms of criteria, quality and sufficiency. (e.g., for a reading log for English or for recording their data in a Science investigation).
- **Checklists:** Use a checklist to record standard-specific evidence gathered from either; a project, journal, portfolio or an observation of a performance.
- **Feedback based on the requirements of the standard:** Before students submit their work for grading, check their draft work against the criteria of the standard and provide them with general feedback. (e.g., a Science investigation or an issue-based assignment for Economics).

Ongoing Assessment

- **Integrate assessment into learning:** Combine assessment into the learning where the standard permits, assessing as you go (e.g., in stages through a unit of learning).
- **Integrate assessment:** Collect evidence during a project or unit of learning for more than one standard (e.g., a material handling US as part of a project for a Technology AS).
- **Accumulate evidence over the year:** Accumulate a portfolio of finished work through the year and grade the best piece late in the year.
- **Milestones:** Longer assignments/projects should be divided up into an appropriate number of milestone checks. Student work submitted at these milestones should be checked against the criteria in the standard and generalised feedback should be given to them. (e.g., a Technology or Design project or any research).

Using Authentic Standard Specific Evidence

- **Consider other work:** When a student has not met all the criteria for a standard in one assessment event, then you could consider other authentic work they may have done. (e.g., classwork for a Food or Fabric assignment or a rehearsal for a performance).
- **Consider practice work:** Consider work done under authentic conditions for any valid parallel quality-assured assessment.
- **Use student work for more than one standard:** Where possible, ask students to redraft (or resubmit) the work they have done for one standard, in order to meet the criteria for another standard. (e.g., a research paper reworked for a speech or presentation)
- **Conference** with a student to elicit additional information and bullet-point the additions.

Also See Sections On: [Internal Moderation](#) and [Authenticity](#)

Refer to NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023:

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-rules/#heading2-7>

Refer to for information on Assessment opportunities in schools:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/>

Refer to for Gathering evidence of achievement:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/>

BREACHES OF THE RULES

Examples of breaches:

Plagiarism, impersonation, false declarations of authenticity, using notes in a test or exam, dishonesty, altering answers prior to seeking an appeal, failure to follow instructions; influencing, assisting, and/or hindering student(s)

Investigating cases of suspected breaches of the rules

- **On Discovery of a Suspected Breach:** The teacher should record the evidence before reporting it. Eg:
 - **Notes on body:** if a student has written something on their hand *then* they should note this
 - **Notes:** if a student brought notes into a test *then* these notes should be obtained
 - **Verbal statements:** if a student said something *then* this should be written down
- **Blocking student results:** Results are blocked until an investigation has determined their status.
- **Reporting Suspected Breach:** Teachers must report all suspected cases of misconduct to their HOD/TIC.
- **Investigation:**
 - The HOD/TIC, in consultation with the Principal's Nominee, will **determine the investigation process**.
 - The **Principal's Nominee is to oversee the investigation**.
 - The investigator must follow the principles of **natural justice** by interviewing and hearing **testimonies from all parties**.
 - Decisions are to be made on the **balance of probabilities** on the basis of the evidence provided. These decisions can be appealed against; refer to the section on Appeal Procedures.

Penalties for misconduct

Misconduct that may compromise the integrity of the assessment will result in a "Not Achieved" grade being awarded. The student should lose any further assessment opportunities for that standard for the rest of the academic year. The investigator may also consult with Senior Management to see if any further disciplinary action should be taken.

Communication and recording of decision:

A report will be posted to the student's parents/caregiver(s), and a copy will be given to the teacher/TIC/HOD concerned.

APPEAL PROCEDURES

Rationale:

Students and teachers have the right to appeal any assessment related decision.

If students or teachers believe procedures have not been fair or valid, or there have been inconsistencies in the management of an assessment, then there must be procedures in place for them to appeal such issues. This must lead to an investigation into the issue raised. If it is discovered that a procedure has been inappropriately applied then the effects of this should be rectified.

Students and teachers have the right to appeal any assessment related decision, such as, but not limited to: Grading of an Assessment; Authenticity of an Assessment; Granting of Further Assessment Opportunities, Timing of Assessments; Authenticity; Internal Moderation and Storage; Absence from (or unable to do) assessments; Assessment deadlines, Special Assessment Conditions; and Derived Grade Applications.

Prevention:

Teachers are encouraged to avoid appeals by explaining the reasons for an assessment decision.

Process:

Step 1: Informal appeal directly to the staff member concerned: An initial discussion should be held with the staff member concerned or their direct superior to resolve the issue before a formal appeal is made.

Step 2: Formal appeal to the Principal's Nominee

- **Time Limit:** Students and/or teachers may lodge an appeal with Mr Mitchell the Principal's Nominee within five days of the assessment decision being released to the parties involved.
- **Application:** When lodging a formal appeal, the student/teacher should see the Principal's Nominee.

Step 3: Appeal the Principal's Nominee's Decision

- Students and/or teachers may appeal Mr Mitchell's decision to Mr Scrimgeour the Deputy Principal responsible for Assessment. They should do this in writing.

Step 4: Appeal the Deputy Principal's Decision

- Students and/or teachers may appeal Mr Scrimgeour's decision to the Principal. They should do this in writing. The Principal's decision is final.

Note: An outside expert may be called in to assist with an appeal.

INTERNAL MODERATION

The purpose of moderation of assessment is to ensure that:

- assessments are consistent with the **national standard**
- assessments are **fair and valid**
- assessors' **judgements** about students or candidate performance are **consistent**.

Schools must report only those assessment results that have been subject to the school's internal moderation process, are complete, up-to-date and verified for accuracy.

Critiquing of assessment materials prior to use

- **Critique All Material:** All materials, whether sourced commercially or downloaded from websites, or developed by teachers:
 - Must be critiqued **prior to use** to ensure they meet the requirements of the registered standards. This includes critiquing of the appropriateness of assessment conditions e.g. open book or test conditions.
NOTE: This is to be done **well in advance** of their use so that there is time to make any changes.
 - The critiquer must be an **appropriately skilled person** engaged by HGHS, **other than the materials' creator**.
- **Feedback:** The critiquer should provide feedback on the way an assessment could be improved.
- **Assessor/Critiquer Agreement:** Agreement should be reached before assessment begins.
- **External Moderation Does Not Replace Critiquing.**

Consistency of marking

- **Responsibility:** HODs/TICs will have procedures in place to ensure that internal assessment decisions are consistent and accurate.
- **Benchmark Samples:** Assessors should use current benchmarks of different levels of achievement to guide assessment judgments:
 - These samples of work should be updated when
 - more current examples become available, and
 - as new versions of standards are registered.
 - Students should be notified when their work is being used as a benchmark sample.
 - Teachers should annotate benchmarks with any useful comments that will help to refresh Department memory from year to year and for the benefit of new staff members.
- An appropriate formal internal moderation procedure must be applied.
- **Where there is more than one class:** HODs/TICs will ensure that where there is more than one class being assessed against the same standard that judgments made by different teachers will be comparable.

Verification of assessment decisions

- **Requirement:** For each standard a sufficient sample of each teacher's grade judgements is verified to ensure that the teacher judgements are consistent with the standard, before they report the results to NZQA.
- **Assessor Skills:** It must be undertaken by a subject specialist with standard-specific knowledge.
- **Assessor Objectivity:** You should periodically engage colleagues in other schools to verify a sample of marked student work. Where possible internal moderators should be rotated to avoid the same teacher moderating the same teacher's assessment judgments every year, as this can lead to inconsistencies.
- **Sample Size:** A sufficient sample of purposefully selected pieces of work is chosen. This sample will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed. The Principal's Nominee will determine the appropriate sample size using the criteria detailed below for guidance:

Level	Minimum requirement	For
1	Five percent of all students assessed against the standard.	Subject areas that have an average of an 80% agreement rate with NZQA external moderators over a three-year period, with no major concerns flagged in their moderation reports. This assumes that there has not been a major staffing change.
2	Greater of either the requirement for external moderation or ten percent of all students assessed against the standard.	Subject areas that are between levels 1 and 3.
3	A sample size determined by the Principal's Nominee in consultation with the relevant HOD/TIC.	Subject area where either: 1 there is a low external moderation agreement rate and/or NZQA has raised major concerns in an external moderation report. 2 there are staff members who are inexperienced at assessing in the area. Note: Where there are a number of teachers in a subject area, some may be moderating at levels 1 or 2 while an inexperienced assessor is moderating at level 3.

- **Selection Method:** Work for grade verification should be strategically selected, rather than being selected randomly.
Refer to :
<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/secondary-moderation/internal-moderation/>
The marker must seek verification of a sample of grades awarded. This selection must be selected purposefully. A purposeful sample could be selected in a number of ways; from grades awarded around the grade boundaries, from grades the assessor was uncertain about when awarding the grade, by selecting a sufficient quantity of scripts to satisfy the HOD/TIC that the assessor's decisions are consistent with the standard, or a combination of some/all of these.
- **Timing:** This process must occur before results are finally reported to NZQA.
- **External Moderation Does Not Replace Verification of Assessor Judgments.**
- **Good practice**
 - Critique materials well in advance of their use so that there is time to make any changes.
 - The assessment conditions (e.g. open book) should also be considered by the critiquer.
 - The critiquer should provide feedback on any way that the assessment could be improved.
 - Agreement about evidence, judgement and sufficiency statements should be reached before assessment begins.

Documentation

- **Internal Moderation Cover Sheet (Tracking Sheet):**
 - HODs/TICs are to use NZQA's Internal Moderation Cover Sheet to record the critiquing of assessment material and verifying assessor decisions for tracking purposes, or an equivalent covering the same checks.
 - Assessors are required to submit a completed Internal Moderation Cover Sheet (or the equivalent) to the HOD/TIC before the results are entered onto KAMAR.
 - Internal moderation should be completed within a month of the assessment being undertaken.
- **Maintaining Understanding of the National Standard:**
 - Teachers should have discussions with subject specialists outside the school so they can maintain an understanding of national standards.
 - HODs/TICs should maintain a log of their professional contacts.
 - Key moderation events should be (briefly) documented using checklists, annotations on assessment material, departmental memos or notes, etc.
 - Assessors must use the following to enhance their assessment practices:
 - External Moderation reports
 - National Moderator reports
 - Subject-specific resource pages
 - Assessors are encouraged to attend Best Practice Moderation Workshops where possible.

Non-compliance with Internal Moderation: If the Principal's Nominee has reservations about the robustness with which internal moderation was undertaken then they will consult the Deputy Principal responsible for Assessment about this. Results will be withheld until further evidence of compliance is provided.

Storage: All documentation should be stored centrally in a secure and retrievable location where only authorised parties can gain access.

Derived Grades: Practice Assessments used for the purpose of generating Derived Grades must follow the requirements detailed in this section, with the exception of the requirements relating to the retention of student work.

For **Suggested Strategies** refer to this section in the Assessment Manual (H: NZQA - Assessment)

Monitoring Internal Moderation

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

Procedure

- 1 Before the 'publish' button is pressed in the KAMAR mark-book for any results for any internal standard, the HOD/TIC must either:
 - (1) provide the Principal's Nominee with a copy of the completed internal moderation cover sheet, or
 - (2) complete the [Google Internal Moderation Cover Sheet](#), or
 - (3) follow an alternative procedure approved by the Principal's Nominee.

The Internal Moderation Cover Sheet is filed centrally within the Department until another Internal Moderation Cover Sheet is provided for that standard.

NOTE: Centrally in the Department refers to an onsite filing system approved by the HOD.

- 2 The Principal's Nominee will check that all published results for all standards have followed the school's internal moderation processes, by checking the published results against the internal moderation cover sheets (as detailed in point 1 above of this section) before sending the monthly datafile to NZQA. The Principal's Nominee will unpublished all results for any standard that has not been internally moderated correctly. Then the HOD/TIC will then be sent an email explaining that this has occurred and a reminder not to press 'published' in KAMAR until the internal moderation process has been completed.
- 3 Principal's Nominee conducts a *NZQA Systems Audit* of four randomly selected departments per year. The results of these audits are recorded on a check list and stored in the Principal's Nominee's office.
- 4 The Principal's Nominee will assist HODs/TICs to resolve any issues that arise as a consequence of the above processes, and any issues which cannot be resolved are to be referred to the Deputy Principal overseeing NCEA assessment. Results for a standard will not be sent to NZQA (withheld) until there is evidence that they have been quality assured following the school's internal moderation processes.

Possible Strategies for Internal moderation:

Pre-Assessment Organisation

- Collecting a range of benchmark samples at the boundary point for each grade level (N, A, M, and E).
- Become familiar with what is expected for students to Achieve, or gain Merit or Excellence in the internally assessed activity.
- Agreed common assessment tasks.
- Common marking schedules.
- Formal discussion about the tasks and marking.
- Guidance from subject advisers.
- Departments using flowcharts that provide a clear and systematic approach to the stages involved in internal moderation.
- Departments holding documentation of decisions made through regular minutes of meetings.
- Reviewing assessment material as soon as it has been used.

Guidance while marking/grading

- Shared or group marking.
- The marking of an assessment task by one teacher.

- Spot marking samples of work marked by another teacher.
- Cluster group marking.
- Guidance from subject advisers.
- Guidance from Professional Subject Associations.

Moderating graded work

- Have another teacher check marked samples and verify a sufficient number of purposefully selected material for accuracy and consistency.
- Inter-school moderation.
- Moderation through subject associations and/or cluster groups.
- Guidance from Professional Subject Associations.
- Guidance from subject advisers.
- Departments conducting self-review audits to check that they have followed all required procedures properly.
- Marking panels established and functioning to ensure inter-class consistency during marking.
- Critiquing is done in pairs so that identified teachers can benefit from the understanding and practice of more experienced staff.

Refer to NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023:

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-rules/#heading2-7>

EXTERNAL MODERATION

Scope: These procedures apply to all standards registered on the NZQF.

Retaining assessment material and student work

- **Assessment Material** (*Assessments Tasks, Assessment Schedules, assessment notes*) should be kept for **at least** one year, or to the end of next NZQA Moderation Submission Round for HGHS. This material can be used for internal and external moderation, appeals and reference in guiding future decisions.
- **Student assessment scripts** must **be kept for the longer of:**
 - o until the end of the following academic year, or
 - o when a new cohort's assessment scripts have to be stored for the standard.

This is because student scripts may be required for either internal moderation, external moderation, or grade appeals.

Tip: Only dispose of assessment scripts when the scripts for a new cohort have to be stored for the standard.

Checking NZQA's moderation plan

- **Start of year:** At the start of the academic year the Principal's Nominee will:
 - **Set a date** for the material to be submitted to the office
 - **Send HODs/TICs**
 - another copy of NZQA's moderation plan
 - a checklist requiring them to see if they have all necessary assessment material and student work for external moderation, and
 - a copy of the Moderation Cover Sheet.
- **Problems/Issues with Plan:** The Principal's Nominee will take any issues raised by HODs/TICs to the School's Relationship Manager at NZQA to see if a solution can be found.

Selection of assessed work for external moderation

- **Samples of student work - choose student work as follows:**

- i) **All samples of student work should be assessed using the same assessment task.**
 - ii) **Submit samples of student work:**
 - a. **Achievement Standards:** Six samples of student work. At least one sample at each grade level (i.e., 1xE, 1xM, 1xA, 1xN, rest your choice, but **no more than 2 Ns**). Not allowed to submit more than two Not Achieved grades in total.
NOTE: If a sample at a grade is not available, replace with one at the nearest grade available, but only send a maximum of two samples at N. Where possible these should be typical response for the grade, not borderline. Two more from A, M, E. These could be borderline or particular pieces of work you wish to have moderated.
 - b. **Unit Standards:**
 - i. **Unit Standards that can be assessed to the level of excellence:**
Rules are the same as Achievement Standards; six samples of student work; at least one sample at each grade level, not allowed to submit more than two Not Achieved grades in total.
 - ii. **Unit standards that can only be assessed to the level of achieved (pass or fail):** four samples of student work; at least one sample at each grade level, however, not allowed to submit more than two Not Achieved grades in total. This means you will submit either:
 - i. two achieves & two not achieves, or
 - ii. three achieves & one not achieved, or
 - iii. four achieves (if all students passed the standard).
 - iii. Where there are insufficient samples of learner evidence available all student work must be submitted, but only a maximum of two samples at N.
- **Samples of student work may take the form** of portfolios, written tests, research assignments, audiotapes, videotapes, photographs, CDs, models, flash-drives, zip files or videos.
 - **In the case of oral and visual recordings of individual performances**, these can be limited to just the performances of students whose work maybe submitted for moderation. The Principal's Nominee must be consulted if this option is to be used.
 - **Timing** The storage of assessed work should occur at the end of the marking process, once all work has been assessed and results entered on the school's database.

Feedback from external moderation

Moderation Reports

- **NZQA's Key Requirement:** Feedback contained in external moderator's reports must be addressed prior to these materials being used and students being assessed again.
 - **Recording and Checking that Moderators Recommendations/Directives have been Undertaken: External Moderation Follow Up Report:** HODs/TICs are to record the changes they make on the school's External Moderation Follow Up Report form.
 - **Problems/Issues with carrying out Moderators Recommendations/Directives:** HODs/TICs must alert the Principal's Nominee where feedback from external moderation cannot be carried out.
 - **Documentation:** Moderation reports are available on the school's NZQA logon page, under the Moderation Application link.
- As an outcome of external moderation student grades in the **current year can be amended**, however, the grades need to be changed for all learners assessed in the year for which changes in the assessment schedule apply.

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

External Providers and Independent Training Organisations (ITOs):

- **School Contact for External Providers and ITOs:** The Principal's Nominee is the school's point of contact for all external providers and ITOs with which it engages.
- **Memorandum of Understanding (MOU):** For every external provider the school uses for the purpose of reporting assessment results to NZQA for the purpose of awarding qualifications, there must be a MOU documenting the responsibilities between the provider and the school.

The MOU must follow requirements detailed in the NZQA exemplar.

Refer to: 2017https

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/the-principal-s-nominee/seminars-for-principals-nominee/> then open [Seminar Booklet \(DOCX, 4.5MB\)](#)

The Principal's Nominee holds a copy of each MOU in their office.

- **Not Achieved Results:** External Providers are to report Not Achieved Results
- **Due Diligence:** The Principal's Nominee checks that each external provider is accredited to report results to NZQA for the standards stated in the MOU.
- **Provider code:** The Principal's Nominee will ensure that results are reported to NZQA with the correct provider code.
- **Moderation Reports:** Issues raised in moderation reports must be addressed in the same way as they are for NZQA's external moderation reports.
- **Documentation and Procedure:** Where a Department has entered into an arrangement to assess standards either: using either an ITO; outside provider accreditation; or where an outside organisation provides the teaching, learning, assessment and accreditation, then they must:
 - comply with the moderation requirements detailed in their Memorandum of Understanding
 - document their moderation process and keep full records, and
 - follow the procedures contained in this policy
 - report results using the external provider code

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

For **Notes about Random Selection** refer to this section in the Assessment Manual (H:/Assessment)

Refer to NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023:

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-rules/#heading2-7>

ACCURACY, RECORDING, REPORTING AND STORAGE OF ASSESSMENT MATERIALS AND RESULTS

Record Results for all Students that have had an Adequate Assessment Opportunity:

Where a student has presented work or evidence for assessment OR has been given an adequate opportunity to achieve the standard then the outcome of that assessment must be recorded on KAMAR as either N, A, M or E

An adequate assessment opportunity is considered to be when a student:	It is not considered an adequate assessment opportunity if:
is enrolled in the class when either the assessment activity commenced or when there was adequate time to successfully complete the assessment activity, partially completes the assessment task, presents evidence, or decides on their own that they do not want to do the assessment.	a student, in consultation with their teacher, states from the outset that they do not want to be assessed against a particular standard and they make no attempt to provide any work or evidence but were present in class during the assessment activity, or if there has been a change in the assessment programme because the Department was unable to provide the assessment opportunity.

- **Backup Copies:** HODs/TICs will ensure that assessment results are accurately recorded in at least two different places: on the student's assessment/grading sheet and on KAMAR. They should know where all results are stored.
- **Security and Accessibility:** Records will be secure and accessible only to authorised parties.
- **Teachers are to enter results** onto the relevant NZQA page (Set B) in their KAMAR mark-books and **only** tick the 'Publish Result' button when the school's internal moderation procedures have been complied.
- **Corrections** of results after moderation must be approved by the relevant HOD/TIC.

Storing assessment material and data

- **Moderation reports** are to be maintained centrally by each relevant Department.
- **Benchmark samples** of students' work for each grade level for each standard must be stored by departments and used to guide assessor judgments. These samples should be updated when more current examples become available. Students concerned must be notified of this.
Note: Evidence ready for external moderation for each standard assessed must be stored until there is a fresh sample to replace it or until 2 years have elapsed.
- **Secure Location:** All assessment material, documents, and student work are to be stored or filed centrally in a secure location so that there are reasonable safeguards against loss and misuse.
- **Retrievable Location:** All assessment material, documents, and student work are to be stored or filed centrally in a retrievable location. At least two authorised staff members are to know where the stored material, documents and student work is kept.
- **Disposal of student assessment scripts**
 - **Annual Disposal:** Material older than that detailed above is to be collected by the school's Property Manager at the end of the year and disposed of appropriately
 - **Unlawful disposal of student work:** Student work is not to be disposed of in rubbish bins or in skips.
 - **Returning valuable work to students:** Where teachers deem that students' work may be of some significant ongoing value to the student (e.g. visual art folders and technology/graphics portfolios) the Principal's Nominee will organise for letters to be sent out inviting them to pick up their work before a set date. Any remaining work will then be disposed of after this date.

Course Codes and Course Endorsement

- The Principal's Nominee will ensure:
 - Teachers and students are informed about the requirements for course endorsement
 - That the correct codes are applied on the School's Management System for course endorsement in accordance with NZQA rules and regulations.

Course Endorsement information on the NZQA website:

<https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Retrieval of Information

- **Access:** HODs/TICs are to ensure that all assessment material and data is stored centrally:
 - so that information can be retrieved when the teacher directly concerned is unavailable or
 - if requests are made under either the Official Information Act or the Privacy Act.
- **Backup:** HODs/TICs are to ensure that at least two staff members know where all assessment material and data are stored centrally.

Outside Providers:

- **Authorising Documents:** Where a Department has entered into an arrangement to assess standards: using an outside provider accreditation then they must:
 - have a Memorandum of Understanding (Refer to the section on External Moderation), and
 - fully document their moderation process
- **Monitoring Compliance:** Copies of Memorandum of Understandings and moderation records with outside providers must be given to the Principal's Nominee. This is to be updated annually.

Access to the facilities on the NZQA website:

Teachers can check and monitor results directly on the NZQA website from 10 April on the low security login facility.

In order to have access to the school's secure NZQA webpage you will need an ESAA user name and password. If you do not have this then e-mail the Principal's Nominee.

REPORTING STUDENT GRADES

REPORTING STUDENT GRADES

Rational: To ensure assessment results are reported to students and other stakeholders so timely decisions can be made.

Timing of assessments: Assessment should be spread relatively evenly over the course of the academic year.

Portfolio Assessments: Portfolio based subjects should meet with the Principal's Nominee in order to find an appropriate way to satisfy the requirements of this procedure.

Example of a possible approach for a portfolio-based subject:

- *Each evidence/assessment event which contributes to the calculation of the student's final grade should be listed in Set A of KAMAR. These evidence/assessment events should be spread relatively evenly over the course of the academic year.*
- *The method for determining a student's final grade using this evidence should be detailed in the 'Course statement'*

Communicating assessment dates to stakeholders:

- Final dates for internal, portfolio evidence/assessment events, and derived grade assessments should be stated in each course's Assessment Statement.
- Each course's Assessment Statement will be uploaded to the school's website and to the course's Schoology page.

Reporting results to students: Moderated grades must be reported to students and entered into KAMAR with the 'published' tick activated within four school weeks of the final submission/assessment date.

Exceptions: Inform the Principal's Nominee if there are problems with complying with this procedure prior to the issue occurring. The Principal's Nominee, under the direction of the Deputy Principal of Student Learning Programmes, where appropriate will grant permission for an extension of the four-week reporting timeframe.

SPECIAL ASSESSMENT CONDITIONS

Special Assessment Conditions (SAC) can provide extra help for otherwise capable students in addressing various barriers to achievement in assessments for NCEA or New Zealand Scholarship.

SAC helps students fairly demonstrate their knowledge, skills and understanding when being assessed without providing an unfair advantage over other students.

Submissions for SAC are made by the school to NZQA on behalf of students.

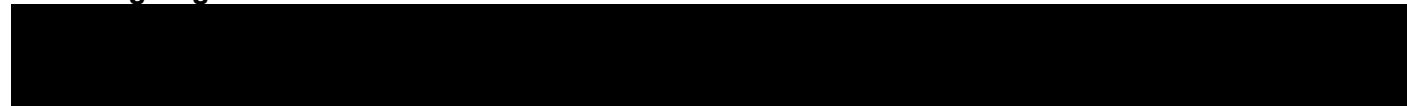
SAC support is available for both internal and external assessments.

Some examples of SAC:

- special papers for vision-impaired students
- writers or readers for students with learning disorders, such as dyslexia
- rest breaks for students with diabetes
- separate accommodation for students with anxiety disorder

NZQA's rules about the provision of Special Assessment Conditions are published annually.

Procedures: Following Regulations



Entitlement

- Candidates with a permanent or long-term medical or physical condition or disability and/or specific learning disability that directly impacts on their ability to be assessed fairly in assessments for National Qualifications may apply for entitlement to Special Assessment Conditions.
- NZQA grants entitlement to Special Assessment Conditions so that approved candidates may be fairly assessed and have access to assessment for National Qualifications. Special Assessment Conditions are approved so that entitled candidates can demonstrate their knowledge, skills and understanding, without providing unfair advantage over other candidates.
- Candidates identified with "low intellectual ability" only and no specific learning disability or medical disability are not entitled to Special Assessment Conditions with the exception of the condition of 'use of a computer'. They must have an identified specific learning disability or other impairment before they are entitled to special assessment conditions, with the exception of the 'use of a computer'.
- Candidates identified as speakers of English as a Second Language are not entitled to Special Assessment Conditions even in conjunction with a specific learning disability, with the exception of the 'use of a computer'.

Annual Needs Analysis

- **Last Year's Successful Applicants:** Student who were granted Special Assessment Conditions in the previous year, by NZQA, will be interviewed to see whether they require such conditions in the current year.
Note: Special Assistance Conditions are not automatically granted to students who were granted it in the previous year, as their circumstances or NZQA's criteria may have changed.
- **New Applicants:** Students who may be eligible for Special Assessment Conditions will be identified as early as possible in the year. From early in Term One and then at regular intervals up until NZQA's deadline for applications, the Principal's Nominee and the Head of Hillary Learning Hub will:
 - request that teachers, HODs, RTLBs, HODs, TICs, and the school's Guidance Team identify any students requiring assistance,
 - advertise to students their rights to assistance in the student notices and in school assemblies, and
 - advertise students' rights to assistance to their parents/caregivers in the school's newsletters.

Application process

- **Excluded Standards:** Special Assessment Conditions are not available for some externally assessed Achievement Standards. The Principal's Nominee will consult the official Special Assessment Conditions Rules and Regulations on NZQA website for each application.
- **Reasons for Exclusion:** The school will not accept applications for Special Assessment Conditions in situations where there is an exclusion of assistance, or where the integrity of the assessment would be compromised by reducing the validity and reliability of the assessment.
- **Student History:** Before making an application for Special Assessment Conditions, the Principal's Nominee will consider the candidate's record.
- **Preapproval:**
 - **New applicants**
All applications will be loaded onto the NZQA website following NZQA official procedures.
<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/>
- **The Application:**
 - **Responsibility:** The Principal's Nominee will manage all applications in consultation with the Head of Learning Support, including HOD/TIC and appropriate teachers.
 - **Assessing eligibility:** If a student comes to the school with a valid Educational Report, then the school will use this to make an application, assuming it complies with NZQA's rules and regulations. Otherwise, the school will endeavour to collect sufficient evidence to make a school-based application for a student who is applying for educational reasons. The school will collect appropriate documentation for other types of impairments following the guidelines detailed on the NZQA website.
 - **Applications from the previous year:**
 - Approval of Special Assessment Conditions in one year does not necessarily mean that approval will be given in subsequent years.
 - The Principal's Nominee will conduct a needs analysis to determine if the student's Special Assessment Conditions should either rollover, be updated or discontinued.

NZQA decision

- **Checking:** The Principal's Nominee will check the school's SAC application to see if any applications are approved.
- **Communication to Applications:** All applicants and their parents/caregivers will be notified of NZQA's decision.
- **Follow Up Action:** Based on NZQA's decision, conditions and ongoing support will:
 - continue if the application has been accepted, or
 - be adjusted if the application been accepted with amendments, or
 - be withdrawn if the application is declined.
- **Documentation:** This will be documented and added to the student's Special Assessment Conditions file.

Students enrolling or leaving HGHS during the year

- **Identification:** The Principal's Nominee when any student enrolls or leaves the school during the year
- **Process:** Students enrolling from another school who require Special Assessment Conditions and:
 - **Require an application to be made,** will not have an application submitted to NZQA until the Principal's Nominee has obtained a valid report. The Principal's Nominee will also contact the student's previous school to discuss their assessment needs. Or
 - **Have already had an application submitted by their previous school.** The Principal's Nominee will contact the student's previous school to discuss their assessment needs and will also update the students NZQA entries, arrange for ongoing support, ensure all required documentation is in place, and notify NZQA of the change in examination centre.
 - **Student transfers to another school:** When a student who has applied for or is applying for SAC and has transferred to another school then the Principal's Nominee will:
 - **First** - Gain the permission of the student's legal guardian to transfer her SAC records to the new school.
 - **Second** - Inform the SAC Team at NZQA of the student's transfer and the SAC implications of this. The Principal's Nominee will follow any instructions the SAC Team may give regarding this issue.
 - **Third** - Send the students SAC records to the Principal's Nominee in the student's new school and retain a copy of these on the school's SAC file.

Appealing NZQA's Decision

- An applicant may appeal in writing to the The Manager, School Quality Assurance and Liaison, New Zealand Qualifications Authority within 15 school days of NZQA announcing the decision.

Documentation: The school will establish folders for each applicant or potential applicant to record the details of their manifest or non-manifest condition. The folder should contain:

- What special assessment conditions they are receiving.
- There should also be a record of the ongoing supported learning that the candidates receive in the form of extra tuition to assist them to overcome their disabilities.
- Comments from staff and exam assistants about the performance of the candidate in internal assessments with and without assistance should also be recorded.
- All relevant documents collected.
- All applications will be subject to audit by NZQA so schools must keep on file all evidence used to support applications for special assessment conditions. They need to be kept for at least one year after applications are submitted and until they are no longer required to support further applications by this student.
- Needs Analysis Documentation

EXTERNAL EXAMINATIONS

Rationale:

- To ensure no student is disadvantaged in the external examinations due to school-based administration.
- To provide sufficient support to the Exam Centre Manager to ensure that they run an efficient and effective external examination centre.

Procedure:

Accuracy of External Examination Entries

- **NZQF Entries:** The Principal's Nominee will take all necessary steps to ensure that students' external examination entries are correct by the 1st September: refer to the section on [Accuracy, Recording, Reporting and Storage of Assessment Material and Results](#).
- **Examination Clashes:** The Principal's Nominee will follow NZQA annually published procedures (via the PN update) to documents, manage and minimise examination clashes.
- **Scholarship Entries:** The Principal's Nominee will ensure the accuracy of Scholarship entries by:
 - Giving each student a printout with their scholarship entry on it to check.
 - Giving teachers a printout with all the scholarship entries for their subject on it to check.
 - Giving all students a printout of their NZQA entries prior to the 1 September file to check.

Communication

- The Principal's Nominee will:
 - **Explain Exam Processes:** Explain the rules and procedures for the external examinations to students:
 - at a school assembly in Term Four, and
 - have key messages read out in the student notices.
 - **Exam Documentation:** Ensure that all students receive their Admission Slips, NZQA instruction sheets, NZQA candidate letters, and the school's external examination instruction sheet by:
 - handing these to students at registration time within a week of receiving them from NZQA, or
 - Holding the student's Admission Slip at Student Reception if they were unable to collect them from their teacher.
 - **Scholarship, Exam Clashes, & Special Assessment Conditions:** Ensure that the relevant instructions are explained in person and a copy of these given in writing to all:
 - Scholarship candidates,
 - Examination clash students, and
 - Students requiring Special Assessment Conditions.

Assistance Provided to the Examination Centre Manager

- The Principal's Nominee will liaise regularly prior to and during the examination period with the Exam Centre Manager to ensure sufficient assistance is offered to enable the efficient and effective running of the centre.

Rooming and Staffing

- The Principal's Nominee will:
 - Co-ordinate the provision of the rooms for the external examinations as directed by the Exam Centre Manager.
 - Ensure staff vacate the rooms allocated for external examinations and remove all necessary material from them.
 - Explain to staff that they are not allowed to enter any examination room unless they are directly told to do so by the Exam Centre Manager.

Communicating to Students

- The Principal's Nominee will:
 - Arrange for the Exam Centre Manager to address students at a school assembly in Term Four about examination rules, procedures, and expectations.

During the Examination

- The Principal's Nominee will:
 - Organise for Admission Slips to be printed for students who have not brought them to the examination centre.
 - Line students up for their external examinations so they are organised and are in the correct seating order.
 - Remain outside the examination room until the end of the 30-minute cut-off and then check with the Examination Centre Manager that everything is well.
 - Carry a cell phone so the Examination Centre Manager can contact them at any time.
 - Carry out administrative tasks as directed by the Examination Centre Manager.
 - Ensure that all necessary arrangements have been made for students requiring Special Assessment Conditions.
 - Ensure that a backup set of photo identification is always available for scholarship candidates before they enter their examinations.

Other Issues

- The Principal's Nominee with ensure all other external examination requirements are taken care of as detailed under 'Examination Management 'on the NZQA website.
<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/examination-management/>

Review

- The Exam Centre Manager gives the Principal's Nominee a verbal debrief on:
 - the organisation and running of the examination centre, and
 - on how the school could further refine the support it offers for the next external assessment round.

The Principal's Nominee documents this and undertakes to implement the recommendations made.

DERIVED GRADES

Rationale:

NZQA provides students with an opportunity to apply for a *derived grade* as a result of being disadvantaged because of a temporary impairment or a non-permanent disability close to or during an external examination and which has prevented attendance or affected performance in this examination.

Derived Grades are generated from the results a student achieved in practice assessments during the year.

A Quality Assurance process similar to that used for internal assessment will need to be applied to practice assessments which may be used to establish a derived grade.

Students need to be made aware before they undertake practice assessments that they may be used to generate a derived grade.

Procedure:

Practice Assessments used to generate Derived Grades

- **Coverage:** Students should be provided with a Quality Assured practice assessment for every externally assessed achievement standard.
NOTE: Where this is **not possible** then students need to be advised of this in writing when they receive their assessment statements at the beginning of the year. It must be made clear to them, that for these standards, they will not be able to apply for a derived grade in the event of a temporary impairment or a non-permanent disability close to or during an external examination and which has prevented attendance or affected performance in this examination. The Principal's Nominee also needs to be advised of this.
- **Quality Assured Practice Assessments Material and Assessor Judgements:**
 - **Scope:** The quality assured requirements relate to practice assessments which may be used to generate derive grades.
 - **Requirements of External Standards:** Practice assessment material which may be used to generate derive grades must cover the requirements of the externally assessed achievement standard.
 - **Quality Assured:** Assessment material and assessor judgements must follow the school's internal moderation procedures (quality assured), with the exception of the requirements relating to the retention of student work. (Refer to the section on Internal Moderation)
 - **Authentic Conditions:** To ensure that student responses are authentic:
 - The assessment must follow the schools Authenticity procedures (Refer to the section on Authenticity)
 - The assessment material must NOT be available on the public domain, such as, the NZQA website.
 - The assessment must be conducted under conditions similar to those required for the external assessment
 - **Documentation:** The process of quality assuring assessment material and assessor judgements must be documented on the school's internal moderation cover sheet (or the equivalent), with the exception of the requirements relating to the retention of student work. (Refer to the section on Internal Moderation)
- **No Requirement to Retain Student Work:** There is no requirement for the school to retain student work. A filed copy of the assessment material, evidence of Quality Assurance and a record of student grades is all that is required for audit purposes.

- **Results:** All practice assessment results, which may be used to generate derived grades, must be recorded on the school's KAMAR database.

Communication of right to apply for derived grade

- The Principal's Nominee informs students (and their parents/caregivers) of their right to apply for a Derived Grade, the criteria they must meet and the procedure they must follow by:
 - Requiring derived grade details to be contained in each assessment statement,
 - Including details about Derived Grade requirements in the Assessment Procedures for Senior Students given to students at the start of Term One.
 - Distributing NZQA's candidate information sheets,
 - Explaining the criteria and procedures in Term Four to students:
 - at a school assembly,
 - through student notices,
 - on the NZQA notice board,
 - in the External Examination Instruction Sheet, and
 - in a school newsletter.

Application Process

Candidates Applications

- **Made to Principal's Nominee:**
 - Derived Grade applications must be made through the Principal's Nominee.
 - The Principal's Nominee explains criteria and procedure to the applicant
 - **Note:** Derived Grades are not available for [Scholarship](#)
- **Application Form:**
 - Candidates are to contact the Principal's Nominee as soon as possible if an application is likely, and collect an application form.
 - Candidates must collect an application form from the Principal's Nominee **before** consulting a medical practitioner.
- **Application Deadline:** Candidates must submit their completed Derived Grade application by the date set by the Principal's Nominee.
- **An Affected Group:** In cases where an event has occurred that is likely to result in applications from a group of candidates (such as a local emergency or the death of a student from the school), the School's Relationship Manager at NZQA should be contacted before any further action taken.
- **Non-Examination Standards that are Externally Accessed:** In the case of Graphics, Information Management, Technology and Visual Arts external standards, the procedure for making an application in non-examination performance-based achievement standards differs from that for examination achievement standards.

Collecting Results for Derived Grade Applications:

- **Data for Derived Grades:** Teachers are required to load assessment grades for every student who is entered for every externally assessed standard.
- **Recording Results (also used for Unexpected Event Grades [UEG]):** Students grades for practice assessments for external examinations will be recorded on the school's Student Management System as an UEG.
 - The Principal's Nominee will monitor the progress of loading of UEG results after the Term Three practice examinations, both on the school's Student Management System and on the school's logon page on the NZQA website. They will follow up on areas where there are missing results.
 - Grades that are loaded must be:
 - Grades based on valid end-of-topic tests or practice exams for the appropriate standards

- Undertaken under authentic conditions
- Use assessment material NOT available on the public domain, such as, the NZQA website
- **Collecting Results from Teachers:** The Principal's Nominee will require each teacher to complete a Derived Grade Form. This requires the teacher to attest that:
 - The grades are based on valid end-of-topic tests or practice exams for the appropriate standards
 - Undertaken under authentic conditions
 - The assessment material is NOT available on the public domain, such as, the NZQA website.
 - A copy of the assessment and the accompanying assessment schedule will be kept on file for NZQA audit purposes for one year.

The grades cannot be used unless the teacher can attest to this.

Where there is no grade from practice assessments for an external standard, whether that is because a student was absent or didn't complete an assessment, or because the timing of the teaching has meant no practice assessment was given, no derived grade will be possible.

Application on line

- The Principal's Nominee will make an online application to NZQA for each applicant they believe is eligible.
- The Principal's Nominee can decline an applicant if their application clearly does not meet NZQA criteria.

Accuracy checks

- The Principal's Nominee:
 - Contacts every student who indicated that they wish to apply for a Derived Grade but has not submitted an application within three days of the deadline. This is by sending out a reminder letter and by making a phone call to their home to check their intentions.
 - Double-checks each application once they have been submitted to NZQA. (Applications can be altered up until NZQA's deadline)
 - Copies the standards each applicant has applied for and emails this to their home, along with the grades submitted to NZQA, for them to inspect the accuracy of the standards applied for.

Documentation

- All applications (valid or not), admission slips, and associated documentation are to be retained by for one year on the Principal's Nominee file.

Communication of Outcome

- The Principal's Nominee will post a copy of NZQA's decision to each applicant once it becomes available.

Appeals

- While NZQA's decision is final, the Principal's Nominee will assist any applicant to present their concerns to the School's Relationship Manager at NZQA.

Notes for Education for Sustainability, Graphics, Information Management, Technology and Visual Arts

- In the cases of **Education for Sustainability, Graphics, Technology and Visual Arts** external standards applications are to be made following the procedure detailed by NZQA.
- In the case of **Visual Arts at Levels 1 and 2:** The school is responsible for the derived grade, in cases of illness and misadventure, for Visual Arts levels 1 and 2.

- In the case of **Visual Arts at Level 3**: Applications are to be made following the procedure detailed by NZQA. The procedure and the application form for level 3 Visual Arts are available on the [subject-specific page](#).

Te Kura

Where a course is delivered by Te Kura, the Principal's Nominee must contact Te Kura directly to advise them that the student has made an application for a derived grade.