
NEW ZEALAND QUALIFICATIONS FRAMEWORK

Taumata Matauranga a-Motu Kua Taea

ASSESSMENT PROCEDURES

NCEA Levels One Two Three
Version 2015

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This handbook outlines the assessment procedures to be followed for NZQA assessments at Cashmere High School. The contents are to be reviewed on an annual basis at the first Curriculum Committee meeting of the year. The Qualifications & Assessment Manager has responsibility for making required updates and distributing to Heads of Faculty and Heads of Department by the end of February an electronic copy of this handbook.

Suggestions for updating information in the Assessment Procedures Handbook can be made at any time in writing to the Qualifications & Assessment Manager.

In addition to the information in this handbook, Cashmere High School regularly receives circulars from NZQA. Please contact the Qualifications & Assessment Manager if you wish to receive copies of these publications. They are:

- SecQual
- Assessment Matters

Further detailed information can be obtained from the NZQA website: www.nzqa.govt.nz

Also...

Helpline: **0800 NCEAHELP (0800 623 243)**.

This telephone helpline will provide specific answers to your questions about assessment for the NCEA.

Other avenues of support include:

School Support Services at the College of Education and Subject Associations

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■ INTRODUCTION

Credits are earned as a result of being assessed against **Achievement Standards** or **Unit Standards**. All Unit Standards assessed internally. Achievement Standards can be either internally or externally assessed.

NCEA LEVEL 1

To be awarded Level One a student must gain a total of **80 credits at Level 1 or higher** including **10 Literacy** and **10 Numeracy**. These credits can be gain from a number of environments and students that are unsure should check with their Head of School.

NCEA LEVEL 2

...is awarded to students who gain **80 credits, at least 60 of which are at Level 2 or higher**. 20 can be carried through from Level 1.

NCEA LEVEL 3

...is awarded to students who gain **80 credits, at least 60 of which are at Level 3 or higher** and the remaining credits are at Level 2 or higher.

NCEA ENDORSEMENTS

Endorsements are given at a Merit or Excellence level and there are two possible paths for endorsements within NCEA. They are:

Subject endorsements will be awarded if a student achieves more than 14 credits (of which at least 3 are internally assessed and at least 3 are externally assessed) in a subject in one year.

Level endorsements are awarded with Merit (50 or more credits earned with Merit or Excellence) or Excellence (50 or more credits earned with Excellence) in one level.

UNIVERSITY ENTRANCE

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

- NCEA Level 3
- Three subjects - at **Level 3**, made up of:
 - 14 credits each, in three [approved subjects](#)
- Literacy - [10 credits at Level 2 or above](#), made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - [10 credits at Level 1 or above](#), made up of:
 - achievement standards – specified achievement standards available through a range of subjects, or
 - unit standards - package of three numeracy unit standards (26623, 26626, 26627- **all** three required)

The Year 13 Head of School will identify Year 13 students who do not meet Numeracy or Literacy requirements for University Entrance before sign-in day. Appropriate advice will be given to each student concerned suggesting either catch-up programs or alternative subject selection.

SCHOLARSHIP

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

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

NATIONAL CERTIFICATES

Other NQF awards are available in certain subjects such as Computing (National Certificate in Computing) and Electronics (National Certificate in Electronics Technology). Details of how to earn these is available from the course teachers. There is an additional cost to be paid on completion of these courses.

COURSE INFORMATION TO STUDENTS

All subject areas are to use the generic Year Planner as part of the information to be included as course information. This includes important information regarding Extensions and Appeals, External Exam dates, student tracking sheet and a guide as to the order and timing of topics and assessments throughout the year.

The Qualifications & Assessment Manager will make available the generic template document for all HoD's to use in November of the previous year. This will include all common dates such as exam week for teachers to use as a basis for planning.

A copy of the Year Plan Document can be found in P:NZQA/2015/calendars/.....docx and should be generated for each course and saved by the end of February of the year of study.

When setting an assessment, teachers should also refer students to the information in the student diary regarding NCEA procedures.

■ CHANGING COURSE DURING THE YEAR

Students who change course during the year will need to approach their Head of School outlining their reasons for the change.

- If a change is appropriate, the Head of School will approach the teaching staff concerned with a Course Change form to collect appropriate information and approval.
- When the form is complete, changes can then be made to Options in Student Manager.
- The form is then forwarded to the Qualifications & Assessment Manager to adjust examination entries.

All steps should be followed by the Head of School. Students should not approach teaching staff themselves requesting changes.

■ DEADLINES AND EXTENSIONS

- Students should be given at least 5 school days notice of an impending assessment or deadline.
- Students who cannot meet the deadline or who are unable to attend on the day due to illness should see the Qualifications & Assessment Manager in the first instance to get an Application for Extension form.
- The student should first approach the Qualifications & Assessment Manager (QA) for an application for extension. The QA will decide whether the reason for the extension is valid. If it is, an approval form will be given to the student. They will then take this to their teacher to negotiate a time period that would be acceptable to both.
- Extensions for **school trips or school activities are automatically approved** assuming it is feasible for the assessment to be run at an alternative time. In this instance, a form does not need to be

filled out, but students should let their teacher know in advance that they will be absent. If an assessment opportunity is not feasible, the student should be removed from the standard.

- The school views internal assessments as NZQA would view external ones. There must be some paperwork that backs up the application. Going to the doctor once you feel better is too late, it is advisable to go to the school nurse or family doctor on the day of the assessment where possible.

EXTENSIONS AND ASSESSMENT DUE DATES

- The deadline for all work will be advised when the assessment is set. It is recommended that the collection time is 8.45 am on the due day. Late work will receive a Not Achieved grade unless an extension has been obtained from the Qualifications & Assessment Manager or a delegated HOD.
- Work not handed in before the specified time and date will only be accepted for assessment if the Principals Nominee has granted the student a formal extension. Forms are available from the Qualifications & Assessment Manager.
- Applications for extensions must be made at least 5 school days before the assessment is due. If an extension is required because of unexpected illness, a medical certificate must be supplied and the application must be made on the day the student returns to school. Failure to do so will result in a 'Not Achieved' grade being awarded.
- Extensions will be granted for illness (with a medical certificate), school sanctioned cultural and sports trips as well as provincial or national sports teams.
- The Principal may also approve an extension under special circumstances.
- An extension is unlikely to be granted for non-urgent medical, dental, driving and counselling appointments. A holiday is also unlikely to qualify for an extension.

INTERNAL MODERATION PROCESS

The following sections on **Assessment Materials**, **Verification**, and **Quality Assurance** provide a number of options and ideas to ensure the validity of the assessments used at Cashmere High School. From here, Departments should put in place suitable procedures for each standard entered from their subject area. The minimum produced **for each standard** should be:

- A recent printout of the standard from the NZQA website.
- A copy of the assessment task with instructions as issued to students with version numbers and actual standard codes (i.e. NOT AS3.1).
- A copy of the assessment schedule for markers with statements of sufficiency.
- A completed Internal Moderation Cover sheet summarising check procedures used.

This whole package should be filed and readily available and will be reviewed by HoD's at the beginning of each school year. Heads of Faculties will ensure that these steps are carried out and report to the Qualifications and Assessment Team.

Whilst the due date for moderation may not be until the middle of the year, externally moderated standards should be ready to be handed to the PN by the start of the following year.

ASSESSMENT MATERIALS

Assessment activities used for NCEA assessment must reflect the national standard for that achievement standard. The following procedures should be used to ensure that all assessment activities are at the appropriate standard and are fair, reliable, valid and consistent.

- The use of NZQA or MOE produced assessment materials is recommended as these have been written by national panels to be consistent with the national standard.

- Assessment materials should be reviewed after use and improvements for next time noted and comments added if it is appropriate to do so.
- Assessment activities should be developed by teachers working together rather than by one teacher working independently and they should be internally moderated by others in the department.
- For small departments, colleagues from another school or professional association should check assessment materials.
- The use of material previously externally or internally moderated helps to ensure the maintenance of the appropriate national standard.
- Departments must have a system that ensures all new or modified assessment materials are critiqued before being used as a summative assessment. A formal record of this check needs to be kept as evidence.
- Compare current student work with material from previous years. Holding annotated benchmarking samples can be useful for ensuring consistency from year to year. Keep the size of the sample manageable, keep the material updated and include examples of achieved, merit, excellence and borderline examples.
- Keep copies of scripts that generated the most discussion with notes as to why a particular decision was reached.
- Refer to nationally developed materials, schedules, exemplars on the web.

Note: While it is not necessary to use a common assessment task, there must be a common level of difficulty and marking. There must be a checking process to ensure that assessment is to a common standard (*refer to assessment process in appendix*).

All assessment material, both activities and schedules, should be held centrally, be clearly labelled and easily retrievable.

When re-using assessment material, another assessor can provide a second opinion on its suitability, making appropriate written comments or suggestions.

Item banks of assessment materials developed should have notes attached to explain appropriate applications.

■ VERIFICATION

(Checking that student work is being marked consistently and at the appropriate standard.)

In subjects where there is more than one class at the same level, teachers will ensure there is consistency in their marking of assessments across all classes.

Strategies to ensure consistency include:

- All marking must be to an agreed schedule which has been developed before assessment takes place.
- Common assessment tasks
- Common marking schedules
- One teacher marking one section of work across all scripts
- Peer marking
- Assessment decisions need to be verified by a colleague, from within the same department, or from a different department, or from another school, checking a sample of assessed work, or discussion of decisions by a panel. A record of each verification must be kept.
- Student work being marked and then marked samples being check marked by the HOD or a colleague;
- Teachers assessing in a panel, with borderline examples discussed
- Strip assessment (different teachers assessing different sections);
- Cross assessment (teachers mark a mix of student work from different classes)

- Where an agreement cannot be made between teaching staff a third party (external moderator, outside school environment) may be needed to verify the grades of some students.

It is important that both the activity and schedule are transparent and that there is check marking of samples of assessed work. Alternatively, benchmarks or guinea pig papers could be assessed at department meetings, and the results discussed to ensure that a consistent standard is obtained.

To ensure consistent professional judgements are being made, departments must have a formal system for verifying assessment decisions - Check marking of a sample of a class's work is one way of doing this. A record of each verification must be kept.

■ QUALITY ASSURANCE

(How to ensure that assessment activities are at the national standard)

There are many methods of ensuring that assessment activities are at the national standard. These include:

- Sending teacher-selected evidence to NZQA for external moderation
- Using previously moderated material;
- Referring to external moderation results;
- Keeping benchmarks and exemplars from previous years;
- Keeping borderline examples of marked work including those which generated most discussion;
- Referring to nationally developed materials, assessment schedules, and exemplars on the web or elsewhere as these become available;
- Attending cluster meetings (if available);
- Establishing a buddy system between teachers to deal with issues;
- Informal checking by same-subject colleague from another school or subject association.

■ EXTERNAL MODERATION

(Procedures to check that the school is assessing at the same standard as other schools nationally)

All internally assessed achievement standards and unit standards are subject to moderation by NZQA to ensure that internal school based assessment standards reflect the national standard. This is a check of the school's systems and it is not a check of individual students. Schools will be advised of a collection date by NZQA and the achievement standards to be moderated. Before that date, for each selected achievement standard, HOD's will provide the Qualifications & Assessment Manager with the assessment activity, the assessment schedule and samples of marked student work. The moderation report received from NZQA will be used to inform internal moderation decisions. HOD's of subjects who receive moderation reports that identify problems will be required to provide documentary evidence of the steps that they have instigated to rectify the identified problems.

It is the job of the Qualifications & Assessment Manager to ensure appropriate tracking of the collection, posting, receiving, processing and returning of moderated materials. He/she will also issue departments with a follow-up form to complete if an M or X evaluation is returned from the moderator.

Moderator judgements may be appealed if a department or subject area does not agree with the feedback given. In such a case, see the Qualifications & Assessment Manager.

Random Selection of Samples

For **each standard entered**, individual teachers/marketing teams should print a random list from Kamar which will be used to draw **8 samples** for **Achievement Standards** or **4 samples** for **Unit Standards**. The samples given will be the first 8 (or 4) from the list unless a student does not have any completed work. These lists will be generated at the end of each assessment being completed and the samples archived by the HoD or HoF with moderation material for NZQA, until they are replaced by a new selection in the following year.

Selection Process in Kamar

- SELECT mark book, if more than one class click tools and show all students in the course mark book
- SELECT the small R in the top left of mark book
- PRINT

ALL departments should provide a central location where all assessments from a standard are archived together. This is likely to be the same place where the random samples required for External Moderation are stored.

■ AUTHENTICITY

(Procedures to check that a student's work is his / her own and that the conduct of students during an assessment does not compromise performance).

Authenticity means that the work a student presents for assessment must be their own work. It must not be directly copied from information such as books, other students, or from information downloaded from the Internet.

It is quite acceptable for students to discuss all aspects for their work with friends, parents, etc and to access any information from the Internet, books or other resources, as long as when it comes to actually writing their assignment, it is all their own work. Material sourced from reference books/internet must be appropriately acknowledged as instructed by the teacher.

Authenticity is also to do with the adherence to rules of behaviour in assessments. Instances of misconduct may include cheating, copying, disruption or use of non-approved information sources.

The following procedures can help ensure a high level of authenticity:

- Supervised assessment in class;
- Assessors knowledge of student's capability based on experience;
- Requiring the student to report progress at set milestones;
- Changing topics or context from year to year to prevent copying from previous student's work;
- Controlling resources students may use if practicable, and being familiar with the resources;
- Retaining all student work from one year to another;
- Oral checks with student to ensure understanding of topic; requiring repeat performance if there is doubt;
- Oral presentation of topic to class;
- Avoidance of topics which can be downloaded from the Internet;
- Having detailed knowledge of individual students and their work.
- Observing the student doing the research or practical planning; not allowing work to go home.
- No access to other students' files in Computing; controlled log-on and printing;
- Controlling group work by breaking task into group and individual components or requiring group attestations of contribution signature on authenticity statement;
- Requirement to supply sources of assistance including people and materials.
- Requiring students to complete an assessment cover sheet provided by the teacher indicating that the work is their own for each internally assessed task not carried out under supervision in the classroom.
- Explaining clearly to students the rules and consequences regarding communication, disruption, copying or cheating at the beginning of each test.

■ BREACHES OF ASSESSMENT RULES

- If work is found to have been copied the student will receive a 'not achieved' grade for that assignment and no other assessment opportunity will be given for that Achievement Standard. If the work has been copied from another student, then both students will get a 'not achieved' grade for that assignment and no other assessment opportunity will be given for that Achievement Standard.
- Work to be assessed should not be done in pencil and no twink/correcting fluid should be used.

Where there is doubt over the authenticity of work, or there is suspected misconduct, teachers must complete a Misconduct form and file this with the Qualifications and Assessment Manager within 2 days.

Student's may appeal the decision if they disagree. In such a case, an Appeal form must be completed and passed on to the Qualifications and Assessment Manager within 7 days.

■ APPEALS

(Students disputing the allocated grade)

Students wishing to appeal the grade that they have received should first ask their teacher to check the marked work before it is removed from the classroom. If the appeal cannot be resolved with the class teacher, the HOD should be approached.

If during the course of an Internal Assessment, there are breaches of rules such as:

- Suspected cheating or copying of work / sharing answers
- Disruption during an assessment or behaviour which could hinder the performance of others
- Use of non-approved information sources or devices

...then, the student(s) concerned should be awarded with a 'Not Achieved' grade. This can also be reviewed by the Appeals process.

If the matter still cannot be resolved, an Assessment Appeal form must be completed and forward to the Qualifications & Assessment Manager who, in consultation with the Principal's Nominee and the Principal, will make the final decision.

If the student does not accept this decision, they may appeal to NZQA. NZQA will check that Cashmere High School has correctly followed the appeals procedure. NZQA may suggest a change to this procedure but they will not change a grade.

Appeals must be made within seven days of students receiving the marked assessment.

Teachers should be open to discussion with students about the marking processes or decision made and may be required to make a written submission using the Misconduct Report Form for the Qualifications & Assessment Manager. A copy of this will be forwarded to the relevant Head of School.

Written information is provided to students and caregivers about appeal rights and processes in the Student Diary. Students should be reminded of the right to appeal when results are given out. Time limits for appeals must be clear to all.

■ DOCUMENTATION

(Record keeping requirements)

Record keeping must meet the following requirements to ensure that students' results are accurately recorded and secure, and able to cover eventualities such as loss of a mark book.

Teachers must ensure:

- All NCEA assessment results are recorded in the teacher's mark book and in Kamar. Data should be transferred to Kamar regularly
- Unit standards are recorded to element level, achievement standards are recorded for an entire achievement standard as Not Achieved, Achieved, Merit or Excellence
- Students should record their achievement on a tracking sheet as a personal record and as a check to ensure accuracy
- Clear and accessible mark recording systems must be used in case someone else has to take over and interpret results
- Students must sign off computer record sheets for accuracy before grades are submitted to NZQA
- Privacy laws apply to student assessment information. **Any student work to be kept and used as exemplar material must have written permission from that student.**

■ FURTHER ASSESSMENT OPPORTUNITIES

(Students having more than one opportunity to achieve a standard.)

Further assessment opportunities refer to additional assessment opportunities available to students. This applies only to internally assessed achievement standards and unit standards; there is no further assessment opportunity for externally assessed achievement standards.

Secondary school students will have a maximum of one reassessment chance for internally assessed NCEA standards from 2010, under new rules and procedures announced by the New Zealand Qualifications Authority (NZQA). This means students will have a maximum of two assessment opportunities per standard, per year. A further assessment opportunity is only appropriate if additional learning has taken place since the first assessment opportunity. It is not compulsory to offer an opportunity for further assessment, but if it is offered, it must be offered to all students.

All grades must be available as a result of a further assessment opportunity (i.e. Not Achieved, Achieved, Merit, and Excellence, in the case of achievement standards).

The rules also cover resubmission – where a student can be offered the opportunity to correct a minor error in an assessment but only if they are capable of **identifying the error independently**. Resubmissions will be limited to one per assessment opportunity. Not all assessments will have a further assessment opportunity. For some assessments, (e.g. those involving field trips) reassessment is not usually a possibility. Opportunities for further assessment should be explained to all students at the start of a course and when results are given out. It should also be made clear as to who is eligible and under what circumstances a student is eligible, and further assessment opportunities should be consistently applied.

Further assessment opportunities usually involve the retesting of an area of knowledge after further learning has occurred. However it can also involve students being assessed more than once on an achievement standard using two or more different contexts. In this case, a student's best result from each assessment would count as their final grade and there would be no reassessment

KAMAR MARK BOOK ENTRIES FOR NZQA

For Internally Assessed **ACHIEVEMENT STANDARDS**...

Codes that can be entered in columns mark books (NZQA Data)

- E** Completed the standard and earned an **Excellence** grade.
M Completed the standard and earned a **Merit** grade.
A Completed the standard and earned an **Achieved** grade.
N Completed the standard and did **not achieve** the required level of competency.

... or ...

*Was given the opportunity to sit test/submit work but did not attend / submit work at the time required **AND** did not have an extension approved by NZQA liaison.*

XX **Withdrawn** from standard because either...

- Student was not in the class when the work was done **or**...
- Student could not meet the deadline due to illness or other extreme circumstances as approved by NZQA liaison **AND** there is no further assessment opportunity.
- Standard is not part of personalised program as negotiated between student and teacher prior to the topic being introduced. Parents made aware of this.

For Internally Assessed **UNIT STANDARDS**...

Codes that can be entered in columns mark books (NZQA Data)

- A** Completed the standard and earned an **Achieved** grade.
N Completed the standard and did **not achieve** the required level of competency. ...
or ...

*Was given the opportunity to sit test/submit work but did not attend / submit work at the time required **AND** did not have an extension approved by NZQA liaison.*

XX **Withdrawn** from standard because either...

- Student was not in the class when the work was done **or**...
- Student could not meet the deadline due to illness or other extreme circumstances as approved by NZQA liaison **AND** there is no further assessment opportunity.
- Standard is not part of personalised program as negotiated between student and teacher prior to the topic being introduced. Parents made aware of this.

Also,

- On completion of each standard a teacher must ensure that both the entered into Kamar and the Publish to NZQA columns are ticked in individual mark books.
- Standards which are not complete or are only partially assessed should be left with only one tick (entered in to Kamar).
- All entries for Internal Assessments must be based on a completed item of work. Estimate grades **SHOULD NOT** be entered in these columns.
- Externally Assessed grade entries should be in set D (school examinations) with results and procedures the same as above (*Refer to appendix for removal of a student from the standard*).

EXTERNAL EXAMINATIONS

Student's admission slips and timetable and relevant information are issued to students prior to the start of NCEA external exams. Student examination rooms are clearly sign posted for the students to access on and before exam days. The Exam centre manager administers all daily needs and works closely with the Qualifications and Assessment team and learning support.

■ GENERAL ASSESSMENT PROCEDURES

(Procedure to ensure that assessments are carried out in a fair and valid manner)

1. RETURN, RETENTION AND STORAGE OF INTERNALLY ASSESSED WORK

Marked assessments will normally be available within 3 weeks of the submission deadline.

They will be accompanied by sufficient oral or written information to allow students to see how successfully they have completed the aims of the assessment.

Each department will retain student assessment material until such time as it is no longer required for appeals or grade verification. Typically this is until the end of March of the following year.

Departments should provide a central location where all assessments from a standard are archived together. This is likely to be the same place where the random samples required for External Moderation are stored.

SPECIAL ASSESSMENT CONDITIONS

Students requiring special assessment conditions for NCEA assessments (eg extra time, reader/writer assistance etc) must apply for this assistance to the HOD Special Needs. If a student is eligible for this assistance, then provision must be made for this, for all internal assessment including formative tests and exams.

2. FINANCIAL ASSISTANCE FOR NATIONAL QUALIFICATIONS

To be eligible for financial assistance the person applying (normally the parent or guardian of the candidate but may be the candidate themselves if they are a beneficiary) must be the fee payer and meet at least ONE of the following criteria:

- For a benefit-based application you must be receiving a Work and Income (WINZ) or Study Link benefit, or have a Community Services Card.
- For an income-based application you must be eligible for a Community Services Card (but do not currently have one).
- For a multiple candidate application you must have two or more children (2) taking these qualifications in the same year, regardless of your income.

The Principals Nominee is responsible for publishing all relevant information regarding the payment of fees in the Term Two Newsletter. This will include:

- Dates for the issue of student invoices
- Payment dates
- Process and information for applying for Financial Assistance

DERIVED GRADE APPLICATIONS

External Examinations

If someone is unable to attend an external examination they must follow the steps below:

1. Download Derived grade form from NZQA website or email the school to request a copy.
2. Present Derived Grade form and a medical document from family GP or school nurse explaining reasons for missing the assessment, it is vital that the form/certificate is dated for the day of the examination. This needs to be presented to the Qualifications and assessment manager before the deadline date.
3. This form is then forwarded to NZQA following determination of the grade to be awarded to the student, this must be based on standard specific evidence.
4. An estimate grade for externally assessed achievement standards will be derived from formative assessments and / or school exams of the same standard. Final estimate grades will be calculated using NZQA procedures. 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.
5. Derived Grades are not available for Scholarship entries.

Internal Assessment

If sufficient and appropriate evidence is available, a student can apply for a derived grade for an internal assessment.

- i. The student must have been unable to attend/complete the assessment due to illness and have documentary evidence from a doctor.
- ii. The evidence used to establish the grade must come from work produced by the student in question and directly related to the standard in question.
- iii. There must be no further assessment opportunities available in that course.

APPENDIX 1

GLOSSARY OF TERMS:

Achievement Standard or Unit Standard	Specifies the assessment requirements for credit towards a national qualification.
Assessment	The collection and evaluation of evidence of student performance
Assessment Activity	Activity provided to enable students to present evidence for assessment against the standard.
Assessment Criteria	Provide guidance to assessors and students as to the type and level of performance required for each grade.
Assessment Schedule	Designed to achieve consistency of judgment between different assessors. Provides guidance on the minimum evidence and quality of evidence required for each grade. It is specific to a particular activity and reflects what is in the achievement standard.
Authenticity	Ensuring the evidence presented is the student's own work.
Benchmarks	Samples of student work that signify the standard of evidence required for particular grades to be awarded. They relate to a particular assessment activity and support judgments made in the assessment schedule.
Explanatory Notes	Provide clarification and/or expansion of requirements for the I standard. They refer to the relevant part of the curriculum and detail the content and contexts that can be used
External Assessment	Work is assessed by 'marker' from outside the school. (In the case of mathematics this will occur by way of an examination.)
Formative Assessment	Assessment used to determine ongoing teaching and learning needs of students
Internal Assessment	Work is assessed by classroom teacher (subject to national quality checks).
Management of National Assessment	Its purpose is to ensure national consistency of assessor judgment. The process is administered by NZQA and checks the assessment procedures of a school and the assessment judgments of a department.
Standards Based Assessment	A process by which evidence of achievement is judged against standards
Summative Assessment	Assessment that takes place at the end of learning and contributes to an overall judgment of student performance

■ APPENDIX 2

Use of Accredited External Providers - Schools

Memorandum of Understanding

The formal memorandum of understanding identifies the responsibilities between the two parties: the school and the accredited external provider involved. (This also includes an accredited school with an unaccredited school).

The purposes of the memorandum are to define the means by which the school ensures that the required standards of teaching, assessment and moderation will be maintained, to ensure that collaborative arrangements are clearly set out and operate smoothly, and that clear channels of authority, accountability and executive action are clearly identified.

The memorandum must be signed by the legally recognised signatories who represent the school and the accredited external provider/s to which the agreement applies. (Or between schools).

The memorandum must specify, as appropriate to the application:

- The names of the parties to the agreement;
- Procedures and responsibilities for verifying the accredited provider;
- The allocation of responsibility for the management of quality systems to oversee and maintain standards;
- Procedures and responsibilities for the management of the standards delivered, and to include procedures for on-going monitoring;
- Assessment and moderation arrangements;
- Responsibility for all candidate entry procedures;
- Responsibility for communication of all necessary reporting results and any other information required by the Qualifications Authority;
- Responsibility for all administrative arrangements such as student enrolment; student welfare services; decisions relating to progress through the course, assessment, appeals; reporting student results; and remuneration of monitors and moderators (if applicable);
- Procedures for agreeing on all necessary financial arrangements and the provision of resources, both physical and human;
- The procedures for resolving any differences which might arise between the parties to this agreement; and,
- Procedures for the protection of students should the arrangement terminate.

■ APPENDIX 3



Assessment grades for different situations

WHAT WE ARE LOOKING AT THIS YEAR...

Situation	Reason	Result
Missed the majority of teaching of the topic	Legitimate reason <ul style="list-style-type: none"> • Illness/surgery • Death of close family member • Away on school activities • Away on representative sport 	X
	No legitimate reason <ul style="list-style-type: none"> • Truancy 	N
Missed the assessment	Legitimate reason – student eligible for catch up assessment (SQ to approve anything that is not school on school calendar and will return with approval form) Student may choose to be withdrawn from standard instead of sitting catch up assessment	
	Family holiday	X
	No legitimate reason <ul style="list-style-type: none"> • Truancy • Illness, but no evidence • Taylor Swift concert 	N
Student not ready to sit assessment with class (they are not likely to pass)	Legitimate reason <ul style="list-style-type: none"> • Student struggling with level of work presented in class, but is trying their best 	Student sits alternative assessment (US) and withdrawn from this assessment.
	No legitimate reason <ul style="list-style-type: none"> • Student has been truant from class so professional judgement cannot be made about their abilities. • Student has not attempted enough work in class for professional judgement to be made about their abilities 	Student sits assessment with class
Assessment sat	Grade recorded	

Note:

1. Students that enrol during the year will need to have their credits checked and have any removed that they will not be able to sit due to time.
2. It is vital that when a withdrawal form (x'ing) is completed that contact is made to Parents/Student/HOS/HOD/HOF. This is to ensure that there is an overview of student assessment profiles.