



PUKEKOHE HIGH SCHOOL

NCEA ASSESSMENT POLICY AND PROCEDURES

February 2024 version



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NZQA Assessment Policy – February 2024

Rationale:

Students achieve and improve when the assessment is valid, consistent, fair and accurate.

Purpose:

- To ensure fairness of assessment for all students.
- To ensure school-wide consistency of internal assessment procedures.
- To define roles and responsibilities of staff and students.
- To satisfy NZQA requirements for assessment.
- To minimise student workload peaks.
- To allow students to achieve to their potential.

Guiding Principles:

1. Each assessment activity must feature the following attributes:
 - Valid – the assessment must stand alone and be able to gather evidence of the course work being assessed, consistent with both the standard and curriculum. A valid assessment should measure what it is supposed to measure, i.e., it is standard specific, as detailed in the achievement criteria. Note: An assessment that is not valid cannot be used to provide evidence for derived grade purposes]
 - Fair – the assessment must be presented in such a way that no student is advantaged or disadvantaged by the nature or content of the assessment.
 - Sufficient – the achievement standard assessment must provide enough opportunity for a student to show competence at Achieved, Merit or Excellence level. (Unit standards must provide enough opportunity for a student to show competence at Achieved).
 - Authentic – the assessment must be sufficiently different from practice assessments to ensure that each student's own knowledge is assessed in a way that preserves the authenticity of their response, which must be in the learner's own words.
2. Assessment conditions must be appropriate for the outcome being assessed.
3. Procedures are transparent and well publicised. This is to ensure that all students and staff are aware of their respective responsibilities.
4. Each assessment will be conducted, critiqued, moderated, and supervised, as appropriate, by experienced and qualified teachers. No inexperienced teacher will have sole responsibility to critique or moderate an assessment. Every teacher will have their work moderated, and after moderated results are reported to students.
5. All assessment dates, including practice external assessments, are to be spread over the year to minimise clashes.
6. Every NCEA course is required to offer at least one standard in each of Term 1 and Term 2, where practicable, and at least 6 credits by the end of Term 2.
7. Kaihautuu will ensure that all assessment activities and schedules are internally moderated and that samples of assessor judgements are verified, consistent with NZQA requirements.



8. Kaihautuu will determine suitable strategies for collecting evidence of student achievement and ensure that they are used consistently within each department in the faculty.
9. Copies of moderated internal student assessments and results will be stored in a secure and readily retrievable way. The location will be specified on page two of the KAMAR moderation process. The SIX selected samples for external moderation will be stored digitally in (NCEA Assessment and Policy channel in PHS Staff Team) for the following year along with the assessment tasks and marking schedules.
10. When a student has gained Not Achieved in an assessment, teachers should review any valid, authentic, and naturally occurring evidence that the student has already provided before necessarily considering the need for further assessment.
11. A further opportunity to demonstrate achievement may be offered unless it is deemed impractical and / or unmanageable.
12. Students who have approved Special Assessment Conditions will be offered the same conditions for school assessments as they would for an external NCEA assessment.
13. Consistent with this policy, faculties will determine suitable specific procedures to ensure authenticity for each internal assessment under their control.
14. Appeals procedures will be well publicised on the school's website and student handbook.
15. Moderated grades only will be reported to NZQA.
16. The Principal's Nominee will maintain regular communication with NZQA to ensure that the school's policy and procedures comply with their requirements.
17. The procedures defined in this document must apply to all students sitting NCEA or any other NZQA approved assessment.
18. Students will be provided with a digital copy of the Pukekohe High School student handbook, containing the relevant policies and procedures and appendices, in Term 1 via Teams.
19. Digital copies of the student handbook and the assessment policy and procedures will be posted on the school's website and linked into the school newsletter.
20. Formative or diagnostic assessments should be used to aid teaching and learning, and curriculum delivery and review.
21. All teachers, including those new to the school, will be informed of this policy as part of their induction.
22. All teachers will receive an explanation of these practices through faculty meetings.
23. Faculties using within-school moderation are expected to return marked scripts with moderated, recorded grades to students within three school weeks of the assessment. Copies of the selected scripts for external moderation are retained by Faculties and uploaded to NCEA Assessment and Policy channel in PHS Staff Team.
24. Faculties using moderators from other schools will agree a realistic turnaround time with the Principal's Nominee, with a maximum of six school weeks.
25. This policy will be reviewed every three years, while procedures and appendices will be reviewed annually.

Updated: February 2024

Signed: James Thomas Principal Pukekohe High School



Procedure 1: Assessment Planning

Purpose: Planning of the assessment schedule for each course, and overall, to minimise student workload peaks.

Procedure components:

1. Each subject area will produce a schedule of assessments to be completed together with approximate dates.
2. Where practicable, assessment dates must be scheduled so that no two assessments conclude at the same time in a single subject. That does not prevent assessment material contributing to more than one standard.
3. As a guide, there should be a minimum of two weeks between the assessment dates of different standards within a subject. Note: It is acceptable to run concurrent assessments, but their finishing dates must be at least a fortnight apart.
4. It is acceptable that one piece of work may contribute to more than one standard, provided it meets the criteria for each of those standards.
5. For NCEA courses, assessment dates for each year level will be put into the school SMS KAMAR by the Kaihautuu, or delegated representative by the end of Week 6 of Term 1.
6. Confirmed assessment dates will be digitally issued to students as part of course outlines in class Teams. An individual assessment calendar will be distributed to each student and their Whaanau by Week 3 of Term 1
7. For fully internally assessed subjects only – in Term 4 at most one achievement standard should be scheduled for assessment per course. This does not prevent students from completing internal assessments while they are on examination leave.
8. All other subjects (ie those with an external component) must complete all scheduled internally assessed achievement standards by the end of Term 3. Any exceptions by individual subjects will be negotiated by the Kaihautuu with the Principal's Nominee.
9. This procedure does not prevent individual students from being offered standards during Term 4.
10. Allow sufficient planning time to cater for critiquing prior to an assessment, particularly for subjects that need off-site moderation.
11. For subjects that require off-site moderation, ensure that a fair timeframe (no more than a 6 week turnaround) is agreed before work is sent for moderation. Recall that purposefully selected samples of student work, for example at grade boundaries, should be moderated, with a minimum of 2 samples.
12. In cases where a standard is provided to a single student (on an Individual Education Plan – IEP, for instance) then the same expectation relating to a valid assessment, critiquing and moderation applies as it would for any other standard. In this case the sole sample of student work must also be moderated.



Procedure 2: Student Course Outlines

Purpose: This procedure is to inform students of the course content and the timing and nature of assessments to be carried out.

Procedure components:

By Week 3 Term 1, a digital copy of the Student NCEA and Assessment Handbook must be posted on each Senior Class Teams page. A digital copy will be posted on the school website and social media.

This booklet will contain the procedures and information that are common to all courses, including the following information:

- Plain language descriptions of what “Valid”, “Fair”, “Sufficient” and “Authentic” mean in terms of assessments.
- Information about authenticity, absence, late work, procedure for a missed assessment, verifying grades, appeals, retention of student work, derived grades process.

Also, in Term 1 teachers will provide all students with a Course Outline uploaded on Teams (refer Appendix 1). Paper copies will be available to students with limited access to a device.

This will include:

- Achievement and unit standards offered in the course.
- Title, level, credit value and version number of each standard that is being assessed. Also include the 5-digit NZQA number as well as the common title.
- Which standard are externally or internally assessed.
- Literacy and numeracy
- UE literacy (reading / writing)
- Whether further assessment opportunity is available
- Topic and assessment order
- Confirmed due date, duration, and the nature of any special features for each assessment activity.
- State whether the course can be endorsed, and whether it is UE approved.
- Any other information that is specific to the course, such as vocational pathways and any likely prerequisites for next year’s courses.



Procedure 3: Carrying Out Assessments

Purpose: To clarify the process of assessment.

Procedure components:

These practices can be varied according to the nature of the assessment but, once set, must be interpreted consistently across all classes sitting the assessment.

Before the activity

1. Ensure appropriate critiquing by a suitably qualified critiquer is carried out for the assessment and the assessment schedule is prepared (refer procedure 7).
2. The aspect / activity must state the conditions of the assessment.
3. The teacher will ensure that subject topic has been taught thoroughly. The teacher ensures that the students are ready to be assessed.
4. Any significant changes to assessment plans, such as reduction in credits, optional standards, or timeline changes, during the year must be changed on the Assessment Calendar and discussed with the line leader.
5. The students are given a reminder at least two weeks before the assessment date.
6. The students are given adequate practice opportunities. The use of exemplars from previous years as well as templates is recommended.
7. Teacher must contact learning support to arrange assessment assistance for eligible special assessment conditions students (refer procedure 6)
8. Teacher reminds students of the school assessment procedures (i.e., for authenticity, missed assessments, appeals and the reporting of not achieved when students have been given adequate opportunity). This reinforces the importance of the assessment and encourages students to follow correct procedure e.g., in the case of illness.
9. Each assessment includes full information about due dates and requirements, including milestone information for any on-going assessments. The teacher brings these to the students' attention when the assignment or assessment notification is handed out.

During the activity

Follow school-wide and faculty authenticity strategies.

For an in-class assessment

1. Teacher immediately checks collected assessments against the roll to ensure all are handed in.
2. Students who have not been assessed will be followed up by the teacher to ascertain a reason. Teachers should discuss with Kaihautuu if an alternative assessment opportunity is appropriate.
3. Teacher will keep scripts secure – lost scripts cannot be moderated. In the case of lost scripts, Kaihautuu will inform the Principals Nominee in writing as soon as practicable.



For assignments

1. In the interests of fairness students are expected to submit work by the due date.
2. Where an extension is applied for this must occur before the due date.
3. Provide feedback to students at milestones or checkpoints. This encourages students to focus on the assessment criteria and also allows teachers to check for authenticity of work in progress.

Missed assessments.

1. Students who missed an in-class assessment follow the procedure for a Missed Assessment Application Form. (Refer procedure 10 and Appendix 2).

Assessment judgements and moderation

1. Teacher assesses according to the assessment schedule that has been critiqued, altered, and agreed.
2. Teacher submits identified samples of assessed student work to be verified by the moderator and makes any adjustments required. Borderline cases should be first chosen.
3. Scripts are retained until all verification and moderation has taken place. The teacher in charge will advise when scripts can be returned to students for discussion and checking.
4. No unmoderated grade may be shared with a student. Note: this does not preclude allowing resubmission opportunities for students who qualify for this.
5. Scripts may be moderated once at least 75% of the teachers have marked students' work for an assessment, and where a clear departmental process exists to moderate the remaining scripts. This may mean that most classes have the results of their moderated work reported to them before the work of the remaining classes is marked and moderated.

Return of student work

1. Assessments are to be handed back to students after all extensions or new assessment dates have lapsed and the assessment judgements have been moderated / verified and recorded, and, where possible, no later than three school weeks after the assessment date.
2. Share moderated result with the student discreetly (if a student wants to share their results that is their choice, not the teacher – i.e., do not post the results publicly or read them out)
3. When the assessment is handed back students must have the opportunity to hear an explanation of the judgement statements and how judgement decisions were made. They should compare their responses with the judgement decisions and ask for clarification of decisions about their responses. They can seek an appeal of a judgement decision (see appeals procedure 12 and refer Appeal Application Form, Appendix 3).
4. Teacher takes any requests for an appeal of judgement decisions to the moderator / assessor / Kaihautuu.
5. Students sign (e.g., on authenticity declaration) to indicate that they accept the grade awarded. (Refer Authenticity Declaration, Appendix 4).



The Privacy Act

1. Student permission must be explicitly sought and gained if it is intended to use their work as benchmarks for any other person to see. Copies of the student work is to be retained and the original is to be returned to the student.
2. When students check their own results, other students' results must not be divulged.

Procedure 4: Recording of Results

Purpose: Procedures for recording assessment results are consistent

Procedure components:

1. All grades must be recorded digitally in KAMAR markbooks. Teachers may also maintain their own results file in their plan books.
2. Finalised internal assessment results must be recorded no later than one week after the student work is returned.
3. All NCEA assessments must be completed, assessed, and recorded by the date specified by NZQA each year (approximately mid-November), in time for the final upload on 1 December.
4. Kaihautuu will ensure school deadlines for recording grades in KAMAR markbooks are met.
5. All unmoderated results are to be stored in the NZQA progress columns. Only moderated grades are recorded in the NZQA column.
6. A final set of results should be printed to allow analysis and back up if required.
7. Students verify their entered results by:
 - Checking their Pukekohe High School Records of Achievement by logging into the KAMAR app.
 - Being encouraged to log in to the NZQA website as learners (using their Learner Login)
 - Being given the opportunity to check their internal results on a printout during term 4
8. Teachers will record student progress toward internally assessed standards, for standards with checkpoints or those requiring multiple instances of evidence.
9. Teachers will record student progress toward externally assessed standards.



Procedure 5: Retention of Student Assessment Material

Purpose: Procedures for storage of assessed work.

Procedure components:

1. Completed internal assessments will be stored so that they are available to refer to in the case of an appeal. The time limit to appeal is two weeks after the return of the student work.
2. In case work is required for external moderation purposes, 6 appropriate samples of student work will be scanned and stored digitally. Samples of student work will meet the criteria for external moderation as per Procedure 8.
3. Only the copies of the 6 pieces of student work must be retained for up to 2 years after reporting the results to NZQA. Note: All student work must be returned to students.
4. Completed student work, will be stored in a secure and readily retrievable way. Work “born” digitally must be stored digitally.
5. Where storage of student work is impractical a copy of the work (photocopy, photograph, video, scanned record) may be made. The copy must be of a good quality and enable moderators to have a clear picture of the students’ original work. The NZQA rules for copying of work must be followed.
6. It is recommended that faculties keep and annotate copied samples of assessed student work as exemplars to assist with maintaining consistency from one year to the next.
7. Student permission must be sought if it is intended to use their work as benchmarks. Refer Procedure 3 -The Privacy Act.



Procedure 6: Special Assessment Conditions

Purpose: To provide suitable assessment conditions for all students.

Procedure components:

1. The Kaihautuu for Learning Support will identify students who may require Special Assessment Conditions using contributing school data, routine testing, and teacher referrals via LSCs (Learning Support Coordinators). Teachers will be informed of these students' needs.
2. Teachers who believe a student may qualify for special assistance must refer the case to the LSCs, using the [referral form](#), at the first opportunity for evaluation and action.
3. Students must have used this assistance in assessments throughout the year.
4. The Kaihautuu of Learning support will ensure that fair and suitable conditions are provided.
5. If teachers have concerns about SAC students' learning / assessment conditions, they should see the Kaihautuu of Learning Support. Provision will be made for these students to have valid and fair assessment conditions consistent with the assistance they would normally have as part of their learning environment.
6. Where students require assistance, this must have been approved and organised at least three school days prior to the assessment. The exception for this will be CAAs, Senior grading exams and NCEA end of year exams where the Kaihautuu for Learning Support will liaise with the SAC candidates, Principals Nominee and ECM (Exam Centre Manager) and plan for suitable and fair conditions to be provided.
7. The Kaihautuu for Learning Support will confirm with the Principal's Nominee that they have satisfactorily completed on-line applications for any student requiring special assessment conditions.



Procedure 7: Moderation of Assessed Work

Purpose: To ensure valid, fair, and consistent assessment and to ensure that teachers are not working in isolation with regard to their understanding of national standards.

Internal moderation. (Refer Appendix 5, Guide to Moderation).

The quality of national assessment relies on quality assurance systems operating in every institution. Schools must have assessment policies and procedures to ensure that results reported are accurate and consistent with the listed standard.

Internal moderation supports the credibility of assessment by ensuring that assessment is valid, and judgements are verifiable.

Schools undertake quality assurance each year to ensure that:

- all assessment material is critiqued and modified as necessary, before use
- judgements are consistent across classes.
- for each standard a sufficient sample of each teacher's grade judgements is verified
- annotated benchmark samples of student work are identified, and copies are retained.
- for each standard assessment materials are retained with copies of 6 appropriate selections of student work for the purpose of external moderation
- all advice from external moderation is actioned before the materials are used again.
- staff use external professional links to maintain their understanding of the standards.

The critiquing process is to ensure the assessment activity focusses on the requirements specified in the standard and provides the opportunity for students to present evidence at all grades.

The verification process is to ensure that the teacher judgements are consistent with the standard before they report the results to NZQA.

- It should be undertaken by a subject specialist with recent standard specific knowledge.
- The marker should seek verification of samples of work around grade boundaries, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard.
- Work for verification should be purposefully selected, with a minimum of 2 samples.



Procedure 7 [continued]

Procedure components:

Internal Moderation.

Internal Moderation will continue to be completed in Kamar in 2024. Access is through Kamar > Markbook. (Refer Appendix 6 KAMAR Moderation Process).

Kaihautuu, heads of departments and teachers in charge have a 'Moderation' button to access this function. There is also an option once complete to print or produce a pdf of the completed document (this allows for the creation of digital moderation pages if required).

- Prepare all documentation as required (student information/guidelines, answer sheets, marking schedule, judgement statements (if available). Complete moderation section A: and the “Before Teaching” tab on KAMAR.
- Share all assessment documents to a colleague (critiquer) within school who has taught the subject and level within the last 3 years. Do this at least TWO weeks prior to scheduled start of assessment (If none are available, find a teacher from another school who has taught subject and level for more than 1 year).
- If the materials do not meet with requirements of the standard have this changed/adapted before it is returned to critiquer for checking.
- The critiquer will complete the moderation section B: Critique Assessment Materials and the “Before Assessing” tab on KAMAR.

Critiquing of the assessment and the marking schedule.

1. Select suitable subject staff (eg members of department or from another school) to critique the assessment and schedule against the Standard and any exemplars prior to use. Alterations needed following critiquing must be made before the assessment is used.
 - Note 1: Every assessment must be critiqued, including commercially prepared work.
 - Note 2: Any subsequent modification to an assessment must be critiqued.
 - Note 3: The critiquer cannot be the assessment writer.
 - Note 4: The critiquer must be experienced and qualified to critique.
 - Note 5: Any teacher in their first year of teaching the course must have appropriate training prior to critiquing or moderating and a higher percentage of their work must be moderated.

Verification of Marked Student Work.

1. When the assessment has been completed and marked, samples of work need to be cross marked; or all work marked by one member of staff to ensure consistency; or other steps may be taken to ensure inter-class consistency of marking.
2. Work for verification should be purposefully selected. This means selecting examples at grade boundaries, as well as any grades that need review, with a minimum of 2 samples.
3. Sufficient pieces of student work must be selected to ensure that the assessor is confident that the grades awarded are consistent with the standard. This number will depend on



factors such as the experience of the teacher, previous external moderation history, and the student cohort.

- Teachers begin marking assessments and entering these into KAMAR. Teachers make notes about each script if they wish to clarify points to come back to. Digital assessments should be set via the assignments tab in Teams and stored on the Faculty SharePoint.
- Moderation meetings occur where a strategic selection of assessments is made to be moderated from each teacher. Select students according to faculty requirements/needs. This may include PCTs classes, boundary grades, new teachers within a subject.
- The verifier will complete moderation section C: Verify sufficient teacher judgements and the “Before reporting results” tab on KAMAR.
- In the folder “2024 Internal Moderated standards student work and assessment tasks” (in the Moderation section of NCEA Assessment and Policy Team) make a folder for the specific Achievement Standard under your faculty. This folder will include the assessment activity and relevant materials, the assessment schedule, and the assessed student work listed on the external moderation cover sheet.
- Kaihautuu confirms internal moderation process is complete. A link to the above folder is noted on Before reporting results tab on KAMAR in the “Verification Location” box.
- Teachers to double check correct entry of grades.
- Grades can be published in KAMAR.
- Complete the final moderation section D: Retain samples and review assessment materials and the “After reporting results” tab on KAMAR.
- Digital copies of student work selected for moderation are uploaded to the same folder and Teams External moderation link. All assessments are to be returned to students.



Procedure 8 External Moderation

Purpose: To ensure that processes for preparing internally moderated student work for external moderation are well understood.

1. External moderation will follow NZQA procedures.
2. The Principal's Nominee will inform Kaihautuu which standards will be moderated, and when.
3. The following materials will be required by the moderator – assessment task, marking schedule, 6 selected samples of marked student work. This work may be scanned and submitted digitally, as per NZQA requirements.

Six samples of student work for standards where Not Achieved, Achieved, Merit or Excellence grades are available. Samples should include:

one sample each at N, A, M, E (if a sample at a grade is not available, replace with one at the nearest grade available, but only send a maximum of two samples at N). Where possible these should be a 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.

Four samples of student work for standards where only Not Achieved or Achieved results are available.

Where the total number of students assessed for the standard means there is insufficient samples of learner evidence available all student work must be submitted, but only a maximum of two samples at N.

4. On return of the work, copies of the moderator's report will be filed with the Principal's Nominee and with Kaihautuu via PHS Teams NCEA channel. External moderation reports will be uploaded to teams (PHS Channel NCEA Assessment and Policy). A physical copy will be given to Kaihautuu, and SLT line manager along with a response to moderation form if required.
5. A response to moderation form will be required to be completed if two or more decisions are not consistent. The Principal's Nominee will liaise with Kaihautuu regarding matters of concern raised in moderation reports. The course of action to be taken to remedy the concern will be recorded in the "Response to External Moderation" sheet (see Appendix 7). This must be returned to the Principal's Nominee within two weeks. The completed forms will be uploaded to Teams by the Principal's Nominee. A copy of this information will also go to the appropriate Leadership Team member responsible for appraisal in that area so that it is part of performance review.
6. A review of Internal Moderation Processes by Learning Areas should be completed as best practice (refer Appendix 8).
7. The Review of Moderation Processes by SLT / Kaihautuu may be required to be completed (refer Appendix 9).



Procedure 9: Authenticating Student Work

Purpose: To ensure that work submitted by students is their own. Faculties will prepare internal assessments that they will be able to authenticate.

Field trips, practical assessments, and research-based work

1. Faculties should aim to change the context or content for assessment from one year to the next.
2. Teachers should ensure practical based assessments are authentic and individual student participation meets the standard. Sufficient referenced research material should be included to allow authentication.

Group work

1. Assessment of students working in groups is appropriate when this is a purpose in the unit of work e.g., music, drama.
2. In other cases, group work is acceptable provided that authenticity is managed to ensure that an individual's contribution can be clearly identified and assessed.
3. The teacher will identify the aspects of an assessment which apply to a group and the aspects which apply to any individual.
4. The teacher must be able to authenticate the contribution of individuals within the group.
5. The teacher must have evidence that each individual has met the required standard.

Assignment work

1. The research process will be monitored by the teacher setting regular milestone dates.
2. Where practicable, students and parents must be advised when milestone dates have not been met that the authenticity of the work may be called into question. This may result in a Not Achieved grade being awarded.
3. Where possible, the student will submit plans, drafts, and milestone reports with their final submission. If milestones are not met, then the authenticity of the work may be in question.

Single assessment events

1. This involves carrying out the assessment under examination or test conditions and includes all the following:
 - Active supervision of group by assessor.
 - Separating students.
 - Not permitting talking or sharing of equipment.
 - No reference to other materials, unless expressly permitted.
 - Standardised exam conditions must be met.

Authenticity statements that are not single assessment events

All internal assessments should have a cover sheet completed by the student, including a signed authentication statement and acceptance of the grade awarded.



Breach of the Rules

1. Where a breach is suspected the class teacher will undertake an investigation, including an interview with the student. The teacher will then report the case to the Kaihautuu.
Where a final performance (i.e., a non-written response to an assessment) produces results that raise suspicion in a teacher's mind, further evidence may be used where the student is asked to do any or all the following in the presence of the assessor:
 - Describing the processes followed (or repeat steps taken under observation)
 - Providing evidence that they did carry out a particular process.
 - Repeating the performance
2. The Kaihautuu will inform the Principal's Nominee and line leader.
3. The student may be asked to offer proof of authenticity (drafts and other evidence). Students suspected of having offered inappropriate help to their peers will also be interviewed.
4. If the Kaihautuu determines that a breach has occurred, the student will be advised of the result of the investigation and that a Not Achieved result will be recorded on KAMAR.
5. Kaihautuu will record a note on the student's notes on KAMAR.
6. The parents / caregivers will be contacted by the Kaihautuu.
7. The Kaihautuu will report the incident and consequence to the Principal's Nominee. In the event of an appeal relating to the incident or consequence the Principal's Nominee will review the case and determine the outcome.

Procedure 10: Missed Assessments

Purpose: To ensure students are treated equitably in relation to missed assessments.

Procedure components:

1. Sufficiency of evidence can be used to determine a grade.
2. If a student cannot hand in an assignment on time, then they must advise the teacher as soon as possible beforehand.
3. Valid reasons for requesting an extension of time or a new assessment date are:
 - **Sickness:** a medical certificate or a note from a parent / caregiver must be supplied on the return to school
 - **Family trauma:** a note from the parent / caregiver, guidance counsellor, Kaitiaki Aakonga or Whaanau Roopuu teacher must be supplied.
 - **School sporting / cultural activity:** the teacher in charge of the activity signs the 'Missed Assessment' form. (Note: this reason is valid only if the student informs the teacher in advance of the assessment or due date.)
 - **Late Entry into Class:** Where the student is a new enrolment to Pukekohe High school or has transferred into the class part way through an assessment period an extension may be approved by the Kaihautuu.



4. If a student cannot do a group activity on the day, the student should contact the classroom teacher before the assessment so that alternative group arrangements may be made, if practicable.
5. In cases where a student requests an extension a Missed Assessment application form must be filled in and given to the teacher concerned. This form can be obtained from the student centre.
6. Requests for extension of time must be made as early as possible before the due date. Based on the information presented in the Missed Assessment application, the Kaihautuu may decide to:
 - Grant an extension.
 - Set a new assessment date. Where this is not practicable, the Kaihautuu (or their delegate) may decide to use other valid evidence of student achievement to make a decision about giving the student a derived grade.
 - Deny the application and award Not Achieved for the standard(s) concerned, if necessary. The decision of the Kaihautuu will be final.
7. Candidates for externally assessed achievement standards who have suffered from a temporary illness, non-permanent disability or other traumatic event close to or during the external assessment, and which they believe has impaired their performance, may apply for a derived grade in the affected external assessments by completing the appropriate [form](#) (available on the on the NZQA website under derived grades) and lodging it with the Principal's Nominee.
8. The Kaihautuu may delegate the task of providing for missed assessments to the subject teacher.



Procedure 11: Further Assessment and Resubmission Opportunities

Purpose: To ensure fairness of assessments to all students.

11.1 Further Assessment

Definition

A further assessment opportunity occurs when a new, quality-assured and critiqued assessment is provided for students after their first opportunity, and after additional teaching and learning has taken place. (Note that this process could be eliminated if the student is only assessed once they are ready and fully prepared for the assessment.)

Procedure components:

1. The course outline will specify whether a further assessment opportunity is offered.
2. Further assessment should be offered, where practicable.
3. Additional teaching should occur, prior to any further assessment opportunity.
4. Any further opportunity conditions must be consistent with those for the first opportunity.
5. A maximum of one opportunity per standard should be offered for further assessment in one year.
6. If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard.
7. Where a further assessment opportunity is available, a student who misses the first assessment opportunity for any reason is able to sit the further assessment opportunity. In this case the further assessment opportunity is the only opportunity for the student.
8. If a further assessment opportunity will not be offered, students will be advised in the course outline that there is only one assessment opportunity.
9. A student will be awarded the best grade where two assessment opportunities have been used. A student must have access to all grades – Not Achieved, Achieved, Merit or Excellence - whether it is their first or subsequent attempt at the standard.



Procedure 11 [continued]

11.1 Resubmission

Definition

A resubmission opportunity is offered where a teacher judges that a simple mistake has been made by the student preventing them from attaining an **Achieved** grade, and which the student should be capable of discovering and correcting themselves.

Procedure components:

1. A resubmission can be offered after either the first or the second assessment opportunity or after both.
2. Teachers can mitigate much of this through milestones, quality teaching and learning, and assessing students when they are ready.
3. A resubmission can be offered to individual students on the **Not Achieved/Achieved boundary** who can identify and correct a minor error or omission preventing the award of an **Achieved grade**. If students are not capable of doing this, a further assessment opportunity would be more appropriate.
4. The resubmission must take place before the teacher gives any feedback to the whole class (or any student) on the work done and must take care not to over-direct the student. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
5. Feedback to students prior to a resubmission must be general and not compromise the authenticity of the student's work and responses.
6. The resubmission must be completed under the same conditions as the original assessment and within a maximum of one hour of supervised time.
7. Resubmission should be limited to specific aspect(s) of the assessment. If there are lots of changes, or the changes are significant, a resubmission cannot occur.
8. A maximum of one opportunity should be offered for resubmission of each assessment in one year. This means that one resubmission should be allowed for the original assessment and one for any further assessment opportunity.
9. **Only students who gain a Not Achieved grade may have a resubmission and the highest grade they may attain from that resubmission is an Achieved grade.**
10. A resubmission is offered at the discretion of the teacher. All teachers of that standard should have a common understanding of a minor error which would be appropriate for a resubmission.



Procedure 12: Appeals

Purpose: To enable students to appeal decisions regarding the outcomes of internally assessed work.

Procedure components:

1. Where a student is unhappy with the teacher's explanation about the assessment decision or result, they may ask the Kaihautuu for a review, using the appeals form (see Appendix 3). A copy of this form is available at the student centre and must be lodged within **one** week of the work being handed back.

Note 1: Before making an appeal, the student must have asked the teacher to reconsider their assessment decision.

Note 2: The teacher will explain the result and make any necessary alterations. If the assessing was done by another teacher in the department, that teacher will be consulted.

2. If the student disagrees with the Kaihautuu's decision, they may ask the Principal's Nominee to review the case and consult with relevant parties and determine the result. The decision of the Principal's Nominee is final.

Procedure 13: Use of External Providers

Purpose: To ensure that moderation processes used with external providers are consistent with the school's processes.

1. Teachers will not assess against standards that the school does not have consent to offer.
2. If the school wishes to do so, it may extend its consent to assess or work through a consented external provider for which a Memorandum of Understanding must be negotiated.
3. A Memorandum of Understanding must be agreed before any assessment with the external provider is undertaken.
4. The Principal's Nominee is responsible for maintaining a file containing each current Memorandum of Understanding. PHS Teams NCEA channel.
5. Assessment results generated without a Memorandum of Understanding between the school and the external provider will not be reported to NZQA.



Procedure 14: Addressing NCEA matters.

Purpose: To ensure that administration related to NCEA matters is dealt with in a timely and consistent manner. As well, the intention is to develop a robust checking process so that any data is recorded accurately and expertise relating to NCEA and NZQA matters is built within each faculty.

1. Each faculty will ensure that two nominated teachers have joint responsibility for any matters related to NCEA that involve any course or any student taking a course within the faculty.
2. As each matter arises, one person will deal with the issue, while the other person acts as the checker to the first person. As a new matter arises, the roles should reverse so that the second person deals with the administration related to the issue, and the first person becomes the checker.
3. Matters that will require this dual treatment include examples such as NCEA entries, grades, scholarship entries, derived grades, NCEA grading exams, moderation, critiquing and “publishing” NCEA results in Kamar.
4. The intention is that two people within the faculty – typically the Kaihautuu and one other person – develop expertise while they jointly develop systems to ensure that student data (entries and results) – are recorded accurately and in a timely way.
5. Individual tasks may be delegated to teachers in charge of subjects within a faculty, but at any stage there must always be two people involved in the process.
6. Best practice will be shared amongst middle leaders at least once every two years to ensure that institutional knowledge includes best practice promulgated by NZQA and previously released material, such as the MythBusters, is circulated and understood.
7. At least once per year, Faculties will share practices relating to moderation in general. This includes examples of critiquing, verification, and internal moderation so that teachers are aware of the range of practices that exist, and which may be necessary to be confident that moderation systems are robust. For instance, in subjects with many markers (eg English) practices for marking, verification and moderation are likely to be quite different from subjects where teachers panel mark or where strip marking is used.
8. Best practice for maintaining digital copies of the 6 selected external moderation scripts should also be shared from time to time, to ensure that school-wide practices are uniformly developed.
9. Only valid assessments will be used to provide evidence for derived grade purposes. Kaihautuu must ensure that any assessment that may be used is suitable. That may mean checking the difficulty of commercially produced assessments or ensuring that parallel papers are sufficiently different from the original so that they do not unwittingly breach expectations around validity.
10. All eligible students who qualify for Special Assessment Conditions (SAC) will have those conditions available for each assessment during the year. Lists of the SAC students will be available on PHS Teams NCEA channel and emails will go to all SAC students timetabled teachers at the commencement of each year. It will be necessary to liaise with the Kaihautuu of Learning Support and team to ensure that the names of SAC candidates are known and that future assessment dates are advised to the Kaihautuu of Learning Support and team.



Procedure 15: Administration relating to school “NCEA grading exams” CAAs and CATs

Purpose: To ensure robust administration related to NCEA grading exams and similar assessments, which are used to provide valid evidence for derived grade applications.

1. Supervision must be provided by teachers, supervising from behind the students and regularly circulating of the room.
2. All conditions that apply for external exams must also apply for any held in school (except that students do not need to be sorted by admission slip number).
3. Rules for external exams regarding use of phones and watches and calculators must also be followed for any assessment held during the year.
4. Robust moderation processes must apply at every stage to ensure the validity of both the assessment and the evidence arising from the assessment.
5. Assessments must be capable of producing evidence for derived grade purposes (applies to standards offered during external NCEA exams only).
6. Every assessment must report the same information on the standardised cover sheet (see Appendix 10) so that teachers unfamiliar with the assessment can provide unambiguous instructions to students. Information should include duration (in hours and minutes); whether calculators or devices may be used; any specific conditions relating to the assessment (for example, anaural component for the first 50 minutes).
7. Kaihautuu, in consultation with Principal’s Nominee, can direct for evidence to be collected from non-single event sources when appropriate, such as a collection of evidence.
8. All eligible students who qualify for Special Assessment Conditions (SAC) will have those conditions available for NCEA grading exams. The Kaihautuu of Learning Support will liaise with all other Kaihautuu and students to arrange examination cover.
9. Student grades which may be used for derived grade purposes must be recorded on Kamar.

Procedure 16: Digital assessments

Purpose: To ensure robust administration related to the use of digital assessments, for both internal assessments and any external assessments for which candidates may be entered.

1. For any external examination which will be digitally assessed provision must be made for digital assessment to occur in any practice assessment for the standard, including any assessment where evidence for derived grade is obtained.
2. All conditions that apply for external exams must also apply for any digital assessment held in school (except that students do not need to be sorted by admission slip number).
3. Students are recommended to use their own laptops and ensure that their laptop has sufficient battery life [there may be insufficient power points to provide charging opportunities for every student in the exams]
4. Students are prohibited from using their phone as a device as per NZQA rules around the use of phones and Pukekohe High School phone use policy.
5. Paper copies of any assessment must be available for students in the event of a failure of technology (power cut, battery failure, software problem) or if the student changes their



mind and no longer wishes to continue with a digital assessment.

- 6. Students will be expected to login and check that they are able to save documents through OneDrive, or similar, before beginning an assessment so that a subsequent technology failure does not result in lost data.

Procedure 17: Role and responsibility of various parties

Purpose: To clarify the duties and responsibilities of different groups involved in assessment – student, class teacher, Kaihautuu, Principal’s Nominee, Leadership Team person (Refer to Appendix 11 Student course information – faculty checklist and Appendix 12 “Pukekohe High School NZQA Task Calendar”)

Group	Roles	Responsibilities
Student	Learner, consumer	<ul style="list-style-type: none"> • Be ready for any assessment. • Honour assessment conditions, including those for authenticity. • Check that the assessment is marked appropriately, if practicable, and ensure that the correct results are recorded. • Ensure entries to NCEA are accurate, and any withdrawals are submitted intime. • Be familiar with procedures when things don’t go to plan – further assessment opportunities, resubmission, missed assessments, appeals, derived grades
Teacher	Teacher, assessor, marker	<ul style="list-style-type: none"> • Provide a copy of the course outline / assessment plan to each senior student. • Ensure that the standard and explanatory note is well understood prior to beginning teaching towards a standard. • Ensure sufficient teaching prior to an assessment and determine that students are ready for the assessment. • Ensure that at least two weeks’ notice is given to students prior to an assessment. • Be alert to any student requiring special assessment conditions. • Administer assessments fairly and mark according to the assessment schedule. • Be alert to resubmission opportunities. • Be alert to further assessment opportunities for students who have not reached the standard. • Maintain accurate results
Kaihautuu	Oversight, Appeals	<ul style="list-style-type: none"> • Provide leadership within the faculty, ensuring that assessment processes are applied consistently. • Ensure that standards and any explanatory notes are consistently understood. • Ensure that timelines for assessment, critiquing, moderation and recording of data are met. • Ensure that every internal achievement or unit standard is ready for external moderation, if required, with selected work appropriately stored • Investigate and follow up any queries relating to assessment, including breaches of authenticity and appeals. • Authorise Teacher in Charge to enter internal results into NZQA columns once the assessment has been moderated



Principal's Nominee	Oversight, Administration, Liaison with NZQA	<ul style="list-style-type: none">• Provide leadership within the school on matters relating to NCEA assessment.• Ensure that NZQA matters are dealt with in an accurate and timely way.• Share information from NZQA with Kaihautuu and teachers.• Ensure that student NCEA entries, including those for scholarship, are recorded in an accurate and timely way.• Ensure that only moderated assessment data is uploaded monthly to NZQA.• Ensure that a memorandum of understanding is in place for every outside provider used by the school.• Ensure that moderation processes are applied consistently.• Prepare for the annual Moderating National Assessment audit, ensuring that issues identified in one audit are addressed in the next one.• Liaise with Kaihautuu Learning Support and confirm that students requiring Special Assessment Conditions have their details appropriately entered online.
Leadership Team	Liaison with Kaihautuu	<ul style="list-style-type: none">• Discuss issues arising from external moderation with the appropriate Kaihautuu



Appendix 1 Course Outline Example

English

Course is endorsable

Year : 12	Course : English	Mrs S Saxena	Total Credits : 32
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What we study in English helps you gain the understanding, knowledge and skills you need to participate fully in your learning at school and in the world beyond school. To be successful, you need to be able to understand and make yourself understood as oral, written and visual communicators. Studying English will help you be able to think critically and in depth. You will learn how to analyse themes, characters, settings, events, and techniques in increasingly sophisticated texts. Among other skills, you will learn to use language to convince, inform, make connections, and express your ideas. In addition, you will learn to use processes and strategies confidently and precisely.

No	Standard Number	Version	Level	Credits	Lit / Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date	Grade	Teacher Signature
1	91107	2	2	3	L1 Lit	English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	Assignment	1	17/03/2023		
2	91102	2	2	3	L1 Lit	English 2.5 - Construct and deliver a crafted and controlled oral text	Optional	1	26/10/2023		
3	91105	2	2	4	L1 Lit R.Lit	English 2.8 - Use information literacy skills to form developed conclusion(s)	Assignment	1	16/06/2023		
4	91101	2	2	6	L1 Lit W.Lit	English 2.4 - Produce a selection of crafted and controlled writing	Portfolio	1	8/09/2023		
5				4		Grading Examination English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	Exam	1			
6				4		Grading Examination English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	Exam	1			
7	91098	3	2	4	L1 Lit B.Lit	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	Exam	External	13/11/2023		
8	91100	2	2	4	L1 Lit B.Lit	English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	Exam	External	13/11/2023		

Qualifications - You can see what qualifications the school offers and what qualification(s) this course leads towards on the school's website. Also you can see the courses, pathways, requirements for certificate endorsement, exclusion list of standards, and details on credit inclusion.

NZQA - For a range of information on the National Certificate of Educational Achievement, University Entrance, and Scholarship go to <http://www.nzqa.govt.nz/ncea/index.html>

Assessment Opportunities Offered - In addition to what is listed above, other authentic standard specific evidence may be used instead of a formal assessment event. See your teacher for details.

Record your internal grades on this sheet and ask your teacher to sign it off as correct. You can then use this as evidence of your achievement.

Moderated Assessment Results are generally available 3 school weeks after the assessment due date.



Appendix 2 Missed Assessment Application Form

Fill in the top section, attach appropriate letters or certificates and hand in to your teacher.

Name:	Whaanau Roopuu:
Date of application:	
Subject:	
Name of teacher:	
Standard number and/or title:	
Type of assessment: <i>(practical, assignment, test, etc)</i>	
Date of assessment or due date:	
Reason for missing assessment: (please tick one) <ul style="list-style-type: none"> <input type="checkbox"/> Illness: <i>medical certificate should be attached, or a written note from a caregiver.</i> <input type="checkbox"/> Family / personal trauma: <i>documentation must be attached (e.g. letter from parent, counsellor or Whaanau Roopuu teacher / Kaitiaki Aakonga)</i> <input type="checkbox"/> School sporting / cultural activity: <input type="checkbox"/> Late addition to subject. 	
Signature of teacher in charge of activity: _____	
Decision by Kaihautuu: (please tick one) <ul style="list-style-type: none"> <input type="checkbox"/> Extension granted. New due date: _____ <input type="checkbox"/> New assessment date granted. New date: _____ <input type="checkbox"/> Application denied. 	
Comment: _____ _____	
Signature of Kaihautuu: _____	
<i>The reason for this decision has been explained to me and I accept the decision.</i>	
Signed: _____ <i>(student)</i>	
Signed: _____ <i>(teacher)</i>	Teacher code: _____
Date: _____	



Appendix 3 Appeal Application Form

Fill in the top section and hand in to Kaihautuu within two weeks of getting your assessment back.

Name:	Whaanau Roopuu:
Date of application:	
Subject: Name of teacher:	
Standard number and/or title:	
Grade Awarded:	
Date when assessment was returned to student:	
<p>Reason for appeal: I would like the Kaihautuu / Principal's Nominee to reconsider my grade. My reasons for this request are: <i>(please explain, using the reverse of this sheet, if needed)</i></p>	

<p>Reviewer's Decision: (Please tick one)</p> <p><input type="checkbox"/> The grade awarded by the teacher stands.</p> <p><input type="checkbox"/> The grade awarded has been changed to: _____</p> <p style="text-align: right;">Page 29 of 3</p> <p>Comment: _____ _____</p> <p><i>The reason for this decision has been explained to me and I accept the decision.</i></p> <p>Signed: _____ (student) Date: _____</p> <p>Signed: _____ (Reviewer) Date: _____</p>
--



Appendix 4 Authenticity Declaration

Student Name:	Whaanau Roopuu:
---------------	-----------------

Teacher:	Teacher in charge of assessment:	Department/Subject:
----------	----------------------------------	---------------------

Standard No:	Version:	Level:	Credits:
--------------	----------	--------	----------

Standard Title:

Assessment Title:

Assessment conditions:

Assessment duration:	Due date:	Further assessment opportunity: Y / N Date:
----------------------	-----------	--

Check point	Date	Teacher signature and comment
1		
2		
3		
4		

Authenticity Statement

By signing below, I am saying that all of the work presented under the cover of this sheet is my own original work .	
I understand and accept that this means that:	
<ul style="list-style-type: none">• I have not copied any of the work from another student, or any other source.• If I have used another person's work, I have done so appropriately and have acknowledged it in my references.• If my teacher thinks I have copied from any source that has not been correctly referenced, I will be warned to delete it.• If I do not delete the words that are not my own, all my work will be graded as "Not Achieved" and the matter will be referred on for further investigation as per the school assessment policy.• My caregivers will be informed in writing and the breach will be recorded on my record.	
Student signature:	Date:

Initial Assessment Grade:	Resubmission: Y / N
---------------------------	---------------------

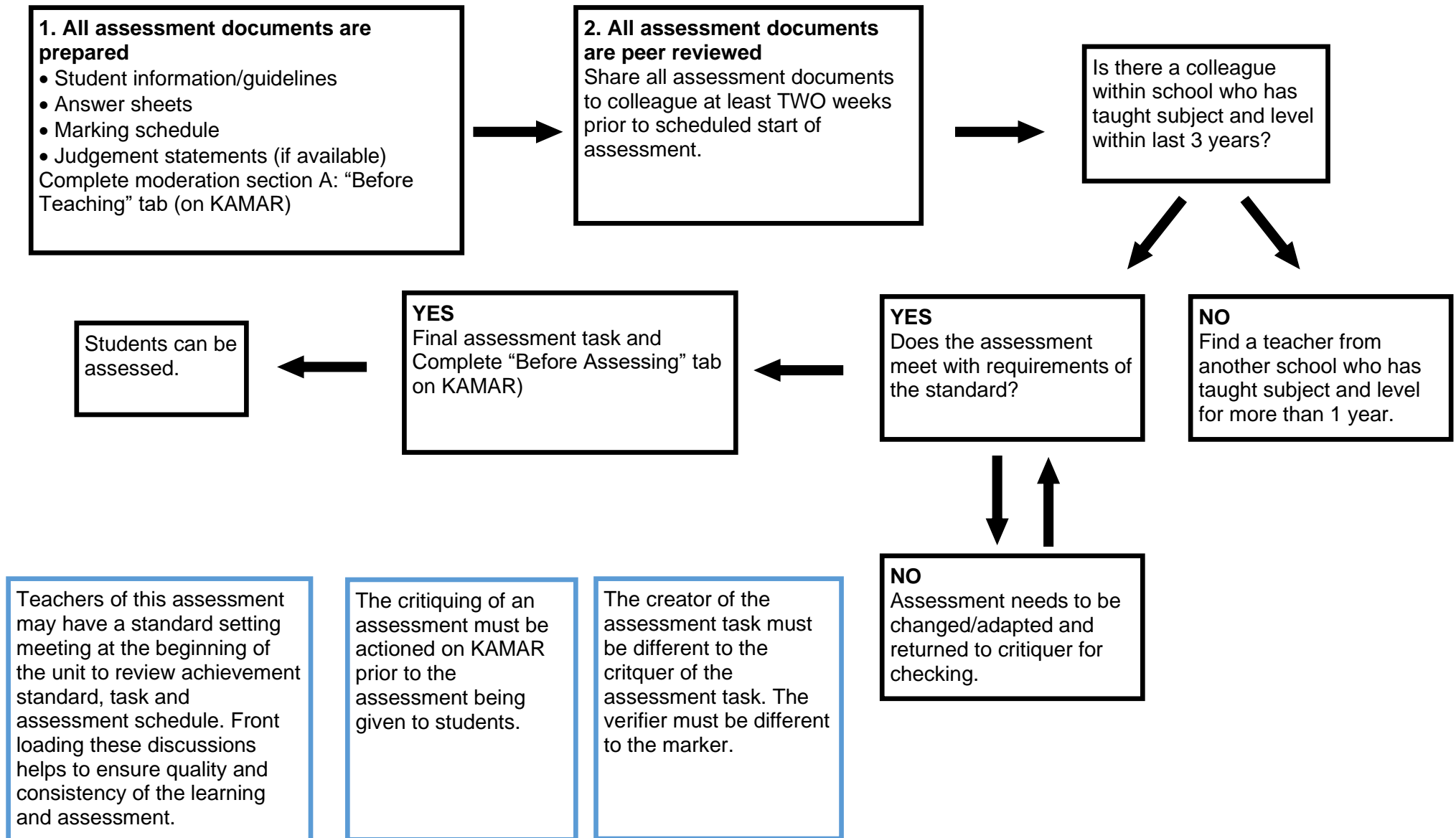
Grade with resubmission:	Resubmission date and time:
--------------------------	-----------------------------

Student signature:	Teacher Signature:
--------------------	--------------------



Appendix 5 – Guide to Moderation Flowchart

1. Preparing documentation and critiquing





2. Marking and verification

Teachers begin marking assessments. Teachers make notes about each script if they wish to clarify points to come back to. Digital assessments are stored on Faculty Sharepoint



Resubmissions completed if appropriate.



Moderation meeting occurs where strategic selection of assessments are moderated from each teacher.



Moderator assesses the student work against the standard. All moderators complete the Moderation Result column in KAMAR markbook.



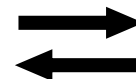
Prior to marking teachers should discuss major and minor errors and what would qualify for a resubmission.

All moderators should complete the Moderation Result column in KAMAR markbook.

Please note the point of internal moderation is to check those assessments which may be borderline or you have questions about, it is not a bad thing if your assessor disagrees with you on points.

This process needs to be completed within two weeks if moderation is completed by a teacher within school, or six weeks if completed by a teacher outside of the school. Moderation can begin, even if some students have been granted an extension.

NO
Discussion between moderator and teacher should take place, seek further opinion if needed. Teachers remark scripts as necessary.



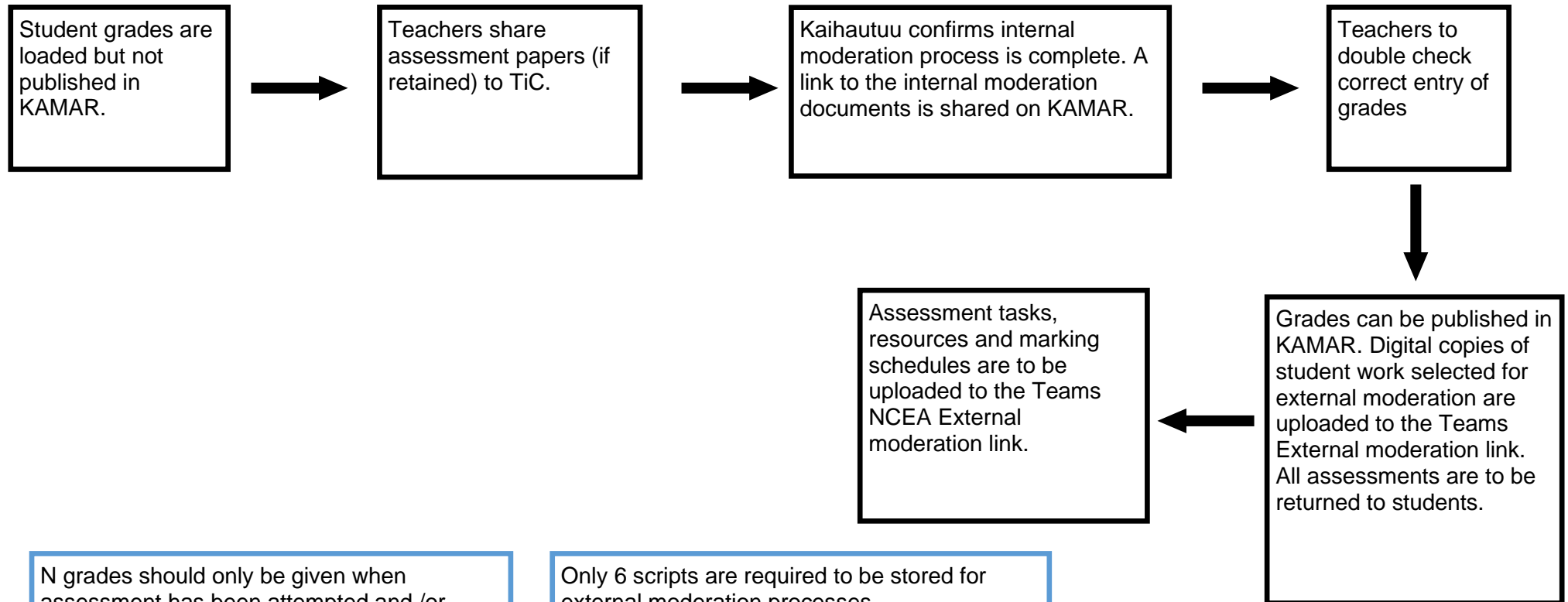
Does the marking reflect the standard?



YES
Load grades into KAMAR but do not push publish. HOD/TiC completes "Before Reporting Results" tab on KAMAR



3. Loading grades and completing documentation



N grades should only be given when assessment has been attempted and /or handed in for marking. Attempted means having been in class doing the work but not handed in.
If absent during the learning process, then they should be withdrawn from the standard.

Only 6 scripts are required to be stored for external moderation processes.
Digital assessments must be stored on Faculty Sharepoint, not on a teacher's personal OneDrive. All assessment documents must be accessible by anyone in the faculty.



PUKEKOHE HIGH SCHOOL



Appendix 6 KAMAR Moderation Process

Moderation Cover Sheet for 91107 v2

Section A: Complete information on the assessment

Course Title: English Standard Number: 91107 Version: 2

Standard Title: English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

Before Teaching | Before Assessing | **Before Reporting Results** | After Reporting Results

Credits: 3 NZQF Level: 2

Consent to teach: Yes

Source of Materials: Commercial TKI Subject Association
 Own NZQA Other...

Teacher in Charge: SA Mrs S Saxena Staff with Markbook Setup: SA

Subject Code: ZEENG

OK

Moderation Cover Sheet for 91107 v2

Section A: Complete information on the assessment

Course Title: English Standard Number: 91107 Version: 2

Standard Title: English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

Before Teaching | Before Assessing | **Before Reporting Results** | After Reporting Results

Credits: 3 NZQF Level: 2

Consent to teach: Yes

Source of Materials: Commercial TKI Subject Association
 Own NZQA Other...

Teacher in Charge: SA Mrs S Saxena Staff with Markbook Setup: SA

Subject Code: ZEENG

OK



KAMAR; Mr M Bennett [Pukekohe]

File Edit Shortcuts Insert Goto Window Help

Dashboard • Markbook • English

91107 v2 3 cr L1 Lit

English 2.10 - Analyse aspects of visual and/or oral

26 students 20007 Allahyar, Nazanin 12 12AN

Moderation Cover Sheet for 91107 v2

Section A: Complete information on the assessment

Course Title English Standard Number 91107 Version 2

Standard Title English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

Before Teaching Before Assessing **Before Reporting Results** After Reporting Results

Section C: Verify sufficient teacher judgements

The verification process is to ensure that any teacher judgements are consistent with the standard before they are reported to NZQA.

I have sighted evidence of the critiquing and verification processes completed for this standard. Yes No

Verifier Staff Code Leave blank if externally verified

Verifier Name Verifier Position

Verification Date

Verification Location

Students selected for internal moderation

Student's Name	Marker's Grade	Verifier's Grade	Final Grade	Reason selected for verification	Comments	Select Students
<input type="text"/>			N	Randomly selected + result		
<input type="text"/>			A	Randomly selected + result		
<input type="text"/>			M	Randomly selected + result		
<input type="text"/>			M	Randomly selected + result		
<input type="text"/>			M	Randomly selected + result		
<input type="text"/>			E	Randomly selected + result		

OK

KAMAR; Mr M Bennett [Pukekohe]

File Edit Shortcuts Insert Goto Window Help

Dashboard • Markbook • English

91107 v2 3 cr L1 Lit

English 2.10 - Analyse aspects of visual and/or oral

26 students 20007 Allahyar, Nazanin 12 12AN

Moderation Cover Sheet for 91107 v2

Section A: Complete information on the assessment

Course Title English Standard Number 91107 Version 2

Standard Title English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

Before Teaching Before Assessing **Before Reporting Results** After Reporting Results

Section D: Retain samples and review assessment materials

Assessment materials and student work are stored ready for external moderation Yes No

Location or file path

The school's random selection procedure has been used to select work for external moderation Yes No

Assessment materials have been reviewed in response to feedback Yes No

New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated Yes No

Students selected for external moderation

Student's Name	Marker's Grade	Verifier's Grade	Final Grade	Reason selected for verification	Comments	Select Students
<input type="text"/>						

OK



Appendix 7 Response to External Moderation Report

Faculty: _____ Department: _____ Date: _____

External moderation report attached.

Standard number		Level:
Standard name		
Materials: approved, modify or invalid		Verification x of y decisions appropriate
Reflection on the internal moderation process, including consideration of items from the cover sheet. – e.g., verifier valid, sufficient examples, purposeful selection, and so on		
Department response, including action plan and timeline for action and completion (due back to Principal's Nominee within two weeks)		

Teacher code and signature: _____



Appendix 8 Review of Internal Moderation Processes by Learning Areas

Material sent to NZQA for external moderation and the outcome should confirm that the school's internal moderation processes are robust. This review uses external moderation feedback to improve our internal processes.

Learning Area:

Completed by:

What are the steps in your internal moderation process?

Where are the steps documented so all staff (including new staff) know them?

How are you assured that the verifier for all grades is qualified and experienced?

What professional contacts do you use / could you use to help verify results in all standards?

How do you document the completion of all steps for internal moderation for all standards?

How are the internal moderation processes within the department/learning area monitored?

How do you prepare for external moderation?

When external moderation is returned, how do you follow this up and record changes made because of the moderator feedback?

How do you monitor historical external moderation outcomes and the effectiveness of any changes made due to this feedback?

As a result of this review are there any steps in the internal moderation process you will look to improve/update? List them here -

-
-

Consider: Who will complete this review? Who will monitor the implementation and effectiveness of the actions? How will it be followed up?



Learning Area		Subject		Standard Number	
---------------	--	---------	--	-----------------	--

Moderator feedback (tick all that apply):

Assessor decisions are ... consistent*	<input type="checkbox"/>	not yet consistent*	<input type="checkbox"/>	not consistent*	<input type="checkbox"/>
The assessment materials ... require modification*	<input type="checkbox"/>	do not meet the standard*	<input type="checkbox"/>		
Insufficient or no student work was submitted					
Authenticity concerns are noted					
An unmodified task has been used					
Issues previously identified have not been addressed					
Assessment is not at the correct curriculum level					
Other moderator feedback:					

*Explanation of consistency and assessment material statements

Next steps (tick all that apply):

No action required	<input type="checkbox"/>
<u>Query</u> to moderator to clarify report	<input type="checkbox"/>
Check clarifications and exemplars on <u>subject pages</u>	<input type="checkbox"/>
<u>Appeal</u> the moderation outcome and complete review process once appeal completed	<input type="checkbox"/>
Critique and modify task/mark scheme/change context before using again	<input type="checkbox"/>
Review internal moderation process	<input type="checkbox"/>
More targeted samples verified to ensure assessor judgements are consistent and meet the standard	<input type="checkbox"/>
Attend an <u>NZQA Best Practice workshop, online seminar or use online resources</u>	<input type="checkbox"/>
Mentoring by an experienced teacher	<input type="checkbox"/>
Storage of work after internal moderation	<input type="checkbox"/>
Other (specify)	

Check: Have outcomes and actions been shared with the verifier?

What specific changes will be made because of the feedback received from external moderation of this standard?

Action plan (where required)

Issue	Action and resourcing required. (including person responsible and completion date)	Possible evidence to show issue resolved	Review issue resolution (Including review date)

Check: Have the actions resolved the issue(s)?

Review date:

Signed:

Consider: Who will complete this review? Who will monitor the implementation of actions? How will it be followed up?



Appendix 9 Review of Moderation Processes by SLT / Kaihautuu

Consider: How will you ensure each learning area is reviewed? What is the best process for reviewing school-wide processes?

External Moderation helps to confirm that a school meets the requirements of its Consent to Assess. It provides evidence of the effectiveness of a school's quality assurance processes and informs self-review.

From the review of feedback for external moderation and the processes followed by learning areas are you confident your school's internal moderation processes are meeting the requirements of your Consent to Assess?

Learning Area:

Internal Moderation Process	Confident	Needs attention
Documentation of the process is available to all staff		
Steps in internal moderation process monitored, documented and senior leadership are aware of outcomes		
Verifiers are experienced teachers with subject specific knowledge of the standards being verified		
Internal moderation is completed for each internal standard		
Documentation of internal moderation retained		
External Moderation feedback is followed up and documented		
Digital submission of moderation encouraged and supported		

Is there a pattern in the feedback from external moderation that needs to be addressed for this learning areas?

How will you address any concerns about:

- internal moderation?
- external moderation?

Further monitoring of Learning Area required? Yes No

Possible suggestions for addressing concerns:

In school support – share good practice / assessment-writing / coaching	
Buddy up HODs and staff for writing and carrying out assessments	
Change of internal moderation verifier	
Use subject-specific experts from outside the school to confirm internal verification is sound	
Task rewriting/ critiquing to ensure it meets current clarifications / moderator feedback/ exemplars	
Further professional learning on understanding standards – Best Practice workshop, Transforming Assessment Praxis workshop, in-house assessment training	
Ask specific questions of the moderators	

Date for follow up: By:

Concerns have been successfully addressed in the following ways:



Appendix 10 Standardised exam conditions form

1



9****



SUPERVISOR'S USE ONLY

Tick this box if you have NOT written in this booklet

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Level ***** 2024

9***** *****

Credits

Achievement	Achievement with Merit	Achievement with Excellence

:

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should answer * of the ***** in this booklet.

Check that this booklet has pages * - * in the correct order and that none of these pages is blank. Do not write in any cross-hatched area (✂). This area may be cut off when the booklet is marked. YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.



Appendix 11 Student course information – faculty checklist

Policy and Procedure Statements and planning	Staff Information	Student Information
<ul style="list-style-type: none"> Teachers required to provide students with course outline and assessment plan – topic / units, standards to be assessed (including title, level, number, credit value, Internal / External, nature of assessment activity), timing, Further Assessment Opportunity, appeals, lateness, authenticity, student record sheet (Via Teams) 		
<ul style="list-style-type: none"> The schemes have course outline and assessment plan – topic / units, standards to be assessed (including little, number, credit value, Internal / External, nature of assessment activity), timing, FAQ's, appeals, derived grade /lateness, authenticity, student record sheet (Via Teams) 		
<ul style="list-style-type: none"> School provides staff and students with assessment policy statement / handbooks / guidelines that include lateness, derived grade, extensions, appeals, further assessment opportunity, etc (Via Teams) 		
Pre-assessment Moderation Procedures – Critiquing		
<ul style="list-style-type: none"> Pre-assessment quality checks are done for each assessment 		
<ul style="list-style-type: none"> Moderation can be monitored by Senior Management via the appraisal process 		
<ul style="list-style-type: none"> Records of changes are kept in Faculty Team (in case of staff changes) 		
Post-assessment Moderation Procedures – Internal and External		
<ul style="list-style-type: none"> Faculties have strategies to ensure the consistency of assessment across classes 		
<ul style="list-style-type: none"> Strategies are in place to ensure that assessment is consistent with the national standard 		
<ul style="list-style-type: none"> Follow-up process for external moderation is in place and documented 		
Quality assurance audit		
<ul style="list-style-type: none"> Senior Management audit of quality assurance processes is in place 		
<ul style="list-style-type: none"> Procedures for quality assurance of assessment in off-site operations, etc 		
Recording results		
<ul style="list-style-type: none"> Staff record results in KAMAR and maintain a back-up copy 		
<ul style="list-style-type: none"> Privacy Act 		
<ul style="list-style-type: none"> Student and staff verification of results (before going to NZQA) 		
<ul style="list-style-type: none"> Procedure for results to go to NZQA in place 		
Storage		
<ul style="list-style-type: none"> All student work is stored until school appeal or moderation period is finished 		
<ul style="list-style-type: none"> Retain only copies of students work required for external moderation (6 appropriate samples) or bench-marking (refer procedure 3 privacy act). 		
<ul style="list-style-type: none"> The person responsible for the course is responsible for safe storage in accordance with faculty policy 		
Milestone checks		
<ul style="list-style-type: none"> Feedback to students 		
Course review		
<ul style="list-style-type: none"> At the end of each year review the composition of each course – resources, order, nature of assessments 		
<ul style="list-style-type: none"> Identify any standards identified for possible external moderation; and check the assessment balance too 		



Appendix 12 Withdrawal Form

APPROVAL TO WITHDRAW FROM ACHIEVEMENT / UNIT STANDARDS

Student's Name: _____

Year & Whanau Roopuu: _____ Date: _____

I wish to withdraw from the following standards (student to complete this part): Class e.g., 1EENG Std Number e.g.

Class e.g., 1EENG	Number e.g., 90529	Standard description e.g., ENG 1.1 Creative Writing	Credit Value

Reason(s):

Note: Withdrawal from a standard does not mean that a student is able to withdraw from a course. Students must still attend their regular timetabled class, even if they have no standards to attempt. In those cases, students will be able to study towards other subjects in that timetabled class.

Student signature: _____

I consent to the named student withdrawing from the standards identified in the table above.

Subject Teacher code: _____ signature: _____
 Kaitiaki Aakonga code: _____ signature: _____

Forms which are not signed by all parties will not be approved. Approval will not be granted for students to withdraw from an entire course. Page 43 of 3

Return to Principal's Nominee c/- Student Centre once completed.

Last date for withdrawal from external standards is Friday 15 August 2024

Last date for withdrawal from internal standards is Friday 20 November 2024

Approved: _____ (Principal's Nominee)



Appendix 12

Pukekohe High School NZQA Task Calendar

January	<ul style="list-style-type: none">• Check that portfolios submitted to NZQA for External Assessment, other than Level 3 Visual Arts, have been returned to school (Art Faculty Kaihautuu)• After results release return portfolios (or any other external assessment material sent to school by NZQA) to candidates (Art Faculty Kaihautuu)• Cut Scores are available for external standards (All Staff)• Complete Teacher Surveys on previous year's examinations (All staff optional)•
February	<ul style="list-style-type: none">• Familiarise yourself with the calendar of Key Dates (All staff)• Special assessment conditions (SAC) roll-over and changes of existing entitlements open (Learning support team)• Ensure readers and writers are trained to be examination assistants (Learning support team)• Establish mark books ensuring that the school has consent to assess for the standards being offered. Teachers to check assessment specifications for standards offered and review exclusions (All Kaihautuu, HoD's, Tumuaki Tuarua)• Complete the first two pages (on Kamar) for each internal standard being taught in each department (All Kaihautuu, HoD's)• External Moderation plan. Inform your relevant staff of standards selected for moderation and how/when material will be collated and submitted. Notify principalsnominee@pukekohehigh.school.nz of any issues. (Kaihautuu, Tumuaki Tuarua)• Ensure course outlines reflect the intended assessment programme (Kaihautuu, Tumuaki Tuarua)• Scholarship results release (All staff note)• Closing date for reviews and reconsiderations of NCEA external scripts (All staff – 21 Feb 2024)• Distribute in Teams assessment procedures for both staff and students (All staff)• New staff given access to the NZQA Provider login (Data manager)• Final entry of any previous year's internal results via the website before the link closes 28 February (Data manager)
March	<ul style="list-style-type: none">• Make sure students and staff are aware of the closing date for reviews and reconsiderations of Scholarship scripts (All staff)• Check accuracy of mark books for external and internal standards, including versions, against the school's consent to assess before first File Submission (Kaihautuu, Tumuaki Tuarua)• Make sure all students are entered into all internal and external standards available (All staff)• Distribute NZQA candidate information sheets (All relevant staff during whaanau roopuu)• Remind Learning Support staff that roll-over and changed applications for use of SAC close end of term 1 (Learning Support team)• In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).
April	<ul style="list-style-type: none">• Check external examination calendar for clashes so that candidates are aware of any impact of their course choices. Be aware of three-way clashes and clashes that involve Scholarship (PN)• First File Submission to NZQA for the year (Data manager)• The first deadline for First Time Ever SAC applications for candidates with learning disorders is the end of term 1 (Learning Support team)• Assessment reports are available for previous year's external assessment on Subject Resource pages (All staff)• Public release of statistics (All staff)• In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).

May	<ul style="list-style-type: none"> • File Submission to NZQA (Data manager) • ECM nominations open online • In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).
June	<ul style="list-style-type: none"> • File Submission to NZQA. Data from this file is used to prepare NSN cards (Data manager) • NSN cards and information received from NZQA. Distribute to candidates (All relevant staff whaanau roopuu) • Students' login to NZQA and check details and entries (All relevant staff during whaanau roopuu) • Make application to NZQA for candidates seeking mid-year entry to university. Contact your SRM (All relevant staff advise principalsnominee@pukekohehigh.school.nz) • In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).
July	<ul style="list-style-type: none"> • File Submission to NZQA. Ensure all external entries for SAC candidates have been made (Data manager) • Submit materials for externally assessed verified languages (Cook Island Maaori, Korean and Lea Faka-Tonga) standards for pre-assessment critique by end of term (Kaihautuu languages) • Remind Learning Support staff that applications for the use of SAC by students in external assessment opens. These applications can only be processed if the external entries have been made for the SAC candidates (Learning support team) • Check all entries with requests for translated te reo Maaori papers or answers in te reo Maaori have been flagged (Kaihautuu Maaori inform principalsnominee@pukekohehigh.school.nz) • In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).
August	<ul style="list-style-type: none"> • File Submission to NZQA including te reo Māori translation requests. Information from this file is used to determine the quantity of papers that need to be printed (Data manager) • Students' login to NZQA and check details and entries (All relevant staff whaanau roopuu) • Remind Learning Support staff of the mid-August deadline for SAC applications for Specific Learning Disorders and that the ability to attach SAC for external assessment closes late August (Learning support team) • In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).
September	<ul style="list-style-type: none"> • File Submission to NZQA – ensure entries for external standards are accurate. No withdrawals from external standards possible after 1 September as personalised papers are printed from this data (Data manager) • Students' login to NZQA and check details and entries (All relevant staff whaanau roopuu) • Make all subsequent external entries using the Late External Entry Process. Check with Learning Support staff if any are for SAC candidates. Ensure conditions are attached to their exam sessions (Learning support team) • Organise readers, writers and supervisors for SAC candidates for school and NZQA examinations, and ensure they are trained (Learning support team) • Remind Learning Support staff that the final deadline for SAC applications for Specific Learning Disorders is the end of Term 3 (Learning support team) • In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).
October	<ul style="list-style-type: none"> • File Submission to NZQA (Data manager) • SAC applications for next year's first time candidates open (Learning support team)

- Make late external entries using the [Late External Entry Process](#). Check with Learning Support staff if any are for SAC candidates. Ensure conditions are attached to their exam sessions (Learning support team)
- Candidate Admission slips received from NZQA, for distribution to candidates (All relevant staff during whaanau roopuu)
- PN - Meet with all relevant staff to confirm [accommodation for external examinations](#)
- Finalise SAC accommodation and allocation of examination assistants such as readers, writers and supervisors with ECM. Ensure late entries for [SAC](#) candidates are included (Learning support team)
- Applications for [Derived Grades](#) open mid-October (All relevant staff required to have inputted marks)
- Remind learning Support staff that new SAC applications for writer assistance close Labour Weekend. Use Derived Grade process instead (Learning support team)
- Organise portfolios for submission for external assessment (All relevant art staff)
- Enter provisional grades through the Provisional Results link of the Provider login for Level 1 and 2 Visual Arts and Cook Island Maaori entries (Kaihautuu Arts, Mathematics and Languages)
- Submit material for verification of Level 1 and 2 Visual Arts and Verified Languages (Cook Island Maaori, Korean and Lea Faka-Tonga) (Kaihautuu Arts, Mathematics and Languages)
- In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).

November

- [File Submission to NZQA](#) (Data manager)
- Submit portfolios for external assessment (All relevant Art staff)
- Distribute admission slips to candidates and ensure they check entries (All relevant staff during whaanau roopuu)
- Verify that all internal results have been subject to the school's internal moderation process for reporting to NZQA and accurately recorded on the SMS (Data manager, PN and Tumuaki Tuarua)
- Enter Final Grades through the Final Results link of the Provider login for Level 1 and 2 Visual Art and Cook Island Maaori (Relevant Kaihautuu inform principalsnominee@pukekohehigh.school.nz)
- In the last week of month, check mark books for your faculty on Kamar that all internal moderation pages are complete for the standards that are having results reported to NZQA (All Kaihautuu).

December

- Final [File Submission to NZQA](#) - no withdrawals from internal standards after this date (Data manager)
 - Applications for [Derived Grades](#) close early December (PN)
 - Collect SAC use schedule and exam attendance register from ECM and discuss with Learning Support staff (Learning support team)
 - Remove access to school secure area for staff who are leaving (Data manager)
 - All staff can complete Teacher Surveys on external examinations
-



Appendix 13



Expressions of Interest – 2024 Scholarship Exams

Student Name _____

Whaanau Roopuu _____

Subjects intending to take for scholarship exam:

Subject	Teacher Recommendation			Signature	Teacher Code
	Study Programme in place for student Y/N	Yes ✓	No ✗		

(Note: Fees \$102.20 for International Students per subject)
Scholarship is externally assessed. It is designed to extend the very best students and to financially reward very able students going on to tertiary education. It is not a qualification and does not contribute credits to NCEA.

Parent's signature _____

Please complete this form and return to the Student Centre by Thursday, 15 August 2024.