Kaikoura High School

National Qualification Framework

A s s e s s m e n t   P r o c e d u r e s

Staff Information

2017

TAMA TU TAMA ORA

Part A -THE QUALIFICATION
National Certificate of Educational Achievement

Students gain credits by successfully completing standards. Many courses have a mix of internally and externally assessed standards. Internal assessment is work that is set and assessed within the School by the student's teachers. External assessment is usually by an examination run nationally by the New Zealand Qualifications Authority at the end of the year.

NCEA Level 1

80 credits at Level 1 or above are required including:

Minimum of 10 credits in both literacy and numeracy through either:

- Achievement standards available through a range of subjects - (minimum total of 10 credits), or

- Unit standards - package of three literacy or numeracy unit standards (total of 10 credits) - **all** three required for literacy or numeracy.

All courses in Year 11 offer opportunity for students to gain credits towards NCEA Level 1.

NCEA Level 2

Most Year 12 subjects will be assessed by Level 2 standards. 80 Credits in total are required. At least 60 credits must be at level two or above. (20 credits from the Level 1 total count toward NCEA Level 2)

Student need to have literacy and numeracy standards mentioned above to be awarded Level 2.

NCEA level 3

Most Year 13 subjects will be assessed by Level 3 standards. These can be used to gain NCEA Level 3 and are also important for gaining entrance to university.

To gain NCEA Level 3 students will need 60 credits at Level 3 or above and have 20 credits at Level 1 or 2. Student need to have literacy and numeracy standards mentioned above to be awarded Level 3.

However there are numeracy and literacy requirements to gain University Entrance.

University Entrance

From 1 March 2014, to be awarded UE students will need:

- 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).

Once students have met the requirements for University Entrance it will appear on their Record of Achievement.

http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/

New Zealand Scholarships

This is an award which students can opt to enter in consultation with their teachers.

New Zealand Scholarship is designed to extend very high achieving students in each subject. The content for the examination in each subject is the same as for the Level 3 course but the examination tests the ability of the student to link ideas and show higher order thinking skills.

All scholarship students are assessed externally by either an extra examination at the end of the year or by submitting a portfolio of work where applicable. Scholarship is worth no credits towards NCEA Level 3. Scholarships are monetary awards which can be gained in one or more subjects.

Other Qualifications

Other qualifications on the New Zealand Qualifications Framework are available through various ITO's eg. Service IQ (Tourism and Hospitality)

Gateway and STAR courses are also in operation offering many opportunities to the students at this School to gain credits towards a Vocational Pathways Award at Level 2 and National Certificates.

ASSESSMENT STATEMENTS FOR STUDENTS – GUIDELINES FOR STAFF

Staff must ensure that all students are issued with a KAMAR/assessment statement. Information given must include:

1 Registered standard number, version number and title, whether internally or externally assessed and credit values for each standard being assessed.

2 Internal assessments including:
- Types – method of assessment stated
- Dates of assessment activities
- Opportunities given for further assessment whenever practicable

3 Formative assessment for internally and externally assessed standards including:
- End of topic tests
- School exams.

4 A copy of the assessment statement must be given to the Deputy Principal by the end of February. The statement must identify by name or position the moderator for that subject.

Assessment Strategies

Teachers in learning areas should be using a wide range of effective assessment strategies for collecting evidence of student achievement relevant to their learning areas.

A re-submission (which is about grade boundaries and minor changes required) can be offered to students.

Learning, assessment and feedback are interwoven up until a final deadline and the award of a grade. Teachers should review evidence the student has already provided before necessarily considering the need for a further assessment opportunity. If necessary, practicable and manageable, further assessment opportunities, (a new task which is offered to all students) to demonstrate achievement for standards should be offered.

AUTHENTICITY

Material completed and handed in for assessment must be the student's own work.

1. For each year every 11 to 13 student will be required to complete an Authenticity Statement indicating that the work to be submitted is their own. Signed copies will be stored by the Senior Academic Dean.

2. It is the responsibility of CALs and subject teachers to manage authenticity issues which relate to assessment in their subject, however breaches of the rules will be managed by the SAD, the PN or DP.

3. A range of strategies need to be employed to address authenticity issues which exist eg:

   a. Wherever possible, assessment tasks should be done in controlled and supervised conditions.
   b. For items of work that are produced over an extended period, students should be required to keep any plans, drafts, worksheets or log books used in the preparation of the work.
   c. Teachers should monitor the development of the work by sighting from time to time the material used by students in their preparation or by discussions of work with individual students.
   d. The context should be changed from year to year to prevent copying of earlier students' work.
   e. Research processes should be supervised by including regular conferencing at certain checkpoints or requiring plans and rough drafts to be handed in.
   f. Students' work should be kept on the School site for at least a full calendar year.
   g. Teachers should control the resource pools students may use or be familiar with resources that are available.
   h. Oral questioning may confirm a student's understanding or teachers may require a repeat performance where there is doubt about authenticity.
   i. Teachers should control group work by breaking the tasks into a group and individual components or require group attestations of contribution, or students should write up findings independently under test conditions.
   j. Students should be separated so talking is not permitted, and no reference to other materials is permitted when necessary.
   k. Resources available for reference could be restricted.
   l. Material sourced from reference books/internet must be appropriately acknowledged according to the agreed conventions.
   m. Students should be provided with clear reference conventions

4. Conditions of assessment for each standard need to be clearly communicated to students in writing.

Breaches of Rules

1. If work is found to have breached the conditions of assessment or it is not authentic, an investigation will be carried out involving the teacher and the student by the SAD or PN. The DP will decide what action is to be taken

depending on the circumstances. The DP may decide that NA is given and no further opportunity will be given for the student to be re-assessed for that standard.

2. If students knowingly allow their work to be copied and submitted for assessment by another student then their work may be ineligible. A Not Achieved grade will be given for that assignment and no further opportunity will be given for that student to be re-assessed for that standard. The DP will decide what action is to be taken depending on the circumstances.

3. Any ruling on breaching authenticity will be recorded on KAMAR, the SAD and PN will be informed. Parents/Caregivers may be informed in writing of the outcome.

4. Students who disrupt assessment or disadvantage other students through their behaviour during an assessment may also risk losing their grade for that assessment. An investigation will be carried out, as above.

5. The student has the right of appeal to the Principal whose decision is final.

Parents and tutors should be made aware that helping a student with assignment work is likely to breach authenticity requirements.

APPEAL PROCEDURES

1   Students are able to lodge an appeal if

- they are not satisfied about an assessed or recorded result
- have not been given further opportunity to be assessed where applicable
- there is an alleged moderation inconsistency
- there is an unfavourable outcome of a breach of rules investigation

2   Students should initially discuss any assessment problems with their classroom teacher.

3   If the student is still not satisfied with the outcome he/she may refer it on to the CAL within three days of the return of the assessment. At that stage the Appeal Application Pro Forma must be completed by the student with the assistance of the CAL and the Deputy Principal informed of the outcome. The Pro forma will need to have the outcome noted, signed and a copy kept.

4   If the appeal reaches the Deputy Principal, she will make a written record of the investigation and the resulting decision. Copies will be circulated to the student involved, the subject teacher and the CAL.

5   If the student is still not satisfied with the decision, the student can take the appeal to the Principal whose decision will be final.

6   No appeal of grades will be considered three days later than from when the script/activity was handed back. During this period, students who wish to appeal their results may not take the assessed work from the classroom.

7   No appeal will be considered for work that contains twink or work done in pencil.

Missing an Assessment

Missing an assessment falls into four categories:

1. Beyond the student's control (eg. Sickness or bereavement)

When an absence is due to sickness, bereavement or school events, where feasible, students will be allowed to attempt the assessment task or be granted an extension. A note must be written to the subject teacher by a parent/caregiver stating date of absence and reasons for absence. This note will be passed on to the Deputy Principal for consideration. A medical certificate may be asked for. The Deputy Principal will decide if the assessment can be completed.

2. School trips (field trips, sports or music events)
   The student must endeavour to inform the subject teacher as early as possible before the date of the assessment to negotiate if and when the assessment can be completed.

3. Self-interest (Family holidays, appointments in town) The student's result will be recorded as Not Achieved. No further opportunity for assessment will be given

4. Wilful absence, eg truancy or deliberately not handing work in. The student's result will be recorded as not achieved no further opportunity for assessment will be given

Note: If an absence can be foreseen, the teacher must be informed as early as possible to negotiate if the completion of an assessment is to be allowed.

- The due date for all work must be advised when the assessment is set.
- Teachers may modify the due date for an individual student or group of students following consultation with the class.
- Assignment work is to be clearly named and secured.
- It is the student's responsibility to ensure that the class teacher receives the clearly named assessment work by the deadline.
- Late work, work received after the due date, will be recorded as not achieved.

Derived Grades for External Assessments

- Students who consider their performance in an External assessment for any qualifications has been seriously impaired may apply to the Principal's Nominee for information on the Derived Grade process.
- Teachers need to be aware that before the Principal's Nominee can support a Derived Grade application, standard – specific evidence must be provided to support the application.
- A derived grade will be prepared for every student, and every externally assessed standard before the start of the end of year external examinations using the KAMAR facility. Staff will refer to the information from NZQA "Gathering assessment evidence" to determine the derived grade.

MODERATION

A very important feature of internal assessment is Moderation. Two types of moderation must occur –

- Internal moderation of every standard by class teachers and HOLAs.
- External moderation of Standards requested by NZQA.

In subjects which have more than one class at the same level (such as English, Mathematics, or Science) moderation will ensure that there is consistency in assessment and their marking across all classes.

Internal Moderation Procedure

1. Every summative assessment task must be internally moderated, by another person who will critique the material, before it is used by students.

2. All the assessment material that is to be issued to the student plus the marking schedule, judgement statements and relevant information must be given to the critiquer.

3. The critiquer checks the material against the relevant standard then completes the **internal moderation summary sheet** which records who was involved in the assurance process and suggests any changes to assessment materials.

4. If changes are recommended then any alterations must be signed off by the critiquer before the assessment is administered.

5. After the assessment is completed by students it is marked.

6. A summary of students' results will be printed off by subject teachers and students will sign off that these are correct.

7. As part of the quality assurance process for internal assessment various assessment strategies will need to be used by CALs and TICs to ensure consistency between classes:
- common assessment tasks
- common marking schedules
- one teacher responsible for a test, assignment, module, or section of work
- check marking
- double marking
- panel marking
- peer marking.

8. After the assessment is marked a meeting will be held with the moderator to clarify and finalise grades.

9. The internal moderation summary sheet will be completed to show internal moderation has occurred and be submitted to the Principal's nominee on google doc. These sheets will be subject to random checks by the Principal's nominee in order to check that guidelines are being followed.

10. The assessment material, benchmark exemplars etc. and **randomly selected** *samples for external moderation will be stored by the CAL and a copy of the moderation sheet given to the Principal's Nominee.

   *Random Selection Procedure

For storage purposes select enough samples(4 for Unit Standard and 8 for Achievement Standard) using the agreed procedure which is to create an alphabetical list of the students entered for the particular standard and then select the 1st 3rd 5th 7th 11th 13th etc

11. Final grades will be entered onto KAMAR and checked by the CAL.

12. The Principal's Nominee will use the moderation sheet along with assessment statements and NCEA reports to parents to carry out random checks and audits to ensure that the Internal Moderation procedure is being followed.

Teachers are encouraged to use external collegial links with other schools or subject associations in order to maintain a current understanding of the national standard.

*Random Selection Procedure

For storage purposes select enough samples(4 for Unit Standard and 8 for Achievement Standard) using the agreed procedure which is to create an alphabetical list of the students entered for the particular standard and then select the 1st 3rd 5th 7th 11th 13th etc

External Moderation Procedure

National Moderation of Internally Assessed Achievement Standards

The purpose of any educational external moderation is to provide reassurance that assessor judgements are at an agreed or common standard. It also evaluates whether judgements have been made on the basis of assessment activities that are fair and validly assess the standard.

External moderation is a mechanism by which NZQA

a. checks that the judgements teachers are making are at the national standard
b. samples the approaches teachers are taking to assessing student achievement.

Moderation procedure for Kaikoura High School

- Timelines for CAL's to follow will be produced by the Principal's Nominee once the date is known.
- CAL's will be encouraged to use Digital submissions for 2017.
- The CALs will be advised by the Principal's Nominee which standards have been requested by NZQA or ITOs for moderation.
- Any requests for change to the published schedule must be given to the Principal's Nominee for approval as soon as possible after the publication of the schedule.
- The Principal's Nominee will contact NZQA to make the request.
- Before set date CAL's will provide to the Principal's Nominee the requested tasks and schedules and samples of student work from their internally moderated stored work.

- When the reports and materials are returned the Principal's Nominee will distribute a copy of the report. The CAL and TIC must act on the recommendations of the report or CAL's will download it from NZQA. A record of changes made should be kept within the learning area. A brief report of those changes must be given to the Principal's Nominee on completion.
- The Principal's Nominee will arrange a follow-up meeting on external moderation from ITOs informed of any follow-up for external moderation.
- A meeting between the Principal's nominee, the Principal and CALs will be arranged to document responses to moderation reports annually.

RETURN OF PAPERS

1. Test scripts/assessment activities will normally be marked and available within three weeks of the deadline for submission.
2. They will be accompanied by sufficient oral or written information to allow students to see how well they have completed the aims of the assessment. Students will be required to check their work and verify the assessment decision. If they wish to appeal they should follow the appeal procedures.
3. The learning area will retain student assessment material or copies until such time as it is no longer required for moderation purposes (usually two years unless a moderated, benchmarked sample).
4. Students should keep a record of their own grades and check the results on NZQA's website. The Principal's Nominee is to be informed of any errors.

EARLY WARNING SYSTEM – PROCEDURE

If a student has either an unsatisfactory work record, ie failed to complete/hand in an assessment on time, or did not sit a common test (without good reason), and/or unsatisfactory attendance – lengthy periods of unexplained absences, then the following procedures will apply.

1 Subject teachers are to put their concerns in writing and pass them on to the Senior Academic Dean.
2 The Senior Dean will interview the student and a formal warning letter will be sent to their parents/caregivers.
3 After two warning letters in a given subject and without any improvement, the Senior Academic Dean will meet with the parents, student and Subject Teacher to discuss further action.

REPORTING

Students will receive an interim report in Term one and full reports in Term two and Term three.

FURTHER OPPORTUNITIES TO DEMONSTRATE ACHIEVEMENT

- There will be one opportunity, where practicable, for students to produce further evidence for assessment.

- The opportunity will be for any student. Students who meet the standard on the second occasion should have the appropriate level of their achievement reported.
- It is up to learning areas to manage the opportunities that are made available and in what form.
- Further opportunities need to be considered in the internal moderation process.

RECORDING OF ASSESSMENT AND DATA ACCURACY

1. All staff must keep accurate records of student achievement.
2. Grades should be stored on KAMAR computer files. Duplicate copies are to be made and kept separately in a secure place.
3. Relevant mark books and/or printed copies of computer files of teachers who leave or retire are to be retained by the CALs.
4. The Principal's Nominee will set timelines for checking data to be sent to NZQA.
5. The Principal's Nominee must use the Key indicator checklist on the NZQA website to check that data has been exported correctly and check with CALs.
6. Before final results are sent to NZQA, teachers must check with students that the results are what students achieved. Teachers should ensure that a student's right to privacy is protected.
7. Students are encouraged to keep a record of their grades through the year.

The responsibility of timely reporting of data to NZQA sits with the Principal's Nominee who will monitor the system throughout the year.

EVALUATION OF INTERNAL ASSESSMENT SYSTEMS AND DOCUMENTATION

1. Each CAL will carry out an annual review of the department's assessment programmes, including systems and procedures. The school will monitor school wide procedures including a student survey.
2. As part of the Quality Assurance procedure the Deputy Principal will collect, check and store copies of all departments' assessment documents for Year 11-13 subjects.

PRIVACY

Information about one student's results should be made available only to that student and the staff who need that information. Individual results should not be available to other students.

ACCREDITATION PROCESS OR APPLICATION TO EXPAND THE SCOPE OF ASSESSMENT

During course planning it is very important that any assessment that falls outside of the School's accreditation is identified and the Principal's Nominee is informed. The procedure for applying for an expansion of scope is a detailed process and the Principal's Nominee will provide the CAL with the information required.

It is very important that the preparation for future assessment is carried out the year before it is expected to be used.

Using other Accredited Providers

> If a learning area is using another provider to assess Kaikoura High School students, a Memoranda of Understanding must be drawn up in consultation with the Deputy Principal and Principal's Nominee, in line with the points noted in the appendix. These MU's will be stored in the Principal's Nominee's office.

SPECIAL ASSESSMENT CONDITIONS

> Candidates who qualify for special assessment conditions will need to have been identified by either the SENCO or Guidance Counsellor after being advised by TICs or CAL's.
> Applications for Special Assessment Conditions for a particular year will be made to NZQA on behalf of the candidate.
> Any eligible candidate should have been identified in previous years and a database of any interventions made and support offered will be kept for that student.
> Any support requested for a candidate for external assessments must be supported by evidence that similar support has been in place for all assessments carried out by the candidate.

Financial Assistance

The Principal's Nominee will mail every candidate's parents/caregivers an application form and information about Financial Assistance when they are made available by NZQA. Reminders will be circulated in the School Newsletter and on the Facebook page. Each return will be dealt with confidentially by the Principal's Nominee. The Principal's Nominee will indicate in the file submitted to NZQA which students have applied for financial assistance.

QUERIES

The Deputy Principal, Gayle Cameron, is available for advice on procedural matters, enquiries concerned with this document and issues relating to policy.

REVIEW

This document is to be reviewed annually. Next review November 2016.

> **THE ABOVE ASSESSMENT PROCEDURES AIM TO ENSURE THAT ALL STUDENTS ARE TREATED FAIRLY.**

NATIONAL QUALIFICATIONS FRAMEWORK POLICIES FOR

KAIKOURA HIGH SCHOOL

13

MISSING AN ASSESSMENT POLICY

Policy

To ensure that a student who is misses an assessment, will be dealt with in a fair and consistent manner.

Purpose

To resolve any issues in a consistent manner.
To protect the integrity of the assessment system.

Procedure

Missing assessment falls into four categories:

1. Beyond the student's control (eg. Sickness or bereavement)

2. School trips (field trips, sports or music events)

3. Self-interest (Family holidays, appointments in town)

4. Wilful absence, eg truancy

For absence **type 1 and 2** an assessment opportunity will be provided at a convenient time. For type 2 the subject teacher must either be informed before the assessment, if possible, and preferably in writing or after the event by the parent or Form Teacher in writing with a relevant medical certificate. Failure to do either will result in no assessment opportunity being offered.

APPEALS POLICY

Policy

A student has the right of appeal against any internally assessed component of work.

Purpose

- To protect the rights of all parties in the assessment process.
- To ensure the process is valid and fair.

Procedure

Within **three** days of the assessed item being returned the student appellant must commence the process by:

1 Approaching the subject teacher to resolve the issue.

2 If unresolved taking the matter to the Curriculum Area Leader

3 If unresolved taking the matter to the Deputy Principal.

4 Taking the matter to the Principal who has final say on the matter.

5 Result of appeal will be recorded and the student appellant informed in writing.

At steps 2 and 3 the subject teacher will be consulted.

AUTHENTICATION OF WORK POLICY

Policy

A teacher that collects in work for assessment must be assured that it is authentic.

Purpose

To protect the integrity of the assessment system.

Procedure

1 Each student must sign an authenticity statement at the start of each year of the assessment.

2 The teacher must use strategies to assure authenticity which will depend upon the nature of the evidence being collected. The strategies used could include:

- Changing the context from one year to the next.

- Supervision of the research process by including regular conferencing at certain checkpoints or requiring plans and rough drafts to be handed in.

- Keep ongoing work on the school site.

- Controlling the resources students use.

- Oral questioning to confirm students' understanding or requiring a repeat performance where there is doubt.

- Controlling group work by breaking the task into group or individual components or requiring individual attestation of contribution.

LATENESS POLICY

Policy

Assignments that are late need to be dealt with in a consistent and fair way.

Purpose

To ensure consistency of action.
To protect the integrity of the assessment system.

Procedure

1   In general terms late work is not acceptable and a not achieved grade will be awarded.
2   A teacher must be consistent in their treatment of late work within their subject area
3   Clear dates and/or times need to be given to the students for assessment deadlines.
4   Extensions may be negotiated in advance of that deadline, but all students must agree and the teacher must ensure that a valid argument is used. The Deputy Principal is the adjudicator and must be consulted by the teacher concerning late work and requests for extensions before they are granted. They in turn will apply the basic principle: if a student can demonstrate evidence of having achieved a particular standard, then they should be awarded as Achieved, Merit or Excellence. If they cannot demonstrate evidence, then Not Achieved is the award.
5   Missed assessments cannot be done (refer to Absence Policy).

KAIKOURA HIGH SCHOOL

MODERATION POLICY

Policy

All internal summative assessments are subject to moderation.

Purpose

To protect the integrity of the assessment system.

Procedure

1   Every assessment used must be moderated internally before use.
2   A check list needs to be kept as a record for each assessment moderated.
3   Where possible interclass moderation needs to occur.
4   If possible, subjects should set up moderating systems with other schools or through subject associations.
5   Cross marking or checking of mark schemes should occur between subjects if appropriate.
6   Assessments and associated materials must be stored for possible external moderation.
7   Marked work (or copies of originals) will need to be stored in subject areas until a sample is requested and moderated.
8   For benchmark purposes copies need to be retained of those samples at the boundaries, annotated to explain the outcome.

KAIKOURA HIGH SCHOOL

EXTERNAL MODERATION POLICY

Policy

All internal summative assessments are subject to moderation and if requested for external moderation must be forwarded to NZQA.

Purpose

To protect the integrity of the assessment system.

Procedure

1   All materials requested must be handed to the CAL for checking.
2   The CAL forwards them to the Principal's Nominee
3   On their return Principals Nominee hands to CAL along with the moderator's report.
4   CAL keeps a copy of the report, stores or returns materials and report to the teacher.
5   CAL follows up any requested actions with the teacher and ensures their completion.
6   CAL keeps a record of the action taken and submits a report to the Principal's Nominee to assure compliance.
7   CAL needs to store all assessment materials including exemplars to act as benchmarks for the subject.

KAIKOURA HIGH SCHOOL

RECORDING AND STORAGE OF RESULTS POLICY

Policy

Results need to be verified, accurate, replicated and stored securely.

Purpose

To have a system of storage and retrieval that is clear and protects the rights of the students.
To ensure marks are both accurate and secure.

Procedure

1   Each subject will record the results in a common format.
2   Students are to be given the chance to check and verify their result by signature.
3   Students will only be given the chance to see their own result.
4   Teacher to ensure the results are transferred to a master sheet for replication for both personal and central storage.
5   Results transferred to KAMAR on a regular basis, with back-up copies stored off site or in fire safe storage.
6   Teachers will be required to cross check results for accuracy before transfer to NZQA.

Policy on Further Assessment opportunities

Policy

Further Assessment opportunity only applies to internally assessed standards. It must be dealt with in a consistent manner in all subjects.

Purpose

To ensure that assessment is fair and consistently applied.

Procedure

1 *One further assessment opportunity is to be granted where practicable. In some circumstances e.g. field trips it will not be practical.
2 Subject teachers need to:
- Provide information to students at the beginning of their course on further assessment opportunities.
- Ensure that any further assessment opportunity is of the same standard as the original.

Points to remember

- Students with a realistic chance of demonstrating the standard should be given every opportunity.
- Students who do achieve at their second attempt should have the appropriate level recorded i.e. Achieved, Merit, Or Excellence.

* This only applies to standards provided by Kaikoura High School. External providers may follow different criteria.

Appendix 1

Extracts from NCEA Update circulars 21, 11,15

NCEA Update Issue 21/JULY 2004
Recognising achievement

The publicity for *Learning & Assessment*, first published by the New Zealand Qualifications Authority in 1996, said, "the big change is how we think about evidence". (In fact the intended title was *Considering the Evidence*.) The term 'evidence' is now common usage among teachers and assessors and we have even heard learners talk about producing evidence for assessment.

The NCEA is about recognising student achievement. For all internally assessed standards the teacher decides how evidence can be collected and judged against the standard. Many teachers are finding innovative and valid ways of recognising achievement without overburdening themselves or their students with too much assessment.

Assessment for better learning

Teachers are responsible for internal assessment because of their long history of assessing the skills and competencies best assessed in this way. Building closer links between the learning process and assessment allows teachers to engage in assessment for better learning. Sometimes this is called formative assessment. It has been traditional to draw 'final' conclusions about student achievement from what has been called summative assessment. This approach often fails to show students how to close the gap in their learning because it provides no explanation of where they went wrong and how to improve. If the school assessment policy is to report only the results of what is called summative assessment, some existing evidence of achievement may be overlooked.

Visiting assessment expert, Anne Davies, says her research has shown the importance of teachers employing "a process to create and articulate their assessment criteria and to clarify curriculum expectations through the development of (their own) exemplars" in collaboration with their students. It is important that students understand what she calls their 'learning destination' because it is they who have to show evidence of having reached it. "The teacher has to be able to look at the evidence of learning a student provides and say 'this is adequate proof, you have accounted for your learning, and I know this because you have shown me the evidence and I have observed you engaged in this type of work and I have talked with you and you have been able to articulate your understanding over the course of this unit'."

If we think more broadly about assessment it is clear that teachers are free to use any valid evidence of achievement they have recorded. Assessment for qualifications does not have to be by a separate event. In fact a 'one off' assessment is likely to be less reliable than a range of assessments. It is apparent that some terminology may be limiting teachers' thinking about recognising student achievement. For example, for some people there is a perception that the terms *resubmission* and *reassessment* are linked with unit standards only. This is not the case. The principles of standards based assessment apply to unit and achievement standards equally.

Assessment over time

Many teachers of performance-based subjects are familiar with building a picture of student achievement over a period of time. They do this by accumulating evidence of achievement in a portfolio of work. The evidence may come from a range of activities (checklists, practice activities, home and classwork) completed by students during the course of the teaching and learning process in the lead up to a final reporting date. Teachers accumulating evidence over time will provide feedback at regular intervals during the preparation of a final version for assessment, thus building their knowledge of student competence.

In some cases students' performances in formal assessments fall short of their previous work. Teachers are encouraged to supplement evidence of achievement from formal assessment activities with standard-specific evidence drawn from authenticated classwork and assignments. Student entries in their workbooks or elsewhere, verified by the teacher, can provide valid evidence.

Work completed outside the classroom

For many standards there will be opportunities for teachers to measure student performance against the standard in a range of activities outside the classroom. Observation of an activity or performance such as kapa haka, sports events, drama production, debating, public speaking or music festivals can be used when making an assessment of student performance. Work completed for one subject may also contribute to evidence of achievement in another.

Assessment when the student is ready

If a student is not making positive progress towards achievement, it is worthwhile refocussing teaching and then providing the opportunity for assessment when the student is ready. This may be at a time when other students are having a further assessment opportunity, or it might be in a subsequent year.

As performances are compared with the criteria of the standard, it is acceptable for students to be assessed under different conditions. Even within the same class, different students could complete different tasks so long as each task is appropriate to the requirements of the standard.

These assessment strategies have the advantage of making closer links between learning and assessment and enabling assessment judgements to be based upon a weight of evidence rather than one-off activities. Learning programmes can therefore be driven more by learner needs and the curriculum and be less constrained by the uses to which assessment can be put. Descriptive feedback can create opportunities to increase the learning dialogue between teachers, learners and parents. In many cases, adopting these strategies can reduce concerns about authenticity and make deadlines less of a burden for teachers and students.

Further ideas on conducting valid assessment follow

Maintaining national consistency

Teachers should be clear about the difference between assessment activities and standards. Website exemplars are a suggested means of assessment, written by teachers who have recognised expertise in their field. They can be adapted to suit local needs. The standards, on the other hand, are the nationally agreed and registered criteria by which student achievement is measured. They cannot be changed or modified until a formal review process has been completed. The assessment activities do not provide the 'rules', but suggest guidelines for the application of standards in assessment.

As an illustration, a website exemplar for achievement standard 90058 English 1.7 states that a speech should last for at least three minutes. This is a guideline only, not the 'rule'. The standard itself makes no mention of three minutes, but states that the length of the prepared speech must be appropriate to the oral task and sufficient to show evidence of meeting the grade criteria. If 'three minutes' was indeed the rule, it would give rise to further questions. How would one assess a mediocre speech that lasted over three minutes because the student spoke very slowly? Would a student who delivered a stunning speech fail, because she was nervous and delivered it in 2 minutes 50 seconds? This is why teacher judgement is important.

We have had reports regarding achievement standard 90209 History 1.1, 'Carry out an historical investigation'. Some students have been penalised for not adhering to conventions for bibliographies (alphabetical by author, etc). However, the standard itself does not require such conventions. The standard only expects that students record the sources of evidence'.

Teachers are working towards a consistent national standard in a variety of ways. These include sharing assessed work with colleagues in other schools. Many have formed local networks or cluster groups to discuss assessed work. Some subject professional associations are providing an excellent service by facilitating meetings throughout the country. Many of these groups have prepared valuable resources for their members.

Managing Assessment

There have been a number of queries about managing assessment and further assessment opportunities. The ideal situation is to deliver assessments when students have fully mastered a learning outcome and the teacher is reasonably confident that students will achieve the standard.

When some students do not achieve the standard, a teacher may choose one of the following strategies:

- have the student complete the whole task again
- set a new assessment activity
- continue teaching the skill and offer another assessment activity later.

In certain situations, some of the following may be appropriate:

- talk to the student to elicit evidence that may not have been provided in the activity
- have the student provide further written evidence from the same task, for example, by developing an answer further
- use evidence from work during the teaching programme, where this is valid, authentic and meets the criteria

Schools have asked about students who miss assessments because they are absent, especially where the assessment has taken place in class over several periods. The principles are clear: teachers make assessment decisions based on the evidence students produce. This means the assessment conditions and assessment activities may vary. However, the judgements, in relation to the criteria in the standard, will be the same.

Appendix 2

Memoranda of Understanding.

Memoranda of Understanding: Agreements between schools and units under their accreditation or external providers

A formal memorandum of understanding identifies the responsibilities between two parties:
- the school and an accredited external provider
- the school and another school
- the school and a unit (eg Teen Parent, Alternative Education, etc) operating under its accreditation.

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

The memorandum must be signed by the legally recognised signatories of the two parties. It should be monitored by the senior management of the school and reviewed regularly (eg annually).

The memorandum must specify, as applicable:

- The names of the parties to the agreement and the term or anticipated date for review of the agreement

- Procedures and responsibilities for verifying the accredited provider

- The allocation of responsibility for the management of quality systems, and for ongoing monitoring

- Procedures and responsibilities for the management of the programmes of learning delivered

- Assessment and moderation arrangements

- Responsibility for making entries and reporting results and any other information required by the Qualifications Authority, and timelines for these

- Responsibility for all administrative arrangements such as student enrolment; student welfare services; decisions relating to progress through the course

- Procedures for agreeing on all necessary financial arrangements and the provision of resources, both physical and human, eg the remuneration for assessors and/or moderators

- The procedures for resolving any differences which might arise between the parties to this agreement

- Procedures for the protection of students should the arrangement terminate.

Appendix 3

Forms

AUTHENTICITY DECLARATION

- All work submitted by students for internal assessment must be entirely their own.
- Separate Authenticity Forms may be required by each curriculum area.

1. Any information and materials that are the work of others are acknowledged in my bibliography/resource list.
2. All other materials submitted are my own work.

Name:_____   Class:_____

Signed:_____   (Student)

Signed:_____   (Parent)

Date: _____

This form may cover all curriculum areas and be stored by the Principal's Nominee or if completed by individual curriculum areas, will be held by the CAL.

Departmental Quality Assurance Processes

The CAL/TIC must complete this form and return it to the Principal's Nominee by 1 February in the year of assessment. Processes should follow School policy but learning areas will have various ways of implementing policy. A copy should be retained with the learning area's Quality Management document. Each learning area assessing standards, must complete this form.

Course: _____ Level (s): _____ Date: _____

	Internal Moderation Procedures	**Evidence that demonstrates these procedures**
Assessment Materials *Processes for selection and development of materials; moderation of the task.*		
Verification Process *Processes for inter-class moderation e.g. Markers' meetings to explain requirements of the assessment schedule; cross checking for consistency; access for teachers in the department to materials used for bench-marking and information arising from earlier marking.*		
Maintenance of National Standard *Use of Advisers, subject associations, colleagues in other schools, cluster groups to verify that assessment is to National Standard.*		
Authenticity Strategies, Misconduct Processes *Ways in which authenticity of student work is ensured.*		
Appeals, Assessment opportunities, Missed Assessments *Policies, processes and practices.*		
Results *Record keeping and tracking; student access and checking of data.*		
Storage, where are the following kept? *Copies of assessment material, marked student work, signed result verification sheet.*		

ASSESSMENT APPEAL

Name:_____ Class:_____

Subject:_____ Teacher:_____

Assessment:_____

Reason for Appeal:_____

Signed:_____ Date:_____
Student

APPEAL GRANTED / DENIED

Reason:_____

_____

Signed:_____ Date:_____
Subject Teacher

Signed:_____ Date:_____
CAL

If your appeal is denied you have the right to appeal to the Principal's Nominee

APPEAL GRANTED / DENIED

Reason:_____

_____

Signed:_____ Date:_____
Principal's Nominee

This form must be stored by the CAL and be available for audit.