

Pakuranga College



Assessment *Aro matawai*

Teachers' handbook

2018

Following the procedures in this handbook help us to ensure that our assessment practices are fair, valid, consistent, reliable and at the national standard.

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Pakuranga College Systems, Policy and Procedures for Assessment for National Qualifications

Rationale

The assessment policies, systems and procedures for National Qualifications will be valid, consistent, fair and accurate. They will result in assessment outcomes for Pakuranga College students that will be highly regarded by the community.

Pakuranga College Assessment Policies

- 1.a) Assessment of students' learning in Years 9 and 10 must allow for tracking of individuals and groups in terms of progress against defined achievement objectives as expressed in the national curriculum statements. Achievement information will be provided to the Board of Trustees at least once a year. The achievement information should include breakdowns for each main ethnic group, gender and any targeted groups.
- b) NZQA achievement data will be tracked for individual students and groups of students. Heads of faculties will be responsible for ensuring students have the opportunity to meet literacy and numeracy requirements.
2. Regular feedback should be provided for students as part of the learning process. Feedback should acknowledge progress and guide students' future learning.
3. All assessment must be fair, valid, consistent and reliable, and at the appropriate national standard.
4. Assessments will be moderated against specified achievement criteria.
5. There will be school-wide consistency in internal assessment procedures.
6. The college will fulfil all NZQA requirements.
7. Teachers, heads of faculty, and heads of department will be expected to demonstrate how the information referred to above is used to improve/adapt and develop teaching programmes to maximise student learning. This will include identifying students and groups of students who are not achieving, who are at risk of not achieving or who have special needs.
8. The Optimal Learning Centre will support students and staff to address the needs of students. This will include students identified as in need of assistance and students identified as gifted and talented.

Pakuranga College meets its obligations under National Administration Guideline 1 through the implementation of the policies listed above.

The Board of Trustees monitors the implementation and effectiveness of these policies through the Principal's reports on:

Achievement, analysis of Variance, the college curriculum plan, the faculty review, process, professional learning and development, sports and the college newsletters.

The Pakuranga College Assessment Systems and Procedures which support the fulfilment of the above policy are outlined in this handbook and a similar document for parents and students.

This Teachers' Assessment Handbook can also be accessed on:

- www.moodle.pakuranga.school.nz under staff and admin NCEA-staff
- Teachers' Shared Drive (T:) – Admin – Assessment Tchrs Hbook

Course Information for Students

All students must be directed to the course Moodle page which must contain the course weekly planner. The criteria for assessment must also be made available to all students each time a new NCEA standard is assessed. For exemplars of these documents please see your relevant Head of Faculty.

Course Assessment Plan

Heads of Faculty must provide a copy of all course assessment plans to the principal's nominee (Paul Bennett) by end of week 4, term 1. Please ensure you have checked that you are using the latest version of the standard. These documents should contain internal and external standards and are used to create the Kamar mark books. For exemplars of these documents please see your Head of Faculty.

Gathering Evidence of Achievement / Recognising Achievement

Standards-based assessment is about recognising learner achievement. For internally assessed standards, the teacher decides how evidence can best be collected and judged against the standard. Teachers should use innovative, valid and fair ways of recognising achievement without overburdening themselves or the learner with too much assessment.

"Evidence" of achievement is the learner's work which demonstrates achievement of the assessment criteria. It needs to be recorded in ways that can be verified by another subject specialist or a moderator. Forms of evidence include written assignments, portfolios, tests, videos of performances, detailed checklists of observed performance, photographs, transcripts of oral explanations, audio-visual recordings. If no video of a performance is practicable or the evidence has come from conferencing with learners, assessors need to provide a checklist or an annotated file note with a standard-specific description of the evidence viewed to justify the judgements made. This annotated file note could be added to the mark sheet/results notice which is returned to the learner. A copy must be retained by the teacher for moderation purposes and for future reference.

In group performances, the learners must be identified and assessed individually, unless stated otherwise in the standard. Building close links between the learning process and assessment allows teachers to engage in assessment for better learning, which is sometimes called formative assessment.

As teachers, when we think broadly about assessment, we are free to use any valid evidence of achievement we 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.

Students' learning is not increased by repeated summative assessment, during which only limited feedback can be provided. What does increase the students' learning is extensive formative feedback and feed forward.

Assessment Methods and Approaches

Assessment can involve a variety of methods and approaches (appropriate to the student and the context) that give the student the opportunity to show competence. Some examples are:

Examination

Oral evidence: presentation, oral answers to questions, oral feedback, speech, interview, and peer instruction sessions

Oral evidence needs to have clear evidence and judgement statements describing acceptable answers, and the oral evidence needs to be documented in some form

Written evidence: workplace documentation, checklists, portfolio, worksheets, forms, tests, booklets, reports, charts and posters, tables, assignments

Verification: feedback (usually documented and signed) from: teachers, support staff, supervisors/managers, peers

Verification, where evidence is documented and signed by verifier and/or assessor, is particularly valid where the assessment and gathering of evidence is based on demonstration of practical competence, or is naturally occurring over a period of time.

Verification can be provided by any person who:

- works closely with the candidate
- has sufficient relevant subject expertise
- understands the requirements of the particular assessment

For example, a verifier could be the workplace supervisor or manager, and the assessor could be a teacher/tutor/workplace assessor

- Note: The assessor, not the verifier, is responsible for the final judgement decision

Other: Cross referencing from other assessments, recognition of current competence or integrated assessments

Practical evidence: Observation – one-off occasions, or over a period of time, simulations, real life situation, demonstrations, video/audio tapes, posters, graphics, projects, visual representation, models or naturally occurring evidence

Assessment Over Time and Portfolio Assessment

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

In some cases learner performances in formal assessments fall short of their previous work, in these cases assessors are encouraged to supplement evidence of achievement from formal assessment activities with standard-specific evidence drawn from authenticated classwork, assignments or practical activity. Learner entries in their workbooks or elsewhere, verified by the assessor, can provide valid evidence.

A portfolio is particularly appropriate for assessing the more creative areas of learning. It is a collection of evidence to support assessment against standards or learning outcomes. Portfolios can come in a range of types and sizes. For example, it can be electronic (a CD or a website address), a kete containing evidence gathered throughout a course, or a display file of mounted work.

Assessment Opportunities

Students should not be assessed for a standard until the teacher is confident that achievement of the standard is within their reach, or until the final deadline for assessment, if there is one.

The need for further assessment can be minimised when teachers:

- ensure students understand the standard and the test, brief or assignment and the performance criteria or achievement criteria
- discuss exemplars of successful work in different contexts with students
- give students adequate practice opportunities
- give students extensive feed forward and feedback
- assess students when they are ready

Feed Forward and Feedback

Some assessments build over a period of time up to a final submission. For example, a teacher will provide feedback over a period of time in the case of a performance task, a writing assessment or a portfolio of a year's work. In general, feedback (comment on progress) and feed forward (suggestions for next steps) should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student.

When to Report Not Achieved Grades: 3 commonly asked questions

1. Can I withdraw students who fail to achieve at a later date rather than record 'N' against their names?

No. Where a student has presented work or evidence for assessment or been given adequate opportunity to achieve the standard, the outcome of that assessment must be reported to NZQA as an N, A, M or E.

2. If a student partially completes the work in class but fails to hand it in on the day of submission is this an SNA?

No. By completing some of the work or providing some evidence during the assessment period they have presented some work or evidence for assessment. If they fail to achieve by not handing in the completed work or evidence then they must receive N.

3. If a student is in a course and decides on their own that they do not want to do the assessment, as they would rather get an SNA than an N do we report an SNA?

No. If they have been given an adequate assessment opportunity they must be awarded an N and not an SNA.

Further Assessment Opportunities

When a student has not provided evidence of achievement for any grade from previously assessed work, teachers can offer a maximum of one further opportunity for assessment of a standard within a year.

- A further assessment opportunity can occur when a new assessment task is provided for students and after further learning has taken place.
- A maximum of one further opportunity for assessment means none or one. It does not mean one must be offered. It is the teacher's decision whether a further opportunity will be offered for any standard. If it is not manageable to offer a further opportunity, then students should be advised from the outset that there is only one opportunity to be assessed against that standard.
- If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard. This is regardless of their performance on the first opportunity. Therefore, further assessment opportunities need to be carefully planned.
- Any further opportunity conditions must be consistent with those for the first opportunity.
- All students must be able to access the further opportunity, if they wish, including those who did not complete the original assessment for an acceptable reason.

Results of a Further Opportunity

Students must be awarded the highest grade they have achieved over both opportunities:

- If a student has not achieved the standard, they must have access to any grade from Not Achieved to Excellence when further evidence is gathered.
- If a student achieves a lower grade on the second attempt, the higher grade achieved on the first attempt is the result that must be reported to NZQA.

Resubmission

A resubmission can be offered when the student could achieve a grade if they correct errors or omissions in their work in a short period of time.

Resubmission:

- should be limited to specific aspects of the assessment and no more than one resubmission should be provided
- must take place before the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
- should be closely supervised to manage authenticity
- should be offered only where a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting themselves. For example, the student may have handed in the assessment, but may not have made a particular calculation correctly. In such cases, the teacher may consider it appropriate to allow a student to resubmit a specific part of the assessment. The amount of information a teacher provides to a student in identifying the error is important in this context. In the case above, the teacher might say “your method is fine but there is a problem with your calculations....” The teacher would not, however, say “there is a problem with your use of brackets in this calculation.”

Withdrawing Students from NCEA Standards

One of the benefits of NCEA is the opportunity to tailor courses to individual students’ needs. This may mean that students studying the same course or in the same class are assessed with different standards or amount of credits. The purpose of withdrawing students from standards is so that they can focus on remaining or alternative standards.

When developing individual pathways for students, teachers should consider:

- A balance between internal and external credits
- The total number of credits available and the effect on UE or course endorsements

If a teacher decides that it would benefit a student to be removed from a standard they should discuss this decision with the student before teaching of the topic begins. The relevant HOF must be informed and also the student’s parents or caregivers. A ‘withdrawal from a NCEA standard’ form should be filled and filed by the HOF. It should be discussed with the student and their family what the student needs to do in order to achieve the highest grade possible in their remaining or alternative standards. Students should not be removed from a standard once they have begun the process of being assessed for a standard.

Privacy

Both a student’s work and their grades should be treated as private; they should not be shared with other students unless consent has been given by the student concerned.

WITHDRAWAL FROM A NCEA STANDARD



Student's Name:

Tutor Group:

Subject:

Teacher:

Standard(s) to be withdrawn:

Reason:

.....
.....
.....
.....
.....

Replacement standard(s) if required:

CHECKLIST

Have you discussed this with the student?

Have you informed your HOF?

Have you informed the student's parents?

Student's signature:

Teacher's signature:

HOF's signature

Internal Moderation Procedures for NZQA and ITO Standards

The person with responsibility for the assessment activity to be moderated:

- Ensure you complete the assessment activity well before the students are due to sit it
- To make life easier for the critiquer, make sure you check on the NZQA website that you have the correct version and title. It may have changed.
- Check the wording of your questions with the criteria and ensure the students have the opportunity to reach excellence
- Ensure you have completed the assessment schedule with judgement statements and examples of expected learner responses

On-going communication between all participants is necessary to ensure consistency. Moderation should be workable, realistic and practical for all involved. For each assessment, the activity, assessment schedule including judgement statements and the evidence expected, need to be moderated. Departments must keep records of the moderation meetings and decisions made.

The Internal Moderation Cover Sheet must be used for moderating all internal assessments. This must be done each year.

Only tasks that have been moderated using the internal moderation form may be used. The moderation cover sheets are frequently up dated, the latest version can be found in T drive under admin/templates/NCEA. A copy of this is also on page 11.

A copy of the moderation cover sheet needs to be signed by the HoF, the relevant DP and then passed to the principal's nominee in term 4 for storage.

Please remember to green tick once all external entries in your Kamar mark books by August 30th
and
DOUBLE green tick all internals once you have entered students' final grades

The NZQA moderation deadline for 2018 is August 1st
Faculties will need to have work uploaded student samples by this date



INTERNAL MODERATION COVER SHEET 2018

NZQA Assessment (including Examination) Rules for Schools with Consent to Assess 2015 (5.6b): requires that schools must report to NZQA only those internal assessment results which have been subject to an [internal moderation process](#).

STANDARD INFORMATION

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

CRITIQUING ASSESSMENT MATERIALS

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

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

VERIFICATION

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

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

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

Name:

Date:

Position or School:

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

Teacher in charge of assessment/HOD:

Signature:

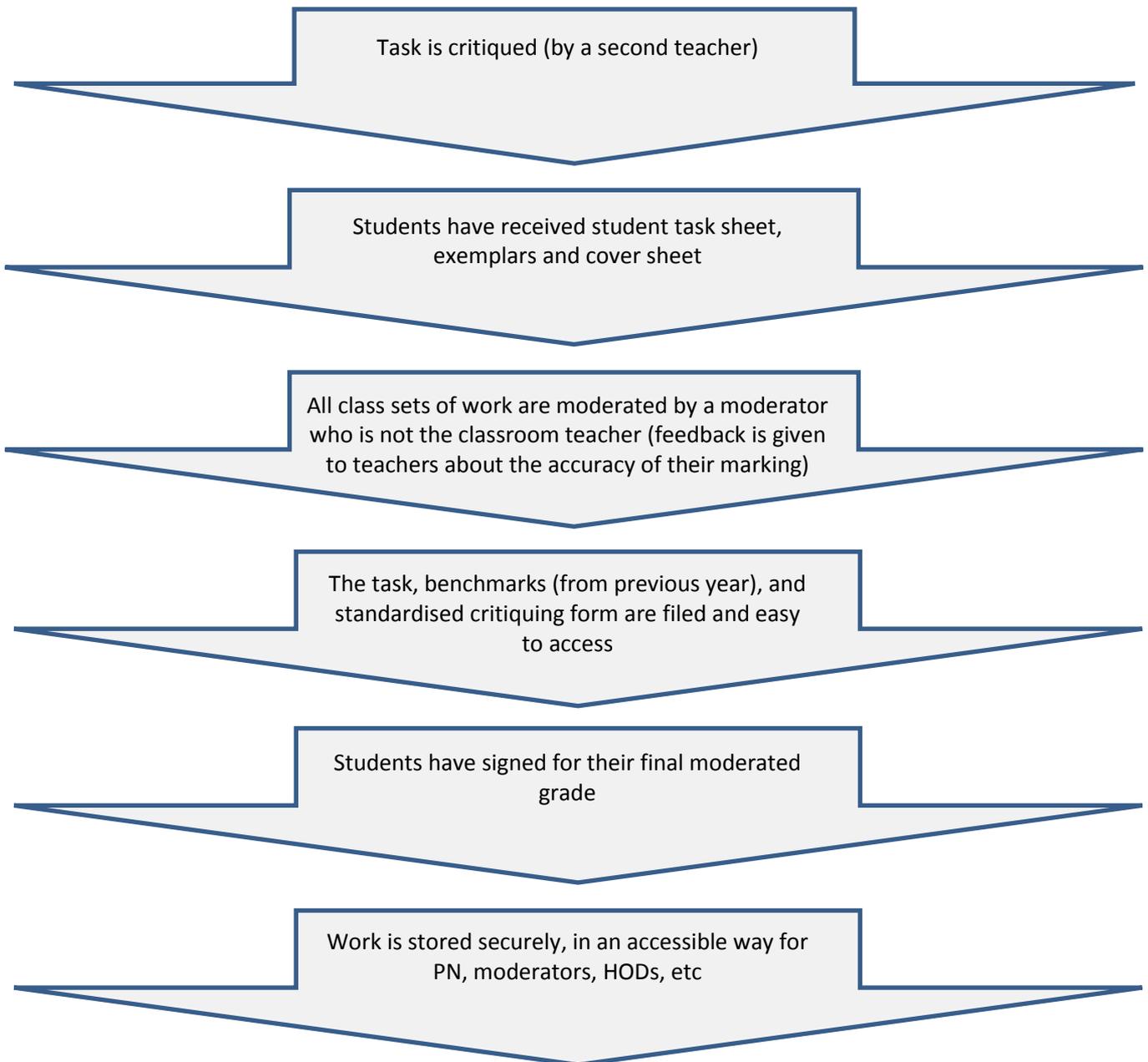
Date:

SAMPLES ARE RETAINED & ASSESSMENT MATERIALS REVIEWED

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

Pakuranga College Internal NZQA Process Check

Some of the specific documentation and filing systems will “look” slightly different from department to department, but there needs to be evidence that the following steps have occurred.



A records kept for task / course review (does anything need to be adjusted to improve learning and achievement in the following year – this can link to teaching practice, PD, task design, conditions of assessment etc – “a memory” of moderation reflection)

Moderation of Student Work

- This is required annually by NZQA
- Standards to be externally moderated are selected by NZQA
- The principal's nominee will circulate the moderation plan and liaise with HOFs/HODs over timelines and provide a checklist
- HOFs must see the principal's nominee if they have reason to suggest another standard(s) should be moderated
- Heads of Faculty will select student work using the 'I' method.
- HOFs select 8 students for achievement standards and 4 samples of student work are submitted for unit standards.
- HOFs, HODs collate the assessment materials, schedules and student work samples for each standard selected and pass on to the principal's nominee.
- After the moderation is returned HOFs, HODs and TICs are to fill out the moderation review documentation, which explains the actions taken where modification is required. These should be passed to the relevant DPs and then the principal's nominee as soon as possible after the moderation by NZQA.
- Where necessary a meeting is held at an agreed time to discuss actions taken in response to moderators feedback.

Guidelines for the Selection of Student Work for Moderation: Random Selection of Assessed Work and Benchmark Samples

The random selection and storage of assessed work should take place immediately after assessment so that storage requirements are more manageable.

The random selection of assessed work must:

- Be undertaken by someone other than the teacher(s) who marked the work
- Use the I method outlined below
- Include all students who submitted evidence for the assessment activity for the standard
- Be conducted for every standard internally assessed by the school
- Take place before the optional teacher-selected sample
- Include record keeping of the selection process used for audit purposes.

To randomly select assessed work, on an alphabetical list of all of the students who submitted work. Starting at the first surname beginning with 'I' (or if there is no 'I' surname in the list, go to the next surname after 'I' in alphabetical order), highlight this name and every third name thereafter, going back to the beginning of the list if necessary to get enough samples. These are the students whose work is to be kept for moderation. Document and record this process of selection for school files.

Benchmark samples must be kept to maintain marking standards. Replace these samples regularly to keep the exemplars up to date.

Authenticating Student Work

Work submitted by students must be their own.

Teachers need to carefully explain what they will be looking for to ensure the students work is their own. In the student handbook we state:

It is your responsibility to:

- keep all drafts and working documents, and hand them in to your teacher if required
- keep a record of all resources that you use including hand written plans and web sites
- acknowledge the source of all material in your assignment, citing whether it is from text, electronic material or people
- ensure your data is accurate
- be prepared to discuss your work further with your teacher if required

Departments should set work for internal assessment that they are confident they will be able to authenticate. However, this should be balanced with the need to create tasks that support students to achieve their best. Authenticity should not drive assessment activities.

Authenticity statements

Students are required to sign the authentication statement on the assessment coversheet (see exemplar below) for each assignment to assert that the work submitted is their own and has been completed without inappropriate help from others. The use of authenticity statements alerts students and parents to the issue of authenticity.

PAKURANGA COLLEGE EXEMPLAR ASSESSMENT COVER SHEET



Course _____ Level _____

Title of Assessment _____

Standard Number _____ Version _____ Credits _____

Time Allowed _____ Due Date _____

Reassessment offered Yes / No

Teacher in Charge _____

Student's Name _____ Tutor Group _____

Teacher _____

Date handed in _____ Time handed in _____

Teacher's Signature _____

Authenticity Statement

The work I have submitted for this assessment is my own. I have identified my sources and acknowledged quotations and references in this assignment.

Signature of student: _____ Date: _____

Breaches of Rules (Misconduct/Cheating)

If a student's behaviour has disrupted an assessment, the head of faculty, head of department and/or principal's nominee must be informed and will determine the course of action to be taken and what penalties will apply.

If there is a question about authenticity, the class teacher should fill a 'breach of NCEA rules form' which should be passed along with the suspect work to the head of department who will refer the matter to the Principal's Nominee. The student may be asked to offer proof of authenticity (drafts etc.). Students suspected of having offered inappropriate help to their peers are also interviewed.

Students will be provided with an opportunity to discuss the alleged misconduct before a decision is made. If the principal's nominee judges that cheating has occurred, the student will gain not achieved for that standard. The 'breach of NCEA rules form' will be signed and a copy retained by the principal's nominee. The parents/caregivers will be contacted. Further penalties may be imposed by senior management. The seriousness of the penalty will be dependent on the seriousness of the cheating. In all cases regarding breaches of the rules, the principal's nominee will determine the final outcome.

Procedures for Missed Assessment

If a student cannot hand in an assignment on time, or do an in-class test or practical activity on the day, then they must apply to their teacher as soon as they know that they will be late or will be absent, or as soon as they return to school. In all cases where students have missed assessments, they must fill in a Missed Assessment Form (see below) and hand it in within 3 working days.

Accumulated evidence for the particular standard being assessed can be used to determine a grade.

Valid reasons for requesting an extension of time or a new assessment date are:

- **Sickness:** A Pakuranga College Medical Form must also be supplied. Students may access these on the Pakuranga Moodle site or from the student assessment handbook.
- **Family trauma:** a note from the parent/caregiver, guidance counsellor, dean or tutor group teacher must be supplied.
- **School sporting/cultural activity:** This is valid only if the teacher has been consulted before the trip.
- The Principles Nominee may consider other information to make the final decision.

In *all* cases, a 'Missed Assessment' application form must be filled in and given to the teacher concerned. Requests for extension of time must be made before the due date.

Based on the information presented in the 'Missed Assessment' application, the head of department and/or principal's nominee may decide to:

- grant an extension
- set a new assessment date
- deny the application and award Not Achieved for the standard(s) concerned

The outcome should be recorded and filed by the HOD.

BREACH OF NCEA RULES FORM



Student's Name:.....**Tutor Group:**.....

Subject:.....**Teacher:**.....

Reason for suspected breach (please attach a COPY of relevant student work):

.....
.....
.....
.....
.....
.....

Student's response

.....
.....
.....
.....

Student signature.....**Teacher signature**.....**HOF signature**.....

Outcome

.....
.....
.....
.....

Principal's Nominee signature

PAKURANGA COLLEGE
Missed Assessment Application Form



Must be handed in within 3 school days of the missed assessment

Fill in the top section, attach appropriate letters or certificates and hand to your subject teacher who will pass on to the HOD.

Name:	Tutor Group:
Date of application:	
Missed assessment details:	
Subject:	
Name of teacher:	
Standard number and title:	
Type of assessment (<i>practical, assignment, test, etc.</i>)	
Date of assessment or due date:	
Reason for missing assessment: (please tick one)	
<input type="checkbox"/> Illness: Pakuranga College medical form must be completed by doctor. <input type="checkbox"/> Family/personal trauma: <i>documentation must be attached (e.g. letter from parent, counsellor, or tutor group teacher/dean)</i> <input type="checkbox"/> School sporting / cultural activity: _____ Signature of teacher-in-charge of activity: _____	

Decision by HOD/Principal's Nominee:
<input type="checkbox"/> Extension granted. New due date: _____ <input type="checkbox"/> New assessment date granted. New date: _____ <input type="checkbox"/> Application denied. Comment: _____ _____
<i>The reason for this decision has been explained to me and I accept the decision.</i>
Signed: _____ (<i>student</i>)
Signed: _____ (<i>PN or HOD</i>) Date: _____

PAKURANGA COLLEGE MEDICAL FORM

Tel: (09) 534 7159 Fax: (09) 534 2365 info@pakuranga.school.nz



To be completed by your doctor and handed in to your dean on the day you return to school with your Missed Assessment Form.

Section A - To be completed by the student before the form is given to the doctor.

Name: _____ Tutor Group: _____ Date: ___/___/___

Assessments you were unable to sit / complete / prepare for:

Date	Subject	Level (e.g. Level 2)	Assessment

I/We give permission for general medical details to be supplied in confidence to the principal's nominee.

Student Signature: _____ Parent/Caregiver Signature: _____

When Section A and Section B are completed, immediately return the form to the principal's nominee.

Section B - To be completed by a New Zealand registered medical practitioner.

Background Information

1. This certificate is required if a student has missed an NCEA assessment due to a medical condition. The medical condition could have resulted in:

- (a) Lateness to an assessment or late for the deadline to hand in an assignment
- (b) Absence from an assessment or from the school on the day an assignment is due in.
- (c) Impaired performance affecting an assessment. (This could be in the lead-up or on the day of the assessment.)

3. If at all possible the student should have consulted the doctor on the day of the test/exam/assignment.

4. The doctor is requested to fill in the following information and sign and date the certificate as indicated.

(a) This is to certify that I was consulted by: _____ on ___/___/___

(b) *Diagnosis.* (If appropriate, in general terms only):

(c) *Impairment.* Does/has the student's medical condition impair(ed) his/her performance in the assessment?
Yes / No (Circle one)

If yes, what is the length of time of this impairment? From ___/___/___ to ___/___/___

(d) *Absence/lateness.* Does the student's medical condition warrant the absence/lateness?
Yes / No (Circle one)

If the absence was warranted, the student will be able to return to school ___/___/___

Considering the medical information available to me:

I support/do not support / do not have sufficient information to form an opinion on (circle one) this application.

Doctor's name and surgery stamp:

Address:

Signature _____ Date: ___/___/___ Phone: _____

Derived Grade Process

Students, who through illness or misadventure, including bereavement of a family member or close acquaintance, or national representative duties have been prevented from sitting examinations or otherwise presenting materials for EXTERNAL assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to NZQA to be awarded a derived grade based exclusively on pre-existing standard specific evidence held by the school. Except in exceptional circumstances, a derived grade will be granted only as a result of illness and misadventure, including bereavement of a family member or close acquaintance that occurred no more than one month before the start of examinations or the submission of work for other external assessment. Students should read the derived grade information on the NCEA website. They should then speak with the principal's nominee and fill a derived grade application form available through the link above.

Absence from the NCEA Level 1 MCAT

Although the MCAT is an external standard, it is assessed within schools. The school's internal assessment policies must be applied to students who miss an MCAT assessment session, or who breach examination rules.

All candidates who are absent for a MCAT assessment need to fill out a missed assessment form and a medical form (see below) depending on the nature of the reason for their absence, within 3 days of the assessment date.

A candidate who is absent on Day 1 of the MCAT may sit the assessment on Day 2, at the HOF's discretion. They must be provided with the assessment task specific to the day they sit the assessment (the task to be downloaded from the schools' secure web site, and printed by the school).

When grades for the MCAT assessment are submitted, the school can include a grade for any candidate who was impaired during the assessment session, or was unable to attend either MCAT assessment day, if:

- the grade held by the school is derived from standard specific evidence gathered prior to the first MCAT assessment date
- the absence or impairment is consistent with the school's missed and late assessment policy and complies with NZQA's Derived Grade guidelines. This includes the reason for the absence or impairment being unforeseen or unavoidable and does not include the absence being wilful or for convenience.

Appeals

Good assessment practice reduces the volume of appeals.

Students may appeal any assessment related decision for internal assessment. The appeals pathway is from students to their class teacher, to the head of department, and then to the principal's nominee.

If an appeal results in any change to the application of the judgement criteria for the standard, the change needs to be applied to all student work. Students must complete an Appeal Application (see below).

Appeals Procedure

1. The teacher allows students to check that they agree with the results given. If students' think that work has been incorrectly assessed they can ask the teacher to reconsider.
2. The teacher should explain the result and make any necessary alterations. If the assessing was done by another teacher in the department, that teacher must be consulted.
3. If students are unhappy with the teacher's explanation, they may ask the head of department for a decision, using an appeals form contained in the student assessment handbook. This must be done within three working days of the work being handed back.
4. If the students disagree with the head of department's decision, they may ask the principal's nominee to consider the case. The principal's nominee may consult with the subject advisor, the head of department, dean, counsellor and/or family.

The principal's nominee should be kept informed about all appeals whether or not they have been a part of the process.

In all appeal cases the principal's nominee will retain the right to make the final decision.

Complaints

If a student has a complaint about any aspect of NZQA assessment procedures or systems within Pakuranga College, they should speak with their teacher in the first instance. If they are still unsatisfied with the response to the issue, they should be directed to fill out a complaints form (see below) which should be passed to the relevant head of faculty, who will discuss the issue with the principal's nominee. Resolution of the issue will be recorded on the complaints form and parents will be informed if required.

PAKURANGA COLLEGE
Appeal Application Form



Fill in the top section and hand to your teacher / HOD within 3 school days of getting your assessment back.

Name:	Tutor Group:
Date of application:	
Subject:	
Name of teacher:	
Standard number and title:	
Grade awarded:	
Date assessment returned to student:	
Reason for appeal:	
<input type="checkbox"/> I have discussed my grade with my subject teacher in the first instance.	
<input type="checkbox"/> I would like to HOD/Principal's Nominee to reconsider my grade. My reasons for this request are: <i>(please explain, using an extra sheet if needed)</i>	

HODs Decision:
<input type="checkbox"/> The grade awarded by the teacher stands. <input type="checkbox"/> The grade awarded has been changed to _____
<i>The reason for this decision has been explained to me and I accept the decision.</i>
Signed: _____ (student)
Signed: _____ (HOD) Date: _____
Principal's Nominee's Decision/Comment:
Signed: _____ (PN) Date: _____

Copies to Principal's Nominee, HOD, teacher and student



Fill in the top section and hand to your teacher / HOD

Name:	Tutor Group:
Date of complaint:	
Subject:	
Name of teacher (if applicable):	
Description of complaint or issue:	

Description of HOFs investigation:

Principal's Nominee's Decision/Comment:
Signed: _____ (PN) Date: _____

Copies to Principal's Nominee, HOD, teacher and student

Entering NZQA Data for International Students

International Dean

The majority of our international students do intend to go to university and therefore are required to pay the \$383.30 NZQA fee.

However some students come here to experience life in a NZ school, and do not want NCEA qualifications. These students will complete all of our requirements, (i.e.) they will complete all class work and take full part in the learning programmes, complete all internal assessments and school practice exams, but they do not want to sit NCEA external exams and do not want to receive a Record of Achievement from NZQA. These students are not required to pay the \$383.30 NZQA fee.

To ensure individual teachers have accurate data in their mark books, the International Dean will liaise with the data manager and ensure the mark book entries are accurate, (i.e.) students will be withdrawn from internals and / or externals, as per their needs. This will happen within a term of their arrival. The International Dean will pass this information to the DP curriculum, and also inform the teachers concerned.

Special Assessment Conditions

Students who are entitled to special assistance have the intellectual capacity to be able to perform in assessments but are held back by a significant learning difficulty. They are identified through self-referral, teacher referral or parent referral in conjunction with the optimal learning centre. Their eligibility is independently verified by an external assessor. Special assessment conditions may include extra time, reader and or writer assistance (not appropriate for some English standards), computer assistance and separate accommodation.

Teachers of identified students will be informed about the support these students require at the beginning of the year. During the course of the year, teachers will be asked to provide feedback about the performance of these students, in internal and practice external assessments. The optimal learning centre maintains records of students' learning difficulties and the on-going support they receive.

Identified students receive this support from year 9 onwards, whether or not they are entered for NCEA, so that they can achieve to their potential. If you think a student should be receiving special assistance, please contact Jordyn Rouse in the Optimal Learning Centre.

Reader / Writers

Throughout the year teachers will contact (in advance) the optimal learning centre faculty to request a reader/writer for their students where applicable, for internal assessments, CAT, practice exams etc.

The optimal learning centre faculty will allocate reader / writers to students for their external exams. The exam centre manager will allocate the room.

Accessing the NZQA Secure Website

NZQA require secondary school users of the NZQA secure website to have individual accounts using the Education Sector Authentication and Authorisation (ESAA) login service. Those teachers without existing ESAA accounts will need to contact Paul Bennett to register.

Security of Assessment Data

Security is quickly compromised through negligent behaviour of users, therefore organisations must ensure personnel are briefed and understand the responsibilities of using ESAA applications (the NZQA website). The user is educated in the basics of security as detailed in the User Guide and the must accept the conditions of use when registering as a user of the ESAA system.

The information below sets out users responsibilities in relation to safety and the NZQA website secure area:

General Use

1. 6.7.1. The user must sign and agree with the Acceptance of Conditions for the ESAA system during the registration process.
2. 6.7.2. Users must not look at, change, delete or tamper with files or programmes that they are not authorised to access
- 6.7.3. Access to ESAA resources is restricted only to those who have authorisation to do so.
- 6.7.4. Users shall take all reasonable steps to prevent the misuse or unauthorised access to their computer system or ESAA resources.
- 6.7.5. User must ensure their computer system has appropriate anti-virus software installed.
- 6.7.6. Users must avoid the use of public shared computers such as internet cafes.

Password Construction

7. 6.7.7. Passwords must be constructed according to rules which will be advised and enforced by the system and may be changed from time to time.
8. 6.7.8. Users are required to change their allocated password at initial login.
9. 6.7.9. The system will enforce password expiry with a frequency that may be changed from time to time.
10. 6.7.10. Entering an incorrect username or password a consecutive number of times will lock a user's account.
11. 6.7.11. Passwords shall not be re-used; a new password shall be constructed each time it is changed.
12. 6.7.12. Administrators using application logins are required to change the allocated password at initial login.
13. 6.7.13. For Administrators using application logins, the system will enforce password expiry with a frequency that may be changed from time to time.
14. 6.7.14. Applications shall not store ESAA passwords in an un-encrypted form.

Password Protection

15. 6.7.15. Sharing of (user) passwords, usernames or accounts are prohibited.

16. 6.7.16. Users must not reveal their username or password to another person; a legitimate ESAA Administrator will not ask for a user's password.
17. 6.7.17. Passwords must not be written on sticky notes, desk pads and calendars.
18. 6.7.18. Users must not store their username/password in a file on their computer.

Memorandums of Understanding

A school must not make entries for assessment of a standard for which it does not have consent to assess unless the standard is being assessed by another provider who has been given consent. Results will need to be reported using their provider code. A standard will show as unaccredited in reports if even one candidate out of the class is missing the code of the provider with consent to assess.

Schools need to establish a Memorandum of Understanding (MOU) with the provider with consent to assess. When you report results with another provider's code, that provider is notified and will query the results if you do not have a MOU with them or the MOU states that the school must not report results.

All teachers who wish to use outside providers with students in their classes must first seek advice from their HOF. It is important that HOFs ensure there is a current MOU between the school and any outside providers that are being used. A copy of the current MOU must be passed to the principal's nominee for audit purposes.

STAFF WITH NZQA RESPONSIBILITIES

Paul Bennett	Deputy Principal Curriculum, Principal's nominee - liaison with NZQA Quality assurance including: moderation, authenticity, appeals, examinations Derived grade applications for external exams
Careers Advisors	Correspondence students
Optimal Learning Centre	Special assessment conditions
Christine Grouse	Data entry Student concerns with NCEA entries and results Students transferring from another school Students transferring to another school
Michael Williams	Student requests for leave

For further information:

NZQA website: www.nzqa.govt.nz

School Provider Code: 80

Mr Paul Bennett – Deputy Principal: ben@pakuranga.school.nz

Quality Assurance

Curriculum

Item	Comment
<p><input type="checkbox"/> Curriculum Paperwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> all curriculum paperwork is updated, filed (online), and with appropriate senior leader <input type="checkbox"/> <i>learning overview</i> <input type="checkbox"/> <i>unit outlines (plans)</i> <input type="checkbox"/> <i>weekly planners</i> <input type="checkbox"/> <i>assessment guides</i> <input type="checkbox"/> <i>key competency statement</i> 	<p style="text-align: right;"><i>Person Responsible:</i> _____</p>
<p><input type="checkbox"/> Course Reviews</p> <ul style="list-style-type: none"> <input type="checkbox"/> student evaluations done and filed <input type="checkbox"/> faculty has evaluated all programmes 	<p style="text-align: right;"><i>Person Responsible:</i> _____</p> <p>Plans for redesign from evaluation, based on review:</p>
<p><input type="checkbox"/> Māori & Pasifika Strategy</p> <ul style="list-style-type: none"> <input type="checkbox"/> analysis of achievement data up-to-date <input type="checkbox"/> strategy has been reviewed, updated and is being implemented 	<p style="text-align: right;"><i>Person Responsible:</i> _____</p>
<p><input type="checkbox"/> Data Analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> analysis of previous year's achievement data is completed and analysed 	<p style="text-align: right;"><i>Person Responsible:</i> _____</p> <p>Key areas for attention based on data analysis:</p>

Assessment & Reporting

Item	Comment
<p><input type="checkbox"/> Moderation</p> <ul style="list-style-type: none"> <input type="checkbox"/> moderation procedures are in place for NCEA assessment resources and students' work <input type="checkbox"/> moderation procedures are documented and communicated to staff <input type="checkbox"/> all NCEA assessments are moderated, filed and the moderation tracking sheets are signed by TICs and HOFs <input type="checkbox"/> moderation report is analysed, faculty review documents are filled, information is communicated with staff and passed to DP 	<p style="text-align: right;"><i>Person Responsible:</i> _____</p> <p>Issues identified by moderation report:</p> <p>Changes to assessments or assessment procedures:</p>
<p><input type="checkbox"/> Data Storage</p> <ul style="list-style-type: none"> <input type="checkbox"/> KAMAR mark books are set up <input type="checkbox"/> all assessment data is recorded 	<p style="text-align: right;"><i>Person Responsible:</i> _____</p>

<input type="checkbox"/> NZQA <ul style="list-style-type: none"> <input type="checkbox"/> systems for managing NCEA data are in place, documented and operating <input type="checkbox"/> systems are in place to ensure that students' entries into NCEA standards are correct and results entered into Kamar are correct <input type="checkbox"/> systems are in place to ensure that staff retain understanding of and consistency with national standards (attend subject association meetings/BP workshops) <input type="checkbox"/> memorandums of understanding with any external providers used by the faculty are up to date and a copy is filed with the PN <input type="checkbox"/> HOFs have checked that the college is accredited to assess against all standards being used by the faculty in the current year 	<i>Person Responsible:</i> _____
<input type="checkbox"/> Reporting <ul style="list-style-type: none"> <input type="checkbox"/> faculty standards for reporting have been reviewed and discussed with all staff <input type="checkbox"/> buddy systems in place for reports 	<i>Person Responsible:</i> _____

Faculty Leadership

<i>Item</i>	<i>Comment</i>
<input type="checkbox"/> Performance Management <ul style="list-style-type: none"> <input type="checkbox"/> appraisals are completed and with DP <input type="checkbox"/> job descriptions are up-to-date and filed 	<i>Person Responsible:</i> _____
<input type="checkbox"/> Annual Review <ul style="list-style-type: none"> <input type="checkbox"/> annual review is completed and filed <input type="checkbox"/> faculty goals are agreed and documented 	
<input type="checkbox"/> Faculty Procedures <ul style="list-style-type: none"> <input type="checkbox"/> faculty / departmental meetings are held regularly and minutes are filed <input type="checkbox"/> faculty procedures are updated and filed 	
<input type="checkbox"/> Pedagogical Leadership <ul style="list-style-type: none"> <input type="checkbox"/> classroom observations have taken place 	