

St Peter's College



Assessment Procedures 2016

Principals Nominee:	Michael Mullin Deputy Headmaster Curriculum
Learning Support Coordinator:	Viv Howard SENCO
NCEA Administrator:	Sarah Kingston

Summary Overview

This handbook is designed to assist with ensuring that all NZQA processes are observed at St Peter's and that outcomes are fair and reasonable.

The overall guiding ethical considerations are: -

- I. Does the assessment process value teaching and learning at St Peter's.
- II. Does the handbook ensure that any outcome is fair and reasonable for individual, learning cohort(s), and teaching considerations?
- III. The handbook is a guideline and will itself be reviewed on an annual basis.

Staff

Staff must keep a record of any process that is applied to support analysis or appeal process. Staff can at any stage seek advice from the Head of Faculty or the Deputy Headmaster, Curriculum.

Students

Students must be given an opportunity to demonstrate learning according to the criteria set. Any resubmission or reassessment opportunity will be granted by the Head of Faculty.

1. Documentation for Students:

- Detailed electronic information about each course and its assessment procedure links will be given to all students at the start of the year in a Course Outline (Appendix 1.3 A or B).
- Students being assessed against a standard must be provided with the basic assessment criteria for the standard.
- By the beginning of the year, HoFs will submit to the Deputy Headmaster-Curriculum, a copy of each Course Outline. Course Outlines will be made available to all students by the end of Week 2 and will include a schedule of assessment activities and a timeframe. This timeframe will be available for viewing on SPC net for all NCEA assessments.
- Early in Term 1 the Principal's Nominee will ensure that students receive written details about NCEA and the College's assessment procedures. Each student will receive a 'Student Information Sheet' for the current year. Opportunities for parents and guardians to be informed about NCEA processes will also be provided each year.

2. Types of Assessment: For Students at all Levels:

Formative assessment (as part of the teaching programme) - must be used as a device for student feedback and feed forward (see note below). The ongoing collection of evidence should enable judgments to be made on the progress of students.

Summative assessment occurs at the end of the teaching programme or unit and must be used for all classes to enable tracking of a student's achievement.

For National Standards:

- The Middle School and Mathematics Department will contribute to National Standards Assessment at Year 7 and 8 by nominating a reading, writing or numeracy rich task which will be marked against a curriculum level and against National Standards. These grades will be entered in the subject mark books.
- The Teacher in Charge of Curriculum – Middle School will facilitate the moderation of material against the standard with teachers responsible for Overall Teacher Judgements (OTJ's). This process will occur half way through the academic year to form an interim judgement and at the end of the year to form a summative judgement.

For NZQF standards:

Formative assessment may be used as part of an assessment against a specific standard and may also contribute to assessment across subject delineations. However, this should not be the same as the summative assessment task.

Collecting evidence over time:

It may be appropriate, in some standards, for the teacher to gather achievement evidence over time. In this case there is no specific "assessment event." Collection of evidence must be documented e.g. recording of performance or annotated file with standard specific description.

Special Assessment Conditions:

The Learning Support Coordinator is responsible for the collection of relevant information and data on students who may require special assessment conditions. Applications for special assessment conditions for NZQF assessments must be made to NZQA by the Learning Support Manager, Ms Viv Howard. The outcome will be communicated to that student's teachers.

Special assessment conditions will be provided for identified students, when practicable, for internally assessed standards and also for any practice externally assessed standards.

3. Internal Assessment:

- Subject Assessment Plans (Appendix 1.2) for NZQF courses will be held by the Principal's Nominee. These must be submitted to the Principal's Nominee by the beginning of the academic year.
- Consideration will be given to the balance of workload for students in any one week and a calendar of assessment dates will be determined for all internally assessed standards. This will be available for staff and student reference.
- Any changes to an NZQF course or to the date of an assessment shall be made in consultation with the Principal's Nominee and will be notified in writing to those affected by the change. This process is documented using the Request to Alter an NCEA Course form Appendix 1.5(A) or the Request to Alter an Internal Assment Date form Appendix 1.5 (B).
- Assessment tasks and materials will be kept securely by Faculties. All tasks should be at the appropriate standard (see below). For NZQF standards, the assessment task for summative assessment must not be able to be accessed by the students being assessed. This includes material from websites. Assessment tasks should not include material taught in class as exemplars or models eg. A scenario or issue used in class to teach process should not be the scenario or issue used in the assessment task.
- A range of assessment methods can be employed such as role play, practical tests, assignments, essays, examination, interview, seminar or portfolio as appropriate.
- Some Faculties, with some specific assessment policies which take into consideration subject resourcing plus teaching and learning challenges. Students will have these pointed out to them in the introduction to the course. These will have been approved by the Deputy Headmaster Curriculum prior and are contained in the Schemes of Work available to students.
- Before an internal assessment occurs, Section 1 of the Internal Moderation Cover Sheet (Appendix 1.4) must be completed for each standard.
- Assessment tasks must be given to students, in easy to understand written form and be discussed. Assessment criteria should be provided prior to, or at the time students are given the assessment. Teachers should ensure students understand the standard and the test, brief or assignment (the performance criteria or achievement criteria, the range statement and link with the curriculum); discuss exemplars of successful work in different contexts with students; give students adequate practice opportunities, including whole-class brainstorming; assess students when they are ready and provide templates to guide students. 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.

- **Feed forward and feedback:** Student learning is increased by extensive 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.
- **Withdrawal from a standard:** At any time, prior to an assessment occurring, a student may choose to withdraw from the standard. He must complete a withdrawal form (Appendix 1.8) and submit this form to his teacher. The form must then be passed on to the HOF who will document the withdrawal if necessary and forward the form to the Principal's Nominee for processing. This must occur for External Assessments before the deadline of September 1st and for Internal Assessments before the deadline of December 1st.
- **Assessment Decisions:** All marking should be judged against criteria which have been critiqued prior to the assessment taking place. Where possible, the critiquer of the criteria should not be the teacher of the course. (see Appendix 1.4 Section 1b and 1c)
- **Maintaining the standard:** Assessment tasks must be set at the appropriate National Curriculum level. Aids to maintaining the standard in NZQF assessments must be used. These include:
 - Referring to external moderation feedback
 - Attending cluster meetings
 - Forming links with colleagues (including those at other schools if necessary)
 - Participation in national debate about the standard
 - Keeping up to date with current professional practice
 - Comparing student work with material from previous years
 - Referring to nationally developed materials, schedules and exemplars available online
 - Referring to National Moderator Reports
- **Inter-class comparability** must occur where there is more than one class at a specific year level taught by different teachers. Procedures include:
 - common, detailed assessment schedules.
 - common assessment tasks.
 - one teacher marking all the assessments or sections of them.
 - check marking.

The procedures used are to be decided by the Head of Faculty and department members. The overall responsibility for moderation is with the Head of Department and the methods used are recorded in the Department's Management Documents and on Subject Assessment Plan (Appendix 1.2) and Internal Moderation Cover Sheet (Appendix 1.4 Section 2).

- **Authenticity:** Subject Assessment Plans (Appendix 1.2) will document steps taken to authenticate students' work for each internal assessment. A variety of strategies can be used by departments, according to the nature of the task. These include:
 - The use of Appendix 1.1 Authenticity Checklist
 - Requiring a signature on an authenticity statement.

- Changing contexts from year to year to prevent copying of other students' work.
 - Signed 'checkpoints' where the assessment has a large individual student component. For example an art folio.
 - Supervision of the research process with checkpoints, conferencing with students and requiring plans and drafts to be checked.
 - Retaining work to be assessed during an extended assessment process.
 - Controlling group work by breaking tasks into individual components.
 - Oral questioning to verify a student's understanding of presented work with summary notes kept by the teacher.
- **Internal Moderation:** HoFs are responsible for ensuring that every NZQF judgment is consistent with the standard. Another teacher must check a sample of marked assessments. The Internal Moderation coversheet (Appendix 1.4 Section 2) should be used to document this process. For guidance on the process, staff can use the Internal Moderation Process sheet (Appendix 1.12)
- HoFs must ensure the following records are kept in each Internal Moderation Summary folder:
 - A copy of the completed Internal Moderation coversheet
 - A copy of the standard
 - Annotated drafts of assessment materials – student instructions and resources, assessment schedule (with sample evidence and judgment statements should the standard require these)
 - The final versions of these materials
 - Copies of benchmark samples of student work
 - Copies of randomly selected student work
 - External moderators reports
 - Internal Moderation Audits will be carried out by the Principals Nominee to ensure that the correct procedures are being followed in every faculty. Written feedback will be sent to the HOF with points to action. HOF is to reply on the form stating when and what changes have been implemented.
 - Student assessment work in internally assessed courses may be returned to the students after all moderation processes are completed.
 - **Resubmission:** There should be only one resubmission opportunity for any standard. This is at the discretion of the HoF in consultation with Principals Nominee.

A resubmission opportunity should only be offered where a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting themselves. This should be done in consultation with the HoF. 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 say "There is a problem with your use of brackets in this calculation."

- **Further assessment opportunities:** A further assessment opportunity occurs when a new, quality-assured assessment is provided for students after their first opportunity, and after additional teaching and learning has taken place. This could be a new test, a new

writing topic or a new research topic. In most circumstances, offering a further assessment opportunity will **not** be possible given the workload and time constraints on staff and students across the curriculum

- **Eligibility for a further opportunity:** 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.
Students may not have a further assessment opportunity within the same year, where they have breached the rules at the first opportunity.
- **Results of a further assessment opportunity:** Students must be awarded the highest grade they have achieved over both opportunities:
 - If a student does not achieve the standard on the first attempt, they must have access to any grade from 'Not Achieved' to 'Excellence' on their second attempt.
 - 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.
- **Missed Assessments/ Impaired Performance, Late assessment:**
For internally assessed work for National Qualifications:
 - If a student misses an assessment task for a valid reason (for example illness, bereavement or representing the school in sports), there must be supporting documentation e.g. a medical certificate. Where possible, an assessment opportunity will be provided after the Missed Assessment Sign Off Sheet (Appendix 1.11) has been signed by the Deputy Headmaster Curriculum.
 - **Impaired performance** applies where a student's performance in an assessment has been adversely affected by situations beyond her control. In such cases, consideration must be given to all the evidence available about the students' usual level of performance when determining if a grade is to be awarded. A grade cannot be awarded without supporting evidence. This must be a medical certificate or in exceptional circumstances a direct appeal can be made to the Deputy Headmaster Curriculum who will consult with the Deputy Headmaster Pastoral or their nominated agent prior to making a decision. There is no appeal process for this without substantive new information available.
 - In the above situations, the student must collect a Request for an Extension or Impaired Performance form (Appendix 1.6) from the school office, complete the necessary information and submit this to the Deputy Headmaster - Curriculum for approval. If approved, the form is then given to the class teacher. The class teacher completes the form and gives it to the Principal's Nominee for filing.
 - If a student misses an assessment task for a non-valid reason, for example wilful absence (truancy), then he will not be eligible to be assessed for that standard and no further resubmissions will be permitted.
- **Entry for Additional Standards:** The following criteria apply to students wishing to be credited with a standard for which they are not entered as part of a class, nor through the Correspondence School
 - Teacher agreement and Deputy Headmaster- Curriculum approval.
 - Assessment must be co-ordinated by the school and the accredited assessor must be present to assess the task.
 - All quality assurance procedures must be followed
- **Standards assessed in Year 10:** Results for NZQF standards completed in Year 10 will be stored in Departments until the following year. These results will then be forwarded to the Principal's Nominee and reported to NZQA as 'unattached' results.

- **Student withdrawal from an assessment:** At any time prior to an assessment taking place, a student may choose to withdraw from the assessment for a standard. A student must complete an “Application to withdraw from an NCEA standard’ form (Appendix 1.8) and give this form to their class teacher. The form must then be sighted by the HoF and forwarded to the Principal’s Nominee for processing.

3. Appeals: For internally assessed standards: All appeals must be in writing and cite the grounds for appeal.

- Appeals from students should be made in the first instance to the subject teacher within three days of receiving the grade. If no agreement is reached, then the student must approach the HOF within the following three days and complete an Internal Assessment Appeal form (Appendix 1.7). If a satisfactory conclusion is not reached, the Principal’s Nominee is consulted. If necessary, the Principal’s Nominee will approach the Principal whose decision will be final.
- If the subject teacher is also the HoF the student must approach this teacher in the first instance, within three days. If no agreement is reached, then the student must approach the Principal’s Nominee within the following three days. If necessary, the Principal’s Nominee will then approach the Principal to obtain an outcome. This decision will be final.
- All documentation regarding an appeal is to be kept by the Principal’s Nominee.
- If an appeal is successful, the necessary amendments will be made to documentation.

5. Breaches of the Rules

- These may include incidents of actual or reported misconduct either through
 - plagiarism i.e. the use of other people’s ideas or words as ones own without acknowledgement
 - assisting another student to create work that is not their own e.g. giving him work to someone else to copy.
- Such incidents must be investigated by the invigilator, in consultation with the HoF.
- the Incident form in Appendix 1.10 must be completed by the Invigilator. The Principal’s Nominee will be informed of the investigation and assist where necessary.
- When it has been shown that misconduct has occurred in relation to a NZQF assessment, the Principal’s Nominee will keep all documented evidence and will inform the parent or guardian in writing. The student involved will not be given credit for the standard to which the misconduct relates and will not be eligible for any further assessment for that standard during the current academic year.

6. Recording of Assessment Data:

- **For all classes at all levels:**
 - Class teachers are to record student assessment data in the electronic markbook (Kamar) under Column A.
 - Once the students have signed that they agree with this grade tick the “Publish” box for the results to be sent to NZQA in the next data file submission that is done monthly.
 - The HoF is to ensure that data from individual teachers is collated.
- **For NZQF Internal Assessment:**

- Departments will maintain accurate up to date records of student performance in assessment tasks including indicative achievement results for each reporting period.
- Students should be encouraged to track their own achievement. Teachers must ensure that students sign a verification form to signify their agreement with the recorded grade of achievement for each internally assessed standard. A copy of the list of verified grades is given to the Principal's Nominee with the Internal Moderation coversheet (Appendix 1.4) for that standard.
- Grades for standards should be entered electronically into the relevant report column of the subject markbook in 'Kamar' by the teacher within four weeks of the assessment occurring. A copy of the Internal Moderation Cover Sheet (Appendix 1.4) is then forwarded to the Principal's Nominee within the same time frame. Once this document has been sighted, marks will be transferred to NZQA columns by the Principal's Nominee and a random external moderation list of names will be generated by School Data Manager.
- The final date for internal assessments to be administered will be decided by HOD's in consultation with the Principal's Nominee. Internal assessment is usually completed by the end of Week 2, Term 4.

7. External Moderation:

- Heads of Faculties must ensure that they are linked into the appropriate ITO Moderation Systems, if this is required for the standards being assessed. A Memorandum of Understanding is to be signed with all external providers. A copy of the Memorandum is to be given to the Principal's Nominee.
- Selection of assessment samples for external moderation will be generated by a process of selection within faculties. The Deputy Headmaster Curriculum will be informed of the process and outcome(s) following the entry of results into the markbook.
- Heads of Faculties must ensure that the most recent assessment material is submitted to the Principal's Nominee by the specified date. Materials required are outlined on the NZQA secondary moderation random selection cover sheet.
- HOFs must ensure that completed Internal Moderation Summary Folders are available for external moderation in the following year.
- Heads of Faculties where standards have been highlighted with issues are to meet with the Principals Nominee to discuss concerns / issues arising from the external moderation report. This is recorded on Moderation Report Feedback form (Appendix 1.9) and sent to HOFs. HOF is to reply on the form stating when and what changes have been implemented.
- Assistance can be sought from the Subject Advisor. An appeal can be made to NZQA via the Principal's Nominee if there are disputed findings. A copy of the Moderation feedback form must then be submitted to the Principal's Nominee.

8. External Assessment:

- Heads of Faculties need to inform the NCEA Administrator of all entries for external standards before the notified date. All withdrawals must be completed before the NZQA deadline.
- Derived grade applications for external Achievement Standards are managed by the Principal's Nominee. Derived grade applications can only be made where there is evidence available to support the judgement.

For externally assessed standards a summative assessment will occur at the end of the teaching programme in class time. This will mimic the conditions for external assessment as closely as

possible and will be reported to parents as an indicative grade. This process may be superseded by practice examinations.

9. Exceptions

Where a Faculty has entered into an agreement with an external provider for a course, teaching staff and students must be made aware of whether the assessment protocols are managed under St Peter's aegis or come under the external providers protocols.

The Deputy Headmaster Curriculum will have a copy of the any agreements and a list of students affected which is updated for each course.

Authenticity Checklist

Student Name:	
Features of authentic work	Y/N (Comment)
Content	
Work relates to the agreed topic	
Personal response or reference is adequate	
Evidence shows student has collected and interpreted own data	
Comments/observations/points are consistent	
Ideas include those in the class discussion or resources	
Oral questioning shows student can sustain the ideas from written work	
Student has not copied another student or allowed their work to be copied	
Structure	
Structure is coherent, sections and paragraphs flow logically	
No important link is missing, no section or paragraph is irrelevant	
Final version is consistent with early drafts	
All checkpoints were met (eg brainstorm, raw data recording, first draft)	
Language	
Vocabulary and syntax are appropriate for the student	
Spelling and paragraphing are appropriate for the student	
Submitted work is consistent with the student's other work for the course	
The <i>voice</i> is the student's own, not that of an academic or a professional writer	
Sources	
References and quotations are appropriate and acknowledged	
Sources are referenced	

NCEA Level	Standard Reference number and Title	Standard Number and Version	Credit value	Internal [I] External [E]	Method used to ensure that the assessment is at the national standard	Method used to authenticate student work	Inter-class moderation method (if applicable)	Summative Assessment Tasks	Approx Date

Signed: _____

Date: _____

Appendix 1.3 (A)- Senior Course Outline template



Insert an appropriate department photo in centre of page

**<Department> Year
<x> Course Outline**

Curriculum Statement

Insert curriculum statement here

Course Expectations

Insert course expectations here

Assessment Calendar

Term / Date	Internal / External	Standard	Name	Credits	Assessment
e.g. T1, Wk 1	Internal	1.2 90926	Report on a biological issue	4	Written test or speech

Standards Outline

Insert standards information here

Topic: **xxxxx**

This topic explores

Content Outline

-
-

Glossary of Key Terms

- Xx - meaning
- Xx - meaning

Repeat for all standards



Insert an appropriate department photo in centre of page

<Department> Year
<x> Course Outline

Curriculum Statement

Insert curriculum statement here



Assessment Calendar

Term / Date	Topic	Assessment Timeline
e.g. T1, Week 2	My Story Our Story	

Homework Expectations

You **ALWAYS** have homework:

1. Go over the lesson.
2. Read your textbook(s) and handouts.
3. Add to class notes.
4. Do exercises – textbook, worksheets, activity manuals, etc.
5. Make study notes – summarise.
6. Make lists – words, formulae, definitions.
7. Read extra books / internet / library, etc.
8. Test yourself – close books and write.
9. Practice drawings, labels, graphs.
10. Learn / read it again. Test yourself again.
11. At weekends revise the week's work.
12. Have a continuous revision programme – from the beginning.
13. Projects and assignments – finish well before deadlines.

Topic:

xxxxx

This topic explores

Content Outline

-
-

Glossary of Key Terms

- Xx - meaning
- Xx - meaning

Repeat for all topics

Appendix 1.4 INTERNAL MODERATION COVER SHEET 2016

NZQA Assessment (including Examination) Rules for Schools with Consent to Assess 2016 (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 Title:		Standard Number:		Version:	
Credits:		NZQF Level :		The school has consent to assess this standard (Y/N)	
Standard Title :					

CRITIQUING OF ASSESSMENT MATERIALS

The critiquing process is to ensure that the assessment materials meet the requirements specified in the standard and provide 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:	Y/N
Own	The materials has been previously critiqued and the standard and current clarification are unchanged. If yes, stop here. No further critiquing is required.	
Commercial		
Subject Association		
TKI / NZQA		
Other (e.g. QAAM material):	Registered standard number, version, title, level & credits are given	
	Student instructions are clear and language is appropriate	
Critiquer:	The assessment is consistent with learning/context/curriculum at the appropriate level	
Name:	The assessment allows students to achieve all requirements of the standard for all grades	
School:	Instructions are consistent with explanatory notes/range statements in the standard	
Date:	Assessment schedule is consistent with the standard and clarifications documents	
	Judgement/sufficiency statements 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 (A/M/E)	

VERIFICATION OF TEACHER JUDGEMENTS

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

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

Name:

Date:

Position or School:

Evidence of verification is available overleaf, attached or at location (specify):

Sufficient pieces of work have been verified from all teachers reporting results to assure consistency across classes (where applicable).

MONITORING OF THE INTERNAL MODERATION PROCESS

I have sighted evidence that all quality assurance processes have been completed for this standard.

Name:

Signature:

Date:

SAMPLES ARE RETAINED & ASSESSMENT MATERIALS REVIEWED

Results loaded into student management system. Date:

The school's random selection procedure has been used to select work for external moderation (if required).

Assessment materials and student work are stored ready for external moderation (indicate file path or location):

Assessment materials have been reviewed in response to feedback.

New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated.



Appendix 1.5(A)

St Peter's College

Request to Alter an NCEA Course

This form is to be completed and submitted to the Headmaster's Nominee for approval.
Please attach a copy of the proposed written statement to be given to the students.

Faculty: _____

Subject and Level: _____

Standard Number, Version and Code: _____

Original assessment date: _____

Proposed assessment date: _____

Reason for the requested change:

HOF Signature: _____ Date: _____

.....
Headmaster's Nominee only

Date Received: _____

Date Approved: _____

Signed: _____ Calendar changed: _____



St Peter's College

Appendix 1.5(B)

Request to Alter an Internal Assessment Date

This form is to be completed and submitted to the Headmaster's Nominee for approval.
Please attach a copy of the proposed written statement to be given to the students.

Faculty: _____

Subject and Level: _____

Standard Number, Version and Code: _____

Original assessment date: _____

Proposed assessment date: _____

Reason for the requested change:

HOF Signature: _____ Date: _____

.....

Headmaster's Nominee only

Date Received: _____

Date Approved: _____

Signed: _____ Calendar changed: _____



St Peter's College

Appendix 1.6

Request for an extension or impaired performance for an internally assessed standard

Please complete the first section of this form and take it to Student Academic Centre or Mr Mullin for approval. A Medical Certificate or a detailed note which includes a contact phone number must be attached.

Please note: If you are absent from school for personal interest (eg. family holiday) you are not eligible for an extension.

Student Name: _____ Level: _____

Subject: _____ Teacher: _____

Standard Number and Title: _____

Attached: Medical Certificate Detailed note, including
a contact phone number

Explanation of why the request is being made:

Student Signature: _____

(Office use only)

Approval given: Yes No

Reason if declined: _____

Headmaster's Nominee/ Deputy Headmaster: _____

Subject Teacher to complete:

1. New assessment date given Yes No Date/time: _____

2. Extension given Yes No Due date: _____

3. Impaired Performance granted Yes No

Subject Teacher: _____

Head of Faculty: _____



St Peter's College

Appendix 1.7

Internal Assessment Appeal

This form is to be used to make a formal appeal of an assessed grade which has been awarded for internally assessed work at levels 1, 2 or 3 of the National Qualifications Framework.

Please complete the details below and submit this form to the relevant subject teacher with all assessment material.

Name _____

Teacher _____

Subject _____

Standard Number and Title _____

Initial Result (*Please circle*)

Not Achieved

Achieved

Achieved with Merit

Reason for this Appeal (*Please circle*)

Grade inconsistent with another candidate's result

Grade inconsistent with the standard

Submitted material has been overlooked

Other (*Please describe*)

Student Signature _____ **Date** _____

Course of Action (*Teacher or HOF to complete*)

Appeal Result (*Please Circle*)

Initial Grade retained

Initial Grade changed

Final Grade given _____

Teacher Signature _____

HOF Signature _____

Student Signature _____

Date _____

Please submit this form to the Headmaster's Nominee.



St Peter's College

Appendix 1.8

Application to withdraw from an NCEA Standard

Name: _____ Year level: _____

Withdrawal from: Internal External

NB: Withdrawal from internal assessment must occur before the assessment begins.

Level	Subject	Standard Number	Credit Value
Standard Title			

Reason for withdrawing: Please tick as many as apply

<input type="checkbox"/>	Insufficiently prepared at the time of the assessment opportunity
<input type="checkbox"/>	Absence from class
<input type="checkbox"/>	Workload priority
<input type="checkbox"/>	Examination prioritisation e.g. fewer standards, better grades

I have discussed this withdrawal with my parent/guardian

Student Signature: _____

Date: _____

Please hand this form to your teacher

Teacher Signature: _____

Please hand this form to your HOF who will forward it to the Headmaster's Nominee for processing

St Peter's College Moderation Report Feedback Form

Department:

Moderation System/Subject:

Standard Number:

Version:

Level:

Moderation Report Summary:

Assessment Materials:

Are Approved Require Modification Are Invalid Not Applicable

Assessment Decisions agreed with:

Yes No Unable to Comment

Head of Faculty Comment:

(Please comment about your response to the moderation report for this standard)

Action Planned:

(Only required if assessment materials require modification or are invalid or if the moderator was unable to comment about your assessment decisions)

HOF: _____



St Peter's College

Appendix 1.10

Incident report

This form is used when there is incidents of actual misconduct either through plagiarism, acknowledgement and cheating.

Date: _____

Achievement Standard: _____

Invigilator: _____

Student Name: _____

Incident Report

Invigilator Signature:

Student Signature:

Deputy Headmaster Signature:

Actions Taken	
Student Advised	
Parents Advised	

MISSED ASSESSMENT SIGN OFF SHEET



Name: _____
Subject: _____
Teacher: _____
Achievement Standard: _____
Date Assessment completed: _____
I have permission to have an extension/reassessment opportunity for this standard.
Signed (DH Curriculum): _____



Name: _____
Subject: _____
Teacher: _____
Achievement Standard: _____
Date Assessment completed: _____
I have permission to have an extension/reassessment opportunity for this standard.
Signed (DH Curriculum): _____



Name: _____
Subject: _____
Teacher: _____
Achievement Standard: _____
Date Assessment completed: _____
I have permission to have an extension/reassessment opportunity for this standard.
Signed (DH Curriculum): _____

INTERNAL MODERATION PROCESS

Appendix 1.12

TEACHERS CRITIQUE ASSESMENT MATERIALS



STUDENTS SIT EXAMINATIONS



TEACHER MARKS ALL PAPERS IN CLASS



VERIFICATION OF TEACHER JUDGEMENTS *(by a subject specialist with standard-specific knowledge)*
CHECK ANY PAPERS THAT ARE CLOSE TO GRADE BOUNDARY
EXPERIENCED TEACHER WITH SAME STANDARD – 4 PAPERS
NEW TEACHER TO STANDARD – 10 PAPERS



MARKS LOADED ON KAMAR



STUDENTS SIGN OFF SHEET COMPLETED



STUDENTS CAN ASK FOR
REMODERATION

INTERNAL MODERATION COVER SHEET COMPLETED



MARKS PUBLISHED ON KAMAR



STUDENT WORK STORED



ASSESSMENT MATERIALS REVIEWED