

MAC NQF Assessment Policies and Procedures

January 2025

PURPOSE

- To ensure fairness of all assessments for all students
- To ensure consistency across all learning areas
- To define roles and responsibilities for assessment practices
- To meet NZQA requirements and expectations for managing internal assessment and external entries

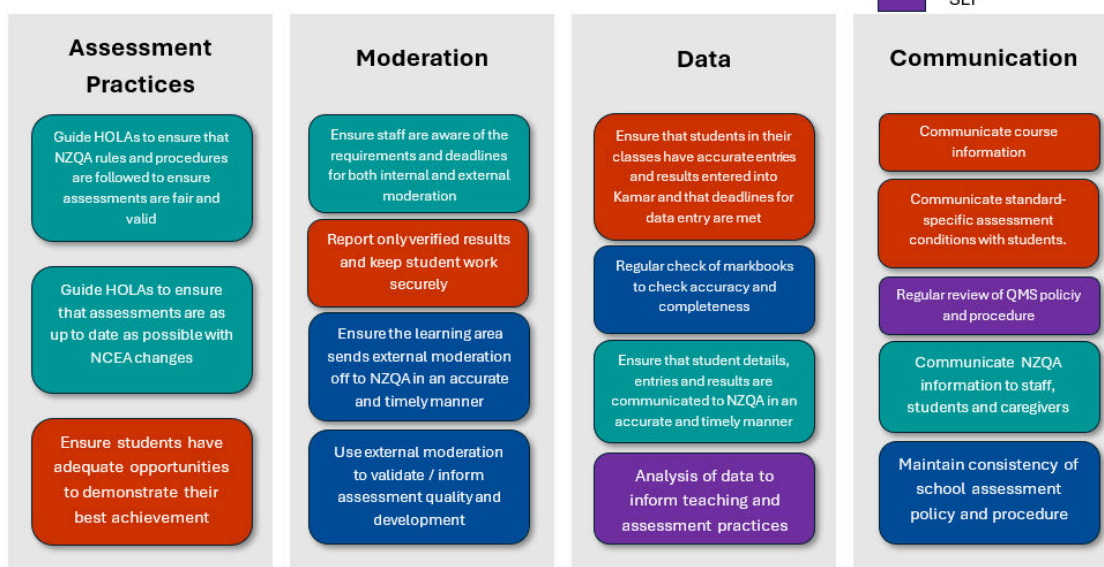
At MAC our approach to assessment aims to ensure that:

- All students are given the opportunity to demonstrate their highest ability
- Assessment is inclusive and gives all students equal opportunity to succeed
- Assessment doesn't put undue stress or pressure on students
- We hold high expectations for all students
- Assessment allows students to progress on their personal pathway to success



MAC Assessment Responsibilities

	Teachers
	HOLAs
	Principal's Nominee
	SLT



1. ASSESSMENT PRACTICES

Mt Aspiring College's assessment practices are designed to:

- guide staff and students to manage assessment for national qualifications effectively
- give students adequate opportunity to demonstrate their ability and achievement

At MAC the curriculum aims to support the school's vision of being an inclusive and sustainable learning environment, which inspires our learning community to be creative, curious, courageous and compassionate. Our curriculum is guided by the New Zealand Curriculum to create learning programmes that are relevant, engaging and support students' future pathways. Our curriculum supports our goal that all MAC students should leave our school with the skills and self-knowledge they need to contribute to the common good and flourish in a complex world.

GUIDELINES

- Assessments should be fair, valid, sufficient and reliable and should offer students and fair opportunity to succeed
- The assessment method should be appropriate for the knowledge or skills being assessed, and, if possible, a range of assessment methods should be available to ensure there are no barriers to students being able to showcase their knowledge / skills.
- SAC conditions should be considered for all assessments, and the assessment method should not disadvantage any student's particular learning needs
- There should be school-wide consistency in assessment policies and procedures
- Students and staff should be aware of their responsibilities with respect to assessment
- NZQA policy should be followed for all assessments, specifically the criteria stated in the most recent version of the specification for each standard
- Individual student results are covered by the requirements of the Privacy Act
- Learning areas will use the MAC policy and procedures as a basis to derive their own, more specified, systems
- If at all practical students should be provided with at least one practice opportunity per standard, and given personalised, accurate and timely feedback and feedforward on their submission
- Students should be given access to exemplars of successful work for a standard
- Students should be provided with achievement criteria and range statements for each standard

EVIDENCE CENTRED PRACTICE

- HOLAs ensure student evidence of assessment is collected and stored securely, and that this is consistent across the learning area.
- If a student has not reached their potential, teachers should review prior evidence from the student of their understanding of the standard before considering whether reassessment should be considered. Only if practical and manageable should another assessment opportunity be provided.
- Evidence for each standard is kept by teachers to provide evidence in the case of a derived grade
- Assessment data is updated onto Kamar in a timely manner, in order to ensure accurate feedback to students and caregivers about NCEA progress.
- Data is sent regularly to NZQA by the PN

- HOLAs ensure data is collected and analysed annually to reflect upon, and inform changes to, courses for the following year

2. INTERNAL ASSESSMENT

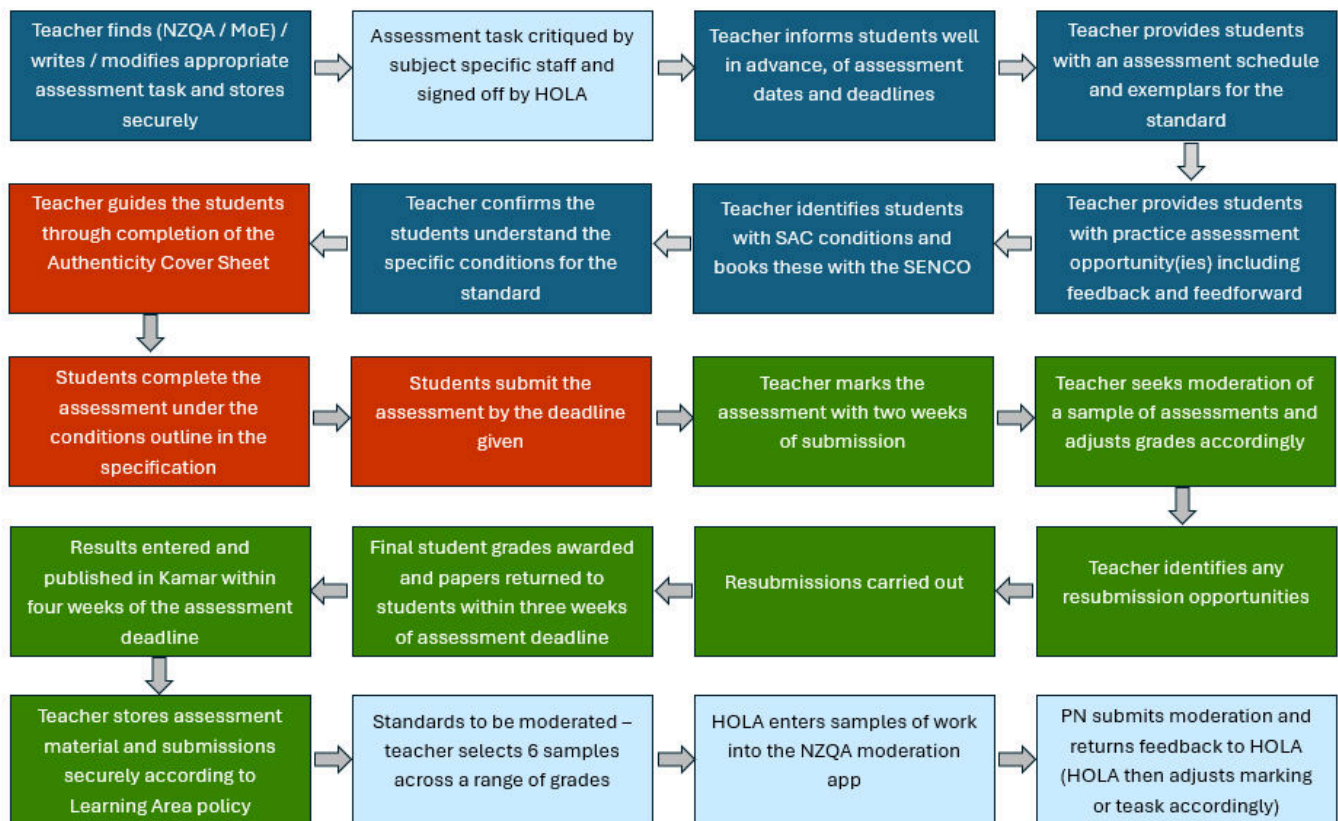
Students require feedback and feedforward to increase their learning and chance of success. Students should not be assessed for a standard until the teacher is confident that achievement of that standard is within their reach, unless the final deadline for assessment is imminent.

Teachers should (in accordance with the specifications of the standard) ensure that evidence for a standard is collected in a fair and appropriate manner that suits student strengths. Methods of assessment should not overburden teachers or students.

The evidence collected to demonstrate a student meets the requirements of the standard needs to be in a format that can be verified and moderated by another member of teaching staff (or an external moderator).



MAC Internal Assessment Process



2.1 Feedback and feedforward

2.2 Further assessment opportunities

2.3 Resubmissions

2.4 Authenticity

2.5 Breaches of rules

2.6 Missed assessments and extensions

2.7 Appeals

2.1 FEEDBACK AND FEEDFORWARD

Some assessments take place over a sustained period of time before a final submission is made. In accordance with the specifications of a standard, a teacher may be able to provide feedback (comment on progress so far), and feedforward (suggestions for next steps) during the earlier (research) stages of the assessment period. Teachers and students must be aware that feedback and feedforward must not encroach upon a teacher being a part of the final drafting process.

2.2 FURTHER ASSESSMENT OPPORTUNITIES

The requirement for further assessment opportunities should be minimised by assessing students when ready, giving adequate practice opportunities, giving extensive feedback and feedforward and providing students with exemplars of successful pieces of work.

If a student has not provided evidence of achievement for any grade from previously assessed work, schools can offer a **maximum of one further assessment opportunity for the assessment of a standard within one year**. See [NZQA Assessment Opportunities in schools](#).

A maximum of one further assessment opportunity means one or none. The school does not have to provide that opportunity should it not be practical or manageable. Teachers should make it clear to students before a standard is assessed as to whether a second assessment opportunity would be possible. It is the HOLA's decision whether or not a further opportunity should be offered for a standard.

If a further assessment opportunity is offered, it must be available to all students irrespective of their level of achievement in the first opportunity, including those who did not complete the first assessment due to a reason acceptable under the school's policy on missed and late assessments (see below). The further assessment opportunity must take place after further learning has occurred. Conditions of the second opportunity must be consistent with the first.

Students will be awarded the higher of the two grades they have achieved over both opportunities.

2.3 RESUBMISSIONS

A maximum of one resubmission opportunity can be offered:

- When a student gains a Not Achieved grade for a standard
- In the case of a minor error(s) preventing the student from Achieving the standard
- By the teacher only, not by request from the student
- Before any feedback has been given by the teacher to the student
- In close supervision by the teacher and under exam conditions
- Verbally if preferred by the student, as long as a record is kept by the teacher
- As long as the error does not take more than 30 minutes to rectify
- Only when the teacher believes the student fully capable of rectifying the minor error - the error must be identified by the student, not the teacher
- Within three weeks of the original submission deadline
- In accordance with the [NZQA policy on resubmissions](#)

A resubmission is different from a further assessment opportunity because it does not involve a new assessment being set after a period of further teaching and learning. A resubmission may be offered on a first or second assessment opportunity.

2.4 AUTHENTICITY

[MAC Authenticity guidelines](#) for teachers.

2.4.1 Authenticity in Internal Assessments

Students must submit their own work for assessment. Students should be aware that they may be asked to prove that work has been created independently. Teachers must ensure they use appropriate strategies to determine whether work presented for assessment is authentic. Learning areas should have a pre-established and published procedure for ensuring authenticity relevant to their assessment methods. HOLAs must ensure their teachers are consistent in following this procedure.

Recommendations to teachers for ensuring authenticity in line with [NZQA guidelines](#) are:

- Changing the context / specific details in an assessment from year to year
- Changing the context / details of assessments that are publicly available
- Having regular checkpoints / deadlines for students during longer assessments
- Requiring plans / drafts / resource material to be handed in along with the final submission
- Keeping on-going work on site
- Verbal questioning of students' understanding of the material
- Making it clear to students which parts of assessments can involve collaboration and / or online research / AI use
- Requiring students to sign an authenticity statement

2.4.2 Authenticity in Practice External Assessments

If at all practical, unmodified versions of previous year's NCEA exam papers should not be used for practice exams. NZQA external exam procedures will be followed in all practice exams to ensure authenticity.

2.4.3 Use of Generative Artificial Intelligence Software such as ChatGPT

Students should be taught how to use AI platforms responsibly and critically. Students should be made aware of the strengths, weaknesses, and limitations of AI including inaccuracy and bias. Students should be made aware at the start of an assessment whether AI can be used for any part of the assessment. If so, students should be told which part of the assessment can be assisted by AI, and students must fully reference and declare their AI use. AI checkers must not be solely relied upon to make decisions about authenticity.

2.5 BREACHES OF RULES

2.5.1 Breaches in Internal Assessments

All breaches of assessment rules and conditions should be brought to the attention of the Principal's Nominee using [this form](#). The PN will decide the appropriate course of action alongside the HOLA, based on the evidence provided. Caregivers will be informed, and the incident will be recorded in Kamar.

Breaches of assessment conditions include (but are not limited to):

- Cheating
e.g. using mobile technology during an assessment, taking notes into an assessment
- Dishonest practice
e.g. gaining prior access to a copy of the assessment
- Authenticity concerns
e.g. using generative AI, plagiarism from online sources or the work of others
- Assisting or hindering another candidate
e.g. allowing another student to copy your work, preventing another student from completing their work
- Failing to follow instructions
e.g. meeting deadlines, completion of all parts of an assessment

Students should be made aware of the specific assessment conditions for each standard by their teacher. Students will sign an authenticity declaration to show they understand these conditions.

The following process should be followed if a breach is suspected:

- The teacher will make the student aware that they suspect a breach in conditions but allow the student to complete the assessment
- The HOLA will interview the student and gather evidence
- The HOLA / teacher will complete the [Breaches of Assessment Conditions form](#) to inform the PN
- If necessary the PN will interview the student
- The PN will make a decision about the outcome
- The student, teacher, HOLA and caregiver will be informed of the outcome
- If the PN is unable to come to a decision they will consult NZQA
- A breach does not prohibit the student from accessing a further assessment opportunity if one is available, however they will not be able to resubmit work from the first opportunity

2.5.2 Breaches in Practice External Assessments

Breaches in practice external exams will be identified by the exam invigilator. They will inform the student and record any relevant evidence. They will inform the PN who will then interview the student and make a decision as to the outcome. Caregivers will be notified. If verified the student may receive feedback on their work from their teacher (if suitable), but not receive a grade to use for derived grade purposes.

2.5.3 Breaches in External Assessments

Breaches in external assessments will be managed by the Exam Centre Manager using the NZQA process. Evidence will be collected and submitted to NZQA by the ECM, and a decision will be made by NZQA as to the outcome. The ECM will inform the student and the PN. The PN will notify the student's caregivers. NZQA will advise both the student and the PN of the outcome.

2.6 MISSED ASSESSMENTS AND EXTENSIONS

In the event that a student misses a deadline or assessment due to unforeseen circumstances, the student must inform their teacher as soon as possible. They must also complete a [Missed Assessment Application form](#) ([paper copy](#)) as soon as possible, preferably on the day of return to school and **within one week** of the assessment date.

If a student is planning to be absent, or knows in advance of a reason they will not be able to submit an assessment on time, they must apply to their teacher as soon as they are aware. For premeditated reasons, students should submit the form above at least **two weeks before** the assessment date.

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

- Significant illness - a medical certificate must be supplied
- Family trauma - a note from a family member / guidance counsellor must be supplied
- School sporting / cultural activity (or national / international representation): this is only valid if the teacher is consulted two weeks in advance of the activity so that alternative arrangements can be made

Extensions are unlikely to be given for family holidays, travel or part-time employment. They will also not be provided if students have not followed instructions, or were unaware of deadlines / assessment dates which had been well published (google classroom etc).

If students are struggling to manage their time and deadlines they should seek support from teachers / guidance counsellors prior to deadlines. In extreme cases teachers / counsellors may request that the PN considers an extension.

The PN and teacher / HOLA will consider the information in the application form and may decide to:

- Grant an extension (negotiated between the student and teacher)
- Set a new assessment date (it is likely this will be a different assessment to the rest of the class)
- Deny the application and award a not achieved grade for the standard concerned

If the student is absent for legitimate reasons, the teacher will make every effort possible to assess the student in an appropriate manner. However, in some circumstances, the assessment conditions of a particular standard may make it challenging to do so.

2.7 APPEALS

A student has the right to appeal any assessment decision. The student should lodge an appeal as soon as possible after being notified of their initial assessment decision and no more than **one week** after the grade has been reported.

Process:

- In the first instance the student should discuss their concerns with the teacher concerned directly to see if there is a simple solution (e.g. error on the part of the marker). This must take place within a week of the assessment being returned.
- If the student is still not satisfied they can lodge a formal appeal with the relevant HOLA and should complete an [Appeal Application form](#) ([paper copy](#))
- The HOLA will look into the issue and if required will consult with the PN. They will return their outcome to the student

- If the student is still not satisfied with the outcome they can then consult with the PN who will investigate and can ask for independent input from a specialist subject teacher outside of MAC. The PN's decision is final.
- Appeals raised outside the time period above will only be considered in exceptional circumstances e.g. prolonged illness

If an appeal results in a change in the judgement criteria for a standard, then all student work needs to have that change applied.

If the appeal relates to an internal assessment decision initially made by the PN, the HOLA will investigate and make the final decision.

3. EXTERNAL ASSESSMENT

- 3.1** Derived grades for externals
- 3.2** Derived grades at scale
- 3.3** Special Assessment Conditions
- 3.4** Exam Centre
- 3.5** Breaches of rules

3.1 DERIVED GRADES FOR EXTERNALS

All derived grades will be determined by practice external exams which take place in a specified week in Term 3. The Principal's Nominee will ensure these take place under strict exam conditions. Grades will be returned to students and recorded by teachers in Kamar for the PN to access if a Derived Grade application is made.

Candidates who are unable to attend an NZQA external assessment or submit an externally assessed portfolio; or who attended an assessment but their performance was impaired, can apply through the PN to NZQA to be awarded their derived grade (pre-existing, standard specific evidence of their ability).

Candidates must lodge an appeal with the PN as soon as possible after the event and within two weeks of the exam taking place. Students who are unwell should contact the PN as soon as possible, preferably before visiting a doctor.

A derived grade is possible when:

- MAC has a grade recorded in Kamar from a valid standard-specific practice assessment(s) which occurred within the current academic year
- MAC quality assurance processes have been applied to the assessment materials and the marking of the assessment (but not necessarily the specific student's work)
- MAC retains a copy of the assessment used to generate the evidence

Assessments used for derived grade purposes should be modified from previous school practice exams or in-class assessments.

A derived grade cannot be awarded if the student was absent, did not complete a practice assessment, or because the timing of teaching means that no practice assessment was offered.

Students must be aware that practice assessment grades may be required for derived grade purposes.

3.1.1 Quality Assurance of Derived Grade Assessment Material

Any external assessment that is used to generate a derived grade must have been either:

- Developed in-house, checked against the standard, and critiqued in a similar fashion to internal assessments
- Purchased from a secure source such as a subject association, and checked against the standard

- An online practice exam supplied by NZQA or a similar provider (e.g. Exam.net)

3.1.2 Quality Assurance of Assessment Judgements for Derived Grade Assessments

Valid evidence will be gathered from practice external assessments that mirror the format and conditions of the external assessment. Evidence can only be gathered where the conditions of the assessment allow authenticity and validity, and the quality assurance process has been followed.

Valid evidence can come from:

- Practice exams in school
- NZQA Digital Practice Exams
- End of topic tests/standard tests held under exam conditions

Teachers need to use **verification and justification** to check grades awarded are valid

Verification of results requires a “second pair of eyes” to verify the grades. This can be done through:

- The use of panel marking a practice exams or end of topic tests
- Having a colleague, either from MAC or another school, who is a specialist in that subject area, check a sample of grade boundary decisions selected by the marker.

Where a “second pair of eyes” is not readily available, teachers need to use **justification** to provide confidence to NZQA in regards to assessor consistency and accuracy of judgements. This can be done through:

- The assessor being involved with external assessment writing or marking
- A comparison of previous year’s practice assessment grades held by NZQA
- Discussion with HOLAs around the assessors use of assessment schedules, NZQA exemplars and past students answer booklets
- External moderation agreement rate

3.1.3 Quality Assurance of Derived Grades during remote learning

In the event that the above options are not available to a student (in-school assessments), but authenticity and suitable supervision can be assured, a practice exam can be carried out remotely in a non-school setting, monitored by a PN or their designated person.

3.2 DERIVED GRADES AT SCALE (unexpected events)

When an event, or series of events, occurs which impacts the attendance of multiple students at an external assessment, a derived grade at scale will apply. NZQA must approve the circumstances for this.

In the event that a derived grade at scale is required, MAC will contact NZQA to request that one is declared. Once it has been approved by NZQA, the school can apply for derived grades on behalf of the affected candidates. Unlike a normal derived grade for an individual student, there is no application form to complete.

3.3 SPECIAL ASSESSMENT CONDITIONS

The SENCO will identify students who require special assessment conditions at enrolment, from referrals from teachers or assessment of learners. The SENCO will alert teachers to the needs of these students via Kamar notes and SEN flags. If teachers have concerns about the assessment or learning conditions of specific students they should write a learning note in Kamar and contact the SENCO to request a learning assessment.

All teachers are required to offer students their allocated assessment conditions for all assessments, and should liaise with the SENCO in plenty of time prior to the assessment about provision of these. Students can refuse to take up their SAC allocation, however they need to confirm this with the SENCO at the start of the year by completing the [SAC google form](#).

3.4 EXAM CENTRE

Mt Aspiring College acts as an exam centre for NZQA for external examinations which will be run by an external team led by an Exam Centre Manager. The liaison point between the school and this external team is the PN, and all communication should go via this route.

3.5 BREACHES OF RULES

As in 2.5.2. All breaches will be investigated and reported to NZQA by the ECM. The ECM will inform the PN who will communicate home. The final decision will be made by NZQA who will inform the student and the PN of the outcome.

4. MODERATION

Moderation is a quality management system designed to achieve valid, fair and consistent assessment. NZQA policy 6(b) states "Schools must report only those assessment results which have been subject to the school's internal moderation process, are complete, up to date and verified for accuracy".

INTERNAL MODERATION	Critique All assessment tasks should be critiqued before giving them to students. The critiquing process is to ensure the assessment activity focuses on the requirements specified in the standard and provides the opportunity for students to present evidence at all grades.
	Verification The verification process is to ensure that teacher judgements are consistent with the standard, before they report the results to NZQA. It should be undertaken by a subject specialist with standard specific knowledge. The marker should seek verification of samples of work around grade boundaries, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard. Work for verification should be purposefully selected, rather than being selected randomly.
EXTERNAL MODERATION	(NZQA) External Moderation Teachers / HOLAs should select 6 samples of work which are spread across the range of grades. The work and filename should not contain the student's full name. Standards to be moderated will be published on the school assessment plan which is built by the PN in consultation with the SRM the year previously.

- 4.1 Internal Moderation Processes
- 4.2 Critique of Assessment Materials
- 4.3 Moderation of student work
- 4.4 Recording of Assessment results
- 4.5 Retaining Assessed Work for External Moderation (NZQA)
- 4.6 Storage of Assessed Work
- 4.7 External Moderation
- 4.8 Response to External Moderation
- 4.9 Annual Quality Assurance
- 4.10 ITO Managed External Moderation
- 4.11 Transferring Grades to NZQA
- 4.12 Moderation Appeals

4.1 Internal Moderation Processes

For each assessment the activity (if it is not directly from NZQA/MoE or a subject association), schedule and assessment judgements need to be moderated against the current standard. HOLAs should ensure all

assessments have been critiqued before use. Assessment materials from the MoE should be modified to suit the specific teaching programme.

Teachers should ensure they are using the registered standard as the measure to make judgements against rather than published exemplars.

Learning areas should have their own process around secure storage of assessment material and student work. This will be updated annually and the PN informed. The PN will keep a register of the sources and storage of assessment material for each learning area.

4.2 Critique of Assessment Materials

To ensure consistency, and that materials meet the demands of the standard. pre-critiquing of assessment materials should occur annually, and any changes to the NCEA standard should be taken into account. Student and teacher feedback from the previous year of assessment should be used to inform updates to assessments. The context within an assessment should be altered regularly to ensure authenticity.

4.3 Moderation of Student Work

Internal moderation requires ongoing communication between all participants and is necessary to ensure consistency. Moderation should be workable, realistic and practical for all involved. HOLAs should keep records of the moderation processes used and decisions made. The PN will liaise with the HOLAs annually and keep a record of moderation practices across the kura.

HOLAs are to provide details of:

- Moderation processes and assessment storage
- Assessment plans
- Details of how student's work has been selected for moderation (ideally eight samples for achievement standards four for unit standards)

HOLAs will ensure that NCEA assessment materials:

- have been reviewed and benchmarked against the current standard, conditions of assessment, clarifications and/or external moderation feedback
- provide students with the registered standard number, version, title, level & credits
- provide students with instructions and formatting which are clear and language that is appropriate
- are consistent with learning, context and the Curriculum at the appropriate level
- allow students to achieve all requirements of the standard for all grades
- must be consistent with explanatory notes/range statements in the standard

HOLAs will ensure that NCEA assessment schedules:

- are consistent with the current standard, conditions of assessment, clarifications
- include judgement or sufficiency statements that clearly describe performance levels for each grade
- include evidence statements that allow for a range of acceptable answers from students with specific examples for each grade

4.4 Recording of Assessment Results

- Teachers record in KAMAR once grades have been verified and returned to students. This should be completed within 3 weeks of students completing the assessment.
- Teachers and students should check and verify all grades have been entered accurately
- HOLAs ensure school deadlines for recording grades in KAMAR are met
- Results for individual students to check for accuracy are published live to the Student Portal - students are encouraged to check these and a final check will be signed off by students at the end of each year
- All records should be kept in accordance with the Privacy Act 1993

4.5 Retaining Assessed Work for Moderation

Teachers will need to retain at least **six selected assessed** standards from all internal achievement standards offered during the year and **four samples of each unit standard** to ensure that the work is available if required by NZQA. This sample should cover the full range of grades.

- For Standards where N, A, M and E can be attained, six samples of student work should be gathered
 - One each at NA, A, M, E and two more of teachers choice from A, M, E
 - If a sample at a grade is not available, replace that grade with one at the nearest available grade
 - No more than a maximum of two samples at NA should be sent.

They should be stored securely in the specified Learning Area drive, and should be obtained within three weeks of the assessment's completion.

4.6 Storage of Assessed Work

All completed assessments that have been selected for external moderation will be stored electronically. If work is unable to be digitised, work will be stored in an appropriate location and the PN informed. HOLAs will ensure work is delivered to this secure area. All stored materials should be clearly labelled, and retrievable.

Once the period for mark verification of an assessment has passed, the randomly selected samples of student work must be retained for two years. Storage may not be practical for some assessments. In these cases teachers should collect photographic or video evidence.

Learning Areas should keep and annotate samples of assessed student work as benchmarks to assist with maintaining consistency from one year to the next. Students' permission should be gained for their work to be used in this way.

4.7 External Moderation

National external moderation provides an assurance that assessment decisions, in relation to assessment standards, are consistent nationally. NZQA carries out external school check moderation of internally assessed standards in secondary schools to ensure that:

- assessment judgements (marking of students' work) are at the national standard
- the assessment materials used (tasks, activities or tests) are at the national standard

If a standard has been requested for external moderation by NZQA, the teacher should pass on the samples of work to the HOLA who has access to the NZQA External Moderation App. The HOLA should aim to upload the

student samples to NZQA within 3 weeks of the assessment deadline, but only once the results have been verified and returned to the students.

- Standards to be externally moderated are selected by NZQA and teachers
- The PN will inform HOLAs about the moderation plan and liaise about documentation and timelines
- HOLAs enter the assessment materials, schedules and student work samples for each standard selected into the External Moderation app online

4.8 Response to External Moderation

The PN monitors the external moderation submissions, reports and issues as part of the Quality Assurance process and should be aware of historic moderation outcomes and action taken. HOLAs should read the moderation reports and discuss with teachers as to any changes that need to be made to assessment materials and / or marking practices.

4.9 Annual Quality Assurance

HOLAs will undertake an annual analysis of NZQA data. This self-review will lead to goal setting that supports ongoing improvement in student achievement aligned with the strategic priorities of the school.

4.10 ITO Managed External Moderation

Some standards have moderation procedures set by industry training organisations (ITOs) / Workforce Development Councils (Ohi Mahi). Learning Areas using such standards must ensure that they are aware of, and follow, the specified moderation procedures as described in each ITO's Memorandum of Understanding with the school. Work is usually submitted online through the PN. Details of these procedures, including the name and contact number of external moderators (if applicable) and copies of moderation reports must be passed to the PN.

4.11 Transferring Grades to NZQA

The PN will have responsibility for transferring achievement of standards to NZQA on the first day of each month. The PN will remind teachers each month to enter grades they wish to be transferred at that time. To ensure this transfer is accurate, staff will be able to regularly check entries and results of their classes on the NZQA site. Any problems that arise with regard to the accuracy of these records need to be flagged immediately to the appropriate HOLA. They will then be able to investigate the level of the problem and flag the issue to the Principal's Nominee for timely follow up.

4.12 Moderation Appeals and Clarifications

Where a teacher has reason to disagree with an external moderation report then they should discuss this with the PN immediately upon receiving the moderation feedback. Teachers may appeal or query an external moderation report directly through the NZQA Moderation App.

5. QUALITY ASSURANCE

5.1 Course Information Connected to Assessment

5.2 Course Assessment Plan

5.3 External Quality Assurance Monitoring

5.4 Principal's Nominee

The quality of national assessment relies on quality assurance systems operating in every institution. Mt Aspiring College has assessment policies and procedures which ensure that results reported are accurate and consistent with the listed standard.

It is expected that all teachers will check that grades entered into Kamar correspond with the grades on the assessed work. Students will sign off at the end of the year to confirm that the grades entered for them are correct. Internal moderation supports the credibility of assessment by ensuring that assessment is valid and judgements are verifiable.

MAC regularly undertakes learning area reviews to ensure that:

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

The MAC NQF (National Qualifications Framework) Policies and Procedures will be reviewed fully every year by the Principal, PN and HOLAs.

5.1 Course Information Connected to Assessment

Students will be provided with course information including details of assessment, prior to selection of options (via the [Course Guide on the MAC website](#)). Throughout the course of learning students will have timely access to information about:

- Key learning context, concepts, capabilities and practices
- Overall learning objectives or outcomes
- NZQA specific assessment information including Standard title, number, version, credit value, internal/external, domain, literacy, numeracy and assessment mode
- Authenticity requirements within the learning context. This will be provided by each HOLA / teacher prior to assessment commencing (and will be part of the assessment cover sheet)
- Timing and nature of assessment activities; including milestones, final due dates and opportunities provided (NB: if there is only one possible opportunity, students need to know this)
- Assessment guidelines

5.2 Course Assessment Plan

HOLAs ensure all unit planning documentation, course outlines and assessment plans are readily available to students on their google classroom.

5.3 External Quality Assurance Monitoring (Managing National Assessment - MNA)

NZQA conducts regular audits to quality assure the deliverance of national assessment. The NZQA accreditation for NQF requires that the school has in place systems that ensure national standards are maintained. NZQA will visit and check these systems and practices. Senior Leadership must therefore monitor assessment in the school to ensure that assessment guidelines are being followed throughout the school.

5.4 Principal's Nominee

It is the PN's responsibility to ensure that:

- Assessment materials and marking schedules are critiqued and meet the national standard
- A system of internal moderation exists to ensure consistency of marking within a subject
- A procedure exists to verify that marking has occurred at the national standard

Clear documentation needs to be shared so that all teachers are able to explain how they are fulfilling the above requirements.

6. DATA

6.1 Entries

6.2 Verifying and Reporting Student Results

6.3 Reporting 'Not Achieved' Results/Adequate Assessment Opportunity

6.4 Withdrawal from Standards (internal and external)

6.5 Storage of Assessment Results

6.6 Privacy & Access

Processes will ensure that student details, entries and results are communicated to NZQA in an accurate and timely manner. Analysis of data informs teaching and assessment practice and processes.

6.1 Entries

Entries and results will be made using Kamar. MAC electronically instructs NZQA to make student entries and processes withdrawals from standards. A file is sent to NZQA around the first of each month from April through to December. The submitted data is in the form of a .zip file that is created from Kamar.

The PN will keep staff updated regarding deadlines for entries in, and withdrawals from, internally assessed standards, and entries in and withdrawals from externally assessed standards.

Late external entries should be minimal and made via the PN who will follow NZQA procedures in liaison with the Exam Centre Manager.

6.2 Verifying and Reporting Student Results

MAC is required to submit to NZQA accurate results of student achievement.

Teachers are only permitted to enter those results on KAMAR which have been subject to MAC's internal moderation process, and for which an Internal Moderation Cover Sheet has been completed.

Students should be urged to use their learner log-in facility on the NZQA website to check entries and reported results and to inform their teacher if there are omissions or errors.

HOLAs are responsible for the accuracy of grades entered into KAMAR and, subsequently, reported to NZQA. HOLAs must attest to the PN that, before grades are entered into KAMAR, internal moderation has taken place.

6.3 Reporting "Not Achieved" Results / Adequate Assessment Opportunity

Students should be assessed when they are ready, where this is practical and manageable for the school. Assessment should enable students to have a fair opportunity to achieve.

Where possible 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. This requires teachers to have data to determine "readiness", and also a conversation with the student (and caregivers).

A result of 'Not Achieved' must be reported to NZQA if it is deemed that:

- The work submitted by a student is below the standard required for Achieved
- The student has had ample time to make a meaningful attempt at the standard, but little or no progress has been made by the submission date.

6.4 Withdrawals from Standards (Internal and external)

Internal Achievement Standards

Students **should not** be withdrawn from an internal achievement standard because they might receive a 'Not Achieved' grade. If a sufficient amount of time has been given and/or a meaningful attempt has been made by the student at a standard, but little or no work has been carried out, then a result of 'Not Achieved' should be reported to NZQA.

Students **can be** withdrawn from an internal achievement standard if:

- A discussion has been had between the student and subject teacher prior to an assessment being carried out or at the very beginning of the assessment opportunity
- Following discussion between the student and their whānau teacher, it is understood that the student does not require the credits to pass the level or it is appropriate for them to be withdrawn from the standard. This should be done before a meaningful attempt has taken place
- It is known that the student is leaving or is planning to leave school. They will likely be mass-withdrawn from all non-reported standards

External Achievement Standards

Students can be withdrawn from external achievement standards by teachers up until the 31 August of an academic year. After this date, withdrawals from external achievement standards are discouraged and, if there are any, will be managed and approved by the Principals' Nominee.

Once each year, students will work with their whānau teacher to verify or amend their external entries. This will be carried out during the first five weeks of Term 3.

6.5 Storage of Assessment Results

All assessment materials are to be held at a central location within the learning area and be clearly labelled and retrievable.

An assessment file should contain the following:

1. A copy of the standard
2. The assessment materials including student instructions, task and resources, the assessment schedule, including evidence and sufficiency statements
3. All the latest student work
4. A completed Internal Moderation Cover Sheet for each activity used to assess students
5. Annotated benchmark samples of students' work to maintain consistency of marking from year to year.
6. External Moderation Reports

6.6 Privacy

Schools are required to comply with the Privacy Act 2020.

Teachers can comply by:

- Keeping student information confidential. No student is entitled to view or know the results of another student. Teachers should take care when handing back assessments or when getting students to check final results
- Seeking permission from the student before using their work as an exemplar

NB: While students will have the opportunity to view their assessed work, the school upholds its right to retain that work for the purposes of external moderation and security of assessment tasks.

7. COMMUNICATION

The school's assessment information, policies and procedures are:

- helping teachers to carry out the school's assessment policy and procedures
- communicating to students and their families effectively
- regularly reviewed for accuracy and are comprehensive and up to date.

It is important that students have clear guidelines about the nature of their learning tasks that create evidence for assessment. Consideration is also due to the assessment workload of students. The PN will make an assessment calendar at the start of each year, based on data entered into Kamar by teachers. This will be analysed to address any bottlenecks in workload throughout the year.

It is the responsibility of HOLAs to:

- Issue students with an outline of possible assessments at the beginning of each standard
- Provide students with details of conditions and the nature of assessment opportunities in the unit / standard. It is not necessary to repeat school wide NCEA assessment procedures. Students will have access to an [NCEA Guide](#) from the start of the year
- Give students timely advice of any changes
- Provide timely notification of changes to assessment opportunities to the PN
- Ensure that the due date is recorded on all assessment materials given to students.

In planning the assessment schedule for the year HOLAs should take into account pressure points that might impact negatively on students' abilities to achieve. HOLAs are encouraged to discuss the timing of significant pieces of internal assessment at Learning Area meetings and in shared planning documentation so as to minimise the assessment anxiety for students. It is advised that assessment activities in any one unit are planned to be spread as evenly as possible and in line with the school's NCEA vision and strategic plan.

Where a clash cannot be avoided between an assessment event and an approved and timetabled school activity the student should draw this to the attention of their teacher in advance of the assessment. The teachers may offer a special assessment opportunity for this task or an extension if this is practicable and appropriate.

The PN will meet with all relevant students each year to communicate generic assessment procedures and NCEA information. The school will offer an NCEA information evening for whānau, and information via the newsletter, social media and website.

MAC Staff Info

- MAC Staff Info is live and kept up to date. This includes information relating to current assessment practices at MAC, including NZQA. All staff have access to the handbook and will be informed of any updates via emails and at appropriate meetings.
- New staff will be inducted through the procedures on this site
- Staff are updated with any NCEA changes at bi-termly staff meetings

Student NCEA Guidance

- Year 11 students are inducted into the processes of NCEA during study lessons by the PN at the start of the year

- Year 12 and 13 students are reminded / updated regarding the NCEA processes and procedures with a session at the start of each year with the PN
- Information sessions are held by the PN with each senior year level when they depart for study leave in Term 4, this runs through the rules and processes for external exams
- The PN will communicate bi-annually with relevant students and parents regarding the opportunity to take part in the NCEA literacy and numeracy assessments (CAA)
- Parents, whanau and community are informed of NZQA Policies and Procedures at regular community consultations, via the School website and through the School newsletters.