

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.A **Gathering Evidence of Achievement**

RATIONALE

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.

"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, and videos of performances, detailed checklists of observed performance, photographs, transcripts of oral explanations, audio-visual recordings.

Building close links between the learning process and assessment allows teachers to engage in assessment for better learning, which is sometimes called formative assessment. 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.

PURPOSE

To ensure the use of innovative, valid and fair ways of recognising achievement without overburdening the teacher or the learner with too much assessment.

GUIDELINES

A. TYPES OF EVIDENCE

- 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.
- 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:
 - i. Examination evidence: presentation, oral answers to questions, oral feedback, speech, interview, and peer instruction sessions.
 - ii. Oral evidence needs to have clear evidence and judgement statements describing acceptable answers, and the oral evidence needs to be documented in some form.
 - iii. Written evidence: workplace documentation, checklists, portfolio, worksheets, forms, tests, booklets, reports, charts and posters, tables, assignments.
 - iv. Other: Cross referencing from other assessments, recognition of current competence, integrated assessment. 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 class work, assignments or practical activity. Learner entries in their workbooks or elsewhere, verified by the assessor, can provide valid evidence.
 - v. 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, naturally occurring evidence.
 - vi. Portfolio assessment. See below.

B. VERIFICATION OF EVIDENCE

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:
 - i. works closely with the candidate.
 - ii. has sufficient relevant subject expertise.
 - iii. 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
- 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.
- In group performances, the learners must be identified and assessed individually, unless stated otherwise in the standard.
- A copy of evidence of assessment must be retained by the teacher for moderation purposes and for future reference.

ASSESSMENT OVER TIME AND PORTFOLIO ASSESSMENT

- i. Many teachers or assessors of performance-based subjects are familiar with building a picture of learner achievement over a period of time.
- ii. They do this by accumulating (or asking learners to accumulate) evidence of achievement in a portfolio of work.
- iii. The evidence may come from a range of activities (observation checklists, practice activities, home and class work, 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.
- iv. 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.
- v. 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.

GOOD ASSESSMENT

The principles of good assessment optimise students' opportunity to be credited for their 'best achievement' whilst also ensuring the process is fair, transparent and manageable.

Assessment methods will be:

- Appropriate - a variety of assessment methods will be available to ensure that assessment is suited to the performance and/or the student being assessed.
- Fair – assessment methods will not disadvantage individuals or groups by hindering or limiting them in ways unrelated to the evidence sought.
- Integrated with work or learning – evidence collection can be ongoing, linked with normal learning or work.
- Manageable – the methods used will be straightforward, readily arranged and will not interfere unduly with learning.

Evidence will be:

- Valid – assessment will match the criteria of the standard to be assessed.
- Direct – assessment activities will be as similar as possible to the conditions of actual performance.
- Authentic- the assessor will be confident that the work being assessed is attributable to the person being assessed – outside assistance must not distort the assessment.
- Sufficient – the evidence will establish with confidence that all criteria have been met and that performance to the required standard could be repeated with consistency.

Assessment will be:

- Systematic – planning and recording will be rigorous to ensure sufficiency and fairness in assessment.
- Open – learners will understand the assessment process and the criteria to be applied and can contribute to the planning and accumulation of evidence.
- Consistent – given similar circumstances the assessor would make the same judgement again and the judgement will be similar to judgements that other assessors would make.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**
Procedure 1.B **Authenticity of Student Work**

RATIONALE

To protect the integrity of the NCEA assessment system.

Authenticity is the assurance that evidence of achievement produced by a learner is their own. There are three broad categories of authenticity challenges that need to be managed during the assessment process. Education organisations and assessors must be aware of the potential for learners to:

- copy from another person or source (plagiarism)
- have too much guidance from the teacher or assessor
- get specific answers for the assessment activity because it is publicly available (such as Ministry of Education/Te Kete Ipurangi activities on the internet).

Assessors must verify that the work submitted for assessment has been produced by the learner. Assessors must consider (and manage) the potential for work to have been copied, borrowed from another learner, photocopied from a book or downloaded from the internet.

PURPOSE

Christchurch Rudolf Steiner School has a valid system for ensuring the authenticity of student's work.

GUIDELINES

It is appropriate for students to learn from others at home and gather information from a variety of sources. Teachers, however, must be clear that the assessment work has been processed and produced by the student.

Care must be taken to ensure that teachers or assessors do not assist learners to complete work for assessment. The assessed work must be the work of the learner including when performance is in a group context or conditions allow for open book assessment. For example, whole-class brainstorming cannot include the answers to specific questions in an assessment but could include topics that learners then go on to research individually.

A number of strategies can be employed to address authenticity concerns. These could include:

- Modifying assessments available from publicly available sources materials by changing specific figures, measurements or data sources, setting a different context/topic to be investigated or a different text to read or perform. Assessors must manage authenticity issues for all assessments regardless of source.
- Changing the context of the assessment from year to year
- Supervising the research process by including regular checkpoints
- Requiring plans, resource material and draft work to be submitted with the final product.
- Keeping on-going work on site
- Summaries, or critical parts of assessment, done in class.
- Oral questioning to confirm a student's understanding or requiring a repeat performance where there is doubt.
- Being familiar with or controlling the resources available
- Controlling group work by breaking the task into group and individual components
- Check online for plagiarism.
- Students fully reference materials they have sources, cited and quoted – written publications, websites, and video or film sources.
- Requiring a signature on an authenticity statement to highlight the issue.

PROCEDURES

1. Students will be required to sign an authenticity statement, which states that the work submitted will be done by the student. This will be completed at the beginning of the year.
2. The cover of every assessment and the instructions for every NCEA assessment must remind students of their responsibilities in relation to the authenticity of their work, and that they have already signed an agreement that they will abide by the school's regulations in relation to authenticity. See Authenticity Forms.
3. Teachers should remind students of this orally at the start of each NCEA assessment and repeat the message regularly during assessments that run over several weeks.
4. Before commencement of an assessment task, HODs/TIC will evaluate if there are any authenticity issues involved and take steps to ensure they are minimised.
5. Where the assessment is completed by a group of students working together, a strategy will be used to ensure each student has met the requirements of the standard. An effective strategy might include:
 - Teacher observation of student performance
 - Conferencing with each student
 - Breaking the task into group and individual components
6. Verification of non-written evidence, for example drama productions, physical education, technical subjects, media and computer studies. In these subjects evidence may be in the form of digitally recording performances or portfolios of evidence.
 - A portfolio is particularly appropriate for assessing the more creative areas of learning, especially in visual communication. 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. When assessment occurs in the workplace, or as part of a longer course, the candidate may have many opportunities to demonstrate the skills required to achieve the assessment standard. In this case, rather than having the candidate complete a 'redundant' assessment task, a portfolio of evidence can be provided to demonstrate their competence.
 - The assessor should provide an assessment checklist, listing the evidence requirements for the unit standard. The evidence should be put together by the candidate in a way that makes it easy for the assessor to match it to the outcomes of the assessment standard.
 - Assessment standards often require evidence of planning and design, documentation and evaluation. It is important that this evidence is included in some way, for example, in a visual diary.
 - 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:
 - i. works closely with the candidate.
 - ii. has sufficient relevant subject expertise, understands the requirements of the particular assessment e.g., 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.
7. Teachers have the right to challenge the authenticity of an assessment if they believe it is not the student's own work. The student can provide evidence of authenticity by drafts and reproductions as appropriate, and the student may also be interviewed. If the work is not authentic, no credit will be given.
8. The Principal's Nominee in consultation with the HOD will undertake any investigation of a breach of authenticity.

9. The student(s) involved, and their parents will be informed in writing of the actions taken. The teacher, HOD, Dean and the Principal will also be notified of the actions taken.
10. The Principal's Nominee decision is final.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**
Procedure 1.C **Breach of Rules**

RATIONALE

Schools must have written procedures, based on the principles of natural justice, and fairness, for receiving, investigating and making decisions on reported conduct by a candidate that may constitute a breach of rules relating to internal assessment similar to those outlined in the Breaches of the Rules - External Assessment (see NZQA website). Christchurch Rudolf Steiner School has procedures to deal with breach of rules which include misconduct leading to disruption of an assessment, and cheating.

PURPOSE

The Principal's Nominee must investigate any report of a possible breach of the rules by a candidate in an internal assessment and must allow the candidate an opportunity to make an explanation and will decide on any disciplinary action to be taken in accordance with the school's written procedures.

GUIDELINES

Where a candidate has been found to have breached the rules *and has knowingly fraudulently or unwittingly gained an advantage* which undermines the credibility of the grade, a 'Not Achieved' grade must be reported for the assessment of that standard. Candidates have the right to appeal to the school any decision made relating to any possible breaches of the rules under the school's documented appeal process.

If a student is caught cheating in an assessment, the student may be given no credit for the work submitted or other disciplinary action may follow as appropriate. If a student helps another student to cheat e.g. by giving their work to others who may present it as their own, the student may also be given no grade or other disciplinary action may be taken. Repeated incidents will be taken seriously.

Cheating is the submission by a student of a piece of work that is not original (not own work). It may take many forms:

- Copying or handing in all or part of another student's work.
- Undue help from home, or from a tutor, or from a reader-writer.
- Giving work to another student which allows that student to use it or copy it.
- Plagiarism (copying out material from a source like a book or the internet without acknowledging that the words and ideas are someone else's).
- Using written or recorded material in a test or examination.
- Getting another student to sit an assessment.
- Using unauthorised calculators, electronic spell checkers or language dictionaries in internal or external assessments.

If the student's behaviour has disrupted an assessment, the student may also be given no grade or other disciplinary action may be taken.

PROCEDURES

BREACHES OF THE RULES – Internal Assessment.

- i. Departments will put strategies in place to ensure that the work submitted by students is their own.
- ii. All cases of a breach of rules, or suspected breach, will be reported immediately to the appropriate HOD. This report will include such evidence as the student's work, statements by teachers or other students, and descriptions of the Assessment Task.
- iii. If there is a question of authenticity, the subject teacher should complete a 'Breach of NCEA Rules' form, which should be passed, along with the suspect work to the HOD.

- iv. The student may be asked to offer proof of authenticity.
- v. Students suspected of having offered inappropriate help to their peers will be interviewed.
- vi. The HOD will investigate the allegations of breach of rules and inform the Principal's Nominee of the investigation.
- vii. Students will be provided with an opportunity to discuss the alleged misconduct before a decision is made. If the PN judges that cheating has occurred, the student will gain Not Achieved for that standard. The 'Breach of Rules' form will be signed, and a copy retained by the PN. The parents/caregivers will be informed of the outcome.
- viii. Senior management may impose further penalties, which may include a report and copies of documentation kept in the student's main file. The seriousness of the penalty will be dependent on the seriousness of the cheating.
- ix. In all cases regarding breaches of the rules of internal assessment, the Principal's Nominee will determine the final outcome.

BREACHES OF THE RULES – External Assessment

- a. NZQA may undertake an investigation into any report arising from external assessment of the following kinds of conduct called "breaches of the rules":
 - i. **failure to follow instructions** - a candidate or another person is reported to have failed to follow the instructions of NZQA, such as those of an examination supervisor, or those examination rules listed in the instructions to candidates or listed on the candidate's admission slip.
 - ii. **influencing/assisting/hindering candidates or disrupting the external assessment** - a candidate or person is reported to have influenced, assisted or hindered candidates, or otherwise disrupted an external assessment whether dishonestly, fraudulently or unwittingly.
 - iii. **dishonest practice by a candidate** - a candidate or another person is reported to have dishonestly, fraudulently or unwittingly:
 - 1. attempted to access information or materials or help from another person not permitted in an external assessment.
 - 2. altered returned external assessment materials prior to seeking a review or reconsideration.
 - 3. used any document or certificate produced by NZQA in a way that provides them with an advantage (pecuniary or otherwise)
 - 4. any other practice that might result in an advantage to the candidate or other candidates.
 - iv. **performance-based authenticity** - a candidate is reported to have submitted material for assessment that is not their own, or is not verified as their own, whether dishonestly, fraudulently or unwittingly
 - v. **impersonation** - a person is reported to have impersonated or dishonestly claimed to be a candidate entered for an externally assessed standard. These Rules and Procedures may apply to the alleged impersonator, to the candidate who has allegedly been impersonated, and to any other person who may have assisted or concealed the impersonation.
- b. Before deciding whether or not to undertake an investigation, NZQA may seek to clarify the reported conduct.
- c. Where NZQA has initiated an investigation, a candidate or other person whose reported conduct may have possibly breached these rules will be sent a letter with copies of any relevant information or reports, outlining the:
 - i. conduct that may have been in breach of the rules.
 - ii. rule/s that it may have breached.
 - iii. penalties that may apply if the breach were proven and will be invited to make written comment to NZQA about their conduct within 15 business days of the date of the letter.
- d. Investigation into a possible breach of the rules by a candidate or other person may involve consultation with the Chief Executive's Examination Liaison from the candidate's TEO, or candidates' TEO(s), or any other person able to provide relevant information.
- e. While NZQA is investigating a possible breach of the rules it may suspend the release of all or part of the results of any candidate who is believed to be involved, until a decision is made as to whether or not a breach has occurred.
- f. If at any stage of the investigation, NZQA receives written comment from the candidate or any other person which explains their conduct and satisfies NZQA that no breach has occurred, then any results which may have been withheld will be released and **no further action** will be taken.
- g. **A decision will be made by NZQA**, taking into account all the information received. The candidate is informed in writing of the decision of NZQA and what, if any, penalties will be imposed. Where NZQA considers a formal face-to-face meeting would assist in making an informed decision the candidate would be invited to a meeting with a support person.

- a. Penalties may be imposed**, including a warning letter, cancellation of results, conditions or disqualification from entering further external assessments from NZQF qualifications in specified assessments or for a specified period of time. An appeal process is available. Further information is available at: <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules/7/1/9/>

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management -

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.D **Assessment Opportunities**

RATIONALE

In standards-based assessment, teachers make assessment decisions on evidence students produce during the course of the teaching and learning process.

PURPOSE

- To protect the rights of all parties in the assessment process and to ensure the process is fair, valid and transparent.
- Students are provided with courses that reflect their aspirations, interests, abilities and needs.
- Programmes of learning and assessment allow for and assist students reach their potential.
- Teachers have mentoring conversations with students and provide course guidance that gives transparent information about relevant assessment pathways. This includes providing students with pathways towards qualifications, certificates and endorsements.

GUIDELINES.

1. Teachers use innovative, valid and fair ways of recognising achievement without overburdening themselves or the learner with too much assessment.
2. Teachers have mentoring conversations with students and provide course guidance that gives transparent information about relevant assessment pathways. This includes providing students with pathways towards qualifications, certificates and endorsements.
3. Evidence of the students work demonstrates achievement of the assessment criteria. It needs to be recorded in ways that can be verified by another subject specialist or moderator.
4. 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 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.
5. One of the benefits of NCEA is the opportunity to tailor courses to individual students' needs. This means that students studying the same course or in the same class are assessed with different standards or amounts of credits. The purpose of withdrawing students from standards is so they can focus on remaining or alternative standards.
6. When developing individual pathways for students, teachers should consider a balance between internal and external standards. They should also be aware of the total number of credits available and the effect on UE and course endorsements.
7. Teachers have mentoring conversations with students and provide course guidance that gives.
8. Teachers differentiate assessment activities to provide equitable access for students who use special assessment conditions, have English as a second language, have low literacy and/or numeracy, are Gifted and Talented or accelerated, need supported learning, or arrive or leave during the year.

PROCEDURES

1. Assessment Statements and Course Requirements

- Students are provided with courses that reflect their aspirations, interests, abilities and needs and must ensure that all students are issued with a course outline/assessment statement. Information given must include:
 - i. Types or methods of assessment e.g., research report, portfolio, formal test, practical investigation, personal response.
 - ii. Dates of assessment activities.
 - iii. Opportunities for a further assessment.
 - iv. Standard Number, version and assessment statement. Please check that you have the latest version number of the standard. These may change at any time of the year so check for changes just before giving the students the assessment task. The latest versions can be obtained through your KAMAR mark book or from NZQA Subject resource page.
 - v. Literacy or Numeracy credits available, particularly University Entrance Reading and Writing Credits.
 - vi. A means for students to record their grade. This may be on a tracking sheet and/or grade acceptance form.
- Make the standards **transparent** – familiarise students with the terms, grade criteria and range statements of the standard, show successful work/exemplars and explain the schedule and/or evidence statements. This can be done through the process of 'unpacking the standard'.
- Sponsors and the Academic Dean explain the assessment procedures to their students throughout the year as part of the NCEA educational programme.
- Students will be informed of all end of unit assessments at the start of each teaching and learning unit.

2. Gathering further evidence of assessment.

- For internally assessed standards, the teacher decides how evidence can be collected and judged against the standard. See 'Gathering Evidence of Assessment Procedure'.
- **Assess when the student is ready**- where the student is not yet ready to be assessed, opportunity for further teaching and further learning should be provided so as to avoid predictable failure.
- Students who provide assessment evidence that require word processing should plan their assessment timeline to allow for the possibility of computer problems. These could include computer/disk/printer problems and students must understand that these are their responsibility and will not be considered legitimate grounds for a late submission. We recommend that students regularly save their work to an external hard drive or to a USB stick to minimise the potential for such problems.
- Do not dispose of any evidence student's present as evidence of achievement.
- All senior students will be given a copy of the school policies on appeals, extensions, resubmissions, further assessment opportunities and authenticity. These can also be accessed on the school website.
- Assessors are not allowed to set word limits for assessments and are not allowed to penalise students for submitting work that exceeds a certain number of words. However, teachers are allowed to recommend an appropriate number of words for an assessment.

3. Timing of Assessments

- All students should be informed of the approximate dates of all end of unit formative assessments. If these are to be considered for derived grades and unexpected event grades the formative assessments must be standard specific.
- Teachers may change the date of an internal assessment, in consultation with the class. Students must 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.
- An internal assessment year plan will be given to NCEA L1, L2, and L3 students by the end of Term 1 or early Term 2.

- The School's Practice Exams will be timetabled for the last week of Term 3. The examination timetable will be created and distributed to all students and staff by the Upper School Coordinator.
- School practice examinations will be run under formal external examination conditions. Students will be informed of these conditions by the Principals Nominee and Examination Centre Manager.
- SENCO will ensure the appropriate special conditions for all SAC students are provided. This gives valuable practice to students on the SENCO roll.
- All practice examination assessments should be standard specific and internally moderated if they are to be used in a derived grade application and unexpected event grade.

4. **Withdrawal from standards and course changes.**

- If a teacher decides that it would benefit a student from being **withdrawn** from a standard, they should discuss the decision with the student **before** the teaching of the unit begins.
- The teacher should inform the relevant HOD, Academic Dean and parents/caregivers.
- A 'Withdrawal from a NCEA Standard' form should be completed and filed with the Academic Dean who will look at the impact of the withdrawal from a standard on the students full learning programme.
- The HOD or Academic Dean should discuss 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 withdrawn from a standard once they have begun the process of being assessed for a standard.

5. **Course changes.**

- Students who want to change course during the year will need to approach the Academic Dean and discuss the impact a change of course may have on their U.E. qualification and Certificate Endorsement.
- If a change is appropriate, the Academic Dean will approach the teaching staff concerned with a Course Change Form to collect appropriate information and approval.
- The Academic Dean fills in the Change of Course form to communicate the impact the change in course may have on the student's achievement. The form requires a parent/caregiver's signature before the change in course is approved.
- The teachers enter any grades the student may have achieved and withdraws them from further assessments. As soon as this is done the teacher notifies the Principals Nominee and the time-tabler who completes the change in options on KAMAR.
- All steps should be followed by the Academic Dean. Students should not approach teaching staff themselves requesting changes.

6. **Recording assessment grades**

- All HODs will ensure that assessment results are accurately recorded in at least two different places, for example, the teacher's personal recording system and a centralised recording system within the Department.
- Every HOD will ensure that the assessment results are only placed on the school database after the internal moderation process has been completed.
- Records will be secure and accessible only to authorised parties.
- Changes or corrections of results must be given to the Principals Nominee.
- Students co-sign a grade acceptance form with their teacher.
- Students are assisted to register and log in to NZQA by the Academic Dean during Sponsor time or when requested.
- The Academic Dean interviews senior students and encourages them to login into Kamar through the Schools webpage to track their progress. Students are also provided with printouts of their assessment record from KAMAR once a term.
- The Academic Dean is available throughout the year to assist students in accessing their results, correct student data when errors in data entry occur and provide course guidance.
- Students are encouraged to keep track of their progress by using a credit tracking sheet or NCEA Credit Tracker App.

7. Appeals.

- If a student requests a review of an assessment this must be made to the subject teacher within 48 hours of the work being returned. If the student is not satisfied with the outcome, an appeal may be made to subject teacher within 5 school days of the work being returned. The subject teacher will forward the appeal to the Head of department and the Principal's Nominee for investigation. Appeals must be made using the NCEA Assessment Appeal Form. The Principal's Nominee will investigate the appeal but the final decision on all appeals will be made by the Principal and will be binding.

8. Meeting the needs of individual students

The qualification aspirations of all students are recorded during the Academic Dean Interviews. A number of strategies are used to raise student achievement of particular groups of learners.

- **Gifted and talented students** - Identified students may be:
 - i. Encouraged to participate in extracurricular programmes.
 - ii. Extended in class to Excellence level
 - iii. Accelerated to the next level of the curriculum.
 - iv. Groomed for scholarship.
 - v. Entered to sit tertiary level papers.
- Students identified with **vocational career needs** can be put onto career pathways within the Youth Guarantee Scheme/STAR/Gateway pathway -see Vocational Pathways Procedure.
- The school will identify students who are **underachieving** or who have high needs and will develop appropriate programmes and strategies to meet the needs of these. This includes a Mentoring programme where teachers work closely to encourage, motivate and provide guidance for this group of priority learners.
- Students with **attendance issues** are monitored and the impact of their lack of attendance explained to the student and parents. Parents will be informed of attendance concerns by the Upper School by the Upper School Dean and Academic Dean. These students are discussed in the 'Students in Focus Meetings'.
- Students with **specific learning needs** come under the SENCO department, who provides a register of students and strategies teachers may use to help raise student achievement of this priority group. The SENCO department regularly informs teachers the need to provide special assessment requirement for all school assessments.
- **Maori students** are identified, and progress tracked by the Principal Nominee or Academic Dean. The school assists individual students whose family requests cultural or Te Reo extension.
- Students with health/anxiety issues are provided assistance through the school Counsellor and 'Students in Focus Group'.

9. Storage of assessment material

1. Moderation reports are to be maintained centrally for each department. These are filed in the Internal Moderation Checklist and External Moderation Reports folders held in the Upper School Workroom.
2. Benchmark samples of students' work for each grade level for each standard must be stored by departments and used to guide assessor judgements. These samples should be updated when more current examples become available. Students concerned must be notified of this.
3. Randomly selected evidence for each standard assessed must be stored **until there is a fresh sample to replace it or until 2 years have elapsed.**
4. All assessment material, documents, and student work are to be stored or filed centrally in a **retrievable** location. At least two authorised staff members are to know where the stored material, documents and student work is kept.
5. All assessment material, documents, and student work are to be stored or filed centrally in a **secure** location so that there are reasonable safeguards against loss and misuse i.e., Blue Files in the Upper School Workroom. If the student's work is too big or will not fit into the files a note must be placed in the blue file, as to where they are located.
6. It is the responsibility of HODs to ensure all resource documents and student assessment are filed securely in a central location when a teacher is unavailable or resigns from the school.

7. At least two authorised staff members are to know where the stored material, documents and student work is kept.
8. Material older than that detailed above must be disposed of in the secure disposal bin located in the Office or Healing Room. Student work is not to be disposed of in rubbish bins or skips.
9. Where teachers deem that some student work may be of some significant value to the student (e.g., visual art/technology portfolios) the students will be notified by the HOD concerned, of a date by which the work may be collected. After that date the remaining work will be disposed of.

10. Outside providers

Copies of Memorandum of Understandings (and where applicable, moderation records) with outside providers must be given to the Principals Nominee by the Star/Gateway Coordinator. This is to be updated annually.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**
Procedure 1.E **Appeals**

RATIONALE

Students and/or parents have a right to question judgements made, about evidence provided by students in an assessment activity or about their misconduct during an assessment.

A student has the right of appeal the grades given to them against any internally assessed component of work, appeals in relation to breaches of rules, authenticity and refused rescheduling and extension requests. Students may also submit external examination appeals.

PURPOSE

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

GUIDELINES.

Students have a right to request a review or appeal of decisions made about their assessments. They will be reminded of this right on the return of any completed assessment. They can appeal in the following circumstances:

- They believe the grade for an internal assessment is unjust.
- An application for an extension or late assessment opportunity
- They wish to challenge a ruling by the school on a breach of the assessment rules.

PROCEDURES

For all kinds of standards there is an appeal procedure. Teachers will make the assessment schedule clear to students and all classes must have the opportunity to check their marked assessments. This must be done in line with each Department's course processes. After student work has been returned and the teacher has gone over the marking process, students will be asked to sign a "cover sheet" that they agree with the marking and grade recorded.

1. Students must initially discuss any assessment problems with their classroom teacher.
2. If unresolved, the matter is to be taken to the Head of Department, who will inform the Principals Nominee (PN) of the Appeal.
3. The details of the appeal must be submitted on the appropriate section of the cover sheet within three school days of when the student was informed of the grade or decision.
4. The HOD must then use the Christchurch Rudolf Steiner School Assessment Appeal Form, which is supplied to all teachers in their moderation folder. This requires more detailed information on the nature of the appeal and evidence supporting the decision/appeal from the teacher and student.
5. The completed Christchurch Rudolf Steiner Assessment Appeal Form will be collected from the student and HOD/teacher by the PN five school days from when the student was informed of the grade.
6. No appeal will be considered for work that contains twink or work done in pencil.
7. Students who wish to appeal their results may not take the material out of the classroom.
8. The Principal's Nominee will consult the HOD/teacher through the appeal process. The PN may also consult with the subject advisor or outside expert.
9. The Principal Nominee in consultation with the CPG/Principal will make the final decision.
10. In the event of an appeal in the subject the PN may teach, a senior independent advisor/senior teacher will consider the appeal.
11. The appeal decision will be communicated to the HOD. If there is a change in the grade the corrected result will be entered in the electronic mark book.

12. The result of the appeal will be recorded. The student appellant and caregiver will be informed in writing within 14 days of the initial appeal.
13. If the student does not accept the decision, they may appeal to NZQA. NZQA will check that Christchurch Rudolf Steiner School has correctly followed the appeals procedure. NZQA may suggest a change in the procedure but will not change the grade.
14. If students believe their external examination papers have been unjustly marked, external achievement standards can be reviewed. Applications can be made to NZQA in January or February when marked examination papers have been returned to students. A fee is charged. Students may get advice from teachers about this if they wish. Students should follow the appeals process outlined on the NCEA website.
15. Written information is provided, to students and caregivers, about appeal rights and processes in the Student/Parent Handbook.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**
Procedure 1.F **Further Assessment Opportunities**

RATIONALE

A key feature of school-based internal assessment is that further opportunities to be assessed can be provided for students who initially fail to achieve their potential at any level, where this is appropriate.

Students' learning is not increased by repeated summative assessment, but by extensive feed forward and feedback. 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.

PURPOSE

One further assessment opportunity may be available, where practicable and reasonable. HODs will specify when these occur. Further assessment opportunity only applies to internally assessed standards and must be dealt with in a consistent manner in all subjects.

GUIDELINES

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

- i. Assessment evidence used to award grades needs to be available for verification, and approaches to assessment that involve collection of evidence must be documented.*
- ii. Where manageable, and after further learning has taken place, Candidates may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.*
- iii. All students, including those who did not complete the original assessment for a reason acceptable under the school's policies must be able to:*
 - Access the further opportunity if they wish; and*
 - Use the further opportunity to improve their original grade by resitting a new assessment only. This does not apply for resubmissions.*
 - Students must be awarded the higher grade achieved over both opportunities.*
- iv. Resubmissions – Rules from 20th Dec 2020*
 - A resubmission may be offered to a student who did not achieve the standard if the teacher judges the student has made a minor error or omission that they should be capable of discovering and correcting on their own.*
 - A resubmission must be limited to specific aspects of the assessment and no more than one resubmission must be provided per assessment opportunity.*
 - The result of a resubmission is limited to an Achieved grade.*

PROCEDURES

1. Further assessment opportunity

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

- A further assessment opportunity occurs when a **new, quality-assured assessment is provided** for students after their first opportunity 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 school'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 the standard.
- If a further opportunity for an assessment is offered to any student, it must be made available to **all students entered in the standard**, including those that who did not complete the original assessment for a reason acceptable under the School's policy on missed and late assessment. 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 use further opportunity to improve their original grade.**
- **Conditions of assessment during further opportunities.** It is essential that conditions of assessment during a further opportunity be consistent with those for the first opportunity. For example, students cannot be allowed to work at home for the second opportunity when this was not allowed for the first opportunity when this was not allowed for the first opportunity.
-

2. Results of a further 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.

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

Resubmission:

- must be limited to specific aspects of the assessment and no more than one resubmission may 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.
- may be offered only where a teacher judges that a mistake has been made by the student, which the student has be capable of discovering and correcting themselves. For example, the student has handed in the assessment, but hasn't 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...." However, the teacher would not say, "there is a problem with your use of brackets in this calculation."
- **The result of a resubmission is limited to an Achieved Grade.**

4. Manageability of a further opportunity.

- It is the school's decision whether a further opportunity will be offered for any standard.
- Students should be advised from the outset that there is a single opportunity to be assessed against that standard if it is not manageable to offer a further opportunity.
- A further opportunity for assessment of experimental investigations and field work may not be practical.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.G **Late Submissions, Missed Assessments and Extensions**

RATIONALE

Evidence of a student's performance in the outcomes being assessed must be available in order that assessment decisions can be made.

A student who has missed an assessment will be given the opportunity to be assessed, where it is manageable and reasonable to do so. If the student is given another opportunity to be assessed this must be done in such a way that he is neither advantaged or disadvantaged in relation to other students.

PURPOSE

Assessment is fair, valid and consistent.

GUIDELINES

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

- Extensions to assessment deadlines, or rescheduling of in-class test style assessments, for some NCEA standards in limited circumstances.
- Students who provide a valid reason for a missed will be given another opportunity to take the assessment where practicable. A Not Achieved Grade will be awarded to students who are absent without a valid reason.

PROCEDURES

1. Extensions and late assessments.

- Clear dates and/or times need to be given to the students for assessment deadlines.
- In the case of a planned absence (e.g. school commitment, genuine family reason etc) application must be made 5 or more days prior to the due date. For unplanned absences beyond a student's control application must be made no later than 5 days after the due date or date of assessment. Evidence of work done to date may be required.
- Students may request an extension from the teacher concerned who will consult the HOD and Principal's Nominee.
- An extension or missed assessment form must be filled and a letter from a parent/caregiver, a medical certificate or other supporting evidence must be attached to the extension/missed assessment form
- A decision will be made by the PN in consultation with the teacher, HOD, Principal's Nominee and/or senior management team.
- All effort will be made to remove the class teacher from a situation where they will feel pressured by students.
- Evidence must be provided to support a request for an extension or rescheduling and an acceptable reason must be given by the family and provided to the HOD and/or PN. The HOD will inform the PN of any Extension requests.
- To authenticate a valid reason, students should do the following:
 - i. In the case of sickness, supply a medical certificate;
 - ii. In the case of family trauma, supply a note from a parent/caregiver or from the Guidance Counsellor or HOD.
- Students who can provide a valid reason for absence will be given another opportunity to take the assessment if necessary, **where it is practicable**. This may not always be possible. Student should check the possibilities of further assessment opportunities on the assessment plan given to them at the beginning of the year.

- If a planned school activity (e.g. field trip or school production) occurs during a long-term assessment (e.g. research project or folio) a student will not be granted a time extension. Students are expected to organise their time so they are able to complete assessments around other activities they are involved in.
- Assessments that are late for no valid reason will receive a **Not Achieved** grade but a reassessment using a new authentic, standard specific assessment may be available if offered to the whole class.

2. Missed Assessment

- If a student misses an assessment because of bereavement, illness or an unexpected school event the student may be allowed a reassessment later in the year. Reassessment rules apply i.e. It is manageable, the student has an assessment plan that informs them a reassessment opportunity exists for the specific standard missed, the opportunity of the reassessment is available to the whole class and a new authentic valid and standard specific assessment is offered.
- A student must notify the Academic Dean or Principals Nominee as soon as they get back to school. i.e within 24hrs.
- In cases of bereavement , a letter from a parent/caregiver will be presented as evidence with the Missed Assessment Form.
- In the case of illness, a dated medical certificate from a doctor, will have to be provided, indicating that the doctor has actually seen the student on the day of the missed assessment.
- A student who has missed an assessment will be given the opportunity to be assessed, where it is manageable and reasonable to do so. If the student is given another opportunity to be assessed this must be done in such a way that he is neither advantaged or disadvantaged in relation to other students.
- A derived grade is not available for internal assessments.

The Principals Nominee will inform the HOD's, teachers, students and parents whether the applications for late submissions, missed assessments and extensions have been accepted or refused. Information on new assessment deadlines will be given at this time.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.
Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.H **Derived grades**

RATIONALE

All students should have equal opportunity to achieve if they are unable to attend external exams due to circumstances that meet NZQA requirements (who has been clearly disadvantaged through illness or misadventure, or who considers that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control).

The overriding principles for the derived grade process are:

- being fair to both the applicant and to all other candidates
- the derived grade is based upon authentic pre-existing standard-specific evidence that has been subject to a quality-assurance process.

PURPOSE

Students can apply for a derived grade, provided it is based on, pre-existing authentic, standard specific evidence (such as practice exams) produced during the year by the student.

GUIDELINES

- i. Candidates can apply for a derived grade if for an approved reason they:
 - Have been unable to attend an examination
 - Attended an NZQA external examination session and believe their performance was significantly affected.
 - Are unable to submit a completed portfolio (Design and Visual Technology, Technology, Level 3 Education for Sustainability or Level 3 Visual Arts
 - Have been selected for national representation in a sport or approved activity, which requires pre-approval.
- ii. Derived grades are for candidates who suffer just before or during the examinations:
 - A temporary illness or injury
 - Trauma (i.e. a deeply distressing or disturbing experience) or misfortune (an event beyond their control)
 - Other serious event that is beyond their control.
- iii. NZQA reserves the right to apply an Emergency Derived grade where a group of students is significantly disadvantaged by extraordinary circumstances beyond their control.

PROCEDURES

A. NZQA Derived Grade Process 7.1.5

- a. The derived grade process is available only for external assessments.
- b. Where:
 - NZQA marks an external examination, or a submitted portfolio, or Common Assessment Task (CAT), Candidates must apply to NZQA via their School:
 - School's mark and NZQA verifies a sample of student work for a portfolio submission, Schools must follow their late assessment policy:
 - School's mark and NZQA verifies a sample of student work for a Common Assessment Task (CAT), Schools must follow their missed assessment policy.
- c. Derived grades are available where:
 - the Candidate's performance or ability to undertake an external assessment is seriously impaired by an event such as illness, trauma, misadventure, or bereavement of a family member or close acquaintance; or

- the Candidate's performance or ability to undertake an external assessment is prevented by being selected to represent a country at a sporting or cultural event for which the Candidate has, in advance, applied to NZQA for pre-approval of eligibility; or
 - the Candidate considers that their performance or ability to undertake an external assessment was seriously impaired by exceptional circumstances beyond their control; or
 - in the case of external standards assessed by the submission of a portfolio of evidence or reports, the Candidate after 1 October 2021, has suffered a temporary impairment, including a physical injury, temporary acute illness or an emotional trauma, which has seriously impaired the Candidate's preparation for the submission.
- d. A derived grade is not available for New Zealand Scholarship subjects.
- e. An applicant for a derived grade must complete the relevant sections of the published NZQA application form for a derived grade and submit this to the School by the specified date.
- f. The School must:
- submit all applications by the specified date,
 - retain the application form and any supporting information for one year for audit purposes,
 - indicate whether they support the application.
- g. Where an event has occurred that is likely to result in applications from a group of Candidates (such as a bereavement of a student from the School), Schools should contact NZQA for advice on managing any necessary derived grade process.
- h. In exceptional circumstances NZQA may accept late applications, but no application for a derived grade can be accepted after results have been released in January 2022.
- i. The grade submitted to NZQA must be from quality assured, pre-existing, valid, authentic, standard-specific evidence and:
- from a practice assessment of the standard for which a derived grade is applied; or
 - from across a range of assessment activities where the Candidate demonstrates authentic achievement of the registered criteria of the standard for which a derived grade is applied.

Decision-making process

- j. After considering the application NZQA will respond as follows:
- approve the application and award the better result for the Candidate based on either the submitted grade or the external assessment result as part of the release of external results in January 2022; or
 - request further information from the Candidate (through the Principal's Nominee); or
 - advise the Candidate in writing and the school (through the Principal's Nominee) of the decision to decline the application and the reason it does not meet the eligibility criteria.

Appeal of a Declined Derived Grade Decision

- k. A Candidate may appeal against a decision to decline a derived grade application in writing to the Manager of School Quality Assurance and Liaison within 15 business days of the decision.
- l. Reasons for the appeal must be provided along with further relevant information and reasoning as to the basis for the appeal.
- m. In the appeal, the Manager will review the process followed and the decision based on the application material and reasoning of the decision and may take into account any further cogent evidence made available.
- n. The Candidate and the School (through the Principal's Nominee) will be notified of the Manager's decision in writing within 15 business days of the receipt of the appeal request.

Review of a Declined Derived Grade Decision

- o. A Candidate whose appeal is declined by the Manager may apply for a review of the appeal decision in writing to the Chief Executive within 15 business days of the decision.
- p. The Chief Executive's decision concludes the NZQA process and takes effect the day after the day it is made.

B. APPLICATION PROCESS

1. CANDIDATES

Candidates are encouraged to seek guidance from the Principal's Nominee, who will provide you with all application forms and help them complete their application

a) Candidates will need to:

- Download a derived grade application form or collect one from your Principal's Nominee or School Office and get it filled in.
- Will need to get your doctor, counsellor or relevant agency to fill in their part of your application form. (The school can't process your application without the appropriate sections being completed.)
- Take the application form to your school's Principal's Nominee. The completed application forms must be given to your Principal's Nominee **before the missed external assessment**. The school can only submit a grade for you if it holds authentic, standard-specific evidence. The school will use your results from work such as school practice exams or end of topic tests.

b) For

- Design and Visual Communication
 - Technology
 - Level 3 Education for Sustainability, or
 - Level 3 Visual Arts
- you must submit the you have produced through the year as instructed in the submission instructions. Check with your school's Principal's Nominee if you are unsure about this.

c) National Representation

- Applications for national representation require completion of a derived grade pre-approval application form to be submitted before the start of exams. If pre-approval is granted, an online application evidence must still be completed.

d) If your application is approved, the derived grade(s) will appear on your results notice when these are released in January. They won't be labelled as derived grades. The grade you get will be the better of the derived grade reported by the school, or the one you achieved in the external assessment You will be informed in writing by NZQA if your application has been declined.

2. PRINCIPAL'S NOMINEE

- i. Derived grade handbook - Information for schools and Principal's Nominees is available at <http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/2018-Derived-grade-handbook.pdf>
- ii. The school must process derived grade applications online on behalf of candidates.
- iii. Follow the instructions for making online applications through your high security login.
- iv. Applications for national representation require a derived grade pre-approval application form to be submitted to NZQA by 1 November. If pre-approval is granted, an online application must still be completed.
- v. The school must be confident that any grade submitted has been checked for consistency against the criteria of the registered standard and is quality assured.
- vi. Do not apply online for the MCAT examination, Visual Arts Levels 1 & 2 or Verified Languages as these are managed under your missed and late assessment policy.
- vii. For an unexpected event such as a local emergency or group trauma such as the sudden death of a student, contact your SRM for advice.
- viii. Level 3 Visual Arts portfolios submitted for a derived grade must have a Visual Arts derived grade label attached to the portfolio prior to submission.
- ix. Evidence retention
 - Retain all completed derived grade application forms and supporting documents until applications open next year as evidence for your own review, or in case of an audit by NZQA.
 - Retain any communication from a distance learning provider that records the derived grade(s) for which they have responsibility.

- In unexpected circumstances, late applications may be considered by NZQA prior to results being released in January. This is a manual process so contact your SRM for advice.
- x. For further information about when a derived grade may be applied for, see the Principal Nominee.
- xi. **The On-Line Application** - NZQA's Derived Grade Team evaluates all applications based on the information provided by the school against the derived grade eligibility criteria. The school makes the application on behalf of the candidate through the online facility. Schools are to:
 - scrutinise the information provided within the candidate's application against the derived grade criteria to determine if it meets the criteria, to support or not support the application as appropriate
 - extract from the candidate's application form the information to enter online
 - ensure sufficient detail is provided to enable NZQA's Derived Grade Team to evaluate the application against the eligibility criteria
 - ensure only the dates identified by the medical practitioner/professional are applied for.

Essential information to include in the online application is:

- date of the onset of the illness/injury or trauma/event
- date of visit to medical/independent professional
- description of diagnosis OR description of trauma/event
- impact of impairment as indicated by medical/independent professional
- dates candidate is impacted as detailed by medical/independent professional, evidence or as pre-approved.

Highly sensitive situations can be kept confidential, where appropriate. Discuss With your SRM.

3. TEACHERS AND HOD's

1. Assessment planning and communication

- Students should be notified of the practice assessments used to generate derived grades for each externally assessed achievement standard. Students need to be informed when these assessments will occur and the importance of these assessments will occur and the importance of these assessments should be explained to them.
- Where it is not possible to provide quality assured practice assessments for the purpose of generating derived grades, then the students in that subject need to be advised of this in writing when they receive their assessment statements at the beginning of the year.
- Teachers are to advise students and parents that NZQA approve or decline applications and the school does not determine eligibility.

2. Course Related Derived Grade Processes

External assessment standards assessed by submission of one or more portfolios or reports

- A derived grade may be applied for by a Candidate who, within a month of the submission date, has suffered a temporary impairment or non-permanent disability, including a physical injury or an emotional trauma, which has impaired the Candidate's preparation for the submission.

a) Visual Arts

- Level 3 – applications for a derived grade must be made earlier than applications for other standards because the portfolios of Candidates involved need to be identified during the external assessment process.
- Level 1 and 2 – Schools are responsible through their missed and late assessment policies and procedures for managing derived grade applications during the assessment process and prior to verification.

a) Technology, including Design and Visual Communication

- Applications for a derived grade must be made earlier than applications for other standards because the portfolios and reports of the Candidates involved need to be identified during the external assessment process.
- b) Common Assessment tasks (CATS)
- Schools are responsible through their missed and late assessment policies and procedures for managing derived grade applications during the assessment process and prior to verification.

School Quality Assurance Processes

Schools must use processes and evidence for derived grades that assure NZQA that the reported grade is based on pre-existing, valid, standard-specific evidence which meets the requirements of the standard.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.
Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.I Special Assessment Conditions (SAC)

RATIONALE

Students with specific learning difficulties (SLD) which will impair their performance significantly may receive help in the form of extra time allowance, reader-writer etc. The school will ensure that reasonable steps and support are put in place for the student in anticipation of an application for Special Assessment Conditions (SAC) to NZQA.

PURPOSE

All students should have equal opportunity to achieve.

GUIDELINES

Christchurch Rudolf Steiner School follows the Assessment (including Examination) Rules for Consent to Assess 2021 (5.4) Special Assessment Conditions

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules/5/4/>

Special Assessment Conditions

The following are special assessment conditions that NZQA may approve entitlement to:

- a) Standard conditions
 - Reader assistance
 - Computer use OR writer assistance
 - Separate accommodation
 - Rest breaks (with or without extra time)
 - Extra time (only available during time bound internal and external examination when the Candidate is entered for all 3 achievement standards within an examination session).
 - Enlarged papers (to A3 only)
 - Special papers including braille translations
 - Signed English support for Hearing Impaired.
 - Exceptional conditions
 - Special Examination centre
 - Signing Supervisor for pre-examination and emergency management.

Qualifying for special assessment conditions

- b) The following disabilities qualify for applications to NZQA for entitlement to special assessment conditions:
 - i. Permanent or long-term sensory impairment
 - ii. Permanent or long-term physical disability
 - iii. Permanent or long-term medical disability
 - iv. Permanent or long-term specific learning disability
 - v. Permanent or long-term combinations of such disabilities.
- c) Candidates who may apply to their School for an entitlement to special assessment conditions are those with a qualifying disability of the kind above where:
 - i. The disability directly impacts on the the Candidate's fair access to assessment for national qualifications, and
 - ii. The special conditions applied may reflect the Candidates normal way of working.

- d) Where a School receives an application for Special Assessment Conditions, and it considers the entitlement should be granted, the School must make application to NZQA through the SENCO Coordinator.

Evidence Requirements

- e) In making an application to NZQA for entitlement to special conditions on behalf of the candidates the School must supply either:
- i. Appropriate documented evidence from School-based testing for use of special assessment conditions from the Candidate's time at secondary school; or
 - ii. A report from an appropriately qualified independent registered professional that recommends special assessment conditions to address the Candidate's specified assessment needs and:
 1. The report should be no more than four years old for a specific learning disorder (SLD), or for sensory, physical and medical conditions the report should date from the most recent specialist visit;
 2. The report should be completed in time for the start of the first year of assessment for qualifications; and
 3. The assessment must be based on the residual functional impact on the Candidate's disability.

Application Process

- f) Applications from Schools for entitlement to special assessment conditions for a Candidate must include evidential data from the report or other evidence (see above Evidence requirements) and be endorsed by the Principal's Nominee.
- g) The special assessment conditions being applied for must allow entitled Candidates to demonstrate their knowledge, skills and understanding in assessment, without providing unfair advantage over other Candidates.
- h) Applications must be made in the following two-stage process:
- i. Apply to NZQA for entitlement to special assessment conditions for Candidates in time to meet published deadlines; then
 - ii. Check external examination entries and attach conditions for specific external standards before final entries for externally assessed standards are due at NZQA for all Candidates with an entitlement for special assessment conditions.
- i) Late notification of an application for special assessment conditions may be accepted by NZQA for any Candidate with newly-identified sensory, medical or physical conditions, or Candidates new to the school.
- j) NZQA may :
- i. Request further information
 - ii. Decide to approve, amend or decline an application, with the decision taking effect immediately.
 - iii. Determine if a late application may be made.
- k) Where NZQA approves entitlement to special assessment conditions for a Candidate, the entitlement is valid for one year (with subsequent year renewal, including amended renewal, available) and a Candidate may use all or some of these entitlements for each internal or external assessment they undertake, as appropriate.

Exclusions

- l) Special assessment conditions will not be approved by NZQA where:
- i. The integrity of the assessment may be compromised; or
 - ii. The assessment conditions compromise the assessment objectives of the standard in question; or
 - iii. The assessment conditions provide unfair advantage over other Candidates; or
 - iv. The Candidate is an ESOL (English as a Second Language) funded student, where they do not have qualifying sensory, physical or medical conditions.

Responsibilities of Schools

- m) Where a Candidate has been granted entitlement to special assessment conditions the Candidate's School:
 - i. Is responsible for managing the conditions for Candidates with an entitlement; and
 - ii. Must ensure that any person appointed to assist Candidates access to assessment (including those providing reader, writer or signing assistance for Candidates):
 - 1. Receive appropriate training before they begin working with Candidates; and
 - 2. Provide support for Candidates but in doing so ensuring that a situation listed in I 5.5 does not result; and
 - iii. Must hold up to date documented evidence of the response to intervention from the provision of the special assessment condition

Appeals

- n) The Principal's Nominee may, within 15 School days of the date of the notification of the decision on a Candidate's entitlements to special assessment conditions, lodge an appeal against the decision (*which must include sufficient cogent information and reasoning as to the basis for the appeal*) by application online within the High Security section of NZQA's website. NZQA shall make a decision on that appeal, in relation to:
 - i. an NZQA decision to decline an application; or
 - ii. the conditions approved.
- o) If not satisfied with the outcome of an appeal under paragraph n of this Rule 5.5, the Principal's Nominee may not lodge another appeal for that applicant under paragraph n of this Rule 5.5 but may seek a review of the appeal decision (*which must include sufficient cogent information and reasoning as to the basis for the review*) by applying online to NZQA's Chief Executive within 15 School days of the date of the appeal decision.
- p) Where a Candidate has, immediately before the application been using one or more special assessment conditions of a similar kind to that applied for in the application to NZQA, and the decision of the outcome of an appeal under paragraph n of this Rule 5.5 or a review under paragraph o of this Rule 5.5 has not been made, a School may continue that use for that Candidate pending the Manager's appeal decision and/or the Chief Executive's review decision.
- q) The decision of the Manager under paragraph n of this Rule 5.5 takes effect immediately. However, if a review of the decision is sought under paragraph o of this Rule 5.5 the decision is suspended pending the outcome of the review.
- r) The Chief Executive's decision on the review application under paragraph o of this Rule 5.5 takes effect on the day after the day the decision is made.

PROCEDURES

1. Students who require special assessment conditions are identified at enrolment. This is via the enrolment form which contains a section which parents must complete indicating past learning support and/or past external reports. This information is passed on to the SENCO Department by the Enrolment Officer and Sponsor. The information gathered may also be records from a previous school and may include RTLB information and the use of standardised assessment tools e.g. asTTle test results.
2. Further students will be identified through the observations of staff and parents, and student self-referral; the students' needs will be verified by the Students in Focus Group.
3. The SENCO will make staff aware of these students through a register maintained on line. HODs will also draw classroom teachers' attention to the specific assessment needs of these students.
4. If teachers have concerns about other students' learning/assessment conditions they should see the HOD or SENCO.

5. At the end or beginning of each year, the Year 8 (Class 7) teachers provides Upper School Teachers with a detailed profile (academic achievement, special assessment requirements and behavioural needs) of all students entering Year 9). All teachers are required to attend these presentations.
6. All teachers and Academic Dean will monitor the progress of a student with special needs through their schooling and SENCO will co-ordinate appropriate interventions. Professional Development for teachers to upskill in catering for these special needs students will be undertaken and strategies shared with all staff.
7. Staff will use strategies as appropriate to assist a student with special assessment needs including:
 - Provision of a reader/writer or laptop
 - Allowing additional time
 - Increasing print size on written texts
 - Providing feedback in a form most appropriate to the students needs.
 - Optimal seating in a classroom
8. All teachers must give SENCO adequate time to organise special assessment requirements for each internal assessment.
9. At NCEA levels the Principal's Nominee, in conjunction with the SENCO Coordinator, will report the names of students with special assessment needs to NZQA for the purposes of external assessment. Special Assessment Applications for identified students are made on-line using the NZQA High Security procedures.
10. Students with special assessment needs will be given the opportunity to practice using the strategy for external assessment in school examinations.
11. Students should be given the chance to negotiate extra time/extended deadlines for out-of-class internal assessments and is a legitimate part of meeting the needs of students with identified learning difficulties.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.J **Internal Moderation**

RATIONALE

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

PURPOSE

The purpose of moderation of assessment is to ensure that:

- Internal moderation supports the credibility of assessment by ensuring that assessment is valid, fair and consistent with the national standard.
- Assessor's judgements about students or candidate performance are consistent and verifiable.
- The results reported are accurate and consistent with the listed standard.

GUIDELINES

- Schools must establish an internal moderation process that meets NZQA's requirements, and which is applied each year to every internally assessed standard being assessed, to ensure that judgements are consistent with the assessment standard.
- Schools must have monitoring systems that ensure the results they report have been subject to the internal moderation process.
- Evidence of internal moderation and the school's monitoring of internal moderation must be retained until the end of the following academic year.

PROCEDURES

1. Ensuring Creditability

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

- all assessment material is critiqued* and recontextualised / modified as necessary, before use
- judgements are consistent with the standard.
- for each standard a sufficient sample of each teacher's grade judgements is verified[†]
- for each standard assessment materials are retained, along with a random selection of student work for the purpose of external moderation.
- all advice from external moderation is actioned before the materials are used again.

2. Critiquing of assessment material prior to use.

Critiquing ensures the assessment activity focuses on the requirements specified in the standard and Conditions of assessment. This provides the opportunity for students to present

evidence at all grades. Schools must undertake quality assurance each year for each NCEA subject to ensure:

- All material, whether sourced commercially or downloaded from websites, or developed by teachers is **critiqued and modified as necessary, before use**, to ensure they meet the requirements of the registered standards. This includes critiquing of the appropriateness of assessment conditions e.g., open book or test conditions.
- Critiquing is to be done well in advance of their use so that there is time to make any changes.
- The person critiquing must be a subject specialist with standard specific knowledge.
- The person critiquing should provide feedback on the way an assessment could be improved.
- **All** standards assessed must be critiqued. Note: external moderation does not replace critiquing.

3. Consistency of Marking

- HODs/TIC will have procedures in place to ensure that internal assessment decisions are consistent and accurate, as well as, consistent across classes.
- Assessors should use current annotated benchmarks of different levels of achievement to guide assessment judgements. These samples of work should be updated when:
 - i. More current examples become available, and
 - ii. As new versions of standards are registered.
- Students should be notified when their work is being used as a benchmark sample.
- Teachers should annotate benchmarks with any useful comments that will help to refresh department memory from year to year and for the benefit of new staff members.
- HODs/TICs will ensure that where there is more than one class being assessed against the same standard that judgements made by different teachers will be comparable.
- Annotated benchmark samples of student work are identified and retained.

4. Verification of assessment decisions

The verification ensures judgements are consistent with the standard, before they report the results to NZQA.

- Verification 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.
- The number of samples selected for verification will depend on factors such as the experience of the teacher, previous external moderation history and the student cohort. The sample should be selected using the following guidelines:
 - i. Samples at grade boundaries (i.e., the more difficult scripts).
 - ii. Where there are multiple classes, select some student work from each class.
 - iii. Sample must not be selected using the method used for external moderation (i.e., Random selection)
- The process must occur before results are finally reported to NZQA.
- External moderation does not replace verification of assessor judgements.

5. Documentation

- HODs/TIC are to use NZQA's Internal Moderation Cover Sheet to record the critiquing of assessment material and verifying assessor decisions for tracking and auditing purposes.

- Assessors are required to give a completed Internal Moderation Cover Sheet to the HOD/TIC before the results are entered onto KAMAR. A copy of the coversheet should be placed in the Green Internal Moderation Coversheet Check Folder, which is kept on the Internal Moderation Bookshelf located in the workroom.
- Schools can adopt or adapt the *Internal Moderation Coversheet* to aid them in the internal moderation process.
- Internal moderation should be completed within a month of the assessment being undertaken. Please notify the PN if there are issues in getting students work internally moderated in a timely manner.
- **To maintain an understanding of the National standard, teacher should:**
 - i. Establish external links with colleagues in other schools, subject associations and subject advisors.
 - ii. Contact can be maintained through, online social networking, instant messaging, video conferencing or email links, as appropriate.
 - iii. As external professional interaction helps teachers to maintain a current understanding of the standards, it is recommended that senior management in all schools continues to encourage and, if necessary, facilitate these contacts.
 - iv. Annotated exemplars of TKI resources that can be used to assess against standards are available on the NZQA Subject pages.
 - v. Clarification documents for standards, which can be updated at any time, are an essential part of teacher planning and review. These are to be read carefully to gain clarity on the requirements of a standard.
 - vi. Best Practice Workshops also provide assistance to increase teacher confidence when making teacher judgements.
 - vii. Teachers may seek further clarification on how to interpret a standard by asking specific questions of moderators using the 'Request for clarification of an internally assessed standard' form. See NZQA Forms <http://www.nzqa.govt.nz/audience-pages/secondary-schools-and-teachers/forms/>
- Evidence of internal moderation and the school's monitoring of internal moderation must be retained until the end of the following academic year.

6. Monitoring Internal Moderation

The internal moderation coversheet is to be completed before results for a standard are to be placed on the school's student management system.

A. HOD Role

- The paper copy of the internal moderation coversheet is placed by the HOD/TIC into the green Internal Moderation Coversheet Check folder located in the Upper School workroom.
- Each month the HOD must check the departmental Internal Moderation Attestation Form that is placed in their departments section of the Green Internal Moderation Check Folder. This requires that the HOD checks the Internal Moderation Cover Sheet and sign off next to each standard to confirm that:
 - a) They have received and filed the Internal Moderation Cover Sheet.
 - b) They have checked the Internal Moderation Cover Sheet – looking for anything that might suggest that the process was not robustly completed.
 - c) Results were not entered prematurely on KAMAR. Note: the Counts by Subject Report (located under Reports link in the school's general access) will be used as the master list of standards for which internal moderation must be undertaken.

B. PRINCIPAL NOMINEE Role.

- i. The Principal Nominee ensures all internal moderation coversheets have been filed and results were not entered prematurely on KAMAR. Note: The Counts by Subject Report (located under Reports link in the school's general access) will be used as the master list of standards for which internal moderation must be undertaken.

- ii. The Principal's Nominee monitors that they have received the Internal Moderation Attestation Form from each HOD at the end of each term. A record of this check is to be held on file in the Principal's Nominee's office.
- iii. The Principal's Nominee conducts an audit of all departments at the beginning of each month, approximately 1 week after the monthly data submission to NZQA. The results of these audits are recorded on a checklist and stored in the Principal's Nominee's office.
- iv. The Principal's Nominee will assist HODs to resolve any issues that arise, as a consequence of this process.
- v. Any issues which cannot be resolved are to be referred to the College Principal's Group.
- vi. Results for a standard will not be sent to NZQA (withheld) until there is evidence that they have been quality assured using the Internal Moderation Cover Sheet.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.K **External Moderation**

RATIONALE

Assessment judgements must be fair to all students. Moderation processes are required to ensure that consistent and nationally comparable assessment decisions are made. National external moderation provides assurance that assessment decisions are made at the national standard.

PURPOSE

1. Assessment material is fair, valid, consistent, and set at an appropriate level.
2. Where more than one class is assessed within a subject there are procedures in place to ensure fairness between the classes.

GUIDELINES

- a. External moderation for internally assessed standards listed on the Directory is a process by which NZQA can provide an assurance that assessment decisions in relation to assessment standards are consistent nationally.
- b. NZQA will annually select internally assessed assessment standards from across curriculum areas to form the school's moderation plan. Some of these standards may be randomly selected for a National Systems Check to calculate a national teacher/moderator agreement rate, at each NCEA Level.
- c. Each School must submit assessment material to NZQA prior to their moderation submission date for the selected assessment standards, which will include samples of students' work selected according to the school's random selection process. Schools are required to ensure that teachers have no opportunity to re-mark the sample of student work after it has been selected.
- d. All samples submitted must clearly distinguish each student's work, be easy to read, and take into account any privacy issues (for example known protection orders or by using a unique identifier in a way that is permissible under Principle 12 of the Information Privacy Principles of the Privacy Act 1993).
- e. NZQA will carry out external moderation and will provide information to the school, summarising the results.
- f. Schools must address issues that are identified in the external moderation process, including the use of invalid tasks and lack of agreement by the moderator with assessor judgements.
- g. Teachers, through the Principal's Nominee, may appeal to NZQA any content of the external moderator's report.
- h. Where external moderation identifies authenticity issues at a School, NZQA will advise the Principal's Nominee and in the first instance the School is required to conduct an investigation into a possible Breach of the Rules - Internal Assessment.
- i. NZQA will exercise all care in processing assessment material submitted to it for external moderation and in returning them to Schools. NZQA is unable to accept any liability however for the non-delivery of, or damage to, these materials.

PROCEDURES

A. ASSESSMENT PLANS

- The assessment plan precedes the moderation plan and contributes directly to it. It lists the NZQA-managed standards for which the education organisation has consent to assess and, in the case of secondary schools, for which results were reported in the current and previous year. This plan enables NZQA to complete the moderation plan.
- Secondary Schools - indicate the school's preferences for the standards they would like to see moderated in the next moderation cycle (optional). See more detailed information [here \(PDF, 80KB\)](#).

- Training and support materials for using the external moderation application can be provided by the Principal Nominee.

B. MODERATION PLAN

The moderation plan lists NZQA-managed standards for which your education organisation submits student evidence for moderation, and the final date by which the material must be submitted. Materials can be submitted early, before the due date.

C. SUBMISSION OF MATERIALS FOR MODERATION

- Education organisations can submit materials online through the moderation plan. This is done by selecting the individual standards in the plan.
- The moderation process is started through the application, including for those standards where materials will be submitted in courier bags, provided by the school. This means it is not necessary to complete a Moderation Cover Sheet as this information is entered online.
- Digital submissions can be made directly through the application at any time. For physical submissions, courier bags will still be provided in time for your submission date. If any physical moderation is to be submitted early, then bags will need to be requested from the PN. In which case, all bags for all subjects will be provided early.
- Irrespective of submitting online or by courier, you must include:
 - a) a copy of the task and any key supporting resources.
 - b) a copy of the assessment schedule
 - c) up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. The sample used for external moderation must go through the random selection process. Please contact your PN to do this.
- For moderation to occur:
 - a) all files must be viewable online (see 'File types and sizes' below)
 - b) screen shots can be provided as evidence of student achievement.
 - c) URLs, e.g., for student created websites, will need to be submitted as links within a document.
- Training and support materials for using the external moderation application can be provided by the PN.

D. RANDOM SELECTION PROCESS FOR EXTERNAL MODERATION

The random selection process for external moderation:

- must be undertaken by someone other than the teacher who marked the work.
- must use a method that does not allow for prediction and must include the work of all students who submitted work for the assessment.
- must be conducted for every standard assessed by the school and should be made as soon as possible after assessment.

For more information about the selection methods and moderation requirements see the PN. Random selections are done through Kamar.

E. EXTERNALLY MODERATED OUTCOMES

- Outcome statements in external moderation reports indicate the level of consistency of assessor decisions and understanding of the standard assessed, whether assessment materials are suitable for use, or that no materials have been provided for moderation.
- Where no materials are submitted, Materials Not Received will be recorded as an outcome and in the report.
- A more detailed explanation of each statement, and any follow up required is detailed below.

1. Consistency statements:

- i. Overall, assessor decisions for the sample of work provided are *consistent* with the standard.
 - This means that assessor's decisions show a clear and accurate understanding of all or most aspects of the standard. Any misunderstandings are minor and can be easily addressed by following the feedback contained in the moderation report.
 - Moderators will consider assessment decisions *consistent* with the standard where they agree with all or most of assessor decisions and the decisions are consistent with the criteria of the achievement standard or critical outcomes of the unit standard.
 - This also indicates that the moderator considers that the assessor decisions are consistent across learners.
 - ii. Overall assessor decisions for the sample of work provided are *not yet consistent* with the standard.
 - This means that assessor's decisions show clear and accurate understanding of some of the aspects of the standard. The assessor should be able to adequately address any identified misunderstandings by following the feedback contained in the moderation report and using clarification documents, exemplars or professional learning opportunities.
 - Moderators will consider assessment decisions *not yet consistent* with the standard where they agree with some of the assessor decisions. The decisions are mostly consistent with the criteria of the achievement standard or critical outcomes of the unit standard.
 - This may also indicate that the moderator considers that the assessor has not always recognised the requirements of certain grades in relation to others or is not always consistent with their assessment decisions across learners.
 - iii. Overall, assessor decisions for the sample of work provided are *not consistent* with the standard.
 - This means that the assessor does not clearly and accurately understand the standard. The issues identified are significant and require intervention, which includes professional learning, to improve the assessor's understanding before they assess the standard again.
 - Moderators will consider assessment decisions *not consistent* with the standard if they do not agree with most or any assessor decisions and the decisions are not consistent with the criteria of the achievement standard or critical outcomes of the unit standard.
 - The moderator may have also noted that the assessor's decisions are not consistent across learners.
2. Assessment material statements:
- i. This report relates to *learner evidence and associated assessment decisions only*.
 - This means that the assessment materials were not moderated. This is because there are no issues with the assessor judgements that are linked to the assessment materials.
 - ii. The assessment materials *meet the national standard*.
 - This means that the only issues identified in the assessment material are very minor. Any comments in the report are phrased as recommendations.
 - The material covers the outcomes of the standard and the explanatory notes have been addressed. Range statement requirements and evidence requirements have also been appropriately covered.
 - iii. The assessment materials *require modification*.
 - This means that the assessment materials require revision or some specific redevelopment. The issues identified are ones that can easily be addressed by following the feedback in the moderation report.
 - The critical outcomes are covered, and the explanatory notes have been addressed. There are only minor omissions in the assessment materials or schedule (evidence, judgement statements or model answers), and/or incomplete coverage of the range statement or evidence requirements.
 - iv. The assessment materials *do not meet the national standard*.
 - This means that the materials require complete redevelopment before the assessment can be used again. The issues are widespread within the materials. While only the most critical examples will be noted in the moderation report, a full check of the materials against the standard needs to occur as part of any review.
 - A significant number of outcomes and/or explanatory notes have not been addressed. There may be serious omissions in the assessment materials, schedule, and/or a significant number of the range statements or evidence requirements have not been covered.

F. EXTERNAL MODERATION APPLICATION

NZQA has developed an online application for managing national external moderation.

Within this new application education organisations can:

- manage moderation plans.
- submit materials for moderation online or continue to submit physical material in courier bags.
- submit materials at any time throughout the year.
- access moderation reports and their annual summary
- query or appeal a moderation report, and
- track progress of moderation submissions via a dashboard.

This new application is available through Provider Logins by selecting the External Moderation link.

G. FEEDBACK FROM EXTERNAL MODERATION REPORTS.

- NZQA's Key Requirement: Feedback contained in external moderator's reports must be addressed prior to these materials being used and students being assessed again.
- Recording and Checking that Moderators Recommendations/Directives have been undertaken: External Moderation Follow Up report – HODs/TICs are to record the changes they make on the school's External Moderation follow Up Report form.
- Problems/Issues with carrying out Moderators Recommendations/Directives: HODs/TICs must alert Principal's Nominee where feedback from external moderation cannot be carried out.
- Documentation: Moderation reports are to be maintained centrally by both the relevant department and Principal's Nominee.
- Appealing comments made in an external moderation report: if a teacher wishes to lodge an appeal regarding the External Moderation Report they must see the Principal's Nominee.

H. RETAINING ASSESSMENT WORK AND MATERIAL

- Assessment Material (Assessment Tasks, Assessment Schedules, assessment notes) should be kept for at least one year, or to the end of the next NZQA Moderation Submission Round for Christchurch Rudolf Steiner School. This material can be used for internal and external moderation, appeals and reference in guiding future decisions.
- Student assessment scripts should only be kept for one year, or to the end of the next NZQA Moderation Submission Round for Christchurch Rudolf Steiner School, whichever is the longest. Student scripts can be used for internal and external moderation, and grade appeals.
- Randomly selected evidence for each standard assessed must be stored until there is a fresh sample to replace it, or until 2 years have elapsed.
- Documentation: Moderation reports are to be maintained centrally by both the relevant department and Principal's Nominee.

I. FEEDBACK FROM EXTERNAL MODERATION REPORTS.

- NZQA's Key Requirement: Feedback contained in external moderator's reports must be addressed prior to these materials being used and students being assessed again.
- Recording and Checking that Moderators Recommendations/Directives have been undertaken: External Moderation Follow Up report – HODs/TICs are to record the changes they make on the school's External Moderation follow Up Report form.
- Problems/Issues with carrying out Moderators Recommendations/Directives: HODs/TICs must alert Principal's Nominee where feedback from external moderation cannot be carried out.
- Documentation: Moderation reports are to be maintained centrally by both the relevant department and Principal's Nominee.
- Appealing comments made in an external moderation report: if a teacher wishes to lodge an appeal regarding the External Moderation Report they must see the Principal's Nominee.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.
Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.L **Privacy**

RATIONALE

Students have the right to keep assessment information private between themselves and staff at the school. Student assessment material is kept both secure and private.

POLICY

Christchurch Rudolf Steiner School will follow the requirements of the Privacy Act 2020 and the Official Information Act.

GUIDELINES

Students and teachers have rights about the accuracy, security, use and disclosure of information about themselves. Students and teachers have the right to make a request to the principal for personal information and data.

Students and teachers are to be informed that information about them is being collected and the purpose for which it is being collected, and the intended recipients of the information.

PROCEDURES

1. Departments need to have secure areas where students' work and results can be kept.
2. Students have the right to see their own records at any time.
3. When student data is being checked, lists must not be shown to students that have other people's results on them.
4. Staff must not make a student's results available, in any form, to other students.
5. Teachers should take care when handing back assessments or when getting students to check final results.
6. Samples of students work used for exemplars and moderation purposes must have the student's name removed, will remain anonymous, and will be used as exemplars only with the student's permission.
7. The *Student Exemplar Permission Form* (see Appendix 3) should be used to record and store consent by the HOD for audit.
8. No student work, which includes drawing, painting, literary works created by the student, or photographs, videos or recordings of students will be placed on the school website, newsletter or outside agencies without student and parental permission.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management

CHRISTCHURCH RUDOLF STEINER SCHOOL

COLLEGE PRINCIPAL GROUP

Management

Policy NAG 1 **Student Achievement and Curriculum**

Procedure 1.M **Unexpected Event Grade**

RATIONALE

The school will abide by NZQA the right to apply the emergency grade process where a group of Candidates is significantly disadvantaged by extraordinary circumstances beyond their control.

POLICY

In an exceptional event beyond the control of students which stops them from attending an examination or impairs their performance in an examination, NZQA may invoke the emergency grade process, in line with the 7.1.6 Unexpected Event Grade Process: "NZQA reserves the right to apply an emergency grade where a group of Candidates is significantly disadvantaged by extraordinary circumstances beyond their control."

GUIDELINES

1. After an exceptional event beyond the control of students, which stops them from attending an examination or impairs their performance in an examination, NZQA may invoke the emergency grade process.
2. This can be applied to an individual student or to a **whole group** of candidates who are all affected in the same way. Unlike a derived grade, there is no application form for an individual student to complete. So, for example, after an earthquake in their area a school will have to be checked for safety, and exam sessions may be cancelled until it is declared safe. In such a case, **all** candidates at the school would be treated in the same way and considered for unexpected event grades.

PROCEDURES

Unlike derived grades which are intended to be used for individual students and must be applied for, unexpected event grades will generally be applied to groups of students affected in a similar way by a common single event, although they may be used for a single student in special circumstances and are invoked at the discretion of NZQA.

A. Principles used in the awarding of unexpected event grades.

1. Unexpected event grades can only be applied with the approval of the NZQA Chief Executive.
2. Unexpected Event Grades should be reported for all students, with external examination entries through the SMS (School management System) prior to the start of the examination period.
3. The school can apply for emergency grades where a valid entry exists for a student on the date of the external examination.
4. The unexpected event grade is based on standard-specific evidence collected by the school prior to the start of the external examination period.
5. An unexpected event grade of not achieved grade must be reported where the student has had an adequate opportunity for assessment.
6. Where the student attends the examination, the better of the emergency grade or examination grade will be awarded. If the examination result is a 'void' grade, this will take precedence over a 'not achieved' emergency grade.
7. The unexpected event grade will be applied, irrespective of examination attendance.
8. Students can appeal an unexpected event grade. The appeal is made to the school.

B. When the unexpected event grade process may be invoked

1. NZQA may invoke the **unexpected event grade** process following an exceptional event beyond the control of students which prevents their attendance or impairs their performance in an examination. This could include situations such as a natural event, technical failure or public medical emergency. For example:
 - examinations were not held (e.g., the school was closed post an earthquake while buildings are declared safe), or an examination session was disrupted by an incident beyond the students' control.
 - examinations were held but:
 - i. *there has been significant disruption to prior teaching and learning, preparation and performance.*
 - ii. *some students are prevented from attending the examination session by the situation (e.g., by flooding, blocked roads or by order of the Medical Officer of Health), to the satisfaction of the school.*
 - iii. *Students are unable to complete the examination due to disruption by a fire alarm, or a power cut stopped a digital session.*
2. **If unexpected event grades are being submitted the school should ensure the affected students are made aware of this, and that they do not have to do anything.**

C. Eligibility

Candidates are only eligible for consideration for an unexpected event grade in standards for which:

- approval has been given by the NZQA Chief executive
- a valid entry exists at the date of the examination and
- the school holds standard-specific evidence that has been collected prior to the start of the examination period.

D. Process for submitting unexpected event grades by the Principal's Nominee.

1. The PN contacts the School Relationship Manager to request that an Unexpected Event Grade situation be declared. The PN then checks that all unexpected event grades in the data file are accurate, up to date and that a result is reported for every external entry. The students, for which standards and unexpected grades will be applied, are identified.
2. A result must be reported for every external entry.
3. All candidates with an entry in an externally assessed standards must have a result reported. The possible results are:
 - N – Not Achieved
 - A – Achieved.
 - M – Merit
 - E – Excellence
 - Y – Absent
 - V – Void (Standard Not Attempted).
4. If a candidate received a result of Not Achieved from the standard-specific evidence held by the school, this grade must be reported to NZQA as part of the emergency grades process as it is a valid assessment outcome.
5. If the school has no or insufficient standard-specific evidence for the candidate because they did not attempt or complete the standard(s), then a Standard Not Attempted (V) result should be provided or an Absent (Y) result where appropriate.
6. Not Achieved (N), Absent (Y) or Standard Not Attempted (V) grades will not be reported on the students Record of Achievement (ROA).
7. If a student attends an examination for which an unexpected event grade application is also approved, the better of the emergency grade or examination result will be awarded. However, if the school reports a Void grade, this will take precedence over a Not Achieved grade. The unexpected event grade will be applied, irrespective of examination attendance.
8. If submitting unexpected event grades for all your students through the school's student management system (SMS), the Principal's Nominee will:
 - notify the NZQA data team by sending an email to emergencygrade@nzqa.govt.nz
 - CC into the email your School Relationship Manager
 - ensure the email has a subject line that identifies the school and the provider code
 - ensure that the final data file is submitted to NZQA by 1 December.
9. If submitting a .csv file extracted from the School's SMS is only a portion of your students are eligible, or your SMS system does not have the capacity to submit emergency grades:
 - the .csv file must contain three fields – NSN, standard number, emergency grade.

- submit the .csv file to the NZQA data team by sending an email to emergencygrade@nzqa.govt.nz
- CC into the email your School Relationship Manager
- ensure the email has a subject line that identifies the school and the provider code.
- ensure that the final .csv file is submitted to NZQA by 8 December.

10. For a small number of students (fewer than 10), the PN will **Either:**

- send an email to the NZQA data team (emergencygrade@nzqa.govt.nz) that clearly lists each of the students entered for the subject, their NSN, the standard numbers they are entered for and their unexpected event grades.
- ensure the email has a subject line that identifies the school and the provider code.
- CC into the email your School Relationship Manager
- ensure that the email is sent to NZQA by 8 December.

OR:

- Submit a normal derived grade application through your NZQA Provider login – list the reason as "unexpected event grade event of ... (brief description of the event)". A Derived Grade Application Form does not have to be completed by the student.

E. Appealing an unexpected event grade

I. **How students can appeal an emergency grade.**

- Where the final result awarded to the student was an unexpected event grade, the student should appeal to the school for a reconsideration.
- As the school is responsible for that result, their appeal procedures will apply.
- Where the appeal is upheld and a change in the unexpected event grade is required, the school must email the details to their School Relationship Manager.

II. Appealing a result where it is not an unexpected event grade.

- If the final result was **not** an unexpected event grade, students should apply for a review or reconsideration in the normal way through their Learner login.
- This will be the case where the submitted unexpected event grade was either the same as, or worse than, the grade achieved by the student in the examination.
- In this case the unexpected event grade would not have been applied.
- Applications for a review or reconsideration must be made online by the cut-off date and the original answer booklet sent to NZQA. We recommend that students keep a copy of the original booklet.

Date reviewed 7 May 2021

Signed

Responsibility for administering this procedure: Management.

Responsibility for review: Management