# Operational Policy: Assessment for National Qualifications (NAG 1)

## Blind & Low Vision Education Network NZ

## Statement of Intent

BLENNZ has accreditation to assess standards registered on the National Qualifications Framework to enable students to work towards achieving national qualficiations within the Homai Campus School and Immersion Programmes. The following procedures are:

* To ensure fairness of assessment for all students.
* To ensure consistency of internal assessment procedures.
* To define roles and responsibilities of staff and students.
* To meet NZQA requirements for internal assessment.

## Assessment Procedures

### Course and Assessment Planning:

The teaching teams and coordinators are responsible for course design and assessment plans. These must be within the scope of the school’s consent to assess. Assessment must not take place until this is assured.

### Outside providers:

If a course or any part of a course is to be assessed by an outside provider, a memorandum of understanding (MOU) must be drawn up and signed by both parties to the agreement each year. The Principal’s Nominee has responsibility for monitoring all such arrangements so must be given a copy of the MOU. There is further information in the STAR manuals.

### Course Information:

The teachers are to provide students with a course outline and assessment plan. These must include:

* topics to be covered
* registered NQF number, title, version and credit value of standards to be assessed against whether they count towards numeracy and literacy.
* timing and nature of assessment activities including milestones, final due dates, and opportunities provided.
* record sheets for students to track their progress
* reference to the BLENNZ Student Guidelines.

A copy of the course outline and assessment plan for each subject is provided to the Principal’s Nominee. The Principal’s Nominee monitors them for consistency with the above requirements.

### Assessment:

Programmes of learning and assessment should allow for and assist students to reach their potential. Suitable strategies for collecting evidence of student achievement are to be determined and ensure that they are used consistently. When a student has not reached their potential in an assessment, teachers should review evidence the student has already provided before necessarily considering the need for further assessment opportunity. If deemed necessary, practical and manageable, a resubmission or further opportunity to demonstrate achievement for internally assessed standards should be offered.

Teachers to take responsibility to ensure assessments follow the school’s internal moderation process.

### Recording of Assessment results:

The grades are recorded on the Internal Moderation Sheet along with the assessed work in preparation for the moderator’s verification. The Principal’s Nominee will delegate the entry of data into the NZQA to a staff member who will ensure the data is entered at an appropriate time.

### Special Assessment Conditions:

The teaching team identifies students who require special assessment conditions this is registered with NZQA. Provision is made for these students to have valid and fair assessment conditions through an Application for Entitlement to Special Assessment Conditions.

### Authenticity:

Work submitted by students must be their own. All student work will be checked for plagiarism. The authenticating strategies need to be practicable and compatible with the assessment.

### Breaches of Rules (Misconduct/Cheating):

If a student’s behaviour has disrupted an assessment, Principal’s Nominee must be informed. They will determine the course of action and the investigation to be taken and what penalties will apply, with the likelihood of a Not Achieved grade awarded. Students suspected of having offered inappropriate help to their peers are also interviewed, with potentially the same consequence. If it is concluded that a breach has occurred, the student will get a Not Achieved grade for that item of work. The parents/caregivers will be contacted. The student has the right to appeal. All procedures and decisions in relation to breaches are to be documented. Further penalties may be imposed by Senior Management. The seriousness of the penalty will be dependent on the seriousness of the breach.

### Procedures for Missed Assessments**:**

Accumulated evidence for the particular standard being assessed can be used to determine a grade. No grade can be awarded if sufficient evidence is not available. The only exception to this is in the case of a student who has been given an adequate opportunity for assessment but has chosen not to do the work or to absent themselves. In this case, the student will be awarded a Not Achieved grade.

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

* Sickness: a medical certificate or a note from a parent/caregiver must be supplied
* Family trauma: a note from the parent/caregiver, Residential Coordinator, Guidance Counsellor, or teacher must be supplied
* School sporting/cultural activity: the teacher in charge of the activity signs the 'Missed Assessment' form. (Note: this reason is only valid if the student informs the teacher in advance of the assessment or due date.)

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

Based on the information presented in the ‘Missed Assessment’ form, the Principal’s Nominee may decide to:

* Use existing, accumulated standard-specific evidence from authentic work to award a grade
* Grant an extension
* Set a new assessment date
* Deny the application and award Not Achieved.

### Appeals:

This appeal procedure may be used if a student disagrees with *any* decision relating to assessment: a grade awarded, provision of an assessment opportunity or extension for a missed assessment, or allegation of a breach of the rules. If an appeal results in any change to the judgement criteria for the standard, the change needs to be applied to all student work. The appeal pathway is from students to their class teacher, to the Senior Manager. If not resolved at that stage, the student can appeal in writing, using the appeal form, to the Principal’s Nominee.

#### Appeal Procedure

1. The teacher must go through the assessment schedule when handing back assessed work and allow students to check that they agree with the results given or decision made. If a student thinks that work has been incorrectly assessed or that a decision is unfair, they can ask the teacher to reconsider or to clarify.
2. The teacher should explain the result or decision and make any necessary alterations, if appropriate.
3. If a student is unhappy with the teacher's explanation, they may ask the Principal’s Nominee for a decision, using an appeal form. This must be done within **one week** of the work being handed back.

## Quality Assurance of Assessment

### Storage of Assessments and Assessed Work:

For each assessment, a file containing a completed Internal Moderation Form the assessment activity and schedule, and a copy of each student’s assessed student work. This is an alternative to the samples and are kept in archives in the lundia shelving in the main administration. This is due to the small numbers undertaking any assessment. Samples can be sent to moderators at the time of external moderation for optional verification and clarification.

It is advisable to keep all documents relating to a particular assessment in the archive box. These will all enhance the reliability of future judgements. Documents should be retained for two years.

Note that student permission should be sought if the work is to be used as a model or exemplar for other students (in accordance with the Privacy Act).

#### Internal Moderation Processes:

1. Only results that have been subject to an internal moderation process can be reported to NZQA.

2. Internal moderation supports the credibility of assessment by ensuring that assessment is valid and judgements are verifiable.

 3. There are two parts to the internal moderation process, the critiquing process (covered in section 13 ) and the verification process.

4. The verification process ensures that learning leaders’ judgements are consistent with the standard, before results are published and the PN reports the results to NZQA.

5. Verification must be undertaken by a subject specialist with standard specific knowledge i.e. a comprehensive working understanding of the standard being assessed.

6. At BLENNZ the appropriate NZCA Leader is responsible for the verification of the judgements however this responsibility may be delegated by the NZC Leader to another learning leader.

7. The marker should seek verification of a sufficient number of samples of work around the grade boundaries to satisfy themselves that their decisions are consistent with the standard.

8. The verification discussion between the verifier (moderator) and the marker should be documented so that it may be referred to in future discussions of reasons for having awarded particular grades.

9. The mythbuster sheet explains some of the common misunderstandings around internal moderation.This is available at: [NZQA Mythbuster Sheet No. 6](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/ncea-the-myths/myth-6/)

Internal moderation should be workable, realistic and practical for all involved. For each assessment the activity, schedule and samples of assessment judgements must be moderated. The classes must keep records of the moderation processes used and decisions made following the steps in the Internal Moderation Form.

#### External Moderation (NZQA):

External moderation will follow NZQA procedures.

Moderation reports are returned from NZQA moderators via the Principal’s Nominee who will keep a copy of each. The moderation reports are then returned to staff in Charge, together with a “Response to External Moderation” form). The Principal’s Nominee is responsible for negotiating action plans with teaching staff and monitoring their implementation. The Principal’s Nominee works with NZQA where ongoing concerns or non-compliance issues have been identified in the NZQA External Moderation Summary.

 

Approved: …………………… Date: 8 March 2021

 (Principal)