

# Guidelines for the Selection of Student Work for Moderation

## Compulsory: random selection of assessed work

The random selection of assessed work must:

- be undertaken by someone other than the teacher(s) who marked the work
- use one of the three methods outlined below
- include all students who submitted evidence for the assessment activity for the standard
- be conducted for every standard internally assessed by the school
- take place before the optional teacher-selected sample
- include record keeping of the selection process used for audit purposes.

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

### There are three methods available to randomly select assessed work:

It is recommended that schools apply one method school-wide.

#### Alphabetical lists

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

#### Numerical selection

For example, each learner who submitted evidence is assigned a number (NSNs are appropriate). Then a manual or electronic draw takes place to generate a random sample. The electronic draw may be conducted with the school SMS package if it has this facility. These are the students whose work is to be kept for moderation. Document and record this process of selection for school files.

#### Alternative selection method

A random selection method devised by the school and approved by the school's NZQA School Relationship Manager (SRM). Document and record this process of selection for school files.

For example, putting student names in a hat and drawing names from it or pre-selecting a sample of students because you need to record the evidence.

**The random selection is not to be manipulated in any way, for example to include a complete range of grades.**

If there are insufficient samples of learner evidence available (fewer than 8 or 4) then all learner evidence must be sent with an explanation attached.

#### Documentation and storage

Schools must document the method used to randomly select student work for each standard for audit purposes, and retain this information until their next Managing National Assessment review visit.

Schools must store randomly selected evidence for each standard assessed until they have a fresh sample to replace it or until 2 years have elapsed.

## Optional: teacher-selection of assessed work for professional feedback

Departments may also submit up to ten additional samples of assessed work for written, professional feedback from the moderator. Some of these may also be among the compulsory random selection if they are sent at the time of the moderation submission and for standards in the moderation plan. Teachers should specify the assessment issue they would like the moderator to comment on.

It is recommended that paired samples at either side of the grade boundary are sent to get specific feedback on a point of difference in making assessment judgements. This optional selection will not be included or reported in the Moderation Report.

- The samples for optional evidence feedback can relate to **any standard**, not just the standard selected for external moderation.
- The samples can be sent at **any time** throughout the year, not just at the time of the school submission date.
- This is only available for Secondary Moderation systems and not Tertiary systems or for ITO standards. See the list of subjects below.
- The samples do not have to be accompanied by other assessment materials unless the teacher believes they would assist the moderator in understanding their question.
- There is no specific turnaround time for samples sent outside the school submission date as this will depend on moderator capacity.
- This opportunity relates only to discussing student work in relation to the standard. It is not an opportunity to get feedback on assessment resources.

### Guidance & Clarification

Examples of suitable questions and answers can be found at: [Questions for teacher-selected evidence](#)

Moderators will give guidance and clarification on the questions asked but it is **not** an opportunity for the moderator to mark the work. As teacher-selected samples will not be marked, moderators will not report on agreement with the grades awarded for these additional samples. Instead, the moderators will give qualitative feedback in the form of explanation, advice and guidance. This feedback will be given separately from the Moderation Report.

The teacher(s) who marked the student evidence should give consent for their decisions to be part of the teacher-selected samples and the Head of Department should co-sign on the Cover Sheet to indicate that they support this evidence being used as the priority for their subject and school.

## Comparison of Random Selection and Teacher Selection

	Random Selection	Teacher Selection
Which standard?	Standards in school's moderation plan as selected by NZQA	Any standard
Number of samples?	4 for unit standards or 8 for achievement standards	Up to 10 per standard
Teacher questions?	No	Yes
Included in school's external moderation history?	Yes	No
Cover sheet?	Random selection cover sheet	Teacher selected cover sheet
When submitted?	On school's external moderation submission date	At any time
Expected turnaround time	Within 6 weeks	Longer than 6 weeks, depending on moderator capacity
Number of standards that are submitted	See school's external moderation plan	Any standard assessed by the school
Send to	Nominated moderator (courier bag provided by NZQA)	To Secondary Moderation, NZQA (see address below) OR to moderator by submission date for standards in moderation plan
Appeals?	Yes	No. This process is not for making appeals

### Cover Sheets

- For standards in the moderation plan to be submitted by the school's submission date, assessment materials and randomly selected samples of student work should be submitted with the *Secondary Moderation Cover Sheet Random Selection*. The cover sheet can be found at: <http://www.nzqa.govt.nz/ncea/acrp/secondary/forms.html>
- To send questions, please complete the *Secondary Moderation Cover Sheet Teacher Selected Assessed Work Only* form that is attached to this circular and available on the NZQA website at: <http://www.nzqa.govt.nz/ncea/acrp/secondary/forms.html>

### Mailing Instructions

- Schools will receive courier bags for the standards in the school's moderation plan in which to send assessment materials to moderators by the school's submission date.
- Teacher selected samples and questions for the moderator can be added to the courier bag supplied by NZQA for that subject, for any standards in the school's moderation plan and sent to the moderator by the school's submission date.
- Samples sent at times other than the school submission date and/or for standards not on the school's moderation plan must be sent directly to NZQA. Schools will need to provide their own courier bags and send these samples to:

Secondary Moderation  
New Zealand Qualifications Authority  
125 The Terrace  
Wellington 6011

## Questions and answers about moderation

- 1. If the random selection does not generate the full spread of grades (N,A,M,E), can I substitute other evidence so I get better feedback?**

No. The random selection must not be manipulated in any way. This may mean not all grades are represented in your selection.

- 2. When I am sending in assessment activities for moderation, should I also include work from further assessment opportunities?**

Only one assessment activity is required for moderation. This should be the one that all students attempted in the first place. It is often much clearer for moderators to verify assessor judgements if they don't include further evidence and additional notes, so the selection of evidence for moderation should take place immediately after the assessment is marked and before further assessment opportunities take place.

- 3. If I have fewer than eight students in my class, what do I do?**

Send in all of the student work available as your random selection. Retain an explanation in the school file.

- 4. How can we make it more manageable for subjects that have to record student performances?**

The random selection should be made from a sufficiently large sample of students being assessed for a standard. For example, it may be useful to have a random process for deciding which classes will be recorded and after assessment is complete, the random selection will be made from those classes. This could be done by drawing two English teachers' names from the hat and videoing only speeches in their classes. Or the teacher could have performances recorded in sets and the random selection is made for the set (of students) rather than of all the individuals in the class.

- 5. I have 120 students doing a speech. Do I have to record them all?**

No. You can pre-select students or even classes randomly, to keep things manageable. You may need to record more than the sample required to ensure you have enough material to submit.

- 6. What do I do if there is no work for a student in the list but they got Not Achieved because they didn't hand in the assignment?**

The Not Achieved grade is related to having an adequate assessment opportunity. If there is no evidence available for moderation, the student should not be considered in the random selection. That is why the list for random selection should be made up only of students who attempted and presented evidence for assessment irrespective of the final grade awarded.

- 7. What do we do if there is no student work available for a standard because all students in the class got Not Achieved when they had an adequate assessment opportunity and did not take it.**

There is no evidence to make a random selection and therefore there is no work to store. File an explanation for the standard. This will also need to be discussed with the SRM if this standard is selected for external moderation.

- 8. Can I send the same learner work for both the optional evidence and the random selection?**

Yes, but make the random selection first before selecting optional evidence.

**9. Should I make two copies of the same evidence if it is being used for both the random selection and optional evidence?**

No. If you are sending work for both at the time of your moderation submission, record details on both forms: *Secondary Moderation Cover Sheet: Random Selection* and *Secondary Moderation Cover Sheet - teacher selected assessed work only*.

**10. What do I do if there are no students in my class with a surname starting with H for example?**

Go to the next surname after H in alphabetical order and select the first student of that letter.

**11. How long do we need to keep student work for a standard we are no longer offering?**

Keep assessment materials and randomly-selected student work for one more year in case it is selected for moderation.

**12. Do I have to send in any optional evidence?**

No. But this is a valuable opportunity for assessors to get professional guidance and feedback on key issues surrounding the interpretation of standards and assessment decisions.

**13. Can I send in work from any standard as my optional evidence?**

Yes. You may send up to 10 samples of student work with specific questions for the moderator for any standard at any time during the year. Use the *Secondary Moderation Cover Sheet - teacher selected assessed work only* form to record these.

**14. Why is NZQA recommending that paired samples be sent for the optional evidence?**

If samples are paired across the grade boundary and there is a brief explanation of the teacher's understanding of the difference between them, the moderator will have more information to give feedback and to make clearer the distinctions between grades.

**15. Why send in paired samples at either side of the grade boundary for the optional teacher selection and not right on the boundary?**

The evidence is less ambiguous and more likely to get clear feedback and direction.

**16. Should the optional evidence be used to measure individual teacher's or subject performance in the school?**

No. NZQA gives only qualitative feedback to the assessor(s).

**17. Why does NZQA still need to know my assessment decision for the optional evidence? Will they record changes?**

Moderators need to know which side of the grade boundary you think the evidence sits so that they can support your decision or explain why they think it should be changed.

**18. Are we required to store or act on the feedback received from the optional evidence?**

How this feedback is used is up to the school. For example, it may be used as benchmark evidence or exemplars for professional development.

**19. Where else can I get feedback and information from moderators about national standards and assessment decisions?**

The National Moderator's Report, published each year on the NZQA website, specifically addresses these issues. NZQA also offers Moderator Best Practice Workshops. Further information is available on the subject-specific pages at <http://www.nzqa.govt.nz/ncea/resources/index.html>

**20. If we have more than one assessor, can we send in optional evidence for each assessor?**

The limit for optional evidence is up to ten additional samples. These may come from more than one assessor and be accompanied by a specific question. Teachers should sign the form too.

**21. Can I send in optional evidence for tertiary or industry standards?**

No. This opportunity for optional feedback is available only for Secondary moderation systems. (See *Secondary and Tertiary Moderation Systems* below).

## Secondary and Tertiary Moderation Systems

Secondary Moderation Systems	Tertiary Moderation Systems (Not eligible for optional review.)
Accounting	Business and Management
Agriculture and Horticulture	Communication Skills
Art History	Core Health
Biology	Core Skills
Chemistry	CTMES
Chinese	Early Childhood Education
Classics	Film and Electronic Media
Computing	Māori Performing Arts
Cook Islands Māori	Operational Languages (ESOL)
Dance	Photographic Imaging
Drama	Supported Learning
Economics	Tikanga
Education for Sustainability	Tourism Māori
English	Whakairo
French	
Geography	
German	
Graphics	
Health	
History	
Home & Life Sciences	
Information Management	
Japanese	
Latin	
Legal Studies	
Maths	
Media Studies	
Music	
Pacific Studies	
Physical Education	
Physics	
Psychology	
Pūtaiao	
Religious Education	
Samoan	
Science	
Social Studies	
Sociology	
Spanish	
Te Reo Māori	
Te Reo Rangatira	
Technology	
Tikanga-a-iwi	
Visual Arts	