**SELF REVIEW TOOL FOR DERIVED AND EMERGENCY GRADE PROCESSES**

**This template can be used to check your school’s:**

* derived grade processes ensure credible grades are reported to NZQA (*that is, the* *reported derived or emergency grade is based on authentic, standard-specific evidence that has been subject to a quality assurance process, either verification or justification as appropriate)*
* transfer of derived grade application information and derived grade data to NZQA is accurate and complete
* communication processes support clear understanding of derived grade process and eligibility criteria.

***Select a student’s application, that involves derived grades for three subjects and where you can interview three HODs/TICs to complete the tables below.***

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| **Review of candidate’s application information** |
| Section A (candidate) completed and signed by student or parent Yes / No | Evidence covers the dates of the exam sessions applied for Yes / No |
| Section B or C (professional) completed Yes / No / NA | Application and evidence meets NZQA derived grade eligibility criteria Yes / No |
| Additional evidence held (eg: pastoral, national representative documents, Te Kura email) Yes / No./ NA | Check list on application form has been completed Yes / No |

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| **Review of information and communication processes** | **When and how is this communicated?** | **What could we do better?** |
| **Students are provided with information on:** |  |  |
|  |  | what a derived grade is |
|  | who to see/contact for an application or discuss an application |
|  | the importance of practice/derived grade exams |
| **Staff are informed of authenticity requirements for tasks that could be used for a derived grade eg:** |
|  |  | keeping commercial tasks secure |
|  | modifying past NZQA exams/publicly available tasks |
| **Staff are informed of quality assurance processes to ensure marking is consistent with the standard** **eg**: |
|  |  | critiquing of commercial/self developed tasks |
|  | verification processes – check, panel or strip marking |
|  | justification process eg: NCEA marker, NCEA /practice exam result data comparison etc |
| **How do you know quality assurance processes happen?** | **The following information has been made available to staff:*** Derived grade Myth buster YES / NO
* NZQA circular on quality assurance requirements YES / NO
 |
| Are you sending emergency grades with your monthly files? YES / NOIf NO why not?Are all mark books set up to send emergency grades for all exams? YES / NO |

**For each subject complete a review template in discussion with HODs/TICs of their processes to ensure:**

* that the assessment task (exam/test/other) provides authentic, standard-specific evidence covering all criteria of the standard
* that the grades submitted are consistent with the standard by being subject to a quality assurance process including:
	+ the assessment task was critiqued
	+ the marking process was subject to a verification or justification process.

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| **SUBJECT HEAD OF DEPARTMENT/TEACHER-IN-CHARGE** |
| **Procedure to ensure authentic, standard-specific evidence is collected****SOURCE OF ASSESSMENT MATERIAL**  | **Procedures for ensuring the reported grade is consistent with the national standard****EITHER****GRADE VERIFICATION** *a sufficient number and range of grades**are* ***verified*** *by another subject expert****:***  |
|  |  | practice examination |  |  | panel or strip marking  |
|  | purchased from ………………  |  |  | check marking of selected papers by ……………. |
|  | modified past NZQA exams  |  |  | other - specify ……………. |
|  | class test  | **OR****GRADE JUSTIFICATION** *when another subject expert is not available for grade verification the evidence to give confidence / justify the grades as being consistent with the standard is:* |
|  | self developed |
|  | unmodified past NZQA papers |
|  | other - specify ………… |
| How is commercial material kept secure? Who critiqued the assessment activity, if not why not? |
|  |  | a comparison of previous year’s practice exam results and NZQA external examination grades in that subject  |
|  |  | assessor is involved in marking external examinations in the subject area |
|  |  | high agreement rate of external moderation over time in assessor’s courses |
|  |  | the assessors ability and accuracy in applying an assessment schedule and their use of NZQA exemplars. |

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