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| **Verification Practice** | **What feedback would you give regarding this practice** |
| Teachers purposefully select 8 samples for achievement standards and 4 samples for unit standards to verify. | Eight (8) or four (4) may not be sufficient or could be too many.  The selection needs to be sufficient that teacher is confident marking is consistent with the standard and across classes.  *In some instances, this can lead to confusion with external moderation.*  *An inexperienced teacher may have more than 8 samples at grade boundaries or they are unsure of.*  *An experienced teacher may have only 3 at grade boundary or where unsure.* |
| All student work at grade boundaries or where the teacher is unsure of their judgement is verified. | Selection needs to be strategic, that is, at grade boundaries.  *If a teacher is experienced and a sample of their grade boundaries confirms decisions are consistent with the standard then the rest of their grade boundaries would not need to be verified.*  *Where a teacher’s marking is not consistent with the standard professional guidance should be provided and the teacher should re-mark. The TIC should not be re-marking all the grade boundaries where a teacher’s marking is not consistent with the standard. Developing the teacher’s understanding of the standard should be encouraged and supported. Following the re-marking a further sample should be checked by the TIC.* |
| Large departments have a marking meeting to discuss the assessment schedule, then teachers mark their own class. All teachers meet again to discuss and confirm grade boundary samples. Finally, 8 random samples from each teacher are selected for verification by the TIC and to document the verification process. | Any selection for verification should be purposeful, that is at grade boundaries.  Documenting the discussion at the grade boundary confirmation meeting can be your verification sample.  *Documenting the discussion at the grade boundary meeting removes the need to do additional verification to document this process.*  *The check by the TIC is unnecessary if the first step is robust. In any event, there is no need to verify 8 samples.* |
| More samples are verified by the HOD or subject expert when:   * a poor external moderation agreement rate occurs * a department assesses a new standard for the first time * assessment is carried out by PRTs or teachers new to the subject/ level. | These are examples of good school practice to ensure assessment decisions are consistent with the standard, but are not an NZQA requirement.  *Additional verification samples should always be a purposeful selection.* |
| Sole teachers (who may only have 8-15 students in their class) take all samples of student work for verification to their cluster meeting or verifier. | Only take/send a purposeful and sufficient selection.  *Taking 8 to an outside verifier when only 3 are at a grade boundary or the ones a teacher is unsure of could be a workload for the verifier.*  *Moderation turnaround times may be quicker if only 4 or 5 grade boundaries are sent compared to all 10 pieces of work.* |
| The HOD/TIC verifies all Excellence grades in addition to a selection of grade boundaries from each teacher. | *Grade boundary Merit and Excellence samples should be selected for verification. This is an unnecessary assessment workload for the TIC. However, this practice can be justified when the additional selection is in response to:*   * *poor external moderation feedback around the Merit / Excellence boundary* * *the HOD wanting to support the development of teachers’ understanding of what excellence work “looks like”* * *a departmental focus on increasing the level of excellence grades.* |
| A teacher does not internally moderate because they always get 8/8 for external moderation. | Verification must occur. It is a requirement of the school’s Consent to Assess and the Assessment Rules.  *No teacher is to assess in isolation.* |