

EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME



Internal Assessment (IA) Verification Guidelines

SPFSC 2023 - 2025

EQAP
Suva
January 2024

GENERAL

1. Introduction

The purpose of this guide is to:

- provide guidelines for EQAP Professional Officers and Ministry of Education officials who undertake the verification of IA for SPFSC
- ensure consistency in the carrying out of the IA Verifications of the Board qualification.

2. The purpose of the IA verification

The purpose of the verification visit is to review the:

- implementation and progress of the approved Internal Assessment programmes to:
 - ensure that teachers are following the approved IA programme and that there was clear evidence the tasks are being completed
 - ascertain that reasonable progress is being made and that students will be able to complete the tasks by the end of **September**
 - report on the level and quality of work being achieved by students and to make recommendations regarding any follow up work that could be necessary in particular subjects
 - advise teachers on the standard of students' work and assessment processes including authenticity, consistency of assessment, internal moderation processes, feedback to students
- processes in place in subject areas and across the school to ensure fair, valid and consistent assessment as required by the Board's *Rules and Procedures*.

3. The IA verification process

The review will involve:

- the verifier/s reviewing the appropriate assessment material and records including students' workbooks, teacher mark book, etc for each subject
- an interview with the Head of Department or subject teacher to review the assessment processes in place for each subject
- an interview with the Principal or the Deputy to review the assessment processes in place across the school and to provide feedback on the review
- preparing a written report to the school detailing findings of the review and any necessary follow up actions.

4. Information to schools

Schools have been notified of the visit with a copy of the information and questions that will be requested of them.

Heads of Department and subject teachers have been requested to have the following information available:

- copy of the approved IA Programme
- teacher's mark book or assessment records
- all students' work for the subject including: note books, practical books, research projects, etc where appropriate
- course and assessment information that was issued to the students
- any other relevant and useful information for determining progress of the programme.

5. Appendix

The Appendix to this guide includes:

- checklist covering the requirements of the review of subjects
- suggested questions for the Principal for reviewing across the school processes – this will be followed up in future years with the implementation of the reviewing of Accreditation status
- suggested approaches to managing internal assessment
- suggested “best practice” for across school and subject processes.

School's Management of Internal Assessment

The school should have in place **policy and processes** to ensure internal assessment is implemented consistently and effectively across the school.

This year we want to continue with the school “best practice” and some basic management of assessment principles to improve the internal assessment operations in the school and in subject areas.

In the future this will become a part of the IA Verification process to review the continuing status of the school's Accreditation status.

Submission of SPFSC IA Score Capture Sheets to EQAP

Submission of IA Score Capture Sheets to EQAP for **all tasks to be done** according to the due dates in **Appendix 1**.

Due Dates

Verifiers are to check the progress of the projects and other IA tasks, and remind teachers of the due dates for all subjects.

Assessment Schedules

Verifiers are to check that the scoring of the internal assessment tasks are done using the scoring rubrics provided in the prescription or using the scoring rubric provided with the CAT.

APPENDIX

The Appendix contains:

- IA due dates
- checklist covering the requirements of the review of subjects
- suggested discussion points with the Principal for reviewing across the school processes – this will be followed up in future years with the implementation of the reviewing of Accreditation status
- suggested approaches to managing internal assessment
- suggested “best practice” for across school and subject processes.
- Verification Visit – FAQ

Appendix 1



Pacific
Community
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South Pacific Form Seven Certificate (SPFSC) Due Dates for Internal Assessment Tasks - 2024

- NOTE:** (i) **ALL IA Programme Proposals should reach EQAP no later than 15th March. (NB: Exception is given to the new schools joining SPFSC to submit all IA programmes to EQAP by 15th April.)**
- (ii) **The last day for approving IA Programmes is 30th April. For subjects whose IA programmes have not been approved after this date, the IA component will be excluded from the final result.**
- (iii) **Completion dates and Due dates shown below are the last dates for the task to be completed or assessment results to be submitted. Teachers can complete tasks or submit assessment results before those dates. To avoid overloading towards the due dates, teachers are advised to spread out the IA tasks evenly throughout the months.**
- (iv) **Students' assessment results must be recorded on the IA score capture sheets supplied by EQAP.**

ACCOUNTING (101)

1. Financial Statement	Task completed by	<u>July 12</u>
	All students' Assessment results to EQAP	July 26
2. Report on Financial Position	Task completed by	<u>July 29</u>
	All students' Assessment results to EQAP	Aug 12

AGRICULTURE (110)

1. Practical Investigation	Task completed by	<u>June 3</u>
	Assessment results to EQAP	June 17
2. Case Study	Task completed by	<u>Aug 23</u>
	Assessment results to EQAP	Sept 6

BIOLOGY (102)

1. Investigation	Task completed by	<u>May 31</u>
	Assessment results to EQAP	Jun 14
2. Resource Interpretation	Task completed by	<u>June 24</u>
	Assessment results to EQAP	July 8
3. Research	Task completed by	<u>July 29</u>
	Assessment results to EQAP	Aug 12
4. Poster Design	Task completed by	<u>Sept 02</u>
	Assessment results to EQAP	Sept 16

CHEMISTRY (103)

1. Research Project	Task completed by	<u>Jun 3</u>
	Assessment results to EQAP	Jun 17
2. CAT Laboratory-Based Assessment	Task completed by	<u>Sept 06</u>
	Assessment results to EQAP	Sept 20
3. CAT Written Assessment	Task completed by	<u>Sept 13</u>
	Assessment results to EQAP	Sept 27

ECONOMICS (104)

1. Investigation from Strand 1	Task completed by	<u>May 31</u>
	Assessment results to EQAP	June 14
2. Investigation from Strand 2	Task completed by	<u>July 31</u>
	Assessment results to EQAP	Aug 14

ENGLISH (105)

1. Research Report	Task completed by	<u>July 29</u>
	Assessment results to EQAP	Aug 12
2. Oral Presentation	Task completed by	<u>Sept 9</u>
	Assessment results to EQAP	Sept 23

FRENCH (131)

1. Prepared Talk	Task completed by	<u>Aug 02</u>
	Assessment results to EQAP	Aug 16
2. Audio Visual Comprehension	Task completed by	<u>Sept 02</u>
	Assessment results to EQAP	Sept 16

GEOGRAPHY (106)

1. Geographic Presentation	Task completed by	<u>May 31</u>
	Assessment results to EQAP	June 14
2. Consultative Research	Task completed by	<u>Aug 02</u>
	Assessment results to EQAP	Aug 16

HISTORY (107)

1. Historical Research & Presentation	Task completed by	<u>June 21</u>
	Assessment results to EQAP	July 05
2. Interpreting and Analysing Historical Sources	Task completed by	<u>July 30</u>
	Assessment results to EQAP	Aug 13

INFORMATION TECHNOLOGY (111)

1. Media Production	Task completed by	<u>May 31</u>
	Assessment results to EQAP	June 14
2. Website Development	Task completed by	<u>June 28</u>
	Assessment results to EQAP	July 12
3. Programming	Task completed by	<u>July 31</u>
	Assessment results to EQAP	Aug 14
4. Microprocessor Control	Task completed by	<u>Sept 06</u>
	Assessment results to EQAP	Sept. 20

MATHEMATICS WITH CALCULUS (108)

1. Algebra	Task to be completed by	<u>May 29</u>
	Assessment results to EQAP	June 12
2. Trigonometry	Task to be completed by	<u>July 03</u>
	Assessment results to EQAP	July 17
3. Differentiation	Task to be completed by	<u>Aug 02</u>
	Assessment results to EQAP	Aug 16
4. Integration	Task to be completed by	<u>Sept 13</u>
	Assessment results to EQAP	Sept 27

MATHEMATICS WITH STATISTICS (141)

1. Bivariate Project	Completed by	<u>May 30</u>
	Assessment results to EQAP	June 13
2. Comparison Project	Completed by	<u>July 26</u>
	Assessment results to EQAP	Aug 09

PHYSICS (109)

1. Research Project	Task completed by	<u>May 31</u>
	Assessment results to EQAP	Jun 14
2. Model Development	Task completed by	<u>Sept 06</u>
	Assessment results to EQAP	Sept 20

TOURISM AND HOSPITALITY (151)

1. Demonstrating Role Understanding	Completed by	<u>Aug 02</u>
	Assessment results to EQAP	Aug 16
2. Creating a Business Plan	Completed by	<u>Sept 13</u>
	Assessment results to EQAP	Sept 27

Educational Quality and Assessment Programme

SPFSC IA Verification Checklist 2023 - 2025

COUNTRY: _____ SCHOOL: _____

TEACHER: _____ SUBJECT: _____

FORM: _____ NO. OF STUDENTS: _____

PART 1: TASK COMPLETION STATUS

Task No.	Task Name	Weighting in %	Start Date	Finish Date	Status: Completed/ In Progress / Not Started	Comments
1						
2						
3						
4						

PART 2: MATERIALS

Material available for Verification	Yes	No	Comments
Approved IA Programme			
Assessment Records			
Course and assessment information for students			
Evidence of student work No. received – No. not received – No. in the sample checked -			
Filled in IA Score Capture Sheets			

PART 3: IA PROGRAMME IMPLEMENTATION (verified in the presence of the teacher)

Verification		Yes	No	Comments
Assessment Material (including IA Programmes,	Are assessment materials checked internally in the school (coordinator/HOD) before the tasks are implemented? Describe the process used.			

assessment tasks scoring rubrics)	Have any changes been made to the approved IA Programme?			
Assessment Judgements (make judgement based on student responses as well as teacher conferences)	Is the student work/response assessed against the scoring rubric?			
	Is the quality of work appropriate to the Year 13 level?			
	Is the application of the scoring rubric consistent?			
	Is the scoring rubric applied correctly?			
	Is the programme on schedule?			
	Where there is more than one stream, are strategies in place to ensure consistency in assessing across all students? Describe the strategies used.			
Authenticity	Are processes in place to ensure the authenticity of student work? Describe the processes used.			
Recordkeeping	Are results/scores transferred correctly from the student's script/task responses to the score capture sheets?			
Feedback	Do students receive appropriate and timely feedback on their performance? (Describe the process used.)			
Reporting	Are assessment results reported in a timely manner to students?			
IA programme management	Are there any concerns on the management and implementation of the internal assessments within the school?			

General Comments *(include strengths/ areas for improvement/ action taken/ overall performance)*

Signature: _____	Signature: _____	Signature: _____
Name: _____	Name: _____	Name: _____
Position: Teacher	Position: Coordinator/Principal	Position: EQAP/EAU Staff

Please return a copy to EQAP on email: laveniej@spc.int and cc geetanjali@spc.int

SPFSC IA Verification and Accreditation Visit School Assessment Procedures

Discussion Points:

- The schools assessment policies and measurable goals and objectives
- The appointment of a SPFSC Co-ordinator
- Administration procedures in place to ensure efficient operations of school assessment including the meeting of key dates
- Having sufficient resources (funds) to maintain the assessment policies
- Having qualified staff
- Staff development to ensure understanding of assessment and moderation processes
- Course and assessment information to students and parents
- Reporting of assessment results being available to students and parents.

Suggested approaches to managing internal assessment

- Schools to develop processes and procedures to manage internal assessment consistently across the school. This is to include guidelines for ensuring authenticity of student work, late submission and non-completion of student work, dealing with cheating, and compassionate considerations.
- Organising Head of Department (HOD) meetings to ensure consistent application of managing internal assessment and to assist each other and help avoid “reinventing the wheel” in developing good practice.
- The SPFSC Coordinator to have sound communication channels with teachers and HODs and with the Country Agent and EQAP.
- HODs and teachers to:
 - i. provide assessment information to students, assessment requirements, key dates including examination timetable, appeal procedures and other appropriate information
 - ii. provide subject specific assessment information including course outlines and assessment requirements and IA programmes
 - iii. ensure clear instructions are given to students regarding all assessment tasks. “Do students know what they have to do?”
 - iv. ensure appropriate assessment tasks are developed
 - v. ensure authenticity processes are in place to ensure the student work is their own
 - vi. provide appropriate and timely feedback to students on the results of their achievement against the prescribed outcomes for school based and internal assessment (for qualifications) activities. This is to allow for improvement of student’s results and further learning to take place
 - vii. score assessment in accordance with the scoring rubric and the requirements of the prescription
 - viii. ensure records are kept of all tasks and students
 - ix. design and develop teaching, learning and assessment programmes for specific subjects based on the outcomes required by the current subject prescriptions
 - x. timetable and deliver courses to meet the needs of learners
 - xi. ensure that the EQAP Internal Assessment requirements are met in an appropriate and timely manner

- xii. monitor and evaluate all courses and using the results to improve learning outcomes and achievements.

Suggested good practice to use

For development of assessment material and IA Programmes:

- use of EQAP and other exemplars material to assist with the development of material
- materials and programmes reviewed after use for improvement for next year
- materials and programmes developed with teachers working together
- materials and programmes moderated internally by others in the department or school
- materials and programmes moderated internally by colleagues from other schools or within subject associations
- materials and programmes reviewed at department meetings.
- collaboration with other teachers within own department or outside the department to work together in designing and vetting of the IA programmes

For verification of assessment decisions:

- teachers assess as a panel; borderline cases discussed
- each teacher does own assessment, sample checked by HOD or a colleague, or
- different teachers assess different questions or sections, sample checked by HOD or a colleague
- teachers scoring a mix of student work from different classes
- clear and transparent scoring rubrics
- check scoring of assessed work by independent person
- benchmarks or guinea pig papers assessed at meetings and results discussed

For authenticity of student work:

- requiring the student to report progress at set milestones
- changing topics or contexts from year to year and for different students to prevent copying
- control resources students may use and the teacher being familiar with the resources being used
- discussion with the student to ensure understanding is as indicated in the work done
- oral presentation where appropriate ,ensures student's own work
- supervised assessments (or parts of assessments) in class

- requiring all sources to be referenced including internet sites
- having a good knowledge of the capabilities of individual students
- observing research and practical work
- drafts to be handed in with finished work
- not allowing work to go home
- no access to other students' files in Computing; controlled log-on and printing
- controlling group work by breaking the task into group and individual components or requiring group attestation of an individual's contribution
- signature on authenticity statements on each assessment completed.

Documentation

- cover sheets on student's work clearly showing assessment against the outcomes, allowing for student appeals, and providing feedback to students
- student signs off results as acceptance of scores received
- teacher keeps clear records to be transferred to EQAP
- backup copies of results kept in a safe place.

Verification Visit – FAQ

1. **For how long the current IA programme can be used?** For 2023-2025 – IA tasks will remain the same.
2. **IA capture sheets not received?** – For all tasks that have been due, IA capture sheets have been sent. If schools haven't received, they need to check their emails or need to request EQAP to resend that or check the status of their IA programme approval and attend to issues pertaining to their IA programmes.
3. **Some IA tasks have more than 15% weighting?** This is normal as the 15 % weighting will be taken from the task itself after completion of the task. Hence, schools need to submit the scores for all the SLOs tested in the task, which are present in the capture sheet.
4. **Untimely submission/non-submission of IA tasks?** - An effective IA programme, teaching pedagogies and classroom management is needed for a successful completion of IA tasks. Teachers should also have done the following:
 - i. Teacher needs to read the prescription and understand the task requirements.
 - ii. Prepare lessons thoroughly to teach those SLOs covered in the IA task.
 - iii. Teach students how to do the task.
 - iv. Share with students the SLOs (Specific Learning Outcomes) for IA.
 - v. Share the scoring rubric with students.
 - vi. Share with students what exactly they have to do in the task, using exemplars.
 - vii. Show breakdown of the stages of the task to students.
 - viii. Show breakdown of the times when support and feedback are provided for students to improve.
 - ix. Give time for students to self-monitor and self-assess their work using the scoring rubric.
 - x. Give time for improvement in learning by checking through drafts allowing time for further improvement.
5. **What's the IA Programme approval status?** – Check for those IA programmes not approved and those that were approved subject to changes. Check for whether the changes have been implemented.
6. **Shall we look into school fees?** Yes, follow up on the school fees status as well.