

**Sacred Heart College, Lower Hutt**  
**APPEAL PROCESS**  
**FOR INTERNALLY ASSESSED STANDARDS**



Name \_\_\_\_\_ Teacher \_\_\_\_\_  
Subject \_\_\_\_\_  
Achievement Standard number and title \_\_\_\_\_

***Either*** the date of the assessment \_\_\_\_\_ ***or*** the date the task is due in \_\_\_\_\_

If you are unhappy about the assessment of an Achievement Standard or Unit Standard you must first **discuss the problem with your teacher** or, if this is not appropriate, the Head of Department.

The teacher(s) you have approached regarding your concerns \_\_\_\_\_

On what grounds are you making your appeal? (*tick the box or boxes*)

- 1. You do not think the instructions related to the assessment were clear
- 2. You do not think that the assessment was administered in a fair and consistent manner
- 3. You do not think the assessment task was based on the Standard
- 4. You do not think the marking reflected the requirements for Achieved/Merit/Excellence
- 5. You do not believe the marking of your work was fair


Please give a precise explanation of the issues you wish to raise.

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I understand that my signature confirms that the information I have supplied is accurate  
Student signature \_\_\_\_\_ Date \_\_\_\_\_

Additional notes taken at the first interview:

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Assessment Co-ordinator \_\_\_\_\_ Date \_\_\_\_\_

**Follow up with teachers:**

Teacher(s) involved \_\_\_\_\_

Date \_\_\_\_\_

**Check list of procedures used for the Standard**

**Information provided to the students on the Standard:**

- the title of the Achievement standard and the criterion for achieved, merit and excellence
- the date when the task will be completed in class or is due in.
- the form of the assessment task.
- clear indication of the time allocated to the assessment
- the authentication techniques that will be applied.
- the method used to cater for candidates who gain approval for "Special Consideration".


**Development of the assessment task:**

- task has been moderated by another colleague.
- instructions for students must be written and be free of gender, ethnic or other bias.
- assessment schedules include criterion, evidence, judgement and sufficiency statements.


**Setting common standards:**

- instructions for teacher administration of assessment tasks are written
- agreed deadlines have been be strictly enforced by all teachers.
- Check marking has occurred to ensure agreed standards have been applied correctly.
- The verification of grades process has been completed


**Appeal procedure used within the department to check marking of the student's work:**

Student has been given an opportunity to express her concerns

Task check marked by teacher. Marking explained to the student and Head of Department.

Task check marked by the Head of Department or Teacher in Charge. Marking explained to student.


Additional notes taken at the interview with the teachers:

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Class teacher \_\_\_\_\_

HOD / TIC \_\_\_\_\_

**Final Interview – Results of the investigation and Response to the Appeal**

Present \_\_\_\_\_

Result \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Assessment Co-ordinator: \_\_\_\_\_

HOD/TIC: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_