



A Guide to Internal Verification BGE & NQ (SQA)

We want to be The Very Best Teachers
and The Very Best Learners

This guide should be used to support the formation of accurate, reliable and valid assessment judgments throughout the BGE and Senior Phase.

It should be used as a reference for planning internal verification approaches, and a tool to affirm existing good practice.

It gives an overview of the process and the expectations when delivering assessments and accompanies our internal assessment appeals process for pupils.

Sharing Assessment Results



If results are shared with candidates prior to them being agreed with the internal verifier, **candidates must be told they are provisional results** and may be subject to change as a result of internal verification (and in the case of SQA results external verification).

Pupil Appeals

All our pupils must be made aware of the appeals procedure when raising concerns about the validity of any internal assessment results. This applies to both SQA and non SQA assessments.

Standardisation

Blind marking, double marking and dual assessment are examples of acceptable standardisation exercises. Further information on standardisation can be found as part of the SQA Internal Verification Toolkit which can be found at <http://www.sqa.org.uk/ivtoolkit>

Assessments which are 'Getting it Right'

Reliability: A reliable assessment will give you the same pattern of results each time it is repeated.

Validity: A valid assessment will give you an true picture of a child's knowledge, understanding, skills and the application of these.



Practicable: A practicable assessment will work in practice.

Equitable: An equitable assessment does not disadvantage one pupil over another. It allows all pupils equal opportunity to demonstrate their attainment.

Fair: A fair assessment is one where no individuals have an unfair advantage over others.

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Internal Verification (IV)

What is Internal Verification?

Internal Verification is an approach to 'quality assurance' based on peer support and review that enables us to ensure quality in all aspects of internal assessments from start to finish.

Internal Verification ensures candidates get the right results. It maintains standards and confidence and both supports and protects teachers. It also helps prepare for external verification.

Internal Verification Models

A. Lead Internal Verifier

A nominated member of staff (not an assessor) takes responsibility for internal verification at a particular unit and level (separate roles).

B. Peer Review

Teaching staff take responsibility for **both assessing and internally reviewing assessments** by cross marking and peer review (shared roles)

C. Single Assessor Departments

A network approach to IV where **professional dialogue** and **cross marking** occurs between assessors in different centres.

There are 3 stages to Internal Verification...

Stage 1 - Pre Delivery	Assessor	Verifier
<i>Note: In peer review collaborative approaches merge the roles</i>		
Understand role and responsibilities	✓	✓
Define approach to IV including sampling		✓
Collaborate to ensure a shared understanding of standards and conditions	✓	✓
Propose assessment approach	✓	
Ensure assessment approach is valid, reliable, practicable, equitable and fair		✓
Select or devise instruments of assessment	✓	
Prepare candidates	✓	
Confirm guidance to candidates and the use of assessment arrangements		✓

Stage 2 - During Delivery	Assessor	Verifier
Standardise assessment of candidates	✓	✓
Raise and respond to queries	✓	✓
Make assessment judgements and respond to feedback	✓	
Review assessment judgments through sampling and provide feedback		✓
Oversee appeals and malpractice cases		✓
Agree final results	✓	✓
Feedback to candidates	✓	

Stage 3 - Post Delivery	Assessor	Verifier
Reflecting on assessment approach and judgments in relation to validity, reliability, practicability and accessibility	✓	✓
Reflect on assessment process	✓	
Reflect on support for candidates	✓	
Reflect on effectiveness of IV and sampling		✓
Agree an action plan	✓	✓

How much is in a sample?

Units previously verified can have a smaller number. New units or assessments should have a higher sample number. Adaptive sampling involves taking an initial sample and increasing the sample size if issues are identified. Early sampling is recommended, (before marking is complete) so that any revised approaches can be implemented and avoid remarking. Sample from the upper and lower quartiles and those close to grade boundaries.

$$\text{Minimum sample size} = \sqrt{\text{Pupils taking the assessment}}$$