

## ASSESSMENT PROCEDURES (v6)

1. The Deputy Principal Achievement, with the support of Heads of Departments (HoDs) will inform staff and students of these Assessment Procedures.
2. HoDs, with members of their Department, will review their courses annually. They are responsible for the information in each course outline and providing it to students each year.
3. All course outlines must detail:
  - (a) A concise description of the course including the KAMAR timetable code.
  - (b) The curriculum aims i.e the ideas and/or skills students should expect to learn.
  - (c) The topics to be covered and, for senior NCEA courses, the registered standard numbers and versions, e.g AS 90210 v3, the NZQA framework level, the number of credits the standard is worth and if the standard contributes to NCEA Literacy, Numeracy or UE Literacy.
  - (d) Approximate assessment dates or submission dates including if further assessment opportunities will or will not be offered for internal assessments (refer to Procedure 8)
  - (e) A statement regarding the course being subject to the College Assessment Procedures relating to assessment due dates, missed assessments, further assessment opportunities, resubmission, authenticity, breaches, appeals, return of marked work, use of work for exemplars, applications for derived grades and special assessment conditions (SAC).
4. HoDs must ensure that all materials used in their courses are free of gender, ethnicity or other bias. They will also ensure that their assessment of New Zealand Qualifications Framework (NZQF) standards meet all New Zealand Qualification Authority (NZQA) requirements and that their courses offer standards that Ōtūmoetai College is accredited to offer or standards offered by another provider that the College has a Memorandum of Understanding with.
5. **Assessment Due Dates**
  - (a) HoDs or Teachers in Charge of courses will set the dates by which internally assessed tasks must be submitted and will include these in the course outline that must be given to students at the start of the year. Unless otherwise stated by the teacher, the deadline will be 3:30pm on the due date.
  - (b) Late work will result in the awarding of a Not Achieved grade unless prior arrangements have been made with the teacher. Any extension must be negotiated with the class teacher before the due date for the completion of the work.
  - (c) The class teacher may grant an extension in the case of genuine illness or other exceptional circumstances. Alternatively, they may choose to award a grade based on authentic, standard specific evidence already held, or withdraw a student from that standard (in which case the parents/caregivers must be advised and consent) or offer a further assessment opportunity if applicable (see Procedure 8).
  - (d) If there is a dispute in the granting of an extension, an appeal can be made to the HoD in the first instance. If unresolved, an appeal can be made to the Principal's Nominee, who will make a final decision based on the evidence provided and following the principles of natural justice.
  - (e) If an internally assessed standard is included in a Course Outline, and a student is present for the majority of the teaching and learning, then they will be entered for that standard. If they fail to submit, then they will get a Not Submitted result in Kamar which will translate into Not Achieved with NZQA. If they are part of a group assessment, the class teacher can award different outcomes to each group member depending on their contributions to the task.

# ASSESSMENT PROCEDURES **continued**

## 6. Missed Assessments

- (a) If a student unavoidably missed the opportunity for an assessment of an internally assessed standard, they can negotiate an assessment opportunity with their class teacher or the HoD. The reason for the absence must be unforeseen or unavoidable and does not include it being wilful or for convenience. Evidence must be produced when requested. The college will evaluate the evidence and take an appropriate course of action in the interests of fairness and equity.
- (b) The course of action may include:
  - i. an assessment opportunity
  - ii. a decision made using pre-existing evidence gathered before the assessment was held that is valid, authentic and standard-specific evidence.
  - iii. the student being withdrawn from that standard in which case the parents/caregivers will be advised by the class teacher
  - iv. awarding Not Achieved if the assessment is missed because of an unjustified absence.
- (c) A description of the decision made and the evidence viewed must be entered into the markbook in Kamar by the class teacher so that there is a true and accurate record.
- (d) If there is a dispute regarding Missed Assessments, an appeal can be made to the Principal's Nominee, who will make a final decision based on the evidence provided by all parties and following the principles of natural justice.

## 7. Further Assessment Opportunities

- (a) The HoD, or the TiC of a course, has the responsibility of deciding if a further assessment opportunity (FAO) will be offered. A FAO will be different to the original assessment. If it is not manageable to offer a FAO for a standard, then students should be advised from the outset, and in the course outline, that there is only one opportunity to be assessed.
- (b) If a FAO is offered, it must be offered to all students entered for that standard.
- (c) Only one FAO can be offered for any one standard.
- (d) Conditions of assessment must be the same across both opportunities.
- (e) A student is credited with the highest grade achieved across both opportunities.
- (f) Departments may vary this approach based on NCEA Conditions of Assessment providing they do not conflict with the FAO guidelines.

## 8. Resubmission

- (a) A resubmission is different to a "further assessment opportunity". A resubmission may be offered to individual students who are at the Not Achieved/Achieved boundary and is at the discretion of the class teacher. In these cases, the student corrects the original piece of work before the teacher provides any feedback. Teachers cannot provide specific guidance on what needs to be corrected.
- (b) A resubmission may be offered when students have made a mistake that they should be capable of discovering and correcting on their own and should be limited to one aspect of the assessment. Not all assessment tasks are suitable for resubmission. Students can only move from a 'Not Achieved' grade to an 'Achieved' grade.
- (c) Only one resubmission is to be provided for each assessment opportunity. The student should use a different coloured pen or font.
- (d) If used, the resubmission must be noted, dated and signed by the teacher on the resubmitted work or in the teacher's record.

# ASSESSMENT PROCEDURES **continued**

## 9. Authenticity of student work

**Authenticity means that the work students submit for assessment must be their own work. It must not be copied from information such as books, other students, or from information downloaded from the internet.** Assessors must consider (and manage) the potential for work to have been copied, borrowed from another learner, photocopied from a book or downloaded from the internet. It is acceptable for students to discuss aspects of their work with friends, parents etc. and to access information from the internet, books or other resources, as long as, when it comes to actually writing the assignment, it is all their own work and sources are acknowledged.

- (a) The Deputy Principal Achievement, will produce an Authenticity Statement for students to sign at the start of each year which will be stored centrally. This process will include informing students of these school-wide Assessment Procedures.
- (b) Material sourced from reference books or the internet must be appropriately acknowledged and parents and tutors can only offer advice as student work must remain their own.
- (c) For some assessment tasks, in addition to the school-wide authenticity statement, students may be required to sign an authenticity statement specific to that standard.
- (d) Written work should not be done in pencil, red biro, green biro and no correcting fluid used.
- (e) For items of work which are produced over an extended period, students must keep any plans, drafts, worksheets or logbooks used in the preparation of the work.
- (f) Whenever possible, assessment tasks will be completed in controlled and supervised conditions.
- (g) Teachers may monitor the development of work by sighting from time to time the material used by students in their preparation or by discussion of the work with them.
- (h) If a Department suspects the submitted work is not authentic, then the possible breach will be investigated following the Possible Breach of Assessment Conditions Procedure.

If the authenticity of student work is not accepted, students may appeal the process by following the Appeals Procedure.

## 10. Possible Breach of Assessment Conditions

Breaches of assessment conditions include a failure to follow instructions, influencing, assisting or hindering other students, dishonest practice or issues of authenticity.

- (a) If a breach of assessment conditions is suspected, the teacher will inform the HoD or appropriate senior teacher and the Year Level Dean, who will investigate to establish the facts following the principles of natural justice.
- (b) Once the facts have been established, or if further support is needed, the Principal's Nominee will be advised to ensure that the issue is resolved in the interests of fairness and equity.
- (c) If a student is found to have breached the assessment conditions, a Not Achieved grade will be awarded for that standard, and no other assessment opportunity will be given. Other consequences may also be considered.
- (d) If a student allows their work to be copied or plagiarised by another student, both students will be awarded a grade of Not Achieved.
- (e) The HoD, appropriate senior teacher or Dean will advise the student(s) and their caregivers of the decision and record this outcome in both the markbook and pastoral areas of Kamar.

Students have the right to appeal any decision made relating to possible breaches of assessment conditions through the Appeals Procedure.

# ASSESSMENT PROCEDURES **continued**

## 11. Appeals

Students are able to make an appeal if they:

- are not in agreement about an assessed or recorded result
- have not been given a further assessment opportunity when applicable
- have concerns about an alleged breach of authenticity or assessment conditions

Students should discuss any assessment issues with their class teacher first. If they are still not in agreement they may appeal to the HoD.

- (a) An appeal to the HoD must be made in writing detailing the subject, the standard and an outline of the concern within three school days of the issue being known.
- (b) Note that internal assessment material may not be taken out of the classroom, or online access restricted, so that submissions cannot be adjusted. It must be secured by the class teacher or HoD.
- (c) The appeal will be reviewed by the assessor and HoD in the first instance and an outcome decided and communicated to the student.
- (d) An appeal for written work which contains correcting fluid/tape or work done in pencil that is directly related to the appeal will not be considered.
- (e) Any change of result would be based on a misapplication of school procedures, inaccurate assessor judgements, a mechanical mistake, or significant new evidence relating to the assessment.

If a student is not in agreement, they can appeal to the Deputy Principal Achievement who will make a final decision based on the evidence provided by all parties.

## 12. Return of Marked Work, Storage of Work and the Use of Student Exemplars

- (a) Assessment tasks should be marked and available within 15 school days after the deadline for submission. They will be accompanied by sufficient oral and/or written information to allow students to see how well they have completed the aims of the assessment.
- (b) The department will retain student assessment material until such time as it is no longer required for NZQA moderation purposes. (Usually two years.)
- (c) Departments may wish to retain all student work for authenticity and benchmarking. The Education Act allows the use of student work to be used within schools by staff for the purposes of benchmarking, professional development and moderation.
- (d) The Privacy Act enables a student to have the choice if their work can be used as an exemplar for other students. They will get the choice to consent to their work being used as an exemplar by signing the statement on their script or giving digital or written permission. If they agree, a student's privacy will be protected by the removal of their name from their written work before being used.
- (e) Students will be able to verify their internal assessment grades that will be submitted to NZQA by signing a printout from KAMAR. When using the printout from Kamar, student privacy must be maintained by covering other names.

# ASSESSMENT PROCEDURES **continued**

## 13. Assessment Task Design

In addition to being free of gender, ethnicity or other bias, HoDs will ensure the following criteria are applied in the design of all assessment tasks:

- (a) The task will use the full standard number and version, e.g AS 90210 v3, the NZQA framework level, the number of credits the standard is worth and, if the standard contributes to NCEA Literacy, Numeracy or UE Literacy.
- (b) The conditions under which the assessment is going to be completed e.g. time frame for completion, proportion of in class and out of class and access to and use of resources e.g. internet. Students will be reminded that work submitted for assessment must be their own.
- (c) In the assessment of Achievement Standards, the task will allow students to meet the criteria of all grade levels i.e up to Achieved with Excellence.
- (d) Assessment schedules must give a clear indication of learner responses at all achievement levels.
- (e) The judgement statements in schedules must tailor the standard's criteria to the task context.
- (f) An opportunity for students to give permission that their work can be used as an exemplar with the assurance that their identity will be protected by removing their name.

## 14. Moderation of Internal Assessment Materials

HoDs must ensure that all internal assessment tasks have been quality assured by reference to the Internal Moderation Assessment Checklist (IMAC). HoDs must ensure completion of the pre/post-assessment task checklist (IMAC) and file it with the assessment material for each standard.

Heads of Department must ensure that there is a system in place to verify all assessor judgements for accuracy and consistency. A log of verification of judgements must be filed with assessment material for each standard. Student work selected for verification should be chosen for the purpose of boundary setting or other specially identified reasons.

For standards chosen by NZQA for external moderation, HoDs can select students from all entered in the standard using the random selection feature in Kamar. In the event of a standard being offered in more than one course, the HoD can randomly select students from both courses to get the necessary number of samples. A printout highlighting the students selected must be kept with the assessment materials for that standard.

Heads of Department will retain student work as long as it is required for:

- the completion of the external moderation process (two years)
- the completion of any potential appeal process
- benchmarking into the future for consistency

HoDs must ensure that all material relating to assessment and moderation, including external moderation reports, are appropriately actioned and systematically filed for future use. This will be monitored by the Principal's Nominee.

# ASSESSMENT PROCEDURES **continued**

## 15. Derived Grades and External Entries

Applications for derived grades for externally assessed standards will follow the rules and procedures [outlined by NZQA](#)

- (a) Applications for Derived Grades will be made in person to the Learning Centre or Principal's Nominee who will:
  - ❖ Explain NZQA rules and procedures
  - ❖ Provide the necessary documentation for completion
  - ❖ Use results in KAMAR to determine performance in a standard(s) and sign that the results have been quality assured
  - ❖ Process the application online by the due date and retain all supporting documentation.
- (b) In the event of an application being made, evidence of students' achievement in practice external assessments will be used. HoDs are required to ensure that the evidence collected is quality assured, pre-existing, valid, authentic, standard-specific evidence collected under conditions similar to those enacted by NZQA. This must occur on a date before the NZQA external assessments.
- (c) Departments will use Grade Score Marking (GSM) in practice external assessments and also gather evidence during the year to establish prize winners for end of year Awards Ceremonies.
- (d) Students will be given instructions by the Principal's Nominee to login to the NZQA website using their National Student Number (NSN) to track and check their NCEA internal results and external examination entries. If they discover any anomalies they are to advise the Database Administrator or Principal's Nominee. If a student is to be withdrawn from an externally assessed standard they were initially entered for, their parents/caregivers must be advised by the class teacher or HoD.

## 16. Special Assessment Conditions (SAC) are available for students with identified learning difficulties.

- (a) Identification upon entry into College of specific learning needs and the provisioning of a programme to meet those needs at Years 9 and 10 is the prerequisite for SAC. Students entering the College at Years 11, 12 or 13 need to bring a record of learning with them to be eligible for SAC. The Learning Centre will confirm the specific learning needs and confirm eligibility or otherwise for SAC. Whenever possible, the assistance will be provided in the learning situation as well as in the assessment situation.
- (b) The process of provisioning assistance for SAC for all internally and externally assessed standards will be governed by the principles of fairness and equity at the discretion of the Learning Centre and the HoDs concerned.
- (c) SAC may not apply to some Internal and External Standards. Where a writing and/or reading task is being assessed, the College reserves the right to deny this facility or to put in place stringent requirements to preserve the integrity of the assessment for the NZQA qualifications. This is ratified by NZQA's Rule and Procedures 6.1.4 (D).
- (d) SAC for Internal Standards shall be accessed by identified students under the same criteria as those that apply to external Achievement Standards.
- (e) The Learning Centre will liaise with HoDs and staff over the provision of special assessment conditions for Internal Assessment and with the Examination Centre Manager for external assessments. The Learning Centre will identify students for External entries on line to NZQA and retain a file of such students for NZQA and its purposes.

# ASSESSMENT PROCEDURES **continued**

(f) Provision of Special Assessment Conditions:

- A recent report from a registered educational psychologist establishes a significant learning need.
- Further assessment at Yr 9 through the Learning Centre will establish a significant learning need. A programme will be put in place to address the identified need.
- Yr 9 & 10 exams will be viewed as opportunities for which the appropriateness of SAC may be trialled and adjusted.
- In the senior school SAC will be granted for all Internal Assessments if students meet the criteria outlined by the Learning Centre.
- Where possible the same volunteer will work with a specific student throughout the year.
- Where there are major health issues, e.g. Crohns, severe anaemia, bladder weakness, a medical certificate will be obtained and separate accommodation will be organised.
- In some cases students with Aspergers Syndrome will be granted extra time and separate accommodation.
- Computers will be available for use in Internal Assessments only when this is the normal means of communication. The technician will clear the memory and organise a printer.
- Reader / Writer personnel will be drawn from suitably qualified volunteers from within the school community. Some teacher aides may be used for this role.

**17.** Department documentation must state the way in which the Department will ensure that:

- Each course is assigned the correct Vocational Pathway credits.
- Assessment tasks and assessment schedules will be reviewed annually.
- The chosen assessment standards for each course are submitted to the Data-base Manager for entry into KAMAR at the start of every year.
- A decision is made and published at the beginning of the year stating for which standards there will be the availability of a further assessment opportunity.
- Internal Moderation procedures will ensure consistency with agreed assessment schedules e.g. cross marking, check marking. A process must be in place for a sample verification of judgements to be made and such must be accurately documented.
- A department based procedure is in place for dealing with students who genuinely miss a scheduled assessment opportunity and that the procedure is made known to students.
- A procedure for keeping exemplars of student work for future reference to the standard. The management system applying to the retention, storing and filing of student work is ordered and secure and protects the student's identity.
- Handing-in procedures are equitable and fair.
- If needed methods to ensure credit inclusion towards NCEA Certificate is calculated and actioned.
- Recording assessment judgements is accurate and secure with reference to the Privacy Act (1993). This must relate to individual signing off of grades towards the end of the year.
- Checking procedures are in place to secure authenticity e.g. Milestone Reporting, Conferencing, Progress Log.
- Records of practice assessment evidence are accurate in the event of derived grades being required for external Achievement Standards.
- The way that evidence is collected for awarding of grades e.g. portfolio, running record, etc.
- HoDs will access the NZQA website to monitor entry / result data.

**18.** Heads of Department will meet annually with the Principal's Nominee to check compliance and review performance to these Assessment Procedures. A record of the interview will be held on file. As part of the interview, an audit of randomly selected standards will be conducted within the Department.