

## ASSESSMENT PROCEDURES (v9)

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. A course outline must include:
  - (a) A concise description of the course including the 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) Assessment dates or submission dates including if further assessment opportunities will or will not be offered for internal assessments (refer to the [Further Assessment Opportunities](#) procedure).
  - (e) A statement regarding the course being subject to these school-wide 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 has consent to assess 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 the [Further Assessment Opportunities](#) procedure).
  - (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 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
  - 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 the student management system 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 (FAO)

- (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 FAO. 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. It can be offered where the teacher judges a student should be capable of discovering and correcting a minor error by themselves. No further teaching or learning can have taken place before a resubmission. If there is a substantive or significant change to be made to the student work, a resubmission cannot be offered.
- (b) 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.** Assessors must verify that work submitted for assessment has been produced by the student. Assessors must consider and manage the potential for work to have been copied from another learner or source or produced by Artificial Intelligence. If permitted in the Conditions of Assessment, it can be acceptable for students to discuss aspects of their work with others and to access information from their sources, as long as, when it comes to actually producing the evidence to be assessed, it is all their own work and sources are acknowledged.

- (a) All work submitted for assessment must meet the [Authenticity Requirement](#).
- (b) At the start of each year, the Deputy Principal - Achievement will determine the process to communicate the Authenticity Requirement for students doing NCEA assessments. This process will include informing students of these school-wide Assessment Procedures.
- (c) Tools that can autonomously generate content are only permitted when stipulated in the Conditions of Assessment. Material generated by these tools may be in breach of the Authenticity Requirement.
- (d) Assessors will include strategies to have confidence of authenticity in student work e.g. planned checkpoints or milestones; keeping overtime assessments on site; assessment tasks being completed in controlled and supervised conditions; draft work being submitted with the final product; oral questioning to confirm a student's understanding or requiring a repeat performance; use of version history in Google Docs and 'draftback' software; and plagiarism checking software.
- (e) For some assessment tasks, in addition to the school-wide Authenticity Requirement, students may be required to sign an authenticity statement specific to that assessment.
- (f) Hand written work should be done in black or blue pen and no correcting fluid used.
- (g) If an assessor suspects the submitted work is not authentic, then the possible breach will be investigated following the [Possible Breach of Assessment Conditions](#) Procedure.

## 10. Possible Breach of Assessment Conditions

Breaches of assessment conditions ('The Conditions of Assessment') include a failure to follow instructions; influencing, assisting or hindering other students; dishonest practice or issues regarding authenticity as required in the [Authenticity Requirement](#).

- (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. Other consequences may also be considered.
- (d) If a student colludes with others for dishonest purposes or allows their work to be plagiarised by another student then this would be a breach of assessment conditions.
- (e) The HoD, appropriate senior teacher or Dean will advise the student(s) and their caregivers of the decision and record this outcome in the markbook and pastoral areas of the student management system.

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:

- o are not in agreement about an assessed or recorded result
- o have not been given a further assessment opportunity when applicable
- o 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 provisional grades available within 15 school days after the due date per standard. Grades will be published in the student management system 20 school days after the deadline. 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. (The end of the following academic year.)
- (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 the HoD or TiC of the assessment who wishes to use their work. If they agree, a student's privacy will be protected by the removal of their name from their work before being used.
- (e) Students will be able to verify their internal assessment grades by checking their grades published in the student management system via the school portal.

# 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 included in 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) Either a copy of or link to or a statement that the school-wide [Authenticity Requirement](#) applies.
- (c) The Conditions of Assessment (the conditions under which the assessment is going to be completed) e.g. the time frame for completion; if supervised in school; the assessment method e.g. paper or digital or presentation; what access to and use of resources is allowed. Tools that can autonomously generate content are only permitted when stipulated in the Conditions of Assessment. Material generated by these tools may be in breach of the Authenticity Requirement.
- (d) For Achievement Standards, the assessment will allow students to meet the criteria of all grade levels i.e. Not Achieved to Achieved with Excellence.
- (e) Assessment schedules must give a clear indication of learner responses at all achievement levels.
- (f) The judgement statements in schedules must tailor the standard's criteria to the task context.
- (g) 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 staff only report to NZQA internal assessment results which have been subject to an internal moderation process.

We will apply these four steps and record them in our student management system:

- A. Before any teaching - complete assessment information
- B. Before any assessing - critique assessment material
- C. Before reporting results - verify a purposeful selection of teacher judgements
- D. After results are reported - retain samples until the end of the following academic year and review assessment material.

For standards chosen by NZQA for external moderation, HoDs can select students from all entered in the standard following [the guidelines from NZQA](#) regarding the selection of student samples. In the event of a standard being offered in more than one course, the HoD can select students from multiple courses to get the necessary number of samples.

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

- the completion of the external moderation process
- the completion of any potential appeal process
- future benchmarking for consistency.

HoDs must ensure that all material relating to assessment and moderation, including responding to 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

Derived grades are evidence-based grades that we may award to students when they can't attend an examination or external assessment, or their performance is impaired. Applications for derived grades must follow the rules and procedures [outlined by NZQA](#)

- (a) NZQA require applications for derived grades to be made via the Principal's Nominee who will:
  - ❖ explain NZQA rules and procedures
  - ❖ provide the necessary documentation for completion
  - ❖ use standard-specific evidence gathered prior to the external assessment to determine possible grades 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 a student's 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 their subject teacher, or the Database Manager or the 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) The Learning Centre is responsible for identifying if students qualify for SAC and, if so, their specific learning needs. 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 NCEA standards.
- (d) The Learning Centre will liaise with HoDs and staff over the provision of SAC for internal assessments and with the Examination Centre Manager for external assessments. The Learning Centre will follow NZQA's requirements for students with SAC.
- (e) Provision of Special Assessment Conditions:
  - Yr 9 & 10 assessments 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 internal assessments if students meet the criteria outlined by the Learning Centre.
  - When Reader / Writer personnel are required they will be suitably trained/qualified.

# ASSESSMENT PROCEDURES **continued**

**17.** HoDs will ensure that:

- Assessment tasks and assessment schedules will be reviewed annually.
- The correct version of assessment standards for each course are added into markbooks at the start of every year.
- A decision is made and published at the beginning of the year, via Course Outlines, stating for which standards there will be a further assessment opportunity.
- The management system applying to the retention, storing and filing of student work is ordered and secure and protects the student's identity.
- Recording assessment judgements are accurate and secure with reference to the Privacy Act (2020). This must relate to individual signing off of grades towards the end of the year.
- Records of standard-specific evidence are accurate and gathered prior to external assessment dates in the event of derived grades being required.
- HoDs will access the necessary databases e.g. NZQA website or student management system, to monitor achievement.

**18.** Heads of Department will meet with the Principal's Nominee when necessary to check compliance and review performance to these Assessment Procedures. A record of the meeting will be held. This meeting may include an audit of randomly selected standards.

