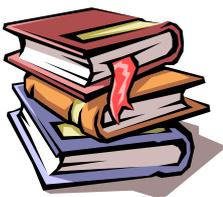
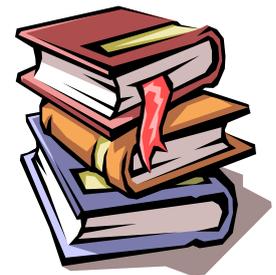


ASSESSMENT PROCEDURES AND REQUIREMENTS FOR ASSESSMENT OF NCEA STANDARDS 2016-2018



OTAMATEA HIGH SCHOOL



ASSESSMENT PROCEDURES AND REQUIREMENTS

A GUIDE FOR STUDENTS AND THEIR CAREGIVERS

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Internally Assessed Standards

The procedures outlined below apply to internally assessed standards that are part of the National Qualifications Framework and include Achievement Standards and Unit Standards.

Meeting Deadlines

Teachers will assist students with their planning by providing a course outline which will include when the NCEA assessment events/deadlines will occur during the year, as well as a full description of each assessment (including credit value, internal/external, links to vocational pathways, literacy/numeracy and UE information).

Students should be given at least 5 school days' notice of an impending assessment or deadline. This assessment date or deadline should be within a week of what is documented in the relevant course outline. If no specific time is given for a deadline, then the deadline will be considered the end of the school day, or for electronic submissions, at the end of the day at midnight.

Late work or absence from an assessment will result in no credit being awarded for that standard. If the student has been given an adequate opportunity to achieve the standard then a not achieved grade will be awarded. However, if circumstances causing lateness/absence have been discussed with the appropriate HELA and are deemed legitimate (i.e. are out of the student's control), then the following outcomes may be possible:

- provide a specified time extension to submit work for assessment (e.g. an assignment)
- schedule the assessment at another agreed time
- provide a further assessment opportunity
- use relevant standard-specific evidence to award a grade

The above are at the discretion of the HELA, subject to the following conditions.

1. For all absences, a note explaining the absence should be provided by a parent/caregiver that clearly indicates the following:
 - name and class of the student
 - date(s) of absence
 - specific reason for the absence
2. Notes are to be supplied preferably on the first school of day following the absence but definitely within three school days of the student's return to school.
3. Absence due to illness, where an assessment has been missed, must be explained with a medical certificate.
4. If a student misses an assessment for a reason other than a school organised activity, or illness (such as family bereavement), then the HELA must approach the Principal's Nominee (Deputy Principal) directly to request consideration.

5. If a student knows in advance that they will be away on the day of an assessment then they would be expected to hand in their work early; or arrange for a further assessment opportunity at an alternative date.

The consequence for an **unjustified** reason for an absence from a formal assessment is that the student may not receive another opportunity to complete the assessment. It is also likely that a student will be given a Not Achieved grade.

Appeals against assessment decisions

Students can appeal against any assessment decision. This includes appealing against a grade, appealing the assessment process or appealing decisions about a student breaching the rules e.g. plagiarism.

Assessment appeals will be handled as follows:

- The student, parent or caregiver should initially approach the teacher concerned.
- Should the appeal not be resolved, it will then be considered by the Head of the Essential Learning Area (HELA).
- If the matter is still not resolved the matter will be considered by the Principal's Nominee. If any of the fore-mentioned is the student's subject teacher they will be replaced by the Deputy Principal, Assistant Principal or another member of the Senior Leadership team.
- The school may also get an independent assessor to verify the judgement.
- Appeals against assessment decisions should generally be lodged with the Principal's Nominee within 2 weeks of the assessment being returned to the student. An appeal form is available from the Principal's Nominee.

Attendance

Normal school procedures regarding attendance apply to senior students. Realistically, however, seniors are often involved in activities outside the classroom. Nevertheless, students who are frequently absent from class must remember that they disadvantage themselves because they miss the work covered. Therefore, it is important that senior students are realistic when they commit themselves to activities that take them away from their normal timetabled classes. In general, **students will be required to catch up on work missed through absence.**

Breach of the rules

- Any suspected breach, e.g. plagiarism, will be investigated by the HELA who will report the outcome of that investigation to the Principal's Nominee (PN)
- The PN will request that the candidate provide an explanation if the HELA determines that a breach has occurred
- The PN will determine what disciplinary action will occur. Where a candidate has been found to have breached the **rules and has knowingly fraudulently or unwittingly gained an advantage** which undermines the credibility of the grade, a 'Not Achieved' grade will be reported for the assessment of that standard. Furthermore, the student will not be eligible for a reassessment of that standard.
- Candidates have the right to appeal to the school any decision made relating to any possible breaches of the rules under the school's documented appeal process.

Authenticating Student Work

A range of practices can be used by teachers to assure that the work assessed is the student's own work. These vary according to assessment context. The following examples are acceptable practices:

Single assessment events

This involves carrying out the assessment under examination or test conditions and includes some or all of the following:

- Separating students.
- Talking not permitted.
- No or limited reference to other materials permitted.

Multiple Event Assessments – Projects/Assignments

- Plans, notes and drafts kept
- Conferencing to establish work is authentic
- Milestone stages recorded
- Work completed in class

'Call-backs'

- Where a final performance produces results that raise suspicion in a teacher's mind, a 'call-back' may be used where the student is asked to do any or all of:
 - Repeat the performance, for example, manipulate data using a computer.
 - Describe orally the processes followed, for example - describe the website visited and the information gathered (or repeat steps taken under observation).

Provide evidence that they did carry out a particular process, for example, confirmation from a local resident that they were interviewed.

Coursework requirements

These requirements are as follows:

1. A genuine attempt must be made with all work that is part of the course of study. This includes participation in class work and completion of homework requirements. This is particularly important as a grade could be based on this evidence.
2. If students are enrolled in a course of study, then they are expected to complete all of the assessments linked to that course. Parents will be informed by the teacher should a student fail to complete an assessment.
3. Full time students must be enrolled in a full-time course. For year 11 and 12 students a full time course constitutes six option lines. For year 13 students a full time course constitutes five option lines. A student may be granted permission not to enter a particular standard under exceptional circumstances only, and with

approval from the HELA. A discussion with parents would be a necessary condition of that approval being granted.

4. Teachers will keep records of student work completion. These records will be reflected in the written reports sent to parents.

Resubmission of assessed learner work

A resubmission is when a learner has the opportunity to correct simple errors or omissions in their assessed work.

A resubmission:

- should be limited to specific aspects of the assessment and no more than one resubmission should be provided
- must take place before the assessor gives overall feedback to the learner on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible
- should be closely supervised to manage authenticity
- should be offered only where an assessor judges that a mistake has been made by the student, which the learner should be capable of discovering and correcting themselves. For example, the learner may have handed in the assessment, but may not have made a particular calculation correctly. In such cases, the assessor may consider it appropriate to allow a learner to resubmit a specific part of the assessment. The amount of information an assessor provides to a learner in identifying the error is important in this context. In the case above, the assessor might say “your method is fine but there is a problem with your calculations...” The assessor would not, however, say “there is a problem with your use of brackets in this calculation.”

Further Assessment Opportunities

A further assessment opportunity (FAO) or reassessment, is when a new, quality assured assessment is provided for learners – after their first assessment opportunity has been completed, and after further learning has taken place. The need for further assessment can be minimized by teachers by making sure that learners have obtained the necessary knowledge and skills to sit the initial assessment. FAOs are not mandatory therefore the school retains the right to stipulate, if, when, where and how these reassessment opportunities are to be completed. It is not always practical to provide FAOs. These are at the discretion of the HELA and conditions are recorded in the student course outline. A summary of these rules is provided below.

1. A maximum of one further opportunity for assessment can be provided to students within a year.
2. FAOs must be offered to the whole class
3. Additional learning must take place between the completion of the first assessment and the FAO.

Record Keeping

- Students should retain on file all assessed work, unless it is work completed to achieve a specific standard, in this case the teacher is required to file it for the purposes of moderation. In the case of an appeal the work will be required by the school or NZQA. Completed work also assists with applications for a derived grade.
- Students should keep their own record of marks gained on formal assessments. Every course teacher will hand out a course outline that students can use as a tracking,

- All grades are recorded electronically. Students must initial the printouts that are generated at the end of the school year to ensure they are correct.
- Students must also very carefully check that they are entered in the correct standards.

Reporting Not Achieved Grades

If a student is given an opportunity to complete an assessment and they do not complete it then they will be awarded a not achieved grade. This is what will appear on their record of achievement.

Student Information

All students should receive a copy of the following information:

- **Course outline** – this should cover main topic areas and when they will be taught.
- A statement outlining the method of **inter-class moderation**.
- A copy of departmental **re-assessment** procedures.
- An outline of the **appeal** process.
- All students should be provided with the means to record their assessment results. This tracking sheet should record standard number, version number, credit value, internal or external, timing of assessments and whether the standard counts for numeracy/literacy.

Special Assessment Conditions

Students with special needs may be entitled to special assessment conditions. If a student and their family feel that not having special assessments conditions would disadvantage the student and prevent them from achieving at their true level then they should approach the SENCO (Mrs Marinus). A number of conditions need to be met.

These are:

- A recent diagnosis from a specialist documenting their condition eg; doctor, educational psychologist.
- Student must be receiving ongoing support.
- Student must have been provided with special assessment conditions during in-school assessments.

National Certificate of Educational Achievement (NCEA)

NCEA is just one of the qualifications available in the National Qualifications Framework (NQF). Credits students gain for their NCEAs may be reused for other National Certificates.

In most courses students will study and be assessed against a series of Achievement Standards. Some of these are internally assessed, but others are assessed externally. The exact balance of internal/external assessments varies from course to course. Students gain credits for each Achievement Standard. Individual courses typically contain between 18 and 25 credits.

Some courses are assessed against Unit Standards. Unit Standards also achieve credit towards NCEA. Unit Standards differ from Achievement Standards in that they are either achieved or not achieved (with some exceptions). However, for each Achievement Standard attempted students will receive one of four possible grades; Not Achieved, Achieved, Merit or Excellence. These distinctions may be important in gaining entry into courses at higher

levels.

Some courses are assessed against a mix of Achievement Standards and Unit Standards.

To gain a NCEA Level 1, students will need to earn 80 credits, including 10 literacy credits and 10 numeracy credit.

To gain a NCEA Level 2, students will need to earn 80 credits. At least 60 credits must be at Level 2 or higher. Up to 20 Level 1 credits achieved can count towards these 80 credits. Students will also need to have met the Level 1 literacy and numeracy requirements (as above).

To gain a NCEA Level 3, students will need 80 credits. At least 60 must be at Level 3 or higher. Up to 20 Level 2 credits achieved can count towards the 80 credits. Students will also need to have met the Level 1 literacy and numeracy requirements (as above).

To gain University Entrance (UE), students will need to pass NECA Level 3. They will also need to gain at least 14 credits at Level 3 in three UE approved subjects. Students will also require 10 UE literacy credits made up of 5 in reading and 5 in writing, set at NCEA Level 2 or above.

Scholarship provides recognition and monetary reward to top students in their last year of schooling. To gain a Scholarship students are assessed against challenging standards. Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Students will be given course outlines and assessment schedules in all courses. It is vitally important that students and parents read through the assessment material. Instructions need to be followed very carefully.

Progress from one Level to the next.

- All senior students must be enrolled in a “full-time” course.
- Most students will progress with their year group.
- Study at a higher level is at the discretion of the Deputy Principal of Teaching and Learning, but will generally require the student to meet the following criteria.

1. Any pre-requisite published in the Student Course Directory

OR

2. If pre-requisites are not met in some cases HELAs may grant dispensation.

Year 11

A ‘full-time’ course for most students will be English, Maths, Science and three other courses. Some may study by correspondence (eg; through Te Kura).

Year 12

A ‘full-time’ course for most will be English plus five other courses. Some Year 12 students study by correspondence.

Year 13

A 'full-time' course for most will be five courses and a line of study. Some may do six courses.

Pathways may be an option for senior students. Students enrolled in a Pathways course will complete a combination of prescribed standards plus a number of standards selected from the NZQ framework that are personalized around that student's career pathway. Most students in the Pathways option will also complete a work placement as part of the school's Gateway programme.

Course Endorsements

If students gain 50 credits at excellence or merit level they will receive an endorsed certificate. These can be achieved retrospectively. For example, if a student achieves 40 level 2 credits at merit one year and then returns to school the next year and achieves 10 level 3 credits at merit, they will receive a level 2 certificate endorsed with merit. If they go on to achieve another 40 level 3 credits at merit the higher level certificate is endorsed; in this case, the level 3 certificate. Students can also get merit and excellence endorsements in individual courses. Students should see their teachers for more information. However, if a student gains 14 credits in a course at merit or excellence level they can gain a course endorsement providing they achieve at least 3 of those credits in an external (with some exceptions).

Externally Assessed Standards

- For every standard assessed externally, particularly those assessed by written examination, the school will require students to sit at least one practice assessment.
- For every subject assessed by a practical assessment the school will provide students opportunities to practise these skills before the final assessment.
- Any student who is unable to sit an external examination through illness can apply for a derived grade. Students can download a derived grade application form from the NZQA website. Students should seek advice from the Principal's Nominee as they will be able to explain what evidence would be necessary for an application to have any chance of success.

General

Privacy Act

Students are reminded that they have the right to privacy over their personal information. Grades will not be disclosed publicly without the student's permission. If student work is to be used as an exemplar their permission must be gained first.

Learner login

Student can access a range of information through their NZQA learner login. Students can register at the following URL address:

<https://secure.nzqa.govt.nz/for-learners/records/register.do?nsn=>

School Awards

In addition to national qualifications students can work towards school awards such as dux or first in class. These awards are calculated from marks or grades awarded for assessments on an agreed assessment schedule.

For a full list of school awards see the prize-giving directory held in the school library or see the Deputy Principal for more information.

Fees/Financial Assistance/ Fee deadlines

Fees for 2016

Fee structure for domestic candidates

Entry fee for all NCEA standards: \$76.70 (GST inclusive)

Scholarship entries = \$30 per subject (GST inclusive)

Fee structure for international fee paying candidates

Entry fee for all NCEA standards: \$383.30 (GST inclusive)

Scholarship entries = \$102.20 per subject (GST inclusive)

Financial assistance

- a. The applicant for financial assistance must be the fee payer and must meet at least one of the following criteria:
 - i. receive a Work and Income or Study Link benefit
 - ii. have a joint family* income below the threshold for receipt of a Community Services Card
 - iii. have one or more children in the family* undertaking these qualifications in the same year, irrespective of income.
- b. Financial assistance is applicable only to domestic students.
- c. Candidates applying for income-related financial assistance are required to pay a processing fee to offset handling costs for processing entries, and administration and certification fees.
- d. Families with one or more children who are candidates are entitled to partial remission of fees irrespective of family income.

Table of financial assistance available

	Eligible for beneficiary or income based assistance	Not eligible for beneficiary or income based assistance
	Fee to pay	Fee to pay
One child who is a candidate	Processing fee NQF \$20.00	Full fee
One or more children who are candidates	Processing fee NQF \$30.00 per family	A maximum of \$100.00 per child and \$200.00 per family

The Fees deadline for Otamatea High School students is August 1st