



ASSESSMENT PROCEDURES (YEAR 12 & 13 courses)

* General Requirements

An assessment statement generated **from the KAMAR** prescribed school format is to be given to all students undertaking Year 12 & 13 classes at the beginning of each course (this could be in printed or electronic form).

This course outline will contain the following information:

- Standards being offered, and the order of delivery
- the standard(s) full title
- the official registration numbers and their version number
- type of assessment e.g. practical, written test, ongoing observation, portfolio etc
- further assessment opportunities for each standard if these exist or not

One week's notice is to be given for unit/achievement standard assessments.

The final hand-in-time for an assessment will be indicated by your teacher.

Classroom tests, examinations and assignments due dates may occur on Fridays, as part of the usual classroom teaching programme.

At no time is a classroom teacher to be interrupted by students handing in work for assessment.

Late assessments need to be dated with the time and signed by both teacher/staff member and student.
(Refer to Absence Policy for Individual Subjects).

* **Attendance, Assessment relevance etc**

- A satisfactory attendance record must be maintained to ensure that a student has undertaken enough of a learning programme to ensure they have sufficient knowledge and/or skill to sit a standard(s).
- A student maybe withdrawn from some standards within a course if after consultation with all relevant parties (e.g. subject teacher, HoD, Dean, Careers Advisor, Parents, student) and it is in the best interests of the student.
- Students who fail to complete assessments are not entitled to the class further assessment opportunities unless the circumstances are exceptional. In a situation such as this advice of the HOD and Assessment Coordinator (Deputy Principal) is essential prior to a final decision.

***** PLEASE NOTE AND READ THE FOLLOWING CAREFULLY *****

Students who are on official trips that have been planned, as part of curricular or co-curricular programmes **must have sought assessment extensions prior to departure** and must, upon their return to school, complete any classroom work missed. Completion requirements for non-assessed work, homework etc. is at the discretion of the classroom teacher. Students are expected to arrange a buddy in each class to collect learning materials that may not be available via the student management system – Google classroom and catch up on this work **BEFORE** asking their teacher for any possible additional help and or guidance.

All assessments are to be completed to a **satisfactory** degree.

What does "Completion of an assignment to a satisfactory degree" mean?

This requirement is to be included as part of the marking schedule.

Students may not see the schedule prior to marking, but will be told of this requirement. Non-completion to a satisfactory degree or late or missed assessments without an exceptional reason will be awarded a Not Achieved grade.

* **Procedures for Assessments that are missed**

1. Planned Absence

When an absence is planned, arrangements for the assessment are to be made **PRIOR** to departure by making application for an extension on the appropriate form. The Assessment must be handed in within 14 days following the student's return. In certain situations, the assessment may not be able to be sat/submitted due to the specific nature of that assessment or because of the missing of a substantial amount of critical curriculum work and/or due to a loss of authenticity of a task etc. Situations like this are e.g. Field trips, practicals etc. No award will be made in the case of a NCEA Standard unless the subject teacher can present sufficient reliable and valid evidence.

2. Short-term Absence

A parental letter must verify short-term illness or other untoward events of 3 days or less. A medical certificate must verify more than 3 consecutive days of illness and may be required in exceptional circumstances for absences of less than 3 days. No award (derived grade) will be made in the case of a NCEA Standard unless the subject teacher can present sufficient reliable and valid evidence to the Assessment Coordinator (Deputy Principal). Note: consecutive days and not consecutive school days.

Assessments must be completed within 7 days following return from short-term absence.

3. Long-term Absence

The decision for an assessment to be omitted e.g. in cases of long-term illness, extensive time away for travel is at the discretion of the HOD, Dean and/or Assessment Coordinator (Deputy Principal).

Awards for the internally assessed standards can only be made if sufficient reliable and valid evidence can be presented by the subject teacher for that specific standard.

4. Wilful Absence

A **Not Achieved** grade will be awarded.

Students must take great care **NOT** to make non-urgent appointments during an assessment event as the event may not be able to be repeated, the confidentiality of the event could be breached and a further assessment opportunity may not be possible. The absence could be deemed a having been wilful.

* **Derived Grades – Internal and External**

Awards for an internally assessed standard(s) can only be made if sufficient reliable and valid evidence can be presented by the subject teacher for that specific standard.

For an external standard valid, authentic and reliable evidence is required. This could be from a school test and/or school benchmark examination. These assessments must therefore reflect the national standard in content difficulty, length etc as well as the assessment conditions expected of an external examination.

* **Conditions for Granting Extensions for Internal Standard Assessments**

Extensions must be sought in writing on the Extensions Form. Reasons must be valid (use NZQA criteria for external examinations), rather than just due to a student's lack of planning.

These forms are available at **Quick Links** on the St Hilda's Student Homepage.

An extension must be sought from the **Head of the Department**, on the **Extensions Form at least two days** before the assignment item is due or, in the case of planned absences **well before departure**. Note: Use NZQA criteria. This excludes family holidays but does cover a sports trip, quad tournament, field trip, camp etc.

Extension requests should contain supporting documentation - parental/guardian letter, medical certificate, note from the Guidance Counsellor/Chaplain/Dean/Form Teacher/Tutor Teacher or JP etc.

The HOD of the relevant department will grant an extension. If the extension is denied the student can have the decision reviewed by the Assessment Coordinator (Deputy Principal). The Assessment Coordinator's decision is final.

* **Overdue Assessments**

If for some reason you are not able to deliver an assessment item to school in person e.g. unwell on the deadline day, it is strongly recommended that a parent / guardian do this on your behalf. Another suggestion is to have your assessment item delivered to the main office by taxi or a student could email their work to school as an attachment; the address is admin@shcs.school.nz

* **Penalties for Overdue Assessments - There will be a *Not Achieved* awarded for that particular assessment item unless circumstances are exceptional.**

This does not mean that a student is excluded from any future further assessment opportunity should this option exist within the course assessment outline as issued at the beginning of the year. As already mentioned above, students who do not complete assessments to a satisfactory degree are NOT automatically entitled to a further assessment opportunity.

* Computer Failure

Students are reminded that computer failure is **NOT** an acceptable reason for the late handing in of an assessment. It is essential that students backup their work regularly. Use of a pen drive is a very simple but effective way to accomplish this. Emailing your draft work to your school address regularly is another alternative. A strategy that can reduce problems with handing in an assessment item late is to hand in the **most recent backup plus photocopies of any hand written workings no matter how untidy** until the original piece of work can be retrieved and handed in. A student could email their work to school as an attachment if a faulty printer is stopping them handing in the assessment, the address is admin@shcs.school.nz

***** READ THE FOLLOWING SECTION WITH GREAT CARE *****

* Authenticity

All students will sign an Assessment Statement annually, in which they declare that any material submitted for internal assessment in all their subjects/courses will genuinely be their own work.

If you work in a group on a topic, you must take great care to ensure the assessment handed in/submitted for marking is your own work, written by you in your own words even though you will have spent time discussing ideas within your group. It may also be a requirement in open book assessments for your class work to be handed in. It is the student's responsibility to ensure that this is their own work if this is a requirement of the assessment.

STAR (including university courses), correspondence students, Gateway, video conferencing course participants etc must ensure that all work sent to these institutions is in their own words and their own ideas (see above).

Students must take great care to only look at other students work if they have that student's express permission. In most departments, exemplars will exist that will give you an idea of the standard of work required to attain an achieved, merit or excellence grade.

In all assessments it is imperative that students acknowledge all sources of information, be that a person or publication etc. All web site acknowledgements should be accompanied by a copy of the web sites front page (or as your teacher outlines you should present this).

At any time, the school may instruct students to use the formal plagiarism software when handing in pieces of work or if an authenticity issues has arisen.

Plagiarism of work is considered a serious breach of authenticity and could result in a not achieved for that standard(s).

Artificial Intelligence (AI) programmes can only be used for research and drafting following your teacher's guidance and NOT for generating substantive content. All use of AI MUST be acknowledged and evidence referenced.

Authenticity also extends to any assessment activity such as a formal test, practical test/experiment, seminar/presentation, examination etc where a breach of conduct occurs.

Any breaches of assessment conditions are investigated by the Deputy Principal. Student(s) whose assessment grade will not be directly affected by the investigation or by the resulting decision of the Deputy Principal will not necessarily have access to those decisions. At all times the principle of "natural justice" is applied and hence any investigation is carried out confidentially (this does not mean that a student's parents and the appropriate staff will not be informed).

Breaches of assessment conditions and hence authenticity of internal and/or external standards could result in the withdrawal of a student from a standard(s) or a Not Achieved grade.

* Appeals

Appealing a mark, grade or award

It is assumed that all staff and students will approach the Appeal process with goodwill.

Any student may appeal an assessment decision for internally assessed work. The student must follow the process laid out in the Appeals Policy, including the filling in of an Appeals Form, should an initial appeal to the subject teacher not resolve the matter (a user-friendly flow chart is provided to each student at the beginning of the year regarding the Appeals process).

Appeal Forms are available at **Quick Links** on the St Hilda's Student Homepage.

All Appeals must be lodged within 7 days of receiving a piece of marked work.

The signing of a mark, grade or award level on the assessment front cover, the assessment feedback sheet or the assessment verification sheet etc implies agreement with the mark and a student may not make an appeal of this mark, grade or award level after this.

For internal assessment items the school decision is final with respect to Appeals.

Appealing a report comment and/or report grade

Should a report comment and/or grade be thought to be inaccurate by a student and/or parent an appeal can be lodged with the Deputy Principal who will investigate the situation. Should the comment or grade require modification and/or correction this will be done so and the student via the parent will be issued with an up-to-date report. This new report supersedes the previously archived electronic report.

Should the report comment and/or grade be found to be accurate the student and/or parent will be informed of this in writing by the Deputy Principal with the opportunity to come into school and discuss the matter with the Deputy Principal always being an option at any stage of the process. The Deputy Principal's decision is final.

* Further Assessment Opportunities / Adequate Assessment Opportunities

Students will be informed via the annual subject assessment statement issued to each class at the beginning of the year (printed and or electronic), of any further assessment opportunities, within a subject's learning programme. Only **ONE** further assessment opportunity maximum can be offered for any one standard. A **further assessment opportunity** occurs when a new, quality-assured assessment is provided for students after their first opportunity **and** after further learning has taken place. Further assessment opportunities will be the exception rather than the rule as...

Further assessment opportunities may not be possible when the assessment involves

- considerable cost
- extra time away from the already allocated curriculum time
- authenticity of the task being lost
- a parallel assessment having to be designed at considerable effort

Students may only be offered a further assessment opportunity if they display that they have undergone sufficient learning since the first assessment to make sitting the second assessment worthwhile. Again there are circumstances that have already been alluded to when a student is **NOT** entitled to a further assessment opportunity.

Resubmission

A resubmission will be offered when the student could pass the standard if they could correct any **minor error(s) or minor omission(s)** in their work, in a short period of time (10-15 minutes). **This does not include answering a question or part question or a large segment of the work not already attempted in the original assessment.** Students who are not deemed to be **VERY** close to a grade boundary and who would not be able to quickly correct a minor error(s) or minor omission(s), in the professional judgement of the marker, will not be offered a resubmission. Students are to complete the resubmission at the advertised time(s) and place(s) given to them by their teacher at the same time as the assessment event date is advertised to the class i.e. at least one week prior to the assessment event. Other time(s) and/or place(s) would only be arranged in exceptional circumstances. The highest grade that can be awarded is "Achieved".

Link for NZQA [Myth Busters #4](#)

Resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided. It must take place before the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible. Resubmission should only be offered where a teacher judges that a mistake made by the student could be discovered and corrected by themselves. For example, the student may have handed in the assessment, but may not have made a particular calculation correctly. In such cases, the teacher may consider it appropriate to allow a student to resubmit a specific part of the assessment. The amount of information a teacher provides to a student in identifying the error is important in this context. In the case above, the teacher might say "your method is fine but there is a problem with your calculations...." The teacher would not, however, say "there is a problem with your use of brackets in this calculation."

Resubmission **MUST** be offered prior to the discussion of the assessment in class and **MUST** be done under teacher supervision.

* **Parental Notification of Assessment Issues**

Parents will be notified about assessment issues at the discretion of the HOD, Dean or Deputy Principal. Situations that may require parental notification are

- Authenticity
- Absences
- Appeals
- Further assessment opportunities
- Late handing in of work
- Extensions
- Non course completion

* **Checking internally assessed grades**

The staff are required to enter student grades onto the KAMAR system as soon as the results have been checked as true and accurate with the students (normally this would be approximately one week after students receive their grades back). The school requires the teaching staff to confirm students' electronic grade record as every set of assessment data is entered onto KAMAR. After each assessment a student signs their assessment cover sheet or a class verification sheet to verify the accuracy of results prior to entry on KAMAR. Students are also encouraged to regularly check their grades by logging onto the NZQA website or checking on KAMAR via the parent portal. If an error has been made in the entering of data this needs to be brought to the attention of the classroom teacher/HOD immediately so a correction can be made. Should a student not be able to log onto the NZQA website please contact the Principal's Nominee for help.

* **Retention of Student Work**

All internally assessed student work will be retained by each department until it is no longer required for school and or national moderation. Students will retain the right to have access to this work but may not remove it from the school. Students need to be aware that their work may be used for the purpose of providing exemplars to students in future years.

* **Requirements for a Course Endorsement**

(at St Hilda's we would consider a course to be a subject)

Students will gain an endorsement for a course where they achieve both of the following criteria in a single school year:

14 or more credits at Merit or Excellence, and at least 3 of the credits at Merit or Excellence are from externally assessed standards and at least 3 of the credits at Merit or Excellence are from internally assessed standards.

Common Assessment Tasks (CATs) are externally assessed standards.

Excluded from this rule are Physical Education and Level 3 Visual Arts. Students will receive a course endorsement when they achieve:

14 or more credits at Merit or Excellence in Physical Education standards where all achievement standards are internally assessed, or for Visual Arts: 14 or more credits at Merit or Excellence from one of the externally assessed Level 3 Visual Arts standards OR 14 or more credits at Merit or Excellence from internally assessed Level 3 Visual Arts standards.

* Privacy

Student privacy is to be respected during all steps of the learning and assessment process.

Exemplars

It is customary practice to ask a student if their work can be used as an exemplar with in the class to illustrate good practice. Students are made aware that in future years their work could be used as exemplars for other students as has occurred for them during their time at St Hilda's Collegiate School.

Where possible the identity of the student whose work is being used as an exemplar will not be revealed. This will not be possible in all instances e.g. delivery of a speech etc.

Returning of student work, resubmission conversations, verification signing for grades, initial or other discussion of appeals/ extensions/report and or grade errors etc.

Staff will handle this process with professionalism and discretion and if necessary will meet with the student in a more private place and at a more convenient time so that discussions are not overheard by parties not relevant to the discussion. Students are asked if they have a concern to bring with situation up at the end of a period and ask for a more private meeting with the staff member.

Breach of assessment conditions e.g. authenticity, misconduct within an assessment etc

Quote from the Authenticity section of this procedures document...

“Any breaches of assessment conditions are investigated by the Deputy Principal. Student(s) whose assessment grade will not be directly affected by the investigation or by the resulting decision of the Deputy Principal will not necessarily have access to those decisions. At all times the principle of “natural justice” is applied and hence any investigation is carried out confidentially (this does not mean that a student's parents and the appropriate staff will not be informed).”

Special Assessment Conditions

If a student or their parent feels that their assessment attainment is being penalised in such a manner that they may require special assessment conditions they need to approach the Head of Guidance/ Special Needs to have their case investigated. In some cases, a student maybe referred to Head of Guidance/ Special Needs by a teaching staff member.

Once special assessment conditions have been approved by NZQA the student is entitled to these for all relevant assessments (internally or externally assessed) through out the year and in future years while their status has NZQA approval. The NZQA regulations around special assessment conditions are constantly under review and so it is important that a student does not assume that having gained these conditions in one year means that they will stand in future years.

Appendix - Policies and Other Information

Assessment Policy

Further Assessment / Adequate Assessment Opportunity Policy

Authenticity Policy

Appeals Policy and Appeals Form

Extension Policy and Extension Form

Absence from individual subjects Policy

Late Assessment Policy

Missed Assessment Policy

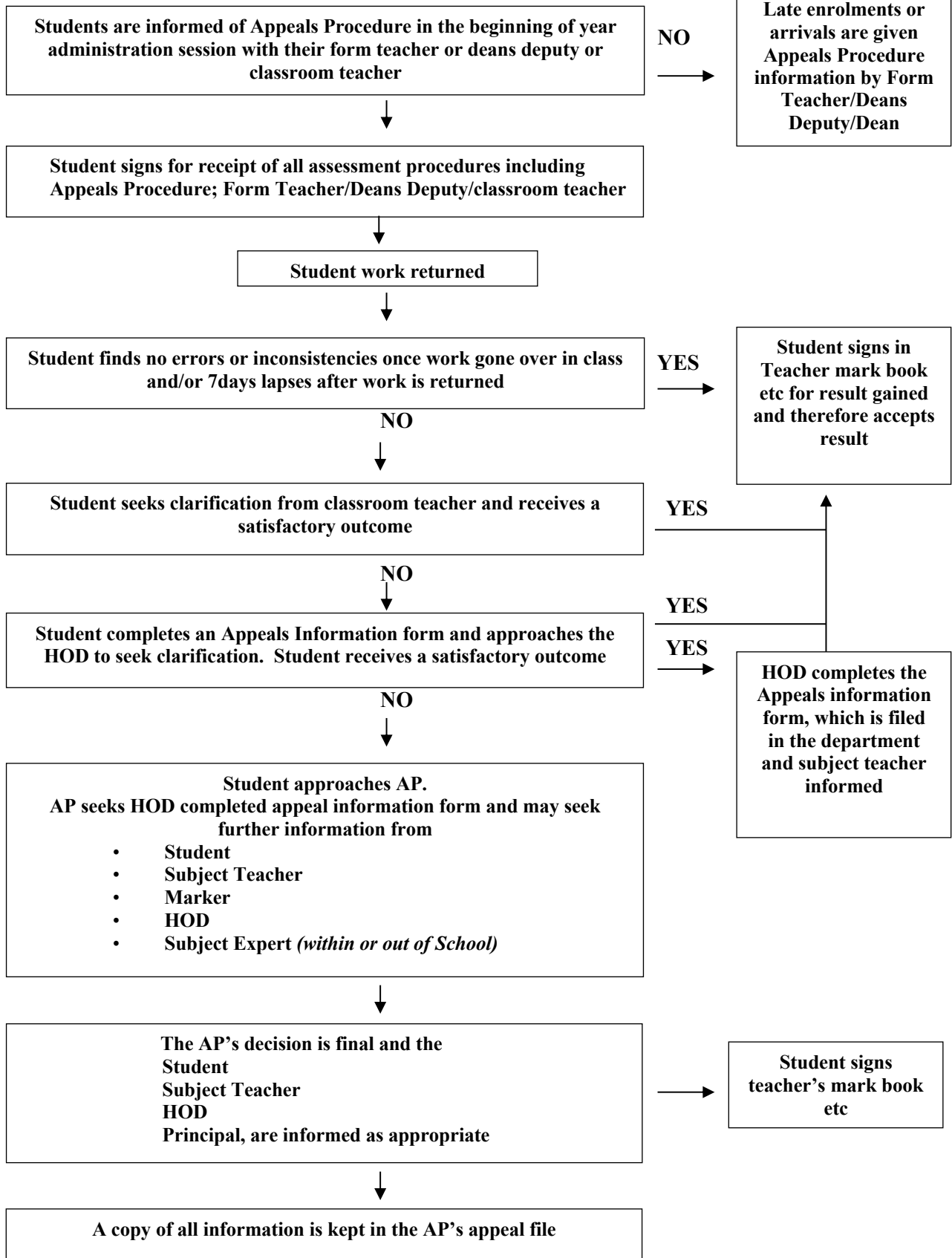
Academic Programme Booklet

NZQA Website www.nzqa.govt.nz/ refer to Myth Busters

Authenticity Checklist (NZQA)



APPEALS PROCEDURE





ASSESSMENT APPEAL FORM
(Internally assessed standards only)

Name:	Class:
Assessment Title:	No:
Teacher:	
Marker:	
HOD:	
Date assessment marked:	

Reason for Appeal

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HOD Comments and Decision

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I agree with this decision:

Student Signature		Date	
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I disagree with the decision and would like a review of the appeal by the Deputy Principal

Student Signature		Date	
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ASSESSMENT APPEAL REVIEW FORM
(Internally assessed standards only)

Name:	Class:
Assessment Title:	No:
Assessment Appeal Information attached:	

Appeal Summary

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Deputy Principal Comments and Decision

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I have been informed of the final decision:

Student Signature		Date	
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ACTION FOLLOWING

Student to sign Assessment Cover Sheet and Verification of grade

The following to be informed of final appeal decision

Principal	HOD	Teacher	Marker	Parent



EXTENSION POLICY

Policies:

1. In special circumstances, extensions to the due date of assessed work may be granted. This may be for either a group of students or individual students.
2. Students apply to the Head of Department for an extension NOT the subject teacher or Dean. This should be at least two school days before the due date, not after the assessment event.
3. In exceptional circumstances, extensions can be granted after the due date, for work submitted late.
4. Extensions to the due date of assessments must be discussed and approved by the Head of Department. Subject teachers may not grant extensions. If the HOD does not approve an extension they need to let the AP know, and inform the student that they may undergo a review with the AP.
5. Medical certificates and/or other supporting evidence (e.g. parental/guardian letter, medical certificate, note from the Guidance Counsellor/Chaplain/Dean/Form teacher /Tutor Teacher/Head of Guidance or JP) should accompany a student's application. (Use NZQA criteria for external examinations).
6. Students who receive extensions are notified in writing of the new due date which they must meet.

Procedures:

1. If a subject teacher wishes to grant an extension, he/she must discuss the situation with the Head of Department, detailing the reasons.
2. If the Head of Department supports the extension then this is the end of the process. If the extension is not approved by the HOD then the student may approach the AP to have the decision reviewed.
3. The Deputy Principal will either approve or turn down the extension. This is done in writing (reasons given) with a copy going to the Head of Department, Subject Teacher and Student (Assessment Extension Form is to be used).
4. If the extension has been approved, then the student(s) concerned is/are informed of the new due date in writing, by the HOD/ Deputy Principal.
5. **Extension Forms** are available at **Quick Links** on the St Hilda's Student Homepage.



EXTENSION / MISSED ASSESSMENT OPPORTUNITY FORM
Extract from the Assessment Procedures Year 12 & 13

Conditions for Granting Extensions for Assessments

Extensions ought to be sought in writing. Reasons must be valid, rather than just due to a student's lack of planning. (Use NZQA criteria. This excludes family holidays but does cover a sports trip, quad tournament, field trip, camp etc)

An extension must be sought from the **Head of Department** after consultation with the subject teacher, at least 2 school days **before** the assignment item is due or, in the case of planned absences, well before departure.

Student's Name: _____ Form Class _____

Subject/Year: _____

Name/ Type of Assessment: _____

Due Date: _____ Proposed Extension/ New Assessment Date: _____

Reason for Extension / Missing Assessment:

Supporting Documentation (medical certificate, parental letter, note from the Guidance Counsellor / Chaplain / Dean / Form Teacher / Tutor Teacher/ J.P. etc can be attached to this form.

Signed: _____
(Head of Department)

Date: _____

APPLICATION GRANTED

APPLICATION DENIED

Reason filled in by the HOD:

IF YOUR HOD HAS DENIED YOUR EXTENSION YOU MAY SEE THE DEPUTY PRINCIPAL TO HAVE THE SITUATION RECONSIDERED

APPLICATION GRANTED

APPLICATION DENIED

Signed: _____
(Deputy Principal)

Date: _____

A copy of this has gone to the Head of Department __ Subject Teacher __ Student __



AUTHENTIC WORK CHECKLIST

Student Name: _____

Features of authentic work

Content	Yes / No (Comment)
Work relates to the agreed topic	
Personal response or reference is adequate	
Evidence shows student has collected and interpreted own data	
Comments / observations / points are consistent	
Ideas include those in the class discussion or resources	
Oral questioning shows student can sustain the ideas from written work	
Student has not copied another student or allowed their work to be copied	
Structure	
Structure is coherent, sections and paragraphs flow logically	
No important link is missing, no section or paragraph is irrelevant	
Final version is consistent with early drafts	
All checkpoints were met (e.g brainstorm, raw data recording, first draft)	
Language	
Vocabulary and syntax are appropriate for the student	
Spelling and paragraphing are appropriate for the student	
Submitted work is consistent with the student's other work for the course	
The <i>voice</i> is the student's own, not that of an academic or a professional writer	
Sources	
References and quotations are appropriate and acknowledged	
Sources are referenced	

Source: NZQA



AUTHENTICITY / MISCONDUCT STATEMENT

I, _____ (print your name)
understand that all course work I submit for assessment must genuinely be my own.

- * That work submitted for internal assessment must be fully undertaken during the year of assessment.
- * That I will not accept assistance from any person in the preparation and submission of work, eg text direction, correction of details in assignment prior to submission. If I seek general advice about an assignment this will be acknowledged.
- * That even if a topic is discussed and studied as a group in class, the assessment submitted must be written by me in my own words.
- * That I will not only look at any other students work unless I have that students express permission.
- * That I am not able to submit the same piece of work for more that one assessment requirement or parts thereof.
- * That the submission of work that is not genuinely my own may result in a not achieved or non-award.
- * That authenticity also includes the following kinds of events e.g. formal test, practical test/experiments, seminars/presentations, examinations, portfolios etc.
- * That these policies apply to any other institution that I maybe enrolled with while at St Hilda's e.g. STAR, Gateway, Correspondence School, video conference class, University, Polytechnic or other outside provider etc.
- * That in all situations where I am involved in the completion of work that could be used for the awarding of NCEA credits I will conduct myself in such a manner in formal and informal situations so as not to call into question the reliability or validity of my own or any other persons NCEA assessment evidence through inappropriate behaviour. If the authenticity of an assessment item is called into question this could result in me being withdrawn from a standard or standards.

Signed _____ Date _____

ACCESSING ASSESSMENT INFORMATION

Senior students have access to the following documents digitally (on Student homepage)

Enclosed within this package are the following documents

- Assessment Procedures Authenticity / Misconduct Statement
- Extension Policy Appeals Information Form
- Extension Form Appeals Flow Chart

- * I understand that I must carefully read these documents and seek help with understanding them if I have any queries.
- * I understand that all internally assessed NCEA standard work must be retained at school until such time as the NZQA moderation process is complete.
- * I understand that my work may be required to be used as an exemplar from time to time.

Student name (please print): _____

Student signature: _____

Date: _____