



# **ASSESSMENT HANDBOOK 2019**

## **PROCEDURE ON RECOGNISING STUDENT ACHIEVEMENT**

Students will be provided with a range of assessment opportunities to produce evidence of achievement in each standard.

Further assessment opportunities should be manageable for staff but should not always be limited to one opportunity or restricted to formalised events. Students are able to demonstrate further learning and improve their grades to have their achievement recognised.

When some students do not achieve the standard, a teacher may choose one of the following strategies:

- Have the student complete the whole task again.
- Set a new assessment activity.
- Continue teaching the skill and offer another assessment activity later.

In certain situations, some of the following may be appropriate:

- Talk to the student to elicit evidence that may not have been provided in the activity.
- Have the student provide further written evidence from the same task, for example, by developing an answer further.
- Use evidence from work during the teaching programme, where this is valid, authentic and meets the criteria.

If students miss assessments where the assessment has taken place in class over several periods. The principles are clear: teachers make assessment decisions based on the evidence student's produce. This means the assessment conditions and assessment activities may vary, however the judgements, in relation to the criteria in the standard, will be the same.

It is the teacher's responsibility to ensure that the standard of other assessment opportunities is appropriate and fair on both the student and others in the subject and that it reflects the requirements of the standard.

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## STUDENT INFORMATION

Clear instructions, schedules and guidelines need to be provided to students. All senior students will receive a student NCEA handbook at the start of the academic year:

### **STUDENT NCEA HANDBOOK Gore High School Introduction to NCEA**

The National Certificate of Educational Achievement is the main qualification students will study towards at secondary school. The Certificate is available at three levels. The NCEA is gained when a student earns 80 or more credits, at least 60 of which must be at the level of the certificate or above and up to 20 can be transferred from the level below (any 20 credits can be transferred from the level below, they do not have to be surplus). These credits are achieved by successfully completing activities, which assess specific Achievement Standards or Unit Standards. All courses at Year 11, 12 and 13 will enable credits to be earned. There are three levels of achievement that can be gained: achieved, achieved with merit, achieved with excellence.

In order to gain the NCEA Level 1, 2 or 3 qualification, you must gain a minimum of 10 credits in literacy and 10 credits in numeracy at Level 1 or higher

Some Standards will be assessed externally which means that someone outside the school will make judgements about the student work. For most subjects this will involve an examination at the end of the year. Where the assessment is to be internal, the classroom teacher will administer and mark the activity. Careful moderation procedures are put in place to ensure your work is marked and graded at the correct standard.

The following policies relate to these internally assessed activities and are part of ensuring that all students, both at Gore High School and throughout New Zealand, are treated fairly and consistently. It is important you read and understand these policies.

## FURTHER ASSESSMENT RULES

A key feature of internal assessment is that further opportunities to be assessed can be provided for students who initially fail to achieve their potential at any level, where this is appropriate.

- 1. A maximum of one further opportunity for assessment of a standard can be provided within a year.**

#### **Definition of further assessment opportunity**

A further assessment opportunity occurs when a new, quality-assured assessment is provided for students after their first opportunity, **and after additional teaching and learning has taken place.** This could be a new test, a new writing topic or a new research topic. For some tasks offering a further assessment opportunity will not be possible for manageability and practical reasons.

Students' learning is not increased by repeated summative assessment, but by extensive feed forward and feedback. Students should not be assessed for a standard until the teacher is confident that achievement of the standard is within their reach, or until the final deadline for assessment, if there is one.

A maximum of one further opportunity for assessment means none or one. It does not mean one must be offered.

The need for further assessment can be minimised when teachers:

- Ensure students understand the standard and the test, brief or assignment (the performance criteria or achievement criteria, the range statement and link with the curriculum).
- Discuss exemplars of successful work in different contexts with students.
- Give students adequate practice opportunities, including whole-class brainstorming.
- Assess students when they are ready.
- Provide templates to guide students.

### **Eligibility for a further opportunity**

If a further opportunity for assessment is offered to any student, it must be made **available** to all students entered for that standard. This is regardless of their performance on the first opportunity. Therefore, further assessment opportunities need to be carefully planned.

All students must be able to:

- Use the further opportunity to improve their original grade.
- Access the further opportunity, if they wish, including those who did not complete the original assessment for an acceptable reason, as determined by the school's policy on missed and late assessment.

It is not the intention to allow students a further assessment opportunity where they have chosen for unacceptable reasons not to take the first opportunity.

### **Results of a further opportunity**

Students must be awarded the highest grade they have achieved over both opportunities:

- If a student does not achieve the standard on the first attempt, they must have access to any grade from Not Achieved to Excellence on their second attempt.
- If a student achieves a lower grade on the second attempt, the higher grade achieved on the first attempt is the result that must be reported to NZQA.

### **Manageability of a further opportunity**

It is the department's decision whether a further opportunity will be offered for any standard. If it is not manageable to offer a further opportunity, then students should be advised from the outset that there is only one opportunity to be assessed against that standard. It should occur after further learning has taken place.

## Conditions of assessment during further opportunities

It is essential that conditions of assessment during a further opportunity be consistent with those for the first opportunity. For example, students cannot be allowed to work at home for the second opportunity when this was not allowed for the first opportunity. Inability to provide the same conditions for the second opportunity would be a reason to make only one opportunity available in the year.

### 2. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided.

#### Definition of Resubmission

A resubmission opportunity should only be offered where a teacher judges that a mistake has been made by the student, **which the student should be capable of discovering and correcting 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."

- A resubmission can be offered when students have made mistakes which they should be capable of discovering and correcting on their own. By definition, the problem should be capable of rapid resolution. In other cases, a further assessment opportunity may be more appropriate.
- If a resubmission is offered, 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.
- Feedback to students prior to a resubmission must be general and not compromise the authenticity of the student's work and responses. Teachers should give only general advice. A student may be told, for example, "you need to fix your referencing up" or "there are grammar issues here".
- A resubmission must not compromise the assessment. For example, if the original assessment was completed in a supervised classroom, the resubmission must be completed under the same conditions. It is not appropriate to allow a student to complete their resubmission at home when the original assessment was done in class. The teacher should also ensure the resubmission takes place in a timely fashion.
- A resubmission does not constitute a further opportunity for assessment because it does not involve a new assessment being set after further learning.
- A resubmission can be offered after either the first or the second assessment opportunity or after both.

### **3. Approaches to assessment that involve collection of evidence must be documented.**

#### **Collecting evidence over time**

It may be appropriate, in some standards, for the teacher to gather achievement evidence over time. In this case there is no specific "assessment event."

This would apply when the standard assesses a skill or piece of knowledge that students could demonstrate over the course of their normal class work or outside the classroom in controlled contexts for example, safe practice in a workshop, public speaking, performing arts, or appropriate use of technical equipment.

- Care must be taken to ensure that teachers do not assist students to complete an assessment. The work must be the work of the student.
- Evidence used to make a grade decision must be recorded and verifiable. For example, if no video of a performance is practicable or the evidence has come from conferencing with students, teachers need to provide a checklist or an annotated file note with a standard-specific description of the evidence which the teacher viewed to justify the judgements made. This annotated file note could be added to the mark sheet/results notice which is returned to the students. A copy must be retained by the teacher for moderation purposes and for future reference.

### **4. When assessing aspects of a standard separately, teachers must be confident that students can demonstrate competency for the standard as a whole.**

#### **Feed forward and feedback**

Some assessments build over a period of time up to a final submission. For example, a teacher will provide feedback over a period of time in the case of a performance task, a writing assessment or a portfolio of a year's work. In general feedback (comment on progress) and feed forward (suggestions for next steps) should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student.

- In the case of a standard that has separate elements, if it is acceptable to assess each element through a different task and submit an overall result, the assessor must be satisfied that the student can demonstrate an understanding of or competency against the standard as a whole.

### **Missed Assessments for Internal Standards**

**Further assessment opportunities are not a right under any circumstances. You may apply for an assessment extension if:**

- 1. There are circumstances beyond your control, e.g. sickness, bereavement or transport problems.** Applications must be backed up with written documentation, e.g. a medical certificate or an explanatory note from home.
- 2. A school trip will clash with an assessment due date.** If you know of certain circumstances (e.g. school camps) that will cause you to be unable to get assessments in on time, then you must apply for an extension **before the due date.**

- 3. Self interest; an activity not directly relating to school** e.g. family holiday. Again, you must apply for the extension before the assessment is due and this may not be granted if the member of staff concerned deems it impractical to provide further assessment opportunities.

**If a student misses an assessment because of unauthorised absence, they automatically forfeit that assessment opportunity.**

An application form for an extension is available from student reception. Fill it out and then take the form first to Mr. Hutchins. Mr. Hutchins can only grant extensions in consultation with the subject teacher.

**Late work that has no extension agreement will receive an N grade.**

Students who have been unable to complete external assessments (NCEA examinations) will have NZQA procedures to follow. See Mr. Hutchins for further details if this affects you.

### **PRIVACY**

Students have the right to keep assessment information private between themselves and staff. If students choose to share test results with each other then that is their prerogative, but this is discouraged.

### **APPEALS/REVIEWS**

If a student/parent wishes to question, review or appeal an assessment decision, the following steps need to be followed.

- (i) Approach the teacher concerned. The student has 7 school days to appeal the assessment decision.
- (ii) If the appeal has not been resolved, collect from Mr Hutchins (the NCEA Coordinator) the referral form. Fill it in and hand to Mr Hutchins. The HOD, teacher and Mr Hutchins will then discuss the assessment evidence with you. The outcome will then be explained to you.
- (iii) If the situation is still not resolved, the appeal is then referred to the Rector whose decision is final.
- (iv) The outcome must be signed off by the student and the teacher concerned.

### **MODERATION**

Students' work may be kept for moderation purposes.

### **AUTHENTICITY**

It is important that the school is sure that any work submitted is completely the work of the individual who is receiving credit for that particular assessment. A contract will need to be signed by the student and a parent/guardian to ascertain that this is the case over all the subjects that are assessed for the student.

### **REFERENCING**

The ethos behind these instructions is to make sure any use of work from other sources is clearly identified. The following instructions are based on the American Psychological Association (APA) referencing. Below is the preferred method of referencing whilst at school.

Year 13 students should note that referencing work whilst at tertiary institutions is highly prescribed and full APA referencing is likely to be required.

When you use ideas that are not your own (from books, journal articles, websites, images, etc.) in your assignments, be sure to reference (cite) them in your work (in the text of your document **and** in a reference list at the end). Failure to acknowledge another source of work is called plagiarism. Students who plagiarise can be asked to redo an assignment or be given a Not Achieved.

## Referencing in the text of a document

### **Paraphrasing**

When paraphrasing (summarising information in your own words), reference the Author and year at the start e.g.

Hutchins (2016) states that Mathematics was Fred's favourite subject.

### **Direct Quote**

When quoting (copying a section of text from another source), enter the quote exactly, surround it in quotation marks, use Author, year and page number at end of the quote e.g.

"Fred enjoyed school as a young child. As a teenager, Fred enjoyed Science, but Mathematics remained his favourite subject" (Hutchins C, 2016, p.26)

## Reference list (at end of assignment)

**Book** should be of the format: Author, (Year). Book title e.g.

Hutchins, C. (2016). Fred and his rise to stardom.

**ebook** should be of the format: Author, (Year). Book title, retrieved from e.g.

Hutchins, C. (2016). Fred and his rise to stardom. <http://www.reader.ebilib.com>

**Journal article** should be of the format: Author, (Year). Title of journal article, Journal, volume and page number e.g.

Hutchins, C (2016). Fred and his rise to stardom. Mathematics Today, volume 12 p. 21

**Newspaper or magazine** articles should be of the format: Author, (date of publication). Title of newspaper article, newspaper, page number e.g.

Hutchins, C (2016, November 20). Fred and his rise to stardom. Ensign, p. 21

**Webpage** should be of the format: Author, (Year). Name of webpage, web address e.g.

Hutchins, C. (2016). Great Mathematicians. <http://www.mathematicstoday.com>

**Work of Art** should be of the format: Name (Artist/director/producer), (year), Title of work [medium], owner e.g.

Van Gogh, V (Artist). (1888). Sunflowers [painting]. National Gallery, London.

**Communication**, be it either verbal or electronic e.g. Wiki or Blog should be of the format: name, date and, if electronic, where it was retrieved from i.e. wiki page or Digital Object Identifier (DOI). E.g.

Happiness. (n.d.). In Psychwiki. Retrieved December 2016 from <http://www.psychwiki.com/wiki/happiness>

If no date is available for a citation use the abbreviation n.d.

**DERIVED GRADES**

If, for a legitimate reason a student is unable to attend an external examination, they may apply for a Derived Grade(s).

To be able to apply for a derived grade, a professional e.g. doctor must supply written confirmation that the student could either not attend an examination or that their performance in the exam was hindered by events outside of your control e.g. a police incident report explaining a student was involved in a car crash on their way to the examination.

Each Derived Grade case is evaluated individually, and it is not always granted.

To apply for a derived grade, a student or their caregiver must see Mr Hutchins ASAP.

Mr Hutchins  
Assistant Principal

**PLEASE RETURN THIS TO YOUR HOUSE TEACHER  
DUE DATE:**

**AUTHENTICATION CONTRACT 2019  
GORE HIGH SCHOOL**

**Name:** \_\_\_\_\_ **House Class:** \_\_\_\_\_

In 2018, I am working towards gaining Level 1, 2 or 3 credits for the National Certificate of Educational Achievement.

For each of the internal standards there will be **at least one** assessment activity to be completed.

I understand that all the work I submit for **all** assessments **must be my own**. Handing in work that is not my own will lead to my being awarded **NO CREDIT** for that activity.

Signed (Student): \_\_\_\_\_

Signed (Parent/Caregiver): \_\_\_\_\_

Date: \_\_\_\_\_

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## Course Outlines

Each student is to be given a course outline for his or her class at the start of the year.

HODs and TIC must also hand a copy of the course outline to Mr. Hutchins.

In the staff drive there is a template for the course outline that they are to hand to Mr Hutchins.

There is a preferred way to set out the student course outlines. The reason for this is that students are given one format to use and not confused by many different ways to present them the same information.

It is very important that you make sure that you include the ***CORRECT VERSION*** of the standard.

Additional information you may put on the course outline

***An approximate timeline of the structure of the course,***  
i.e. where particular standards will be covered in the year.

***Further Assessment Opportunities.***

E.g. the best essay of three will be used for the final grade, this assessment will only be offered once due to time constraints or there will be a re-sit opportunity available.

***Indicative times of when assessment will take place.***

This is important, as it will make it easier to make decisions about extensions etc, if we have already clearly signposted when assessments will take place.

Statements regarding authenticity, lateness and derived grades do not need to be included in the course outlines as they are specifically addressed in the student NCEA handbook which will be given to students at the start of the year.

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## PROCEDURE ON ASSESSMENT INFORMATION

### All class teachers will:

- Keep accurate records of all assessments in their planner.
- Enter marks/grades in Classroom Manager as soon as possible after assessment tasks.
- Print individual student records from Classroom Manager at the end of the year and have students sign off the data as accurate. This must be done in line with our Privacy Act policy.
- Provide the HOD/TIC with a copy Classroom Manager Mark books at the end of each reporting period. This is the responsibility of the HOD to monitor.
- Give a signed class printout to AP to verify that all data has been verified by all students

### HOD's/TIC's will ensure that:

- Staff within their departments know what assessment data needs to be recorded.
- Their staff know how to record this data, especially electronically.
- Data is being entered into Classroom Manager efficiently and on time.

The Classroom Manager Administrator will ensure that regular backups of the database are made so in the event of computer failure minimal data is lost.

Student programmes maybe individually personalised and particular standards for a course maybe withdrawn or added. This should be done in consultation with Mr. Hutchins, dean and the caregivers of the student.

The **only** grades for a standard to be used in CM are the following (CM allows other codes, but Gore High School does not use them as these are not allowable by NCEA): E.G. DO NOT USE A 'V' CODE

N	Not Achieved
A	Achieved
M	Merit
E	Excellence
X	Withdrawn (only AP can enter this code)
Blank	Not yet assessed

A student may be withdrawn from a standard only if there has been a prior agreement that they will not be assessed for it. This should be done in consultation with Mr. Hutchins, dean and the caregivers of the student.

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## PROCEDURE ON LATE INTERNAL ASSESSMENTS

**Further assessment opportunities are not a right under any circumstances.**

**Students may apply for an assessment extension if:**

- 1. There are circumstances beyond their control, e.g. sickness, bereavement or transport problems.** Applications must be backed up with written documentation, e.g. a medical certificate or an explanatory note from home.
- 2. A school trip / activity will clash with an assessment due date.** If students know of certain circumstances (e.g. school camps) that will cause them to be unable to get assessments in on time, then you must apply for an extension **before the due date.**
- 3. Self interest; an activity not directly relating to school** e.g. family holiday. Again, you must apply for the extension before the assessment is due and this may not be granted if the member of staff concerned deems it impractical to provide further assessment opportunities.

**If a student misses an assessment because of an unauthorised absence, they automatically forfeit that assessment opportunity**

Mr. Hutchins can only grant extensions, in consultation with the Subject Teacher. Extension forms are available from the student reception.

It is the responsibility of the student to apply for derived grades (compassionate consideration) to the NCEA co-ordinator.

A student who has missed or has been disadvantaged in the completion of an assessment, must provide written documentation to Mr. Hutchins, outlining the reasons compassionate consideration should be given. An application for compassionate consideration must be backed up with written documentation (e.g. Medical certificate, note from home etc).

Where extenuating reasons exist, a student who has missed an assessment will be given the opportunity to be assessed, where it is practicable and reasonable to do so.

If the student is given another opportunity to be assessed this must be done in such a way that they are neither advantaged nor disadvantaged in relation to other students.

If approved, Mr. Hutchins, subject teacher and student will discuss the best options to enable the student to provide evidence against the required outcomes. For example;

1. Where a further assessment opportunity already exists, the student will be assessed at this time.
2. Absence from a content specific test - student will sit the test on the day of their return to school or evidence could be gathered from other assessment opportunities.
3. Where the assessment is an extended project, extra time may be allowed to enable the student to complete the activity.

Evidence of a student's performance in the outcomes being assessed must be available in order that assessment decisions can be made.

All extensions can only be granted, by application, through Mr. Hutchins, in conjunction with the classroom teacher. For factors that the student knows about (e.g. school camps), extensions must be applied for before the due date. The completed application form is filed by Mr. Hutchins and kept in his office.

If the student is away because of sickness, they (or their parent or guardian) must contact the school. An application for extension must be lodged by the student with Mr. Hutchins (this can be done on the phone). This application must be supported by a medical certificate or note from home. The extension is valid for a set period at which time a further extension may be considered if necessary and appropriate. The extension period is at the discretion of Mr. Hutchins in consultation with the teacher concerned.

It is school policy that parents/caregivers are informed if students miss assignments. A letter is sent home from the class teacher counter signed by Mr. Hutchins

**Late work that has no extension agreement will receive an 'N' grade.**

# Gore High School Application Form for time extension for NCEA assessments

**You may apply for an extension for coursework if:**

- a. There are circumstances beyond your control.*
- b. A school trip / activity will clash with an assessment due date.*
- c. Self interest; an activity not directly relating to school.*

**Name:**

**House:**

I wish to apply for an extension for the following subjects;

Subject	Due date	New due date

The reason for this application is (if absent, a parent note may assist your application):

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**Step 1:** Take this form to the Assistant Principal, Mr Hutchins

**Step 2:** Approval to request extension from class teacher *approved / declined*

Signed.....  
NZQA Co-ordinator

**Step 3:** If approval for a request to the subject teacher is given, please take this form to the subject teacher. Note that an extension may not be granted by the subject teacher concerned if they deem it impractical to provide further assessment opportunities or they provide further information as to why an extension should not be granted.

I *give/ do not give* an extension for the course work. The new due date (if necessary) is shown above.

Signed.....  
Subject teacher

PLEASE RETURN THE COMPLETED FORM TO Mr. Hutchins

NB The extension is only granted when extenuating reasons exist and it is practical and reasonable to do so.

## **PROCEDURE ON AUTHENTICITY**

All departments will have strategies in place to ensure that the work submitted by students is their own.

Students in Years 11 to 13 will sign a statement at the beginning of each year confirming that the work they submit for assessment purposes is their own.

Students who are found to have submitted work that is not their own will receive an N grade in that assessment.

Where a student is suspected of submitting work that is not their own the classroom teacher or HOD will inform Mr. Hutchins who will investigate the issue.

If suspicions are founded, the class teacher will send a letter home to the parents/guardians, countersigned by Mr. Hutchins.

Possible strategies to ensure authenticity are:

- Changing the context of the assessment from year to year.
- Supervising the research process by including regular checkpoints.
- Requiring plans, resource material and draft work to be submitted with the final product.
- Keeping on-going work on site.
- Oral questioning to confirm a student's understanding or requiring a repeat performance where there is doubt.
- Being familiar with or controlling the resources available.
- Controlling group work by breaking the task into group and individual components.
- Retaining student material where the same activity is to be used the following year.
- Monitor the development of a project-dossier.
- Informally question students to ratify their understanding of the work they are producing.

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## **PROCEDURE ON PRIVACY**

- Student performance information is not to be divulged to other students or adults other than the principal caregiver(s) and the students themselves.
- The Privacy Act applies to student personal information.
- If students choose to share test results with each other then that is their prerogative, but this will be discouraged.
- Departments will have secure areas where students' work and results can be kept.
- When student data is being checked or recorded, lists must not be shown to students that have other people's results on them.
- Staff must not make a student's results available, in any form, to other students.
- Requests for information other than from the principal caregiver(s) must be approved by the student concerned and this includes work used as benchmark material.

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## **NCEA PROCEDURE ON MODERATION**

Moderation of coursework is to ensure that all assessments are carried out fairly and accurately in line with national NZQA standards.

The moderation process consists of three parts:

1. Intra school moderation (departmental processes).
2. Inter school or regional association network moderation (cluster groups with colleagues outside of Gore High).
3. National moderation (work sent away to NZQA for external audit).

Where more than one class is assessed within a subject all departments must have documented procedures in place to ensure fairness between the classes (Verification for Checking Marking for Internal Moderation)

All assessment activities from all sources are to be moderated by a person (not the writer) with subject and/or assessment expertise to ensure they are fair, valid and pitched at the appropriate level. Evidence must be provided of this moderation (Verification of Internal Moderation Form).

Evidence of all moderation is required e.g. this should include time, place, who the interaction took place with and which standards were discussed using assessed student work. The Senior Management team member with responsibility for assessment (AS) will check this evidence on a yearly basis.

It is recommended that the key results of discussions are filed with assessment materials and external moderation reports. Benchmark samples should also be filed with each standard.

All teachers who will use the assessment activity must be given the opportunity to go through and discuss both the activity and the assessment schedule prior to the assessment being carried out.

HODs-TICs will have evidence and practices to ensure that consistency with the national standard is occurring and that interclass consistency is occurring.

Strategies should include some of the following:

- One teacher marking all assignments for a particular standard at a particular year level.
- Subject association meetings.
- Having another staff member verify a sample of assessment judgements.
- Using cluster marking.
- Using nationally provided benchmarks to signify appropriate standards.
- Where there are sole person departments, working with another school.
- Samples of student assessment work (with signed student permission) should be kept from year to year to provide annotated benchmarks of assessment decisions. These annotated benchmarked samples should be annotated in a way that is useful for new staff members or to refresh departmental memory from year to year.

- All departments should use the Internal Moderation Cover Sheet for each internal Standard that they use.

For audit purposes all student internal assessment material should be stored on site for as long as is required for moderation purposes and not returned to students until at least the final examination results have been awarded by NZQA. Photo/video evidence in particular cases is acceptable.

## **National moderation (work sent away to NZQA for external audit).**

Compulsory: random selection of assessed work

The random selection of assessed work:

- Will be undertaken by the NZQA Liaison Officer.
- Include all students who submitted evidence for the assessment activity for the standard.
- Be conducted for every standard internally assessed by the school.
- Take place before the optional teacher-selected sample.
- Include record keeping of the selection process used for audit purposes.

The random selection and storage of assessed work should take place immediately after assessment so that storage requirements are more manageable.

### **The method to randomly select assessed work:**

Each learner enrolled in the subject will be included in an electronic random draw. The school's SMS will be used to generate a random sample. Departments will be given a list of students for each standard (8 students for Achievement Standards and 4 students for Unit Standards). These will be the students whose work is to be kept for moderation.

If there are fewer samples of learner evidence available than the required sample, then all learner evidence must be kept and sent with an explanation attached. If for some reason a randomly selected student's work is not available, the HOD and TIC should immediately contact the NZQA liaison for another student name.

Staff have the option to submit digital material to be modified electronically. If you wish to do this, see Mr Hutchins for more details or go to <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/moderation-online/>

### **Documentation and storage**

The exact method that is used to generate the random sample is explained in detail in P:\admin\nzqa\moderation\instructions for random sampling.

Departments must store randomly selected evidence for each standard assessed until they have a fresh sample to replace it or until 2 years have elapsed.

### **Request for Clarification of a standard**

Teachers can ask specific questions of moderators about how to interpret the standard. Moderators will refer teachers to the current clarifications document, send an individual response to queries, or update the clarifications document as required.

The form can be found under **Internal Moderation** on [Forms and documents for schools](#).

**It is not for verifying grades on student work, or pre-moderation and approval of assessment tasks.**

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/managing-national-assessment-in-schools/secondary-moderation/>

## **SPECIAL ASSESSMENT CONDITIONS (SAC)**

Students who have a significant learning problem can be identified on enrolment in Junior School and at senior interviews with parent/caregivers on interview sheet. Parents can make referrals to the Learning Hub (LH) at any stage. Deans and classroom teachers can also refer names to the Learning Hub.

Families are to be contacted by letter to inform them of the application process and invite them in for consultation.

An assessment is made to identify the reason for a student to have a significant learning problem that hinders their ability to perform at their actual intellectual level. This needs to be completed by an appropriate professional, such a hospital consultant, a registered educational psychologist or a registered NZCER level C assessor. Such an assessment must detail the extent of the learning problem and clearly indicate that the candidate will fail to perform with assistance without this.

Each student should have a folder which contains information on the current status of testing, what SAC they were receiving, when the application was completed, ongoing support provided and comments from staff and teacher aides on the effect of SAC for the candidate.

Please Refer to NZQA sec/qual S2006/040 for further clarification.

All independent testing for candidates should ideally be completed in the previous year to the first year of entry into external assessments and provided to the Learning Hub before the end of March in the year of assessment.

Approval for SAC in one year does not automatically qualify the pupil for the same help the following year. Each set of examinations is treated independently and it maybe the pupil has made sufficient progress to no longer warrant SAC.

Mr. Hutchins and the Learning Hub coordinator meet to discuss individual cases and approve within funding restrictions.

The LH coordinator arranges teacher aide support and liaises with teachers concerned. Mr. Hutchins sends application forms to NZQA for approval for external assessments.

Mr. Hutchins and LH coordinator notifies students, parents, deans, classroom teachers in writing of the outcome of the approval process.

The LH Coordinator consults the assessment calendar for student assessment days/weeks and liaises with class teacher to put read/write support or whatever specific request in place.

The Timetabler arranges rooms on assessment days for students for all external exams.

## **CONDUCT IN ASSESSMENT**

Malpractice is deemed to be those actions and practices which threaten the integrity of the qualifications assessment, and/or damage the authority of those responsible for conducting them.

### Teacher malpractice

The following are examples of malpractice by teaching staff. The list is not exhaustive and other instances of malpractice may be considered by the PN and SMT at their discretion:

- Moving the time or date of internal assessments without giving students one-week notice.
- Failing to keep assessment material papers secure prior to the examination.
- Assisting candidates in the production of coursework, beyond that permitted by the specifications.
- Failing to keep student computer files secure.

If a member of staff is deemed to have not followed the guidelines issued by departmental and school policies, the matter will be dealt with by the SMT at their discretion.

### Candidate malpractice

The following are examples of malpractice by candidates. The list is not exhaustive and other instances of malpractice may be considered by the PN at his discretion:

- Misuse of examination material.
- Introduction of unauthorized material into the examination room, for example: notes, study guides and personal organisers, own blank paper calculators, dictionaries (when prohibited), music storage devices, mobile phones or other similar electronic devices.
- Obtaining, receiving, exchanging or passing on information which could be examination related (or the attempt to) by means of talking or written papers/notes.
- Copying from another candidate (including the misuse of ICT to do so).
- Collusion: working collaboratively with other candidates.
- Plagiarism: the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own.
- Disruptive behaviour in the examination room (including the use of offensive language).
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations.
- Failing to abide by the instructions or advice of an invigilator, supervisor, or
- Personation: pretending to be someone else, arranging for another to take one's place in an examination.
- The inclusion of inappropriate, offensive or obscene material in scripts or coursework;
- The deliberate destruction of another's work.
- The alteration of any results document, including certificates.
- Behaving in such a way as to undermine the integrity of the examination.

## **Procedures:**

At the start of every internal assessment, the teacher in charge is to remind the students of the conditions that assessments take place under examination conditions.

On display in the room will be a poster displaying the code of conduct and the consequences if students do not follow the instructions given.

If a student behaves in a manner that the teacher in charge decides is breaking the rules and conditions under which the assessment is taking place, the student may be removed from the room, by sending them to either their dean or a member of the SMT with an explanatory form. Removal of a student from an examination should be the last resort and only be used when the actions of the student is a disruption to others.

The teacher in charge will then need to document in exact detail the malpractice and pass copies to their HOD, dean and Mr. Hutchins. A meeting will then be organized by Mr. Hutchins with the HOD, teacher and pupil concerned to discuss the incident. If malpractice is deemed to have occurred, then the consequences may be:

1. Warning about future conduct and allowed further assessment opportunities.
2. The assessment activity will not be assessed (N).

As a general rule, although both are misconduct, if a student copies another student's work the plagiarist should be dealt with more seriously than the student supplying the original work to be copied.

The teacher concerned will then need to fill in a missed assessment letter form explaining the misdemeanor to the caregivers of the student concerned and have this actioned by the office and Mr. Hutchins.

Mr. Hutchins will then report back to the SMT and if the malpractice is of a serious nature that it threatens the integrity of the examination system at Gore High School, Mr. Hutchins will contact NZQA to inform of the malpractice and what action the school has taken to deal with this.

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**PROCEDURE ON APPEALS/REVIEWS**

The school will inform students of the review procedures at the beginning of the year.

All students will be asked to sign acceptance of their grades on the front cover sheet of each assessment.

A student has 7 school days to appeal an assessment decision. The initial query begins between the student and the teacher. If the student’s query is unresolved, they can collect an appeal form from Mr. Hutchins, complete the form and then return it to Mr. Hutchins. Mr. Hutchins will call a meeting between the teacher concerned, student, HOD if needed and himself to discuss the case.

**NCEA assessment appeal against grade awarded.**

Date:

Name:

House:

Subject:

Subject teacher:

Standard (with version number)

Date of assessment:

Grade initially awarded (with date):

Reason for Query (why you dispute the grade):

.....  
.....  
.....  
.....

Teacher’s explanation of grade awarded:

.....  
.....  
.....  
.....

Head of Department’s assessment of the work with explanation:

.....  
.....  
.....  
.....

If the HOD is unable to resolve the appeal it is referred to the Rector. At the end of any appeal process the outcome must be signed off by the NCEA coordinator, the Rector student teacher concerned.

Final grade Awarded:

Student	Teacher	HoD
NZQA coordinator	Rector	

If the query is still unresolved, the appeal it is referred to the Rector. The Rector may choose to consult an external agency such as NZQA or another professional colleague who has relevant experience in assessing the particular standard. The work would ideally be sent for external national moderation so the original assessor's assessment can be checked.

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## **ASSESSMENT POLICY**

### ***Gore High School Assessment Policy***

Gore High School assessment will

1. Improve the learning process for students.
2. Enable teachers to report meaningfully to parents about progress and aspects of achievement.
3. Enable teachers to evaluate/review learning programmes and teaching strategies.
4. Build a summative profile of each student.
5. Be consistent with requirements of the National Curriculum and NCEA.

Signed \_\_\_\_\_

Dated \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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## REFERENCING

The ethos behind these instructions is to make sure any use of work from other sources is clearly identified. The following instructions are based on the American Psychological Association (APA) referencing. Below is the preferred method of referencing whilst at school. Year 13 students should note that referencing work whilst at tertiary institutions is highly prescribed and full APA referencing is likely to be required.

When you use ideas that are not your own (from books, journal articles, websites, images, etc.) in your assignments, be sure to reference (cite) them in your work (in the text of your document **and** in a reference list at the end). Failure to acknowledge another source of work is called plagiarism. Students who plagiarise can be asked to redo an assignment or be given a Not Achieved.

### Referencing in the text of a document

#### Paraphrasing

When paraphrasing (summarising information in your own words), reference the Author and year at the start e.g.

Hutchins (2016) states that Mathematics was Fred's favourite subject.

#### Direct Quote

When quoting (copying a section of text from another source), enter the quote exactly, surround it in quotation marks, use Author, year and page number at end of the quote e.g.

"Fred enjoyed school as a young child. As a teenager, Fred enjoyed Science, but Mathematics remained his favourite subject" (Hutchins C, 2016, p.26)

### Reference list (at end of assignment)

**Book** should be of the format: Author, (Year). Book title e.g.

Hutchins, C. (2016). Fred and his rise to stardom.

**ebook** should be of the format: Author, (Year). Book title, retrieved from e.g.

Hutchins, C. (2016). Fred and his rise to stardom. <http://www.reader.ebib.com>

**Journal article** should be of the format: Author, (Year). Title of journal article, Journal, volume and page number e.g.

Hutchins, C (2016). Fred and his rise to stardom. Mathematics Today, volume 12 p. 21

**Newspaper or magazine** articles should be of the format: Author, (date of publication). Title of newspaper article, newspaper, page number e.g.

Hutchins, C (2016, November 20). Fred and his rise to stardom. Ensign, p. 21

**Webpage** should be of the format: Author, (Year). Name of webpage, web address e.g.

Hutchins, C. (2016). Great Mathematicians. <http://www.mathematicstoday.com>

**Work of Art** should be of the format: Name (Artist/director/producer), (year), Title of work [medium], owner e.g.

Van Gogh, V (Artist). (1888). Sunflowers [painting]. National Gallery, London.

**Communication**, be it either verbal or electronic e.g. Wiki or Blog should be of the format: name, date and, if electronic, where it was retrieved from i.e. wiki page or Digital Object Identifier (DOI). E.g.

Happiness. (n.d.). In Psychwiki. Retrieved December 2016 from <http://www.psychwiki.com/wiki/happiness>

If no date is available for a citation, use the abbreviation n.d.