



## Staff Guide to Assessment Practices

### For Years 11-13 including the National Qualifications Framework

#### Purpose:

To ensure there is a fair system for school internal assessment which has the confidence of both students and staff. If students are absent, late or their performances impaired at times of assessment the procedure followed must be objective, consistent, and in accordance with the requirements of the **New Zealand Qualifications Authority**<sup>1</sup> for national awards registered on the National Qualifications Framework (NQF)<sup>2</sup>.

#### Guidelines:

This policy applies to all assessment including internal standards-based assessment and derived grade data for the National Qualifications Framework (NQF) including the National Certificate of Educational Achievement (NCEA) at Levels One, Two and Three. It is reviewed and amended, if necessary, on an annual basis by Heads of Learning Areas and Heads of Subjects.

#### Quality Assurance Practices

- At the beginning of the school year all students being assessed for NQF internal assessment should refer to their Schoolbox course pages where they will find documents regarding NCEA Assessment.
- Each subject page on Schoolbox contains a programme of learning from their teachers for each subject and year level being assessed. This details the standards, the version numbers and credits offered, the assessment timing and other relevant programme specific information. Programmes of Learning are monitored annually by Heads of Subjects and the Deputy Principal – Curriculum.
- All relevant NQF assessment documents, (*the NQF Internal Assessment Policy, the Appeals Procedure, the Authenticity Policy and Misconduct During a National Qualifications Framework Assessment*) are accessible for staff and students on Schoolbox and the staff Team.
- All students are required to complete and return an *Authenticity Declaration* annually.
- Evidence of students' achievement is gathered in a variety of ways, including formal assessment events, portfolios or workbooks, interviews, performances and seminars, student and teacher conferencing or a combination of these, providing the standard permits it, and validity and authenticity are assured.
- Students are assessed to national standards. Assessment tasks are based on nationally moderated tasks and assessed against bench marked exemplars. Subject specific practices are outlined in students' course documentation.
- In each of their courses, prior to assessments, students will be informed, both verbally and in writing, of the requirements of the standards they are to be assessed against. They will have opportunities to develop skills and receive feedback prior to the summative (final) assessments.

---

<sup>1</sup> NZQA administers the New Zealand Qualification system under the Education Act 1989

<sup>2</sup> NQF contains all the nationally registered qualifications and the nationally registered standards from which they are derived.

- All students MUST meet the checkpoints and milestones for the assessment. Failure to do so will compromise their results and can affect the assertion of authenticity. If a student misses a checkpoint that will affect assessment, home will be informed.
- Families of junior students who have repeatedly not met learning expectations or whose performance is well below expectation will be informed.
- Students identified as requiring special assessment conditions, in accordance with the school's *Guidelines for Special Assessment Conditions*, will be provided with the appropriate conditions for their internal and external assessments. The Learning Centre Leader will liaise with the students and their teachers throughout the year as required.
- Internal assessment results are entered and regularly updated on the school database by teachers. Students can check their progress throughout the year, and a results sheet is sent home in term three. A data entry verification procedure is carried out in term four by subject teachers, via Heads of Subjects, with the additional sign off by students, to provide assurance of the accuracy of the internal results file sent to NZQA.
- Students sign their acceptance of each assessment result. They are entitled to appeal using a formal procedure which is outlined on Schoolbox.
- If a student receives a Not Achieved (N) grade, families will be notified by the teacher.
- Students' results are treated with confidentiality by teachers. In addition, a student's permission is sought in writing before any of their work is used as exemplars for other students.
- Heads of Subjects oversee the completion of internal and external moderation procedures in accordance with school guidelines to ensure validity of assessment. This process is monitored and reviewed annually by the Deputy Principal - Curriculum who monitors each Head of Subject. A summary of current practice is produced for the school records and is used to inform ongoing moderation processes.

## **Assessment Procedures**

1. Where possible, teachers will endeavour to mark, moderate, and return work in a timely fashion, within a four-school week turnaround.

### **2. Missed Assessment**

Students are required to attend all their classes during the school day except when they experience: illness or accident, an emergency, or a school-approved co-curricular activity in class time. They will be required to follow the established school procedures for excusing themselves from school and must present an explanation for their absence to their subject teachers as soon as possible.

A missed assessment will result in one of the following options depending on the reason for the student's absence:

- accumulated and documented standard-specific evidence is used to award a grade
- a further assessment opportunity is used to assess the student
- the assessment is rescheduled
- *Not Achieved* is given to a student who has been present for the teaching prior to the assessment but has chosen not to sit the assessment

A Special Leave application form<sup>3</sup>, should be completed by students if they know in advance they will require leave from school. The school will advise the parents about the academic impact of the absence. In most cases the absence will have a detrimental effect.

Special Leave is usually granted for a school endorsed activity. If this absence causes a student to miss assessments, teachers will endeavour to provide other assessment opportunities where practicable.

#### **i) Missed assessment for reasons beyond the student's control**

- When students have been informed of an assessment deadline two weeks or more in advance, it is expected that they will ensure that the task is delivered to the school on the due date **even if they themselves are absent on that date.**
- When illness or other strong reasons prevent a student from attending school on the day of an assessment, they must have a parent or care-giver telephone the school on or before the day concerned to verify the reason for the absence.
- A student's absence because of illness which is prolonged (more than three school days) requires a medical certificate to be handed to the school office. Copies are provided to the Dean, who alerts relevant staff, and the Deputy Principal - Curriculum who keeps the certificate on file for 18 months. When a student has produced a medical certificate and the illness recurs at a later date, verification of her illness by her parents will be sufficient.
- When an assessment is missed, the student's teacher will endeavour to reschedule the assessment at an agreed time, use authentic standard specific evidence, or provide a further assessment opportunity to assess the student. Students are advised this may not be practicable in some subjects with large numbers or at busy times in the programme.

#### **ii) Missed assessment from personal choice, including leave taken during the school term for family holidays**

- Students are required to hand in work for assessment and to be present for assessments held at school on the due dates. Assessments may take the form of tests in school time or assignments to be handed in at school. Students are advised beforehand of the dates for these. If a student chooses to be absent from an assessment, it may not be possible for her work to be assessed at a later date. It is dependent on the class programme, the nature of the assessment and the timing.
- A student's frequent absence from class, or school, or departure from school before the assessment date without reasonable explanation are likely to hinder her progress. In such cases the school will notify the student and the parents or caregivers, as soon as possible, that progress is being impeded by wilful absence.
- Students must complete work for assessment by the due date without absenting themselves from any classes during the school day to do so. Any infringement of this rule will result in a *School Duty* in which the missed time will be made up.
- If a student chooses to miss school because of a family holiday or similar reason of her own volition, **no extension of deadline or other compensation can be made for missed assessments during that time.** The student will receive *Not Achieved* for each assessment missed. The Special Leave application process ensures parents are informed if assessments are affected by decisions to take leave during term time.

---

<sup>3</sup> Available on Schoolbox

### **3. Compensation for missed or impaired assessment**

- Where assessment involves work over several class periods a student who misses one or more complete sessions, because of illness, injury, a traumatic event or a clash with another school activity, will be provided with compensatory time, where practicable, to complete her assessment. (A family holiday during term time, is **not** grounds for the granting of compensatory time to complete an assessment)
- A student whose performance in an internal assessment has been impaired because of illness, injury or a traumatic event, will have her assessment result reviewed or an extension to the deadline granted if authentic standard specific evidence exists. This is a formal process to determine the assessment result.
- In cases where students are affected by conditions which cover a substantial portion of the school year, teachers may be unable to gather sufficient authentic standard specific evidence to award a result for internal assessment. Every effort will be made to ensure students are kept informed of their progress and given opportunities for assessment when practicable.

### **4. Further assessment opportunity**

- A maximum of one further opportunity for an assessment of a standard can be provided within a year if it is manageable. Teachers will identify the standards in each curriculum area where a further opportunity will be possible.
- If a further opportunity is offered, it will happen after further learning has taken place and does not need to be made available to all students entered for that standard. Students will have access to any grade from Not Achieved to Excellence and will be awarded the higher of the two grades they receive.

### **5. Resubmission**

- A resubmission opportunity, limited to specific aspects of the assessment, is offered only when a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting themselves. It does not constitute a further opportunity for assessment because it does not involve a new assessment being set after further learning.
- Only **one** resubmission opportunity can be provided and will take place before the teacher gives any feedback to the class or any student on the work done.
- Only an Achieved grade is possible.

### **6. Collection of Evidence Over a Period of Time**

- When standards assess skills or knowledge that students can demonstrate over the course of classwork or outside the classroom, (such as public speaking, performing arts or use of technical equipment) there may not necessarily be one specific 'assessment event'. Evidence used to make a grade decision must be recorded and verifiable (a checklist, annotated file notes with descriptions of the evidence used to make the judgement, a video etc). A copy of the data used to make the assessment judgement must be retained by the teacher for moderation purposes or future reference with externals such as in the case of derived grades for external assessment.
- Assessment for learning principles form the teaching practice by which feedback directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement.

- When a teacher gathers evidence over the course of learning and other events that are specific to the achievement standard, this is 'alternative evidence' and is valid data provided it meets the conditions above.
- Oral clarification of learning and understanding may be sought by a teacher from a student at any point in the assessment process.

## 7. Authenticity

Students must satisfactorily meet the school's requirements for verification of the authenticity of their work:

- Students and their parents or caregivers are required to sign a statement at the start of each year to verify that the work the students will produce for assessment throughout the year will be their own and/or will fulfil the authenticity requirements of the standards against which they are assessed. Some courses require a separate verification of authenticity at the time of an assessment.
- Students must ensure that work presented for assessment is their own work and not copied from other students or the result of unacknowledged assistance by persons beyond the school. In the case of research, a bibliography will be required. An exception to this is when a teacher requires students to work co-operatively (as in group work) to fulfil an assessment task. In this case the teacher will make clear the contribution required from each individual.
- Student learning will be presented and evident in the student's online class Team/OneNote or in Schoolbox. The teacher can then provide feedback on this platform, and the work is time stamped to ensure that deadlines are consistent.
- Where there is convincing evidence of students copying work, each student involved will receive *Not Achieved*. The decision to impose such a penalty will be taken by the Deputy Principal - Curriculum, in accordance with the *Misconduct During an NQF Assessment Procedure*.
- Students must be able to produce evidence of any work they are completing out of class, for class milestone checks prior to the task's completion. As part of the requirements of the school's Authenticity Policy requirements, they may be questioned about work they are completing outside class to establish their authorship of the work.
- Oral clarification to check understanding and thus authenticity may be sought by a teacher from a student at any point in the assessment process.

## 8. Moderation of Assessment

### i) The External Moderation Cycle

- External moderation procedures are outlined in *Assessment Quality Assurance Internal and External Moderation procedures, a guide to best practice*. Standards are nominated for moderation by NZQA as part of an annual cycle, using results data from the previous year and historical moderation records.
- Samples of student work are sent to the external moderators and moderation reports are received for each standard moderated.
- Actions required by the external moderators' reports are noted and followed up by Heads of Subjects.

- Records are kept of the actions taken, signed-off by Heads of Subjects and provided for the Deputy Principal - Curriculum as part of the school's Moderation Procedures.

## ii) The Managing National Assessment Visit

- Every three or four years the SRM (School's Relationship Manager from NZQA) visits the school to examine the assessment policies and procedures. As part of this visit, the SRM interviews the PN (Principal's Nominee) and selected Heads of Subjects.
- The Moderation Summary is discussed, moderation policies and systems are thoroughly checked, and recommendations made in the previous MNA report are followed up. A Moderation Summary is sent to the Principal, the Board Chair and PN following the visit and any issues can be responded to within two weeks.

## iii) Internal Moderation Management

As part of the school's assessment procedures, internal moderation systems have been established to ensure that all assessment is fair, valid, and reliable. Regular moderation meetings must be held within curriculum or faculty areas to ensure that:

- Internal moderation is taking place
- External moderation concerns are attended to
- Curriculum areas are linking externally to maintain a current understanding of the national standard
- A summary document is kept for all moderated standards, containing a copy of the standard, an annotated draft of the assessment materials, the final version, benchmark samples, and the external moderator's report.
- All moderation material is clearly identified and accessible
- The Deputy Principal - Curriculum visits each Head of Subject on an annual basis, to ensure both internal and external moderation processes are followed. The *Assessment Quality Assurance* booklet provides information on moderation processes for all Heads of Subjects. A moderation checklist for each subject is completed.
- An overview of moderation practice is completed by the Deputy Principal - Curriculum detailing location of moderated material and any action needed.
- Additional support for moderation is provided for Heads of Subjects, such as Professional Learning, Moderation Best Practice Workshops, school buddies or visits to other schools, as required.

## 9. Administration of Assessment

All assessments, whether **short term** (occurring in a class period or a school examination) or **long term** (extended beyond one day) are administered in accordance with the school's internal assessment and authenticity policies. Assessment misconduct is investigated in accordance with the Misconduct in Assessment policy in the same way for both long and short term assessment.

### i) Record keeping

- Heads of Subjects maintain records of the assessment results for their curriculum area, appeals, and records of internal and external moderation procedures as well as records of the Senior School

Examinations (practice external assessments) so that these grades can be used for Derived Grades as necessary. A range of samples of student work is kept for use as benchmarks and for moderation as required annually.

- Derived Grades and Emergency Grades are generated from class tests and assessments, the Senior School Examinations assessment data and alternative evidence if valid. This is used when students are impaired or unable to sit their external NCEA assessments. Use of derived/emergency grades is subject to criteria established by NZQA. Heads of Subjects must update school mark-book data following the Senior School Examinations. If students subsequently provide standard specific evidence of improvement the grade can be updated. This documented grade will then be used if a derived/emergency grade is required.
- Heads of Subjects and/or staff enter the assessment results of their classes in the school database and carry out the school's data verification process to ensure accuracy of entry. These sheets are signed and given to the Deputy Principal - Curriculum in Term 4.

#### **ii) Literacy and Numeracy Monitoring**

- The Deputy Principal - Curriculum, the HoLAs of English and Mathematics and the Deans monitor the progress of students' literacy and numeracy for qualifications. If necessary, the Learning Centre Leader sets up programmes for students who require additional support to meet their literacy and numeracy targets. The Common Assessment Activity Literacy and Numeracy co-requisite standards have been implemented by the school.

#### **iii) University Entrance Monitoring**

- The Deputy Principal - Curriculum, together with the Year 13 Dean and other relevant staff, monitors the progress of Year 13 students towards achieving University Entrance.

#### **iv) Key Indicator Checklist (KIC) Monitoring of NZQA website**

- The Deputy Principal - Curriculum together with the School Database Administrator regularly checks the KIC on the NZQA website to ensure the ongoing accuracy of entry and result data that is sent to NZQA.

#### **v) Analysis of Results Data and Reporting**

- The school's results are analysed annually in February by the Deputy Principal - Curriculum and Heads of Subjects, to determine the progress of individual students, to compare the results from year to year, to compare the school's results with those of other schools, and to determine the best way to support student learning for the following year.
- Heads of Subjects reflect on results data. Course planning reflects changes if required that address student learning as a result of assessment outcomes.
- The Deputy Principal - Curriculum analyses and reports on the NCEA results annually to the Board, to students, to the school community via newsletters, and to parents at information evenings.

#### **vi) Use of External Providers**

- External providers are used by the school for some standards and for Correspondence School courses. The school signs a Memorandum of Understanding with these external providers.