



Staff Guide to Assessment Practices

For Years 7-10

Purpose:

To ensure there is a fair system for school 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 and consistent.

Guidelines:

This policy applies to all assessment for Years 7–10, including formative and summative assessment tasks used to monitor, evaluate, and report student progress and achievement. Assessment information may include classwork, projects, tests, observations, and other evidence of learning aligned to the school curriculum. The policy is reviewed and amended, if necessary, on an annual basis by Heads of Learning Areas and relevant curriculum leaders.

Quality Assurance Practices

- At the beginning of the school year all students should refer to their Schoolbox course pages where they will find documents regarding information about teaching and learning.
- Each Course Page contains a programme of learning from their teachers for each subject and year level being assessed. This details 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 curriculum and assessment documents are accessible for staff and students on the Schoolbox platform.
- All Year 10 students are required to complete and return an *Authenticity Declaration*.
- 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 against the New Zealand Curriculum standards. Assessment tasks are written according to these standards. 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.
- 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.
- Assessment results are entered and regularly updated on Schoolbox and the school database by teachers. Students can check their progress throughout the year.
- 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 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.

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

A Special Leave application form¹, 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 or before 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 for any of the reasons above, 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. They will be required to catch up the assessment in their own time.
- 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 Special Leave application process ensures parents are informed if assessments are affected by decisions to take leave during term time.

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 assessment has been impaired because of illness, injury or a traumatic event, will have their assessment result reviewed or an extension to the deadline granted if authentic topic 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 assessment. Every effort will be made to ensure students are kept informed of their progress and given opportunities for assessment when practicable.

4. 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. Missed checkpoints may affect the collection of alternative evidence.
- 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 assessment 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.

5. 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 have their outcome affected. The decision to impose such a penalty will be taken by the Head of Learning Area in consultation with the Deputy Principal – Curriculum.
- 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.

6. 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 moderation is taking place and curriculum areas are linking externally to maintain a current understanding of the national curriculum.
- The Deputy Principal – Curriculum visits each Head of Subject on an annual basis, to ensure assessment 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.

7. 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 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.

8. 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.

9. 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.

10. Use of External Providers

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

Updated March 2026, Deputy Principal - Curriculum