



Macleans College

POLICIES AND PROCEDURES RELATING TO THE NATIONAL CERTIFICATE IN EDUCATION ACHIEVEMENT (NCEA)

Notes

- 1 At all times the Rules and Regulations of NZQA shall be adhered to.
- 2 The fundamental Principles of Fairness, Validity and consistency shall always apply.
- 3 Although particular to NCEA, and any other NZQA qualification, these policies and procedures shall form a general guideline for assessment within Macleans College.

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Definitions

Principal	The Principal of Macleans College or their designate
HOD's	Heads of Departments or Teacher in charge of a subject
Board of Studies	The Macleans College Board of Studies or a person designated by them
NCEA	National Certificate of Educational Achievement
NZQA	New Zealand Qualification Authority
Standard	As defined by NZQA for completion within NCEA. It shall cover both Unit Standards and "Achievement" Standards
Assessment	Any task related to meeting the requirements of a Standard
Reporting	The written record of achievement
Faculty Heads	Heads of Faculties and members of the Board of Studies
Multi-Level Study	Study towards Standards at more than one level
Assessment Outline	What is to be assessed, how it is to be assessed and when it is to be assessed
Course Calendar	An outline of courses of study to be offered at Macleans College
Assessment Key Dates	A calendar of assessment dates produced for students (and parents) at the start of each term.
Principal's Nominee/ NCEA Co-ordinator	The person responsible for the administration of NCEA within Macleans College <u>and</u> liaison with NZQA
Subject	A course of study centred on a common 'theme'
Reassessment	The re-performance of an assessment task utilising a new context and/or new material
Authenticity	The practice that ensures assessment is a student's own work.
Grade Average	As defined by NZQA

Section 1: New Courses

Policy

New Courses, including Unit Standards, will be introduced as and when student interests and needs are clearly shown.

Procedures

- a) Requests for new courses may arise from
 - The availability of national courses
 - Community needs
 - Student needs
- b) Such courses will be recommended by the Head of Faculty to the Board of Studies who shall approve the course of study.
- c) The Board of Studies will make a recommendation to the Principal and the Macleans College Board of Trustees.
- d) Course outlines shall be posted on the School Web page and shall be reviewed annually.
- e) Each course shall be defined by its learning outcomes (its prescription) and its assessment outcomes – which standards form the basis of the assessment.

Neither can be changed without the recommendation of the Board of Studies and the approval of the Principal.

Section 2: Course Outlines

Policies

- a) All subjects will produce, prior to course commencement, an assessment outline that covers all the Achievement Standards and/or Unit Standards, to be studied that year and including due dates
- b) All students will be informed about their course of study and assessment requirements.
- c) As far as possible all formal assessment tasks will be carried out at the time indicated on the assessment calendar tabled at the end of the preceding year.

Procedures

- 1 Faculty Heads are to ensure that the approximate proposed dates for assessing of Achievement Standards are available to the Board of Studies no later than the last day in October. These are to be confirmed after the first two weeks in the Academic year.
- 2 Within two weeks of the start of the year teachers must provide students with a course outline and assessment plan. These should include topics/units of learning, standards – both internal and external – to be assessed against, and timing and nature of assessment activities.
- 3 Assessment dates are to be forwarded to the Principal's Nominee and SMT person in charge of assessment. A year's planner will then be set up.
- 4 Assessment statements and dates of assessment are to be approved by the Board of Studies.
- 5 All students and staff will be advised in writing of dates for all assessments as approved by the Board of Studies. This shall be done at the beginning of each term through an Assessment Key Dates sheet.
- 6 The expected outcome of a course of study shall be defined by its assessment outcomes. These may only be changed upon the recommendation of the Board of Studies and with the approval of the Principal.
- 7 Written advice to students must indicate the nature of the assessment task in accordance with NCEA regulations and the date of the task.
- 8 At least one week's notice, in writing must be given to students of any assessment date change.
- 9 With any assessment task unforeseeable circumstances may affect the timing or completion of the task. Should this occur no student should be disadvantaged.
- 10 Assessment statements and assessment tasks must be written in accessible language, that is non-racist and non-sexist.

Section 3: Reporting Assessment

Policies

- a) Within Macleans College assessment will be used in determining grades for school reports.
- b) Within Macleans College a wide range of assessment practices will also be used in determining comments and/or achievement in relation to learning objectives.
- c) A subject's assessment statement must accurately reflect the achievement outcomes that are specified within the National Achievement Standard Guidelines, including the number of assessment tasks. These will also include any internal Achievement Standards.

Procedures

- 1 HODs (and Faculty Heads) will endorse assessment settlements/practices to ensure these policies occur.
- 2 The Board of Studies will periodically monitor assessment outcomes to ensure that they are in keeping with National guidelines, NZQA policies/directives, local requirements and school policies.
- 3 Provision shall be made for students to authenticate the final assessment result prior to forwarding it to NZQA.

Section 4: Entry and Students on Transfer

Policies

- a) Entry to any particular level of study will be at the discretion of the Principal.
- b) Entry to any subject or course of study will be determined in the best interests of the student and the availability of a place.
- c) Opportunity for multi level study will be restricted to the course outlines as published on the school web page and Course Calendar each year.
- d) Students will gain any benefits from assessments, partial or completed, from other schools attended where relevant.
- e) Information regarding incomplete assessment tasks shall be forwarded to a student's new school should they leave during the year, if and when requested. Any completed Standards shall be forwarded to NZQA.

Procedures

- 1 The Principal will publish on the school web page the required entry standards, if applicable, for any level of study.
- 2 Currently the entry standard guideline for study for NCEA – Level 2 shall be satisfactory performance in NCEA – Level 1, but each student applying will be treated individually and on merit.
- 3 Entry to study at a higher than eligible level as set in procedure (2) is at the discretion of the Principal, subject to application by the student and his/her parent or caregiver. Again, each case will be treated on merit.
- 4 Within subjects, subject heads will be responsible for establishing entry requirements guidelines, keeping in mind national regulations and school policy.
- 5 Course and subject entry requirements will be contained in the Course Calendar available to all students and updated annually.
- 6 Prior to students making subject/course choices for the following year the opportunity is given to students and parents to discuss an intended course of study with subject teachers, subject heads, guidance staff and level head.
- 7 The school will contact a student's previous school to gain information on assessment tasks already completed.
- 8 For any particular student transferring, Macleans College will endeavour to provide an assessment opportunity, **but without guarantee**, for any assessment of a National Achievement Standard missed through the transfer of the student. No such provision of opportunity shall exist for re-assessments, unless practicable.

- 9 Macleans College shall undertake to advise NZQA of a completed Standard for any student leaving or transferring to another school. The student will be provided with written confirmation of this.
- 10 The NCEA Co-ordinator shall consult with the Faculty Head(s), complete a transfer letter, and forward it to the student's new school.
- 11 Macleans College shall forward to NZQA the results of any standards achieved through a registered outside provider, whether done in partnership or as a result of an "off-site" delivery. Such results shall only be forwarded upon written receipt of the results from the provider.

Section 5 – Assessing

Policies

- a) The assessing and recording of grades must at all times be fair, valid and consistent.
- b) HOD's shall ensure authenticity in the completion of assessment tasks performed by students in meeting the requirements of Standard assessments.
- c) Any Standard assessment that requires or involves research shall be in accordance with the NZQA regulations but needs to be monitored by the subject HOD.
- d) All departments must keep an accurate record of grades and/or Standard completion.
- e) In addition the school will keep an accurate centralised record of Standards achieved.
- f) Students have the right to know how the assessment schedule was applied to their assessment.
- g) Students have the right to appeal any assessment gained for an internal NCEA Standard.
- h) Students must confirm their recorded grade prior to submission to NZQA.
- i) No assessed grade shall be possible in relation to an NCEA Standard unless there is prior evidence of achievement.
- j) In the event of 'Not Achieved' being earned, then only one further assessment opportunity shall be provided where practicable, and as indicated in the course calendar and/or subject assessment schedule.

Procedures

- 1 Wherever possible and if applicable, common assessment tasks will be held on the same day if they form a part of the National Qualification.
- 2 If an assessment task can be completed within a class period (or periods) then it shall be done so.
- 3 With more than 1 class operating, HOD's should utilise strategies to prevent/monitor any likely issues pertaining to authenticity. Refer to appendix – "Authenticating Student work".
- 4 Suggested strategies useful for (3) and to ensure other aspects of authenticity could include:
 - changing the context of the assessment (from year to year, school to school, class to class etc)
 - close supervision of research
 - require plans, drafts, resources and bibliographies to be submitted as a part of assessment completion
 - retaining ongoing work on site
 - past assessment questioning to ensure students' understanding

- control of or use of set resources
 - break the assessment into units or tasks that are ‘process’ marked
 - requiring signatures from students and parents ensuring authenticity upon completion of the assessment task
- 5 The management of the National Assessment shall, in the first instance, be the responsibility of the HOD who shall ensure that assessment is done only by staff suitably trained to complete the task.
 - 6 The HOD shall ensure, through moderation, that standards are consistent where more than one assessor is assessing a Standard (see notes on Moderation below).
 - 7 All Departments shall keep an up-to-date record of Standards, including “reassessments”. They shall forward this list to the NCEA co-ordinator who shall ensure that a further duplicate record is retained.
 - 8 Students shall have assessment tasks returned for review where possible. It is a Department’s responsibility to ensure that an accurate record of the completed task is retained until 31 May the following year. Students may retain the project themselves but only after it has been assessed, reviewed, and recorded. The student then becomes responsible for the retention of the project.
 - 9 Any appeal against marking should be in the first instance to the teacher within 5 school days of return of the script (or similar). Any subsequent appeal must be made to HOD, and if applicable, to the Board of Studies. Refer to Section 9 - Appeals
 - 10 There shall be no re-submission of any work, however, to minimise the need for further assessment in such activities as projects, research, or other such long term and ongoing activities, a series of progress checks should be implemented.
 - 11 Students will be informed by the school of their rights of appeal and possible grounds as outlined in school policy and in the NZQA regulations. Refer to Section 9 - Appeals
 - 12 Failure to complete a Standard Assessment task due to absence, or any other approved reason, can only be redressed by the completion of the task, or a similar task. (Refer to Appendix II – “Missed Assessments.) However, if sufficient milestone evidence is available for the particular Standard being assessed, it can be used to determine the grade.
 - 13 The school shall only be held responsible for the provision of one subsequent further assessment opportunity for each assessment task, unless otherwise stated in the Department Scheme assessment schedule.
 - 14 Students shall confirm, by signature, the accuracy of and a Standard grade prior to submission to NZQA.

Note: MODERATION

- Moderation is a quality management system designed to achieve valid, fair and consistent assessment.
- Moderation should be workable, realistic and practical for all involved.
- For each assessment the activity/task/brief/etc and the assessment judgments/markings need to be moderated.
- All activities used for assessing against a Standard are checked for suitability in that it
 - Covers all assessment criteria of the Standard.
 - Allows for discrimination between achieved, merit, excellence as well as “achieved” and “not achieved”.
- The following could be used as moderation methods:
 - Use the MOE exemplars as models.
 - Use a designated moderator (an experienced assessor) to critique the activity (maybe from another school).
 - Use “annotated drafts” from previous assessments used, particularly those moderated by NZQA.
 - Use an “assessment meeting” of all assessors prior to marking, followed by “check marking”.
 - Use a single assessor per task, again with check marking or moderation of this person.
 - Use of “subject experts” outside of the school.

Section 6: Lateness, Absence and Misconduct

Policies

- a) Late work will be penalised except where lateness is beyond the student's control.
- b) No credit shall be given for any Achievement Standard assessment missed.
- c) Macleans College gives no guarantees that assessment opportunities will be offered due to absence due to truancy or self-interest.
- d) Proven instances of misconduct will result in a penalty for all students involved.

Procedures

- 1 Unless able to satisfy the conditions of fairness, validity and consistency no extensions of time will be allowed. Only in the event of exceptional circumstances will such an extension be granted and then only after written application to the HOD. Refer to Appendix II - "Missed Assessments".
- 2 In the event of sickness or other incident beyond the student's control – usually covered by a parent's note (or in case the of sickness, a medical certificate) the student may be allowed to submit work late provided conditions in (1) above are met. Refer to Appendix II - "Missed Assessments".
- 3 As a rule the following activities shall be deemed as 'self-interest' and a reassessment opportunity may not be guaranteed.
 - Family travel or holidays
 - Drivers licence testing
 - Sports and/or cultural leave, other than in representing school, province or national teams

Note: Prior application seeking leave from Principal may allow exception to this rule. Any such application should be made in time that in the event of leave not being 'approved' in terms of this clause, other arrangements may be able to be made.

- 4 Wilful absence or any other absence without a valid reason during an assessment, shall result in "Not Achieved" for the Standard assessment task. No reassessment opportunity will be provided.
- 5 Wilful absence shall include truancy, absentmindedness and other such absences.
- 6 Upon receipt of a teacher or student complaint with regard to misconduct, the teacher in charge of NCEA will investigate and report findings and decision reached to the complainants. Refer to Appendix III – "Authenticating Student Work".
- 7 Students accused of misconduct will have the right to be heard and the right of appeal to the Board of Studies.

- 8 In general the penalty for such proven misconduct will be a mark of “Not Achieved” for that task only.
- 9 Parents will be advised of any irregularity or blatant misconduct that affects the progress and fair assessment of other students.

Section 7: Equity

Policies

- a) Students will not be penalised in any assessment task as a result of cultural or personal beliefs.
- b) No student will be penalised in assessment tasks on economic grounds, provided costs have been publicised prior to enrolment in that course.
- c) Adequate time shall be allowed for all students to complete any assessment task.

Procedures

- 1 The cultural diversity of the school must be considered in developing assessment tasks.
- 2 Students will be expected to advise the subject head if their beliefs will hinder or penalise them in the assessment task.
- 3 Access to media presentation or IT may not be readily available to all and alternatives need to be allowed for.
- 4 Expected costs to be incurred by a subject over and above that paid for by the school will be printed in the Course Outline, available to students before they select the course.
- 5 Time constraint shall in general be considered in establishing of the time allowed for a Standard assessment.
- 6 Where the Special Needs Co-ordinator, or any other such person, identifies a student who requires special assessment conditions, Heads of Department will be informed of these conditions. Parents and/or other caregivers may approach the Special Needs Co-ordinator with any request for this consideration.
- 7 Where agreement has been reached that a student may require special conditions then provision must be made for the student to have valid and fair assessment conditions consistent with the assistance they would normally have as a part of their learning environment.

Section 8: Sign Posting

Policies

- a) Parents will be informed of student progress on a regular basis.

Procedures

- 1 Students and parents will be advised in writing of assessment dates.
- 2 A programme of signposting through frequent reports shall be followed.
- 3 Such signposting will be formal, but informal enquiries of teachers, subject heads, or Whanau House Leaders is encouraged.

Section 9: Appeals

Students may appeal decisions regarding the outcomes of internal assessment. The appeals pathway is from students to their class teacher, to the Head of Department, and then to the Board of Studies Chairperson. If there remains disagreement, the matter will be referred to NZQA who will check that the school's appeals procedures have been followed.

Students collect appeals forms from the main office.

Appeal Decision Roles For:

Teachers

- Classroom teacher can explain the judgment decision to satisfy student queries.
- Only the assessor/marker can alter a judgment decision. If the student wants to continue with their appeal the teacher takes the student's script to the TIC of that assessment.

Heads of Department

- Head of Department is to follow school decision-making procedures accurately.
- Head of Department may change the judgment decision (in consultation with the moderator).
- Any change to judgment criteria will need to be applied to all student work for that assessment.
- Decisions on unclear areas, unresolved issues, or any further appeal, must be referred to the Chairperson of the Board of Studies (eg no medical certificate but clearly ill).

Appeals Process

- 1 Teacher allows students to check that they agree with the results given. If a student thinks that an assessment has been incorrectly marked (s)he can ask the teacher to reconsider.
- 2 The teacher should explain the result and make any necessary alterations. If the marking/assessing was done by another teacher, that teacher must be consulted.
- 3 If a student is unhappy with the teacher's explanation, (s)he may ask the Head of Department for a decision, using an appeals form. This must be done **within** 5 school days of the work being handed back.
- 4 The Head of Department can change a teacher's decision, but this must be done in consultation with the markers of the assessment. The Head of Department files a copy of the appeals form.
- 5 If the student disagrees with the Head of Department's decision, (s)he may ask the Chairperson of the Board of Studies to consider the case. The Chairperson of the Board of Studies may consult with the Head of Department, Dean, Counsellor or family.
- 6 If the student is still unhappy with the decision, the final appeal is to NZQA directly. NZQA will check that the school has followed its own policies and procedures for assessment and for handling the appeal.

Appeals Application Form

Fill in the top section and hand in to the office or to your teacher/HOD within 5 school days of getting your assessment back.

Name:	Form:
Date of application:	
Subject:	
Name of Teacher:	
Standard number and title:	
Grade awarded:	
Date assessment returned to student:	
<p>Reason for appeal:</p> <p><input type="checkbox"/> I have discussed my grade with my subject teacher in the first instance.</p> <p><input type="checkbox"/> I would like the HOD/Chairperson of the Board of Studies to reconsider my grade. My reasons for this request are: <i>(please explain, using an extra sheet if needed)</i></p>	

<p>HOD's Decision:</p> <p><input type="checkbox"/> The grade awarded by the teacher stands.</p> <p><input type="checkbox"/> The grade awarded has been changed to _____.</p> <p style="text-align: center;"><i>The reason for this decision has been explained to me and I accept the decision.</i></p> <p>Signed : _____ (student)</p>
<p>Signed: _____ (HOD) Date: _____</p>
<p>Chairperson of the Board of Studies</p> <p>Signed: _____ (P/N) Date: _____</p>

Appendix I

Suggested procedures for running an assessment

Before the activity/task:

- All internal moderation is carried out for the activity/task/brief/event and assessment schedule.
- Students are given a minimum of one week's notice of their assessment date (if this has changed).
- Teacher follows procedure for arranging special assessment conditions for eligible students.
- Teacher reminds students of the school assessment procedures (ie missed assessment, extensions, appeals, assignments, etc).
- This reinforces the importance of the assessment and encourages students to follow correct procedure (eg in the case of illness). It also allows for just imposition of penalties where students do not meet the requirements.
- Each assessment activity/task/brief/event includes full information about due dates and requirements, including milestone information. The teacher brings these to the student's attention when the assignment or assessment notification is handed out.
- The teacher notes on the class roll the day the assessment is notified. This is to record when each student received the assessment notification/information.

During the task:

Follow school-wide and departmental authenticity strategies (see below).

For an in-class assessment:

- Teacher immediately checks collected assessments against the roll to ensure all are handed in. Teacher gives a list of students who were absent to the Head of Department on the day of the assessment. Head of Department can use knowledge of number of students absent to inform planning of new assessment dates etc.

For assignments:

- Students requiring assignment extensions follow extension request procedures (see Student Guidelines).
- Give feedback to students at milestones or checkpoints. This encourages students to focus on the assessment criteria and also allows teachers to check for authenticity of work in progress.

After the assessment:

Missed assessments/extensions

- Students who missed an in-class assessment follow procedures for a missed assessment.
- Extensions must be applied for before the due date if possible. Late work is not accepted without legitimate reason.

Marking (assessment judgments)

- Teacher assesses according to the assessment schedule that has been moderated/agreed.
- Teacher submits agreed sample of assessed student work to be check marked and makes any adjustments required – where applicable.

Return of student work

- Assessments can be handed back to students on the date given by the Head of Department when all extensions or new assessment dates have lapsed and the assessment judgments (marking) have been moderated/verified.
- When the assessment is handed back students must have the opportunity to hear an explanation of the judgment statements and how judgments decisions were made. They should compare their responses with the judgment decisions and ask for clarification of decisions about their responses. They can seek reconsideration of a judgment decision (see Appendix II – Appeals).
- Teacher takes any requests for reconsideration of judgment decisions to the moderator/marker/Head of Department.
- Students sign (eg on assessment coversheet or other such record) to indicate that they accept the grade awarded.
- Student work required for external moderation, appeals, or benchmarking purposes will be retained by teachers and must be stored according to the department procedures (see below). Student permission must be sought if it is intended to use their work as benchmarks.

Recording and Storage*Recording assessment outcomes*

- Teacher records grades on the teacher/department record sheet before the assessment is returned to the students.
- When the assessment is returned students record their grades on their tracking sheets. (This tracking/record sheet should be incorporated into the course outline or a similar sheet given to students by the department.)
- Any changes made to grades due to moderation or student appeals are recorded by the teacher and the student.
- Teacher records final grades on the school central database.
- Heads of Departments ensure school deadlines for recording grades on the central database are met.
- Central database files are made 'read only'.

Storage of student work

- Completed assessments should be stored by departments to refer to in the case of an appeal (note any appeal time limit) or for external moderation purposes.
- If departments store completed assessments, it should be done in a readily retrievable way.
- Where storage of student work is impractical or unnecessary, student signatures on feedback sheets or coversheets showing acceptance of final assessment grade is adequate.
- No student appeals can be made after the time limit for appeals has elapsed.

Checking recorded grades

- Students and teachers check that the recording of grades on the central database is accurate.
- Checking is completed by the school-wide deadline. This will happen 2 or 3 times a year.
- Teachers check the database printout against the teacher record sheet.
- Students check the database printout against their record sheet and sign it off to show they accept the recorded grades.
- Teachers ensure that privacy of information is maintained.
- If there is a discrepancy between recorded grades the teacher checks the grade on the stored student work.
- Any changes to be made to the central database record are made by the Principal's Nominee in conjunction with the teacher-in-charge of the database.

Appendix II

Missed Assessments

Inevitably students will miss an assessment or they will miss an assessment deadline, usually for a good reason. For the student there are four possible outcomes:

- a) A further assessment opportunity shall be given.
- b) It may be possible to record a grade based on a “previous record of achievement”.
- c) An extension of time may be given.
- d) “Not achieved” shall be recorded.

Student Responsibilities

If a student is unable to hand in an assignment on time or unable to do an in-class assessment then they should apply to their teacher by completing a “Missed Assessment Form” as soon as they know they will be (were) absent or will be late with an assignment – or in the event of illness or a sudden absence, as soon as they return to school.

As a guide the following could be considered as valid reasons for requesting an extension of time, a new assessment date, or a compassionate consideration for a grade. In no cases should they be considered as “guaranteed”.

- Sickness – must supply a medical certificate
- Family Trauma – must supply a letter/certificate from Counsellor, House Leader, Parent, Doctor, or other appropriate person.
- Sporting/Cultural Activity – the teacher/person responsible counter-signs the form or a letter is attached. This reason is only valid if the form is completed prior to the activity.

Note:

- 1 Any request for an extension of time must be made before the due date.
- 2 In considering applications where a student is absent on the day work is due in consideration shall be given to the circumstances of the absence, the feasibility of getting the work in, the length of the absence, and the time available for completing the assessment task.
- 3 Unless the decision is clear cut, all decisions should be referred to the Chairperson of the Board of Studies to ensure consistency in the decision making. As a rule approval is granted automatically for:
 - illness (with a Medical Certificate)
 - clear family trauma (with documentation)
 - school (and national) sporting and cultural trips (with prior permission)

Decision Making Process

- 1 Where the school Policies clearly indicate the result of a missed assessment (eg illness, truancy, Principal's approved leave etc) then the Head of Department shall complete the "Missed Application" form.
- 2 In the event of the need for further consultation/judgment then the "Missed Application" form shall be referred to the Chairperson of the Board of Studies for the decision.

Note: Any subsequent appeal shall be to the Associate Principal.

Missed Assessment Application Form

Fill in the top section, attach appropriate letters or certificates and hand in to the office or your teacher. Where possible this form should be completed prior to assessment.

Name:	Form:
Date of application:	
Subject:	
Name of Teacher:	
Standard number and title:	
Type of assessment activity (<i>test, practical, assignment etc</i>):	
Date of assessment or due date:	
Reason for missing assessment: (please tick one) <ul style="list-style-type: none"> <input type="checkbox"/> Illness: <i>medical certificate must be attached</i> <input type="checkbox"/> Family / personal trauma: <i>documentation must be attached (eg letter from parent, counsellor, or tutor group teacher/dean)</i> <input type="checkbox"/> School sporting / cultural activity: _____ <i>Documentation must be attached (eg letter from coach, teacher in charge, parent)</i> 	
Signature of teacher-in-charge of activity: _____	

Decision by HOD/Chairperson of Board of Studies: <ul style="list-style-type: none"> <input type="checkbox"/> Extension granted. New due date: _____ <input type="checkbox"/> New assessment date grated. New date: _____ <input type="checkbox"/> Compassionate consideration will be used in determining a grade. <i>(HOD to attach documentation of evidence used and grade awarded)</i> <input type="checkbox"/> Application denied. Comment: _____ <p style="text-align: center;"><i>The reason for this decision has been explained to me and I accept the decision.</i></p> <p>Signed : _____ (student)</p>
Signed: _____ (staff member) Date: _____

Appendix III

Authenticating Student Work

Work submitted by students must be their own. Departments need to have procedures for authenticating student work for assessment. A range of practices that may be used is given below. The authenticating practice must be rigorous but also needs to be practicable and compatible with the assessment.

Departments should not set work for internal assessment that they are not confident they will be able to authenticate.

Single assessment events

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

- Active supervision of group by assessor.
- Separating students.
- Talking not permitted.
- No reference to other materials unless expressly permitted.

Field trips and research-based work

- Changing the context or content for assessment from one year to the next so that students cannot use material from a previous year, for example, biology field trip – wetlands context one year, sea-shore the following.
- Retaining student work for at least a full calendar year so that work cannot be copied.
- Collecting notes taken at the end of a field trip and redistributing these for writing up to ensure the write up is the student's own.
- Keeping on-going work on site.
- Specifying and being familiar with the resources/websites from which the research will be done.
- Restricting use of reference material to class time.
- Verification of research carried out by authorised offsite person (eg librarian).

Group work

For group activities, concerns about authenticity can be raised. Assessment of students working in groups should only be carried out when no other method is practicable. The following practices will increase authenticity when group work is necessary:

- Breaking the assessment down into its component parts and separating the group aspects from individual written parts (eg conduct an experiment in groups of three, write up independently under test conditions).

- Each student independently signing an attestation sheet that all members of a group did or did not contribute to the activity. If doubts are raised, a ‘call-back’ is used (see below).

Assignment work

- Regular checking/conferencing with students as part of regular teaching and noting progress made so that later atypical or unexpected performance can be checked. Monitoring the research process by setting dates for regular checkpoints (milestones), for example, handing in a work plan at an early stage, first draft completed, final product. These dates should be listed on the assignment given to students.
- Where possible teachers keep copies of drafts before the final piece of work is submitted.
- Requiring plans, resource material and draft work to be submitted with the final product.
- Students should acknowledge all resources used.
- Where a final performance produces results that raise suspicion in a teacher’s mind, a ‘call-back’ may be used where the student is asked to do any or all of
 - Repeating the performance, for example, manipulate data using a computer.
 - Describing the processes followed, for example, describe the website visited and the information gathered (or repeat steps taken under observation).
 - Providing evidence that they did carry out a particular process, for example, confirmation from a local resident that they were interviewed.

Authenticity statements

The use of authenticity statements alerts students and parents to the issue of authenticity. Parents and students sign that they understand and accept the information in the Student Guidelines. As well, authentication sheets or assignment coversheets should be signed by students for each assignment to assert that the work submitted is their own and completed without inappropriate help from others.

All students and parents involved in NCEA study shall complete an “Authenticity” form that attests to the authenticity of their work.

Cheating

If there is a question about authenticity then the class teacher must show the suspect work to the Head of Department. The student may be asked to offer proof of authenticity (drafts etc). Students suspected of having offered inappropriate help to their peers will also be interviewed. If the proof/explanation is not acceptable to the Head of Department and the Chairperson of the Board of Studies, the Chairperson of the Board of Studies will impose a penalty (see next paragraph) and will contact the parents.

Where the Head of Department judges that cheating has occurred the student will gain no credit for that item of work. Further penalties may be imposed by Senior Management. The seriousness of the penalty will be dependent on the seriousness of the cheating.

Note: Students are reminded that the use of tutors is permissible to assist in their learning. It is, however, inappropriate to use a tutor to:

- Complete, in any part of way, an assessment task.
- Write or assist in the preparation of any resource notes to be used in an “in-class” assessment.

Where proven, this assistance may result in the recording of a “not achieved” for the assessment and no further assessment opportunity for that standard shall be given.