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# Macleans College - POLICIES & DIRECTIVES

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## POLICIES AND PROCEDURES RELATING TO ASSESSMENT

### Notes

- 1 At all times the Rules and Regulations of The New Zealand Qualifications Authority (NCEA) shall be adhered to.
- 2 Cambridge International Examinations (CIE) Administrative Guidelines (International) shall be adhered to.
- 3 The fundamental principles of fairness, validity and consistency shall always apply.
- 4 These policies and procedures shall form a general guideline for assessment within Macleans College.

This policy shall be reviewed every **two** (2) years. Upon review it shall be ratified by the Macleans College Board of Trustees (BoT).

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## Definitions

<b>Assessment</b>	Any task related to meeting the requirements of a standard, or course of study
<b>Assessment Key Dates</b>	A calendar of assessment dates produced for students (and parents)
<b>Authenticity</b>	The practice that ensures assessment is a student's own work
<b>CIE</b>	Cambridge International Examinations
<b>CIE Examinations Officer</b>	The person responsible for the administration of CIE within Macleans College
<b>Course Calendar</b>	An outline of courses of study to be offered at Macleans College
<b>Course Outline</b>	Important information regarding subjects taught within Macleans College
<b>CAG</b>	A committee of Senior Management Team (SMT) members; Careers Counsellors and Senior Faculty Heads responsible for management of curriculum and assessment – Curriculum Assessment Group
<b>Faculty Heads</b>	Heads of Faculties
<b>HOD's</b>	Heads of Departments or teacher in charge of a subject
<b>MNA</b>	Managing National Assessment. An audit carried out by NZQA
<b>Multi-Level Study</b>	Study towards a qualification at more than one level
<b>NCEA</b>	National Certificate of Educational Achievement
<b>NZQA</b>	The New Zealand Qualification Authority
<b>Principal</b>	The Principal of Macleans College or their designate
<b>Principal's Nominee</b>	The person responsible for the administration of NCEA within Macleans College
<b>Reassessment</b>	A completely new task for assessing against a standard
<b>Reporting</b>	The written record of achievement
<b>Resubmission</b>	Where an opportunity is given to students to correct minor mistakes they may have made. Resubmission will only be provided for minor errors
<b>SRM</b>	School Relationship Manager
<b>Standard</b>	As defined by NZQA for completion within NCEA. It shall cover both unit standards and achievement standards
<b>Subject</b>	A course of study centred on a common theme

## **Section 1: New Courses**

### **Policy**

New courses, will be introduced as and when student interests and needs are clearly shown.

### **Procedures**

- 1 Requests for new courses may arise from:
  - a) The availability of national/international courses
  - b) Community needs
  - c) Student needs
- 2 Such courses may be recommended by the Faculty Head to the CAG who shall approve the course of study.
- 3 The CAG will make a recommendation to the Principal.
- 4 Course information shall be posted on the school web page and shall be reviewed annually.
- 5 Each course shall be defined by its learning outcomes (its prescription) and its assessment outcomes – which standards form the basis of the assessment (NCEA) and for CIE the subject syllabus.

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

## **Section 2: Course Outlines**

### **Policies**

- 1 All subjects will produce, prior to course commencement, a course outline that covers:
  - a) NCEA
    - i List of standards, standard number and their credit value, also add version number
    - ii A teaching calendar which will include assessment dates
    - iii Indicate whether a standard is an internal or external
    - iv Include the total credit value
    - v In addition to course related information a generic student handbook is provided explaining student responsibilities and school processes.
  - b) CIE
    - i Teaching calendar
    - ii Assessment dates
    - iii Components assessed and their weighting
    - iv
- 2 Course outlines should include, in general terms, information regarding the nature of assessments, eg field trips, practical science experiments, art coursework and drama performances.

### **Procedures**

- 1 Students must receive a course outline by 1 March of each year.
- 2 At least two weeks' notice must be given to students of any assessment date change.
- 3 With any assessment task unforeseeable circumstances may affect the timing or completion of the task, should this occur, no student will be disadvantaged.
- 4 Assessment statements and assessment tasks must be written in clearly understood language.

## **Section 3: Reporting Assessment**

### **Policies**

- 1 Within Macleans College a wide range of assessment practices will be used in determining report comments and achievement.
- 2 All assessment tasks used for assessing internal standards or for the purposes of reporting shall be subject to a moderation process. Such a process will be the responsibility of each faculty or department.
- 3 Student's results and the use of student work is covered by the current Privacy Act.

### **Procedures**

- 1 Faculty Heads are responsible for the implementation of school policies and procedures.
- 2 The CAG will periodically audit departments to ensure they are following policies and procedures.
- 3 All students must confirm their assessment results, prior to final submission to NZQA.
- 4 An Internal Moderation Cover Sheet must be completed and held by the Faculty Head/ and or Head of Department for each formal assessment task. Copies may be required for SMT monitoring through the CAG.
- 5 All students must complete a cover sheet for each assessment – Refer to Student Internal Assessment Cover Sheet [Appendix I](#).
- 6 The use of any student work as exemplars must comply with the current Privacy Act.

## Section 4: Entry and Students on Transfer

### Policies

- 1 Entry to any particular level of study will be at the discretion of the Deputy Principal (*in charge of Curriculum*) or SMT.
- 2 Entry to any subject or course of study will be determined in the best interests of the student and the availability of a place.
- 3 Opportunity for multi-level study will be available.
- 4 Students will gain any benefits from assessments, partial or completed, from other schools attended.
- 5 Information regarding incomplete assessment tasks shall be forwarded to a student's new school should they leave during the year. Any completed standards shall be forwarded to NZQA and to the student's new school.

### Procedures

- 1 SMT will publish on the school web page the required entry standards, if applicable, for any level of study.
- 2 Course and recommended subject entry requirements will be contained in the Course Guide available to all students and updated annually. This is available on the school website.
- 3 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, career staff and level head.
- 4 The school will contact a student's previous school to gain information on assessment tasks already completed (and for CIE any completed examination component that is transferable).
- 5 For any particular student transferring, Macleans College will endeavour to provide an assessment opportunity, **but without guarantee**, for any assessment of a standard missed through the transfer of the student.
- 6 Macleans College shall undertake to advise NZQA of a completed standard for any student leaving or transferring to another school.
- 7 The Principal's Nominee or delegate will complete a transfer details, and forward it to the student's new school.
- 8 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**

- 1 The assessing and recording of grades must at all times be fair, valid and consistent.
- 2 Faculty Heads shall ensure authenticity in the completion of assessment tasks performed by students in meeting the requirements of standard/CIE assessments.
- 3 All departments must keep an accurate record of grades and/or Standard/CIE grades completion.
- 4 In addition, the school will keep an accurate centralised record of standards/CIE achieved.
- 5 Students have the right to know how the assessment schedule was applied to their assessment.
- 6 Students have the right to appeal any assessment gained for an internal NCEA standard or internally assessed CIE grade.
- 7 Students must confirm their recorded grade prior to submission to NZQA.
- 8 No derived grade shall be possible in relation to an NCEA Standard unless there is prior evidence of achievement.
- 9 In the event of 'Not Achieved' being earned, then departments shall endeavour to gather evidence throughout the remainder of the year towards the attainment of the standard when possible.
- 10 For NCEA, departments should ensure that every opportunity is given to demonstrate evidence that an appropriate grade is earned.
- 11 Final grades will not be confirmed until the end of year submission of internal standards results to NZQA.

### **Procedures**

- 1 Wherever possible, common assessment tasks will be held on the same day if they form a part of the NCEA or CIE final assessment (for CIE refer to CIE policy for internally assessed subjects).
- 2 If an assessment task can be completed within a class time then it should be done.
- 3 With more than 1 class operating, Faculty Heads and should utilise strategies to prevent/monitor any likely issues pertaining to authenticity. Refer to Student Internal Assessment Cover Sheet Appendix I.
- 4 Suggested strategies useful for (3) and to ensure other aspects of authenticity could include:
  - a) changing the context of the assessment (from year to year, school to school, class to class etc)
  - b) close supervision of research



- c) require plans, drafts, resources and bibliographies to be submitted as a part of assessment completion
  - d) retaining ongoing work on-site
  - e) post assessment questioning to ensure students' understanding
  - f) control of or use of set resources
  - g) break the assessment into units or tasks that are 'process' marked
  - h) requiring signatures from students ensuring authenticity upon completion of the assessment task
- 5 The management of the NCEA/CIE assessment shall, in the first instance, be the responsibility of the Faculty Head.
  - 6 The Faculty Head shall ensure, through moderation, that student results 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. They shall forward this list to the Principle Nominee who shall ensure that a further duplicate record is retained and entered into a student management system.
  - 8 a) Students should have assessment tasks returned for review. The Faculty Head will ensure that all student work is kept for moderation.

Note:

- It is good practice to retain student work to ensure consistency from year to year.
  - In some cases, student work will need to be kept for a period of 12 months beyond the current calendar year for moderation purposes.
- b) For CIE internal assessment and practical work, records are to be kept as per CIE requirements.
  - 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 on the appropriate application form and submitted to the Deputy Principal (*in charge of Curriculum*). Refer to Section 9: Appeals. For CIE, appeals are to be made through the CIE Examination Officer.
  - 10 In general, for NCEA there shall be no re-assessment 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. For other assessment tasks, upgrading of grades may occur if and when further evidence becomes available (re-submission). A formal record will be kept of this process. If reassessment is offered such opportunities must be available to all students.
  - 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/CIE regulations. Refer to Section 9: Appeals and CIE requirements.
  - 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 Notes – Application for Change of Assessment Date Appendix III and NCEA Application for Change of Assessment Date form. However, if sufficient milestone evidence is available for the particular standard being assessed, it may be used to determine the grade.

- 13 The process of gathering evidence towards a final grade shall be an ongoing process, provided this process is suitable.
- 14 Students shall confirm, by signature, the accuracy of a standard grade prior to submission to NZQA.
- 15 For CIE, forecast grades are to be compiled by the Faculty Head and are to be received by the CIE Examinations Officer before the deadline set by CIE.

## **Section 6: Moderation**

**The following applies to NCEA and CIE unless stated otherwise**

### **Policies**

- 1 Macleans College will adhere to a set of moderation policies as a component of the quality management system to ensure assessment is valid, fair and consistent.
- 2 Moderation will be workable, realistic and practical for all involved.
- 3 All summative assessment tasks will be moderated according to the process outlined for the task.
- 4 Moderation policies shall be monitored by the Curriculum Assessment Group.

### **Procedures**

- 1 For each assessment the activity/task/brief etc and the assessment judgments/markings need to be moderated even if there is only one class undertaking the assessment task.
- 2 All activities used for assessing including against a standard are checked for suitability prior to use
- 3 An internal moderation cover sheet must be completed for each internal assessment task. This will be held on file by the Faculty Head. Refer to Internal Moderation Cover Sheet Appendix IV.
- 4 Assessment tasks and student work will be moderated using a selection of the following:
  - a) use of the exemplars as models (note – not as actual assessment tasks)
  - b) use a designated moderator (an experienced assessor) to critique the activity, both in
  - c) terms of task and marking. (Maybe from another school or Team Solutions).
  - d) use “annotated drafts” from previous assessments used, particularly those moderated
  - e) by NZQA.
  - f) use a single assessor per task, again with check marking or moderation of this person
  - g) use of “subject experts” outside of the school.
  - h) Common Assessment Tasks
  - i) Strip Marking
  - j) Panel Marking
- 5 Key steps in the internal moderation process should include:
  - a) For NCEA accurate completion of Internal Moderation Cover Sheet (see Appendix IV).
  - b) NCEA Moderator will complete tasks, critically, as outlined on the Internal Moderation Cover Sheet.
  - c) Moderation of marking by designated marking moderator (as per departmental scheme).

- 6 Random selection of samples for NZQA/CIE moderation are to be provided when requested. Names to be supplied by the Academic Registrar (see note below).
- 7 All departments are required to complete the Response to Moderation form and return to Deputy Principal (*in charge of Curriculum*) - Refer to Response to Moderation form Appendix VI.

**Note:**

**National Moderation of NCEA – Selection of Student “Scripts”**

Where the total number of students exceeds the number of student “scripts” required for national moderation, selection shall be by the following process:

An alphabetical list of all students studying the standard shall be created. Starting at the first student whose surname begins with ‘H’ – every 3<sup>rd</sup> student shall be selected for national moderation until the required number of pieces are selected. If a student has failed to submit work for the standard, this should be noted and the process continues until the required number has been selected. You may need to go through the list of a second (or even third) time to generate sufficient samples.

Should the number of students be less than the required number, then all must be submitted and a covering note attached.

Where the standard has not been completed by the time of moderation, then samples from the previous year, randomly selected, must be submitted.

**Selection of “scripts”/portfolios for CIE**

As per CIE directives, which may vary from subject to subject.

## Section 7: Lateness, Absence and Malpractice

### The following apply to NCEA and CIE, unless stated otherwise

#### Policies

- 1 Late work for the purposes of NCEA or CIE final assessment will not be marked, except where lateness is beyond the student's control.
- 2 Macleans College gives no guarantees that re-assessment opportunities will be offered due to absence.
- 3 Proven instances of malpractice will result in a penalty for any student(s) involved.

#### Procedures

- 1 Unless Macleans College is 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 Deputy Principal (*in charge of Curriculum*). Refer to Application for Change of Assessment Date Appendix III.
- 2 In the event of sickness or another incident beyond the student's control – usually covered by a parent's note (or in the case of sickness, a medical certificate) the student may be allowed to submit work late provided conditions in (1) above are met. Refer to Application for Change of Assessment Date Appendix III.
- 3 As a general rule the following activities shall be deemed as 'self-interest' and no reassessment opportunity will be available. If a clash of date arises:
  - a) Family travel or holidays
  - b) Drivers licence testing
  - c) Sports and/or cultural leave, other than in representing school, province or national teams (students must apply for leave)
  - d) Dentist
  - e) Physiotherapy
  - f) Examinations held outside the school, eg dance, music, speech etc

#### Note:

Prior application seeking leave from Deputy Principal (*in charge of Curriculum*) may allow an 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 Willful 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 Willful absence shall include truancy, absentmindedness and other such absences.

- 6 Upon receipt of a teacher or student complaint with regard to malpractice, the Deputy Principal (*in charge of Curriculum*) will investigate and report findings and decision reached to the complainants. Refer to notes on Authenticating Student Work Appendix V.
- 7 Students accused of malpractice will have the right to be heard and the right of appeal to the Deputy Principal (*in charge of Curriculum*).
- 8 Students will receive no credit for any proven malpractice.
- 9 Parents will be advised of any malpractice.

## **Section 8: Equity**

### **The following applies to all assessments at Macleans College**

#### **Policies**

- 1 Students will not be penalised in any assessment task as a result of cultural or personal beliefs.
- 2 No student will be penalised in assessment tasks on economic grounds, provided costs have been publicised prior to enrolment in that course.
- 3 Adequate time shall be allowed for all students to complete any assessment task.
- 4 Processes need to be in place to ensure that where a student is being assessed by a family member moderation of this assessment occurs. If at all possible, this situation should be avoided at the outset of the course.

#### **Procedures**

- 1 The cultural diversity of the school must be considered in developing assessment tasks.
- 2 Students will be expected to advise the subject teacher if their beliefs will hinder or penalise them in the assessment task.
- 3 Access to appropriate technology must be readily available for all students.
- 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 or other documentation available to students before they select the course.
- 5 Where a student has been identified as requiring Learning Support and the assistance of a reader/writer or extra time for assessment tasks then the Head of Learning Support will be informed. Parents and/or other caregivers may approach the Head of Learning Support with any request for this consideration. An application for Special Assessment Conditions will be submitted to NZQA via the Principal's Nominee. For CIE an application for Access Arrangements will be submitted via the Examination's Officer.

## Section 9: Appeals

### These policies apply to both NCEA and CIE, unless otherwise stated

Students may appeal decisions regarding the outcomes of internal assessment. The appeals pathway is from students to their class teacher, to the Faculty Head, and then to the Deputy Principal (*in charge of Curriculum*).

Students collect appeals forms from the main office or may download from the school website. Refer to Appeals Application Form Appendix VI – a copy is also included in the NCEA Student Handbook.

For students who wish to appeal a CIE assessment, refer to the CIE Examinations Officer for the appropriate application.

#### 1 Appeal Decision Roles:

##### a) Teachers

- i Classroom teacher can explain the judgment decision to satisfy student queries.
- ii 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 teacher in charge of that assessment.

##### b) Faculty Heads

- i Faculty Head may change the judgment decision.
- ii Any change to judgment criteria will need to be applied to all student work for that assessment.
- iii Decisions on unclear areas, unresolved issues, or any further appeal, must be referred to the Deputy Principal (*in charge of Curriculum*).

#### 2 Appeals Process

- a) Teacher allows students to check that they agree with the results given. If a student thinks that an assessment has been awarded an incorrect grade, they can ask the teacher to reconsider.
- b) 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.
- c) If a student is unhappy with the teacher's explanation, they may ask the Faculty Head for a decision. This must be done **within** 5 school days of the work being handed back. An Appeals Application Form (refer Appendix VI) is to be submitted to the Deputy Principal (*in charge of Curriculum*).
- d) The Faculty Head can change a teacher's decision, but this must be done in consultation with the markers of the assessment. The Faculty Head files a copy of the appeal, as does the Deputy Principal (*in charge of Curriculum*).
- e) If the student disagrees with the Faculty Head's decision, they may ask the Deputy Principal (*in charge of Curriculum*) to consider the case.



## Section 10: Suggested Procedures for Running an Assessment

### 1 Before the activity/task

- a) All internal moderation is carried out for the activity/task/brief/event and assessment schedule.
- b) Students are given a minimum of one week's notice of their assessment date (if this has changed). A principle of reasonable time frames must be paramount if changes are to be made.
- c) Teacher follows procedure for arranging special assessment conditions for eligible students.
- d) Teacher reminds students of the school assessment procedures (i.e. missed assessment, extensions, appeals, assignments, etc).
- e) This reinforces the importance of the assessment and encourages students to follow correct procedure (e.g. in the case of illness). It also allows for just imposition of penalties where students do not meet the requirements.
- f) 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.
- g) 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.

### 2 During the task

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

- a) For an in-class assessment:
  - i 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 Faculty Head on the day of the assessment. The Faculty Head can use knowledge of number of students absent to inform planning of new assessment dates etc.
- b) For assignments:
  - i Students requiring assignment extensions follow extension request procedures (see Student Guidelines).
  - ii 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.

### 3 After the assessment

#### a) Missed assessments/extensions:

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

#### b) Marking (assessment judgments):

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

### 4 Return of Student Work

- a) 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.
- b) 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 may be given the opportunity of a resubmission provided that such a resubmission is completed in accordance with school policy and prior to the teacher going over the answers. (Refer Appendix I – Appeals Application Form).
- c) Teacher takes any requests for reconsideration of judgment decisions to the moderator/marker/Faculty Head.
- d) Students sign (eg, on assessment coversheet or other such record) to indicate that they accept the grade awarded.
- e) 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.

## **Section 11: Recording and Storage**

### **1 Recording Assessment Outcomes**

- a) Teacher records grades on the teacher/department record sheet before the assessment is returned to the students.
- b) 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).
- c) Any changes made to grades due to moderation or student appeals are recorded by the teacher and the student.
- d) Teacher records final grades on the student management system.
- e) The Faculty Head is to ensure school deadlines for recording grades on the student management system are met.

### **2 Storage of Student Work**

- a) 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.
- b) If departments store completed assessments, it should be done in a readily retrievable way.
- c) Where storage of student work is impractical or unnecessary, student signatures on feedback sheets or coversheets showing acceptance of final assessment grade is adequate.
- d) No student appeals can be made after the time limit for appeals has elapsed.
- e) Samples of work, chosen randomly according to the random selection process must be retained for use in possible moderation.

### **3 Checking Recorded Grades**

- a) Students and teachers check that the recording of grades on the student management system is accurate.
- b) Checking is completed by the school-wide deadline. This will happen 2 or 3 times a year.
- c) Teachers check the student management system printout against the teacher record sheet.
- d) Students check the student management system printout against their record sheet and sign it off to show they accept the recorded grades.
- e) Teachers ensure that privacy of information is maintained.

- f) If there is a discrepancy between recorded grades the teacher checks the grade on the stored student work.
- g) Any changes to be made in the student management system are made by the Principal's Nominee in conjunction with the subject teacher or as instructed by the Faculty Head.

## Section 12: Change of Assessment Date

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 further assessment opportunity shall be given.
- It may be possible to record a grade based on a “previous record of achievement”.
- An extension of time may be given.
- “Not achieved” shall be recorded.
- Exceptional circumstances *eg prolonged illness resulting in extended absence from school may result in withdrawal from standard.*

### 1 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 complete an “Application for Change of Assessment Date 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 derived grade. In no cases should they be considered as “guaranteed”.

- a) **Illness** – should supply a medical certificate
- b) **Family/Personal Trauma** – must supply a letter/certificate from parent/caregiver; Counsellor; House Leader or other appropriate person
- c) **Sporting/Cultural Activity** – documentation must be attached (eg letter from coach; teacher in charge; parent/caregiver)
- d) **Lateness** – reason (eg, letter from a parent/caregiver)

#### Note:

- a) Any request for an extension of time must be made before the due date.
- b) 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.
- c) All decisions will be referred to the Deputy Principal (*in charge of Curriculum*) to ensure consistency in the decision making. As a rule approval is granted automatically for:
  - i illness (with a Medical Certificate)
  - ii exceptional circumstances (with a Medical Certificate)
  - iii clear family trauma (with documentation)
  - iv school (and national) sporting and cultural trips (with prior permission)

**Note:**

- a) In the event of a need for a 'special consideration' teachers must have evidence on which to base their judgement. If there is no evidence then a grade of 'Not Achieved' must be awarded.
- b) Any subsequent appeal shall be to the Deputy Principal (*in charge of Curriculum*).

## Section 13: 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.

### 1 Single Assessment Events

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

- a) Active supervision of group by a teacher
- b) Separating students
- c) Talking not permitted
- d) No reference to other materials unless expressly permitted

### 2 Field Trips and Research-based Work

- a) 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.
- b) Retaining student work for at least a full calendar year so that work cannot be copied.
- c) 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.
- d) Keeping on-going work on site.
- e) Specifying and being familiar with the resources/websites from which the research will be done.
- f) Restricting use of reference material to class time.
- g) Verification of research carried out by authorised off-site person (eg, librarian).

### 3 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:

- 1 Breaking the assessment down into its component parts and separating the group aspects from individual written parts (e.g. conduct an experiment in groups of three; write up independently under test conditions).
- 2 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).

#### 4 Assignment Work

- a) 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, and final product. These dates should be listed on the assignment given to students.
- b) Where possible teachers keep copies of drafts before the final piece of work is submitted.
- c) Requiring plans, resource material and draft work to be submitted with the final product.
- d) Students should acknowledge all resources used.
- e) 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
  - i Repeating the performance, for example, manipulate data using a computer.
  - ii Describing the processes followed, for example, describe the website visited and the information gathered (or repeat steps taken under observation).
  - iii Providing evidence that they did carry out a particular process, for example, confirmation from a local resident that they were interviewed.

#### 5 Authenticity Statements

For every assessment students sign an "Assessment Cover Sheet" verifying the authenticity of their work.

#### 6 Collusion

If there is a question about authenticity then the class teacher must show the suspect work to the Faculty Head. 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 Faculty Head and the Deputy Principal (*in charge of Curriculum*), the Deputy Principal (*in charge of Curriculum*) will impose a penalty (see next paragraph) and will contact the parents.



Where the Faculty Head judges that collusion has occurred the student will gain no credit for that item of work. Further penalties may be imposed by the Deputy Principal (*in charge of Curriculum*). The seriousness of the penalty will be dependent on the seriousness of the malpractice.

**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:

- a) Complete, in any part, an assessment task
- b) 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.

7 Plagiarism

Plagiarised work will not be accepted. Any quotes contained in a student’s work must be acknowledged in the appropriate way. Copyright rules must be adhered to. This includes downloading from the World Wide Web.



## Student Internal Assessment Cover Sheet

Name of Faculty/or Department	
Achievement/Unit Standard Number	
Title of Achievement/Unit Standard	

### Title of Assessment

Reassessment	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Number of Credits	
Resubmission	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Time Allowed	
Assessment Date or Due Date			Teacher in Charge	

### Authenticity Statement

**Student:** I understand that the work I submit for this assessment must be my own. I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner. I understand that I may be required to identify my sources if there is any question about the authenticity of this work. I have acknowledged all direct quotes and references in this assignment. I have acknowledged that plagiarism and/or collusion will result in disciplinary action which may make me ineligible for a grade in this standard.

Student Name:	Form Class:
..... Student <i>Signature</i>	Date:

Date handed in	Time handed in	AM/PM
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..... Teacher <i>Signature</i>	Date:
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### School Use Only

<b>OFFERED</b> Reassessment date	Reassessment <b>NOT</b> Offered <i>add instructions below</i>
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Add your specific Reassessment **NOT** Offered instructions here:

.....

*\*Macleans College also reserves the right to make use of plagiarism checking software (such as Turnitin) to determine the originality/authenticity of a student's work.*



## NCEA - Application for Change of Assessment Date

Student to complete **Section A**, attach appropriate letters or certificates and hand into the Deputy Principals' Office. **Where possible this form should be completed prior to assessment.** A completed copy of this form will be returned to the student and a copy held on file.

### Section A

Student Name:	Form Class:
Date of application:	
Subject:	Name of Subject Teacher:
Reassessment/Extension possible (teacher to complete):	
Standard number:	Standard Title:
Date of assessment or due date:	
<p><b>Reason for missing assessment:</b> <i>(please tick one)</i></p> <p><input type="checkbox"/> <b>Illness:</b> <i>medical certificate must be attached, if not, please state: .....</i></p> <p>.....</p> <p><input type="checkbox"/> <b>Family/Personal Trauma:</b> <i>documentation must be attached (eg letter from parent/caregiver; counsellor; House Leader)</i></p> <p><input type="checkbox"/> <b>School Sporting/Cultural Activity:</b> <i>documentation must be attached (eg letter from coach; teacher in charge; parent/caregiver)</i></p> <p><input type="checkbox"/> <b>Lateness:</b> <i>reason (eg, letter from a parent/caregiver)</i></p>	

### Section B – School Use Only

<p><b>Decision by Deputy Principal:</b> <i>(Year 11 Mr Goodyer; Year 12 Mrs Thompson; Year 13 Mr Mackenzie)</i></p> <p><input type="checkbox"/> <b>Extension Granted:</b> <i>New due date</i></p> <p><input type="checkbox"/> <b>New Assessment Date Granted:</b> <i>New due date</i></p> <p><input type="checkbox"/> <b>A Derived Grade will be used in determining a grade, only if evidence is available.</b> <i>(Faculty Head/or Head of Department to attach documentation of evidence used and grade awarded).</i></p> <p><input type="checkbox"/> <b>Application Denied:</b> <i>Reason</i></p> <p>.....</p>	
<p><b>Deputy Principal:</b> .....</p> <p style="text-align: center;"><i>(Signature)</i></p>	<p><b>Date:</b> ...../ ...../ .....</p>

<b>Internal Moderation Cover Sheet</b>	September 2009
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Course \_\_\_\_\_ Teacher in Charge \_\_\_\_\_ Standard No & Version \_\_\_\_\_

Assessment Title/Context \_\_\_\_\_ NQF Level \_\_\_\_\_ Year of Assessment \_\_\_\_\_

Approximate assessment date: \_\_\_\_\_

### 1. Critique (and modify) materials before use

To assist in managing authenticity of student work, activities that come from public sources such as books or websites (eg TKI, subject sites) should be modified in terms of context and assessment evidence statements. Authenticity during the assessment period must be managed by teachers.

Source of materials (circle or add):

Own Commercial Modified MOE/TKI/NZQA Other: \_\_\_\_\_

(✓) Checklist for critiquing

- Activity states registered standard number, version, title, level & credits.
- Student instructions are clear and language is appropriate.
- Materials are consistent with the learning/context/curriculum.
- Materials allow students to achieve all criteria/elements of the standard.
- Materials for achievement standards allow students to reach all levels (A/M/E).
- Materials are consistent with explanatory notes/range statements in the standard.
- Assessment schedule is consistent with the standard.
- Evidence statements allow for a range of acceptable answers from students with specific examples for each grade (N/A/M/E).
- Judgement/sufficiency statements clearly describe performance levels.

Critiquer (name & school): \_\_\_\_\_

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

OR Previously Critiqued by \_\_\_\_\_  
(name & date)

### 2. Inter-class consistency (✓) Not applicable OR

- Panel or team assessment (eg Dept meeting to mark all student work)
- Class teacher assesses, another teacher verifies.
- Class teacher assesses, an outside colleague verifies.
- Other method(s) \_\_\_\_\_

Explanation of method: \_\_\_\_\_

### 3(a). Mark all student work and verify a proportion of student work

Another subject specialist verifies a proportion of student work for accuracy and consistency of grades.

Student name	Teacher's grade	Verified grade	Comment, where appropriate

Verifier (name and school): \_\_\_\_\_

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

### 3(b). Undertake random selection for external moderation, update benchmarks and store assessment materials

- Student work for external moderation has been randomly selected (attach evidence – method & list)
- Assessment materials and student work for external moderation have been stored  
Location: \_\_\_\_\_
- Benchmark samples are annotated and have been updated (where applicable) and have been stored.
- Identify and send up to ten samples of assessed work with specific questions for written, professional feedback from the moderator (optional teacher-selected samples).

### 4. Maintain understanding of the national standard

(Circle and/or add names, dates or other useful information as evidence of professional links.)

- MOE/NZQA resources  External Moderation  Colleagues in other schools  Adviser
- Cluster meetings  Subject association  Best Practice Workshop  Other \_\_\_\_\_

### 5. Materials reviewed after use and confirmed or modified for future use

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



**Response to External Moderation**

Subject and Standard	Cause of concern	Action plan to address concern (include who, how, by, when)	Checked by DP*

\* Deputy Principal (*in charge of Curriculum*)

.....  
Faculty Head Signature

Date: ...../ ...../ .....



## NCEA - Appeals Application Form

Student to complete **Section A** and hand into Faculty Head/or Head of Department within five school days of receiving an assessment back. A completed copy of this form will be returned to the student and a copy held on file.

### Section A

Name:	Form Class:
Date of Application:	Subject:
Name of Teacher:	
Standard Number:	Title:
Grade Awarded:	Date assessment returned to student: .....
<p><b>Reason for Appeal</b></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 Faculty Head/or Head of Department to reconsider my grade. My reasons for this request are: <i>(please explain, using an extra sheet if needed)</i></p> <p>.....</p> <p>.....</p>	

### Section B - School Use Only

<b>Faculty Head/or Head of Department Decision</b>	
<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>..... (Signed)</p> <p><b>Faculty Head/or Head of Department</b></p>	<p>Date: ...../ ...../ .....</p>
<p><b>Deputy Principal - Decision/Comment:</b></p> <p>.....</p> <p>.....</p>	
<p>..... (Signed)</p> <p><b>Deputy Principal</b></p>	<p>Date: ...../ ...../ .....</p>