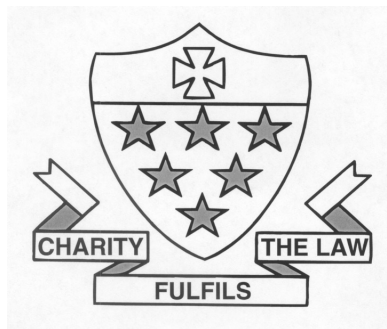


# ST PETER'S COLLEGE



## 2010 NQF ASSESSMENT PROCEDURES

*This document outlines the procedures that apply to teachers, students, parents and/or caregivers for assessment contributing towards earning a National Certificate of Educational Achievement Award at St Peter's College. The types of assessments involve internally and externally assessed Standards.*

### Awareness of students (and their caregivers) rights and responsibilities

This document is intended to inform all parties of their rights and responsibilities and will consequently be issued to all eligible students early in the year.

### Requirements for attaining NCEA for Levels 1-3

**For a student to be awarded NCEA Level 1** they must achieve:

- 80 credits.

Of these, eight credits must be in literacy standards and eight credits in numeracy standards.

Students will require 50 credits at Excellence to gain an NCEA endorsed with Excellence, and 50 credits at Merit (or Merit and Excellence), to gain an NCEA endorsed with Merit.

**For a student to be awarded NCEA Level 2** they must achieve:

- 60 credits at level 2 or above; plus
- 20 credits at any level, even if gained for any other National Qualification.

There are no literacy or numeracy requirements for this qualification

Students will require 50 credits at Excellence to gain an NCEA endorsed with Excellence, and 50 credits at Merit (or Merit and Excellence), to gain an NCEA endorsed with Merit

**For a student to be awarded NCEA Level 3,** they must achieve:

- 60 credits at level 3 or above; plus
- 20 credits at level 2 or above, even if gained for any other National Qualification.

Students will require 50 credits at Excellence to gain an NCEA endorsed with Excellence, and 50 credits at Merit (or Merit and Excellence), to gain an NCEA endorsed with Merit

### Requirements for University Entrance

14 credits at level 3 or higher in an approved subject	14 credits at level 3 or higher in an approved subject	14 credits at level 3 or higher in no more than 2 domains or approved subjects
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- 14 credits in Mathematics at level one or higher
- 4 credits at level two or above in Reading
- 4 credits at level two or above in Writing

### Course entry to be eligible for assessment

The school is entitled to set its own prerequisites for subject entry. These are publicised in the school's own *Subject Information Booklet*.

### Course requirements

Each subject at each level is to develop its own assessment statement in line with the school policy. It will be issued to all students taking the subject at the start of their study and contain:

- a list of standards and their credit values
- approximate times of year when assessment takes place
- criteria for assessing practical non-written elements (eg kayak skills) of assessment
- methods to ensure inter-class moderation
- the minimum requirements to be eligible for award of a Standard
- details about standards that will have further assessment opportunities and those that will not.

### Avoiding unnecessary duplication

Where a unit standard and an achievement standard assess the same learning outcome they are mutually exclusive for the NCEA (ie if you achieve both, only one of the standard credits gained will be counted, while both will still be recorded on your Record of Learning). A list of these exclusions is available on [www.nzqa.govt.nz](http://www.nzqa.govt.nz), or from your teacher, or Mrs Bridgman (Principal's Nominee to NZQA).

### Security of assessment materials

It will be the responsibility of the Head of Essential Learning Area to ensure that assessment items, which are due to be used or kept for use from year to year, are kept secure.

### Timing of assessments

At least one week's warning shall be given for any assessment test or assignment that counts towards internal assessment.

### Additional assessment opportunities

There is no national requirement for schools to offer students another attempt at the Standard.

St Peter's College may offer one further assessment opportunity in each Standard only where feasible in terms of manageability and teacher workload. Teachers may use a range of ways to collect evidence from students eg portfolios, checklists, journals, running records, observations etc. Students will be informed of further assessment opportunities prior to commencing any course. This will be included on the subject's course outline.

### Reviews/reconsideration and appeals

Teachers are open to discussion with students about marking processes. If dissatisfied with the accuracy of a grade awarded during the year, a student should first check with the subject teacher. This is to be done within two school days of receiving the grade. (Use the form at the back of this booklet). If still unsatisfied the student should approach the Head of Essential Learning Area (or Learning Tutor if the Head of Essential Learning Area is the teacher). This must be done within two school days of the subject teacher having given a decision. The Head of Essential Learning Area and the Principal's Nominee (or Learning Tutor if the Head of Essential Learning Area is the teacher) will have the final decision after examining the case. Reviews and reconsiderations can also involve grades being adjusted downwards if initial marking was found to be in error.

### **Reporting Results for Internals**

Where a student has presented work or evidence for assessment OR has been given an adequate opportunity to achieve the standard (that is they have taken part in the learning and received the assessment task), the outcome of that assessment must be reported to NZQA as N, A, M or E.

If a student hasn't been withdrawn from a standard and no result is reported, Standard Not Assessed (SNA) will be automatically recorded for internal entries, as it is for externals that are not attempted.

### **Attendance requirements for tuition and assessment and impact on results**

- 1 *Absence beyond a student's control (accident, illness, bereavement)* - No allowance can be made unless the school deems it appropriate that there is sufficient material available to make an estimate or if there is a repeat task in the teacher's programme - such a student may use this opportunity to gain the standard. To be eligible for such an opportunity, a medical certificate may be required. If absence is so prolonged as to prohibit assessment or severely affect the result, this may be noted in a covering report issued by the school with any externally awarded qualification.
- 2 *Self interest absence (family travel, non-school sports etc)* –
  - a written request to be made to the Principal seeking permission for leave of absence at least two weeks before a prolonged absence is due to begin
  - any assessments sat during the student's absence will not be repeated for the student's benefit unless the school deems it appropriate.
- 3 *Wilful or unexplained absence* - No grade is given for the Standards assessment thus missed, but the student may be allowed to use any further assessment opportunity open to the other students, to attempt the assessment.
- 4 *School-initiated absence (sports team, public exams, camps, work exploration)* - The school undertakes to organise its assessments so that students do not miss the only opportunity that may be available for a Standards assessment. If this is not possible the school may provide a further assessment opportunity.
- 5 *Late commencement: (except for students from another school already studying the subject)* - Typically, no student may commence a course after 1 March unless the Head of Essential Learning Area approves and parents approve after being made aware that no allowance may be made for any disadvantage in sitting subsequent assessments.

### **Late assessments and/or extensions**

If, because of unavoidable absence, assignments are not handed in on time, the teacher and student may consult and establish a due date if the teacher in consultation with the Learning Tutor deems it appropriate.

### **Misconduct in assessments**

Where a student's conduct (eg impersonation, false declarations of authenticity, uses notes or other forms of cheating in exam or test situations, communication with others, disruption, dishonesty, assisting or hindering others or any other similar practices) during an internal NQF assessment has required disciplinary action which has involved less time for the student to complete the assessment or disqualification from the award as a result, the subject teacher must inform the Learning Tutor who will liaise with the Principal's Nominee, and inform caregivers in writing. Cheating during internal assessment will result in the loss of that specific assessment opportunity.

### **Authenticity**

While it is appropriate for students to learn from others at home and gather information from a variety of sources, teachers must be able to determine that the assessment work has been processed and produced by the student. To check authenticity concerns, teachers may use any of the following:

- changing assessment contexts from year to year
- requiring plans and draft work
- keeping ongoing work on site
- oral questioning to confirm a student's knowledge
- controlling the resources to be used
- controlling group work by breaking the task into components for each individual
- requiring students to provide a signature to declare authenticity.

Where a decision has been made which reduces the student's result because of authenticity issues, the teacher will inform the student and the Learning Tutor - The Learning Tutor who will liaise with the Principal's Nominee and inform the caregivers in writing.

### **Equity**

Assessment items, which involve work out of class time, must be designed so that all students have comparable access to the resources required.

### **Consistency of assessor judgments across all classes at the same level**

Where there is more than one class in a subject, there is to be inter-class moderation. Each Essential Learning Area makes and documents its own decision as to how much of this is necessary and must inform students of where it occurs.

### **Recording and security of assessment and attendance data**

Results are to be recorded on the school software management system at least monthly. Teachers will be expected to keep clear records and back up records of all assessment processes, results and absences. In case of loss or damage, it is the responsibility of the subject teacher to ensure there is a back-up copy of results kept in another location. All data held on the school's computer server is backed up regularly.

### **Reporting to parents**

School reports as indicated on the school calendar will indicate Standards attempted and the outcomes, as well as predictions for external standards.

### **Student access to personal data and indication of acceptance of results**

Students have the opportunity and right to view their own results at a time that is convenient to their teacher. The teacher may use students' sighting of results as an opportunity for students to sign off to indicate they accept the results. Where grades are to be processed for any externally awarded qualification, it is the responsibility of the teacher to show the grade to the student and the responsibility of the student to check that the grade entered corresponds to the actual grade awarded. If there is a discrepancy the student must take the matter up with the subject teacher within 24 hours of the grades being made available. Prior to data transfer to NZQA, all students and their teachers must have the opportunity to sight and sign off all results and data that they generate.

### **Privacy Act**

The school reserves the right to keep all assessment data on its students. Results are private to each individual, and it is each individual's right to tell others if they so choose, but not anyone else's right, including the teacher. The school will not supply data or reports to outside persons without the consent of the student or the student's caregivers. The school regards forms sent by an institution to which a student has applied, as implied consent. Permission should be sought from any students whose work is needed for retaining as a benchmark sample.

### **Moderation - Ensuring internal assessment is at the national standard**

Teachers will use colleagues within their Essential Learning Area, in other Essential Learning Areas, or in other schools, to quality assure locally composed internal items before they are used. (Up to 20% of standards used in the programme will be externally-checked.) For each standard checked, schools will provide eight samples of marked student work where possible and related assessment materials and schedules. After checking, NZQA may require that work be promoted to the next band but will not demote a student who has been incorrectly assessed.

### **Consistency from year to year**

All subjects will do their best to assess consistently with national standards and strategies that could help, such as discussions with specialist advisers or colleagues in other school, professional associations or cluster groups.

Consistency is maintained through:

- nationally prescribed standards
- exemplars
- professionally trained staff
- evaluations which Essential Learning Areas carry out on past assessment.

### **Retention of work from previous years for benchmarking**

Benchmark samples need to be annotated and clearly indicate the grade awarded. The original work a copy or photographic record will be retained by the teacher only with the student's knowledge and consent, or student identification eliminated. Teachers need to file assessment materials, benchmark samples, external moderators' reports, pertinent comments from verification processes and any other relevant details. The Principal's Nominee needs to be informed of the storage areas for this information.

### **Administration responsibilities**

The Principal's Nominee to NZQA is responsible for:

- investigating in conjunction with the appropriate Learning Tutor any reviews/reconsiderations, appeals and other unusual occurrences
- ensuring compliance by ELA's of the requirement to engage in processes that help increase an understanding of national standards, usually through collegial links outside of the school
- taking qualification entries in conjunction with the appropriate Learning Tutor
- organising, recording and circulation of assessment grades
- forwarding results to NZQA
- circulating correspondence
- review this document annually.

### **The applicable Learning Tutor is responsible for:**

- mediating any disagreements between students, staff and or Heads of Essential Learning Areas on NQF related matters
- reminding Head's of Essential Learning Areas to check on attendance and course requirements each term in conjunction with the Principal's Nominee keeping written records of any reviews/reconsiderations, appeals and other unusual occurrences eg prolonged absence, being excused from assignments etc – a copy of these records to be held by the Principal's Nominee.

### **Compassionate consideration**

Teachers must keep assessment results from throughout the year in case aegrotat estimates are required for external examinations. These will be held until March of the following year.

### **Special Assistance**

To check special assessment conditions (eg reader, writer, additional time), please contact Ms Scorgie, your Learning Tutor or Mrs Bridgman as soon as possible.

Special assessment conditions may be needed if a student has a **permanent or long-term disability**, for example:

- physical disability
- visual impairment
- hearing impairment
- a medical condition – **long-term illnesses** such as eating disorders, depression, diabetes and epilepsy
- a significant proven reading or writing difficulty, such as dyslexia.

### Fees and financial assistance for national secondary school qualifications

Candidates, who have not paid the entry fees, will not receive any official results for that year. For 2010, the Minister of Education has consented to the following fee structure for school qualifications.

Fee structure for domestic candidates	
Entry	Fee
Entry for all NQF standards and up to 3 Scholarship subjects	\$75
Additional Scholarship entries	\$75 per subject

Fee structure for international fee paying candidates	
Entry	Fee
Entry for all NQF standards	\$375
All Scholarship entries	\$100 per subject
<i>Note that fee remission is not applicable to foreign fee paying students.</i>	

### Financial assistance

The Government has provided funding for financial assistance for students enrolled in New Zealand secondary schools who are entering national qualifications. The following information provides all you need to know.

### Who can apply for financial assistance?

Financial assistance is available to assist with the payment of entry fees to National Secondary Schools Qualifications. To be eligible to apply you must be the fee payer and meet at least one of the following criteria:

- Be receiving a Work and Income or Study Link benefit.
- Have a joint family\* income below the threshold for receipt of a Community Services Card.
- where the total fees to pay would otherwise exceed \$200, a fee payer with two or more children who are candidates is entitled to partial remission of fees, irrespective of family income. You cannot claim financial assistance for international students.
- Financial assistance is applicable only to domestic students. International fee paying students are not eligible for financial assistance.

Table of financial assistance available		
	Eligible for beneficiary or income based assistance	Not eligible for beneficiary or income based assistance
One child entering qualifications	Processing fee NQF \$20.00	Full fee \$75.00
Two or more children who are candidates	Processing fee NQF \$30.00 per family	A maximum of \$100.00 per child and \$200.00 per fee payer

### How to apply for financial assistance?

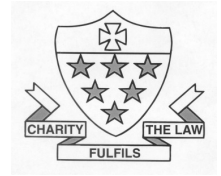
Schools process financial assistance applications. Talk to Mrs Bridgman if you need any help or have any questions about the application process - the form is available from - <http://www.nzqa.govt.nz/qualifications/ssq/form> or Mrs Bridgman.

### Payment of fees

An invoice will be provided towards the end of term 2 – which will need to be paid to the College before Friday 27 August.

J Hogue  
Principal

**St Peter's College**



***Application for Reviews, Reconsideration, Appeals or Compassionate Consideration for internally assessed standards***

Attach additional sheets or supporting documentation if required.

***Student to complete this section***

Student Name: ..... Class: .....

Subject: ..... Teacher: .....

Standard Title and Number: .....

Date of Assessment: ..... Date of this application: .....

Reason for application: .....

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***Staff to complete this section***

Reason for decision: .....

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**Original Grade** .....

**Final Grade** .....

- Copy filed with JRB (PN)
- Copy filed with HELA
- Copy given to student

Signature/s	
I ..... (Student's name) have been notified of the outcome of this appeal	
<b>HELA</b>	
<b>Learning Tutor</b>	
<b>Subject Specialist</b>	