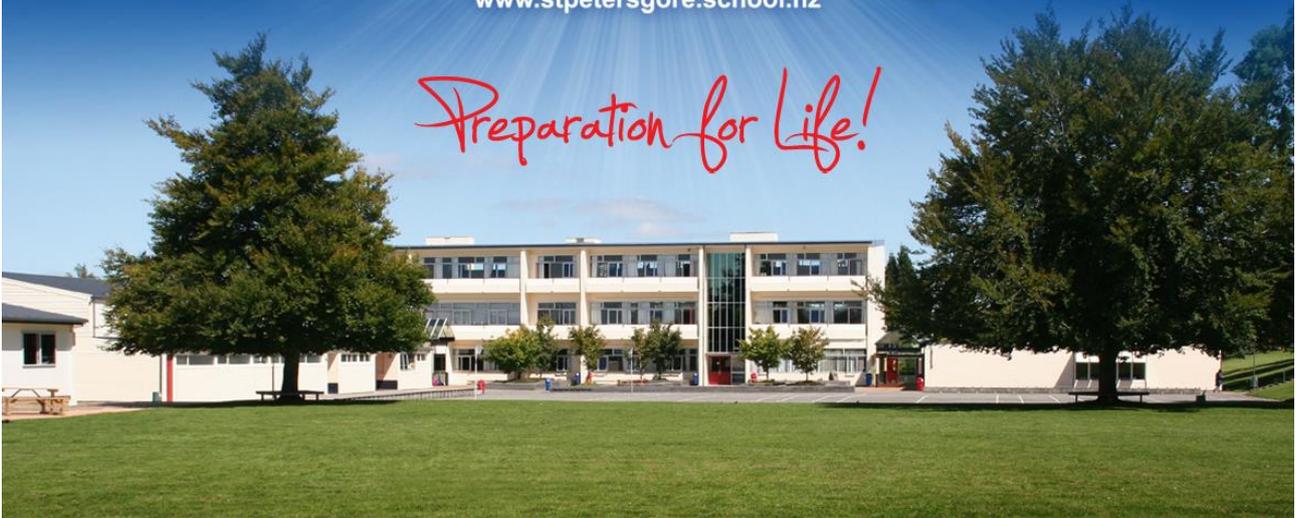




St Peter's College

www.stpetersgore.school.nz

Preparation for Life!



NZQF ASSESSMENT PROCEDURES

STUDENTS & PARENTS 2021

Any questions regarding NZQF please feel free to contact the Principals Nominee (PN) Brendan Terry
208 9060 or brendantery@stpetersgore.school.nz

NZQF 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, 10 credits must be in literacy-designated standards and 10 credits in numeracy-designated 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.
- Of these, 10 credits must be in literacy-designated standards and 10 credits in numeracy-designated standards (which were probably gained at Level 1).

There are no additional 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.
- Of these, 10 credits must be in literacy-designated standards and 10 credits in numeracy-designated standards (which were probably gained at Level 1).
- There are no additional literacy or numeracy requirements for this qualification.
- The remaining credits to achieve NCEA Level 3 may come from either achievement or unit 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.

Course Endorsement

Students will gain an endorsement for a course where they achieve **both** of the following criteria in a single school year which includes

- 14 or more credits at Merit or Excellence, **and**
 - at least 3 credits at Merit or Excellence from **externally assessed** standards
 - and**
 - 3 credits at Merit or Excellence from **internally assessed** standards.

NB **Some fully internally assessed** subject can also gain an endorsement eg Religious Education, Physical Education and Level 3 Visual Arts.

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 higher in an approved subject
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- UE numeracy – 10 credits at level 1 or higher from specified achievement standards or three specific numeracy unit standards.
- UE literacy – 10 credits (five in reading and five in writing) from specific level 2 and higher achievement standards.

New Zealand Scholarship

New Zealand Scholarship provides recognition and monetary reward to top students in their last year of schooling. New Zealand Scholarship assessments enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject. Assessment is by either a written/spoken examination or by the submission of a portfolio or report of work produced throughout the year.

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction, and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

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*.

Reporting to parents

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

Timing of assessments

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

Due Dates

Where possible make the deadlines for handing in of assessments **Mondays at 8.45 am** but with consideration of what suits individual departments. (This is to try and avoid students being absent the day/s before deadline.)

Additional assessment opportunities

There is no national requirement for schools to offer students another attempt at a standard. St Peter's College may offer further assessment opportunities 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 written work, 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 assessment outline.

Resubmission

Schools may offer a resubmission opportunity to students only when a minor error prevents them from reaching an 'Achieved' grade.

The only change in grade boundary available for resubmissions is from 'Not Achieved' to 'Achieved.'

- On this basis, the highest grade that can be awarded because of a resubmission of an internal assessment is limited to 'Achieved'.
- When conferencing with a student, write transcript notes to form part of the assessment evidence.
- Monitor the resubmission for authenticity.
- Use professional judgement about what would be a reasonable time to offer, bearing in mind that no further teaching or learning should take place prior to a resubmission.
- **If there is a lot to be fixed, then it is not a resubmission.**

Reviews/reconsideration and appeals

Teachers are open to discussion with students about marking processes. If dissatisfied with any assessment-related decision 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**. (See Mr Terry for an application **form**). If still unsatisfied the student should approach Mr Terry (Principal's Nominee). This must be done within **two school days** of the subject teacher having given a decision. The Principal's Nominee and a member of the SLT will make the final decision after examining the case. Reviews and reconsiderations can also involve grades being adjusted downwards or upwards if initial marking was found to be in error. In exceptional circumstances an appeal may be made to the Principal.

Derived Grade

A student who has been clearly disadvantaged through illness or misadventure, or who considers that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply for a derived grade. This includes a natural disaster, the death of a family member or close acquaintance, and national representative duties which have prevented them from sitting examinations or otherwise presenting materials for external assessment, may apply for a grade.

Teachers must keep assessment results from throughout the year in case derived grades are required for external examinations. These will be held until March of the following year. We are required to *gather valid, standard-specific evidence of achievement from teachers' markbooks for each standard applied for*. No application can be processed in the absence of evidence, or where the evidence may not be authentic.

Attendance requirements for 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 standard-specific evidence to award a grade, 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 could be asked for. 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. If insufficient standard-specific evidence to award a grade – this is determined by PN in conjunction with one member of the SLT, and no further opportunity is available, the student will be withdrawn from the standard.
- 2 *Self-interest absence (family travel, non-school sports etc)* –
 - a written request is 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* – Not Achieved is given for the standard's 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 **will endeavour** to organise its assessments so that students do not miss the only opportunity that may be available for a standard's assessment. If this is not possible the school may provide a further assessment opportunity, if this is not possible the **student will be withdrawn from the standard**.
- 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 an unavoidable absence, assignments are not handed in on time, the student can apply for an extension by using the attached form. This application must be **made at least 2 days** before the original due date.

If a student is going to miss an assessment due to a **planned absence**, they need to apply for an extension well in advance. In most cases we will require that the assessment be attempted prior to this absence.

Misconduct in assessments

If a student's conduct during an internal NZQF assessment has required disciplinary action for misconduct such as impersonation, false declarations of authenticity, use of 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, then the subject teacher must inform the PN as soon as possible. The PN will liaise with a member of SLT and inform caregivers in writing. Cheating during internal assessment will result in the loss of that specific assessment opportunity and Not Achieved will be recorded as the result

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

Equity

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

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. 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. 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. Students are encouraged to access NZQA website to check the accuracy of results recorded.

Privacy Act

The school reserves the right to keep all assessment data on its students. Results are private to each individual, and it is everyone'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.

Fees for national secondary school qualifications

Secondary Education Fees

Fees	GST exclusive	GST inclusive
Domestic student entry for all NCEA standards	No Charge	No Charge
Domestic student entry for each Scholarship subject	No Charge	No Charge
International student entry to NCEA standards	\$333.30 per year	\$383.30 per year
International student entry to Scholarship subjects	\$88.87 per subject	\$102.20 per subject

Special Assistance

To check special assessment conditions (eg reader, writer, additional time), please contact Ms Scorgie, your Learning Tutor or Mr Terry 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.

Reader/Writer Assistance - Assessments being attempted out of the classroom

Students can do the research work and draft notes then have access to a Reader/Writer at school for the writing up of the report.

The PN in consultation with the DP is responsible for:

- **mediating any disagreements** between students, staff and or Heads of Essential Learning Areas on NZQF related matters



Tara Quinney
Principal

Appendix 1 to Assessment Booklet “Missed Assessments”

Managing internal assessment for students absent from school due to contact with Covid-19

Evidence to substantiate non-attendance

- Where it is not in the community’s best interest for the student to obtain a medical certificate to substantiate the impact of Covid-19 on the student, then other forms of evidence could be used; e.g. the school administration has asked the student to go home; a parent has made the decision not to send the student to school (this would need to be supported by a parental note).

Options for Assessment Opportunities (in the short term)

1. Establish whether the student needs the assessment opportunity to maintain their qualifications pathways. If not, do not enter them in the assessment.
2. If practicable reschedule the assessment date or assess them on their return to school
3. If it is not practical to reschedule the assessment you must take steps to ensure that you can establish and reasonably guarantee the authenticity of the student’s work if they complete the assessment at home e.g.
 - provide a different assessment task or context
 - verbally question them on their answers when they return to school to confirm it is their work
 - have a telephone or video chat with the student while they are at home to check their understanding
 - have the student completing their work in a digital classroom so that you can check their work as they go

If students are impacted for a longer period, more than one assessment, NZQA will be consulted for the next steps.

St Peter's College – (see Mr Terry or Mrs Ryan for one these forms)

Attach additional sheets or supporting documentation if required.

Application and Reporting of:

- Extension of due date
- Review of Grade
- Derived Grade (due to illness, accident etc)
- Authenticity

Student to complete this section

Student Name: Class:

Subject: Teacher:

Standard Title and Number:

Date Assessment Received: Date Assessment Due: Date of this application:

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Reason for application: (give dates when you will be away eg 18-20 April inclusive)

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Parent's Signature:

Staff to complete this section

Reason for decision:

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Original Grade

Final Grade

CONTACTED:

- Student
- Subject Teacher
- HELA
- AP/PN
- Parents Emailed

DP or PN Signature _____

Copy filed with BJT (PN)

Copy emailed to HELA and Learning Tutor

Copy emailed to student

Students: After completing the top section of this form – hand to Mr Terry or Mrs Ryan.