



St Peter's College

Preparation for Life!

Student & Parents 2022 NZQF ASSESSMENT PROCEDURES

NCEA

A. General NCEA Information

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** (NCEA) at St Peter's College. The types of assessments involve internally and externally assessed Standards. Internal assessment is marked by teachers at the school; external assessment is marked by **New Zealand Qualification Authority** (NZQA) markers.

Any questions regarding the content of this document should be directed to the Principal's Nominee Mr Brendan Terry on 208-9060 or via email at brendanterry@stpetersgore.school.nz

B. Awareness of 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.

C. Requirements for attaining NCEA for Levels 1-3

NCEA Level 1 - 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.

NCEA Level 2 - 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
- 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

NCEA Level 3 - 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
- 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.

D. Course Endorsement

Students will gain an [endorsement for a course](#) where they achieve the following criteria in a single school year that includes

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

NB: The following courses can also lead to an endorsement without meeting external/internal requirements: Religious Education, Physical Education and Level 3 Visual Arts.

E. Requirements for University Entrance

To obtain [University Entrance](#), students must satisfy the following criteria along with 60 plus Level 3 credits:

- Obtain 14 or more credits in three University Entrance approved subjects at Level 3, made up of 14 credits or more
- 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.

F. New Zealand Scholarship

- New Zealand Scholarship provides recognition and monetary reward to top students. 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.
- Students who are considering taking a Scholarship subject must consult the relevant subject teacher and their **Head of Essential Learning Area** (HELA) first to discuss whether this challenging assessment is suitable for them.

COURSE INFORMATION & PROCEDURES

A. Courses

Student course selection is a consultative process at St Peter's which involves input from the student, teachers, Deans and whānau. The release of the *Senior Course Booklet* in Term 3 allows students to consider their subject choices. Course confirmation takes place in the week prior to school starting and involves a conference between the student and whānau with the Dean of that year level.

The viability of student choices is dependent on class size, specialist teacher availability and the format of the timetable. In some cases, subjects may run as mixed level or distance learning classes depending on the number of students wishing to take the subject. The school is entitled to recommend its own prerequisites for subject entry. These are published in the school's own *Senior Course Booklet*.

B. Avoiding unnecessary duplication

Where a unit standard and an achievement standard assess the same learning outcome, they are mutually exclusive for the NCEA (i.e. if you achieve both, only one of the standard's credits gained will be counted, while both will still be recorded on your Record of Learning). A list of these exclusions is available [here](#).

C. 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, the outcome of that assessment must be reported to NZQA as N, A, M or E.

The reporting of NCEA grade to parents will take place via the School's SMS (Musac Edge) parent portal and via ATL reports and whānau conferencing

D. Special Assistance

To check [special assessment conditions](#) (e.g. reader, writer, additional time), please contact the **Special Education Needs Coordinator** (SENCO), the Dean or the PN 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.

Students who are eligible for [Special Assessment Conditions](#) will be supported by their subject teacher and the SENCO to ensure their conditions are met. The SENCO is responsible for maintaining an update SAC register and communicating this with staff.

INTERNAL ASSESSMENT INFORMATION

A. Timing of Internal Assessments

Subject teachers need to provide at least **one week's** warning for any internal assessment that counts towards internal assessment. A guide to these dates will be in the Assessment Outline statement given to students early in Term 1. Any change of date will be communicated to students by the subject teacher in person and via TEAMS.

B. Due Dates

Due dates are at the discretion of the subject teacher. The timing of these should be student centred i.e. mindful of events on the school calendar and the needs and workloads of the students. Subject teachers need to be prepared to be flexible to account for uncertain circumstances. Due dates should not impact student learning in other subjects. For example, a Monday at 8.45 am deadline will reduce student absenteeism on the day before assessments are due.

C. Additional assessment opportunities

St Peter's College may offer further assessment opportunities in accordance with [NZQA guidance](#):

- Only one further assessment opportunity for each standard can be offered in a year.
- Schools can decide whether a further assessment opportunity is offered for any standard. It must be a manageable and practical decision for the school and it can be on a standard by standard basis. Students must be told upfront whether a further assessment opportunity is available for a standard.
- The further assessment opportunity can only be offered after further learning has taken place.
- A different activity or task must be offered for the further assessment opportunity.
- The further assessment opportunity must be offered to all students entered for that standard in that course, regardless of the grade that they achieved. Students do not need to take up the opportunity.
- A student must have access to all grades – Not Achieved, Achieved, Merit or Excellence - whether it is their first or subsequent attempt at the standard.
- The highest grade from either assessment opportunity is reported.
- Students can have one resubmission opportunity for each assessment

D. Reviews/reconsideration and appeals

Teachers are open to discussion with students about the 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 **one month** of receiving the grade. If still unsatisfied the student should approach the PN and complete an **ELR Form** (see last page). This must be done within **one month** 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.

E. Missed Assessment and Extensions

A **missed assessment** opportunity is one where a student has been a participant in the learning but has not been able to complete or submit the assessment on the due date.

1. *Absence beyond a student's control (accident, illness, bereavement)* - Where a student has been absent from school due to circumstances beyond their control, the following options should be explored:
 - A. If practicable, reschedule the assessment date or assess them on their return to school
 - B. Establish whether the student needs the assessment opportunity to maintain their qualifications pathways. If not, do not enter them in the assessment.
 - C. 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.

- 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 offered 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.

Student's must apply for an extension by using an **ELR Form** (see last page). This application must be made at least **two school days** before the original due date or **upon returning** from an absence.

F. Late submissions

A **late submission** of an assessment occurs where this student requests the ability to submit after the due date. In this instance, a student must apply for a late submission using an **ELR Form** (located at the end of this document). This application must be made promptly upon returning from an absence.

G. Resubmission

Schools may offer a [resubmission](#) opportunity to students only when a minor error prevents them from reaching an 'Achieved' grade. As of 2021, 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

H. Reassessment

- A maximum of one further opportunity for assessment of a standard can be provided within a year.
- If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard.
- All students must have access to any grade from Not Achieved to Excellence on their second attempt.
- It is the school's decision whether a further opportunity will be offered for any standard. If it is not manageable to offer a further opportunity, then students should be advised from the outset that there is only one opportunity to be assessed against that standard.

I. Misconduct in assessments

If a student's conduct during an internal assessment means that the student might have breached internal assessment rules, then the conduct will be investigated by the PN. If a subject teacher becomes aware of behaviours 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 then investigate the student's conduct.

Guided by the principles of natural justice and fairness the outcome of the investigation should correspond to the nature of the breach. The student's intent and level of advantage can be taken into consideration. For example, if a student's work was plagiarised without their knowledge or intent, you may decide they retain their grade. Conversely if a student compromises the integrity of their result by submitting an online essay as their own, awarding a Not Achieved grade is appropriate.

The PN will liaise with a member of SLT and inform caregivers and the student of the outcome in writing.

J. Authenticity

Authenticity is the assurance that evidence of achievement produced by a learner is their own. Strategies for authenticating assessment should be adaptable, to suit different students in changing circumstances. In **assessment**, a mix of different authenticity processes may be used, including:

- tracking student progress towards the completion of assessments using milestones or checkpoints rather than relying on a single point to measure authenticity
- ensuring that students working at home have a way to meet checkpoints
- using digital tools such as revision history, Assignments in TEAMS to monitor work in progress
- using Turnitin with students to review similarity
- talking with the student to check their understanding of what they have submitted before awarding a final grade
- requiring students to provide a signature to declare authenticity when accepting their grade. This is best achieved on a student's assessment cover sheet.

When students are working on assessments at home, parents should know not to assist or over-guide students completing work for assessment.

K. Equity

All students deserve a fair opportunity to be assessed on their learning. Here, the principle of Universal Design for Learning should be applied to assessment practices. For example, time allowance, assessment formats and access to assessment resources should be developed to suit the needs of learners. As every student learns differently, assessment practices must provide flexibility and barrier-free assessment opportunities that ensure students can achieve and experience success.

L. 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.

M. 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.

N. Fees for national secondary school qualifications 2022

| Annual 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 | \$383.30 |
| International student entry to Scholarship per subject | \$88.87 | \$102.20 |

The Principal's Nominee, in consultation with the Deputy Principal for Teaching and Learning, is responsible for mediating any disagreements between students, staff and or Heads of Essential Learning Areas on NZQF related matters



Tara Quinney
Principal
March 2022

ST PETER'S COLLEGE STUDENT ELR FORM

(Please see Mr Terry or Mrs Ryan for a paper copy of this form)

Application and Reporting of:

- Extension of due date
- Late submission
- Review of Grade

Attach additional sheets or supporting documentation if required.

Student to complete this section

Student Name: Class:

Subject: Teacher:

Standard Title and Number:

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

.....

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

.....

.....

Parent's Signature:

Staff to complete this section

Reason for decision:

.....

.....

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.