



# TAKAPUNA GRAMMAR SCHOOL

## NEW ZEALAND QUALIFICATIONS FRAMEWORK ASSESSMENT (NZQF) NCEA PROCEDURES 2018

This information should be retained for reference throughout the year.

All NCEA courses contain some internally assessed standards. Because internal assessment occurs throughout the year, students need to work steadily in all subjects. Use of a year planner will help to manage time efficiently. If there are any concerns about assessment matters, see the subject teacher or the Head of Faculty (HOF) in the first instance. Thereafter, get in touch with Mrs Hutton (the Principal's Nominee - NZQA), or Mr Scovell (Deputy Principal i/c Assessment).

### **LINKS TO NZQA ASSESSMENT PROCEDURES**

The NZQA website has all procedures [www.nzqa.govt.nz](http://www.nzqa.govt.nz). Students have their own learner log-in.

Takapuna Grammar assessment procedures can be found on the TGS website [www.takapuna.school.nz](http://www.takapuna.school.nz)

### **STUDENT COURSE OUTLINES**

Please check that you have a course outline for every course. It may be a paper version for some subjects and/or on Google Classroom. These Assessment Statements are set up on Kamar.

Note: For each standard, written task instructions and assessment criteria will be given to students before the assessment. Students must meet all criteria to attain the standard.

### **COURSE CHANGE and STANDARDS WITHDRAWN**

All course change requests must begin by the student approaching the Level Dean with a letter from parents and may occur at the discretion of the Dean or Deputy Principal (Curriculum). All course changes must be notified to Principal's Nominee to ensure accuracy of NZQA entries.

### **TRANSFERS**

1. Students moving to TGS from another school (e.g. exchange students, transfers from a NZ school or new students from overseas) must provide information about their previous course and results.
2. Students transferring to another school will be given all assessment material (e.g. exam scripts, art work etc.) by subject teachers. This is to be co-ordinated by the Year Level Dean. The Principal's Nominee will request results from HODs which will be forwarded to the new school.
3. NZQA fees paid to TGS will be reimbursed to students transferring to another NZ school up until the payment date set by NZQA – or passed on to the new school.

### **ASSESSMENT CALENDAR**

There is a calendar of assessments across all courses held each year. This is able to be viewed electronically on the TGS website.

## **ASSESSMENT INFORMATION**

Assessments will take place within the timetabled slots for that subject unless in a previously approved timeframe (e.g. a field trip or where a subject assessment has been approved by Senior Management to run outside of the normal subject timetable).

1. Assessment procedures can take many forms but in all cases, **the students must be aware in advance and in writing** of the nature of the task, assessment criteria and deadlines. This may be digital. Information and resources provided for assessment must be consistent across all classes within the subject.
2. **Assessment that involves collection of evidence over time must be documented.** Care must be taken that teachers do not assist students to complete an assessment. Evidence used to make a grade decision must be recorded and verifiable (checklist or annotated file with a standard-specific description of the evidence the teacher viewed).
3. Extended assessments must have **programmed checkpoints** to ensure that students keep on track.
4. **Feedback and feed forward** Some assessments build over a period of time up to a final submission (e.g. a portfolio, a writing assessment or a performance). In general, feedback (comment on progress) and feed forward (suggestions for next steps) should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student.

## **FURTHER ASSESSMENT OPPORTUNITIES and RESUBMISSIONS**

**Further assessment opportunities** (re-assessment) - **a maximum of one further opportunity for assessment of a standard may be provided for internally assessed standards.** This means a NEW assessment task **after additional teaching and learning.** The HOF will decide and inform the students in the course outline at the start of the year whether there is a further assessment opportunity. If a further opportunity is offered it must be made available to all students entered for that standard, regardless of their result on the first opportunity.

**Resubmissions** – A resubmission is offered to an individual on a case-by-case basis. It should be limited to specific aspects of the assessment task and no more than one re-submission opportunity should be provided per assessment opportunity. Re-submission should only be offered **when the marker or assessor judges that students have made a mistake which they should be capable of discovering and correcting themselves.** Feedback can only be general. Re-submission opportunities must take place prior to the teacher giving any specific feedback to the whole class or to individual students. Comments written on papers or mark schedules should not be too specific in case of re-submissions. If more teaching occurs after the first assessment opportunity, a re-submission is not possible. Re-submission should be completed as far as possible under the same conditions as the original assessment task, **not taken away to be done at home.** Oral resubmission may be used but responses must be recorded and kept as evidence. A student must have access to any grade from Not Achieved to Excellence. Resubmission should take place within 1 week of returning assessments.

## **ACADEMIC HONESTY and AUTHENTICITY**

1. Students must ensure that all assessment work is their own. A variety of strategies is used to verify this such as completing all assessment work in class, having signed check-points along the way, having plans or ensuring that drafts are submitted with final assessment.
2. Students will sign a common Declaration of Authenticity at the start of the year. (A copy of this form and the associated Academic Honesty Policy relating to cheating, collusion, duplication, falsifying data and plagiarism such as copying and pasting directly from the internet, is available on the TGS website.) **If students collude, all parties get Not Achieved**
3. Some subjects have specific authenticity requirements which necessitate that an additional authenticity statement be signed.
4. Wherever possible assessment work will be passed through “Turn it in” to check for plagiarism.

## **BREACHES OF THE RULES**

1. Where a teacher suspects that a breach of authenticity or cheating has occurred in an exam or an assessment, the teacher will inform the HOF and the Principal's Nominee or DP Assessment, in writing.
2. The Principal's Nominee and Deputy Principal will investigate. The student will be allowed an opportunity to make an explanation. If a breach is confirmed, the Dean will be notified and a letter will be sent home.
3. Evidence of cheating or facilitating cheating will result in reporting Not Achieved for that assessment opportunity for that standard **FOR ALL PARTIES INVOLVED.**
4. The school's policy for internal breaches is based on NZQA Breaches of the Rules – External Assessment.

## **STORAGE OF ASSESSMENT MATERIAL**

1. Students are advised to carry only current assessment material and keep folders and work secure.
2. In subjects that build towards an assessment throughout the year, on-going student work must be kept secure, if required to be left at school.
3. All work required for moderation purposes will be retained in a secure centralised departmental area.
4. Students are advised to retain a second copy of **on-going** assessment work, including photographic / digital evidence where appropriate (e.g. of garments for Technology) in case work is lost or mislaid.

## **DEADLINES and HAND-INS for ASSESSMENTS**

1. Timely subject deadlines for submission of work should be fixed and notified to students in advance. These deadlines once established by the HOF or class teacher with HOF approval are required to be met by all students, **unless an extension has been granted by the HOF.** 2.  
Students who do not meet a deadline will not be withdrawn but will be recorded as Not Achieved.
3. If students do not attend regular classes in order to complete an assessment, their submissions are deemed not to have met the assessment requirements. Students who are away on the days immediately preceding a hand-in day must produce evidence of genuine absence. This will likely be a medical certificate. Parents will be notified through the parent email at the start of the year that condoned absence for the purposes of completing work is not acceptable.
4. All internal assessments in the form of a written submission are **due at 9.00am on a Monday unless otherwise specified by the HOF.**
5. **Work received after this time will be accepted. The HOF will then decide whether the work should be assessed, depending on the reason.**
5. Where students have been timetabled into a class throughout the teaching and learning of a standard or activity, they will be assessed and receive a grade. This does not apply to optional credit assessments.

### **NOTE There are no Derived Grades for Internal Standards.**

Any appeals should be made to the Principal's Nominee and Deputy Principal in charge of Assessment.

## **MISSED ASSESSMENTS**

1. **Absence due to student self interest**  
Included in this category is family travel and planned absences such as sporting events unrelated to school. Family leave must be approved by the Principal. **The student must accept that some disadvantage may occur.** Alternative assessments will not necessarily be organised to cover such absences.
2. **Wilful absence will result in a Not Achieved grade.**

### 3. **School related absence**

It is the student's responsibility to inform subject teachers of school related absences and produce official written explanation from the teacher in charge. **Where possible**, alternative arrangements will be made for assessments. Alternative dates to be negotiated before-hand.

### 4. **Absence due to accident, illness or bereavement**

With a medical certificate for accident or illness or adequate written explanation for bereavement, such absence should not result in the student being penalised, provided he/she is able to demonstrate that the requirements of the standard missed are able to be met.

**Parents will be emailed by the teacher** if students wilfully miss an assessment. The Deputy Principal will follow up with the student. Deans will be kept informed if a pattern develops.

## **APPEAL PROCEDURES**

### 1. **Internal school assessment**

Appeals regarding grades must be initiated **within one week of the assessed work being returned** to the student. Students should initially approach the classroom teacher. If a student remains dissatisfied, he or she should approach the HOD for a review of the grade recorded. If a student still remains dissatisfied, then the Principal's Nominee or DP Assessment should be approached. A formal investigation may then occur and the student will need to complete an Appeals application form. If a student feels he or she has been unfairly treated on any matters concerning internal assessment, (e.g. a ruling on authenticity) this same process applies.

2. **External NZQA assessment: Review and Reconsideration Processes** All communication is between the student/parent/caregiver and NZQA. Students are given information on this process when their exam papers are returned to them by NZQA.

## **DERIVED GRADE PROCESS**

**NOTE: As already stated Derived Grades are not possible for Internal Standards. Documented evidence is needed for the award of a grade.**

For the Derived Grade Process of **external** NCEA Standards procedures are detailed in NZQA exam notes issued in November. Students will need to complete an application form and return it to the Principal's Nominee by the due date. **Grade recommendations are based on the Term 3 school exam results.**

## **SPECIAL ASSESSMENT CONDITIONS**

1. Students are able to apply through the school for Special Assessment Conditions (SAC) such as reader, writer, computer use, extra time or separate accommodation, if they have sensory, physical, medical and/or learning difficulties/disabilities. See P. MacMillan or M Hutton for details of eligibility criteria, or visit [www.nzqa.govt.nz/SAC](http://www.nzqa.govt.nz/SAC).

2. Students with a **specific learning disability** (such as dyslexia) should have an assessment carried out by an appropriately qualified registered professional such as an educational psychologist or NZCER assessor and/or a history of school support. However, NZQA makes the final decision whether a student meets the criteria for SAC.

A file will be kept for each student to track evidence for use of their SAC including an annual needs analysis based on their results and use of SAC the previous year.

3. Normally such students have been identified at entry to TGS, but a recommendation for consideration for SAC can be presented at any time to the Learning Services Department by a student, parent or staff member.

4. Students **must use their approved SAC** for school practice examinations and internal assessments, where appropriate, or they may be ineligible for NCEA exam assistance.

Students are encouraged to join the **Special Assessment Conditions Google classroom**. Bookings for reader/writers for internals must be made at least a week before the assessment using the booking form on TGS website/ Google Sites, Learning Services page. **Bookings** for reader/writers for internals should be made at least a week before the assessment using the SAC booking form on this page.

5. Students wanting to use computers in externals are expected to bring a laptop to school for regular use in class.

6. Students with **sensory (vision / hearing), medical (eg anxiety, ASD, diabetes) or physical disabilities (eg head/arm/back injury, dyspraxia)** who need Special Assessment Conditions need to have a report from an appropriately qualified medical professional such as a doctor, ophthalmologist, paediatrician, psychiatrist or occupational therapist.

**Note that special assistance is available only for conditions resulting from long term disabilities**, not for conditions resulting from a recent accident (e.g. broken arm) which would call for Derived Grade applications in the external NZQA exams.

### **EXAMS and EXAM CONDUCT**

Students are prepared for external assessments/standards via Senior school examinations held in September. It is important that students prepare fully for these exams and perform to the best of their ability.

**Grades for the internal school examinations are used to provide evidence when recommending grades in case of an application made for Derived Grades for external exams.**

**All school exams must have gone through the critiquing process and be approved as fit for purpose. Past papers from the NZQA website cannot be used.**

**Any examinable external standards not tested in the Term 3 exams must have a practice assessment under exam conditions marked by the teacher with grades recorded in KAMAR.**

**Exam conduct for all formal internal assessments, school exams and NCEA and Scholarship exams.**

1. Students must follow supervisors' instructions without question at all times.
2. School uniform must be worn to all exams
3. Students enter quietly and remain so. Talking is prohibited until all papers have been collected and students have left the exam room.
4. Bags must be left at the front of the exam room.
5. There is to be no use of correction fluid.
6. Equipment cannot be borrowed.
7. Pens and pencils are to be brought into the examination room in a clear plastic bag.
8. There is to be no eating or drinking unless previously approved (eg for health reasons)
9. All question papers are to be handed in along with answer scripts at the end of the exams.
10. Electronic devices other than those approved are to be left at the front of the exam room and switched off.

### **NZQA FEES AND FINANCIAL ASSISTANCE**

1. Candidates for all national qualifications must pay a fee to NZQA, collected by the school. Students will be issued with an invoice for this by the school.
2. Financial assistance is available to candidates according to NZQA guidelines. A Financial Assistance application form, available from the Principal's Nominee or NZQA website, must be completed.
3. For students who do not pay their fee, the results are withheld by NZQA until they have paid the fee for that year with an additional late fee directly to NZQA. The form to accompany this payment is available from the Principal's Nominee or on the NZQA website.

## **MODERATION**

**All assessment materials must be critiqued prior to assessment to ensure they are fit for purpose and the critiquing section of the internal moderation sheet is to be completed.**

All internal assessments will be moderated to ensure assessors at TGS are interpreting and applying standards uniformly across classes and in accordance with national standards. Internally assessed student work must be retained by the school as required for moderation or benchmarking.

The school follows the NZQA procedure for moderation of internal standards for all departments with meetings and visits by the Principal's Nominee and DP Assessment as required.

Each year NZQA selects a range of standards to moderate externally with a random selection of student work. Departments are encouraged where appropriate to submit external moderation digitally.

NZQA completes an audit of the school's systems for Managing National Assessment and in 2016 our procedures were given the highest rating and this audit will now take place every 4 years.

## **RESULT RECORDING AND VERIFICATION**

1. Teachers are required to keep detailed records of all assessments. This process will be open to the students within the confines of the Privacy Act. In particular, no student is entitled to view the results of another student without that person's permission.
2. Results will be entered on Kamar. Students will sign for each assessment grade as confirmation. They will also need to sign any re-submission grades.
3. Students should keep their own record of assessment results for each subject, including results from resubmission results and any further opportunities for assessment.
4. Grades for Internal Standards will be sent at regular intervals to NZQA. These will then be able to be viewed on the NZQA website using the learner log-in and should be checked regularly by students.
5. Teachers will also verify and sign the printout of student grades for each standard.
6. **The final grade submitted will be the highest level attained for that standard.**

## **REPORTING TO PARENTS**

For all students, a progress report is sent out in Term 1 and there are two full academic reports, a formative report mid-year and a final report which also gives guidance for the NCEA examinations. A record of NCEA results to date will be included with the mid and end-of-year school reports.

## **COMMUNICATION REGARDING NQF/NCEA MATTERS AND ASSESSMENT**

During the year there will be parent and student information evenings, information in newsletters, assemblies, parent emails and daily notices as well as Candidate Information packs from NZQA. **Please ensure that any change of address is notified to the school promptly.**

## **TRACKING OF STUDENTS**

Student achievements and grades are tracked by class teachers, Deans, Whanau form teachers and Senior Managers. In addition, the Targeting for Success programme follows individual students as required. Students should also keep a close eye on their results throughout the year. The NZQA log-in and app are useful for tracking.

## **PRIVACY ACT**

1. No information about students' personal data, work or results can be disclosed to any person other than the student, teaching staff and his/her caregiver. Marked work will not be given to another student.
2. If student work is used for exemplars for other students, written permission will be obtained and individual privacy maintained.