

ST JOHN'S COLLEGE

SCHOOL POLICIES AND PROCEDURES FOR MANAGING NATIONAL ASSESSMENT

1. ASSESSMENT

- 1.1 Each Department will have clear guidelines and marking schedules for every assessment.
- 1.1.2 Each assessment task must comply with the requirements of the relevant Standards.
- 1.1.3 Standards used should be the latest version.
- 1.2 Results cannot be reported for expired standards.
- 1.3 Each Department will ensure that students are given information appropriate to a Standard before the administration of any assessment.
- 1.4 Assessment tasks and student work will be compared with established bench-mark exemplars (as supplied by the NZQA or accumulated in a Department's records).
- 1.5 Staff within each Department will co-operate in the internal moderation strategies of the Department.

Assessments will be processed in a clear and consistent manner.

Assessments will meet the external moderation requirements of NZQA Standards.

- 1.8 Each Department will publish an annual assessment programme appropriate to the students in a course outline at the beginning of each year.
- 1.9 This course outline should direct students to refer to the Student Diary and College Web Site for all policies and procedures.

2. AUTHENTICITY OF STUDENT WORK

An HOD may use a combination of the following practices to ensure the authenticity of student work:

- 2.1 Active supervision of in-class assessment.
- 2.2 Submission of all process notes (i.e. plans, drafts, worksheets, logbooks, etc.) accumulated during the preparation of a project-type assessment task (e.g. research, investigation, speech).
- 2.3 Setting of check-points at various stages to check authenticity of student work.
- 2.4 Having students acknowledge all resources used (e.g. bibliographies, copies of original documents, etc).
- 2.4.1 Work requiring a bibliography should follow the guidelines detailed on classroom walls i.e. APA Referencing Style (6th Edition).
- 2.5 Requiring students and parents to sign a Declaration of Authenticity.

- 2.6 Orally questioning students to explain the process of developing answers.
- 2.7 Student's work will also be checked using internet searches.
- 2.8 Work requiring a bibliography should follow the guidelines detailed on classroom walls i.e. APA Referencing Style (6th Edition).

Concerns about the authenticity of a student's work must be referred to the HOD who will investigate and make the final decision after a discussion with the Deputy Principal. A grade of 'Not Achieved' will be reported for work that is found not to be a student's own.

3. MODERATION OF ASSESSMENT TASKS AND STUDENT WORK

- 3.1 Only assessment tasks that have been quality assured may be used.
 - 3.1.1 All assessment tasks must be critiqued by a third party before they are Published for student use.
 - 3.1.2 The standard of school-developed assessment tasks will be comparable to NZQA standards, as indicated in the exemplars.
 - 3.1.3 Assessments will be moderated either internally within a Department or by an external moderator.
 - 3.1.4 Assessment tasks will be designed to measure the assessment criteria accurately.
 - 3.1.5 Each Department may use a variety of assessment methods. These could include: oral, written, visual, performance based, journal records, portfolios etc.
 - 3.1.6 Each Department must use a variety of assessment tasks.
 - 3.1.7 When using an outside Provider, a check should be made to confirm their Accreditation and checked with the Deputy Principal.

3.2 INTERNAL MODERATION

- 3.2 The HOD or TIC is responsible for the internal moderation of Standards and the marking within the Department. There are 4 stages to the internal moderation process.
 - 3.2.1 The 4 stages of the internal moderation process are:
 - Critique – all assessments are critiqued before use; or were critiqued the previous year or is an unmodified quality assured material. The critique ensures that the standard number, version, title, levels and credits are correct. That the assessment is consistent with the curriculum at the appropriate level and that the assessment allows students to achieve all requirements of the standard, at all grades.
 - Verification – another qualified teaching professional/s with appropriate subject expertise, verifies a sample of assessments against national standards. This can include panel marking meetings to discuss variance between results and derive a common interpretation.
 - Review – assessments materials are reviewed following a teacher or departmental review, a review by a selected professional from outside the school or an external moderation report.
 - Modify and completion – if needed, assessment materials are modified according to the internal review or external moderation report. Once the assessment materials have been confirmed for future use, the internal moderation process is completed.
 - 3.2.2 All student work should be stored for two years to be used to validate internal grades, for an external moderation check as a random sample, or as part of the National Systems Check (if it occurs).

3.3 EXTERNAL MODERATION

3.3 HOD's are to check NZQA website for requests for their given standards at the start of the year. They are to check if there are any issues with the requested work and get back to the DP about these issues and what years' work will be sent. For external moderation 8 examples of student work are to be sent to the relevant NZQA moderator for Achievement Standards and 4 for Unit Standards. If 8 are not available all students work will be sent.

3.3.1 The selection begins with the formula set by the Principal's Nominee for that year, e.g.2015 – The HOD selects samples using the “R” for random sample in the Kamar mark book.

3.3.2 If a student has failed to complete an assessment, then the next student on the roll is selected after the “R” sample has been completed.

3.3.3 These are packaged with a clearly filled out NZQA cover sheet and given to the Deputy Principal for submission to NZQA.

3.3.4 Upon the results of the moderation the HOD will write a report to the DP stating the measures that have been put in place after the suggested information from NZQA. Any appeals at this point must be written up and given to the DP.

4. FURTHER ASSESSMENT OF STUDENT WORK

4.1 In accordance with NZQA guidelines one further assessment opportunity can be offered.

Each Department will decide which Standard(s) it is practical to further assess. The status of further assessment opportunities should be clearly stated on the cover sheet of the assessment task.

4.1.1i) The teacher is responsible for the organisation, supervision and co-ordination of one further assessment opportunity for each internally assessed Achievement Standard, within the year of study.

ii) Students may be offered a chance to further submit a performance; or to redraft and re-present work close to any grade boundary (resubmission). This can be accomplished through verbal explanations, elaborating questions etc.

4.1.2. Teachers will note the responses of any oral submission.

4.1.3 A new assessment task does not need be set for every further assessment. A further assessment can take many forms – from oral questioning, to further submission of sections, conferencing.

4.1.4 In any further assessment opportunity, a student may be awarded an 'Achieved', 'Achieved with Merit' or 'Achieved with Excellence' grade if the respective criteria are met.

4.1.5 Further assessment opportunities may be outside normal school hours and it is the responsibility of the student to be available at these times. If a student should miss the further assessment, regardless of the reason, no further opportunity for further assessment in that Achievement Standard will be given to him during that school year.

5. REPORTING

- 5.1 Reports will be stored electronically.
- 5.2 Senior Management will inform students and parents/caregivers early in the year when reports on student progress will be completed and when they can expect to receive such reports.
- 5.3 Interim reports will contain information on the student's progress to date.
- 5.4 Queries from parents/caregivers/students should be directed in the first instance to the House Dean and at parent/teacher interviews.

6. ACCURACY OF ACHIEVEMENT DATA

- 6.1 If applicable, on completion of the final assessment in a Standard, students will be asked to verify their respective grades by signing a Result Verification Sheet.
- 6.2 In line with the Privacy Act no students' personal details of entries and results data or work should be shown to anyone who does not need them without the student's express permission.
- 6.3 Each Department will provide secure storage for all material generated by internal assessments, together with Result Verification Sheets and records of student results.
- 6.4 Each student should be encouraged to register on-line (NZQA) and track their own achievement.

7. EXTENSIONS AND LATE SUBMISSIONS and ABSENCE FROM ASSESSMENT

- 7.1 Due dates for the completion of work will be set by each Department at the start of the assessment.
 - 7.1.1 In order to request an extension, a student will complete an Extension/Absence Request for Internal Standard Assessment and submit it to the respective teacher. The teacher can then check with the HOD, together with any supporting documents (e.g. Medical Certificate, letter of explanation). A reasonable length of time should be agreed upon to complete the given work.
 - 7.1.2. The request should come from the student as soon as they have been inconvenienced and should not be requested very close to the due date, unless the inconvenience happened close to the given due date.
 - 7.1.3 Any student who fails to meet the deadline for an assessment for an unacceptable reason will be given a 'Not Achieved" grade and be denied the opportunity of another assessment for that Standard.
- 7.2 Students absent from an assessment for an internally assessed Standard through: illness or injury or family crisis/tragedy or participation in a school sport or cultural fixture that takes students away from school at the time of assessment. The student will be given a later opportunity to achieve that Standard at an alternative date or may be given a grade based on other evidence.

- 7.2.1 Students absent from an assessment, as in 7.1.1 above, must consult with their classroom teacher for a later or another assessment or an extension of that Standard. on the Extension/Absence Request form, available from the College Web Site, the School office or the Dean's office.
The application is made to the HOD and copies given to the subject teacher.
- 7.2.2. Students absent from an assessment for an internally assessed Standard for unacceptable reasons, will be reported a 'Not Achieved' grade and be denied another opportunity for that Standard.
- 7.2.3. Students who are absent for reasons outlined in 7.2 above, and for whom no further assessment date or extension is possible, may be given a result based on evidence from the teacher. Evidence can include anecdotal notes and observations, log books, partially completed work, or any evidence which can suggest the student's level of achievement.
- 7.3. A derived grade is available to candidates who are entered for an externally assessed standard and for an approved reason, are unable to attend an NZQA external examination session(s). A derived grade is also available to pupils whose performance is impaired in preparing for, or during, an examination session(s). Procedures, guidelines and application forms are available from the schools Deputy Principal. Derived grade applications are made approximately in November of the year of the examination and must go through the Deputy Principal to be approved by NZQA.
- 7.4. Where a candidate suffering a temporary illness, trauma or other serious event does not sit the examination, a derived grade may be applied for where independent professional evidence is produced showing that a serious situation on the day of the examination, and beyond the candidate's control, made it impossible for them to sit the examination.
- 7.5. The temporary illness, trauma or other serious event must be of a significant nature. Applications will not be granted on grounds such as minor ailments, stress due to examinations, parents being on holiday, or day-to-day family disturbances. To apply for this, support the student must contact the Deputy Principal as soon as the issues arises so that work can be collected and sent to NZQA. The tracking of grades is essential for all classroom teachers so that support can be given if any case arises.

8. APPEALS

In the first instance, students clarify the judgements with the respective subject teacher. If no agreement can be reached, the following procedure will be followed:

- 8.1 All student assessment scripts and judgements will be retained by the school and may be viewed at the school.
- 8.2 An appeal form, found on the College Web Site, the School office or the Dean's office, must be completed and handed to the relevant HOD within five school days of receiving the graded assessment task, should no agreement have been reached in the first instance.
- 8.3 The HOD, in consultation with the relevant subject teacher, will review the judgement and deliver results to students within ten school days. The school may also seek outside independent advice.

8.4 An appeal against the decision of the HOD will be referred to the Deputy Principal. The Deputy Principal will convene three independent people who will decide on the case.

The school may also seek outside opinion.

8.5 No further right of appeal exists.

8.6 Copies of notices of judgement should be retained by the School.

9. BREACHES OF ASSESSMENT RULES

9.1 Students are informed of the rules to be followed in each assessment.

9.2 The teacher marking an assessment, together with the HOD, will usually investigate claims of breach.

9.3 The student and parent will be advised of any misconduct in writing, the consequences of the misconduct and will be alerted to the appeals process.

9.4 In serious breaches of conduct, the NZQA Deputy Principal, Director of Pastoral Care and/or relevant Academic Dean may become involved.

9.5 If misconduct is proven against a student, he will be reported a 'Not Achieved' grade for that assessment and he/his caregivers will be informed in writing.

9.6 In the event of a student wishing to appeal against the decision of the HOD in a misconduct claim, he must meet with the Deputy Principal and the Director of Pastoral Care, who will investigate the matter and make a final decision.

10. ATTENDANCE AND COURSE REQUIREMENTS

10.1 In the case of a student who is persistently absent without a legitimate excuse, the student and his parents/caregivers will be informed by their House Dean.

- 10.2 Depending on the type of assessment, at a suitable time well before the assessment is due to be handed in the subject teacher checks the progress of each student. A time management plan may be useful for this purpose. Any student, that in the teachers' opinion is in danger of not meeting the due date is verbally warned.

-
- About a week before the due date the subject teacher again checks student progress, particularly any students who were behind at the first check. Students who are still in danger of not meeting the deadline are referred to the Academic Dean and HOD, who contacts the parents and explains the consequences of non-submission. This is documented on KAMAR.

10.2.1 In the case of a student who fails to complete an assessment, his subject teacher will record the details and pass on this information to the relevant House Dean, Academic Dean, HOD, the Deputy Principal and the parents/caregivers will be contacted. The student will be given a not achieved grade and will then be given a relative amount of time to hand in the appropriate amount of work. If they cannot provide the work after the time allocated this will be passed onto the Deputy Principal who will provide after school time for work to be completed.

10.3 In the case of a student not meeting the requirements stated in a subject Course Outline, his subject teacher will inform the relevant HOD and Academic Dean. The Dean will counsel the student and inform the student's parents/caregivers in writing or by phone.

11. COVER SHEET FOR ASSESSMENT TASKS

11.1 Each assessment will be handed to students on a common St. John's College Assessment sheet.

11.2 The assessment Sheet will clearly indicate:

11.2.1 Further assessment opportunities available for that Standard, and

11.2.2 Methods being used to verify the authenticity of student work.

12. RECEIPTING OF STUDENT WORK

12.1 A form will be used by students to attach to the assessment being handed in for marking (see Assessment cover sheet templates).

12.2 Each item handed in for marking is to be receipted by the teacher receiving it and the receipt must be retained by the student.

12.3. Only students in possession of an official receipt may lay claim to any items of work or any grades derived from items of work that may have been lost or accidentally destroyed.

13. SPECIAL ASSESSMENT CONDITIONS

13.1 Students will be identified and screened by the Learning Support Department utilising a variety of sources. These are summarised in a document, by following the link below and appendices [1].

<http://www.nzqa.govt.nz/ncea/acrp/secondary/6/613.html>

Following identification, an ongoing process of data collection will be instigated. A portfolio of evidence will be collected for each student identified by the College as possibly eligible for special conditions. This portfolio must be ongoing and must date from when first identified (Years 9-13).

-
- The portfolio will contain:
- A copy of the screening document and resulting decision
- Specialist reports with recommendations
- An annual needs analysis
- Records of supported assessments, with Reader/Writer comments as appropriate
- Student work samples
- IEP/IBP
- Student comments about the process
- Teacher comments about the process

The portfolio will be filed in the Learning Support Department.

When there is no report from an NZCER registered professional/educational Psychologist, the School Relationship Manager will be contacted, and a portfolio of alternative evidence submitted. Alternative evidence may be provided in cases of low socio-economic conditions, no financial support or students in their last year of school. This portfolio must be ongoing and must date from first identification.

Alternative evidence may be:

- Evidence from RTLB, RTM
- All progress reports e.g. PAT, asTle testing and similar
- School documentation documenting history of support and management of

Specific Learning Difficulty (SLD)

- Evidence from parents

Exclusions:

There is no Reader/Writer assistance for the following:

- Languages (Korean, Chinese, Japanese). Should a candidate be awarded SAC, a reader may only read the English words and the candidate must spell out all other words in their responses
- Information Management
- Graphics
- Te Reo
- Visual Arts

Full details of these exclusions may be found on the NZQA website (special conditions-exclusions).

13.2 Accidents/ Illness:

Reader/Writers are not provided in these instances, nor any other form of SAC. A derived grade application may be possible.

13.3 Reader/Writers:

Personnel supporting students in examinations and assessments will undergo annual training, (refresher training) – to be delivered by HOD Learning Support/NZQA Manager in November.

Support persons will be given a copy of the information booklet 'Reader/Writer Guide' found on the NZQA website. (www.nzqa.govt.nz).

Timeline:

Each year the special assessment conditions-best practice (November until December the following year), will be downloaded from the NZQA site and guidelines followed. A copy of this document will be placed in the Learning Support Procedures and Policies folder.

13.4 Access to Information:

Information about the SAC (Special Assessment Conditions) process will be available to teachers on *Common* in the Learning Support Folder, inclusive of updates. This information is also available on Kamar.

14. MULTI-LEVEL LEARNING

- 14.1 Students can get credits towards N.C.E.A. from year 9. The College may, from time to time allow students to attempt NCEA prior to year 11, where it is deemed

practical and, in the students, best interest. The HOD of the given subject, the House Dean and the parents must work in consultation to enable this process to be approved. The Deputy Principal will make the final judgement in this process.

- 14.2 All students in the senior school can work at a level above where practical and capable. The HOD of the given subject, the House Dean and the parents must work in consultation to enable this process to be approved. The Deputy Principal will make the final judgement in this process.

15. PRIVACY ACT

The student's right to privacy should be considered in respect to their grades. Under normal circumstances, only the following people should have access to such grades:

- The student himself
- The student's parents/guardians
- Teaching staff of the College
- Those who are recording and transmitting data to NZQA
- NZQA

Grades should not be posted, read aloud, shown or printed to people other than those above unless permission has been given by the Principal for special reasons.

16. STORAGE AND TRANSFER OF RESULTS DATA

- 16.1 The school will centralise storage of results and hold them on computer in KAMAR. Teachers and departments will input their internal results directly into their mark books in KAMAR. This should be done as soon as is practicable after the assessment has been marked and moderated (either internally or by external moderators). Teachers should also hold a hard copy of all results in their plan books. Internal standards are to be put into set B in the mark books. Before final internal grades are sent to NZQA in December, all internal results must be thoroughly checked by each teacher or HOD. This will involve checking that the grades sent to NZQA are the same as those on hard copies and in the mark books in KAMAR. The computer technician will make regular back-ups of all files on the server. Grades will also be exported to N.Z.Q.A. from KAMAR at the beginning of each month as requested by N.Z.Q.A. The first submission is May 1st. Teachers must retain their own records of marks on hard copy until the end of the following year.

17. STORAGE OF ESSENTIAL MATERIAL

- 17.1 Each department must store all essential assessment material, marking schedules, quality assurance documents and benchmark samples for every internal standard in an orange box at a location designated by the subject head. This will allow for easy identification of essential material in an emergency. Such material will be updated annually. The location of each departments' boxes will be shown on the notice board in the Deputy Principal's office. Any stored student work to be used as benchmark or exemplar material must comply with the privacy Act 1993, students must grant permission for its use. All student work for each standard must be kept until the end of the following year.
- 17.2 All external standards must be entered Set A in KAMAR mark books before March 1st.

Before final entries are sent to NZQA on September 1st, all entries must be confirmed by teachers/HOD's. This will involve checking that all students are correctly entered for each external standard in all subjects. No entries will be accepted after September 1st.