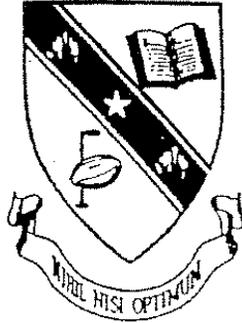


Amuri Area School



Kia Kitea Toikaka

Nothing But The Best

**NCEA - SENIOR ASSESSMENT
Policies and Procedures**

STUDENT and PARENT HANDBOOK

2018

**For Qualifications from New Zealand's National Qualifications
Framework (NQF)**

**It is very important that you read and become familiar with the
processes and procedures contained in this booklet.**

INTRODUCTION

TO ALL PARENTS & STUDENTS

The Principals Nominee, Mrs Mossman, is in charge of everything concerned with courses, options, NCEA, and other qualifications from New Zealand's National Qualifications Framework. All queries, course choices, advice, enrolments etc for NCEA and other NZQA awards must be done via Mrs Mossman.

This booklet outlines for students and parents the school's policy and procedures for assessment and it is important that you **read and understand** the information this booklet contains. **It is recommended that you keep this in a safe place.**

NZQA information booklets on Understanding NCEA are given to all students each year – for an extra copy please contact Mrs Mossman. NCEA details are provided at the end of this booklet

COURSE ASSESSMENT STATEMENTS FOR STUDENTS

At the beginning of each course each student will receive an assessment outline for the year. It will include the following information:

- **The level of the course.**
- **The standards (Achievement and/or Unit) to be assessed.**
- **Details of which standards are internally assessed, and which are externally assessed and approximately when the assessments take place.**
- **Procedure for authenticity of internally assessed standard.**
- **Where further assessment opportunities exist.**

All students will complete each course fully and be expected to attempt all the standards in the different courses.

NCEA and Learning.

In each NCEA course the work students study in class is generally divided into topics or themes:

- Students will be given a clear understanding of what they need to do in order to achieve.
- Regular feedback from the classroom teacher will enable students to work towards specific goals
- Students will gain credits for work assessed inside and outside the classroom as well as in end of year examination.

- **Achievement standards** – traditional school subjects are assessed by achievement standards. Some of these are internal and some are external (exam at the end of the year) There are three levels of achievement:
A – Achieved the standard
M – Achieved the standard with Merit
E – Achieved the standard with Excellence
Or
N – Did not achieve the standard.
- **Unit Standards** – some subjects e.g. Gateway, ARA, vocational courses etc will have work assessed by unit standards, these are all internally assessed. Credits from these industry courses can also earn credits towards a national certificate in an industry field. There is only one level of achievement:
A – Achieved
Or
N – Not achieved
- Students, parents and potential employers should have a comprehensive picture of each student's skill and understanding.

Classwork and Homework

Students are expected to complete all classwork, homework and assessment tasks that are set as part of the course.

Homework and/or review of learning is very important as it allows a student to consolidate their learning.

If students realise that they don't understand some aspect of their work, they should talk to their teacher about it at the next opportunity. Homework also allows students to develop skills in self and time management

External Assessments

Examination practice for end of year external assessment is essential. Students need to learn how to organise their time when preparing for external exams and to sit for up to 3 hours writing under exam conditions.

- Subject teachers will assist students to learn exam study skills
- Formal school examinations are held in September
- Students are encouraged to prepare for their end of term exams by starting a revision programme before the Term 3 holidays
- Tutorials are offered in many subject areas - take advantage of these

POLICIES AND PROCEDURES

1. **Late assessment tasks**

Assessment tasks **MUST** be submitted by the due date and time, even if it means you have to get a parent or friend to bring them in or you fax/email them in. Late assessment tasks are not valid under any circumstances. Late work is simply not marked. **THERE ARE NO EXCEPTIONS.** Always be quite clear when assessments are due. Write it down!

2. **Assessment Opportunities**

Assessment of internally assessed achievement standards may **SOMETIMES** be offered more than once in a course, for those people who did not achieve it the first time (i.e. to re sit the assessment) For a further assessment opportunity to occur there must be evidence that the student has learned more than they knew when they did the first assessment. Our school policy is that there should be **one** further assessment opportunity where it is practical. Re-sits are not usually the same test done again, but a different test on the same work. Students, who are sick at the time of assessment, should read the section below about missed assessments. Whether or not a re-sit is offered will also depend on the achievement standard. For example, if a field trip has been organised to assess the achievement standard, it is unlikely that a special field trip will be organised for people to re sit. You will be told by your teacher at the start of the course if certain standards can be re-sat.

An assessment of externally assessed standards takes place in Term 4 in the form of end of year examinations. The only way you can be reassessed for externals is to come back next year and sit it again! Those standards that do not have further assessment opportunities will be identified during the year.

All external standards offered will have at least one formal assessment opportunity provided. There is an assessment week scheduled at the end of Term 3 where students sit 'mock' externals. It is very important however to 'spread the risk' for external assessment opportunities and not be wholly dependent on the Term 3 assessment week. These are very important exams not only as practice and for feedback, but to provide evidence for a derived grade if for some serious reason a student's performance is impaired at the end of the year. The 2016 earthquake has highlighted the importance of taking all assessment opportunities seriously.

3. **Special Assessment Conditions**

- a) Application for assistance should be made to the Special Needs Co-ordinator (Ms Teulon) in the first instance by the end of February.

- b) Candidates who have been receiving on going support to manage their learning difficulties during their time at school can apply for special assessment conditions for both internal and external assessments.
- c) All applications need to be supported by independent professional assessments before the Qualifications Authority will accept the need for special assessment conditions. – further information is available on the NZQA website

4. **Missed Assessments**

Students are expected to complete all assessments on the date required. The only reason a student is to be absent for an assessment is because of illness or similar circumstances (eg family bereavement).

Students are required to explain in writing all absences within two days of returning to school. In cases of illness an appropriate medical certificate must be supplied.

If a student knows they will be absent at the time of assessment on school approved trips e.g. sports events, practical days, they must advise the teacher in advance and request in writing or negotiate in person an alternative assessment time or assignment extension date.

Unapproved absences causing a student to miss an assessment will result in a **Not Achieved** grade. If the standard has a further reassessment opportunity the student may sit this otherwise the Not Achieved remains.

Holidays during term time, non urgent medical, hair, driving and counselling appointments are not valid reasons to miss assessments. Students need to check with both the individual teachers and their Course Assessment Statement to confirm when assessments are scheduled.

Extensions and alternative assignment times must be negotiated with the classroom teacher in advance (no less than 5 days) of the due date and only under exceptional circumstances. They will not be considered on the day, or day before an assessment is due. Requests for extensions must be in writing.

If a student is unable to sit an external exam or their performance was significantly impaired they may be eligible to apply for a Derived Grade. See Mrs Mossman for details.

5. **Early Warning System**

If a student has either an unsatisfactory work record i.e. failed to complete/hand in on time an assignment or did not sit a common test (without good reason)

and/ or unsatisfactory attendance - lengthy periods of unexplained absences, then the following procedures apply:

- Subject teachers are to advise the Form Teacher and PN and **then make contact with the home**. If the result is unsatisfactory list the details and pass onto the Deputy Principal/PN
- The DP will interview the students and contact the parents/caregivers
- If the problem persists the DP and/or Principal will meet with the parents and student

6. Returning Marked Work

Test papers and other assessment activities will be marked and returned as quickly as possible – **maximum of 2 weeks from assessment**. NZQA require marked work to be verified by another teacher before grades are confirmed and submitted to NZQA so the initial grade may only be **provisional** until the ‘check marking’ has occurred – subject teachers will explain this.

Students are required to verify the sighting and acceptance of the confirmed grade/mark awarded by signing the result slip attached to each piece of internally assessed work.

7. Appeals

For all kinds of standards there is an appeals procedure. After student work has been returned and the teacher has gone over the marking process students will be asked to sign a “cover sheet” that they agree with the marking and grade recorded.

- a) Students must initially discuss any assessment problems with their classroom teacher.
- b) You may appeal to the Principals Nominee (Mrs Mossman) against an assessment result or decision. The details must be submitted on the appropriate section of the cover sheet within five days of when you were informed of the grade or decision.
- c) No appeal will be considered for work that contains twink or work done in pencil.
- d) Students who wish to appeal their results may not take the material out of the classroom.
- e) The Principals Nominee and the Principal are responsible for deciding any appeals or disputes.

8. Authenticity

- a) Assessment work completed **must be entirely the student's own work**. It must not be copied from information sources such as book, other students, or from information downloaded from the internet. It is acceptable to

discuss aspects of your assignment with friends, parents etc and to access a variety of information sources as long as when it comes to writing the assignment is all the your own work.

- b) For each assessment task students will be expected to sign authenticity declarations.
- c) Each piece of work done outside the supervision of a classroom requires a statement of authenticity signed by the student and parent/caregiver.
- d) Where evidence indicates dishonest practice the Principals Nominee will be informed, and she will contact parent/caregivers. In general, all parties knowingly involved will be given a Not Achieved for the assessment.
- e) Materials sourced from reference books/internet must be appropriately acknowledged.
- f) For items of work that are produced over an extended period, students will be required to keep any plans, drafts, worksheets or logbooks used in the preparation of the work.

9. Reporting

Students will receive full reports in Term 2 and at the end of Term 3. Subject and/or Form Teachers should contact parents during the year if they have concerns about progress Parents are welcome at any time to make an appointment to see/contact teachers if there are concerns. We encourage parents to communicate any queries or concerns to the school as soon as possible to either the teacher concerned in the first instance or the DP.

10. Storage of Student Work

All student work after marking and checking will be retained at school for up to a year in a secure place and will be available for external moderation.

Departments wishing to retain student work for benchmarking should advise the students concerned

Permission from students must be sought before using student work as exemplars

11. Application Forms for Variations to Schedule Assessment Dates and Times

Please request the required form from your teacher or Mrs Mossman

- **Student request for assignment time extension.**
- **Student request for alternative assessment time.**
- **Student request for re-assessment.**

Applications must be completed and signed in advance of the assessment or they will not be considered.

12. Resubmission

A resubmission can be offered when the student could achieve the grade if they correct errors or omissions in their work in a short period of time. Resubmission:

- Is limited to specific aspects of the assessment and no more than one resubmission is provided
- Must take place before feedback is given to the class
- Should be offered only where a teacher judges a mistake has been made by the student, which the student should be capable of discovering and correcting themselves

13. Further Assessment Opportunity

When a student has not provided evidence of achievement for any grade from previously assessed work a maximum of **one further opportunity** for assessment **may be** offered within the year.

- A maximum of one further opportunity means one or none.
- If a further opportunity is not available students must be advised at the outset
- A further assessment opportunity is provided for students after their first opportunity. It requires a new assessment and further learning to have taken place.
- If a further assessment opportunity is made available to any student, it must be offered to all students entered for the standard.

14. Derived Grade Information.

Candidates who:

- through illness or misadventure, natural disasters, bereavement of a family member or close acquaintance, or national representative duties, are prevented from sitting examinations or otherwise presenting materials for external assessment; or
- consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control,

may apply to NZQA, through their school, to be awarded a derived grade based exclusively on pre-existing, standard-specific evidence held by the school.

Schools' processes and evidence for derived grades need to be sufficient to assure NZQA that the reported grade is based on pre-existing, valid, standard-specific evidence that meets the requirements of the standard.

Quality assurance – assessment tool

Examples of processes that could give the school confidence that the assessment tool used was fit for purpose.

The evidence used is from a practice exam that, for example, had been:

- developed “in-house” and critiqued in the same way that internal assessments are critiqued (e.g. it could be a practice exam based on modified papers from previous years); or
- purchased from a secure source such as the subject association and checked against the achievement criteria of the standard; or
- purchased from a commercial source and checked against the achievement criteria of the standard; or
- provided by a colleague in another school and critiqued in the same way that internal assessments are critiqued; or
- an on-line practice exam developed by NZQA or by NZQA in conjunction with another provider.

The evidence is from an assignment or an end-of-topic test that was:

- developed with similar rigour as any of the examples above; and
- there is certainty that the student’s work was their own.

Quality assurance – assessment judgement

What quality assurance processes could give the school confidence and provide justification that the derived grade was based on valid, standard-specific evidence? Another subject-expert (i.e. “second pair of eyes”) had been involved in the marking, for example, through:

- the use of panel-marking
- a sample of grade boundaries from marked examination papers having been checked by a colleague.
- Alternatively, justification of the derived grade could, for example, be through:
- external moderation agreement rates that provide confidence in teacher judgements
- teacher involvement with external examination writing or marking for this standard or subject, which could provide confidence in teacher judgements
- middle or senior management consultation on the teacher’s use of assessment schedules, NZQA exemplars and past student answer booklets that were used as benchmarks, to provide confidence in teacher judgements
- comparison of previous years’ practice examination grades with NZQA external examination grades achieved for those same years, to provide confidence in the consistency and accuracy of the teacher’s judgements.

The alternatives are particularly useful where a “second pair of eyes” is not readily available.

QUALIFICATIONS ENTRIES & FEES

Entries are made through the school and fees will be collected on behalf of NZQA. Because qualifications entry fees can be a substantial amount it is a good idea to plan ahead. Fees will be notified in the school newsletter each year and in an NZQA information sheet given to students during the year. Invoices for payment will be posted to families in Term 3.

For 2017 the following fees will apply:

Entry	Fee
Entry for all NCEA standards	\$76.70
Scholarship per subject	\$30.00
Late entry (per candidate)	\$50
Application for reconsideration of NCEA (per standard)	\$20.40

Please note:

- The school cannot waive NZQA fees.
- Deadlines are not negotiable.
- Fees are collected on behalf of and forwarded to NZQA.
- It will be assumed that all students taking a course will be entering for the qualifications for that course unless the Principal's nominee is notified otherwise in writing.
- Failure to pay fees will result in a student's results not being released until payment is made.
- Fees cover **BOTH** internal and external standards.

Financial Assistance

This may be available for students and their families for examination entry fees. Financial assistance normally consists of fees being reduced to \$20.00 per student by NZQA if:

- The family is receiving a Work and income or Study Link benefit
- You have a Community Services card
- There are three or more students from the same family entering exams in the same year.

Applications must be made through the school and application forms are available from Mrs Mossman. Applications for financial assistance cannot be processed after the published deadline.

Other Information

NZQA regulations state that students must **complete their course of study** in that same year as qualification entries are made. Teachers will be required to check this.

Once a class has started a course at the beginning of the year it is assumed that the student will continue in that class until the end of the year. The Deputy Principal must approve any subsequent changes to a student's programme. Students must complete any course of study regardless of qualifications entries.

NZQA holds a database of all entries and results. Students can gain access their individual entries and results by logging into the learner home page on the NZQA website, www.nzqa.govt/learner-login using their unique National Student number (NSN) Information for new and existing students on how to do this is given to all students during the year.

Students are encouraged to regularly logon to this site not only to monitor progress but to check entry information is correct. Student progress will be closely monitored by their Learning Adviser as well as their form teacher

Any NCEA grades gained in Year 10 will not be eligible to use for a Course Endorsement in Year 11. Course endorsement grades must be gained within the same year.

AT THE START OF THE YEAR (OR THE START OF YOUR ENROLMENT) YOU MUST MAKE SURE FOR ALL OF YOUR COURSES YOU KNOW THE FOLLOWING: -

- What is the title/name of the course?
- What is the name of the teacher responsible for the course?
- What awards are your courses going towards? (A few courses aim for more than one award)
- How the course is assessed (Internal or external assessment, or both)?
- Dates of assessments.
- Are there any further assessment opportunities, and if so when are they?
- What are the costs and by when must they be paid?
- This course has been chosen because it will give the results needed to do what you want to do when you leave school

If you have any questions or queries please do not hesitate to contact Mrs Mossman at school, the subject teacher or go to the NZQA website – www.nzqa.govt.nz/ncea. There is an explanation of the NCEA levels on the back of this booklet

The National Certificate in Educational Achievement (NCEA)

The NCEA is New Zealand's national qualification for students from Year 11 onwards. It is a cumulative record and has three levels

- **Level 1** – 80 credits including a minimum 10 credits showing they have literacy skills and 10 credits showing they have numeracy skills.
- **Level 2** – 60 credits at Level 2 plus 20 credits from any level
- **Level 3** – 60 credits at Level 3 plus 20 credits from Level 2 or above.

Certificate Endorsement

- If students achieve 50 or more credits at Excellence their NCEA certificate will be endorsed with Excellence
- If students achieve 50 or more credits at Merit or above their NCEA certificate will be endorsed with Merit

Course Endorsement

Students can gain a course endorsement when they achieve both of the following criteria in a subject **in the one school year**:

- 14 or more credits at Merit or above, or 14 or more credits at Excellence
- 3 or more of these credits must come from internal standards and 3 or more from external standards.

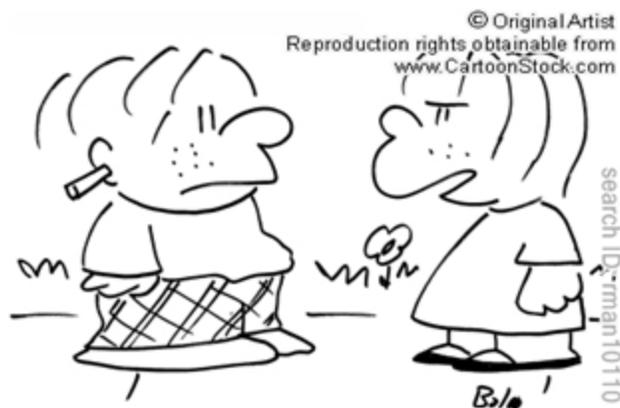
Physical education and L 3 Visual Arts subjects are exempted from the 3 internal/external requirements. Teachers will explain this to students in their class.

University Entrance – students will only gain entrance to university if they have obtained the following:

- NCEA Level 3

- Three subjects at Level 3 or above made up of 14 credits each, in three approved subjects on the National Qualifications Framework
- Literacy – 10 credits at Level 2 or above, 5 credits must be in Reading and 5 credits must be in Writing. The literacy credits will be selected from a schedule of approved achievement or unit standards
- Numeracy – 10 credits at level 1 or above made up of specified achievement standards available through a range of subjects or unit standards – a package of three unit standards (26623,26626,26627) – all three required.

Credits can be accumulated over more than one year. Where a unit standard and an achievement standard assess the same learning outcome they are mutually exclusive for NCEA and university entrance purposes.



"You have to *study* for tests, dummy – you can't just put a memory stick in your ear!"