



SACRED HEART COLLEGE

NATIONAL QUALIFICATIONS POLICY and PROCEDURES

Updated December 2017
Applies to all standards

1. ASSESSMENT

- 1.1 Each Department will have clear guidelines and marking schedules for every assessment.
- 1.2 Each assessment task must comply with the requirements of the relevant Standards.
 - 1.2.1 Standards used should be the latest version.
 - 1.2.2 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.
- 1.6 Assessments will be processed in a clear and consistent manner.
- 1.7 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.

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).
- 2.5 Requiring students 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.

Concerns about the authenticity of a student's work must be referred to the HOD who will investigate and make a decision. A grade of 'Not Achieved' will be reported for work that is found not to be a student's own, a letter will be sent to the parents/caregivers, signed by the HOD and Principal's Nominee, and the breach will be recorded by the Principal's Nominee.

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 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.

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. For all stages of the internal moderation process, please refer to the Internal Moderation Cover Sheet.
- 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. The sample of assessments should be chosen to validate decisions; checking assessment material which is graded at borderlines and include a range of grades.
 - 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 one year to be used to validate internal grades, for an external moderation check.

EXTERNAL MODERATION

- 3.3 For external moderation 8 examples of student work are to be sent to the relevant NZQA moderator.
- 3.3.1 A random selection will be generated on the student management system.
- 3.3.2 If a student has failed to complete an assessment, work from the next student on the roll is selected.
- 3.3.3 These are packaged and given to the Principal's nominee for submission to NZQA or submitted online.

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.
- 4.1.1 i) 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. 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 particular 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 Dean of the appropriate Year Level and at parent/teacher interviews.

6. ACCURACY OF ACHIEVEMENT DATA

- 6.1 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.
- 6.2 Each Department will provide secure storage for all material generated by internal assessments and records of student results.
- 6.3 Each student will be encouraged to register on-line and track their own achievement. Reports with a record of current achievement will be published by the College twice a year.

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 inform their teacher of the absence and the reason for it. The teacher and HOD will decide on the appropriate course of action and whether supporting documentation is required eg Extension/Absence Request form, Medical Certificate.
- 7.1.2 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.
- will be given an opportunity to be assessed in that Standard at an alternative date or may be given a grade based on other standard specific evidence.
- 7.2.1 Students absent from an assessment, as in 7.1.1 above, may apply for a later or another assessment or an extension of that Standard.
The application is made to the subject teacher and the HOD.
- 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 Principal's Nominee or the NZQA website. Derived grade applications are made approximately in November of the year of the examination, and must go through the Principal's Nominee to be approved by NZQA.

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 Google site, 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 NZQA Principal's Nominee. The Principal's Nominee will consult an independent subject expert. 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 In serious breaches of conduct, the NZQA Principal's Nominee, Director of Pastoral Care and/or relevant Year Level Dean may become involved.
- 9.4 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.
- 9.5 In the event of a student wishing to appeal against the decision of the HOD in a misconduct claim, he must put the appeal in writing, within five school days of the HOD's decision, and hand a copy each to the Director of Curriculum and Learning 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 in writing.
- 10.2 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 Dean. The Dean will counsel the student and inform the student's parents/caregivers in writing.

11. COVER SHEET FOR ASSESSMENT TASKS

- 11.1 Each assessment will be handed to students on an Assessment cover sheet.
- 11.2 The assessment Sheet will clearly indicate:
 - 11.2.1 Standard name, number and version
 - 11.2.2 Credits available

12. RECEIPTING OF STUDENT WORK

Each item handed in for marking is to be recorded on a class list by the teacher receiving it.

13. SPECIAL ASSESSMENT CONDITIONS

- 13.1 Students will be identified and screened by the Learning Support Department utilising a variety of sources. 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 7-13).

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, asTTle 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.

- *This document will be reviewed annually by the Deputy Principal, Director of Curriculum and Assessment and HODs.*
- *This Document is to be uploaded to the College Google site.*
- *The Document will also be the basis of the section on Assessment in the teacher's Guide.*

