



ASSESSMENT

POLICY AND PROCEDURES 2023



**WHAKATĀNE
HIGH SCHOOL**

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INTRODUCTION

The school mission statement “Kia Whakatane au i ahau” encapsulates the idea of challenging students to achieve. Reliable, fair and valid assessment is an essential component of a learning environment that challenges all students to develop to their potential. Assessment activities for students at Whakatane High School must be critically shaped to achieve this aim.

The expectation of the school is that all students will be challenged to achieve to their potential and that all students have the ability to achieve an academic qualification. This means that after a student has completed five years of secondary school education they should have at least achieved the National Certificate of Educational Achievement Level 1, and most will have achieved the National Certificate of Educational Achievement Level 2 or Level 3.

Achieving this outcome will require careful management on the part of the school. This will include:

- the school providing programmes appropriate to the needs of the student..
- the formulation of clear, manageable, fair and workable policies that are understood by teachers and available to students.
- measures to ensure that consistent standards are maintained from year to year.
- ensuring that the academic information in the School Prospectus and Curriculum Guide is accurate and up to date for each course with regard to assessment tasks.
- careful placement of students in courses to ensure that the credits that they accumulate meet the specific requirements of the level of qualification they are attempting to achieve.
- complying with NZQA guidelines with regard to the reporting of results and meeting the submission date for samples of assessment judgements in all subjects.
- ensuring that internal assessment tasks meet the nationally required standard and provide students with the opportunity to demonstrate that they can meet the required national standard.
- Internal assessment is driven by the assessment and examination rules and procedures and there is an expectation that these procedures will be followed for all assessment materials.

Assessment procedures outlined in this booklet detail how staff will implement the Board of Trustees’ policy on Assessment. To ensure that reliable, fair, and valid assessment of student work across the school exists it is imperative that all staff adhere to the procedures recorded in this booklet. It is expected that the relevant Head of Department or Teacher in charge of a subject will implement practices to ensure that this is achieved.

The implementation of these procedures and the assessment outcomes will be reviewed through a quality assurance process at the end of the year. It is also expected that the implementation of these procedures will be reviewed through the staff appraisal process.

WHAKATANE HIGH SCHOOL

Policy on Assessment

Rationale

Assessment is an integral part of the learning/teaching process. The purpose of school-based assessment is to improve students' learning to determine next steps in learning. It is used for reporting student progress and providing information for future planning.

Purposes

1. To identify students' knowledge and experience to provide an appropriate point for learning and teaching.
2. To promote students' learning by gauging progress and establish what learning is actually taking place.
3. To provide transition information when a student moves to the next stage of learning within the school from one year level to another, from Whakatane High School to another school, or from the school system to work or further education.
4. To enable students, staff and parents to make informed decisions about future study options.
5. To meet the National Requirements as published in the Assessment (including examination) Rules for Schools with Consent to Assess

The full NZQA Assessment Rules for schools - [NZQA Assessments Rules](#)

Guidelines

In each curriculum area, Heads of Department or Teachers in Charge are required to have in their Curriculum Planning Documents:

1.
 - (a) A range of assessment procedures are developed to meet the different purposes of assessment and recognise gender, culture, background and experience of students.
[WHS Effective Assessment](#)
 - (b) Records are maintained that provide cumulative information on a student's school achievement.
 - (c) Individual students data is collated to identify students achievements and needs to evaluate learning programmes.
 - (d) Assessment procedures and requirements are explained, documented, and accessible to students and their caregivers (see attached procedures document).
2. Standardised diagnostic assessment tools will be used to establish learning programmes.
3. There will be regular reporting on student assessment.
4. Professional development will be provided to assist departments in meeting department assessment requirements.
5. Students are encouraged to enter for national qualifications where appropriate.

Definitions

In these Rules, unless the context otherwise requires:

Academic year is the time from the start of a school year until the published final date for reporting results for that year.

Achievement Standard means a standard that is derived from the achievement objectives of the New Zealand Curriculum and Te Marautanga o Aotearoa and developed by the Ministry of Education, and for the purposes of these Rules as they apply to TEOs also includes NCEA Co-requisite Standards.

Act means the [Education and Training Act 2020](#).

Administrative Guidelines refers to the published assessment related processes for Schools, TEOs, Candidates and NZQA.

Applicable credits means:

- a. Credits recorded on a Candidate's Record of Achievement:
- b. Candidate learning recognition credits:
- c. Credit equivalents gained through Credit Inclusion.

Assessment Opportunity refers to an instance where a Candidate is given an opportunity to be assessed against a Standard.

Assessment Requirements include the Assessment Standard, the Assessment Specifications, the Conditions of Assessment, and the Consent and Moderation Requirements ([CMRs](#)) [available on the NZQA website](#).

Assessment Specifications are the assessment parameters for each externally assessed Standard, which are published in December annually and updated by 31 March the following year, where necessary.

Assessment Standard means a Standard listed on the [Directory](#) that is not a skill Standard.

Authenticity or authentic is the assurance that the evidence submitted for assessment by a learner is their own, with the evidence being free of plagiarism, and any inclusion of work from another source acknowledged and appropriately referenced.

Candidate means a student entered for assessment against Standards on the Directory and/or [New Zealand Scholarship performance standards](#).

Candidate Breaches of External Assessment are described in clause 3.1 of Schedule 5.

Candidate learning recognition credits means, in relation to a Candidate enrolled in a School in 2020 – 2022, credits that were awarded to that Candidate for the purposes of recognising the disruption to teaching, learning and assessment due to staff and student absences resulting from the impact of Covid-19 and other winter illnesses.

Conditions of Assessment are the assessment parameters [published for each internally assessed standard by the Ministry of Education](#).

Consent to Assess is the consent granted to an institution under section 449 of the Act.

Consent to Assess Rules means rules made under section 452 of the Act for the purposes of Consent to Assess.

Credit in the context of the credit value of a qualification, micro-credential or Standard, represents 10 notional learning hours for one credit.

Credit equivalents gained through Credit inclusion are described in clause 7.4 of Schedule 1.

Derived Grade is a quality assured external assessment result provided by a School for an approved Candidate, the process for which is set out in Schedule 2.

Directory means the Directory of Assessment and Skill Standards provided for in section 437 of the Act.

Entry refers to the information that Schools and TEOs send to NZQA indicating the Standards that a Candidate is enrolled in and is being assessed against.

External Assessment refers to the form of assessment of an activity (such as an examination) where the activity is developed and specified by NZQA, taken under specified conditions, and assessed by NZQA appointed panels.

Internal Assessment refers to the assessment or evaluation of Candidates' knowledge and skills by their teachers in their School or TEO.

Moderation is the process by which NZQA quality assures the assessment judgements of school and TEO assessment of internal standards to ensure that they are consistent nationally.

NCEA Co-requisite standards are the Te Reo Matatini me te Pāngarau | Literacy and Numeracy standards listed on the Directory.

NZQA means the New Zealand Qualifications Authority as continued under section 430 of the Act.

NZQCF means the New Zealand Qualifications and Credentials Framework provided for in section 436 of the Act.

Plagiarism is where a Candidate has copied or paraphrased another person's work and has presented it as the Candidate's own work without full acknowledgement.

Publish means to make available on the [NZQA website](#).

Qualification means a qualification listed on the NZQCF.

Record of Achievement means an individual student's transcript of standards credited to the student, the credit value of the standards, and National or New Zealand Qualifications completed by the student, maintained by NZQA.

Result is the outcome of assessment of a student against a Standard as reported on a Candidate's Record of Achievement.

Special Assessment Conditions (SAC) are NZQA approved assessment entitlements, provided to Candidates for recognised learning, behavioural or medical needs, the process for which is set out in Schedule 3.

Standard means:

- a. for Schools, any standard listed on the [Directory](#), or a [New Zealand Scholarship](#) performance standard

University Entrance means the common educational standard established under section 434 of the Act (or its predecessor section) as a prerequisite for entrance to university for people who have not attained the age of 20 years.

Vocational Pathway is a certification recognising a student's achievement in specific 'sector-related' Standards.

Procedures for Assessment Policy

Course outline

At the senior level a student must receive a course outline no later than the beginning of week five in term one. Part of the course outline will be an assessment table. This assessment table will clearly indicate the number and title of standard as well as the level, credit value, whether it is internal or external, appropriate timing and if the standard meets the literacy or numeracy requirements. Each department will endeavour to follow the assessment dates but reserves the right to amend the timing to cater for unforeseen circumstances that may arise.

A copy of the course outline is to be submitted online into the HOD Shared Drive in the department folder.

Source of assessments

Staff are encouraged to use and adapt internal assessment tasks for achievement standards that are produced either by the Ministry of Education or other accredited professional bodies. Internal moderation procedures will ensure that alterations to exemplars do not compromise the standard.

Storage of assessment material

All assessment material is to be stored in a secure place to prevent tampering with data, loss of data, theft of information or the compromising of privacy. Departments are required to store assessment tasks, schedules, and regularly updated student achievement records in a central location to minimise dislocation that may occur resulting from staff departures.

Internally assessed student material that is to be directly credited towards a national qualification will be retained until it is no longer required for moderation purposes and until the appeal period is over.

Benchmark samples are to be retained for future reference.

Authentication

Departments will formulate procedures to ensure that assessment work has been processed and produced by the student.

Teachers are best placed to identify whether the work their students have submitted is genuinely their own. In managing school-based internal and external assessment, teachers are advised to:

- design written internal assessment tasks in different ways, such as, encouraging personal reflection, to make the use of AI more difficult
- use the flexibility of NCEA, so students can demonstrate aspects of their learning through means other than written text
- use checkpoints to monitor the progress toward achievement of the standard
- use a variety of assessment methods, including traditional tests, class participation, group work and projects, to evaluate student learning outcomes prior to summative assessment events
- establish a reliable baseline of each student's level of understanding, writing ability and mastery of material for evaluating future assessment items.

Breaches of the rules

Students who submit work that is not authentic will receive a Not Achieved grade for the assessment in question. Furthermore, those who are involved in activities that compromise the authenticity of internally assessed work also risk receiving a Not Achieved grade for the assessment in question.

Students who are suspected of submitting work that is not authentic will have the script directed to the appropriate HOD's for consideration. If the HOD as a teacher receives work that they suspect is not authentic they will direct the script to the AP - Curriculum for consideration. School discipline procedures may be enacted.

The school will investigate any allegation that a student or any other person has been guilty of any dishonest practice or any other breach of the following rules

1. A student is alleged to have failed to follow instructions given by a person supervising the examination or assessment.
2. A student is alleged to have influenced, assisted or hindered another student.
3. A student is alleged to have submitted work that is not their own.
4. A student must not communicate with, copy from, make undue noise or disturb other students during an examination or assessment.
5. A student must turn off all electrical devices upon entering the room where an examination or assessment is taking place.
6. If there is a proven breach of the rules a Not Achieved grade will be awarded.
7. The student involved and their parents/caregivers must be informed as soon as practically possible when an academic inquiry is instigated. A standard form for this purpose will be used throughout the school [2023 Misconduct Inquiry Form](#)
8. The AP - Curriculum must be consulted in regard to any misconduct decisions that are reached. Full documentation must be recorded and stored.

External moderation

The purpose of external moderation is to provide assurance that assessor judgements are consistent with the standards. The AP Assessment will signal the particular standards and dates that NZQA require work to be submitted for External Moderation to Heads of Curriculum or teachers in charge of a subject.

Heads of Departments or teachers in charge of a subject are required to complete a External Moderation Response Form outlining action taken to address any issues that the external moderation report highlights and complete an Action Plan.

NZQA requires a sample for external moderation comprising:

- six samples of student work for standards where candidates could gain Achieved, Merit or Excellence results. Samples must include:
- one sample each at N, A, M, E and two more from A, M, E. If a sample at a grade is not available, replace with one at the nearest grade available
- a selection of samples that is representative of the range of student work that has been assessed
- Four pieces of student work for standards where candidates can only gain Achieved results.
- Where the total number of students assessed for the standard is smaller than the minimum requirements, all student work must be submitted.

Internal moderation

All assessment tasks that are to be used directly for credit towards a national qualification must be critiqued before use to ascertain their validity, reliability and fairness.

For the purpose of internal moderation smaller departments that do not have access to on-site curriculum expertise are expected to establish relationships with other schools or with external educational bodies.

Departments are to document the procedures they use during the moderation process.

Verification: One or more of the following procedures may be used:

- a colleague checking a sample of assessed work
- discussion of decisions at a meeting
- one marker for a particular question with a sample checked
- comparing current student work with material from previous years.
- Sign off of work by the students
- Using standard-specific subject experts and colleagues in other schools to verify your grades

A Internal Moderation Cover Sheet [Internal Moderation Form](#) is to be completed for each internal standard, and relevant information stored in the designated folder in the individual departments

Departments are expected to build up their own pool of annotated student work to act as benchmarks to ensure consistency from year to year. Carefully selected samples of grade boundaries should be kept on file for future benchmarking. This material should be updated each time the standard is assess. Only results that have been through an Internal Moderation process should be submitted to NZQA.

The HOD is responsible for making sure that internal moderation occurs. Senior management is responsible for ensuring that all assessed standards are subject to internal moderation before results are reported. HOD to sign off check sheet to confirm ALL grades on Kamar have been internally moderated before the final data file is submitted to NZQA.

Further opportunities for assessment:

Departments are to formulate policy regarding the timing of any further opportunity for assessment. All valid evidence of achievement provided by the student must be considered by the class teacher. Teachers must be confident that the student is demonstrating achievement of the criteria being assessed, rather than demonstrating achievement of a particular assessment activity. Any further reportable assessment opportunity is to be equitable for all students with full achievement recognised. Departments are required in the student course outline to clearly identify those standards that will not have a further assessment opportunity. Teachers must be aware of manageability issues when deciding on procedures relating to further assessment opportunities

Resubmissions

A resubmission:

- can only be offered to individual students to identify or correct a minor error preventing the award of an achieve grade only
- must take place as soon as possible after the assessment has been completed
- can only be offered where the teacher judges the student should be capable of discovering and correcting the minor errors themselves in a short period of time
- can be offered after either the first or the one further assessment opportunity.
- Only one resubmission can be provided per assessment event.
- Further teaching and specific feedback cannot occur between the final submission date and the resubmission.

Special Assessment Conditions for internally assessed work

Students with permanent or long term conditions of learning disabilities may be entitled to complete assessment under special conditions. This may involve a time allowance or the use of an assessment assistant such as a reader/ writer.

The SENCO in conjunction with the LSC is responsible for special assistance support in the school and they generate and maintain a register of students who qualify for special assistance when completing internal assessments. As a general rule, those who qualify for special assistance on external assessments are the only students who also qualify for special assistance when completing internal assessments unless the conditions are available to all students being assessed eg use of computer or extra time. The SENCO has the overall responsibility for determining student special needs on entry and also for monitoring learning and assessment needs.

The school will make every effort to provide students who are entitled to special assistance with that assistance in their internally assessed work, if required.

The cost for special assistance is met by NZQA for externally assessed achievement standards only.

Strategies to assist staff to recognise student achievement

Accumulate a portfolio of work

Provide feedback at regular intervals

Conference to elicit further information

Supplement evidence with observation from class work and assignments

Observe an activity of performance outside the classroom

Use student entries in diaries/logbook

Accumulate evidence from a range of activities.

If a student is not making positive progress towards achievement, refocus teaching and then provide another opportunity for assessment.

Recording Achievement

Departments that are working with assessment that produce credits towards a national qualification are required to submit student achievement results on their class markbook in Kamar (preferably as soon as the assessment has been verified) The department will check the accuracy of data as a safeguard once it has been entered on Kamar by checking with the students concerned.

Internal Assessment Results

WHS will send results of Internal Assessment to NZQA monthly from March. These are processed overnight and become live on the NZQA website so that students can view them. Only results for assessment that have been through the Internal Moderation process are to be reported to NZQA. Where a candidate has presented work or evidence for assessment OR has been given an adequate opportunity to achieve (consistent with school Internal Assessment procedures), the outcome of that assessment must be reported to NZQA as either:

N – Not Achieved, A – Achieved, M - Merit, or, E – Excellence

Recording Not Achieved

When a student has been given adequate opportunity to achieve the standard and has presented nothing, has breached the Assessment Rules or has presented work or evidence for assessment which has not met all the criteria regardless of the timing of the assessment during the year a Not Achieved grade must be recorded.

Withdrawals from Internal standards

Withdrawals from internal standards can only be made if there has been inadequate opportunity for assessment. This means that a positive result is expected by NZQA for any standards for which a candidate is still entered. Leaving an entry blank will signal that a result has not been reported. Subject teachers will need to make these withdrawals in their markbooks.

Missed and late assessment

Students who are legitimately absent when either an assessment task occurs, or when an assessment task is submitted may apply to either sit the assessment task at a later time, or have their work submitted. Depending on the situation students are required to complete the form for the “Submission of internally assessed work that is late,” [Late submission Form](#) or the form for “Further opportunity of Assessment due to Absence.” [FOA Form](#) . A parent or guardian must countersign this form and it should be supported by appropriate documentation such as a doctor’s certificate.

Students can access this form from their subject teacher - in the NZQA Shared Drive.

Students must submit work for marking by the due date. Work that is submitted after the due date and for which no extension has been given will be awarded a Not Achieved grade, and not be eligible for a further assessment opportunity.

In general, the granting of extensions will only be given for situations beyond the control of the student or their family such as sickness or tangi. Cases that are student and family controlled such as attending a concert or driving lesson will generally not receive an extension.

A parallel assessment for a missed field trip will be held where possible.

The length of the extension is to be negotiated by the AP Assessment in consultation with the subject teacher concerned (the length of the extension needing to be in proportion to the absence).

Extensions should be sought before the due date where possible.

Derived Grades (DGs) Guidelines

- are reported results for students / ākonga
 - whose performance is significantly impacted when sitting their external exams or
 - who cannot attend the examination or
 - were unable to submit a completed external portfolio/submitted subject
 - were selected for National Representation
- come from school-based assessments that mirror NZQA’s assessment of the external standard

- are not available for New Zealand Scholarship assessments
- may not be used to compensate for missed learning or study time
- are not available:
 - o for the Te Reo Matatini me te Pāngarau | Literacy and Numeracy corequisite standards
 - o for new achievement standards where evidence is developed over time or includes a recording of a performance.

Key points for school / kura policies

- Evidence collection for DGs to ensure they meet [NZQA requirements](#), including
 - o gathering all evidence for DGs before the NCEA external assessment.
 - o collecting evidence for DGs for submitted standards (Technology and Design Visual Communication and Level 3 Education for Sustainability, and Level 3 Visual Arts), as well as examined standards.
- Quality assessment procedures, include
 - o how each grade will be subject to the [quality assurance process](#)
 - o how you will record evidence of the quality assurance process – you could use your own system, or you could use or adapt a template, available [here](#)
 - o how the quality assurance process will be documented and monitored.

All applications must be made through the school's principal's nominee

Appeals

Students have the right to appeal any assessment decision. This must be stated in student handouts that are part of the course outline given to students.

What students may appeal include:

- the grade they have been awarded
- an accusation of misconduct
- a withheld assessment opportunity

All appeals must be lodged in writing and within five working days after the return of graded work (unless the student is absent). All documentation must accompany the appeal. The following process is to be followed:

- The student should first try to resolve the issue directly with the teacher concerned.
- If the matter remains unresolved the student can formally appeal to the Head of Department by completing the appropriate form. In larger departments this responsibility may be delegated to a senior member in the department.
- If the matter remains unresolved at this level the student can appeal to the appropriate assessment manager. For those students who are taught by the assessment manager they can appeal directly to the Assistant Principal responsible for curriculum.
- If the matter remains unresolved it will be referred to the school Principal for further consideration.

For the purpose of appeals smaller departments that do not have on site access to relevant curriculum expertise will establish relationships with other schools or with external educational bodies.