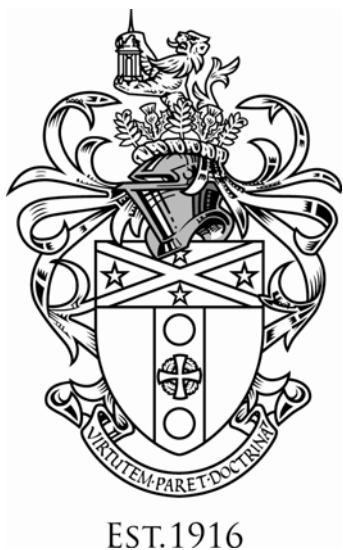


Scots College



Assessment handbook (NCEA and IB Diploma)

Students and Parents

2011

CONTENTS

Page	Section
3	1. The start of year in your new subjects
4 - 5	2. Missed/late assessments and getting extensions
5	3. Derived grade process (NCEA only)
6	4. Further assessment opportunities
7	5. Appeals
7 - 8	6. Authenticity of student work
8	7. Breaches of the rules
9	8. Managing entries and withdrawals
10	9. Special assessment conditions
11	10. Privacy Act 1993
11	11. Verifying and reporting student results
12 - 13	12. Reporting Not achieved results and FAQ's (NCEA only)
14	Appendix A: Appeal form
15	Appendix B: Request for Extension form
16	Appendix C: Investigation of breach of rules
17	Appendix D: Authenticity declaration sample

1. THE START OF THE YEAR IN YOUR NEW SUBJECTS

All students (Years 11 -13) should be issued with a course outline in each subject at the start of the year which contains the following:

- subject name, level and year
- course aims
- course description
- course requirements
- assessment format

i.e: NCEA: for each standard offered in the course:

- the registration number and version
- full title
- number of credits
- mode of assessment – internal or external
- form of assessment - eg test, practical, seminar, speech, open book, a process of completing a portfolio of work etc.
- approximate timing of assessment
- whether a further assessment opportunity is available.

ie: IB Diploma:

- Internal vs External assessment weightings
- Forms of assessment (see above)
- Approximate timings of assessments

For specific NCEA courses:

- Identification of standards that contribute towards
 - NCEA Level 1 Numeracy
 - NCEA Level 1 Literacy
 - UE Numeracy
 - UE Literacy – reading
 - UE Literacy – writing
- For Level 3 standards, identification of the subject or domain, so that students can monitor their own progress.
- Information about other national certificates that the student could gain from the course. For example, The National certificate of Computing, level 2.

For specific assessments

- The due date. All “due dates” should be a Monday where possible. The location of handing in such material will be widely advertised to the students by the HOD of the learning area. These are also available on Scot E (our intranet) and website (www.scotscollege.school.nz)
- The method used by the teacher to ensure that students submit work that is authentic (eg: signing an declaration that your work is your own)

2. MISSED/ LATE ASSESSMENTS AND EXTENSIONS

Work that is submitted for marking after the published deadline will not be included in the body of evidence used to make an assessment decision. If valid, authentic task specific evidence of achievement is not available credit for the assessment cannot be awarded.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Consider whether any other authentic and task specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required
- Provide the student with a further assessment opportunity if one is available (Refer Section 4: Further assessment opportunities)
- Award no grade/no mark, or if the student had an adequate assessment opportunity, award Not Achieved/award no mark

Wilful absence

A willful absence (truancy or unexplained absence) will be considered as intent to avoid assessment. A further assessment opportunity will **not** be provided to a student who willfully misses an assessment. If other valid, authentic task specific evidence is not available Not Achieved/no mark will be reported.

Please note: students are not entitled to miss school to complete assessments. This is deemed to be an unfair advantage over other students and may result in the award of a failing grade/mark should the willful absence be proved.

Extensions

1. When an assignment has been set on a subject ideally it must be handed to the teacher during the **class period of the due date** or, failing that, to the main reception by **4.00 pm** on the due date. **A signed note will be attached by the receptionist with the date and time and the assignment placed in the teacher's pigeonhole.**
2. **Any student who envisages being unable to complete an assignment on time through circumstances beyond his control (sickness, family trauma) should request an extension of time from the Deputy Headmaster, Mr Bertram.** School based absences (sports trips, class trips etc) may also necessitate an extension.
3. An application for an extension must be made on the ***Extension Form (Appendix B)***. These can be downloaded from the website or collected from the main reception or the Deputy Headmaster.
4. At that time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver. School based absences (sports trips, class trips etc) will not require parental acknowledgement.
5. **Failure to submit sufficient and satisfactory evidence of work done so far may result in no extension being granted.** This is to ensure that genuine work has been attempted up to the due date.

6. Any extension will **not normally exceed more than the time missed beyond the original deadline** and the student will be given full credit for this completed work.
 - Eg: If three school days are lost to illness, then this means work due on a Friday, with an extension, becomes due the next school day.
 - Care will be given to accommodate the periods prior to a holiday e.g. email submission on a holiday date would be acceptable if this is practical

3. DERIVED GRADE PROCESS (NCEA)

Candidates who have been prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the New Zealand Qualifications Authority for a derived grade. Refer to SecQual 2009/038

<http://www.nzqa.govt.nz/ncea/acrp/secondary/docs/derived-grade-app.doc> for further information.

1. Advice to candidates:
 - Approach the Deputy Headmaster in the **first instance** before obtaining any documentation
 - impairments must be of a **serious** nature. This excludes claims on the basis of stress due to examinations, family disturbances, and minor illness.
 - medical certificates supporting the claim must be provided if the impaired performance is for a medical reason.
 - The impairment must have affected the student during the examination period or have occurred within the month preceding exams
 - impairment candidates should sit the external exam wherever reasonable and practical .
2. A derived grade cannot be awarded if there is no grade from practice assessments for an external standard (not necessarily an exam) because a student was absent, did not complete an assessment, or because the timing of the teaching has meant no practice assessment was given.
3. Other
 - students need to be made aware that practice assessments may be used to generate a derived grade. Therefore, greater consideration may need to be given by students to achieve to the best of their ability in all school based assessment.
 - NZQA will conduct audits of the school's processes for recording evidence of student achievement in practice assessments, including records of any quality assurance processes.
 - As with internal assessment grades a derived grade must be based on standard specific evidence; **ie from actual performance and not 'expected' performance.**

4. FURTHER ASSESSMENT OPPORTUNITIES

FOR NCEA:

A key feature of NCEA school-based internal assessment is that opportunity for further assessment can be provided to students who wish to improve their grade. Further assessment opportunities are **not** mandatory and their provision may not always be practical or feasible.

There are two types of further assessment opportunities:

Resubmission involves the student improving their already submitted work

1. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided.
2. Students should be capable of discovering and correcting immediately, without specific guidance or further teaching and learning.
3. Any resubmission must not compromise the authenticity or of validity of the work
4. A resubmission can be offered after either the first or the further assessment opportunity or after both.

Further assessment involves the student completing a new task or the same task in a different context

1. One further opportunity for assessment of a standard may be provided each year (refer to your Course outlines). If one is offered, it must be offered to all students, and all assessment grades must be available.
2. The highest grade gained by a student will be reported to NZQA.

Refer to *S2009/022* - 3 July 2009 New Rules & Procedures for Further Assessment Opportunities or <http://www.nzqa.govt.nz/publications/circulars/secqual/2009/s2009-022.html> for further information

FOR IB:

Internal assessment tasks are generally so comprehensive that offering a further assessment opportunity is only an option in exceptional circumstances to be determined by the IB Diploma Coordinator in consultation with the Deputy Headmaster.

5. APPEALS

A student has the right to appeal any assessment decision. They include, but are not limited to their awarded grade/mark, an allegation that they have breached the rules or a decision affecting their access to assessment.

In the first instance the student should try to resolve the issue directly with the teacher concerned and, if necessary, Head of Department. If this does not produce a satisfactory outcome for the student they should lodge a formal appeal to the Deputy Headmaster. The student should lodge this within **five** days of being notified of the initial assessment decision.

A student does not forfeit their right to appeal by acknowledging the return of their work or by sighting their grade.

Procedure

- Submit a completed Appeal Form to the Deputy Headmaster. (Appendix A)
- The Deputy Headmaster will investigate the issue. The investigation could involve the school receiving input from a subject specialist outside the school. The initial marker of the student's work will not be involved in the appeal.
- The decision of the Deputy Headmaster is final and they will communicate the outcome to the student in writing. Under normal circumstances this should be done within 10 working days of the appeal being lodged but this may depend on outside specialist input.
- If the reason for the appeal relates to an initial assessment decision made by the Deputy Headmaster, the Headmaster will nominate another staff member to investigate the issue. The decision of this person is final.

6. AUTHENTICITY OF YOUR WORK

Appropriate conditions for assessment can include:

- students completing work outside of class time
- students receiving feedback from others about their work
- open book assessment
- students working as a group.

In all situations, however, students must be able to attest to the authenticity of their work and teachers must use appropriate strategies to ensure that work presented for assessment is authentic. **Work presented for assessment that is not authentic should not be considered as part of the body of evidence on which an assessment decision is based.**

Internal assessment

Students are more likely to submit authentic work if:

- they understand that plagiarism is a breach of the rules and that they are guilty of it when they use the work of another student or published author (includes the use of maps and diagrams or succinct quotations) to support their own statements without acknowledging the other persons work or ideas in either footnote or bibliography.
- they are required to acknowledge resources they used (bibliographies)
- include the names of people they consulted about their assessment and briefly described how the person assisted them
- they are required to sign a declaration of authenticity when they hand their work in
- asking students questions about their assessment to determine their understanding

- requiring students to make an oral presentation of their topic to the class
- Oral presentations of topic to class.
- Asking other students about the contribution made by each group member

If a teacher knows or suspects that a student's work is not authentic they will make a detailed description of what has occurred to cause the suspicion along with any evidence, submit it to the Deputy Headmaster. The situation will be investigated as a breach of the rules.

Authenticity Statements

The use of authenticity statements alerts students and parents/caregivers to the issue of authenticity. Authentication sheets must be signed by parents/caregivers to attest that the work is their child's own in the following situation (sample: Appendix D):-

- external assessments where a project, workbook or similar is compiled and submitted for assessment (eg: Visual Arts, Graphics)
- internal assessments where the work is submitted for assessment that has not been completed in front of the teacher

7. BREACHES OF THE RULES

Examples of a breach of the rules include, but are not limited to, the following:

- Plagiarism (submitting work that is not the student's)
- Impersonation
- False declarations of authenticity
- Using notes in a test or exam
- collusion (eg: communicating with others, disruption or dishonestly assisting or hindering others during a test or exam, allowing one's work to be copied or submitted by another)
- Dishonesty (lying about reasons for submitting late work)
- Altering answers prior to seeking an appeal
- Copying from another student, or deliberately allowing work to be copied by others

If a breach of the rules is suspected

- the teacher will retain the evidence of the breach and discuss the situation with the Deputy Headmaster
- the teacher will notify the parent/guardian of the alleged breach of the rules
- the Deputy Headmaster will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required. (Appendix C)
- The Deputy Headmaster will make the final decision and notify the student and the parent/guardian in writing of the outcome of the investigation

8. MANAGING ENTRIES AND WITHDRAWALS

NCEA

The school electronically instructs NZQA to make student entries and processes withdrawals from standards. A file is usually sent on the 1st of each month, May through to December. The submitted data is copied from PC Schools, our Data management system. Periodically, students will receive printouts of their most current entries.

It is critical that these are checked against the student's entries with NZQA by using their NZQA login and password. This is the only way to accurately pick up an error in our Data management system.

Key Dates:

For withdrawals from internally assessed standards:

- Students should be withdrawn by the end of August from any standard that a teacher no longer intends to assess a student against. Withdrawals made after this date are not processed by NZQA.
- If a withdrawal is not made by this date and no assessment is undertaken a result of Standard Not Assessed is reported to students.

For entries in externally assessed standards:

- The school's 1 September file must be accurate with respect to entries in externally assessed standards. Entries made after this date are late and require the school to request additional exam materials. Late requested exam papers are not personalised with candidate details and there is a greater risk that these papers will go missing.

For withdrawals from externally assessed standards:

- Students should be withdrawn by end of August from any standard that a student does not want to be assessed against. Withdrawals made after this date are not processed by NZQA.
- If a withdrawal is not made by this date and the student does not attempt the assessment, a result of Standard Not Assessed is reported to students.

Other:

1. If students choose not to enter for one or more externally assessed achievement standards, they must continue to actively study that subject until at least the commencement of Study Leave in Term 4. This involves the student attending the class, doing the work, keeping up notebooks or other records of work, reasonable attempts at home work and importantly, sitting all relevant internal assessment activities.
2. No class teacher may authorise a student's withdrawal from another teacher's class. Deputy Headmaster will deal with exceptional cases.

IB Diploma:

It is not possible to change courses within the Diploma once the teaching year is underway. There may be, in exceptional circumstances, the chance to change a subject from Higher Level to Standard Level (and vice versa) providing it can be guaranteed that the minimum regulated teaching hours will be delivered.

Students in this position should discuss the matter with the Diploma Coordinator in the first instance

Students can move from IB to NCEA prior to the start of their final Year 13 but this transition should be discussed carefully with both the Diploma Coordinator and Deputy Headmaster.

9. SPECIAL ASSESSMENT CONDITIONS

Procedure

1. Students with special learning needs are, in most cases, identified prior to Year 11 by the Learning Development teacher. Unless a student is new to the school, it would be unlikely that a student requiring Special Assessment Condition would be identified for the first time in Year 11, 12 or 13.
2. Referrals may come from teachers, parents or outside agencies. Students may not self refer.
3. On receipt of a referral, the Learning Development Department will contact the parents to assist them to arrange for the student to be assessed by a Level C assessor or other suitably qualified assessor. The assessment should be undertaken, ideally, towards the end of Year 10.
4. Once the assessors report is received, the school will decide and approve the level of assistance required, if any.
5. In February, the relevant teachers will be notified of the approved special assessment conditions. Parents will also be informed.
6. The approved conditions will be made available for all internal assessment. The student should liaise with the Learning Development Department to coordinate this assistance.

FOR NCEA:

7. The Deputy Headmaster will apply to NZQA for special assistance for external assessment before August each year or by whichever date NZQA designates. The application must be for the same conditions as were approved by the school for internal assessment.
8. Application must be made each year and supporting documentation must be renewed every three years.

FOR IB DIPLOMA:

9. The Diploma Coordinator will apply to the IB **at least twelve months** prior to the final Diploma exams in November of Year 13. Approval will be granted for the rest of the student's time with the Diploma course including their final exams the following year

Special assessment conditions must **not** be provided for students who are not approved for special assessment conditions. If this occurred, the assessment is invalid and the student work cannot be included in the body of evidence used by the teacher to make an assessment decision.

10. PRIVACY ACT 1993

Schools are required to comply with the Privacy Act 1993.

Teachers comply by

- Keeping student information confidential. No student is entitled to view the results of another student without their permission. Teachers are expected to take care when handing back assessments or when getting students to check final results.
- Seeking permission from a student before using their work as an exemplar.

11. VERIFYING AND REPORTING STUDENT RESULTS

The school is required to submit to NZQA and the IBO accurate results of student achievement.

The following steps will enable students to check their results for accuracy.

1. Teachers must keep detailed records of all assessments. A paper copy of assessment results must be kept and assessment results must also be promptly recorded electronically in the database
2. Work should be returned promptly (ideally within four weeks) so that students can see clearly the outcome of the assessment.
3. Students are required to record their assessment results in their Student Diary or on a course tracking sheet if one is provided.
4. The Deputy Headmaster will remind students (and teachers) periodically to use their respective log-in facility to check entries and reported results. Students can also check their NCEA results online and should inform their teacher, in the first instance, if there are omissions or errors..
5. As near to the end of the year as possible, students should be given the opportunity to sign a printout of their results as they have been recorded in the school's database. Errors or omissions should be reported to the Deputy Headmaster.

12. REPORTING NOT ACHIEVED RESULTS/ADEQUATE ASSESSMENT OPPORTUNITY (NCEA ONLY)

A result of Not Achieved must be reported to NZQA if it is deemed that:

- The work submitted by a student is below the standard required for Achieved.
- The student has submitted no work for assessment but had an adequate opportunity to do so.

(Refer to *SecQual 2008/003* - Reporting Not Achieved Results).

Frequently asked questions:

- 1. Can a student who fails to achieve at a later date be withdrawn rather than have a record of 'N' against their name?**

No. Where a student has presented work or evidence for assessment or been given adequate opportunity to achieve the standard, the outcome of that assessment must be reported to NZQA as an N, A, M or E. They can not be withdrawn for this reason.

- 2. If a student partially completes the work in class but fails to hand it in on the day of submission is this an SNA?**

- a** No. By completing some of the work or providing some evidence during the assessment period they have presented some work or evidence for assessment. If they fail to achieve by not handing in the completed work or evidence then they must receive N.

- 3. If a student, in consultation with their teacher, states from the outset that they do not want to be assessed against a particular standard and they make no attempt to provide any work or evidence but were present in class during the assessment activity do I give them an N for failing to achieve?**

No. The student should be withdrawn by the End of August date provided by NZQA. As they have produced no work or evidence to achieve the standard an SNA is then appropriate if they can't be withdrawn.

- 4. If a student is in a course and decides on their own that they do not want to do the assessment, as they would rather get an SNA than an N can an SNA be reported?**

No. If they have been given an adequate assessment opportunity they must be awarded an N and not an SNA

- 5. One student in a group contributes little and the combined group effort gets an A result. Should this one student get an N, A or SNA?**

This is not a case for an SNA. The result of A or N depends on the judgement of the teacher. Normal appeal conditions would apply as necessary.

- 6. If there has been a change in the assessment programme because the school was unable to provide the assessment opportunity will I have an 'N' reported?**

No. This is a case for SNA as there was not an adequate opportunity for assessment.

- 9. If there is a mistake with a student's entries and this is not picked up until after the End of August date provided by NZQA can I make additional entries and withdrawals?**

No – for withdrawals. Possibly – for entries, however, any external standards will not be personalized for the exams. In line with good practice schools must have procedures to check and verify both entries and reported results.

11. Does this mean that internal and external assessment results are different?

Yes. If a student has an adequate opportunity to achieve the standard in an internal standard they must get an N, A, M or E result. However, in an external exam they may have an opportunity to achieve the standard but if they do not attempt the paper they will get an SNA. The reason for this difference could be because withdrawals were made after exams papers were printed and put into personalised packs or simply because a student ran out of time so an N would not be a fair result.

12. Are the results codes now the same for both internal and external assessment?

Yes they are but they may mean slightly different things.

APPENDIX A APPEALS FORM



SCOTS COLLEGE

Assessment Appeal Application Form

Fill in the top section, attach an appropriate letter or other relevant information and hand in to the Deputy Headmaster, Mr Bertram

Name:	House :
Date of Application:	
Subject:	
Name of Teacher:	
Standard number and title/Assessment description:	
Type of assessment (<i>practical, assignment, test, etc</i>):	
Date of assessment or due date:	
Circle to indicate the assessment decision that you are appealing:	
1. The Grade 2. Missed/late assessment 3. Further assessment 4. A Breach of the rules (eg. misconduct, cheating, plagiarism) 5. Other _____	
Explain why you think the incorrect assessment decision has been made:	
What do you think is the correct assessment decision? (please state or attach any evidence that you have to support this)	
Decision of person investigating (notes attached if necessary):	
Signed _____ Date: _____	

Office use only:

Outcome communicated to student by _____

Outcome communicated to other parties (please name) _____

By _____ Date _____

APPENDIX B EXTENSION REQUEST FORM



SCOTS COLLEGE
REQUEST FOR EXTENSION
2011

Name: _____ House: _____ Year level: _____

I request an extension on behalf of my son in the following subject(s):

Level	Subject	Teacher
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(eg: 12 Chemistry Mr Jones)

_____	_____	_____
_____	_____	_____

For the following assessment(s):

Standard number/Assessment description

(eg: AS 90010, US 7456, AS 3.5)

Reason for request of an extension:

Evidence attached (eg: Doctor's note): YES / NO

Signed: _____ (Parent/Guardian)

Name: _____ Date: _____ 2011

APPENDIX C BREACH OF THE RULES – Record of investigation



SCOTS COLLEGE

Investigation of a breach of the rules

Fill in the top section, attach an appropriate letter or other relevant information and hand in to the Deputy Headmaster, Mr Bertram

Name:	House:	Date:
Reason for alleged breach of the rules <input type="checkbox"/> plagiarism <input type="checkbox"/> impersonation <input type="checkbox"/> false declarations of authenticity <input type="checkbox"/> using notes in a test or exam <input type="checkbox"/> collusion (communicating with others, disruption or dishonesty assisting or hindering others during a test or exam) <input type="checkbox"/> dishonesty (lying about reasons for submitting late work; altering answers prior to seeking an appeal; copying from another student, or deliberately allowing work to be copied by others).		
Other Details:		
Subject: Name of Teacher:		
Standard Number and Title/ Assessment description:		
Type of Assessment (<i>practical, assignment, test etc.</i>):		
Date of Assessment:		
Signature of Teacher –in-Charge of activity:		
Decision of person investigating (notes attached if necessary):		

Office use only:

Outcome communicated to student by _____

Outcome communicated to other parties (please name) _____

By _____ Date _____



SCOTS COLLEGE XXX DEPARTMENT

Declaration of Authenticity for internal assessments

Student Name	Year Level	Date
Subject	Achievement Standard / Assessment type	
Title of assignment		

I, _____ (*student name*), declare that

(*tick*)

- The work for this assessment is my own original work created for this assessment
- That where I have re-used the work of another person, that work is clearly identified and the source is properly acknowledged (in footnotes, captions or bibliography)
- That any advice and help I have received for the assignment, I have recorded from whom and described the assistance received
- That all works consulted in producing this assignment have been included in the bibliography

Signed _____ Date _____

Parents and caregivers

To the best of my knowledge the work submitted for this assessment is original and has been produced entirely by the student.

Parental Signature _____

Date _____