

## **Assessment Policy and Procedures 2023** **Information for Students**

### **1 Course requirements**

In accordance with the School's policy it is expected that every student will

- complete all requirements for each course in which he / she is enrolled
- fulfil all reasonable homework and assignment requirements
- attend classes regularly, as set out in the school policy on attendance.

### **2. Course Outline and Assessment Programme**

At the beginning of Term 1, in each subject, students will be given the following information:

- an outline of the course for the year
- a year planner showing the learning areas to be covered and an approximate time frame
- an assessment outline detailing:
  - specifications of all NCEA standards to be assessed during the year
  - approximate due dates for internal assessment
  - any further assessment opportunities that will be offered
  - when practice assessment towards external standards will occur

### **3. Internal Assessment**

#### **Due dates**

Due dates for internal assessment are advised well in advance, in writing, and in fairness to all students, must be observed. Students are expected to manage their time effectively. It is not acceptable to miss other classes to complete or prepare for internal assessment. On the date that a 'take home' internal assessment assignment is due, it is to be handed in to the designated subject teacher in a pre-arranged venue *before classes commence for the day (i.e. before 8.45am)*. Work submitted after that time will have failed to meet the deadline and students will have to make a special case to the Deputy Principal to have their work considered.

An extension to a set deadline can only be approved by the Deputy Principal. The student concerned must see the DP, or subject teacher, stating the reasons for the request. An extension will only be granted if the reason for the extension is out of the students control and has unfairly prevented the work being completed. i.e. a heavy workload or poor time management are not valid reasons – this can be managed by careful planning. Serious illness, physical injury, family tragedy etc are more valid reasons.

### **4. Misses and Late Assessments**

Circumstances may occur which are beyond the student's control, when they are unable to be present for an internal assessment or have not been able to complete internal assessment by the due date. Legitimate absences include illness, family distress (e.g. bereavement) and school-approved trips. Information is outlined below on how such situations are dealt with.

#### **Illness**

Where a student is ill on the date an assignment is due, it is the responsibility of the student to ensure that the assignment is delivered to the School on that day. Students or their caregivers should phone the School and advise when the assignment will arrive at the office.

When a student is unable to present themselves for internal assessment because of illness and requests assessment on another date, one of the following should be provided:

- For absences of 3 days or more - a medical certificate which states that the doctor has examined the student and that in his/her opinion the student was "sufficiently unwell to present themselves on (specify date) for assessment."

- For absences of less than 3 days - a written note from a parent or guardian stating that the student was *"sufficiently unwell to present themselves on (specify date) for assessment."*

Where illness has prevented a student from meeting a deadline or preparing for assessment, a medical certificate must be provided which states that the doctor has examined the student and that in his/her opinion the student was *"sufficiently unwell in the (number) days immediately prior to (specify date) to meet the requirements of their internal assessment task."*

### **Family distress**

A phone call or note from a parent to the Deputy Principal to explain the problem is required. Such information will be confidential.

### **School trips**

If a student knows that he /she is going to be out of school on a field trip, sports trip or other school approved outing when an assessment is due, he / she should notify the teacher in advance. The work should be handed in before the departure date.

### **Non-completion**

Students who take self-interest leave (for example, a family holiday) or who fail to complete a task for internal assessment without evidence of a legitimate absence will be given a Not Achieved grade.

### **Catching up on missed assessment**

On their return to School following a verified, legitimate absence, a student will be given, where possible and practicable, any test which they may have missed or an extension to complete assignment work by an agreed date.

In situations other than illness, *an extension may only be granted at the discretion of the Deputy Principal, in consultation with the subject teacher concerned.* However, such extensions are only granted in exceptional circumstances.

All assessment that occurs outside the set dates must be negotiated through the Deputy Principal. In some instances, it may be impractical for students with legitimate absences to be assessed for a particular standard.

### **Further Assessment Opportunities and resubmission of work**

Further Assessment Opportunities – a maximum of 1 FAO may be offered after an assessment has been completed. This will be a new assessment task and take place after further learning has taken place. A FAO will only be offered if it is manageable and teachers should make it clear at the commencement of the programme of study whether one will be offered. If a FAO is offered to one student, it should be offered to all students, regardless of their performance on the first opportunity.

Resubmission – a resubmission can be offered when a student has Not Achieved a standard. The resubmission should be limited to specific aspects of the assessment and no more than 1 resubmission should be provided. The resubmission must take place before the teacher gives any feedback to the whole class (or any student) on the work done. A resubmission should only be offered where a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting themselves. The maximum grade a student can achieved following a resubmission is an Achieved Grade.

### **Electronic mishaps**

Students need to be aware that electronic mishaps are not a legitimate excuse for missed deadlines. Back up copies, print outs of work in progress and email are ways in which a student can ensure that there is sufficient evidence of their progress towards assessment.

### **Special conditions**

Assistance is available for students who need special conditions for internal and external assessment, and who have been identified as meeting the necessary criteria. Details outlining this procedure are available from the Deputy Principal.

## **5. Authenticity**

Each student is encouraged to read around the topic he / she is preparing for assessment, discuss ideas and seek advice. This is a valuable part of the learning process. However, a student's own work is based on his / her own experiences, research and reading; it changes the words, forms and ideas of other people in some significant way. By handing in a piece of work for assessment a student is claiming that the work is their own.

In NZQA assessments, the following are serious forms of misconduct:

- Impersonation – where work has been done by someone other than the person being assessed. This could be another student or family member.
- Failure to accurately declare any significant assistance you received with an assessment. This could be too much guidance or undue help from the teacher or assessor.
- False declarations of authenticity
- Using notes, copying others' work, or other forms of cheating in exam/test situations.
- Communicating with others, being disruptive, dishonestly assisting or hindering others in exam/test situations.
- Getting specific answers for the assessment activity because it is publically available (such as MOE/TKI activities on the internet)
- use of AI Tools such as ChatGPT

A student who submits work for assessment that they have not written or produced themselves is guilty of *plagiarism*. This is a serious offence in any academic or publishing environment.

### **How to ensure authenticity (for students):**

- Include an appropriate *bibliography*. Work that directly quotes or copies the ideas, words or forms of another person must be properly acknowledged and attributed to that person.
- If in doubt, check with a teacher before the task is completed whether an intended form of assistance is appropriate for a particular assessment task.
- State the contribution of all group members when more than one person is involved in group assessments.
- Keep plans, drafts, worksheets or logbooks used when items of work are produced over an extended period (ie longer than two weeks)
- If working in Google Docs then the Doc can be shared with the teacher concerned and all amendments tracked and authenticated.

In examination or assessment situations it is essential that a student's work can be verified as their own. It is common practice for your teacher to ask you to sign an Authenticity Statement prior to completion of an assignment or internal assessment.

If the authenticity of a student's work is called into question, the matter will be referred to the Principals Nominee – see Authenticity Breach Process below:

## **Authenticity Breach process**

**Expectations:** It is expected that teachers at RAS will provide the opportunity for students, in all assessments, to present authentic work in equitable conditions (between different departments and different teachers). Candidates will be informed of what is expected of them in relation to authenticity issues both in writing (assessment policy) and orally (Senior Assembly) at the start of the year and again just before the November examinations (Information for Students sheet, ECM meeting).

An electronic copy of the Assessment Policy will be kept on the school website.

**Principles:** Underpinning any investigations into breaches for authenticity are the following principles:

- Natural Justice – candidates will be treated fairly, explanations will be listened to and any decisions will be made in good faith without bias or prejudice.
- Transparency – by seeking students' views and keeping them informed at all stages
- Privacy – if any person contacts the school to discuss any details, we require the students' permission before we disclose any information.

**Process:** When a teacher/assessor suspects a student of a possible breach due to authenticity the following process will take place:

- Teacher to inform the Principals' Nominee of the nature of the breach
- PN will ask the student for an explanation
- An investigation will take place around the suspected breach involving, student, teacher and parent. This may involve seeking extra information and involve other people.

**Outcome:** An outcome will be decided using all the information available according to the principles outlined above. Where an authenticity breach has occurred that has not affected the students' overall result, the student will be given a warning. Where an authenticity breach has occurred that has affected the students' result then the **student will be given a Not Achieved** for that particular standard. In this case a FAO will not be given to the student concerned (unless a FAO has been offered to all the students in that class already).

## **6. External Assessment**

### **Derived Grades**

Where a student is unable to sit an external examination or his / her performance is adversely affected because of illness or other personal misfortune, he / she may be eligible to make an application for a *Derived Grade*. In this case the school is asked to provide evidence of that student's achievement based on practice assessment towards the specific standard concerned. This would usually be the results of assessments done under examination conditions during Senior Examinations in Terms 2 and 3 (for VLN subjects, it may be impractical to timetable these exams during RAS senior exam weeks but any practice exams, whose grades are intended to be used for a derived grade, should be done under examination conditions). Where students have not completed those practice standards, a Derived Grade may not be possible.

### **Conduct in external examinations**

During the year, the teachers at Roxburgh will ensure that students are familiar with the regulations that govern external assessment and that school examinations are conducted under NZQA conditions. This will ensure that students are familiar with the appropriate procedures. Students who breach NZQA regulations during external assessment are liable to have their results declared invalid.

## **7. Monitoring entries and results**

There are 3 ways in which students can keep track of entries and results:

- MUSAC Edge student portal
- Edge App
- NZQA student log-in

### **Confidentiality**

Student results are confidential to the student concerned.

## **8. Return of work and Appeals**

Students should have marked work returned to them in a timely manner - after sufficient time has been given for marking and moderating of work. Teachers are not required to return unmoderated grades.

If a student disputes any grade, it is their right to:

- discuss it with the teacher and query the grade at the time the work is returned
- Formally appeal to the Principal's Nominee
- Request that the work be reassessed. Appeals should be lodged with the Principals Nominee within 10 days (inc Saturday and Sunday) of the work being returned to the student.

## **9. Reporting/Feedback on Student Progress**

Students and their parents receive regular reports, both verbal and written, during the course of the year. Comments will acknowledge successes and identify any areas of concern. Students are welcome to discuss their goals or any concerns about their academic progress with their Whanau Teacher, subject teacher or the Deputy Principal.

## **10. Internal Moderation**

Internal Moderation at RAS is the quality assurance process that ensures any results reported to NZQA are credible and valid.

## **11. External Moderation**

All NCEA teachers take part in an External Moderation process..

## **12. NZQA Learner Log-in**

Students can set up their learner log in by going to [www.nzqa.govt.nz/login](http://www.nzqa.govt.nz/login) . Through their NZQA Learner Log-in, students can:

- check** entries and results are accurate
- order** copies of certificates
- print** a Record of Achievement
- update** personal details, such as email address
- print** copies of exam admission slips
- access** the digital exam platform
- access** marked exam papers
- request** reviews or reconsiderations external exam papers by the due date.

