

# ASSESSMENT PROCEDURES AND REQUIREMENTS FOR ASSESSMENT OF NQF STANDARDS



2008



A GUIDE FOR STUDENTS AND THEIR CAREGIVERS

# OTAMATEA HIGH SCHOOL ASSESSMENT PROCEDURES AND REQUIREMENTS

## Internally Assessed Standards

The procedures outlined in this booklet apply particularly to internally assessed standards that are part of the National Qualifications Framework eg; NCEA National Certificate in computing, National Certificate in Horticulture.

### Missed Assessments / Compassionate Consideration

Students are not permitted to be absent from assessments, unless it is beyond the student's control (e.g. sickness, family bereavement).

In internally assessed standards the following conditions apply:

1. Absences beyond student control will result in a grade based on evidence of achieving all criteria on another occasion. These judgements will be supported by documentary evidence. (eg; homework, classwork, another exercise using the same skills)
2. For all absences, notes should clearly indicate the following:
  - Name and form of the student
  - date(s) of absence
  - specific reason for the absence
3. Notes are to be supplied preferably on the first school day following the absence and definitely within three days of return to school.
4. Absence due to illness, where an assessment has been missed, must be explained with a doctor's certificate.
5. If a student misses an assessment for a reason other than illness (eg; family bereavement) then the parent/caregiver must approach the Principal's Nominee (Deputy Principal) directly to request compassionate consideration.

Any other reason completely beyond the student's control will be treated on its individual merit. Parent or caregiver must approach the Principal's Nominee (Deputy Principal), directly. **However, a grade will only be granted in exceptional circumstances.**

## Appeals

Appeals against assessment will be handled as follows:

- The student, parent or caregiver should initially approach the teacher concerned.
- Should the appeal not be resolved it will then be considered by the teacher in charge of the Essential Learning Area (HELA).
- If the matter is still not resolved the matter will then be considered by the Principal's Nominee. If any of the fore-mentioned is the student's subject teacher they will be replaced by the Deputy Principal, Assistant Principal or another member of the Senior Management team.
- The school may also get an independent assessor to verify the judgement.
- Appeals against assessment should generally be lodged with the Principal's Nominee within 1 week of the assessment being returned to the student. An appeal form is available from the Principal's Nominee (Mr Fletcher). Final date for all appeals is September 1<sup>st</sup> in the calendar year that the work is undertaken.

## Attendance

Normal school procedures regarding attendance apply to senior students. Realistically, however, seniors are often involved in activities outside the classroom. Nevertheless, students who are frequently absent from class must remember that they penalize themselves because they miss the work covered. Therefore, it is important that senior students are realistic when they commit themselves to activities that take them away from their normal timetabled classes. In general, **students will be required to catch up on work missed through absence.**

## Authenticating Student Work

A range of practices can be used by teachers to assure that the work assessed is the student's own work. These vary according to assessment context. The following examples are acceptable practices:

### Single assessment events

This involves carrying out the assessment under examination or test conditions and includes some or all of the following:

- Separating students.
- Talking not permitted.
- No reference to other materials permitted.

### Multiple Event Assessments – Projects/Assignments

- Plans, notes and drafts kept
- Conferencing to establish work is authentic
- Milestone stages recorded
- Work completed in class

## **'Call-backs'**

- Where a final performance produces results that raise suspicion in a teacher's mind, a 'call-back' may be used where the student is asked to do any or all of:
  - Repeat the performance, for example, manipulate data using a computer.
  - Describe orally the processes followed, for example, describe the website visited and the information gathered (or repeat steps taken under observation).

Provide evidence that they did carry out a particular process, for example, confirmation from a local resident that they were interviewed.

## **Coursework requirements**

These requirements are as follows:

1. A genuine attempt must be made with work that is part of the course of study even though the particular item may not count directly towards a national qualification. This includes participation in class work and completion of homework requirements. This is important because a compassionate grade could be based on this evidence.
2. If students are enrolled (this means all of the standards that are recorded on the student's file at the end of March) in a course of study, then they are expected to complete all of the assessments linked to that course. If they are unable to complete their assessment during timetabled periods they will be expected to do so during Catch-up Tutorials. Parents will be informed by the Senior Dean when students fail to complete assessments.
3. Students must be enrolled in a full-time course. Although a student may elect not to enter a particular standard for a qualification they must continue to complete any coursework or homework. Exceptions to this rule may only be granted by the Deputy Principal in conjunction with the Senior Dean. A discussion with parents would be a necessary condition of that approval being granted.
4. Records will be kept of work completion. These records will be reflected in the written reports sent to parents.

## **Deadlines**

Teachers will determine when students are ready to be assessed. However, students should plan work well in advance so that they are able to meet set deadlines.

Teachers will assist students to plan by:

- giving the students a year overview of when the major assessment events will occur during the year, their credit value and a description of each assessment
- giving at least seven day's notice before setting final assessment deadlines – if an unanticipated event occurs a teacher may extend the deadline for the whole class
- unless prior arrangement is made with the teacher, or a student is unable to complete an assessment through illness, late work will not necessarily be marked
- negotiating an exact date of an assessment or deadline with the whole class

## Reassessment

In some circumstances students may be able to undertake a reassessment. This is at the discretion of the HELA.

The school retains the right to stipulate when, where and how these reassessment opportunities are to be completed.

Teachers may also seek other evidence from notes, homework, formative tasks or other projects that students have met a standard.

## Record Keeping

- Students should retain on file all assessed work, unless it is work completed to achieve a specific standard, in this case the teacher is required to file it for the purposes of moderation. In the case of an appeal the work will be required by the school or NZQA. Completed work also assists with applications for compassionate consideration.
- Students should keep their own record of marks gained on formal assessments. Every course teacher will hand out a course outline that will also include a tracking sheet for students. Students can also use the tracking sheet attached to this booklet.
- All grades are recorded electronically. Students must initial the printouts that they are correct.
- Students must also very carefully check that they are entered in the correct standards. Consult your teacher if unsure.

## Student Information

All students should receive a copy of the following information:

- **Course outline** – this should cover main topic areas and when they will be taught.
- Summative **assessment planner** for the year. This should clearly state:
  - The type of assessment task.
  - A brief description of the content area assessed.
- A statement outlining the method of **inter-class moderation**.
- A copy of departmental **re-assessment** procedures.
- An outline of the **appeal** process.
- Check that every student has a copy of the **booklet** 'Assessment Procedures and Requirements for the Assessment of NQF standards.
- All students should be provided with the means to record their assessment results. This tracking sheet should record standard number, version number, credit value, internal or external, timing of assessments.
- A template with the agreed format for the content of student information exists on K drive.

## Special Assessment Conditions

Students with special needs may be entitled to special assessment conditions. If a student and their family feel that not having special assessments conditions would disadvantage the student and prevent them from achieving at their true level then they should approach the SENCO (Susan Butler). A number of conditions need to be met.

These are:

- A recent diagnosis from a specialist documenting their condition eg; doctor, educational psychologist.

- Student must be receiving ongoing support.
- Student must have been provided with special assessment conditions during in-school assessments.

## **National Certificate of Educational Achievement (NCEA)**

NCEA is just one of the qualifications available in the National Qualifications Framework (NQF). Credits students gain for their NCEAs may be reused for other National Certificates.

In most courses students will study and be assessed against a series of Achievement Standards. Some of these are internally assessed, but others are assessed externally. The exact balance of internal/external assessments varies from course to course. Students gain credits for each Achievement Standard. Individual courses typically contain between 20 and 30 credits.

Some courses are assessed against for **Unit Standards**. Unit Standards also achieve credit towards NCEA. Unit Standards differ from Achievement Standards in that they are either achieved or not achieved. However, for each **Achievement Standard** attempted students will receive one of **four** possible grades; Not Achieved, Achieved, Merit, Excellence. These distinctions may be important in gaining entry into courses at higher levels.

Some courses are assessed against a mix of Achievement Standards and Unit Standards.

To gain a NCEA Level 1, students will need to earn 80 credits. Of these, 16 credits are required to prove students have reasonable skills in reading, writing and dealing with numbers. (8 literacy credits and 8 numeracy credits)

To gain a NCEA Level 2, students will need 80 credits. At least 60 must be at Level 2 or higher. Any Level 1 credits achieved can count towards the 80 credits.

To gain a NCEA Level 3, students will need 80 credits. At least 60 must be at Level 3 or higher. Any Level 2 credits achieved can count towards the 80 credits.

To gain UE, students will need 14 credits at Level 3 in two approved subjects plus 14 credits at Level 3 across any other two subjects. Students also require Level 2 literacy (8 credits – 4 credits in reading and 4 credits in writing) and Level 1 numeracy (14 credits).

Students will be given year plans and assessment schedules in all courses. It is vitally important that students and parents read through the assessment material. Instructions need to be followed very carefully.

### **Progress from one Level to the next.**

- All senior students must be enrolled in a “full-time” course.
  - Most students will progress with their year group.
  - Study at a higher level is at the discretion of the Deputy Principal and/or Senior Dean, but will generally require the student to meet the following criteria.
1. Any pre-requisite published in the Student Course Information Book.

**OR**

2. If pre-requisites are not met in some cases HELAs may grant dispensation.

### **Year 11**

A 'full-time' course for most students will be English, Maths, Science and three other courses. Some may study by correspondence (eg; Correspondence course, STAR course). Some may have 'study' for one subject and others may be on the 'Gateway' programme.

### **Year 12**

A 'full-time' course for most will be English, Maths and four other courses. Some Year 12 students may do study, correspondence or Gateways.

### **Year 13**

A 'full-time' course for most will be five courses and a line of study. Some may do six courses or correspondence or Gateways.

## **Externally Assessed Standards**

- For every standard assessed externally, particularly those assessed by written examination, the school will require students to sit **TWO** practice assessments.
- For every subject assessed by a practical assessment the school will provide students opportunities to practise the practical skills before the final assessment.
- Any student who is unable to sit an external examination through illness etc, must approach Mr Perkinson to request a Compassionate Consideration form.
- Students who achieve Merit and Excellence in school practice external exams should ensure they are entered for those external standards.
- Students who gain Not Achieved grades in school practice external exams may want to consider adjusting the balance of their course so that it is made up of more internally assessed standards.

## **NCEA endorsed with Merit or Excellence**

If students gain 50 credits at excellence or merit level they will receive an endorsed certificate. These can be achieved retrospectively. For example, if a student achieves 40 level 2 credits at merit one year and then returns to school the next year and achieves 10 level 3 credits at merit, they will receive a level 2 certificate endorsed with merit. If they go on to achieve another 40 level 3 credits at merit the higher level certificate is endorsed; in this case, the level 3 certificate.

## **School Awards**

In addition to national qualifications students can work towards school awards such as dux

or first in class. These awards are calculated from marks awarded for activities on an agreed assessment schedule.

There are also other scholarships available such as an NQF fees scholarship for students who gain 30 credits or more at merit or above in external exams.

For a full list of school awards see the prize-giving directory. A copy is generally kept in the school library.

# Fees/Financial Assistance/ Fee deadlines

## Fees for 2008

### Fee structure for domestic candidates

Entry fee for all NQF standards and up to 3 Scholarship subjects **\$75**

Additional Scholarship entries

**\$75 per subject**

### Fee structure for international fee paying candidates

All NQF standards **\$375**

All Scholarship entries

**\$100 per subject**

## Financial assistance

- a. The applicant for financial assistance must be the fee payer and meet at least one of the following criteria:
  - i. receive a Work and Income or Study Link benefit
  - ii. have a joint family\* income below the threshold for receipt of a Community Services Card
  - iii. have one or more children in the family\* undertaking these qualifications in the same year, irrespective of income.
- b. Financial assistance is applicable only to domestic students.
- c. Candidates applying for income-related financial assistance are required to pay a processing fee to offset handling costs for processing entries, and administration and certification fees.
- d. Families with one or more children who are candidates are entitled to partial remission of fees irrespective of family income.

## Table of financial assistance available

	<b>Eligible for beneficiary or income based assistance</b>	<b>Not eligible for beneficiary or income based assistance</b>
	<b>Fee to pay</b>	<b>Fee to pay</b>
One child who is a candidate	Processing fee NQF \$20.00	Full fee
One or more children who are candidates	Processing fee NQF \$30.00 per family	A maximum of \$100.00 per child and \$200.00 per family

**The Fees deadline for Otamatea High School students is Tuesday August 1<sup>st</sup> 2008**



