

Papatoetoe High School



Assessment and Moderation Handbook
for Students and Whānau

2020

To watch a video about how NCEA works go to:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/video/>

NCEA Guide: Mobile App from NZQA

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/mobile-app/>

To help parents and employers better understand NCEA, NZQA has developed an app designed for mobile devices - phones and tablets. Called NCEA Guide, the app is for parents, whānau and employers and provides quick and easy access to key information about NCEA.

NCEA Guide includes key content about the structure of NCEA, how the qualification is used after studying, how credits work, and how endorsements are earned. Users can also choose to view the content in English or Te Reo. Importantly, parents and whānau can also get information about how they can support family members studying towards gaining their secondary school qualification.

What is NCEA?

Each year, students study a number of courses or subjects. In each subject, skills and knowledge are assessed against a number of standards. For example, a Mathematics standard could be: *Apply numeric reasoning in solving problems*. There is a range of internal (school-based) and external (assessed nationally) assessments to measure how well students meet these standards.

When a student achieves a standard, they gain a number of credits. Students must achieve a certain number of credits to gain an NCEA certificate. There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. In general, students work through levels 1 to 3 in years 11 to 13 at school.

Credit requirement

NCEA level	Requirements
Level 1	80 credits including literacy and numeracy.
Level 2	60 credits at level 2 or above including literacy and numeracy. + 20 credits from any level
Level 3	60 credits at level 3 or above including literacy and numeracy. + 20 credits from level 2 or above

Literacy requirement

Minimum of 10 credits through either:

- Specified assessment standards - specified achievement standards available through a range of subjects and English for Academic Purposes unit standards 22750 and 22751 (minimum total of 10 credits), or
- Unit standards - package of three literacy unit standards (total of 10 credits - **all** three required – (US26622, US26624, US26625)

Numeracy requirement

Minimum of 10 credits through either:

- Achievement standards - specified achievement standards available through a range of

subjects - (minimum total of 10 credits), or

- Unit standards - package of three numeracy unit standards (total of 10 credits - **all** three required US26623, US26626, US26627).

Credits can count towards more than one certificate

Credits gained at one level can be used for (or count towards) more than one certificate. They may also be used towards other qualifications. For example, unit standards in the domain 'generic computing' might be used towards a Level 2 NCEA certificate as well as towards a National Certificate in Computing (Level 2); or credits gained at Level 3 can also count towards a Level 2 NCEA certificate.

Recognising high achievement with 'endorsements'

Students are recognised for high achievement at each level by gaining NCEA with Merit or NCEA with Excellence. High achievement in a course is also recognised.

Certificates are 'endorsed' to reflect high achievement in a significant number of standards.

Course endorsements show that students have performed well in an individual course.

Certificate endorsement

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence.

If a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit.

The Record of Achievement shows endorsement awards.

Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

Course endorsement

Students will gain an endorsement for an individual course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, and
- at least 3 credits are from externally assessed standards, and
- at least 3 credits are from internally assessed standards.

Note, this external requirement does not apply to Physical Education, Religious Studies or level 3 Visual Arts.

UNIVERSITY ENTRANCE AWARD

University Entrance (UE) is the minimum requirement to go to a NZ university. You need:

- NCEA Level 3
- Three subjects **at Level 3 or above**, made up of:
 - 14 credits each, in three approved subjects
- Literacy - 10 credits **at Level 2 or above**, made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - 10 credits **at Level 1 or above** made up of:
 - achievement standards – specified achievement standards available through a range of subjects, or
 - unit standards - package of three numeracy unit standards (26623, 26626, 26627- **all** three required).

Note: The UE Literacy requirement is at a higher level than the literacy requirement for NCEA Levels 1, 2 and 3.

Note: The Numeracy requirements are the same as for NCEA Levels 1, 2 and 3.

Credits

Credits can be accumulated over more than one year. Once you have met the requirements for University Entrance it will appear on your Record of Achievement.

VOCATIONAL PATHWAY AWARD

The Vocational Pathways provide new ways to achieve NCEA Level 2. These pathways will let you see how learning and achievement will be valued in the workplace. They will also suggest the types of study options and jobs opportunities available to learners.

Employers will be able to see learner strengths, abilities, interests and achievements when they look at the Vocational Pathways information.

To achieve the Vocational Pathways Award, a learner must:

- achieve NCEA Level 2 which includes literacy (10 credits) and numeracy (10 credits) at Level 1 or above, and
- achieve 60 Level 2 credits from the Recommended Assessment Standards including 20 Level 2 credits from Sector-Related Assessment Standards for the same Vocational Pathway

A learner can achieve more than one Vocational Pathways Award if they complete the requirements.

KEY WORDS AND EXAMPLES

Achievement Standards

These are standards that are used to assess student learning. Each of these standard numbers begins with a '9'. There are four grades for achievement standards:

- Achieved (A) for a satisfactory performance
- Merit (M) for very good performance
- Excellence (E) for outstanding performance
- Not achieved (N) if students do not meet the criteria of the standard

Assessment standards

This simply means Achievement Standards and Unit Standards. It is a way of putting them together when talking about them.

Approved subjects (also called University Entrance Approved Subjects)

These are subjects that, at Level 3, count towards the University Entrance requirement. They are assessed through Achievement Standards e.g. English, Physics, Social Studies. (Unit standards courses are not UE approved subjects.)

Course

This is what you study at school. It is more specific than "subject". Physics is a subject, but Level 1 Physics is a course.

Course prerequisite

These are school requirements that you must meet to apply for a Level 2 or Level 3 course e.g. for Level 3 Physics you must have achieved a certain number of credits in Level 2 Physics.

Entry requirements

These are the minimum requirements to get into a Certificate, Diploma or Degree or other training programme after secondary school. They must be met before making an application (except when waiting for external NCEA results). Each university / polytechnic / wananga / PTE has different requirements. e.g. Some programmes at The University of Auckland require you to have taken specific subjects and gained minimum credits in certain subjects. Some programmes have other requirements such as a portfolio, audition and/or interview. To apply for the Navy you need to be 17 years old, be medically fit for service, and meet the citizenship and security requirements.

NSN- National Student Number / Register with NZQA

You have a unique National Student Number (NSN). You can use this online to look up information that NZQA holds about you, including your entries, results and your Record of Achievement.

Go to the NZQA website <https://secure.nzqa.govt.nz/for-learners/records/register.do?nsn> to register. You will need your NSN number and your date of birth. Decide on your username and password and enter them, then keep them in a safe place. If you get stuck later on, ring the 0800 number.

Record of Achievement

A Record of Achievement (ROA) is an official transcript from NZQA of all the national qualifications and standards that a person has ever achieved. You are entitled to one free RoA each year (if you had results in the previous year).

Scholarship Exams

Scholarship provides recognition and monetary reward to top students in their last year of schooling. Scholarship exams enable candidates to be assessed against challenging standards, and are demanding for the most able candidates in each subject.

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Special Assessment Conditions

Candidates with a permanent or long-term medical, physical or sensory condition and/or specific learning disability may apply for entitlement to Special Assessment Conditions. It must directly impact on their ability to be assessed fairly in assessments for National Qualifications. The NZQA website contains further information.

STAR (Secondary Tertiary Alignment Resource)

This is funding that a school receives to pay for students to be involved in tertiary based courses, most of which are courses taught in timetabled classes. These courses are particularly useful for students looking at Level 2 Vocational Pathways.

Unit Standards

For unit standards, all grades (NAME) may be available, but usually there are just two grades:

- Achieved (A) for meeting the criteria of the standard
- Not achieved (N) if a student does not meet the criteria of the standard

University Entrance Approved Subjects

These are subjects that, at Level 3, count towards the University Entrance requirement. They are assessed through Achievement Standards e.g. English, Physics, Social Studies. (Unit standards courses are not UE approved subjects.)

Vocational Pathways

There are six vocational pathways that can help you choose the right subjects and guide you towards different sectors in the workforce.

- Primary Industries
- Services Industries
- Social & Community Services
- Manufacturing & Technology
- Construction & Infrastructure
- Creative Industries

INTERNAL ASSESSMENTS

A QUICK SUMMARY OF INTERNAL ASSESSMENT

1. All your work **must be your own work**. If not, your grade will be Not Achieved.
2. For some assessment tasks there's only one try, for others there are two.
3. **Follow the rules**
If you don't follow the rules of the assessment, you probably won't get your work marked. Be sure you understand the rules for your assessment task.
4. **Late** To complete an assessment after the assessment date you must apply for an Alternative Assessment Time, and have it approved.
5. **Absence**
If you're sick during an assessment and want to request an Alternative Assessment Time you'll need a medical certificate. Or
You may come to the School health centre for a note to confirm that you were sick at the time. If you know you're going to be away during an assessment for some other reason, talk to your teacher/the HOLA about it, to see if your situation meets the criteria. If it doesn't meet the criteria you may choose to withdraw from the assessment. Fill out the form.

If you're unexpectedly away for another reason contact your teacher urgently to explain this. Whether you can have an Alternative Assessment Time or not will depend on the reason for your absence.
6. **Resubmission**
If you have made a small error in a written task, found in marking; your teacher can return it to you to see if you can recognize the problem and correct it. This is called resubmission. The teacher decides whether your small error will count for resubmission. They can only give you general advice.
7. **Appeal**
If you believe your work has not been marked accurately, or you think you didn't break the rules, you can appeal the teacher's decision. See the form at the back of this book and your teacher to start the process.

SPECIAL ASSESSMENT CONDITIONS

If you have been identified as having significant learning difficulties, whether physical (for example eye tracking problems) or other (for example dyslexia; greater processing time needed) you may be eligible for special assessment conditions.

These conditions may be extra time, a reader and/or writer, the use of a computer, a separate assessment space or a combination of any/all of these.

The Head of the Learning Support Centre / Principal's Nominee will apply to NZQA for Special Assessment Conditions on behalf of all eligible students. Approved Special Assessment Conditions will be provided for both your NCEA internal assessments and preliminary examinations; and you will receive these conditions in your external assessments.

If you think you may have a learning difficulty/ barrier that would qualify you for SAC, please see the Learning Support Centre or the Principal's Nominee.

INTERNAL ASSESSMENT TYPES - EXAMPLES OF TIMEFRAMES AND LOCATIONS

Portfolio (e.g. photography)

- you will start this in class and be given a final due date
- you will usually work at school and at home
- you will work in class time and possibly out of class time at school
- it may include written work e.g. a notebook

Project (e.g. timber garden chair)

- you will start this in class and be given a final due date
- you will usually work at school and possibly at home
- you will work in class time and possibly out of class time at school
- it may include a theory test

Practical demonstration (e.g. coaching a team; preparing food; carving; customer service skills; playing an instrument)

- you will be given a date and timeframe to do this
- it may be a few minutes (speech or musical item), a few hours (experiment) or over a period of time (e.g. coaching a team three times)
- it may be out of school, out of class, out of class time and/or out of school time e.g. at a local tertiary provider; in a workplace; at a music evening; in the wharehenui
- it may include a theory test and/or explaining what you are doing to the assessor or validator (a validator could be in a workplace)

Written test (e.g. recall of facts; interpretation of text/images/scenarios)

- you will be given a date and do this in class
- it may be one period, or more than one period

Essay / Assignment (e.g. response to a novel / interpreting an event in history)

- you may be asked to do this in class and/or at home
- it may be one period, more than one period, or over a week or more

Research project / Assignment (e.g. carrying out a statistics investigation)

- you may be asked to do this in class and/or at home
- it may be one period, more than one period, or over a week or more

COLLECTING VERIFICATION AND SUFFICIENCY OF EVIDENCE

Collecting verification

If you are on placement you may have to get 'signed off' to say that you have demonstrated something e.g. complied with health and safety regulations. The employer/supervisor is your verifier, if they are not a registered assessor or teacher. This is evidence towards your final assessment.

Sufficiency of evidence

You may have multiple opportunities to show that you can do something up to standard each time, for example using equipment the correct way (e.g. carpentry tools, sound and lighting gear or hospitality knives) or performing a skill more than once (e.g. measuring correctly). This is evidence towards your final assessment.

AUTHENTICITY

This means that what you are assessed on must be your own work.

You will be required to sign an authenticity statement for every assessment standard (below).

You may be learning as you go and/or getting ideas from others on the way (e.g. portfolio or project), but the final outcome must be yours. This includes all work, whether written, project, portfolio or any other. If you copy or misuse the work of another student (cheating), your own work is not authentic.

Consequences

If your work has been found to be not your own work, your teacher may stop your assessment or stop marking it and you

- will be called to provide an explanation to the Principal's Nominee
- will be involved in a formal investigation if it is credible to investigate and a significant breach
- may receive a Not Achieved



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AUTHENTICITY STATEMENT

Authenticity Statement

The work I have submitted for this assessment is my own. I have identified my sources and acknowledged quotations and references in this assignment.

Signature of student: _____

Date: _____

This may be included in the Assessment Cover Sheet

ENSURING AUTHENTICITY

Your teachers will require research-type assessments completed over a period of time to be checked off AND signed at regular intervals.

You may be required to keep a log of what you do; get signed off by the teacher after showing them what you have most recently completed; and show them your work as you complete it step by step. This helps to show it is your own work.

During this checking process, your teacher will give you feedback and provide suggestions about how to improve your final presentation. These suggestions are designed to help you achieve your best possible result.

Your teachers may also require plans, resource material and draft work to be submitted with your final product.

You can also expect in many assessments, such as those using research, that your teacher will ask you questions about your work and your understanding. This is also part of the assessment process, as it is gathering evidence about you and your work.

CONDITIONS – RULES ABOUT WHAT YOU MUST DO, AND WHAT YOU CANNOT DO

If any of these Conditions apply to your assessment, you will see them written on your assessment task.

Open book

- you may use the books / notes / information that the teacher tells you

Closed book

- you must do the test without any help, or notes of any type

Time allocation (in class/at home/due date)

- you must complete your assessment within the time allocation written on the task sheet

Test conditions (just like an NCEA end of year exam)

- no talking.
- no passing notes.
- no communication with anyone except the teacher.
- start when you are told.
- stop writing when you are told.
- hand the work in when you are told.

Consequences

If you do not follow the test conditions rules above during your assessment, your teacher may stop your assessment and you

- will be called to provide an explanation to the Principal's Nominee
- will be involved in a formal investigation if it is credible to investigate and a significant breach
- may receive a Not Achieved

NOT ALLOWING OTHER STUDENTS TO COPY YOUR WORK

You may not allow another student to copy your work.

Consequences

If you allow another student to copy your work, both you and the other student

- will be called to provide an explanation to the Principal's Nominee
- will be involved in a formal investigation if it is credible to investigate and a significant breach
- may receive a Not Achieved

REFERENCING WORK FROM BOOKS, ONLINE, PERSONAL CONVERSATIONS ETC

You may use the ideas of other people and work from websites/books etc if you

- reference the work/person i.e. list it (website, book, person) and state what information and/or ideas you received from there
- put quote marks around any words that are directly from someone else e.g. Johnson said "the character of Bob showed great courage"
- clearly write where a diagram, photo or image of any kind is from (website, book, person)

In some subjects there may be 'referencing conventions' that you need to follow. Your teacher will explain this, if you need to do that.

Consequences

If you have used someone's work and not referenced it, your teacher may stop marking your assessment and you

- will be called to provide an explanation to the Principal's Nominee
- will be involved in a formal investigation if it is credible to investigate and a significant breach
- may receive a Not Achieved

ASSESSMENT TIMES AND REQUESTS FOR ALTERNATIVE ASSESSMENT TIMES

Notification of Assessment Times

- you will receive an assessment statement for each course.
- the assessment statement will give you the school term when the assessment is taking place / the due date, and possibly the week.
- your teacher will tell you the date and time of your assessment two weeks (at the latest) before the assessment takes place / before the due date.

Alternative Assessment Time application

This request must be in writing using the approved form at the end of this booklet. A copy of the approved form will be attached to your assessment by your teacher.

- you may make a request to complete the work after the time the assessment is taking place / the due date, if you are in the following categories:

Before the assessment you may make a request if you are unable to attend because you:

- have ill health (a medical certificate must be provided or you may come to the School health centre for a note to confirm that you were sick at the time)
 - have a bereavement (a note must be provided)
 - are representing the school e.g. in sport
 - have a clash with another assessment e.g. one assessment requires you to be out of school while the other is in class
 - are at an approved off-site commitment e.g. MIT trades academy, a Gateway placement or Youth Employability Passport work placement

After the assessment you may make a request if you were unable to attend because you:

- had ill health (a medical certificate must be provided or you may come to the School health centre for a note to confirm that you were sick at the time)
 - had a bereavement

What if I am present for one part and miss another part of an assessment / time?

The Alternative Assessment Time application must be used if you miss any scheduled assessment, or **part** of a scheduled assessment.

This means that if you are away, the reason **MUST** be the list above if you are requesting an Alternative Assessment Time. One example would be that you were away for one week of an in-class research assignment that took three weeks.

Your teacher cannot just 'give you another period because you were away'. It must be documented and you must meet the criteria.

This Alternative Assessment Time application must go to the Head of Learning area. If approved

- the teacher will organise the alternative assessment time with you (e.g. a new due date; a rescheduled time; more time in class) and write it on the application form
- the HOLA will file the original of the application form, once the assessment is complete

If you have a situation that does not come under these Alternative categories you must see the NZQA Principal's Nominee (the Deputy Principal: Assessment and Reporting).

INDIVIDUALISED PLANS

Your teacher may ask you to discuss the timing of your assessment because you have

- an Individualised Learning Plan in your course and are therefore doing one or more of these:
 - taking an additional assessment standard off-course (PLEASE FILL OUT THE FORM)
 - taking an optional assessment standard in the course
 - being assessed when you have completed the learning
- agreed to an offer / requested to take an additional assessment standard off-course e.g. a dance standard at Polyfest (PLEASE FILL OUT THE FORM)
- requested to take an assessment standard in the course, although you missed the *learning* in class because you were e.g. in hospital or enrolled late, and are willing to do the learning in a self-directed way

MARKING, MODERATION AND RETURN OF STUDENT WORK

It should take less than three weeks for your work to be marked and shown to you with your results.

During this time, it is marked as well as moderated. This means that a sample of student work is checked by another teacher to ensure that the marking is accurate and consistent.

Once the marked work is shown to you in class, there may be a chance to do a resubmission if you have made a small error or two. See the section on resubmissions. Once that is complete, the final grades are entered on the KAMAR student database and your work will be returned to you (unless there is a commercial reason why it cannot be returned).

RESUBMISSIONS

If part of an assessment has a small error than can be found and corrected by you (timeframe depends on the task), then your teacher will give you ONE opportunity to complete a resubmission. An example is where you used the correct method but made an error with the calculation in that method.

Your teacher is not allowed to give the class any feedback, or do any more teaching about that topic, before the resubmission. You will receive some broad guidance but nothing specific or detailed.

This opportunity may be offered outside of class time. It is up to you whether you complete it or not.

PRIVACY AND ACCESS

You have certain rights of access to and privacy over your grades.

- Results/grades will be reported individually to you, and not read out or shown to other students
- Your work and recorded grades will be stored securely
- Completed assessments will be returned to you, unless they are purchased under a licence stating that they cannot be returned to students (the majority can)
- Assessments that will be used for moderation will be scanned, printed and stored

SIGNING A PRINT-OUT OF YOUR RESULTS

For EVERY assessment standard that you receive a result for, even Not Achieved, you must sign a KAMAR print-out if you agree that your result is recorded correctly.

- If you think the result is incorrect, don't sign, and tell your teacher that it needs to be changed.
- If you think the recorded result is unfair, you should have already requested an appeal (due 7 days after receiving your result - see Appeals section).

APPEALS

You are able to request an appeal if:

- a) You feel the assessed/recorded result is unfair or inaccurate.
- b) You feel the marking is inconsistent.
- c) You disagree with the decision relating to assessment misconduct (authenticity issue / copying or allowing others to copy / referencing issue / not complying with assessment conditions)
 - Your teacher will explain the marking criteria when your work is returned (after any resubmission opportunity)
 - You have seven (7) days after receiving your grade to make an appeal. You must not alter your work in any way during this period. Altered work will not be reconsidered.
 - An appeal sheet is included with this booklet and is to be used for all appeals.
 - If the matter cannot be resolved, the Deputy Principal Assessment and Reporting will investigate the issue and make a decision which will be final.
 - You will be informed in writing of the decision.

FURTHER OPPORTUNITIES FOR ASSESSMENT

Your learning area MAY provide you with ONE other opportunity for assessment in each assessment standard within the following year.

If there is going to be NO further opportunity, then you will be told at the beginning of the year that there is ONLY ONE opportunity. This will be in your Assessment Statement for the course.

If your assessment has a small error than can be found and corrected by you in 15-20 minutes, then your teacher will give you ONE opportunity to complete a resubmission. An example is where you used the correct method but made an error with the calculation in that method.

If there is a Further Opportunity for Assessment, it will be

- within a year of the first one
- a different assessment task, not the same one as the original one
- offered to all students
- possible to improve your grade – NA, A, M, E are all available in an Achievement Standard – whatever the first one was. You will be awarded the higher grade achieved over both opportunities.
- with the same assessment conditions as the first one
- available to all students, including those who were not able to sit the original assessment for an acceptable reason (not if you were truanting for example)

ASSESSMENT STANDARDS IN A FOLLOWING YEAR

If you take a course that has an assessment standard you have already passed, you **DO NOT NEED TO DO IT AGAIN**.

However, you **ARE ALLOWED** and encouraged to do it again if you want to improve your grade eg. from Not Achieved to Achieved etc.

WITHDRAWALS

Have you had very poor attendance for a period of time, no matter what the reason?

If so, you may have missed so much work that you have not learned enough to complete the assessment tasks and achieve them.

You are able to apply for a withdrawal from an assessment standard if you are in a situation like this.

In any other situation where you may wish to withdraw, first check with your teacher to see if you are / could be on an Individualised Learning Plan. This may help you to plan and manage your work, especially in courses where there are various pathways such as music or textiles technology.

If you wish to apply for a withdrawal for any other reason, please talk to your teacher, mentor and your whānau to discuss options and consequences.

The withdrawal application form is at the end of this booklet, and needs to be signed by you and your parent/caregiver.

YOUR RESPONSIBILITIES

You should keep your own separate record of results.

It is your responsibility to check your results in KAMAR and on the NZQA website on a regular basis (see the section on checking and tracking).

Keep your NSN (National Student Number) and your password to the NZQA website in a safe place.

Sign the KAMAR print-out to acknowledge your acceptance of results.

Check that you are entered for credits that will meet your achievement goals, for example the literacy/numeracy; Vocational Pathway Award and/or University Entrance Award requirements.

CHECKING AND TRACKING YOUR RESULTS

Use the Learner Login facility on the NZQA web site to check your results. They are submitted on the 1st of the month to NZQA by the school, so updates are not immediate.

Go to: <http://www.nzqa.govt.nz/for-learners/index.html>

NCEA Student App from NZQA

The App is available from the iTunes and Google Play stores.

What does the App do? Students were involved in the design of the App from the beginning, and chose the functions that were of most value to them. Functionality provides you with the ability to:

- Select and set your NCEA credit goals and targets
- See how you are tracking towards NCEA Levels one, two and three, including Literacy, Numeracy and University Entrance (UE)
- Set reminders for each standard such as when assignments are due
- Capture your results as they are achieved and cross check with the school or NZQA
- Personalise with information such as NSN number or details about a course or standard (such as the teacher's name or timetabled classroom)
- Customise with different colour coding options and the ability to add photos
- Use in English and Te Reo Māori.

KAMAR Student Database Access

Students and parents can access results from KAMAR on the internet with the Parent/Student Portal. Contact the school for the username and password details.

KAMAR App - What's Required?

- An iPad, iPhone or iPod Touch running iOS 7 or later
 - Staff, Students or Parents can download the KAMAR app for iOS from the App Store within iTunes (search for 'KAMAR').
- OR an Android device running Android version 2.1 or later
 - Staff, Students or Parents can download the KAMAR app for Android from Google Play on their Android device directly (search for 'KAMAR')
- Access to the school network via wireless or over the internet
- Contact the school for the username and password details

EXTERNAL ASSESSMENTS

DERIVED GRADE FOR EXTERNALLY ASSESSED STANDARDS

- You can apply for a derived grade if you believe your performance in the external examinations has been impaired because of illness, injury, family bereavement, trauma or any other unforeseen circumstances. A medical certificate and/or other satisfactory written evidence must be provided.
- Applications are made to NZQA for a derived grade via the Deputy Principal Assessment and Reporting. NZQA will ask the school to provide evidence of your ability from formative assessments and/or the preliminary exams held during the year.

ALTERNATIVE ASSESSMENT TIME APPLICATION

Name _____ Date of assessment _____

Course _____ Level _____ Teacher _____

Assessment Standard Title _____ Number _____

Type of assessment (e.g. written test, experiment, speech) _____

Before the assessment (fill out if applicable)

I am unable to attend / complete this assessment because I (please circle):

- have ill health (attach medical certificate OR a note from the school health centre)
- have a bereavement (attach note)
- am representing the school e.g. in sport

Please state what: _____

- have a clash e.g. one assessment requires me to be out of school while the other is in class

Please explain: _____

- am at an approved off-site commitment e.g. MIT trades academy, a Gateway placement or Youth Employability Passport work placement

Please state which: _____

After the assessment (fill out if applicable)

I was unable to attend / complete this assessment because I (please circle):

- had ill health (attach medical certificate OR a note from the school health centre)
- had a bereavement (attach note)

Note: If you have a situation that does not come under these categories, fill out this form and see the NZQA Principal's Nominee (the Deputy Principal: Assessment and Reporting).

Signed (student): _____ Date _____

Received by Head of Learning area/Delegate Name: _____ Date _____

Approved / Not Approved (circle) Signed: _____ Date _____

Comments: _____

Alternative arrangements are (teacher to state e.g. new due date / rescheduled time / more time etc)

Student Signature: _____ Date copy given to student _____

This has now been actioned. Teacher signature: _____ Date _____

Filed by HOLA: HOLA/Delegate Signed: _____ Date _____

PLEASE ATTACH A COPY TO THE STUDENT WORK (which will be returned to the student)

APPLICATION FOR ADDITIONAL ASSESSMENT STANDARD

Name _____ Teacher _____

To the Principal's Nominee: Please enter the student above for this additional standard:

This student is taking an **Individualised Learning Plan** in this course. Course _____

Assessment Standard Title _____

Assessment Standard Number _____ (v) _____ Level _____

Type of assessment (e.g. written test, experiment, speech) _____

Teacher name: _____ Signed: _____ Date _____

This student wants this **additional opportunity** for Polyfest / Extension / Other _____

Assessment Standard Title _____

Assessment Standard Number _____ (v) _____ Level _____

Type of assessment (e.g. written test, experiment, speech) _____

Teacher name: _____ Signed: _____ Date _____

This student has **insufficient credits** for this qualification/award goal: _____

Please enter the student for this standard (BEFORE THE FINAL DATE IN FEBRUARY):

Assessment Standard Title _____

Assessment Standard Number _____ (v) _____ Level _____

Type of assessment (e.g. written test, experiment, speech) _____

Teacher name: _____ Signed: _____ Date _____

To the Principal's Nominee: Please enter this result as the teacher cannot do this on Kamar:

What is the Result? _____ **A copy of the Result Sheet must be attached.**

HOLA/Delegate Name: _____ Signed: _____ Date _____

Entered by PN _____ Signed: _____ Date _____

OR (if after 1 December datafile return) Entry and result entered directly to NZQA by the PN

Principal's Nominee: _____ Signed: _____ Date _____

ASSESSMENT APPEAL FORM



PAPATOETOE HIGH SCHOOL

ASSESSMENT APPEAL FORM

Appeals policy: *If a student feels that an injustice has been done in the marking of an assessment by a teacher an opportunity is provided to make an appeal. Such an appeal should not be made for frivolous reasons but all genuine appeals will be treated seriously. An appeal could be lodged for a number of reasons:*

1. *Parts or sections of an assessment were not marked.*
2. *When the success criteria were collated an error was made.*
3. *Conflict over a teacher's interpretation of the marking schedule.*

*An appeal must be submitted **in writing within 7 days** of receiving a result using this form and be initially submitted to the teacher concerned. Generally, appeals are resolved at this level but if students are still not satisfied they may approach the HOLA and/or the Principal's Nominee. There is further provision to make a request for an independent expert to verify a grade.*

Student name _____ Date _____

Course _____ Level _____ Teacher _____

Date of assessment _____ Date results returned _____

Assessment Standard Title _____ Number _____

Type of assessment (e.g. written test, experiment, speech) _____

Reason for appeal _____

Signed (student): _____ Date _____

(Teacher to complete this section) -----

Appeal submitted in time: Yes / No

Marker consulted: Yes / No

Adjustment to grade: Yes / No

Records updated: Yes / No

Actions taken: _____

The student has been given a copy of this form and verbally notified of the outcome.

Signed (teacher): _____ Date _____

WITHDRAWAL FORM

Name _____ Date _____

Course _____ Level _____ Teacher _____

Assessment Standard Title _____ Number _____

Type of assessment (e.g. written test, experiment, speech) _____

Reason for withdrawal application (please circle):

- poor attendance and work has been missed
- I do not consider that I need this standard / these credits
- I consider that I will have too much difficulty in attempting this standard
- other

I have discussed this with my (please tick):

- course teacher
- academic mentor
- whānau

I have checked to ensure that I have still gain 14 credits at Level 3, if I am aiming for the UE Award

I have checked to ensure that I am still eligible for a course endorsement, if I am aiming for a merit or excellence endorsement

I have check to ensure that this will not affect my eligibility to achieve literacy, numeracy and/or UE Literacy if any of those are my current goals

I wish to withdraw from this standard.

Student Signature: _____ Date _____

I have discussed the above with my child.

Parent / Caregiver Signature: _____ Date _____

Actioned by course teacher:

Teacher name : _____ Signed: _____ Date _____

AGREEMENT FOR AN INDIVIDUALISED LEARNING PLAN IN A COURSE

Name _____ Teacher _____

This agreement is for the student above to have an **Individualised Learning Plan** in this course.

Course _____

Date _____

The student, parent/caregiver/s and teacher agree that the following learning and assessment plan will benefit the student and enhance their learning and achievement (use another page if necessary).

Assessment Standard Title _____

Assessment Standard Number _____ (v) _____ Level _____

Type of assessment (e.g. written test, experiment, speech) _____

Assessment Standard Title _____

Assessment Standard Number _____ (v) _____ Level _____

Type of assessment (e.g. written test, experiment, speech) _____

Assessment Standard Title _____

Assessment Standard Number _____ (v) _____ Level _____

Type of assessment (e.g. written test, experiment, speech) _____

Assessment Standard Title _____

Assessment Standard Number _____ (v) _____ Level _____

Type of assessment (e.g. written test, experiment, speech) _____

For the course standards that the student is not entering for, please write "Not entered – ILP" in the COMMENTS column in the Kamar markbook entry.

Tick when complete:

Other comments re learning, timeframes, assessments or other exceptions: _____

Student Name: _____ Signed: _____ Date _____

Parent/Caregiver Name: _____ Signed: _____ Date _____

Teacher Name: _____ Signed: _____ Date _____

BREACH OF RULES INVESTIGATION PROCESS

The Principal's Nominee will investigate any report of a possible breach of the rules by a candidate in an internal assessment in accordance with this written procedure.

The Principal's Nominee will allow the candidate an opportunity to provide an explanation and will decide on any disciplinary action to be taken in accordance with these written procedures, if the explanation does not satisfy the Principal's Nominee that a breach did not occur.

Where a candidate has been found to have breached the rules whether knowingly, fraudulently or unwittingly, and the breach undermines the credibility of the assessment, the School must report a "Not Achieved" for the assessment standard.

Candidates have the right to an appeal to a designated person in a school, of any decision made relating to any possible breach of the rules under the documented appeal process.

The Rules

If there is a report that the candidate has done one of the following, then a Breach of the Rules investigation process will be followed.

That the candidate has been reported as whether knowingly or unwittingly

- failing to follow instructions of the person in charge of the assessment
- influencing/assisting/hindering candidates or disrupting the assessment
- carrying out dishonest practice through
 - attempting to access information or materials or help from another person
 - altering returned assessment materials prior to completing a resubmission
 - engaging in any other practice that might result in an advantage to the candidate or other candidates
- submitting material for assessment that is not their own

Investigation procedure

- a. The Principal's Nominee will seek to clarify the reported conduct.
- b. If the reported conduct is found to be credible to investigate, then the candidate/s and/or others reportedly involved will be sent a letter with copies of any relevant information or reports, indicating the
 - i. conduct that may have been in breach of the rules;
 - ii. rule/s that the conduct may have breached;
 - iii. process that will be followed; and
 - iv. entries and any results that may be withheld until the investigation is completed and a decision is reached –and will be invited to make written comment to the Principal's Nominee about their conduct within 5 school days of the date of the letter.
- c. Investigation into a possible breach of the rules may involve consultation with any other person able to provide relevant information.
- d. While the Principal's Nominee is investigating a possible breach of the rules she/he will instruct the teacher concerned to suspend the assessment process for the candidate/s, until a decision is made as to whether or not a breach has occurred.

- e. If, at any stage of the investigation, the Principal's Nominee receives written comment from the candidate or any other person which explains their conduct and satisfies the Principal's Nominee that a breach by the candidate or other person has not occurred or is not proven, the assessment process will be continued at the next reasonable time where possible, and **no further action** will be taken.

Decision making process

- f. After any written comment is received from the candidate or other person within the 5 school days, or on or after the expiry of the 5 school days if no written communication is received, a decision will be made by the Principal's Nominee on the reported breach of the rules of external assessment. This decision will take into consideration all the information received, when the Principal's Nominee reasonably believes there is sufficient information upon which to make an informed decision.
- g. The candidate or other person will be informed in writing of the decision by the Principal's Nominee, and, if a breach is found, the penalties (if any) to be imposed.
- h. Where the Principal's Nominee considers a formal **face-to-face meeting** would assist in eliciting information upon which an informed decision can be made, the candidate or other person will be invited to the meeting and may bring a support person with them.

The meeting will be chaired by the Principal or his/her delegate, and the following procedure will apply:

- i. the candidate or other person will be given at least 48 hours' notice of the date of any face-to-face meeting, will be given copies of any relevant new reports or information held by the Principal's Nominee, and may provide written submissions prior to the meeting:
 - ii. the candidate or other person may choose to provide written submissions and not attend the face-to-face meeting:
 - iii. the candidate or other person may choose to neither provide written submissions nor attend a face-to-face meeting.
- i. Where the candidate or other person chooses not to –
 - i. provide written submissions; or
 - ii. accept the offer of a face-to-face meeting, or
 - iii. reply to the offer of a face-to-face meeting, or
 - iv. attend the face-to-face meeting after accepting the offer of a meeting –
 - v. the decision making process will be as provided for section n.
 - j. Where the candidate provides written submission but does not attend the face-to-face meeting, the decision making process will be as provided for in section n.
 - k. Where the candidate or other person attends the face-to-face meeting, the Principal or his/her delegate as chair will:
 - i. outline to the candidate or other person the reported conduct that may be in breach of the rules and the possible penalties; and
 - ii. listen to, discuss and clarify:
 1. any issues in relevant submissions and views of the Principal's Nominee, and of the candidate or of the other person in relation to the reported conduct;
 2. any issues in respect of breaches of the rules of internal assessment, and
 3. any issues in respect of penalties.

- I. Following the meeting with the candidate or other person,
 - i. the Principal or his/her delegate will make one or more recommendations on whether the reported conduct was a breach of the rules of internal assessment, and if a breach is found, on relevant penalties; and
 - ii. the recommendation will be given to the Principal's Nominee who will proceed to make a decision and will document the decision with reasons.

- m. The Principal's Nominee will, within 2 school days of the decision being made (unless there is good reason not to) notify the candidate or other person of that decision.

Penalties that may be imposed

- n. Where the decision is that the candidate or other person has breached the rules of internal assessment, the candidate or other person will be given a formal warning and any one or more of the following actions may be taken:
 - i. being awarded a Not Achieved grade for the assessment standard where breach/es were established (note that this will not include results in other internally assessed assessment standards from the current or previous years unless justified by the investigation outcome)
 - ii. conditions placed on the candidate or other person when entering further internal assessments including, but not limited to, an agreed code of conduct.