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1. **Information for Students and Parents**

In the first two weeks of Term 1, Teacher with Curriculum Responsibility (TCR's) are responsible for ensuring each student in their subject is given a course outline for the year. It must include:

- i) a course statement (subject outline).
- (ii) a list of the standards to be assessed, version number, and the credit value for each one.
- (iii) a list of the assessment tasks (both formal and informal), indicating which assessments are internal and which are preparing for external assessment.
- (iv) a timeline for assessments.
- (v) a statement explaining that the assessment rules and procedures for the course are covered by the HBHS Assessment Policy Statement, which can be found in the student diary.
- (vi) A section outlining department-specific information such as opportunities for further assessment in the course.

Classroom teachers will distribute the course outlines to students at the beginning of the year. A copy of each course outline must be retained by the teachers of that course, and be accessible for discussion with students and parents throughout the year.

A copy of the course outline must be given to the Principal's Nominee by the end of Week Two, Term One. The Principal's Nominee will appraise all course outlines each year to verify coverage of items 1 i) to vi) listed above.

By the end of Week Four, Term One, Tutor Teachers must ensure that students and parents have signed the "Acknowledgement Statement" in student diaries, verifying that they have read and understand the HBHS Assessment Policy Statement and all course outlines for the year.

2. **Information for Teachers:**

Department teaching schemes, updated annually, must include:

- (i) items listed above in 1 i) – iv).
- (ii) a statement explaining that the assessment rules and procedures for the course are covered by the HBHS Assessment Policy Statement, which can be found in the staff diary.
- (iii) a section outlining department-specific information such as opportunities for further assessment in the course.
- (iv) the precise location of stored student assessment work, assessment records and "submission of assessment work receipts" for both for the current year and the previous year.
- (v) the precise location of internal moderation documentation and benchmark student work.

3. **Requirements for Assessments**

- i) Teachers must be satisfied that they have gathered sufficient "assessment evidence" from a student before awarding him a grade. This evidence may be gathered "over time" from a range of assessment activities and/or in more traditional summative assessment contexts. Whatever the assessment conditions, teachers must ensure that these conditions and the evidence collected are valid, reliable, sufficient and authentic. If students cannot demonstrate this evidence, then no credit can be awarded.
- ii) CATS: (Common Assessment Tasks) As far as possible, all common assessment tasks/tests must be completed on the same day by all students.
- iii) If a student misses an in-class assessment which contributes to assessment evidence, due to an approved absence, where possible, an assessment opportunity should still be provided. Approved absences can be verified by the classroom teacher on the official extension form (See Appendix A), which the student can request from his teacher.
- iv) The deadline for submitting assessment work will, in most cases, be the beginning of the period on the due date. However, teachers may specify an alternative time and/or place after 8.45am and up to 3.15pm on the due date, and this must be communicated clearly to students well in advance.

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- v) An adequate assessment opportunity is deemed to have occurred when a student has been in class to cover the majority of work and has been given an opportunity to submit their work.

4. Receipt of Work for Submitted for Assessments:

- i) Each department will use a system of documentation that ensures both the student and teacher knows that assessment work has, in fact, been handed in.
- ii) Receipts confirming that assessed work has been submitted are to be stored with the assessment record sheets (see 5(ii) below). These receipts are to be retained by the department in a specified location, for the year of assessment and the following year, after which they may be destroyed.

5. Recording and Storage of Student Assessment Work:

- (i) Assessment results must be recorded on the school computer system and on paper in individual teacher's mark books.
- ii) Updated assessment record sheets *for each class* must be printed out at the end of each term and stored in a secure place in the department office for each subject. In Term Four, prior to students departing for the NCEA examinations, students must sign next to their name on a class assessment record sheet to verify the accuracy of final internal results.
- iii) Assessment records remain the property of the school, and may be requested by the Principal's Nominee, when queries concerning student results occur. Assessment record sheets are to be stored by the department in a specified location, for the year of assessment and the following year, after which they may be destroyed
- iv) Teachers must respect all students' privacy rights when communicating results to students in any manner. This is consistent with the 1993 NZ Privacy Act.
- v) All student assessment work that is marked and recorded for NQF qualification must be stored by the department in a specified location, for the year of assessment and the following year, after which it may be destroyed.
- vi) Teachers must report Not Achieved whenever an assessment is not submitted but it is deemed that a student had an adequate assessment opportunity.

6. Late work

- i) If assessment work is handed in late, it will not count towards the student's qualification, unless an extension has been applied for and approved (See Appendix A). The subject teacher can grant a short term extension if a student produces a medical certificate or parental letter.
- ii) Longer term extensions will only be given at the discretion of the Head of Faculty.
- iii) Some assessments do not lend themselves to be done at a later date, e.g. field trips. Students must be aware that missing these for any reason will mean no qualification in that standard.

7. Further Assessment Opportunities

- i) Further assessment opportunities will be offered in those standards where the TCR considers it appropriate.
- ii) Standards that will be offered for further assessment will be indicated on the student course outline, distributed to students at the beginning of each course.

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- iii) In standards where further assessment opportunities are offered, the further assessment will provide *all* students with an opportunity to achieve any one of the full range of available grades.

8. Appeals

Every student has a right to appeal an assessment grade. This would most commonly occur when the student:

- (a) disagrees with the assessor judgement for, or recording of, an assessment grade.
- (b) alleges he has been denied an assessment opportunity.
- (c) alleges there has been a breach of the assessment policy.

Appeals must be made no later than one week after receipt of an assessment grade, alleged denial of an assessment opportunity or alleged breach of the assessment policy. The appeals process is as follows:

- i) The student must first discuss the matter with the classroom teacher and both parties attempt to resolve the issue.
- ii) If the issue cannot be resolved by the student and his teacher through discussion, then the student makes an appeal using the correct Appeals form (available from the Student Pickup Folder - See Appendix B) to the TCR or verification marker, who will investigate the situation and report his findings to the student and classroom teacher in an attempt to resolve the issue.
- iii) If the student is still not satisfied, he must discuss the issue with the Principal's Nominee, who will be responsible for making a final decision or who may refer the matter to the school's NZQA Relationship Manager for further guidance.
- iv) The Headmaster will make the final decision on the outcome of the appeal on behalf of the Board of Trustees.

9. Illness and Misadventure Application for Externally Assessed Standards

- i) All courses will provide an opportunity for gathering achievement evidence for each externally assessed standard in the September "practice" examinations.
- ii) This evidence will be used by the school to estimate grades for students whose Illness and Misadventure applications have been approved by the Principal's Nominee.
- iii) Where it is not possible to gather evidence for an Illness and Misadventure Application from the September "practice" examinations, teachers may consult evidence that has been gathered from other assessment activities for the specific standards concerned, providing that evidence is valid, reliable, sufficient and authentic. If teachers have not collected such evidence, then a grade of "Not Achieved" will be submitted for compassionate consideration purposes.
- iv) Information about the process for making an Illness and Misadventure application will be announced to students at the "External Examination Assembly" early in Term Four.
- v) As soon as the Principal's Nominee can verify that a student intends to make a legitimate application for Illness and Misadventure, s/he will circulate an official form to the student's teachers, requesting evidence-related grades. This must be actioned by and returned to the Principal's Nominee as soon as possible, in case teachers are departing for school camps or holidays prior to the NZQA Illness and Misadventure on-line application deadline.

10. Internal Moderation of Internally Assessed Standards

There is a formal, documented process of internal moderation for each internally assessed standard that is used in the school. The annual process includes the following:

- (i) **Critiquing Materials:** all assessment material must be critiqued before being used for student assessment. Where the assessment materials are purchased commercially or taken from TKI, a classroom teacher may be the critiquer. If the assessment materials have been created by a teacher, a

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department colleague, a colleague from another school or a subject adviser may be the critiquer. Use of unmodified TKI activities may result in students submitting work that they cannot claim as their own. In addition open-book conditions may compromise the authenticity of the students work in some situations. In these cases the school may not be able to provide an authentic result for the Illness and Misadventure Application.

- (ii) **Verification of Assessed Work:** to ensure that marking will be completed at the national standard, verification of assessed work must occur annually for each standard involving all teachers that will be judging student work. Verification meetings for each standard must occur at the beginning of the marking process and assessment work used for verification must be benchmarked (see below) in the Internal Moderation folder for each standard. Verifiers may be department colleagues, colleagues from the same subject in other schools or subject advisers.
- (iii) **Benchmarking of Assessed Work:** as part of the verification process, departments will file a pool of recently verified student work to act as benchmark samples for the marking process and to be used as student work for external moderation, should it be required. For achievement standards, 8 samples of benchmarked student work across the full range of grades are filed, and for unit standards, 4 samples of benchmarked student work at or near the standard are filed.
- (iv) **Consistency of Marking Between Multiple Classes:** to ensure that grades are allocated consistently between multiple classes, TCRs must make use of the strategies available. Such strategies include cross assessment; panel or team assessment; one teacher marks entire assessment or section for all classes and of course the verification strategies outlined above. Verification of results and consistency in marking differ in that verification ensures that the correct standard is attained, while consistency implies that this verified standard is now being applied to every student who attempts this standard.
- (v) **Review:** Once an assessment has been completed the departments will review the assessment, taking into account feedback from external moderation and make the necessary modifications prior to further use (see below for “External Assessment”)
- (vi) **Storage of Student Assessment Work:** to assist teachers with marking at the national standard and in case of student queries regarding assessment grades, student assessment material must be stored by the department in a specified location, for the year of assessment and the following year, after which it may be destroyed.
- (vii) **Documentation and reporting to SMT of the Internal Moderation Process:** all departments must document the above using the *HBHS Internal Moderation Cover Sheet* and file all work in Lever Arch files for all standards in a location specified in the course scheme. A copy of the *HBHS Internal Moderation Cover Sheet for each standard* must be given to the Principal’s Nominee at the conclusion of the verification process and no later than the end of the term in which the standard is being assessed.
- (viii) HBHS Internal Moderation Process – refer to Appendix B

11 External Moderation of Internally Assessed Standards

External moderation of selected internally assessed standards in each subject occurs annually. The process is as follows:

- i) The External Moderation Plan for internally assessed standards is provided to the Principal’s Nominee at the end of the previous year. This can be found online at <https://secure.nzqa.govt.nz/for-providers/schools/a-plan/index.do>
- ii) The Principal’s Nominee distributes the external moderation information to TCRs by the end of the previous year, with a due date for moderation to be handed in to the Principal’s Nominee the following year. Information to TCRs explains the process for requesting changes to the moderation plan.
- iii) TCR’s gather student work by a random selection process outlined in the “HBHS Procedures for Random Selection of Student Work for Moderation” document found in the TCR folder. The TCRs’ then gather the moderation material and, using the official External Moderation Cover Sheet, submit the material to the Principal’s Nominee, who couriers the material to the moderator. The Principal’s Nominee records the date of submission on the External Moderation Tracking Sheet.
- iv) The Principal’s Nominee retains the ID tracing docket from the courier bag labels in case moderation material is lost in transit.

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- v) When the moderation report and student work arrives at the school, the Principal's Nominee read the moderation report and fills in the date of return on the External Moderation Tracking Sheet. A copy of this report is stored online under high security <https://secure.nzqa.govt.nz/for-hsproviders/reports/mod-results-report.do>
- vi) The Principal's Nominee passes on the moderation report, assessed work and a "Response to External Moderation Report" form to the TCR. The TCR must respond to the moderation report using this form within two months of receiving the report. If a standard need to be modified then this will need to be done before that Standard can be assessed again. The Standard can be view of the NZQA website. <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>
- vii) The Principal's Nominee files the "Response to External Moderation Report" form with the moderation report and discusses relevant issues with the TCR.
- viii) If a TCR wishes to appeal against a moderation report, a cover letter outlining the grounds for appeal must be attached to the moderation material and handed to the Principal's Nominee. The Principal's Nominee considers the appeal and, if it appears to be justifiable, sends the moderation report, student work and cover letter to the school's relationship manager for consideration.
- ix) For Information on Special Conditions refer to the "HBHS Special Conditions Policy" – Policy 3.13.
- x) Staff are required to login to the NZQA web site to check students entries on a regular basis and notify the PN if there are any changes. In addition students are given Draft Admission Slips at the beginning of August and September to allow them to highlight any changes.
- xi) The following is a diagram of HBHS External Moderation Process – refer to Appendix C

12 Authenticity

- i) Work submitted for assessment must be fully undertaken during the year of assessment.
- ii) Students must not accept assistance from any person in the preparation or submission of work.
- iii) Students must be able to attest to authentication.
- iv) For items of work which are produced over an extended period (say, longer than two weeks), students should keep any plans, drafts, worksheets or logbooks used in the preparation of the work in case they are required for authentication purposes.
- v) In submitting work for assessment, students should acknowledge all resources used. This includes texts and source material, (including web based sources) in the bibliography and the name and status of any person who provided information, together with the type of, and extent of, information received.

13 Breaches of Authenticity

- i) Copied work will earn no credit for either the copier or the one whose work is copied.
- ii) The process for removal of credit is as follows: the teacher who detects the copied work first discusses the matter with the student. It is then reported to the TCR and the HOF, who work with the teacher to decide the outcome. The outcome is then documented and reported to the Principal's Nominee, who files the documentation and, if necessary, withdraws credit for the student(s) concerned for that particular standard.
- iii) Some Recommendations to ensure authenticity are as follows:
 - An appropriate amount of class time should be allocated to internally assessed work, This has the following advantages:
 - work is done under the supervision of the teacher.
 - reduces the likelihood of problems with authenticity.
 - students do not have the same opportunity to copy the work of a sibling.

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- students can not be tempted to copy the work of another student in order to have something to submit for assessment.
- students who do not have access to suitable study facilities at home are not disadvantaged.

- When assessment tasks are designed, consideration needs to be given to:
 - minimising the opportunity for misconduct.
 - ensuring that students are well informed of the requirements of the tasks and the procedures. For example, if students are provided with some resources at the start of a piece of work, they are more likely to undertake the task without difficulties arising.
- For items of work which are produced over an extended period (longer than two weeks), students should keep any plans, drafts, worksheets or logbooks used in the preparation of the work. Teachers should monitor the development of the work by sighting from time to time the material used by students in their preparation (or by discussions with individual students.)
- It may be appropriate to ask for the material acquired during the preparation stages to be handed in with the final work. In any case, students should retain such documents until the work has been assessed, in case they are required for authentication purposes.
- Teachers may find it useful at or about the time of submission of an item of work to ask a student to demonstrate his or her understanding of the work produced. A brief discussion with the student (with questions), or an oral presentation by the student to the class, are possible approaches which may be used. Care should be taken to ensure that appropriate skills, knowledge and understanding are assessed in this, and not just the oral or presentation skills of the student.
- In submitting work for assessment, students should acknowledge all resources used. This includes texts and source material, and the name and status of any person who provided assistance, together with the type of an extent of assistance received.

14 Breaches of the Rules

Where a student is alleged to have breached any of the rules outlined in this policy, or any rules contained in the *NZQA Assessment and Certification Rules and Procedures for Secondary Schools*, the Principal's Nominee will investigate such matters and take appropriate action on behalf of the school. Such action may include removal of credit and reporting such breaches to the Assistant Principal responsible for student discipline.

15 Offsite Providers

- i) Where offsite providers are used, a memorandum of understanding needs to be in place that clearly states the responsibilities of both the provider and the school.
- ii) The Principal's Nominee will distribute the school's memorandum of understanding forms to TCRs when they indicate that external providers will be used. This must be completed by both parties and returned to the Principal's Nominee by the specified due date.
- iii) It is the responsibility of TCRs to ensure that external providers are accredited to offer the particular standards being assessed.
- iv) The Principal's Nominee stores all memoranda of understanding centrally for the year of assessment and for the following year, after which they may be destroyed.

16 School Leaver Documentation

The school recognises its responsibility to provide a full profile of the school leaver. This record will include an assessment of the student's level of achievement in relation to the learning objectives and the development of the essential skills. It will also include a statement of the student's performance in national examinations and qualifications, a section on personal qualities, and a summary of involvement in school activities.

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