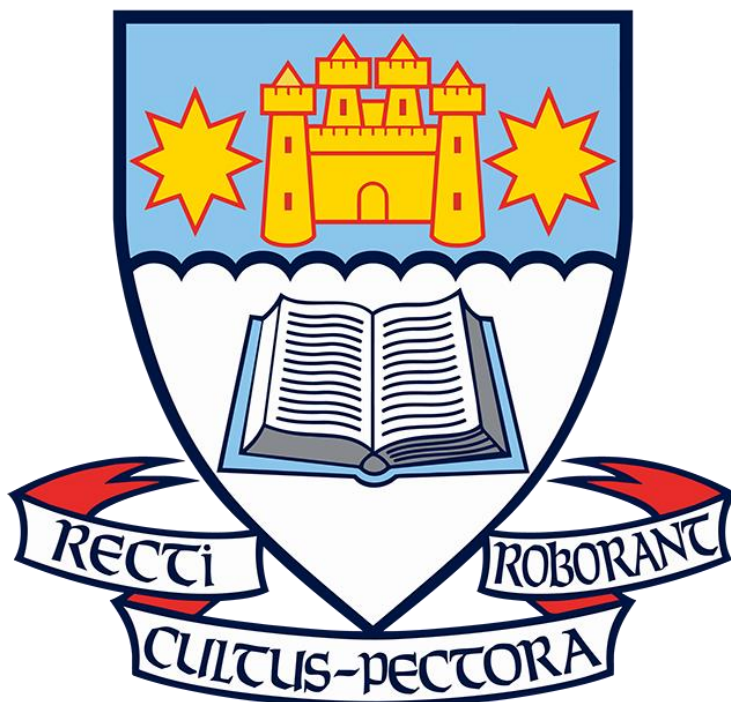


# OTAGO BOYS' HIGH SCHOOL



## Qualifications & Assessment Policy 2020

## *Parent / caregiver information*

### RATIONALE

There is a system for ensuring that assessment is fair, valid and consistent.

### POLICY

Assessment procedures will be consistent with the conditions attached to achievement/ unit standards and national prescribed exams. Teachers will capture broad principles in assessment to reflect current best practice for the effective gathering of evidence to recognise students' best performances. Evidence of proficiency can include portfolios of work, student in class work and holistic judgements as to proficiency. Examples of good practice include using assessment in the teaching and learning phase and resubmission as tools for identifying valid and authentic evidence of achievement to supplement information gathered in a more formal setting. – all in line with NZQA rules and guidelines.

Each department will follow school and national moderation procedures consistent with school policy.

Each department will provide an opportunity (if manageable) for the reassessment of students who do not meet the specific standards of a programme. If a reassessment is not possible then students will be informed before the assessment task and ideally at the start of the academic year.

Students will provide evidence of having undertaken further study towards meeting programme standards in order to be able to be reassessed.

Reasonable costs associated with reassessment will be met by the student.

### PROCEDURES

Each assessment activity will be stated in terms of learning outcomes. Heads of Department (HoDs) will state the conditions and criteria for each Achievement / Unit Standard.

Each student will be informed of internal and external assessment procedures by the subject teacher for upcoming assessments.

Assessment of student performance will be undertaken by the subject teacher to allow on-going consultation between the school (subject teacher, HOD, Dean), the student and the parents. HoDs will ensure that students will be given internal assessment statements, at the start of the year (by the end of week 2). Included will be the:

- number and type of assessments
- credit value
- approximate timing of each assessment
- reassessment procedures

Formative and summative assessments will be explained to students by the teacher. Assessment work can be held **for up to 2 years**.

Assignments and assessment tasks handed in after the due date may incur a penalty, no grade or a delay in marking as decided and published by the department and in accordance with school policy. Late assessment approval must be negotiated through the class teacher. Class teachers are entitled to say no to an extension for an internal assessment in which case the student will be advised to apply for an extension, via Google Docs, sent to all senior students early in Term One.

Where a student misses an assessment, eligibility to take an equivalent assessment or receive an assessed grade will be considered by the HoD / Principal's Nominee and will depend on the circumstances provided.

Each department should require a student to declare the authenticity of work not undertaken with direct teacher supervision.

A student will be required to declare references, bibliography and any other resource for all work submitted.

The special needs co-ordinator, with literacy coordinator, with Deans, teachers and counsellor will request knowledge of special assistance conditions (SAC) for applicable students, based on the categories accepted currently by NZQA, by the end of Term One in any given year. A published list of students will be available to all staff. Teachers are required to give 1 weeks' notice of upcoming assessment timings on the shared Google Document so that appropriate supervision and guidance can be arranged.

The SAC will be confirmed by the special needs co-ordinator with NZQA. Your point of contact at school in 2020 regarding SAC is Mrs Marr ([lindy.marr@obhs.school.nz](mailto:lindy.marr@obhs.school.nz)).

Where appropriate the requirements of that special need will be met by employing the appropriate support (i.e. reader/writer, size of script etc.).

## OBHS POLICY ON MODERATION

### RATIONALE

Assessment judgements must be fair to all students. Moderation processes are required to ensure that consistent and nationally comparable assessment decisions are made.

### POLICY

1. Assessment material is fair, valid, consistent, and set at an appropriate level.
2. Where more than one class is assessed within a subject there are procedures in place to ensure fairness between the classes.
3. The policy is designed so that moderated assessment grades will be available to view through the KAMAR portal approximately 2 weeks after the assessment deadline. For some subjects, especially subjects with only one specialist teacher or large portfolio-based assessments this 2 weeks turnaround will be longer.

## OBHS POLICY ON BREACHES OF THE RULES

### RATIONALE

Work handed in for assessment purposes must be the student's own work.

### POLICY

1. Departments will put strategies in place to ensure that the work submitted by students is their own.
2. Students must submit their own work or reference where the source has come from if they quote other works.
3. Students who are found to have submitted work that is not their own will receive no grade in that assessment and may be excluded from all NCEA assessments. NZQA may need to be informed.
4. Student behaviour will be such that it does not impinge on the performance of other students.

### IMPLEMENTATION

#### ***Strategies that could be used are:***

- changing the context of the assessment from year to year
- supervising the research process by including regular checkpoints
- requiring plans, resource material and draft work to be submitted with the final product
- keeping on-going work on site
- oral questioning to confirm a student's understanding or requiring a repeat performance where there is doubt
- being familiar with or controlling the resources available
- controlling group work by breaking the task into group and individual components
- retaining student material where the same activity is to be used the following year
- monitoring the development of a project-dossier
- informally questioning students to ratify their understanding of the work they are producing.

## OBHS POLICY ON RECORDING ASSESSMENT INFORMATION

## **RATIONALE**

All student progress and assessment results must be kept accurately and safely.

## **POLICY**

- 1 Teachers need to keep accurate records of both final outcomes and significant milestones of **all** student assessment events.
2. Students may be asked to sign off data that is recorded against their name.
3. Records will be kept centrally at school for at least two years and also at NZQA in Wellington.

## **OBHS POLICY ON PRIVACY**

### **RATIONALE**

Students have the right to keep assessment information private between themselves and staff at the school.

### **POLICY**

Students' assessment information is to be kept both secure and private.

### **IMPLEMENTATION**

1. Departments need to have secure areas where students' work and results can be kept.
2. When student data is being checked lists must not be shown to students that have other people's results on them.
3. Staff must not make a student's results available, in any form, to other students

## **OBHS COURSE OUTLINES**

## **RATIONALE**

To ensure that all students are fully informed of the all of the assessment requirements.

## **POLICY**

Full assessment statements, dates and course information is available to all students by the end of Week 2 of Term 1.

## **IMPLEMENTATION**

1. Subject Teachers must give all students a full assessment statement and course information at the beginning of the year
2. The statement must include the Title, Standard Number (including version number), credit value, indicative assessment date and the type of each assessment to be used during the course.
3. The statement must indicate which standards will have further assessment opportunities.
4. Any assessment statement changes should be communicated to students well in advance.

## **OBHS POLICY ON APPEALS REVIEWS**

### **RATIONALE**

Students and/or parents have a right to question judgements made, about evidence provided by students in an assessment activity or about their misconduct during an assessment.

### **POLICY**

1. Any investigation into an appeal will take no longer than one week from the time the appeal is initiated.
2. The appeal needs to be made within three (3) days of the return of the assessment result in writing or by e-mail.
3. The order of personnel involved in any appeal is the classroom teacher, the Head of Department and finally the Principal's Nominee.
4. Should the matter need to be referred to the Rector then their decision is final.

## **OBHS POLICY ON SPECIAL ASSESSMENT CONDITIONS**

OBHS NCEA POLICY (reviewed Jan 2020) – Parent/Caregiver version

## **RATIONALE**

All Students should have equal opportunity to achieve

## **POLICY**

Students with specific learning difficulties (SLD) which will impair their performance significantly may receive help in the form of extra time allowance, reader-writer etc. The school will ensure that reasonable steps and support are put in place for the student in anticipation of an application for Special Assessment Conditions (SAC) to NZQA.

## **IMPLEMENTATION**

1. The student should have been receiving on-going help in earlier years. The guidance counsellor /Special Needs co-ordinator will have identified help needed.
2. The Guidance counsellor/Special Needs co-ordinator will make the application for special assessment conditions for externally by the due date (usually the end of Term 1)
3. The school will follow NZQA rules and guidelines with regards to SAC – more information can be found at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/>

## **OBHS POLICY ON ASSESSMENT**

### **RATIONALE**

Where it is manageable students should be given two opportunities (assessment and reassessment) to be assessed against a standard for qualifications purposes.

### **POLICY**

1. Students will be given a maximum of two opportunities (assessment and reassessment) in each internally assessed standard where this is manageable.
2. Departments will predetermine which standards can be reassessed, if any. This is not student specific but standard specific and a further assessment opportunity will only occur where it is manageable. This is at the discretion of the HoD on a subject-by-subject basis.
3. Teachers may talk with students to elicit evidence that may not have been provided in the initial activity, further written evidence could be provided to support the initial answers, or **valid** evidence from the teaching programme may be appropriate such as a checklist of observed behaviours, seminars, workbooks, performances
4. On the first assessment, a complete range of grades is obtainable.

## **OBHS POLICY ON REASSESSMENT OPPORTUNITIES**

## **RATIONALE**

Where it is manageable students should be given one further opportunity to be reassessed against a standard for qualifications purposes after further teaching and learning opportunities have been engaged in.

## **POLICY**

1. Students will be given further opportunities for assessment in each internally assessed standard where this is manageable. This is at the discretion of the HOD-TIC on a subject-by-subject basis.
2. Departments will predetermine which standards can be reassessed, if any. This is not student specific, but standards specific and further assessment opportunities will only occur where it is manageable.
3. Upon further assessment, a complete range of grades is obtainable.
4. If a reassessment opportunity is offered, it must be offered to all students.

## **OBHS NQF POLICY ON RESUBMISSION OPPORTUNITIES**

### **RATIONALE**

Students can be offered a resubmission (the opportunity to touch up / clarify understanding or provide further evidence on an assessment or reassessment)

### **POLICY**

- A resubmission can be offered after either the first or the re-assessment opportunity.
- 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.
- A resubmission is offered to an individual student on a case-by-case basis depending on whether points need further clarification or if a reassessment is needed instead.
- A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided [per assessment event].
- A resubmission can be offered after either the first or the second assessment opportunity or after both.
- If a resubmission is offered, it must take place before the teacher gives any feedback to the whole class (or any student) on the work done.
- If more teaching has occurred, resubmission is not possible.

## **OBHS NQF POLICY ON MISSED ASSESSMENTS**



## RATIONALE

Situations arise which make the handing in of assessment work on time unrealistic for some students. Assessment requires evidence of performance by a student in order that judgements can be made about the student's level of attainment

## POLICY

Assessment work must be handed in on the due dates unless prior arrangements have been made with the class teacher. The teacher has every right to say no to an extension, in order that all their students are being treated in the same way. They may ask the Principal's Nominee for advice or to make the decision. Students also have a right to ask the Principal's Nominee. If the decision gets to the Principal's Nominee, the decision will be final. The Principal's Nominee will make a decision based on the information in this form and in consultation with the teacher(s) involved. This decision will be final. Students are encouraged to communicate often and early with their teacher.

- For situations that are known about (e.g. school camps), extensions from the class teacher must be applied for **before** the due date. Common sense should prevail here. The student should communicate well in advance with the teacher.
- For situations such as illness, written documentation (e.g. Medical certificate note from home etc.) should be presented with an application for extension within three (3) school days of the student's **return**. This should be shown to the class teacher the note who will arrange a reasonable extension to the original deadline.
- A student who has missed an assessment will be given the opportunity to be assessed, where it is manageable and reasonable to do so. If the student is given another opportunity to be assessed this must be done in such a way that he is neither advantaged nor disadvantaged in relation to other students.
- Late work that has not been covered by statements earlier in this document and has not been subject to an extension agreement will receive a Not Achieved grade.

## OBHS NQF POLICY ON DERIVED GRADES

### RATIONALE:

OBHS NCEA POLICY (reviewed Jan 2020) – Parent/Caregiver version

All Students should have equal opportunity to achieve if they are unable to attend external exams due to circumstances that meet NZQA requirements. (who has been clearly disadvantaged through illness or misadventure, or who considers that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control)

## **POLICY**

The process for a derived grade is to be given to a candidate who has been clearly disadvantaged through illness or misadventure, or who considers that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control. This includes a natural disaster, the death of a family member or close acquaintance, and national representative duties which have prevented them from sitting examinations or otherwise presenting materials for external assessment.

## **IMPLEMENTATION**

1. Distribute information and application forms to likely applicants.
2. Collect completed applications from the candidate. Confirm that the documented evidence meets NZQA guidelines.
3. Gather valid, standard-specific evidence of achievement from your teachers' markbooks for each standard applied for derived from assessment prior to the NZQA managed external examination. Collect relevant materials and evidence from HoDs that demonstrate performance at the level of assessment for filing (this includes the moderation process and authenticity of work). No application can be processed in the absence of evidence, or where the evidence may not be authentic.
4. All derived grade applications must be completed by the 3<sup>rd</sup> working day after the final NCEA external examination to ensure they are processed by NZQA.
5. The school will follow NZQA rules and guidelines with regards to derived grades – more information can be found at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/derived-grade-guidelines/>

## **Key contacts in school for 2020**

Your deans, form teachers, subject teachers and Heads of Department are key people too. Please speak with them regarding any questions you may have.

### **Mr Zani**

**Principal's Nominee** - All contact with NZQA  
NCEA Fees  
Derived grades  
Numeracy qualifications  
School exams  
Extension applications  
Internal Assessment grade appeals

### **Ms Gorman**

Literacy qualifications  
University entrance

### **Mrs Marr**

Special Needs  
Coordinator (SENCO) -  
Special Assessment  
Conditions

## **Senior practice exams 2020**

Last week of Term 3 – Thursday 17<sup>th</sup> to Friday 25<sup>th</sup> September

# Actual NCEA Exams

Friday 6<sup>th</sup> November to Wednesday 2<sup>nd</sup> December 2020

2020 EXAMINATION TIMETABLE					
DATE	TIME	LEVEL 1	LEVEL 2	LEVEL 3	SCHOLARSHIP
Fri 6 Nov	9.30 am	Te Reo Rangatira	Physics	Business Studies	Calculus
	2.00 pm	Chinese	German	Dance	Agricultural & Horticultural Science
<b>WEEKEND</b>					
Mon 9 Nov	9.30 am	Media Studies	Earth & Space Science	Drama	Chemistry
	2.00 pm		Classical Studies		German
Tues 10 Nov	9.30 am	Agricultural & Horticultural Science	Art History	Statistics	
	2.00 pm	Geography	Spanish	Earth & Space Science	Drama
Wed 11 Nov	9.30 am		Mathematics & Statistics		Biology
	2.00 pm	Music	Accounting	History	French
Thurs 12 Nov	9.30 am	Mathematics & Statistics			Classical Studies
	2.00 pm		Drama	Samoan	Statistics
<b>CANTERBURY ANNIVERSARY DAY</b>					
<b>WEEKEND</b>					
Mon 16 Nov	9.30 am	French	Te Reo Māori	Calculus	
	2.00 pm	Economics		Accounting	
Tues 17 Nov	9.30 am		English		Religious Studies
	2.00 pm	History	Chinese	Biology	Economics
Wed 18 Nov	9.30 am	English			Te Reo Rangatira
	2.00 pm	Drama	History	Health	Physics
Thurs 19 Nov	9.30 am	Business Studies	Chemistry	Agricultural & Horticultural Science / German / Chinese	English
	2.00 pm	Biology	Music	Media Studies	Accounting
Fri 20 Nov	9.30 am	Science		Making Music	History
	2.00 pm	Samoan / Spanish	Geography	Chemistry	
<b>WEEKEND</b>					
Mon 23 Nov	9.30 am	Te Reo Māori / Art History	Japanese	Te Reo Rangatira / Social Studies / Psychology	Samoan
	2.00 pm	Latin	Agricultural & Horticultural Science		Geography
Tues 24 Nov	9.30 am	Accounting		English	
	2.00 pm	Home Economics	Economics		Media Studies
Wed 25 Nov	9.30 am	German	Biology	Geography	
	2.00 pm	Dance		Physics	
Thurs 26 Nov	9.30 am	Physics	Home Economics	Classical Studies	Japanese
	2.00 pm		Media Studies	Home Economics	Art History
Fri 27 Nov	9.30 am	Chemistry	Business Studies	French	Te Reo Māori
	2.00 pm	Classical Studies	Health	Economics	
<b>WEEKEND</b>					
Mon 30 Nov	9.30 am	Japanese	Te Reo Rangatira / Latin	Japanese	
	2.00 pm		French	Spanish	Latin
Tues 1 Dec	9.30 am	Health	Samoan / Education for Sustainability	Te Reo Māori / Latin	Chinese
	2.00 pm		Social Studies	Music Studies	Spanish
Wed 2 Dec	9.30 am	Social Studies	Dance	Art History	Earth & Space Science
	<b>NO EXAMS</b>				