

# OTAGO BOYS' HIGH SCHOOL



## Qualifications & Assessment Policy 2024

*Ākonga / Whānau*

## OBHS BOARD OF TRUSTEES ASSESSMENT POLICY

### 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

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. Subject Leaders will state the conditions and criteria for each Achievement / Unit Standard.

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

Due dates for internal assessments should be added to the [assessment calendar](#) no later than two weeks before the assessment date. This will allow for inclusion on the school KAMAR calendar, which is available to parents and students. This can be viewed at [portal.obhs.school.nz](http://portal.obhs.school.nz).

Assessment records will be kept up-to-date and maintained as an accurate record by each teacher or subject leader. We aim to publish internally moderated results on KAMAR within two weeks.

The subject leader is responsible for internal moderation between classes. This may include common marking schemes, common assessments, topic marking and check marking of reference tests. They must have a department policy/procedure on this internal moderation process in their scheme which reflects the school wide policy.

Assessment of student performance will be undertaken by the subject teacher to allow on-going consultation between the school (subject teacher, subject leader, Dean), the student and the parents.

Subject Leaders will ensure that students and their parents will be given a course outline at the start of the year (by the end of week 3). Included will be the:

- The learning focus for the year
- outline of assessments that may be taken

- maximum number of credits available
- approximate timing of each topic
- reassessment procedures

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

Assignments and assessment tasks handed in after the due date may incur no grade or a delay in marking as decided and published by the department and in accordance with school policy.

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

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 by contacting the subject leader or Principal's Nominee where appropriate.

Students will sign a declaration that they understand the authenticity and assessment rules at the beginning of each year. Students will be required to declare references, bibliography, use of AI 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. The point of contact at school in 2024 regarding SAC is Mrs Lindy 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.).

## **REVIEW**

The Principal's Nominee will check procedures for interclass moderation and external moderation with the subject leader. Moderation reviews are carried out annually for all departments. Work may not be published to students or NZQA unless moderation is complete according to this policy.

Each department will meet at the end of a course to review and refine their courses and assessments.

Staff development and training in assessment will be provided wherever necessary as a result of a review of the assessment procedures.

## **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 standards specific and a further assessment opportunity will only occur where it is manageable. This is at the discretion of the subject leader on a subject-by-subject basis.
3. Where a student has an opportunity to complete an assessment, a result must be recorded and reported to NZQA.
4. All assessment tasks will be due in at 5pm on the deadline day of the assessment. Assessment due dates will be published on the KAMAR school portal at least two weeks before the assessment deadline.

## 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 within 2 school weeks after the assessment deadline whenever possible. If marking and moderation takes longer than two school weeks, parents and students should be informed by email.
4. In exceptional circumstances (e.g. using a moderator in a different school), it may not be possible to provide moderated results within two weeks of the assessment. In this situation, students and parents must be notified of the reason for this, and moderated results provided through the KAMAR portal within a maximum of four school weeks of the assessment date.

## OBHS POLICY ON BREACHES OF THE RULES

### RATIONALE

Work handed in for assessment purposes must be the **student's own original work**. Students must not impact the performance of other students during assessments.

### POLICY

1. Departments will put strategies in place to ensure that the work submitted by students is their own, including, but not limited to:
  - a. Monitoring the drafting of student assessment work
  - b. Implementing plagiarism and AI checks using appropriate software
  - c. Following up with students during marking to ensure they understand and have produced the work they have submitted.
2. Students must submit their own work or reference their source material.
3. Students must not supply material to other students or use information technology where this is in breach of the conditions of assessment.
4. Students must not disrupt others during an assessment.
5. If students are suspected of breaching assessment rules, the classroom teacher and/or subject leader will investigate the issue. All irregularities will be reported to the Principal's Nominee.
6. If suspicions are founded, the classroom teacher will notify the student and their parents/guardians. The student will be awarded "Not Achieved" for the standard in most situations. Repeated breaches of the rules will lead to consequences in line with the school's behaviour management processes.

## **OBHS POLICY ON RECORDING ASSESSMENT INFORMATION**

### **RATIONALE**

All student progress and assessment results must be kept accurate, safe and confidential.

### **POLICY**

1. Teachers need to keep accurate records of both final outcomes and significant milestones of **all** student assessment.
2. Teachers will ensure work is marked, moderated, stored and reported within two weeks of the assessment completion.
3. Where a student has been given the opportunity to be assessed against the standard the outcome must be recorded.
4. NCEA Assessment data will be kept at school for at least two years and shared with NZQA on a regular basis (e.g. monthly).

## **OBHS POLICY ON PRIVACY**

### **RATIONALE**

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

### **POLICY**

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

### **IMPLEMENTATION**

1. Departments will 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 third parties without the consent of the student or their caregivers.

## **OBHS COURSE OUTLINES**

### **RATIONALE**

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

### **POLICY**

Full course outlines or instructions on how to find them are sent to all students and their parents by the end of week 3 of Term 1.

### **IMPLEMENTATION**

1. Subject Teachers must give all students and their parents a full course outline at the beginning of the year which includes:
2. The learning focus for the year, including core and optional learning units or themes
3. Outline of assessments that may be taken
4. An outline of how decisions about course content and assessment will be made as the year progresses
5. Maximum number of credits available for the year
6. Approximate timeline for the year's learning
7. Reassessment procedures, including which reassessments may be available and when this will occur. This must be in line with the school's reassessment policies.

## OBHS POLICY ON APPEALS

### 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 days of the return of the assessment result or incident outcome in writing using the [OBHS Appeals Form](#).
3. The order of personnel involved in any appeal is the classroom teacher, the subject leader, the Principal's Nominee, the Rector. The initial query begins between the student and the teacher.
4. If the matter is referred to the Rector, then their decision is final.



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

### **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 and/or writer, and separate accommodation during external exams where necessary. 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 Special Needs Co-ordinator (SENCO) will have identified and been providing support.
2. The SENCO will make the application for SACs for external assessments by the end of Term 1 in Year 11. Students and their caregivers will be notified of the outcome of the application.
3. The SENCO will roll over SACs from the previous year by 1<sup>st</sup> April and begin to identify and train appropriate assessment assistants for internal and external assessments.
4. The SENCO will interview each individual student to provide guidance on the SACs required for each exam. The SENCO will then advise students and their caregivers of the allocated SACs in writing by the end of Term 3.
5. The SENCO will ensure any late entry students requiring SACs in external exams are allocated by the Exam Center Manager.
6. The school will follow NZQA rules and guidelines with regards to SAC – more information can be found on the [NZQA website](#).

## **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 Subject leader 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. This must be a completely separate and unfamiliar task from previous assessments.
4. If a reassessment opportunity is offered, it must be offered to all students in the course.

## **OBHS POLICY ON RESUBMISSION OPPORTUNITIES**

### **RATIONALE**

When a student makes a minor error that prevents them from Achieving an assessment, they may be granted a short opportunity (e.g. 15 minutes) to identify and fix the error without any further teaching or guidance.

### **POLICY**

1. A resubmission can be offered after either the initial assessment or the re-assessment opportunity.
2. 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 correcting themselves without any additional teaching.
3. A resubmission opportunity will only be offered when an assessed piece of work has narrowly missed an Achieved grade boundary, and the resubmitted piece of work may only be awarded an Achieved grade.
4. The decision as to whether student work warrants a resubmission is made by the marker at the time of deciding a grade. A student may not request a resubmission.
5. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided per assessment event.
6. If a resubmission is offered, it must take place before the teacher gives any feedback or results to any student. However, this must not prevent students from receiving their results within two weeks.
7. If further teaching has occurred, resubmission is not possible.

## OBHS POLICY ON EXTENSIONS TO ASSESSMENT DEADLINES

### 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

1. Assessment work must be handed in on the due dates unless prior arrangements have been made with the class teacher. Extensions should only be granted for valid reasons (e.g. illness, bereavement, school camp, national sporting representation).
2. Teachers may ask the Principal's Nominee for advice or to make the decision. Students also have a right to appeal the decision to the Principal's Nominee using [this form](#). If the decision is made by the Principal's Nominee, the decision will be final.
3. The Principal's Nominee will decide based on the information provided by the student (or their caregiver) and in consultation with the teacher(s) involved. This decision will be final. Students are encouraged to communicate often and early with their teacher.
4. For situations that are known about (e.g., school camps), extensions from the class teacher must be applied for **before** the due date. The student should communicate well in advance with the teacher.
5. Wherever possible, written documentation (e.g., medical certificate etc.) should be presented with an application for extension within three school days of the student's **return**. This documentation should be shown to the class teacher who will arrange a reasonable extension to the original deadline.
6. 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 POLICY ON MISSED ASSESSMENTS

### RATIONALE

Situations arise leading to students missing assessments. Achieving a standard requires valid evidence of performance by a student in order that judgements can be made about the student's level of attainment. It can be challenging to provide an additional assessment opportunity for students who have missed an assessment as a different assessment task must be used to ensure no advantage is gained.

### POLICY

1. A student who has missed an assessment for a genuine reason (e.g. illness, bereavement, school camp, national sporting representation) will be given the opportunity to be assessed, where it is manageable and reasonable to do so.
2. 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.

3. Absences for self-interest (e.g. family holidays during term time, employment, visiting family) are not justification for extension or reassessment. Students could either:

- Complete all internal assessment due during the leave period, if practicable, and submit prior to the leave date
- Where a reassessment opportunity is being offered, students may complete this on their return if it is practicable. Students may, however, miss significant learning towards the missed assessment, which may not be repeated on their return.
- Be withdrawn from a standard if they do not have a reasonable opportunity to complete the assessment and notify their teacher prior to the absence.

It is not reasonable to expect teachers to provide additional support for students who are absent from class for self-interest reasons.

4. Once a student has made their teacher aware of intended self-interest leave, teachers will inform the student and their whānau of what assessments will be missed, the potential impact of not achieving those standards and what can be assessed before or after the intended absence.
5. 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 POLICY ON DERIVED GRADES**

### **RATIONALE:**

Derived grades are evidence-based grades that we may award to students when they can't attend an examination or external assessment, or their performance is impaired. The decision to apply for a derived grade is made by students and their caregivers, and lodge with NZQA through the Principal's Nominee.

### **POLICY**

1. The process for a derived grade is available to a candidate who has been clearly disadvantaged during an external assessment 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 temporary acute illness or injury
  - a significantly disturbing or distressing experience
  - a sudden and significant change to a chronic illness that happens no more than 4 weeks before the student's first affected assessment
  - national representation in a sport, academic or cultural event. The classroom teacher will ensure that derived grades are available for each student based on valid, standard specific
2. Derived grades are based on authentic, standard-specific evidence. Students must have demonstrated their ability to achieve the standard under conditions similar to that of an NCEA assessment in order to be awarded a derived grade. This is usually the school exams.
3. The school will follow NZQA rules and guidelines with regards to derived grades – more information can be found on the [NZQA website](#).

## Key contacts in school for 2024

Deans, form teachers, subject teachers and Heads of Department are key people too. Please speak with them regarding any questions.

## Key contacts for 2024

**Justin Zani**

[Justin.zani@obhs.school.nz](mailto:Justin.zani@obhs.school.nz)

**NZQA Principal's Nominee**

All contact with NZQA

NCEA Fees

Derived grades

Numeracy qualifications

Extension applications

Internal grade appeals

**Richard Harvey**

[Richard.harvey@obhs.school.nz](mailto:Richard.harvey@obhs.school.nz)

**Assistant Principal Curriculum**

School exams

University entrance

**Anne Gorman**

[anne.gorman@Obhs.school.nz](mailto:anne.gorman@Obhs.school.nz)

Literacy qualifications

University entrance

**Lindy Marr**

[Lindy.marr@obhs.school.nz](mailto:Lindy.marr@obhs.school.nz)

Special Needs Coordinator (SENCO)

Special Assessment Conditions

Learning Support

# Glossary

**NCEA-** National Certificate of Educational Achievement (may be at Level 1, 2 or 3)

**NZQA-** New Zealand Qualifications Authority

**Internal Assessment-** NCEA assessments that are marked by the school and the grades submitted to NZQA

**External Assessment-** NCEA assessments that are marked by NZQA, including external exams and CAAs

**Common Assessment Activity-** Assessments that are administered by school, but marked by NZQA

**Extension-** A student is granted a short extension to an assessment deadline for justified reasons.

**Resubmission-** If a student narrowly misses out on an Achieved grade in an internal assessment, where appropriate the marker may offer the student an opportunity to identify and fix minor errors with no further teaching allowed.

**Resit-** Wherever possible, subject departments will allow a second opportunity to achieve a standard or improve their grade. The assessment will be a completely new context from the initial assessment

**Self-interest leave-** when a student takes leave from school for unapproved reasons (e.g. family holiday) and as a result derived grades and assessment extensions are not applicable.

**Justified leave-** if a student misses an assessment for justified and unavoidable reasons (e.g. illness, bereavement, national sporting representation), they may be offered, where possible and appropriate, a reassessment opportunity or extension for an internal assessment, or a derived grade for an external assessment.

**Subject Leader-** each subject has a member of staff responsible for management and leadership. Subject teachers should be approached in the first instance, followed by the subject leader.

**Principal's Nominee-** individual nominated by the Rector to manage the requirements for national assessment and qualifications.

**SENCO-** Special Educational Needs Co-ordinator

## Senior School Exams

Last week of Term 3 – Wednesday 13<sup>th</sup> September to Friday 22<sup>nd</sup> September

## NCEA External Exams

Monday 6<sup>th</sup> November to Thursday 30<sup>th</sup> November

2024 EXAMINATION TIMETABLE					
Examinations available digitally shown in blue.					
Date	Session	Level 1	Level 2	Level 3	Scholarship
Tue 5 Nov	AM	Lea Faka-Tonga	Mathematics & Statistics	Dance	Classical Studies
	PM	Gagana Samoa Spanish	Biology	Japanese Making Music Spanish	Statistics
Wed 6 Nov	AM			English	
	PM	Geography	Spanish	Cook Islands Māori Social Studies	German
Thu 7 Nov	AM		English		Latin
	PM	Reo Māori Kūki 'Āirani	Accounting	History	French
Fri 8 Nov	AM	Mathematics & Statistics		Chemistry	Accounting
	PM		Music		History
WEEKEND					
Mon 11 Nov	AM	French	Lea Faka Tonga Te Reo Māori	Calculus	Samoa
	PM	Commerce	Korean	Agricultural & Horticultural Science Chinese German	Media Studies
Tue 12 Nov	AM	English			Physics
	PM	Korean	Drama	Samoa	
Wed 13 Nov	AM	Science	Chemistry	Drama	Geography
	PM	Gagana Tokelau Vagahau Niue	Geography	Biology	Art History
Thu 14 Nov	AM	Agricultural & Horticultural Science	Art History	Statistics	Drama
	PM	History	Chinese	Accounting	Agricultural & Horticultural Science
CANTERBURY ANNIVERSARY DAY (Fri 15 Nov)					
WEEKEND					
Mon 18 Nov	AM	Te Reo Māori	French	Latin Psychology Te Reo Rangatira	Chemistry
	PM	Japanese	Health	Economics	
Tue 19 Nov	AM	Chemistry & Biology	History	Physics	Te Reo Rangatira
	PM	Health Studies	Business Studies Cook Islands Māori	Health	
Wed 20 Nov	AM	Chinese (Mandarin)	Te Reo Rangatira	Lea Faka-Tonga	English
	PM	Social Studies	Classical Studies	Art History	Economics
Thu 21 Nov	AM	Physics Earth & Space Science	Latin	Te Reo Māori	Calculus
	PM	Dance	Economics	Korean	
Fri 22 Nov	AM	Religious Studies	Physics	Business Studies	
	PM	German	Media Studies		Biology
WEEKEND					
Mon 25 Nov	AM		Japanese	Geography	
	PM		Earth & Space Science		Religious Studies
Tue 26 Nov	AM		Home Economics	Classical Studies	Te Reo Māori
	PM		German	Home Economics	
Wed 27 Nov	AM		Social Studies	French	Japanese
	PM		Agricultural & Horticultural Science	Media Studies	
Thu 28 Nov	AM		Education for Sustainability Samoa	Earth & Space Science	Chinese
	PM			Music Studies	Spanish
Fri 29 Nov	AM		Dance		Earth & Space Science

