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# Assessment Requirements and Procedures 2016

# Student Information:

# NCEA Requirements

**Level 1-** 80 credits are required at any level (1, 2, 3) including literacy requirements.

**Level 2-** 60 credits are required at level 2 or above plus 20 credits at any level and the Level 1 literacy

and numeracy requirements.

**Level 3 -** 60 credits at level 3 or above plus 20 credits at any level.

# Literacy & Numeracy Requirements

The literacy and numeracy requirements for NCEA Level 1 are:

**Literacy requirement-** A minimum of 10 credits through either:

* Specified assessment standards -  available through a range of subjects and [English for Academic Purposes unit standards](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/level-1-requirements/lit-num-subjects/) (minimum total of 10 credits), or
* Unit standards - package of three [literacy unit standards](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/literacy-and-numeracy-unit-standards/) (total of 10 credits - **all** three required).

**Numeracy requirement-** Aminimum of 10 credits through either:

* Achievement standards - [specified achievement standards](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/level-1-requirements/lit-num-subjects/) available through a range of subjects - (minimum total of 10 credits), or
* Unit standards - package of three [numeracy unit standards](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/literacy-and-numeracy-unit-standards/) (total of 10 credits - **all** three required).

# NCEA Level 3 & University Entrance

**To qualify for U.E in 2016 you will need to have completed NCEA Level 3 plus:**

* Approved subjects - 42 credits at **Level 3 or higher**, made up of:
  + 14 credits in one [approved subject](http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/)
  + 14 credits in another [approved subject](http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/)
  + 14 credits in another approved subject
* Literacy requirements - 10 credits in [English or te reo Maori](http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements-2012-2013/) at **Level 2 or higher**, made up of:
  + 5 credits in reading
  + 5 credits in writing
* Numeracy requirements - 14 credits in Numeracy at **Level 1 or higher**, made up of:
  + credits in Mathematics or Statistics and Probability

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# Endorsements

Endorsements are given at Merit and Excellence levels. There are two types of endorsement:

* A **Certificate Endorsement** is when a student gains 50 credits at a Merit or Excellence Standard thereby, gaining either a Merit or Excellence endorsement.
* A **Course Endorsement** is when a student in a single year gains 14 or more credits at Merit and/or Excellence for a course. This would result in the student gaining either a Merit or Excellence endorsement for that course. At least three credits must be from externally assessed standards and three from internally assessed standards in that course. (This condition does not apply to Physical Education, Religious Studies or Level 3 Visual Arts.)

# Other National Certificates

As well as contributing to NCEA levels 1-3 and university Entrance Qualifications, some standards also contribute to a National Certificate in a given subject. Examples are the National Certificates in Computing, and the National Certificates in Mathematics. Course outlines will state whether particular courses and standards contribute to these national Certificates, and the requirements for them.

# Course Outlines

At the beginning of the year, students will be provided with a course outline for each NCEA course studied. Course outlines contain information about content to be studied, assessment types, credit values, and approximate timing of assessments.

# Timing of assessments

Approximate timing of assessments is indicated on course outlines. However, these will vary and teachers will generally give advance notice before an assessment. For assignments, due dates will be given on the assessment task sheet.

# Missed & late assessments

***Valid absence***

When a student is absent from an assessment for a valid reason, the student will usually be asked to sit the assessment at the first possible opportunity on their return.

If this is not possible, the student will be provided with a further assessment opportunity at a later date, if one is available.

***Willful absence***

A willful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to a student who willfully misses an assessment. If other evidence is not available a result of Not Achieved will be reported.

***Extensions***

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1. When an assignment has been set on a subject it must be handed to the teacher during the class period of the due date. Work that is submitted for marking after the stated deadline may not be accepted for marking.
2. Any student who envisages being unable to complete an assignment on time through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the teacher.
3. An application for an extension must be made to the teacher at least three school days before the due deadline.
4. At that time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver.
5. Failure to submit sufficient and satisfactory evidence of work done so far will result in no extension being granted.
6. Any extension will not normally exceed three days beyond the original deadline and the student will be given full credit for this completed work. This means work due on a Friday, with an extension, becomes due the next school day.
7. If the extension is approved, the assignment should not be returned to the remaining students until the extension time it has reached.

# Further assessment

Where practicable, students who fail to achieve on their first assessment for a unit may be offered one further assessment opportunity.

***Resubmission*** involves the student improving their already submitted work. Where the teacher judges that the work could reach the standard with the improvement of one or two minor aspects, a resubmission may be offered.

1. A resubmission will be limited to specific aspects of the assessment and no more than one resubmission will be provided.
2. Students should be capable of discovering and correcting the fault immediately, without specific guidance or further teaching and learning.
3. Any resubmission will be done under the same conditions as the original assessment.

***Further assessment*** involves the student completing a new task or the same task in a different context.

* + 1. One further opportunity for assessment of a standard can be provided each year. The date for this will be determined and published by the teacher.
    2. A further assessment opportunity is only appropriate after additional teaching and learning has taken place. If a further assessment opportunity is being offered, any student who sat the original assessment may take up this offer, in order to improve their grade.
    3. The highest grade gained by a student will be reported to NZQA.

# Appeals

A student has the right to appeal any assessment decision. These include, but are not limited to their awarded grade, an allegation that they have Breach of the Rules or a decision affecting their access to assessment.

In the first instance the student should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome for the student they should lodge a formal appeal. The student should lodge this within five days of being notified of the initial assessment decision.

A student does not forfeit their right to appeal by acknowledging the return of their work or by sighting their grade.

**Procedure:**

Submit a completed [NQF School Appeals Form](#_APPENDIX_B_) to the Principal’s Nominee (Mr M Bullock).

The Principal’s Nominee will investigate the issue. The investigation could involve the school receiving input from a subject specialist outside the school. The initial marker of the student’s work will not be involved in the appeal.

The decision of the Principal’s Nominee is final and they will communicate the outcome to the student in writing. Under normal circumstances this should be done within 10 working days of the appeal being lodged.

If the reason for the appeal relates to an initial assessment decision made by the Principal’s Nominee, the Principal will nominate another staff member to investigate the issue. The decision of this person is final.

# Special Assessment Conditions

1. Students with special learning needs are, in most cases, identified prior to Year 11 by the Literacy Teacher. Unless a student is new to the school, it would be unlikely that a student requiring Special Assessment Condition would be identified for the first time in Year 11, 12 or 13.
2. Referrals may come from teachers, parents or outside agencies. Students may not self- refer.
3. On receipt of a referral, the Literacy Teacher will contact the parents assist them to arrange for the student to be assessed by a Level C assessor or other suitably qualified assessor. The assessment should be undertaken towards the end of Year 10.
4. Once the assessor’s report is received, the school will decide and approve the level of assistance required, if any.
5. In February, the relevant teachers will be notified of the approved special assessment conditions. Parents will also be informed.
6. The approved conditions will be made available for all internal assessment.

# Financial assistance

Families, who require financial assistance, are on a benefit or who have a community services card should apply to the school office for a financial assistance form.

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# NZQA Learner log in

Students can log in on the NZQA website [www.nzqa.govt.nz](http://www.nzqa.govt.nz) to view their entries, results and record of learning. Click on “Login” and “Register Now”. You will need your NSN number (available from your form teacher or the school office) and your date of birth.

Note: Results do not get submitted by the school as soon as they are earned, so the NZQA record may not always be completely up to date.

# Moderation of Student Work

Departments will put in place processes to ensure student work is marked fairly and consistently across classes within subject areas, and at the appropriate national standard.

Possible options:

* Sample checking
* Shared marking
* Single markers
* Moderation meetings

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# 14. Authenticity

All work submitted by students for assessments must be their own. Plagiarism is not acceptable. **Authenticity** issues are to be determined within each department and must be considered for each Standard assessed internally.

Students must not accept undue assistance from any person in the preparation or submission of work. As an example, undue assistance would include providing actual adjustments, or dictating the student to insert particular text or other aspects of the work. Students may, however, be given general advice about the nature of adjustments or improvements that could be made to their work

In submitting work for assessment, students should acknowledge all resources used. This includes texts and source materials, and the name and status of any person who provided assistance, together with the type of, and extent of assistance received.

Each student may be asked at the time of submitting a piece of work to sign a declaration stating that the submitted item is the student’s own work or to sign an “Own Work” Affidavit at the beginning of the course.

If you are suspected of cheating, or copying someone else’s work (plagiarism) the Principal’s

Nominee will investigate the matter. It is likely that your parents will be notified and that you will get no result for that unit.

# 15. Derived Grades

You can apply for a derived grade only if you have been clearly disadvantaged through illness or misadventure, or if you consider that your performance in an external assessment has been seriously impaired because of exceptional circumstances beyond your control.

You will need to:

1. Inform the Principal’s Nominee (Mr. Bullock) as soon as possible.

2. Collect a form or download one.

3. Fill in your sections of the form.

4. Get the required people to complete their sections of the form e.g. medical practitioner.

5. Return the form promptly to the Principal’s Nominee.

Advice to candidates:

* Impairments must be of a serious nature. This **excludes** claims on the basis of stress due to examinations, family disturbances, and minor illness.
* Medical certificates supporting the claim must be provided if the impaired performance is for a medical reason.
* The impairment must have affected the student during the examination period or have occurred within the month preceding exams (or a longer period may apply in some circumstances).
* Impairment candidates should sit the external exam wherever reasonable and practical.

1. A derived grade is possible where:

* the school has a grade recorded in its Student Management System which is bases on standard specific evidence from a valid assessment(s) in the current year
* the school’s quality assurance process for internal assessment has been applied to the assessment materials
* the school retains a copy of the assessment used to generate the evidence.

1. A derived grade cannot be awarded if there is no grade from practice assessments for an external standard because a student was absent, did not complete an assessment, or because the timing of the teaching has meant no practice assessment was given.
2. Students need to be aware that practice assessments may be used to generate a derived grade. For this reason students to aim need to achieve to the best of their ability in all school based assessment.

# *APPEALS FORM*

**CULLINANE COLLEGE**

**Assessment Appeal Application Form**

Fill in the top section, attach an appropriate letter or other relevant information and hand in to the office or your teacher

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| --- | --- |
| **Name:** | **Form class :** |
| **Date of Application:** | |
| **Subject:**  **Name of Teacher:** | |
| **Standard number and title:** | |
| **Type of assessment *(practical, assignment, test, etc):*** | |
| **Date of assessment or due date:** | |
| **Circle to indicate the assessment decision that you are appealing:**  **1. The Grade 2. Missed/late assessment 3. Further assessment**  **4. A Breach of the rules (e.g. misconduct, cheating, plagiarism) 5. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Explain why you think the incorrect assessment decision has been made:** | |
| **What do you think is the correct assessment decision?**  **(please state or attach any evidence that you have to support this)** | |
| **Notes of person investigating:** | |
| **Decision of person investigating:** | |
| ***Outcome communicated to student by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Outcome communicated to other parties (please name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** | |
| **Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |