



NCEA ASSESSMENT PROCEDURES

Updated March 2019

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INTRODUCTION

This booklet sets out the school's expectations for students and teachers. It is organised so that the topics covered follow the order of the assessment process.

The aim of document is to ensure that all school summative assessments are fair, valid and consistent. Procedures will be transparent on all matters regarding assessment so that students understand how their result has been achieved. Assessment procedures will be consistent within Departments and across all Departments and Levels.

Other documents which deal with Assessment issues are:

- [Assessment and Examination Rules and Procedures - NZQA](#)
- The QMC [Year 11 NCEA Subject Selection Handbook](#)
- The QMC [Years 12-13 NCEA Subject Selection Handbook](#)
- Subject [Course Outlines](#) for Students

Assessment and Reporting involves:

1. Reviewing, developing and implementing procedures.
2. Reviewing, developing and implementing reporting to parents/caregivers and the NZQA centralised system for the students' Records of Learning.
3. Ensuring that assessment and reporting procedures comply with the Privacy Act.
4. Reviewing annually the Assessment and Reporting section of the Accreditation Document and all other Assessment policies and procedures.

Any questions should be directed to

Head of Senior School: jacqui.brown@gmc.school.nz

Or Principal's Nominee: nicole.hoy@gmc.school.nz

COURSE INFORMATION

Subject specific course information is published in the [NCEA Course Selection Handbooks](#) made available to all students before option choices are made. Students' final course choices are verified by parents/caregivers.

There can be **NO** change from the courses published in the NCEA Course Selection Handbooks without the permission of the Head of Senior School.

STUDENT COURSE OUTLINES

All students doing NCEA must receive full details of course requirements within the first week of the course. [Student course outlines](#) **must** include all of the following information:

1. The content of the course (with details from the NZQA website of the Achievement/Unit Standards).
2. The methods which will be used to assess student performance in relation to the content and objectives (e.g. examinations, performances, seminars, field work, tests, assignments).
3. A timeline of summative assessment deadlines, indicating the week these will be due.
4. The opportunity to provide further evidence, if appropriate.
5. Field trips, where applicable.
6. Procedure for submitting work/meeting deadlines.
7. Reference to this *Queen Margaret College Assessment Procedures* document (which is available on [MyQMC](#))

Any changes to the Student Course Outline or assessment tasks throughout the year must be done in consultation with the Head of Senior School and Principal's Nominee and subsequently given in writing to all students taking the course. As a general rule, there are to be no changes to assessment dates. Assessments will not be brought forward unless all students agree to the new date.

Details of standards which involve a Memorandum of Understanding (MOU) or an outside provider (including The Correspondence School / Te Kura) must be given to the Principal's Nominee at the beginning of the academic year.

For each summative assessment task, clear written instructions and assessment criteria must be given to each student prior to the assessment.

COMPLETION OF STUDENT WORK

Students must complete all requirements specified on assessment tasks for individual achievement standards. Students should also complete all practice assessments so that valuable feedback can be provided to the student.

1. **School Related Absence**

It is the student's responsibility to inform subject teachers before an assessment of any school related absences that will affect that particular assessment.

2. **Absence Due to Accident, Illness or Bereavement**

With adequate explanation and proof such absence should not normally result in the student being penalised.

3. **Where a Student is Ill on the Day of a Test or on the Day an Assignment is Due:**

- a **medical certificate** for illness or another satisfactory (written) explanation for accident or bereavement will be required.
- medical certificates must be issued on the day of assessment or on the day an assignment is due. Medical certificates issued after this date cannot be accepted (a medical certificate issued before the day of the assessment but covering and stating the assessment date is acceptable).
- medical certificates should be given to the Principal's Nominee who will inform the Head of Senior School and the subject teacher.

In each of the above cases, the student will be expected to sit or hand in the assessment on their return to school, or as negotiated by the teacher or HOD/HOS. The *Withdrawal from or Extension for NCEA Standards* form should then be completed with the subject teacher. This assessment opportunity must be managed so that it does not compromise the integrity of the result (eg material relating to the assessment, including test papers and marking, will not be returned to the rest of the class until the last assessment is completed). If it is not possible for the student to sit the task on their return without compromising the integrity of the result, and if no further assessment opportunity is available, the student will be withdrawn from the standard.

4. **Absence due to Student Self Interest**

Included in this category is family travel and planned absences such as sporting events unrelated to the school. The student must accept that some disadvantage will occur through their being absent (which may include withdrawal from any internally assessed standards being assessed during the absence). **A prior written application for leave is made to and approved by the Principal.** Each student will then be issued with a form which the student is to take to all of her teachers for signing. This is to gather data as to how this absence will impact on the student. This form is photocopied and a copy is filed with the Head of Senior School. In the case of absence due to student self interest it is the students' responsibility to ensure that this process is completed and the school is aware of the absence.

5. **Wilful Absence**

Absence from a summative test, examination or practical which is not explained by a legitimate excuse will result in a **Not Achieved grade** being reported.

COURSE CHANGES AND LATE COMMENCEMENTS

All course change requests or late commencements are handled by the Head of Senior School. Students changing schools (e.g. transfers from a New Zealand school or new students from overseas) must provide information about their previous courses and completed summative assessments.

WITHDRAWAL FROM COURSES

No unauthorised withdrawal from courses or individual standards is permitted.

- Students must consult the Head of Senior School if they wish to withdraw from a course. Any withdrawal from a course should include permission from parents/caregiver. Consultation with the subject teacher, HOD/HOS and Deans also advisable.

Students transferring to another school must be given copies of all summative assessment material (e.g. exam scripts, art work etc.) by subject teachers. Summative marks must be entered into the PCSchools mark book so that the Principal's Nominee can forward these to the student's new school.

DEADLINES

All proposed internal and practice external assessment dates will be posted on the [student/parent portal](#) and advised through News@QMC during Term 1. Parents/caregivers should take note of these assessment dates and ensure that students are able to manage their workload in order to meet these deadlines. If the date(s) of an assessment needs to be changed, teachers should email the new date(s) to all students affected (with a cc to the year level Dean and Head of Curriculum.)

The timetable for the NZQA external examinations, held at the end of Term 4 is posted on the [NZQA website](#).

Students must ensure that all assessments are to be handed in on time. Unless they are being completed in class, or alternative arrangements are made in advance, **summative assessments are to be placed in boxes outside the Principal's Nominee's office (Tower Block) by 8:30am on the due date.** Teachers and HODs/HOSs are expected to make suitable arrangements for the collection of assignments at this time.

Late assessments will only be considered if the student, prior to the deadline, has negotiated an extension with the teacher or HOD/HOS and this has been approved by the Principal's Nominee using the Withdrawal from or Extension for NCEA Standard form. Applications for extensions must be made at least 5 school days before the assessment is due. If an extension is required because of unexpected illness, a medical certificate must be supplied. Failure to do so will result in a 'Not Achieved' grade being awarded. **Please note that technology failure of any kind is not grounds for an extension and students are advised to store work in the cloud or back up their work.** (See Page 4 for more details).

FURTHER ASSESSMENT OPPORTUNITIES

- A maximum of one further opportunity for assessment of a standard may be provided within a year.
- If a further opportunity for assessment is offered to any student, it must be made available for all students entered for that standard after further learning has taken place.

RESUBMISSION

A resubmission may be offered to an individual student on a case-by-case basis. A resubmission may 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 in order to achieve a higher grade. No more than one resubmission may be provided and it must take place before the teacher gives any feedback to the whole class (or any student) on the work done.

AUTHENTICITY AND MISCONDUCT ISSUES

Teachers are to put in place clear and appropriate procedures so that the opportunities for students to cheat or plagiarise in internal assessments are minimised. Students must complete an Authentication form for all internal assessments whether completed in class time or completed outside of class.

Where a teacher suspects that a breach of authenticity or cheating has occurred in an examination or summative assessment, the teacher will inform the Head of Senior School and the Principal's Nominee in writing. In the case of an examination or in class test, the student is to remain and complete the examination. The Principal's Nominee will investigate the allegations. Evidence of cheating or facilitating cheating will result in a Not Achieved grade being awarded for that assessment. There will be no further opportunity to attain the standard, unless such an opportunity was outlined in the assessment programme for the whole class. The Principal and parents will also be notified. Any decision will be final.

APPEALS

1. Against an internal school assessment or ruling on authenticity.

This must be done within one week of the result of an internal assessment/ruling on authenticity being received by the student. If a student is dissatisfied with a grade or ruling, she should approach her subject teacher or HOD who will provide her with a [Queen Margaret College Appeal Form](#) to complete and return within the week. (This form is also available on the student/parent portal MyQMC.) The grade/ruling will then be reviewed, taking into consideration any points raised by the student on the appeal form. If the student remains dissatisfied with the result of the appeal, the Head of Senior School should be approached. After investigating, the decision of the Head of Senior School will be final.

2. Against an NZQA assessment ruling or grade.

Students may resubmit externally assessed work. The Reconsideration Form, instructions and further information for this process are available through the student login on the NZQA website.

REPORTING NOT ACHIEVED GRADES

Not Achieved results for internally assessed standards will be reported on students' [NCEA Annual Results Notices](#). They will also appear on a new [School Result Summary](#) produced when a student leaves school, but not on their [New Zealand Record of Achievement](#).

EXAMINATIONS

Students in Years 10 to 13 are prepared for NCEA Levels 1 - 3 and Scholarship. Every Department is asked to do their best to ensure that there are two practice opportunities for each externally assessed achievement standard, and one of these could be in the school examinations. As much as possible, the practice opportunities should mirror the NZQA examinations held at the end of the year. Senior practice examinations are held in Term 3. Students are encouraged to do their very best in all practice opportunities as the grades generated in these will be used to determine final grades should a derived grade be required.

EXAMINATION CONDUCT

Students are required to stay for the full time in school practice examinations. School uniform is to be worn in all examinations.

In Examinations, students are expected to:

- enter quietly and remain so. Talking is prohibited until all papers have been collected and they have left the exam room.
- leave bags in the designated area.
- bring an emergency evacuation pack which may include a phone (turned off), medication, and keys in a sealed plastic bag. This must be placed under the chair in the examination room and cannot be touched unless the exam supervisor gives the instruction to do so in an emergency.
- bring pens and pencils into the examination room in a clear plastic bag.
- use an approved calculator which must be cleared by a supervisor.
- attempt all papers. Any papers not attempted will be completed in the week after the examinations during lunchtimes or after school.
- not eat nor drink, although clear water bottles containing water only, are acceptable.
- not use Twink.
- not borrow equipment from other students.
- hand in all question papers along with answer scripts at the end of the examinations.

NOTE: For all summative assessments the above rules should be followed where practicable.

MODERATION

Internal Moderation

An *Internal Moderation Cover Sheet* must be completed for all internal assessments. Cover sheets should also be completed for assessments that could be used to produce a derived grade (eg: practice examinations, school examinations). The Internal Moderation Cover Sheets must record evidence of the critiquing of assessment materials prior to their use, verification of marker judgements and monitoring of the internal moderation process by Heads of Departments.

In order to ensure that marker judgements are consistent with the standard before they are reported to NZQA, teachers must have their judgements verified by another subject specialist with knowledge of that particular achievement standard. The teacher should purposefully select samples of student work around each grade boundary as well as judgements that they feel would benefit from being reviewed by another marker. Details of this verification process must be recorded on the Internal Moderation Cover Sheet.

The marked student work then needs to be stored for two years, along with a copy of the assessment task. The completed *Internal Moderation Cover Sheets* need to be available so that the Principal's Nominee can ensure that internal moderation process is being carried out correctly.

Where there is more than one class following the same course/unit, where practicable and if necessary for authenticity purposes, all examinations/tests will be common to all classes and timed to allow all classes to sit on the same day. The examinations/tests should have common assessment criteria and employ strategies to ensure fairness of marking.

External Moderation

Each year, in accordance with NZQA requirements, a sample of internally assessed standards will be moderated externally to ensure that internal assessment at QMC is fair, valid and consistent. For each standard selected for external moderation, the school will submit electronically the assessment task and schedule, any supporting resources and scanned/electronic copies of a sample of marked student work from the current year. (The sample of marked work to be moderated will be selected randomly by a process outlined by NZQA). A report will be written by the moderators for the work submitted. This report will be made available on the moderation application, which can be accessed by teachers using their NZQA logon. The NZQA Annual Report will include the overall annual agreement rate at each level.

Where the task and/or assessment judgments are deemed by the moderator to be "not yet consistent" with the standard, the Head of Department will work with the Teacher(s) in Charge to address the issues identified. This process will involve describing specific actions needed to address the issue(s) identified by the moderator, confirmation by the Head of Department when these steps have been completed and an evaluation of the outcome of the changes. This process will be recorded on the *Managing National Assessment Annual In-School Audit* form by the Head of Department.

MARK RECORDING AND VERIFICATION

Stringent procedures in recording grades will be followed. The process will be open to students within the confines of the Privacy Act 1993. In particular, no student is entitled to view the grades of another student without that person's permission.

Teachers are required to keep detailed records of all NCEA assessments. Copies should be kept on file by the HOD/HOS for two years. All NCEA grades for summative assessments (internally assessed standards and practice external grades) must be entered in the PCSchool mark book, directly after the grades have been finalised. Students who have left QMC but have completed an internal assessment must have their mark recorded on the hard copy of the assessment and the result emailed to the Principal's Nominee who will ensure this is recorded and will also forward this to the new school.

All NCEA internal assessment grades on PCSchool must be signed off by the students in Term 4 to confirm the results in the NZQA columns. These printouts will be given to HODs by the Principal's Nominee who will retain these signed marks as a record.

DERIVED GRADE PROCESS

A derived grade is generated when a candidate has been prevented from sitting examinations or otherwise presenting materials for external assessment, or who considers that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control.

Impaired candidates should sit the assessment wherever reasonable and practicable.

If a student wishes to apply for a derived grade they must contact the Principal's Nominee.

Results from school examinations or other internally moderated practice external assessments will be used to generate a derived grade. For this reason, students will need to achieve to the best of their ability in school examinations and practice external assessments.

REPORTS

An Interim Report is available in Term 1, along with full academic reports in Term 2 and at the end of the year. NCEA students will also receive a copy of their examination results at the end of Term 3.

SPECIAL ASSISTANCE

The Learning Support team or parents may identify a student who could need a reader, writer, extra time or special assistance provisions. Parents are asked to engage a suitable qualified professional (see below) who will evaluate the student and complete an Education Assessment Report which is then presented to the Principal's Nominee. This, together with school-based evidence from teachers and the Learning Support team, is used to make an application to NZQA for special assistance.

Students with a permanent or long-term medical or physical condition and/or specific learning disability that directly impacts on their ability to be assessed fairly in assessments for New Zealand Qualifications may apply for entitlement to Special Assessment Conditions.

Where the need for Special Assessment Conditions arises from:

- a **permanent or long-term *medical or physical condition or disability***, a report from an appropriate registered medical professional providing evidence of need based on the functional impact of the condition or disability is required. The report should be completed in the year of the application, detail exactly how the candidate's access to assessment is impaired by their medical or physical condition and detail any suitable assessment conditions. This could be a physical inability to write for themselves or to see an examination paper
- **specific learning disabilities**, a current report on an assessment carried out by an appropriately qualified registered professional, (such as an NZCER level C assessor, speech/language therapist or a medical professional) providing evidence of need based on the functional impact of the condition or disability is required. The report should be completed in time for the first year of assessment for national qualifications, and remains valid for four years. The report must explain exactly how the candidate's access to assessments is impaired by the functional impact of their specific learning disability and detail suitable assessment conditions.

The school will also review the efficacy of the support provided to date by carrying out an annual needs analysis. This includes determining whether:

- the candidate should continue with the assessment conditions previously offered, or
- modifications to the assessment conditions are required, or
- changes should be made to the number and nature of standards to be assessed.

Special assistance, if granted, will also be offered for internal assessments where appropriate and selected by the student in consultation with their subject teacher. These will also be offered for all school examinations. For these, the cost of any reader/writer assistance is charged to the parents. For NCEA external examinations, NZQA will provide monies towards costs.

PRIVACY ACT

Teachers should note that the Privacy Act 1993 affects assessment and reporting practices in the following ways:

- No information about student's grades can be disclosed to any person other than the student, teaching staff and her parent or caregiver. Be mindful when students sign off summative assessments to conceal other students' grades.
- Personal assessment documents e.g. school reports and marked work must be given to the student or the caregiver. Do not pass these on to another student to be delivered.
- Student work kept as exemplars or for selected for moderation should be altered so as not to reveal the student's identity.

APPENDIX

1. NUMBER OF CREDITS REQUIRED AT EACH LEVEL OF NCEA

NCEA Level 1

A student must achieve 80 credits which must include a minimum of:

- 10 credits from achievement standards to meet the literacy requirement (from English and approved achievement standards in other subjects)
- 10 credits from achievement standards to meet the numeracy requirement (from Mathematics and approved achievement standards in other subjects).

NCEA Level 2

A student must achieve 80 credits, of which a minimum of 60 credits is a Level 2 or above, from anywhere on the New Zealand Qualifications Framework (NZQF).

NCEA Level 3

A student must achieve 80 credits, of which 60 must be at Level 3 or above and 20 at Level 2 or above, from anywhere on the NQF.

The School encourages students to study standards which will give them more than the minimum number of credits required to pass any given level. This is seen as an opportunity to extend students, giving them a broader based education and more opportunity for choice in the future.

2. CERTIFICATES OF ENDORSEMENT

Candidates studying for NCEA are able to receive qualifications with Merit or Excellence endorsements. The purpose of the endorsements is to encourage students to strive to produce work of a high quality and to recognise that achievement when it occurs. This will provide students with challenging but achievable goals.

For a certificate to be endorsed with Merit, 50 credits at Merit or Excellence will be required at the same level, or higher (on the New Zealand Qualifications Framework) as the certificate being awarded.

For a certificate to be awarded with Excellence 50 credits at Excellence will be required at the same level, or higher (on the New Zealand Qualifications Framework) as the certificate being awarded.

The certificate of endorsement includes all NCEA credits accumulated at that level over the three (or four years), regardless of when the credits were obtained. In practice, this means that credits gained at Level 1 in Years 10, 11, 12 or 13 can count towards a Level 1 certificate endorsement.

3. COURSE ENDORSEMENT

Course endorsement provides recognition for students who perform exceptionally well in individual courses (subjects). Students can be awarded a course endorsement at Merit or Excellence. The required credits must be gained in a single school year.

Students will gain an endorsement for a course where they achieve:

- 14 or more credits at Merit or Excellence (course endorsement at Merit) or 14 or more credits at Excellence (course endorsement at Excellence)
- There must be at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (with the exception of Physical Education and Level 3 Visual Arts) at the level of endorsement.

4. UNIVERSITY ENTRANCE

To qualify for entrance to a university, a student needs:

- NCEA Level 3 Certificate
- Three approved subjects at Level 3 with a minimum of 14 credits at Level 3 or higher in each subject
- A minimum of 10 credits at Level 1 or higher in Numeracy (from Mathematics or other approved achievement standards).
- A minimum of 10 credits at Level 2 or higher in Literacy (from English or other approved achievement standards). Five credits must be in reading and five credits must be in writing.

However, gaining University Entrance does not guarantee a university place. Students should also be aware that Universities may have a selection process to manage their first year enrolments.

Entry requirements are different at each university and students should be aware of the requirements of the university to which they are applying.

5. NEW ZEALAND SCHOLARSHIP

Students in a secondary school have the opportunity to win a Scholarship.

Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship will appear on the Record of Learning.

More information about New Zealand Scholarships can be found on the [NZQA website](#).

Scholarship will enable students to be assessed against challenging standards, and will be demanding for the most able students in each subject. Scholarship students will again be expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations. Students may put themselves forward for Scholarship and may also be shoulder-tapped. Those aiming for Scholarship will need to make a commitment to the extra tutorials and learning involved.

6. NCEA Fees

Entries for NCEA are confirmed by 1 August and the NCEA fees will be charged to accounts in August. The fees at present are:

Domestic Students

- \$76.70 (GST inclusive) *per year* for entry to NCEA standards.
- \$30.00 (GST inclusive) *per subject* for entry into Scholarship.

International Students

- \$383.30 (GST inclusive) *per year* for entry to NCEA standards
- \$102.20 (GST inclusive) *per subject* for entry into Scholarship.



SAMPLE AUTHENTICATION FORM

| | |
|----------------------------|--|
| Name | |
| Form | |
| Subject | |
| Achievement Standard No | |
| Achievement Standard Title | |

This is to confirm that the work completed and submitted for this achievement standard is my own. All references or secondary sources are acknowledged.

| | |
|--------|--|
| Signed | |
| Date | |

GRADE AWARDED:

Student signature (acceptance of grade) Date.....



SAMPLE
APPEAL FORM FOR INTERNALLY ASSESSED NCEA STANDARDS

| | |
|----------------------------|--|
| Name | |
| Form | |
| Subject | |
| Achievement Standard No | |
| Achievement Standard Title | |
| Teacher | |
| Date | |

| |
|---|
| Aspects to be re-evaluated: |
|---|

| | |
|-------------------|--|
| Appeal Decision | |
| Verifier | |
| Date | |
| Student Signature | |

Work for reassessment will be attached by the class teacher or HoD.

**Withdrawal from or
Extension for
NCEA STANDARD/S**

| | |
|----------------------------|--|
| Date | |
| Student's Name | |
| Class | |
| Subject | |
| Achievement Standard No | |
| Achievement Standard Title | |
| Subject Teacher | |

Reason assessment missed / why extension is required / why standard is being withdrawn:

Medical Certificate attached: No Yes Not applicable

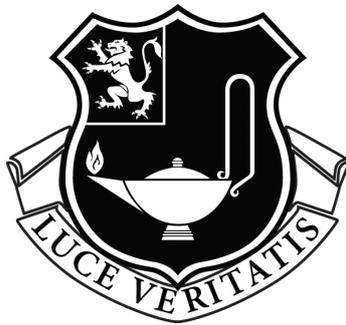
Subject Teacher/ HOD to complete



| | | | |
|--|-----------------------------|------------------------------|-------------|
| Assessment Rescheduled: | <input type="checkbox"/> No | <input type="checkbox"/> Yes | Date: _____ |
| <i>or</i> | | | |
| Extension to current assessment given: | <input type="checkbox"/> No | <input type="checkbox"/> Yes | Date: _____ |
| Withdrawal from Achievement Standard: | <input type="checkbox"/> No | <input type="checkbox"/> Yes | |

Head of Department signature: Date: _____

Principal's Nominee signature:..... Date: _____



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