

HURUNUI COLLEGE

NZQA Student Handbook

The principal's nominee, in charge of all NZQA matters, is Mr Thompson.

Principles to ensure assessment is fair, valid and authentic

Fair assessment:

1. Students should receive assessment guidelines at the beginning of the year and course information. Check with your teacher if you have not yet received this. Course outline - this will include
 - subject name, level, and year
 - course aims
 - course description
 - course requirements
 - for each standard offered in the course:
 - number of credits
 - mode of assessment – internal or external
 - form of assessment - eg test, practical, seminar, speech, open book, a process of completing a portfolio of work etc.
 - approximate timing of assessment
 - whether a further assessment opportunity is available.
 - Identification of standards that contribute towards
 - NCEA Level 1 Numeracy
 - NCEA Level 1 Literacy
 - UE Numeracy
 - UE Literacy – reading
 - UE Literacy – writing.
 - For Level 3 standards, identification of the subject or domain, so that students can monitor their own progress towards University Entrance.
 - Information about other national certificates that the student could gain from the course. For example, The National Certificate of Computing, level 2.

If you do not achieve a standard, you will have only one reassessment opportunity within a year. You should be informed at the beginning of learning for a standard whether a re-sit may be available for that standard.

If a further opportunity for assessment is offered any student, it must be made available to all students entered for that standard. This is regardless of their performance on the first opportunity, e.g. a student who achieved Merit in a standard may re-sit to try for Excellence.

If you are not satisfied with a grade you have been awarded, in the first instance you should speak to the teacher who gave you the grade. If this does not resolve the issue, you should contact the school's principal's nominee.

You are absent from an end of year external exam, you may apply for a derived grade. You must present a valid doctor's certificate or similar to be eligible. The grade you achieved in the mock exam will normally be the derived grade you are awarded.

Valid assessment:

Students with special needs are provided with valid and fair special assessment conditions.

Authentic assessment:

It is important that all work presented for assessment is your own. How this happens will vary by standard. You should consult your teacher if you are unsure of how to ensure your work is authentic, e.g., how do you show that work you did as part of a group was your own.

Assessment Information

Students should be provided with information about each individual assessment. This should include:

- The due date.
- The mechanism used by the teacher to ensure that students submit work that is authentic.
- Any other relevant assessment conditions for example, if the assessment involves a field trip.
- Whether a further assessment opportunity is available.

MISSED AND LATE ASSESSMENTS

Work that is submitted for marking after the stated deadline may not be included in the body of evidence used to make an assessment decision. If valid, authentic standard specific evidence of achievement is not available, credit for the standard cannot be awarded.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Assess the student upon their return to school

- Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that that the teacher’s assessment decision can be verified by another subject specialist, or submitted for external moderation if required
- Provide the student with a further assessment opportunity if one is available, it is fair to do so and the work submitted is authentic
- Withdraw the student from the standard, or if the student had an adequate assessment opportunity, award Not Achieved

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 valid, authentic standard specific evidence is not available a result of Not Achieved will be reported.

Extensions

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.
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 on the *Extension Form* (Appendix J) 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.
 - Care should be given to accommodate the three day period prior to a holiday e.g. Tuesday would be a suitable due date before a Friday end of term.
7. If the extension is approved, the assignment should not be returned to the remaining students until after the extension date.

DERIVED GRADE PROCESS

Candidates who have been prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the New Zealand Qualifications Authority for a derived grade. Refer to SecQual 2009/038 <http://www.nzqa.govt.nz/ncea/acrp/secondary/docs/derived-grade-app.doc> for further information.

1. 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
- impairment candidates should sit the external exam wherever reasonable and practical .

2. 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. It is therefore very important to do your best in the practice exams.

FURTHER ASSESSMENT OPPORTUNITIES

A key feature of school-based internal assessment is that opportunity for further assessment can be provided to students who wish to improve their grade. Further assessment opportunities are not mandatory and they may not always be practical or feasible to provide.

Resubmission involves the student improving their already submitted work

1. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided.
2. Students should be capable of discovering and correcting their work immediately.
3. Any resubmission must not compromise the authenticity or of validity of the work, and happen before any further learning takes place.
4. A resubmission can be offered after either the first or the further assessment opportunity or after both.

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. This does not mean one must be offered, but if it is offered, it must be offered to all students, and all assessment grades must be available.
2. A further assessment opportunity is only appropriate after additional teaching and learning has taken place.
3. The highest grade gained by a student will be reported to NZQA.

APPEALS

A student has the right to appeal any assessment decision. This includes, but is not limited to their awarded grade, an allegation that they have made a 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](#) to the Principal's Nominee. (Appendix B)
- 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.

AUTHENTICITY OF STUDENT WORK

Students must be able to show that the work they present for assessment is authentic, i.e., it is their own. Work presented for assessment that is not authentic cannot be considered as part of the body of evidence on which an assessment decision is based.

Teachers can verify the authenticity of submitted work by:

- asking students questions about their assessment to determine their understanding
- requiring students to make an oral presentation of their topic to the class
- Oral presentations of topic to class.
- Asking other students about the contribution made by each group member

If a teacher knows or suspects that a student's work is not authentic they will make a detailed description of what has occurred to cause the suspicion along with any evidence, submit it to the Principals Nominee. The situation will be investigated as a Breach of the Rules.

BREACHES OF THE RULES

Examples of a breach of the rules include, but are not limited to, the following:

- Plagiarism (submitting work that is not the student's)
- Impersonation

- False declarations of authenticity
- Using notes in a test or exam
- collusion (communicating with others, disruption or dishonestly assisting or hindering others during a test or exam)
- Dishonesty (lying about reasons for submitting late work)
- Altering answers prior to seeking an appeal
- Copying from another student, or deliberately allowing work to be copied by others

If a breach of the rules is suspected

- the teacher will retain the evidence of the breach and discuss the situation with the Principal's Nominee
- the teacher will notify the parent/guardian of the alleged breach of the rules
- the Principal's Nominee will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required. (Appendix D)
- The PN will make the final decision and notify the student and the parent/guardian in writing of the outcome of the investigation
- The school will report Not Achieved if the breach is proven.

MANAGING ENTRIES AND WITHDRAWALS

On the 1st of each month the principals nominee will upload the school's NZQA result to the NZQA website. You should be able to view your current record of learning on that website shortly after.

If you want to be withdrawn from an external exam you are entered for, you must confirm this with your teacher before September 1st. If a withdrawal is not made by this date and the student does not attempt the assessment, a result of Standard Not Assessed is reported to students.

If you want to be withdrawn from an internally assessed standard, you should confirm this with your teacher before September 14th. If a withdrawal is not made by this date and the student does not attempt the assessment, a result of Standard Not Assessed is reported to students.

If students choose not to enter for one or more externally assessed achievement standards, they must continue to actively study that subject until at least the end of Term 3. This involves the student attending the class, doing the work, keeping up notebooks or other records of work, reasonable attempts at home work and importantly, sitting all relevant internal assessment activities.

No class teacher may authorise withdrawal from class. The Deputy Principal will deal with exceptional circumstances.

During Term 4 students must attend class but may study for other subjects with the permission of the teacher. Other students must not be disturbed in any way.

INTERNAL MODERATION

Teachers are required to have a sample of the class's work checked by another teacher before submitting the results to NZQA. This process can take a while, so don't be surprised if your results do not appear on the NZQA website for a few months.

REMEMBER: Your grade for an internal assessment is only *provisional* until it is verified by internal moderation.

Your teacher may need to keep your completed work for moderation purposes.

SPECIAL ASSESSMENT CONDITIONS

Procedure

If you have special learning needs the school may apply to NZQA for you to receive assistance with your internal and external assessments. Assistance may include things like having someone read or write your assessments, but no assistance with answering tasks is given.

If you believe you have a special learning need that is not being met, please contact the principal's nominee as soon as possible. Assistance is not guaranteed.

PRIVACY ACT 1993

You have the right to have your results and work kept confidential. Please speak to your teacher or the principal's nominee if you have any concerns in this regard.

REPORTING NOT ACHIEVED RESULTS/ADEQUATE ASSESSMENT OPPORTUNITY

A result of Not Achieved must be reported to NZQA if it is deemed that:

- The work submitted by a student is below the standard required for Achieved.
- The student has submitted no work for assessment but had an adequate opportunity to do so.

(Refer to *SecQual 2008/003* - Reporting Not Achieved Results).

Frequently asked questions:

1. Can a teacher withdraw students who fail to achieve at a later date rather than record 'N' against their names?

No. Where a student has presented work or evidence for assessment or been given adequate opportunity to achieve the standard, the outcome of that assessment must be reported to NZQA as an N, A, M or E. They can not be withdrawn for this reason.

2. If a student partially completes the work in class but fails to hand it in on the day of submission is this an SNA?

No. By completing some of the work or providing some evidence during the assessment period they have presented some work or evidence for assessment. If they fail to achieve by not handing in the completed work or evidence then they must receive N.

3. If a student, in consultation with their teacher, states from the outset that they do not want to be assessed against a particular standard and they make no attempt to provide any work or evidence but were present in class during the assessment activity do I give them an N for failing to achieve?

No. The student should be withdrawn by 19 September. As they have produced no work or evidence to achieve the standard an SNA is then appropriate if they can't be withdrawn.

4. If a student is in a course and decides on their own that they do not want to do the assessment, as they would rather get an SNA than an N do we report an SNA?

No. If they have been given an adequate assessment opportunity they must be awarded an N and not an SNA

5. One student in a group contributes little and the combined group effort gets an A result. Should this one student get an N, A or SNA?

This is not a case for an SNA. The result of A or N depends on the school's own policy and procedures with regard to assessing group performances. In some cases it may depend on the requirements of the standard.

6. If there has been a change in the assessment programme because the school was unable to provide the assessment opportunity does the school report N?

No. This is a case for SNA as there was not an adequate opportunity for assessment.

7. If the department has scheduled two opportunities for assessment, one before 1 September and one after and a student gets N on their first attempt but has not had their second attempt can the school report nothing for now until they have had both opportunities?

No. Each opportunity is an adequate opportunity to achieve the standard. So the first N must be reported. If they achieve the standard at a later date you can update the reported result, but a blank result or SNA is not appropriate.

8. Will SNA's affect school results and the way these are reported in the media?

No. School Result Summaries will include N's but not SNA's.

9. Are the results codes now the same for both internal and external assessment?

Yes they are but they may mean slightly different things. SNA was introduced for external standard results to separate out the V (did not attempt) codes from the N codes. Students who were absent or did not attempt the paper do not count as an N.

HURUNUI 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

Name:	Form class :
Date of Application:	
Subject:	
Name of Teacher:	
Standard number and title:	
Type of assessment (<i>practical, assignment, test, etc</i>):	
Date of assessment or due date:	
State the assessment decision that you are appealing:	
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:	

<i>Outcome communicated to student by _____ date _____</i>
<i>Outcome communicated to other parties (please name) _____</i> <i>by _____ date _____</i>
Signed _____ Date: _____

APPENDIX C SUGGESTED BIBLIOGRAPHY

APA referencing is recommended:

Basic Structure:

Start by listing the author's last name and first initials, followed by the date of publication in parentheses. Provide the title of the article, but only capitalize the first letter of the title. Next, list the journal or periodical and volume number in italics. Finally, provide the page numbers where the article can be found.

For example:

Author, I. N. (Year). Title of the article. *Title of the Journal or Periodical*, volume number, page numbers.

or

Smith, L. V. (2000). Referencing articles in APA format. *APA Format Weekly*, 34,4-10.

Magazine Articles:

The structure for an article appearing in a magazine is similar to that of a journal article. However, the publication date should also include the month and day of publication.

For example:

James, S. A. (2001, June 7). Magazine articles in APA format. *Newsweek*, 20,48-52.

Newspaper Articles:

References for newspaper articles follow the basic structure, but use the initials p. or pp. to denote page numbers.

For example:

Tensky, J. A. (2004, January 5). How to cite newspaper articles. *The New York Times*, pp. 4D, 5D.

Articles With No Author

If an article does not cite any authors, then start by giving the title of the article, followed by the publication date, source, and URL if you accessed the article electronically.

For example:

Scientists seek source of creativity. (2012, March, 6). *Dayton County News*. Retrieved from http://www.daytoncountynews.com/news/39756_39275.html

National Qualifications Framework



Appeal Cover Sheet

Use this form when appealing or seeking further clarification of a moderation decision for a unit standard or an achievement standard.

School/Provider Name:

School Code:

Subject/ Moderation System:

Standard No:

Version of Standard:

Level:

Date:

The following are enclosed with this form (tick relevant boxes):

assessment activity with
any relevant resources

assessment schedule

original moderation report

reasons for appeal/ further
clarification

Tick relevant box:

Appeal

Further clarification

Reasons for appealing or seeking further clarification of the moderation decision:

Please detail reasons below (attach a separate sheet if necessary)

Signed by:

Teacher:

