



2023

ACHIEVEMENT

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SGHS

Assessment Guidelines

Assessment Liaison SLT: Mrs Pirini
NZQA Principal's Nominee: Miss Higgins

Foreword

The purpose of Assessment is to give all students the opportunities to achieve to their potential and be recognised for their success in learning.

REMEMBER

**It is your responsibility to know the rules
and follow them.**

**Always check with your teacher
before making arrangements at assessment times
which might jeopardise your results.**

FREQUENTLY ASKED QUESTIONS:

(Where do I find the answers?)

- I am sick and missed a summative assessment for an internal.

Pages 10 and 11:

Assessment 3 & 4.

- I am going to be away for a summative assessment for an internal.

Pages 10 and 11

3 & 4 - Missed Assessments.

Where can I find an Extension Application form? Student HUB – NCEA Information
[Extension Application Form.docx](#)

- I disagree with the mark I have got.

Page 13

7 - Appeals.

Where can I find an Appeals Application form? Student HUB – NCEA Information [Appeal Application Form.docx](#)

- I don't understand what is meant by authenticity.

Page 13

8 – Authenticity.

- I'm not sure what is meant by "resub".

Page 12/13

This term is often misused. Read the section 5a, 5b, 5c and 6.

- When would I be entitled to a "resub"?

Page 13

If you are deemed to make a small mistake which you are able to identify by yourself. That could take you from Not Achieved to Achieved.

- Is there always a further reassessment opportunity?

Page 12 - *No!*

- **How do I know when my internals are due?**

Your teacher will give you a plan for the year and the dates.

- **Do I need to sit school exams?**

Page 14

Yes!

Page 14 - School Examinations. These are VERY important in case you are unable to sit a NZQA exam. A deliberately "missed" school exam results in a Not Achieved.

- School Examination results also contribute to prize giving placings.

- **What happens if I miss a NZQA examination?**

Page 14

13 - Derived Grades. These are the results you get in the school exams.

- **Does my choice of subjects allow me to get:**

NCEA Level 1

NCEA Level 2

University Entrance?

See the front section of the book. Check your Level 3 subjects are on the "Approved for University Entrance" list.

- **How can I monitor my progress?**

a) Keep your own record

b) Log in to NZQA website

c) Check on the EDGE App

- **Am I able to hand an assessment in late?**

Not without following the procedures BEFORE the due date. See page 11 and 12 for the Assessment Extension Process

GAINING NCEA QUALIFICATIONS



At Level 1

To gain Level 1 NCEA, a student needs 80 credits. This must include at least 10 credits in both Literacy and Numeracy. Both Literacy and Numeracy can be gained across a variety of subjects.

The 80 credits are usually spread over 6 one-year courses or equivalent. Each student must choose a Mathematics, English and Science full year course and three full year or equivalent semester courses.

At Level 2

The minimum requirement is 60 credits from Level 2, and 20 credits already gained from Level 1. These are spread over 6 one year or equivalent courses. Level 1 Literacy and Numeracy requirements must also be met.

English at Level 2 is compulsory to fulfill University Entrance requirements.

At Level 3

The minimum requirement is 60 credits from Level 3, and 20 credits already gained from Level 2. These are spread over 5 one year or equivalent courses.

University Entrance

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand university.

- NCEA Level 3
- Three subjects – at **Level 3 or above**, made up of:
 - 14 credits each, in three *approved* subjects
- Literacy – 10 credits at **Level 2 or above**, made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy – 10 credits at **Level 1 or above**, made up of:
 - Achievement Standards – specified achievement standards available through a range of subjects,
or
 - Unit Standards – package of three numeracy unit standards (26623, 26626, 26627 – **all three required**).

Once you have met the requirements for University Entrance it will appear on your Record of Achievement.

Approved Subjects for University Entrance

(3 of your subjects MUST come from this list)

Accounting
Agriculture & Horticulture
Biology
Business Studies
Calculus
Chemistry
Classical Studies
Dance
Design (Practical Art)
Design and Visual Communication
Digital Technologies
Drama
Earth and Space Science
Economics
English
French
Geography
German
Health Education
History
History of Art
Home Economics
Japanese
Mathematics
Media Studies
Music Studies
Painting (Practical Art)
Photography (Practical Art)
Physical Education
Physics
Printmaking (Practical Art)
Processing Technologies
Science
Sculpture (Practical Art)
Spanish
Statistics
Technology
Te Reo Maori
Te Reo Rangatira

For a full list of standards that contribute to UE per course refer to

<https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects>

University Admission Requirements

All students must meet the minimum age requirement (be at least 16 years old by the first day of classes in your period of study), hold a University Entrance qualification (see below), and meet language requirements. However, not all students who fulfill these requirements will necessarily be admitted.

The entry score requirement for Preferential Entry to Otago University from NCEA Level 3 for the capped undergraduate programmes is 140 points. Other universities may have different requirements. Please check with the Careers Advisor.

How to calculate an NCEA entry score:

- Your entry score will be calculated on the basis of your 80 best credits in up to five University Entrance subjects taken at Level 3 or above (including both achievement standards and unit standards).
- You can count no more than 24 credits in any subject. Credits will be weighted according to the level of attainment.
- If you achieve fewer than 80 credits at Level 3 or above in up to five University Entrance subjects, your entry score will be based on the credits achieved.

The entry score will be calculated by awarding points as follows:

Excellence 4 points; Merit 3 points; Achieved 2 points

An example of an entry score for an NCEA Level 3 student:

| Approved Subject | Excellence Credits | Merit Credits | Achieved Credits |
|--------------------------------------|---------------------|----------------------|-----------------------|
| <i>(best 24 credits per subject)</i> | | | |
| English | 3 | 4 | 9 |
| Physics | 3 | - | 12 |
| Biology | - | 3 | 18 |
| Chemistry | - | - | 16 |
| Statistics & Modelling | 2 | 3 | 10 |
| Sub Totals | 8 | 10 | 65 |
| Best 80 credits | 80 | 10 | 62 |
| Calculate points | 32 pts (8x4) | 30 pts (10x3) | 124 pts (62x2) |

Entry score 186

Note: Excellence and Merit credits are counted first, then Achieved credits as required to a maximum of 80 credits.

In this example, only 62 of the Achieved credits may be counted.

CERTIFICATE ENDORSEMENTS

NCEA certificates at Level 1, 2 and 3 can be endorsed with Excellence or Merit.

To gain an Excellence endorsement, you must gain 50 or more credits at Excellence.

To gain a Merit endorsement, you must gain 50 or more credits at Merit.

SUBJECT / COURSE ENDORSEMENTS

Students will be able to have their strengths in individual courses recognised with a course endorsement at Achieved, Merit or Excellence. The key objective of course endorsement is to motivate students to achieve their potential in one or more courses.

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

- 1 14 or more credits at Achieved, Merit or Excellence at the lower level that supports the endorsement.
- 2 At least 3 credits from externally assessed standards and 3 credits from internally assessed standards.
- 3 Sufficient credits in a single school year.

Note: Physical Education, Religious Studies and Level 3 Visual Arts will be exempt from (2).

VOCATIONAL PATHWAYS

Find out what vocational pathways are and how they can help you to see the connection between what you are studying at NCEA Level 2 (or equivalent) and what your future study and work options might be.



<https://www.careers.govt.nz/courses/secondary-school-study-and-training-options/what-is-vocational-pathways/>

NEW ZEALAND SCHOLARSHIP

Scholarship is an external examination for top secondary students. Candidates usually enter in Year 13, which is their last year of schooling. Scholarship examines course material related to Level 3 standards derived from Level 8 of the New Zealand Curriculum which students study in Year 13. However, the skills and understanding required to meet Scholarship criteria are considerably more advanced. Scholarship requires students to demonstrate high-level critical thinking.

- Scholarship requires high-level abstract thinking and the application of knowledge and ideas to complex situations.
- The intention is that 3 per cent of the total number of Year 13 Level 3 students in each subject studying for 14 credits or more will get Scholarship, as long as Scholarship standards are met.
- Scholarship results will be released in February.

MONETARY AWARDS

New Zealand students who do well in Scholarship gain substantial monetary awards. A Scholarship in just one subject receives \$500, as a single payment. All the other awards result in payments spanning three years of successful tertiary study. Specifically:

- Top in a subject is worth \$2,000 a year for three years
- Three Scholarships together are worth \$2,000 a year for three years
- Outstanding scholars receive \$5,000 a year for three years
- Five to ten students receive premier awards of \$10,000 a year for three years

Further information is available on the NZQA website about NCEA and Scholarship.

PERSONAL LEARNING CONFERENCES 2023

20 March and 21 August

Learning Habits: Engagement, Completion, Respect will be published to parents, whanau on 26 March.

| | | |
|---|------------|--------------|
| Academic Progress Reports published: | 30 June | Year 7 - 13 |
| | 7 November | Year 11 - 13 |
| | 8 December | Year 7 - 10 |

Any concerns please contact your Academic Tutor, Year Level Co-Ordinator or Mrs Pirini.

ATTENDANCE

- All students are enrolled as full-time students. All full-time students are expected to attend all classes or as required by the Principal.
- Attendance statistics for all students are made available to parents and form part of the leaving documentation.
- Research shows that attendance is closely linked to academic success.

ASSESSMENTS

- 1 All students must follow teacher or examiner guidelines for an assessment. Not meeting these guidelines may result in the assessment being discounted.

- 2 CONDITIONS

- Assistance, such as a Reader/Writer, may be available. To qualify for this assistance, students **MUST** have formal documentation. Information must be to Mrs Ereckson (SENCO) by the end of Term 1.
- Parents and students need to make Mrs Ereckson aware of any special needs or circumstances which affect the student's ability to do an assessment. NZQA requires evidence for all summative (final) grades.

Banned Items for external examinations

- **Translators** from NZQA Regulations for assessments / examinations:
Do not bring the following items into the exam room:
 - Blank paper or refill paper
 - Correcting fluid
 - Books, written notes or electronic notes
 - Cell phones or pagers
 - English dictionaries, foreign language dictionaries, or Te Reo Maori dictionaries or translators
 - Watches of any type (digital or analogue)
 - Any electronic devices which have the capability to store, communicate and/or retrieve information, except approved calculators

- 3 DEADLINES FOR INTERNALLY ASSESSED STANDARDS

- All work must be handed to the designated teacher on or before the due date and time set by the teacher. This is to help you to manage your workload or to enable your teacher to give feedback and feed forward.

- If your subject teacher is not available to take your work, hand it in at the Student Services Centre and fill in an assignment form and obtain a receipt. **Please note that work handed in to anyone else may not be assessed or credited.**
- OR email to your teacher. If you submit your assessment electronically, it must be in a non-editable format (PDF), or via the teacher's electronic classroom, eg. ONENOTE, Team, or Google Classroom, and ensure it is in a programme your teacher can open, eg. Word or PDF.
- Late work will not be considered unless accompanied by a medical certificate or some other proof of special circumstances, in consultation with the classroom teacher and/or HOD and to be approved by the Assessment Liaison SLT, Mrs Pirini.
- Applications for extension must be made in writing to the Head of Department as soon as circumstances occur which may prevent a deadline being met and an extension form will be issued. Extension application form can be found [Extension Application Form.docx](#)

Deadlines are put in place to help students manage workload and assessments within a course. They also allow for feedback where applicable.

All internally assessed work will be kept by your teacher until course completion.

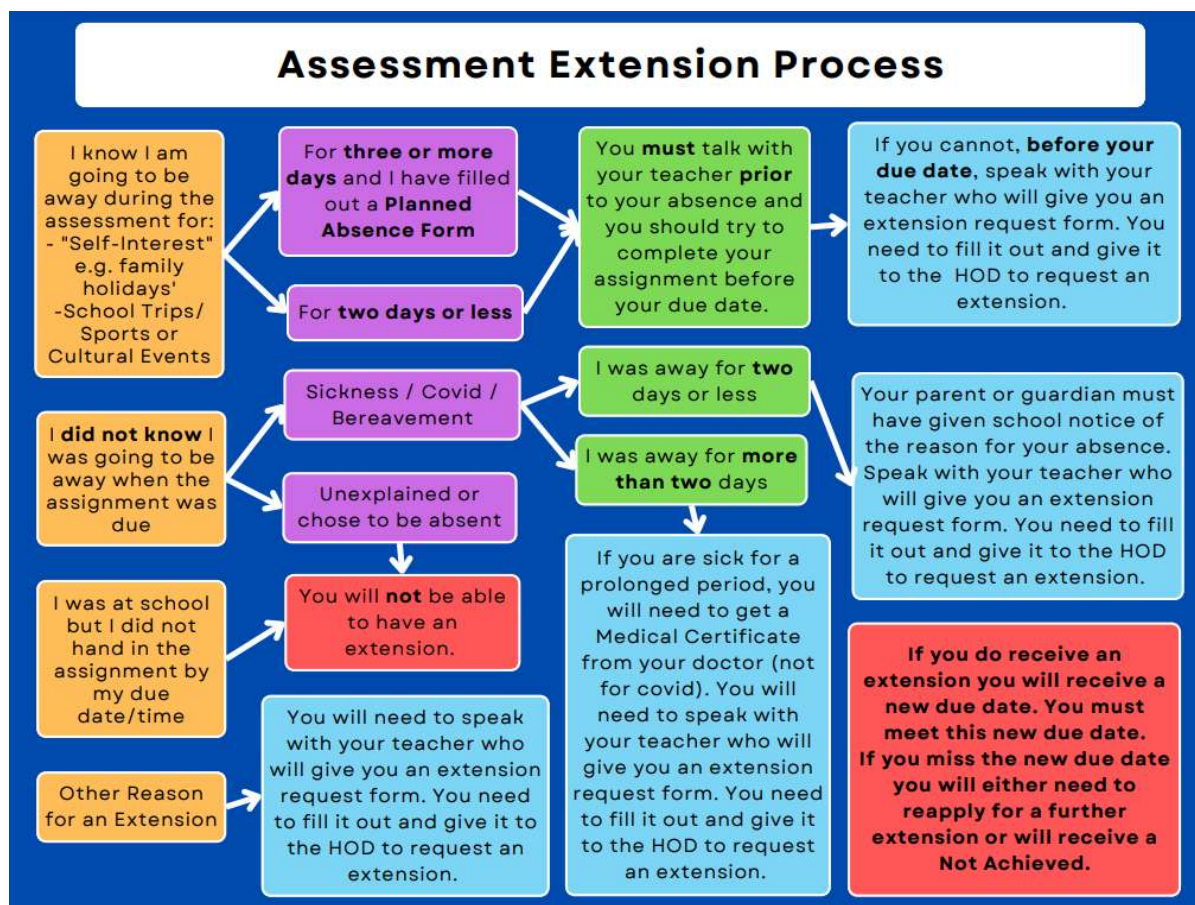
4 **MISSED ASSESSMENTS DURING CLASS TIME**

A Absence for reasons beyond the student's control (e.g., sickness or bereavement)

- On your return to school, you must show **your absence note** to your subject teachers before handing it in to your Academic Tutor.
- For persistent or prolonged absences (more than 3 school days), you need a doctor's certificate. Please hand this to the Student Services Centre.
- You will be required to sit assessments and complete missed assignments. These may be used for derived grades. See no 13.
- **It is YOUR RESPONSIBILITY to ask your teachers** what you have to do to meet requirements.

B Absence because of school trips (eg field trips, sports or cultural events)

- Discuss with your subject teachers and make arrangements **IN ADVANCE**.



C Absence for 'Self Interest' (eg family holidays)

- You must bring a note from your parents to the Principal **BEFORE** the absence. You will need to fill in a planned absence sheet, available from the Principal. You will need to check to see if there are any assessments planned during this time as any absence may result in students being unable to access internal assessment opportunities.

D Wilful Absence

This includes:

- late work with no good reason
- students not handing in tasks but intending to do so for a reassessment opportunity later.

This will result in the student having no further opportunity to meet the standard and the standard will be recorded as **Not Achieved**.

5a FURTHER ASSESSMENT OPPORTUNITIES NZQA RULES AND PROCEDURES FOR SCHOOLS

A maximum of one further opportunity for assessment of a standard **MAY** be provided within a year.

It is the school's decision whether a further opportunity will be offered for any standard. If it is not manageable to offer a further opportunity, then students will be advised from the outset that there is only one opportunity to be assessed against that standard.

5b ELIGIBILITY FOR A FURTHER ASSESSMENT

If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard. This is regardless of their performance on the first opportunity.

All students must be able to:

- Use the further opportunity to improve their original grade
- Access the further opportunity, if they wish, including those who did not complete the original assessment for an acceptable reason, as determined by the school's policy on missed and late assessment.

It is not the intention to allow students a further assessment opportunity where they have chosen for unacceptable reasons not to take the first opportunity.

5c RESULTS OF A FURTHER ASSESSMENT

Students must be awarded the higher grade they have achieved over both opportunities:

- If a student does not achieve the standard on the first attempt, they must have access to any grade from Not Achieved to Excellence on their second attempt.
- If a student achieves a lower grade on the second attempt, the higher grade achieved on the first attempt is the result that must be reported to NZQA www.nzqa.govt.nz

6 RESUBMISSION

One **resubmission** may be offered when the student could reach an Achieved level grade if they are able to identify and correct errors or omissions in their work in a short period of time. *It is offered to a student on a case-by-case basis, as determined by the teacher.*

- Should be limited to a specific aspect of the assessment and no more than one resubmission will be provided.
- Must take place **before** the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
- Should be closely supervised to manage authenticity.
- Should be offered only where a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting themselves. For example, the student may have handed in the assessment, but may not have made a particular calculation correctly. In such cases, the teacher may consider it appropriate to allow a student to resubmit a specific part of the assessment. The amount of information a teacher provides to a student in identifying the error is important in this context. In the case above, the teacher might say "your method is fine but there is a problem with your calculations" The

teacher would not, however, say “there is a problem with your use of brackets in this calculation.”

7 APPEALS

- In the first instance you should talk with the subject teacher and/or Head of Department to gain an explanation for the assessment.
- You and/or your parents may appeal against any school assessment. This must be done **within five school days after the assessment has been returned on the appeals application form [Appeal Application Form.docx](#)**
- If there still appears to be a problem, discuss it with the Assessment Liaison SLT, Mrs Pirini, who will refer to the Principal if required. A final decision will then be made at school level.

8 AUTHENTICITY

Students must be able to demonstrate that assessed work is their own. Work copied, bought or done in collusion (*collusion – secret agreement for deceitful purpose*) will be disqualified and NA given. A letter will be sent home. Plagiarism is taking someone else’s work and passing it off as your own. This includes using someone else’s work as a “template”, regardless of which school they attend, or if they are past students of any New Zealand secondary school or sharing your electronic assessment work to use as ‘reference’ material. Students who submit plagiarised work have not adequately demonstrated that they can meet the standard, and as such will be awarded Not Achieved.

9 RECORDING OF ASSESSMENT DATA

- Each summative assessment must be signed off by the student when they are satisfied the information is accurate.
- After 5 school days, a signed assessment result waives the right of appeal.

10 PARTICIPATION IN FIELD WORK PROGRAMMES

- Fieldwork programmes outside normal school hours are part of the assessment for some subjects.
- You need to participate in these programmes as often only one opportunity is available. See your teacher prior to the dates in question if a difficulty arises.

11 INTERNAL MODERATION FOR SUBJECTS

There are procedures to ensure consistency and fairness across assessments.

12 EXTERNAL ASSESSMENT

NZQA runs external examinations from mid-November until early December.

There is only one opportunity to sit these standards. It is important students read their timetable carefully and correctly and turn up to their exam **ON THE RIGHT DAY and TIME**.

13 DERIVED GRADES

- Students who are **unable to complete an NZQA external examination** may apply for a derived grade under certain circumstances.
- **It is important that students do all school-based assessments and school examinations.** The results of these school-based assessments if sat under exam conditions would be used for derived grade applications.
- Students need to see the NZQA Principal's Nominee for the appropriate paperwork for a derived grade – as soon as possible. You will need a Certificate by a registered health professional.

14 SCHOOL EXAMINATIONS

The school holds formative (or “trial”) examinations in August / September for each level.

The maximum length of a school examination is three hours. Attendance is vital as results from these exams will be used for **derived grade purposes for external NZQA exams and are these results**. A deliberately missed school exam results in a **Not Achieved**.

15 COMMUNICATION WITH PARENTS

- Parents will receive reports as laid out in the year calendar.
- Entry details will be available on the NZQA website www.nzqa.govt.nz

16 PERSONAL LEARNING CONFERENCE (PLC) TEACHER, STUDENT, PARENT DATES

20 March (evaluating progress and achievement and reviewing Semester 1 goal)

21 August – to reflect on progress, develop the next steps for learning, and choose options for 2024.

17 PRIVACY

Privacy and confidentiality procedures comply with the Official Information Act 1982 and the Privacy Act 1993. Individual results are available for perusal by the parents/students concerned.

Southland Girls High School

ASSESSMENT POLICY

Purpose

1. To continue to improve teaching and learning within the school.
2. To provide learning information for teachers to respond and plan for the learning needs of the students.
3. To give all students the opportunities to achieve personal excellence in our learning community.
4. To provide reliable data for strategic planning

Guidelines

- Assessment shall focus on measuring learning and raising student achievement.
- Assessment procedures shall reinforce the philosophy of developing student learning capabilities so that they can become independent, successful learners.
- Information collected shall be sufficiently comprehensive to enable the progress and achievement of students to be evaluated and analysed.
- Evaluation of assessment information shall be used to identify areas of the curriculum which require further development.
- Teaching and learning strategies shall be developed to meet the needs of identified students.
- In selecting assessment tasks, teachers shall be sensitive to the different learning and communication styles of their students, and the needs of priority learners within their class
- Quality assessment records shall be kept to monitor student progress.
- Teachers in every subject shall monitor each student's progress against the levels of the New Zealand Curriculum, and implement strategies for students at risk.
- Pre-entry interviews and contributing school information shall be gathered and analysed to meet students learning needs, at year 7 and year 9.
- All teachers and students involved in National Framework Qualifications must adhere to the procedures in the Assessment Book.
- Assessment information shall be used to report to the Board of Trustees on student Achievement.
- Learning Habits and/or results are updated in a timely manner, on Edge at least once a term.

Procedures

1. Teachers shall use a range of assessment strategies which are fair, valid, reliable and match the teaching and learning that has taken place.
2. Heads of Department on the basis of good quality assessment information on students and groups of students shall identify those who:
 - a) are not achieving
 - b) are at risk
 - c) have special needs
 - d) Māori achievement
 - e) Pasifika achievement
3. Within departments strategies shall be put in place for students identified above.
4. Evaluation of assessment information shall be used to identify areas of the curriculum which require further development.
5. Assessment information and tracking records should be kept for each student, via Edge, making it available to all teachers.
6. Pre-entry interviews and data from contributing schools will be used as a baseline for teaching and learning programmes.

7. All NCEA students will be guided through the “Assessment Book” which outlines assessment procedures. The booklet is saved on the Student Hub for continued access.
8. Throughout the year students at risk will be identified and interventions put in place to support the learners.
9. Learning Habits (respect, completion of tasks and engagement in learning) will be measured termly. This information will contribute to that ‘at risk’ list and students will be followed up and interventions to support them put in place.
10. The Assessment Book covers all the following procedures:

- Absences
- Appeals
- Assessment conduct
- Attendance
- Authenticity
- Communication with parents
- Course entry
- External Assessments
- Fieldwork
- Internal moderation for subjects
- Missed assessments and re-assessments
- Meeting deadlines
- Reassessment and Resubmission
- Recording of assessment data
- School examinations
- Security of assessment information
- Privacy

Last Reviewed: September 2021

Board Chair:



Review Date: September 2023

Principal:

