



Aquinas College

183 Pyes Pa Road, RD3, Tauranga 3173, NZ

OPERATIONAL POLICY

Student Assessment

Latest Revision	July 2020
Reviewers	Principal, Principal's Nominee
Next Revision	February 2022
Associated Governance Policies	1.1 Curriculum Delivery

INTRODUCTION

The purpose of assessment at Aquinas College is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stakeholders. Assessment will reflect best practice that supports the learner and the teacher in the promotion of student achievement.

PURPOSE

1. *To ensure consistency and understanding of the criteria for administering all assessments at Aquinas College, including those for national qualifications.*

PROCEDURE

1. Documentation for Students:

- a) *Each student who is studying for National Qualifications Framework qualifications will be provided with a Student Assessment Information booklet at the start of each year. This booklet will outline all the assessment policies and procedures that are relevant to students.*
- b) *Detailed information about course outlines and assessment procedures will be issued to all other students for each subject area at the start of the year.*
- c) *Students studying for National Qualifications must have detailed Assessment Statements containing:*
 - *details of the assessment programme*
 - *method of assessment*
 - *approximate dates of assessments*
 - *length/amount of time for the task*
 - *the standard number and version, the standard level and credit value*

- *further assessment opportunity procedures*
- d) *Students being assessed by Achievement Standards should be provided with criteria for achieving credit, merit and excellence.*
 - e) *Students being assessed by Unit Standards should be provided with the elements and performance criteria for each unit standard.*
2. *Diagnostic and Ongoing Assessment - For Students at all Levels:*
- a) *Diagnostic assessment (at the start of the unit) – may be used to determine students’ current level of understanding of a topic or unit of work.*
 - b) *Ongoing assessment (during the unit) - should be used as a device for student feedback. This may include many forms such as bookwork, assignments, quick revision tasks, feedback sessions (oral and written), etc.*
 - c) *Assessment tools such as e-AsTTLe, Progressive Achievement Tests, formative and summative assessments are used in conjunction with holistic evidence of student achievement to inform the overall teacher judgements (OTJs) for indicating progress against the national curriculum levels within Years 7 – 10.*
3. *Assessment Opportunities - For Students at all Levels:*
- a) *Assessment tasks must be set at the appropriate National Curriculum level.*
 - b) *Assessments must test only specific learning outcomes.*
 - c) *Assessment schedules are to reflect the learning outcomes, and not simply reward merely presentation or hard work (unless these are specified as learning outcomes).*
 - d) *A range of assessment methods should be employed such as role-play, practical tests, assignments, essays, exam, interview, seminar, portfolio, running records etc. that are appropriate to the nature of the course.*
 - e) *Assessment tasks must be given to students in a sufficiently detailed format and in easy to understand language. Assessment criteria should be provided before or at the time, students are given the assessment task.*
 - f) *Students must have the opportunity to discuss their assessments with the teacher first and then, if required, the Leader of Learning.*
 - g) *Benchmark samples of assessed students’ work may be copied and retained to inform future assessment moderation decisions. Permission should be gained from any student whose work is to be used as an exemplar.*
4. *Internally Assessed Standards for NCEA:*
- a) *Copies of assessment plans are to be completed by all Leaders of Learning and distributed to all students at the start of the academic year.*
 - b) *Assessment tasks and materials: these will be kept securely by Faculties. This includes assessment schedules. All tasks should be at the relevant national standard and should be moderated within the faculty (See below).*
 - c) *Assessment Decisions: All marking should be consistent with a confirmed assessment schedule, developed before the assessment taking place. Confirmation of the assessment schedule should be reached through consultation between colleagues.*

d) *Authenticity: All work that is handed in for assessment must be the student's own work. Any use of work/s by others must be acknowledged in a formal way, usually in the form of a bibliography. The authenticity of student work may be verified in a number of ways, including the following:*

- *Requiring a signature on an authenticity statement*
- *Keeping ongoing work onsite*
- *Oral questioning to verify a student's understanding of presented work*
- *The use of electronic portfolios (e-portfolios)*
- *Use of a plagiarism checker*

e) *Breaches of the Rules: Misconduct or cheating is gaining an unfair advantage by deceit, during an assessment. Examples of this would be looking at someone else's work, taking unauthorized notes into a test, and plagiarism (using other people's ideas or words as your own without acknowledgement).*

If there is clear evidence of cheating, misconduct or plagiarism after the matter has been investigated by the relevant LOL and the Assistant Principal responsible for Teaching and Learning, no grade will be awarded for that standard and parents will be notified in writing. The student cannot assume that a further opportunity to gain the standard will be provided.

f) *All internally assessed work must be kept until confirmed results have been submitted to NZQA. This includes assessment tasks, assessment schedules, student information sheets, student work and evidence of internal moderation procedures. Students should be able to collect any of their assessed work following this cycle.*

5. *Internal Moderation: (For all classes at all levels)*

a) *Procedures to ensure inter-class comparability should include:*

- *common, clear assessment schedules*
- *authentic comparable assessment tasks*
- *one teacher marking all the assessments or random check-marking for verification of assessment judgements*

The procedures used are to be decided by the Leader of Learning and Faculty members. The overall responsibility for moderation is with the Leader of Learning.

b) *Maintaining the National Standard for NCEA.*

The Internal Moderation Cover Sheet has been developed to ensure quality assessment practices are monitored. A completed copy of this form is to be held on file within the faculty for every internally assessed standard. A second copy is to be given to the Principal's Nominee as evidence of Internal Moderation processes occurring.

6. *External Moderation: For NCEA*

a) *Leaders of Learning must ensure that they are linked into the Moderation Systems required for the Standards being assessed.*

- b) *Leaders of Learning must ensure that moderation procedures as required by the specific standards are followed.*
- *name, number, version, level, credit value, and which students have been awarded credit.*
 - *that these lists are handed to the Principal's Nominee as soon as possible.*
- c) *The Principal's Nominee liaises with Leaders of Learning and ancillary staff to ensure that all results are cross-checked for accuracy and are sent to New Zealand Qualifications Authority in the required format, and by the date specified.*

7. Derived Grade Applications

- a) *A student may only apply for a Derived Grade for an external assessment result.*
- b) *Any student with a valid reason for missing an external assessment or whose performance has been Impaired in an external assessment by such must contact the AP Teaching and Learning by the date specified by NZQA to complete the Derived Grade Application process.*
- c) *Appropriate documentation, such as a medical certificate will be required to validate the reason for this process.*
- d) *The Principal's Nominee will follow the appropriate procedures set out in the NZQA 'Assessment, and Certification Rules and Procedures' as set out on the NZQA website (<http://www.nzqa.govt.nz/ncea/acrp/index.html>).*

8. Appeals: For Internally Assessed Work towards National Qualifications

- a) *Discussion on results of student assessment should occur, in the first instance, with the class teacher within three school days of receiving the grade. If no agreement is reached, the student must approach the Leader of Learning within the next three days. The appeal should be completed on the Aquinas College Internal Assessment Form. If the student is still dissatisfied, s/he must request that the appeal be directed to the Principal's Nominee within three days of receiving the written reply from the Leader of Learning. If required, the Principal's Nominee will consult with an external advisor, to help determine a final decision.*
- b) *It may be that the subject teacher is also the Leader of Learning. In such cases, students approach this teacher in the first instance within three days. Then if necessary, the Principal's Nominee is consulted within the next three days.*
- c) *In rare cases, the Principal's Nominee may be the student's teacher and Leader of Learning. In such cases, this teacher is to be approached within the first three days. The Deputy Principal is to be approached within the next three days if no satisfactory written result has been reached.*
- d) *If an appeal is successful, the necessary amendments to the student's results will be made to documentation by the Principal's Nominee.*
- e) *Students' grounds for appeal could be:*
- *Failing to receive an opportunity for further assessment*
 - *Alleged moderation inconsistencies*
 - *Students perceiving they are disadvantaged by things outside their control or feeling they have been treated unjustly.*
 - *Invalid assessment*
 - *Inconsistent marking*
 - *Disagreement over late submission of assignments.*

9. Special Assessment Conditions

- a) Staff must recommend any students who may qualify for special assessment conditions to the College's Head of Learning Support (SENCO). This may include students with permanent or long-term conditions or learning difficulties, which they believe will significantly impair their performance in specified assessments - in particular, written examinations.
- b) Documented evidence (as outlined by [NZQA](#)) and history of learning difficulties are required to access special assessment conditions. The special conditions may include a time allowance, modifications to question and answer booklets, or the use of a device or an examination assistant such as a reader/writer.
- c) Where possible and appropriate, assistance will be provided to these students in their learning and assessment environments during the academic year.
- d) The Principal's Nominee will consider all recommendations and examine each application in consultation with the Head of Learning Support (SENCO) and the student's family.
- e) The Principal's Nominee will make the appropriate application in accordance with the NZQA procedures for such applications.

10. Missed Assessments

For internally assessed work for National Qualifications

- a) If a student misses an assessment task for a valid reason, for example, illness, it must be supported by a note from home (note that a medical certificate may be requested for extended or recurrent illness). If practicable and manageable, another assessment opportunity will be provided.
- b) If a student misses an assessment task for a non-valid reason, for example, truancy, then s/he will not be eligible to receive credit for that task. Further assessment opportunity may not be provided.

11. Late Assessments

For internally assessed work for National Qualifications

- a) A student who is unable to meet an assessment deadline may apply for an extension using the Aquinas College Internal Assessment Form. This form is to be completed before the deadline.
- b) An extension may be provided to students where: the request is justified (illness, trip, absence from school/learning, etc); the existing deadline unfairly disadvantages the student; and the extension does not give the student an unfair advantage.
- c) If a student misses a deadline, for a valid and unscheduled reason (for example illness), an extension may be offered where it satisfies b) above.
- d) If a student misses a deadline, for a non-valid reason (for example truancy), an extension may be offered.

12. Further Assessment Opportunities

For NZQA Standards

- a) *Further assessment opportunities will only occur where practicable and manageable and must be in accordance with NZQA rules (see supporting documentation for NZQA rules)*
- b) *Further assessment opportunities must be equitable for all students. If a Further Assessment Opportunity is offered, it must be accessible to all students.*
- c) *Faculties may only offer one Further Assessment Opportunity per assessed standard. The highest standard of achievement will be submitted to NZQA.*
- d) *Subject course outlines will include statements regarding Further Assessment Opportunities. Leaders of Learning will clearly identify which standards are available for Further Assessment Opportunities in the course outline. Where Further Assessment Opportunities would be impractical for a given task, faculties should make this clear to students, in writing, at the start of the course.*

SUPPORTING DOCUMENTATION

[NZQA Rules](#)

STAFF RESPONSIBILITIES IN RELATION TO ASSESSMENT PROCESSES

Deputy Principal: Kurt Kennedy (KEN)

Principal's Nominee: Fraser Graham (GRF)

Student Data/KAMAR: Fraser Graham (GRF)

Special Education Needs Coordinator (SENCO): Hannah Hobbs (HOB)

Exam Centre Manager: Jude MacIntyre