



Aquinas College

183 Pyes Pa Road, RD3, Tauranga 3173, NZ

OPERATIONAL POLICY

Student Assessment

<i>Latest Revision</i>	<i>February 2023</i>
<i>Reviewers</i>	<i>Principal, Principal's Nominee</i>
<i>Next Revision</i>	<i>February 2025</i>
<i>Associated Governance Policies</i>	<i>1.1 Curriculum Delivery</i>

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 so they are fair and valid.*

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:*
 - method of assessment*
 - approximate dates of assessments*
 - the standard number and version, the standard level and credit value*
 - the number of assessment opportunities*
- 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 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. By submitting work, they are attesting that it is their own and they have acknowledged all sources regardless of whether they have signed an authenticity statement or not. The authenticity of student work may also be verified in a number of ways, including the following:*
- *regular check points,*
 - *submission of plans and drafts,*
 - *oral questioning to confirm understanding,*
 - *requiring a repeat performance,*
 - *controlling resources available,*
 - *requiring referencing and bibliographies,*
 - *monitoring revision changes,*
 - *using plagiarism software or internet searches of suspicious phrases.*
 - *controlling the conditions of assessment*
- 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). Sharing your work or allowing others to copy your work is also considered cheating.*

If there is clear evidence of cheating, misconduct, plagiarism or that the work is not authentic, after the matter has been investigated by the relevant Leader of Learning a Not Achieved 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) *Staff should follow the Aquinas College Assessment Cycle within the Staff Handbook to ensure fair, valid and consistent assessment. Procedures for quality assurance should include:*
- *common, clear assessment schedules*
 - *authentic comparable assessment tasks*
 - *one teacher marking all the assessments*
 - *random check-marking for verification of assessment judgements by another teacher with subject and standard specific expertise.*
 - *professional development and conversations*

The overall responsibility for moderation is with the Leader of Learning.

- b) *KAMAR is to be used by all faculties for recording their internal moderation process. Grades are not to be published until the internal moderation process has been completed.*

6. External Moderation: For NCEA

- a) *Leaders of Learning must select standards for external moderation.*
- b) *For standards that are selected or requested by NZQA for moderation*
- *Six pieces of work should be provided – 1 from each grade NAME and an additional 2 that you may want specific feedback on. If Achieved only standards, then only 4 pieces of work.*

- *If fewer than 6 students sat the assessment then send all available but only 2 N.*
- c) *Leaders of Learning are to fill in a Response to External Moderation where the External Moderator returns a Not or Not Yet Consistent and meet with the Principal's Nominee to discuss their action plan.*

7. Derived Grade Applications

- a) *All students entered for an external assessment for standards eligible for derived grade, must be offered an derived grade assessment opportunity that must be quality assured, pre-existing, valid, authentic, standard-specific evidence from a practice assessment of the Standard that matches the format and conditions of the external assessment.*
- b) *If a student elects not to sit the derived grade, the parent/caregiver must notify the Leader of Learning in writing.*
- c) *Any student with a valid reason for missing an external assessment or whose performance has been impaired in an external assessment must contact the Principal's Nominee by the date specified by NZQA to complete the Derived Grade Application process.*
- d) *Appropriate documentation, such as a medical certificate will be required to validate the reason for this process.*
- e) *The Principal's Nominee will follow the appropriate procedures set out by NZQA.*
- f) *Derived Grades at Scale (Previously called Unexpected Event Grades) will be applied for by the Principal's Nominee where an event occurs that impacts the performance of more than one student.*

8. Appeals: For Internally Assessed Work towards National Qualifications

- a) *Students may appeal:*
 - *The fairness and/or appropriateness of an assigned assessment.*
 - *Any grade awarded to a piece of assessed work after seeking written feedback.*
 - *Any decision made relating to Missed or Late Assessments.*
 - *Any decision made relating to the Authenticity of work.*
 - *Any decision made relating to Misconduct or Cheating.*
 - *Any decision made relating to Resubmission or Re-assessment opportunities*
 - *Students being disadvantaged by events outside their control.*
- b) *Students must make their appeal using the Aquinas College Appeals Form which is available on the College Website.*
- c) *The appeal will be investigated and decided by a panel consisting of the Principal's Nominee, the Deputy Principal – Senior Curriculum and an independent subject specialist. Members of this panel shall declare any conflicts of interest and recuse themselves from making a final decision.*
- 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 may make further appeals directly with NZQA. The Principal's Nominee will assist students in this process if required.*

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 SENCO will consider all recommendations and examine each application in consultation with the student and their whanau.
- e) The SENCO will make the appropriate application in accordance with the NZQA procedures for such applications.
- f) Staff must complete SAC Assessment Feedback form after any assessment is marked.

10. Missed Assessments

For internally assessed work for National Qualifications

- a) If a student misses an assessment task they must complete the Missed or Late Assessment Form on the College Website and support their application with evidence commensurate with the circumstances. This must be done in advance for foreseeable absences.
- b) The Leader of Learning will determine if the reason for missing the assessment is valid and if it is practicable and manageable to offer the student another assessment opportunity.
- c) If a student misses an assessment task for a non-valid reason, for example, truancy or holiday during term time, they will not be eligible to receive credit for that task. A further assessment opportunity will 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 by:
 - Notifying the teacher via email and submitting a copy of the work completed to date.
 - Completing the Missed or Late Assessment Form on the College Website
- b) The Leader of Learning may approve an extension where the request is valid and the existing deadline unfairly disadvantages the student. In making their determination the Leader of Learning shall consider:
 - The length of time the student has been given to undertake the assessment.
 - The length of the extension should enable the student to have an equitable opportunity to demonstrate their learning.
- c) If a student misses a deadline, for a non-valid reason (for example truancy), an extension will not be offered and the work submitted to date will be used to determine the grade awarded.

12. Further Assessment Opportunities For NZQA Standards

Further assessment opportunities will only occur where practicable and manageable and must be in accordance with NZQA rules.

- a) Further assessment opportunities must be equitable for all students. If a Further Assessment Opportunity is offered, it must be accessible to all students.*
- b) Faculties may only offer one Further Assessment Opportunity per assessed standard. The highest standard of achievement will be submitted to NZQA.*
- c) 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 Assessment Statement.*

SUPPORTING DOCUMENTATION
[NZQA Assessment Rules 2023](#)

STAFF RESPONSIBILITIES IN RELATION TO ASSESSMENT PROCESSES

Deputy Principal: Kurt Kennedy (KEN)
Principal's Nominee: Tim Rout (ROU)
Student Data/KAMAR: Tim Rout (ROU)
Special Education Needs Coordinator (SENCO): Susan Van Zyl (VZL)
Exam Centre Manager: TBC