

2018 Roncalli College NCEA Handbook

Information,
Procedures and
Policy Statement

Roncalli College

Wellington Street
PO Box 138
TIMARU

Phone: 688 6003
Fax: 688 6002
Email: office@roncalli.school.nz
Web: www.roncalli.school.nz



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1 NCEA INFORMATION AND PROCEDURES FOR ALL SENIOR STUDENTS

Students will be required to sign a Senior Assessment Contract acknowledging that they have received a copy of this information.

1.1 OVERVIEW

Mrs Rooney is the school Principal's Nominee. If you have questions or concerns about NCEA, you should talk to her. For matters regarding individual courses, you should first talk to your subject teacher, and the Curriculum Leader.

Most senior students at Roncalli College work towards NCEA Level 1, 2 or 3 and University Entrance by gaining credits from either Achievement Standards or Unit Standards. A Standard describes what a student should be able to achieve. Each standard is worth a certain number of credits. Some subjects offer additional or alternative qualifications to NCEA

The following are the points you must understand about the NCEA system:

- (a) All courses will offer a number of standards which will gain credits towards a Level 1, Level 2, or Level 3 NCEA Certificate.
- (b) Some of these standards will be assessed internally by subject teachers and some will be assessed externally by NZQA examinations in November and December.

1.2 QUALIFICATIONS REQUIREMENTS

CERTIFICATE	CREDITS REQUIRED	COMPULSORY
NCEA Level 1	80 credits from Level 1 or above Achievement and/or Unit Standards	Students can achieve the literacy and numeracy requirement for NCEA Level 1 by: <ul style="list-style-type: none"> • <u>literacy requirement</u> can be gained by achieving either the 10 credits in achievement standards nominated by NZQA as being literacy rich or by achieving the 10 credit literacy unit standards package (26622, 26624 and 26625- all three required). • <u>numeracy requirements</u> can be gained by achieving either the 10 credits in achievement standards nominated by NZQA as being numeracy rich or by achieving the 10 credit numeracy unit standards package (26623, 26626, 26627- all three required).
NCEA Level 2	80 credits from Achievement and/or Unit Standards	<ul style="list-style-type: none"> • 60 credits must be from Level 2 (or above) standards. • 20 credits may be from Level 1 NCEA standards • Level 1 NCEA Literacy and Numeracy requirements must be met.
NCEA Level 3	80 credits from Achievement and/or Unit Standards	<ul style="list-style-type: none"> • 60 credits must be from Level 3 (or above) standards. • 20 credits may be from Level 2 NCEA standards • Level 1 NCEA Literacy and Numeracy requirements must be met.
University Entrance	<ul style="list-style-type: none"> • NCEA Level 3 • Three subjects - at Level 3 or above, made up of: <ul style="list-style-type: none"> ○ A minimum of 14 credits in at least three separate university approved NZQA subjects • Literacy - <u>10 literacy credits at Level 2 or above</u> made up of: <ul style="list-style-type: none"> ○ 5 literacy credits identified by NZQA as meeting the reading requirement ○ 5 literacy credits identified by NZQA as meeting the writing requirement • Numeracy - <u>10 numeracy credits at Level 1 or above</u>, made up of: <ul style="list-style-type: none"> ○ 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). ○ The NCEA Level 1 numeracy requirement meet this criteria • Once you have met the requirements for University Entrance it will appear on your Record of Achievement. From 2014 only A.S. contribute to the approved subjects. 	

University Entrance approved subjects currently assessed at Roncalli College	<ul style="list-style-type: none"> • Accounting (by correspondence) • Biology • Chemistry • Design (Visual Art) • Design & Visual Communication • Digital Technology (by correspondence) • Drama • Economics 	<ul style="list-style-type: none"> • English • French (by correspondence) • Geography • History • Mathematics with Calculus • Mathematics with Statistics 	<ul style="list-style-type: none"> • Media • Music Studies • Painting (Visual Art) • Photography (Visual Art) • Physical Education • Physics • Religious Education • Young Enterprise
Scholarship	<p>There are separate NCEA Scholarship examinations run by NZQA for the highest achieving students. These will be available for most Year 13 subjects and will be examined at the end of the year. Teachers of Year 13 subjects where Scholarship examinations are available will advise students on details. Scholarship is designed to challenge and financially reward very able students who are going on to Tertiary study. Students can be entered in one or more Scholarship standards as well as their <i>full</i> Level 3 programme in consultation with their subject teachers. All assessments for scholarship are external. Please check the NZQA examination timetable for Scholarship examination dates. Two levels of achievement can be gained; Scholarship or Outstanding performance. Please refer to the NZQA website for full details regarding the monetary awards available and criteria.</p>		

1.3 COURSE ENDORSEMENT

A single course may be endorsed with either a Merit or Excellence. Students will receive an Excellence endorsement if they gain 14 or more credits at Excellence level, while students gaining 14 or more credits at Merit (or Merit and Excellence) will gain a Merit endorsement. For course endorsement, at least 3 of the 14 credits must be from internally assessed Achievement standards, and 3 from externally assessed Achievement standards – all within the one Roncalli College course. The exception to external requirements is Physical Education and Religious Education as they do not have externally assessed standards. Merit or Excellence credits are only able to be counted towards a course endorsement in a single calendar year.

1.4 CERTIFICATE ENDORSEMENT

Candidates studying for NCEA Levels 1, 2 and 3 certificates are able to achieve these qualifications with Merit or Excellence endorsements. A certificate will be endorsed with Excellence where a student has achieved 50 or more Excellence credits at the Level of the NCEA certificate. Where a student has a combination of 50 credits at Merit or Excellence will be awarded a Merit endorsement. Credits used towards a certificate endorsement may be gained over a period of time longer than one calendar year.

1.5 RONCALLI COLLEGE LEARNING PROGRAMME REQUIREMENTS

1.5.1 Roncalli College requires that students in Years 11 and 12 study a full learning programme of 6 NCEA courses except in exceptional circumstances which require approval from the Academic Advisor. In some circumstances, not all students will sit all standards in every course of their learning programme. Consultation regarding withdrawal from standards occurs with the student, subject teacher, Curriculum Leader and the Academic Advisor.

1.5.2 At Year 13 students must study Religious Education or by negotiation students may elect to study Theology plus four NCEA subjects. If students have selected four University Entrance approved subjects they can opt to utilise one line for an Independent Learning Programme.

1.5.3 A student must fulfil all reasonable homework and assignment requirements set down by subject teachers including completing all formative and summative assessments for the course.

1.5.4 Roncalli College requires that a student may not be absent from class without a reasonable excuse. Attendance in class is required to ensure authenticity and formative milestones are able to be authenticated before a student is offered a standard.

1.5.5 Where a student's absences gives cause for concern the subject teacher will notify the Dean and Academic Advisor and contact the parents/caregivers.

1.6 CHANGING LEARNING PROGRAMMES

- 1.6.1 A robust process is in place to ensure that all students are placed in an appropriate learning programme. It is expected all students:
- (a) Read the Student Course Handbook – distributed in Term 3
 - (b) Research career pathways and prerequisite requirements.
 - (c) Attend course selection.
 - (d) Attend course confirmation.
- 1.6.2 Once formal classes have begun, a change in learning programme requires Academic Advisor approval. Please note a student entering a new course late may not be able to attempt all of the internal standards available and may not be adequately prepared to sit all external standards.

1.7 COURSE OVERVIEW/ASSESSMENT STATEMENT

- 1.7.1 In each course, students will be given access to an assessment statement which covers its prerequisites, aims and objectives.
- An assessment statement also includes:
 - Achievement Standards and/or Unit Standards to be assessed
 - the maximum possible number of credits available
 - forms of assessment
 - length of assessment
 - approximate dates for each assessment
- 1.7.2 A copy of the assessment statement should be used by students as a personal record. Additional copies of these are available on the Roncalli College website.
- 1.7.3 At the beginning of each unit of work, information about the Achievement Standard/Unit Standard giving specific detail will be made available to students. This will include information on the following and is also outlined on the cover sheet (Appendix 1):
- title of Standard
 - number of credits to be gained
 - internal/external classification
 - the criteria of achievement
 - the length of the unit
 - the content of the unit
 - the form of assessment
 - location and date of assessment
 - further resubmission opportunities (if any)
 - further assessment possibilities (if any)
 - requirements for formative assessment eg. milestone checks in research work

1.8 CHANGE OF ASSESSMENT DATE

When circumstances occur which require a teacher to deviate more than 10 school days from the assessment statement the Principals Nominee and Curriculum Leader must be consulted prior to advising students. Students must be provided with written notification of the change of date. The revised date must also be updated on the Roncalli web-based Assessment Statement.

1.9 MULTIPLE ASSESSMENTS

If a student considers that he/she has too many assessments in several courses within a short time period (eg in one week) then he/she should discuss this with the Principals Nominee to see if a compromise is possible or appropriate. This must be done at least one week before the assessment event/s. Exceptional cases will be considered individually on their merits.

1.10 EXTENSION TO SUBMISSION DATE

- 1.10.1 If due to extenuating circumstances a student is unable to complete an assessment he/she may apply in writing for an extension before the due date. Extension requests must be submitted to the subject teacher who will discuss the request with the Curriculum Leader and Academic Advisor. Please note as per the Roncalli College BOT Policy, extensions will not be approved unless there are extenuating

circumstances. Every extension must be negotiated on an individual basis and applies only to the student who has formally requested the extension (Appendix 3).

1.10.2 For work that is not able to be submitted due to medical reasons, bereavement or NZQA approved absences or formally approved school activities with which a leave form has been approved, please refer to Section 3 – Leave/Absences.

1.10.3 Other late work is therefore not able to be accepted. If a student has had fair opportunity and the teaching for the standard has taken place, a grade of Not Achieved must be awarded and reported to NZQA.

1.11 EXTERNAL EXAMINATIONS

1.11.1 All external standards are assessed at the end of the academic year by NZQA. Please refer to the timetable on the NZQA website. Formative assessment procedures, for example practice examinations or class tests conducted by the College provide feedback on progress for external standards and occur often throughout the year.

1.11.2 It is important students adhere to the deadlines for formative assessments as set by the Curriculum Leaders and subject teachers. This is because the grades gained during these assessments and any assessments conducted during the practice examinations (Week 7 Term 2 and Week 9 Term 3) may be required as evidence for a derived grade application at the end of the year should it be required.

1.11.3 There will be no further assessment opportunities for any external standards unless students wish to re-enter for these standards in the following year.

1.12 WITHDRAWAL FROM STANDARDS/FAILURE TO COMPLETE COURSE/EARLY WARNING SYSTEM

If a student has an unsatisfactory work record, for example, is not performing as expected, failing to achieve/complete/hand in requested work on time, failing to sit a common test (without good reason), and/or has unsatisfactory attendance; then the following may apply:

- (a) Subject teacher will report concerns to Mrs Rooney the Academic Advisor and the Curriculum Leader in first instance.
- (b) The Academic Advisor, Mrs Rooney, will interview the student, establish a plan of remedial action and a warning letter may be sent to parents/caregivers if this is considered appropriate.
- (c) If there is no improvement, Mrs Rooney or the Principal will meet with student and his/her parents.

1.13 CONFERENCING AND COMMUNICATION

1.13.1 An initial individual meeting with parent and student will take place prior to regular classes commencing to set goals for the year and ensure the correct course placement (Course Confirmation).

1.13.2 Students and their parents will receive regular reports, via conferencing during the year. There will be two formal conferencing opportunities following each set of internal examinations.

1.13.3 Prior to each conferencing opportunity students will be issued with a summary to indicate Achievement/Unit Standards completed, and the level of achievement gained for each standard.

1.13.4 If there are concerns about the progress of a student between these times all parties (student, parent/caregiver, teacher) are encouraged to communicate with each other.

1.14 STUDENT WORK STORED ELECTRONICALLY

1.14.1 Electronic work includes devices such as memory sticks/hard drives/ipads/laptops. All student work stored off the Roncalli College network must be backed up in one or more places. This is the sole responsibility of the student. Unfortunately no consideration can be made or extension given if work is lost due to technical difficulties. Please also be aware, electronic devices which are physically lost or misplaced also fall into the category of technical difficulties. Best practice for the student is to ensure a current copy of all work is stored on the Roncalli College network.

1.14.2 Lost physical work - It is the responsibility of the student to take all reasonable care of their work. Teachers are unable to take any responsibility for lost, stolen or destroyed work which has been taken

out of class. In exceptional circumstances teachers may be able to award a grade based on documented standard specific authenticated evidence if this is available.

- 1.14.3 Work that has been approved to be able to be submitted electronically for example, via email or drop box etc. must meet the submission deadline. This is the sole responsibility of the student. Unfortunately no consideration can be made for internet connection problems or work which has not been received by teachers. Best practice is that students email final submissions in advance of the deadline and then personally check it has been received by the teacher so that if a problem exists this can be addressed prior to the submission deadline.

1.15 SPECIAL ASSESSMENT CONDITIONS

- 1.15.1 Students with specific learning needs, physical disabilities or long term consequences from injury may apply for special assessment conditions for internal and external assessments.
- 1.15.2 Assistance for specific learning needs (for example, dyslexia) is only available if a student can demonstrate a history of support for their learning programme in previous years unless it is a new condition.
- 1.15.3 Applications for reader, writer, computer use, additional time and other special examination support for specific learning needs must be made to the Principal's Nominee by 1 March 2018, so that application can then be made on the student's behalf to NZQA.

1.16 FEES

- 1.16.1 Each academic year students must pay fees to have their results registered on their NZQA Record of Achievement. Entry fees are paid to Roncalli College and forwarded to NZQA. You will be advised when you need to pay this.

- 1.16.2 There are separate fee structures for domestic and international students. These are:

Domestic student entry for all NCEA standards	\$76.70 per year
Domestic student entry per Scholarship Subject	\$30.00 per subject
International student entry to NCEA Subjects	\$383.30 per year
International student entry per Scholarship subject	\$102.20 per subject

- 1.16.3 Financial assistance may be available on application for the payment of NCEA fees. Application forms are available from the NZQA website and the Roncalli College website. To be eligible to apply you must be the fee-payer and meet at least one of the following criteria:
- be receiving a Work and Income or Study Link benefit (benefit-based application)
 - have a current Community Services Card (income-based application)
 - be a fee-payer with two or more children who are candidates, irrespective of family income (multiple candidate application), where the total fees you would have to pay would otherwise be more than the \$200 multiple candidate maximum.
- You cannot claim financial assistance for international fee-paying students.

2 INTERNAL ASSESSMENT PRACTICES

2.1 ASSESSMENT CONDITIONS - RULES

- 2.1.1 Each assessment task will have a submission date, conditions and requirements clearly outlined and provided to students.
- 2.1.2 Unless clearly stated, all work to be assessed for NCEA standards will be required to be submitted for assessment by 3.20pm on the date specified on the Assessment Standard statement. The cover sheet of each assessment will identify the procedure for submitting this, including the location and the acceptable submission formats ie. email, word processed hard copy, hand written copy etc. (Appendix 1).
- 2.1.3 Each assessment task will have clearly set out resubmission and further assessment opportunity (if any).

- 2.1.4 In some subjects assessments will be solely completed in class. Work will not be allowed to leave the classroom and must be completed during class time, often under test conditions. This must be communicated clearly to all students.
- 2.1.5 All internal assessments must be completed within a time frame to meet NZQA return deadlines. It is expected that courses that have external standards will aim to complete all internal standards by 24 September (the day prior to the end of term 3) to allow students to adequately prepare for external examinations. This includes any resubmission or further assessment opportunity. Any deviation from this must be approved by the Principal's Nominee.
- 2.1.6 The final date for teachers accepting work for courses which are wholly internally assessed is 2 November. This includes any resubmission or further assessment opportunity. This deadline must be adhered to as formal classes finish for Year 13 students 3 November and Year 11 and 12 students 4 November.
- 2.1.7 Teachers must ensure that all internal assessment tasks undergo an internal moderation process to ensure consistency between classes to ensure marking is at the national standard and all NZQA processes are adhered to. Strategies teachers employ to ensure this may include:
- Common assessment tasks and marking schedule
 - Panel marking
 - Check marking

2.2 ASSESSMENT OPPORTUNITIES

- 2.2.1 Best practice is that students should not be assessed for a standard until the teacher is confident that achievement of the standard is within their reach, or until the final deadline for assessment (if any).
- 2.2.2 The need for further assessment can be minimised when students:
- understand the standard and the task, brief or assignment (the performance criteria or achievement criteria, the range statement and, if applicable, link with the curriculum)
 - are aware of exemplars of successful work in different contexts
 - have adequate practice opportunities
 - are provided with extensive feed forward and feedback prior to assessment.
- 2.2.3 In group performances each learner must be identified and assessed individually.
- 2.2.4 In the case of a standard that has separate elements, if it is acceptable to assess each element through a different task and submit an overall result, the assessor must be satisfied that the student can demonstrate an understanding of or competency against the standard as a whole.
- 2.2.5 Evidence used to make a grade decision must be recorded and verifiable. For example if no video of a performance is practicable or the evidence has come from conferencing with students, teachers need to provide a checklist or an annotated file note with a standard-specific description of the evidence which the teacher viewed to justify the judgements made. This annotated file note could be added to the mark sheet/results notice which is returned to the students. A copy must be retained by the teacher for moderation purposes and for future reference.
- 2.2.6 It may be appropriate, in some standards, for the teacher to gather achievement evidence over time. In this case there is no specific "assessment event." This would apply when the standard assesses a skill or piece of knowledge that students could demonstrate over the course of their normal class work or outside the classroom in controlled contexts for example, safe practice in a workshop, public speaking, performing arts, or appropriate use of technical equipment.
- 2.2.7 Some assessments build over a period of time up to a final submission. For example, a teacher will provide feedback over a period of time in the case of a performance task, a writing assessment or a portfolio of a year's work. In general feedback (comment on progress) and feed forward (suggestions for next steps) should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student.

2.3 FORMATIVE ASSESSMENT

- 2.3.1 Formative deadlines provide opportunity for both feedback and feed-forward and serve to build evidence of learner achievement and competence towards meeting the standard should it be required for a derived grade.
- 2.3.2 Formative deadlines must be clearly outlined and provided to students on the Standard Cover Sheet (Appendix 1).
- 2.3.3 When a standard comprises a large piece of work or portfolio which extends over one term or longer it is essential that students meet formative milestone deadlines set by the teacher. These formative deadlines are subject to the same conditions as summative assessment deadlines. For example the extension to late work policy.

2.4 RESUBMISSION

- 2.4.1 At the discretion of the Curriculum Leader or subject teacher students may have an opportunity to resubmit part of an Internal Achievement Standard if the teacher believes the error is a minor error which the student is easily able to identify and correct without any further teaching. Students will be advised if there is a resubmission opportunity before beginning a standard.
- 2.4.2 Some practical assessments (eg. those based on field trips) and those which are spread over a long period of time cannot be practically resubmitted within one school year. Students will be advised of the availability of further resubmission opportunities before beginning the standard.
- 2.4.3 For resubmission, some important points to note are:
- The problem must be able to be resolved rapidly
 - Students must be capable of finding and correcting the mistakes on their own
 - Teacher feedback must be general and must not compromise the authenticity of the student's work and responses. Teachers should give only general advice. A student may be told, for example, "you need to fix your referencing up" or "there are grammar issues here".
 - It must take place before the class is given back their work
 - It must be given before any more teaching has occurred
 - Evidence must be kept
 - A resubmission should be limited to specific aspects of the assessment and no more than **one** resubmission can be provided (refer to the glossary for definition of resubmission).
 - If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
- 2.4.4 A resubmission must not compromise the assessment. For example, if the original assessment was completed in a supervised classroom, the resubmission must be completed under the same conditions. It is not appropriate to allow a student to complete their resubmission at home when the original assessment was done in class. The teacher should also ensure the resubmission takes place in a timely fashion.
- 2.4.5 A resubmission does not constitute a further assessment opportunity because it does not involve a new assessment being set after further learning.
- 2.4.6 A resubmission can be offered after either the first or the second assessment opportunity or after both.
- 2.4.7 Unit Standards only - At the discretion of the Curriculum Leader/subject teacher students may be offered more than one resubmission opportunities for internally assessed Unit Standards depending on the nature of the assessment.

2.5 FURTHER ASSESSMENT OPPORTUNITY

- 2.5.1 At the discretion of the Curriculum Leader students may have up to one further assessment opportunity for internally assessed Achievement Standards depending on the nature of the assessment.

- 2.5.2 A maximum of one further assessment opportunity means none or one. It does not mean one must be offered. If it is not manageable to offer a further assessment opportunity, then students will be advised from the outset that there is only one opportunity to be assessed against that standard.
- 2.5.3 Further teaching must take place before students are able to attempt a different assessment task.
- 2.5.4 Some practical assessments (eg. those based on field trips) and those which are spread over a long period of time cannot practically be offered a further assessment opportunity within one school year.
- 2.5.5 If a further assessment opportunity is offered, it must be offered to all students, regardless of their previous grade.
- 2.5.6 Students must be awarded the highest grade they have achieved over both opportunities.
- 2.5.7 For any further assessment opportunity, the conditions must be consistent with those for the first opportunity. For example, students cannot be allowed to work at home for the second opportunity when this was not allowed for the first opportunity. Inability to provide the same conditions for the second opportunity would be a reason to make only one opportunity available in the year.
- 2.5.8 Reporting results of a further assessment opportunity:
- Students must be awarded the highest grade they have achieved over both opportunities
 - If a student has not achieved the standard, they must have access to any grade from Not Achieved to Excellence when further evidence is gathered.
 - 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.
- 2.5.9 Approaches to assessment that involve collection of evidence must be documented (refer to the glossary for definition of collecting evidence over time).
- 2.5.10 The timing of further assessment opportunities, if any, will be at the discretion of the Curriculum Leader in consultation with the Principal's Nominee and School Management.
- 2.5.11 There will be no further assessment opportunities for any external standards unless students wish to re-enter for these standards in the following year.

2.6 ACCEPTING ASSESSMENT GRADES AND APPEALS

- 2.6.1 Students will have clear documentation about the requirements for achievement of an achieved, merit and excellence grade. Teachers will explain and discuss the criteria for the assessment process with the students. (see 2.1 Assessment Conditions)
- 2.6.2 Every time an assessment is returned and the marking schedule explained, the teacher will ask the student to check the marking and discuss if there are any concerns. At this point the teacher will amend any errors.
- 2.6.3 It is the responsibility of each student to discuss with the subject teacher any result with which she/he is not satisfied with and together they can usually resolve the problem. This must be done within 48 hours of the work being returned. Students will sign the cover sheet to acknowledge acceptance of the summative grade awarded. (Appendix 1)
- 2.6.4 If after consultation with the subject teacher, the student wishes to dispute the grade awarded an appeal may be made. This must be done within 5 school days of the work being returned. Appeals must be made in the first instance to the subject teacher who will forward the appeal to the Curriculum Leader and the Principal's Nominee. The Principal's Nominee will conduct an investigation. The final decision on all appeals will be made by the Principal and will be binding. Appeals must be made using the NCEA Assessment Appeal Form.
- 2.6.5 The results of the Assessment will then be reported to NZQA.

3 LEAVE / ABSENCES

3.1 UNPLANNED / EMERGENCY LEAVE

- 3.1.1 Where a student is ill on the due date of an assessment, it is the responsibility of the student to contact the Principal's Nominee to discuss her/his situation. This must be done on the due date.
- 3.1.2 Students in this situation may be required to present on the due date the amount of work which has been completed, even if the assessment task is unfinished. Teachers will take into consideration that a verified illness/absence has prevented completion and may be able to award standards accordingly based on existing evidence of achievement.
- 3.1.3 When a student is unable to present himself/herself for an assessment task or item, the approved medical certificate or other appropriate evidence (eg a newspaper bereavement notice) must be provided.

3.2 PLANNED LEAVE

- 3.2.1 All students intending to take planned leave, must complete a Student Leave Application Form (available from the College Office) prior to departure. Best practice is that all leave forms are completed at least five days prior to departure.
- 3.2.2 Approved compulsory Roncalli College activities of an extra-curricular nature are counted as NZQA approved leave and will be accommodated in a student's assessment programme. It is the responsibility of the student to inform teachers and to complete a Student Leave Form advising them of an impending absence. Failure to do so may mean that the teacher is not able to accommodate any missed assessments.
- 3.2.3 NZQA Approved Leave which occurs when the student is competing at a national or international level at a sporting, academic or cultural event may be accommodated as long as there has been sufficient notice given. Students must complete a Student Leave Application Form prior to the known approved absence.
- 3.2.4 Brief absences for self-interest activities
While teachers may sometimes be able to accommodate alternative arrangements for students taking non NZQA approved leave, this is at the discretion of the Curriculum Leader and negotiated on an individual basis. Best practice is that students complete a Student Leave Application Form and advise their teacher at least one week in advance of the intended leave and then submit prior to departure any assessment due. If the required teaching has not taken place and in situations where an assessment which requires a student to be physically present, this may not be possible. At the discretion of the Curriculum Leader the student may be withdrawn from the standard if within the appropriate NZQA timeframe. Students must complete a Student Leave Application Form prior to taking any leave.

3.3 COMPLETING MISSED ASSESSMENTS

- 3.3.1 Best practice is that assignments due during a known absence are completed prior to departure or by the due date providing the required teaching has occurred. If the required teaching has not taken place and in situations where an assessment which requires a student to be physically present, this may not be possible. At the discretion of the Curriculum Leader the student may be withdrawn from the standard if within the appropriate NZQA timeframe.
- 3.3.2 On the return to school following a verified, legitimate approved absence, a student will be given, as soon as practicable, realistic and timely any assessment which may have been missed. The student needs to be informed of the time and date of the assessment by the subject teacher on their return to school. Approved leave accommodates the missed assessment, not the missed teaching time. Unfortunately teachers are not able to reteach a standard.
- 3.3.3 Where it is not practical for a student to sit the assessment task at a later date, an achievement level may be awarded based on standard specific authentic evidence being available. If the teacher is not

confident that a professional judgement can be made about all criteria to be assessed, then a student may need to be withdrawn from the standard.

4 AUTHENTICITY / BREACH OF ASSESSMENT RULES

- 4.1.1 Authenticity is the assurance that evidence of achievement produced by a learner is their own. There are three broad categories of authenticity challenges that need to be managed during the assessment process:
- Copying from another person or source (plagiarism)
 - Receiving too much guidance from the teacher or assessor
 - Obtaining specific answers for the assessment activity because it is publically available (such as Ministry of Education activities on the internet.)
- 4.1.2 Students are encouraged to discuss their ideas and to seek advice as part of their preparation for an assessment task. This is a valuable part of the learning process. However, the College must be satisfied that work submitted is the student's own, and that it was completed without undue assistance from others.
- 4.1.3 By handing in a piece of work for assessment a student is claiming that the work is their own. When submitting work, a student must meet the following requirements:
- Roncalli College requires that all assessments completed by a student be their own work.
 - Work that directly quotes or copies ideas, words or forms of another person must be properly acknowledged (referenced) and attributed to that person.
 - For small group assessments the contribution of each group member should be clearly stated.
 - Students will be required to sign the cover sheet of the assessment acknowledging the work is their own. (Appendix 1)
- 4.1.4 If, in an assessment task (formative or summative), a student displays disruptive behaviour likely to hinder positive outcomes for other students, the student will be warned and, if the behaviour persists, may be asked to leave the assessment room. Should this occur the student will not be granted any further assessment opportunity.
- 4.1.5 Students found to knowingly fraudulently or unwittingly gain an advantage which undermines the credibility of the grade or suspected of cheating in assessments will be subject to disciplinary proceedings. In these instances a not achieved grade must be awarded and reported to NZQA.
- 4.1.6 Students who allow another student to knowingly copy their assessment task will also be in breach of authenticity requirements and subject to disciplinary proceedings. In these instances a not achieved grade must be awarded and reported to NZQA.
- 4.1.7 Any drawings or language deemed to be offensive by the Principal's Nominee found on any internal standard will result in the script not being marked and the grade of not achieved being reported to NZQA.
- 4.1.8 The Principal's Nominee will investigate any report of a possible breach of the rules by a candidate in an internal assessment in accordance with College procedure.
- 4.1.9 The Principal's Nominee will allow the candidate an opportunity to make an explanation and will decide on any disciplinary action to be taken in accordance with the Colleges procedures.
- 4.1.10 Candidates have the right to appeal any decision made by the College relating to any possible breaches of the rules under the College's appeal process. Appeals need to be made to the Principal's Nominee who will investigate. The Principal will make the final decision which will be binding.
- 4.1.11 In proven cases where a deliberate breach of authenticity has occurred, the resulting grade of 'Not Achieved' will automatically be awarded.
- 4.1.12 College procedures are monitored by NZQA as part of the Managing National Assessment systems check.

5 RECORDING AND REPORTING TO NZQA

- 5.1.1 All grades must be reported if a student has been enrolled in a class and has had a fair opportunity to attempt the standard.
- 5.1.2 Not Achieved grade must be reported for a student who has had adequate teaching and assessment opportunity but has failed to avail themselves of assessment opportunity.
- 5.1.3 Subject teachers are to enter results of both formative and summative assessments via the electronic Student Management System (Edge). Subject teachers will update records after each assessment **within 15 days of the completion of the assessment**. Subject teachers are also required to maintain a hard copy of all NCEA grades awarded. It is the responsibility of the subject teacher to adhere to the College timelines for checking accuracy of data reported and correct any inaccuracies.
- 5.1.4 Students are provided with summaries of achievement from the Student Management System (Edge) during the year. This occurs once standards have been attached to a student's learning programme; prior to term 2 conferencing and finally in late October. It is the responsibility of the student to check this data carefully and to request any inaccuracies to be corrected. Please see 5.2.1 for further information on how to check results once they have been reported to NZQA.
- 5.1.5 Curriculum Leaders are responsible for ensuring that subject teachers records are kept up to date and accurate, and that they are stored securely. Curriculum Leaders are required to verify all provisional results prior to the final submission to NZQA on 30 November.
- 5.1.6 Data file submissions to NZQA generally occur on the first day of the month or the last school day prior to the first day of the month at which time all NCEA results will be uploaded to NZQA.

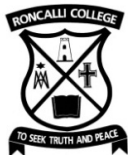
5.2 NCEA RESULTS AND WHAT THEY SHOW

- 5.2.1 NZQA administers NCEA and holds a database of all results. Students can access results by logging in to the learner home page on the NZQA website, www.nzqa.govt.nz/learner-login by using a unique National Student Number (NSN) and a password. It is the responsibility of the student to log in and check their results on a regular basis and to report any issues or concerns promptly to the Principal's Nominee.
- 5.2.2 Students will be able to access:
- Results of internal assessments as they are completed and uploaded to NZQA
 - Results of external assessment available from late January
 - New Zealand Scholarship examinations results in February
 - University Entrance, if achieved
- 5.2.3 Students will receive their external examination and answer booklets after marking and are able to appeal the results of their external examinations directly to NZQA. (Information on how to do this and the cost involved will accompany the answer booklets).
- 5.2.4 There are a number of NZQA documents available that record student results:
- NCEA Certificates include certificate endorsement (with Merit or Excellence). These certificates are printed on request and sent to students. Students are entitled to one free certificate.
 - The School Results Summary (SRS) lists all standards for which students have been assessed with the results grouped by year, course and level. It also shows any national qualifications and endorsements, University Entrance and New Zealand Scholarship.
 - The Record of Achievement (ROA) is an official transcript of standards and qualifications achieved, including the award of University Entrance. The ROA grows as students gain new standards through tertiary student and industry training.
 - Further information regarding fees and payments for student records is available on the NZQA website.
- 5.2.5 Privacy - Information about a student's results will be made available only to that student, her/his parents and staff who need that information. Individual results will not be made available to other

students. As part of the enrolment process, students sign permission to allow work to be used as general non identifiable exemplars for teaching purposes.

5.2.6 If a teacher requests to keep a specific individual piece of student work to use as an exemplar below for teaching purposes in the following years, signed permission must be obtained from the student to allow this.

STUDENT EXEMPLAR PERMISSION FORM



RONCALLI COLLEGE STUDENT EXEMPLAR PERMISSION FORM

This form is to be used to gain permission from individual students to allow a specific piece of work to be retained and used for teaching purposes as an exemplar.

Student Name:Subject:.....

Description of the piece of work retained:

.....

.....

I understand that the College will use my piece of work for teaching purposes.

I understand that when my work is no longer required, the College will destroy copies retained.

Signature of Student Date

5.3 WEB INFORMATION

Further academic information is available on the Roncalli College website under the academic tab including:

- Course selection booklets (Level 1, Level 2, and Level 3)
- Assessment Statements
- Curriculum overview

6 OTHER

6.1 GLOSSARY OF TERMS

Assessment	Any activity for which results are collected either for formative or summative reasons. It may be held under test or assignment conditions.
Assessment Schedule	The Marking schedule for individual standards which clearly differentiates the requirement to meet the standard at each grade level (ie Achieved, Merit or Excellence level)
Assessment Statement	The outline of the standards for a course being taught. The Assessment Statements are included in the senior course handbooks.
Authenticity	The evidence/proof that work submitted for assessment is the student's own work.
Common assessment task	An assessment which all students at one level in one subject sit, even though they may be in different classes.
Derived grade	When a student is unable to sit an external examination and meets the criteria for NZQA approval, a derived grade may be supplied to NZQA only if the grade is based on standard specific authentic evidence which demonstrates achievement across the whole standard. The grade must have been obtained from a valid, authentic task which has been through an internal moderation critiquing process. Please refer to the NZQA website for clarification of chronic ongoing medical health needs which are excluded from the derived grade process.
Criteria	The set of tasks within an Achievement/Unit Standard in which a student must demonstrate competence.
Extenuating circumstances	An unplanned, unexpected event outside the control of the student. The Principal's Nominee is able to provide clarification whether specific individual events fall into this category.
Formative	An assessment task used as a milestone to provide feedback and feed forward and to ensure

assessment	authenticity in preparation for the final summative assessment. If the feedback or feed forward is such that the student has been guided too much so work is not authentic, it cannot be used for a derived grade. Only grades that have been awarded based on standard specific authentic evidence are able to be supplied for a derived grade should it be required.
Summative assessment	Final assessment of which the grade is reported to NZQA.
Milestone check	In assignment work a teacher may require that particular tasks are completed and checked off at different times before the final due date. Each of these is a Milestone check.
External Moderation	The process by which NZQA ensures that internal assessment work done in one school is at the same level as the same work in another school. External moderation serves to ensure that only credible results are reported to NZQA. The process provides feedback and feed forward to schools to ensure they are assessing at the national standard. External moderation may be by checking student work, visits by experts, etc.
Internal Moderation	Internal moderation is a two part process - part one is the critiquing of the assessment task prior to the delivery of the standard; part two is the verifying of the student grade. Grade verification must be completed only by a person with recent standard knowledge at the curriculum level. Teachers must report to NZQA only those internal assessment and practice examination results which have been subject to the Colleges internal moderation process.
NZQA	New Zealand Qualification Authority - the government body responsible for administering educational qualifications in New Zealand.
Prerequisites	Work/studies which must be successfully completed before the next stage/year level is begun.
Resubmission	A resubmission opportunity should 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. 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 cannot however say "there is a problem with your use of brackets in this calculation."
Further assessment opportunity	A further assessment opportunity occurs when a new, quality-assured assessment is provided for students after their first opportunity, and after additional teaching and learning has taken place. This could be a new test, a new writing topic or a new research topic. For some tasks offering one further assessment opportunity will not be possible for manageability and practical reasons. Teachers must advise students prior to beginning the assessment whether one further assessment opportunity will be available.

6.2 KEY ACADEMIC DATES

Please refer to the College Calendar for Key dates.

6.3 CURRICULUM LEADERS 2018

The Curriculum Leaders and identified resource people on this team for 2018 are

Curriculum Leader/ Resource people	Curriculum / Learning Area	Subject
Ms Adele Churchman	Religious Education	Religious Education, Theology
Dr Andrew Williamson	English	English, Media, Literacy
Mr Bryce Caird	Health & Physical Education	Health, Physical Education
Miss Georgia Griffiths	Mathematics & Statistics	Mathematics, Statistics, Calculus
Mrs Marian Mehrtens	Pathways	Gateway, STAR, Young Apprenticeship
Mr Mark Pribis	Science	Biology, Chemistry, Physics, Science
Mrs Robyn Gillies	Social Sciences	Social Studies, Geography, History, Societies & Citizenship
Mr Regan Powell	Commerce	Economics, Business, Enterprise Studies
Mrs Nikki Hall	The Arts	Music, Visual Arts, Design & Visual Communication, Drama
Mrs Sally Betts	Technology	Food and Hospitality
Mr Matt Cameron	Technology	Resistant Materials
Also includes:		
Mr Chris Comeau	Principal	
Mrs Sam Rooney	Principal's Nominee/Academic Advisor/Independent Learning Programme	
Mrs Lou Heenan	Careers Advisor	
Mr Andrew Jones	EOTC - Outdoor Education	
Miss Ellen Walsh	Guidance	



**RONCALLI COLLEGE
NCEA ASSESSMENT COVER SHEET**

STUDENT NAME:

To be completed by the teacher prior to the assessment:

Subject:

Assessment Standard: Version Number: Level: Credits:

Assessment Title:

Formative Submission date /s (if any)

Summative Submission Date:

Summative Submission time: 3.20pm (unless stated otherwise)

Summative Submission Format:

Location for submission:.....

Conditions of assessment:
(ie. open/closed book / work unable to leave classroom etc.)

Resubmission opportunity available No / Yes Date.....

Reassessment (further assessment opportunity) available No / Yes Date.....

To be completed by the student prior to attempting the assessment:

Student Name:

I have completed and understood the conditions of this assessment.

Signature of Student Date

Authenticity Statement to be completed by the student upon assessment submission

In undertaking this assessment, the following people have assisted me:

.....

I have read and understood the NQF Handbook and I confirm that the assessment is all my own work.

Signature of Student Date

To be completed by the Assessor:

Summative Grade Awarded:

- Not Achieved
- Achieved
- Achieved with Merit
- Achieved with Excellence

Signature of Assessor Date

Signature of Moderator
(if selected for moderation) Date

To be completed by the student:

Signature indicates sighting and acceptance of grade awarded

Signature of Student Date



**RONCALLI COLLEGE
NCEA ASSESSMENT APPEAL FORM**

This form is to be used only after a student has discussed disputed results with the subject teacher and the matter has not been resolved. It must be completed and handed to the subject teacher within **five days** of receiving summative results.

Please note: as per the Roncalli College BOT Policy, appeals are investigated by the Principal's Nominee. The final decision of all appeals will be made by the Principal and will be binding.

To be completed by the student:

Student Name:

Teacher Name:

Subject:

Assessment Standard: Version Number: Level:

Credits:

Assessment Title:

Summative Submission Date: Date returned to student:

I consider that the result notification that I have received for the above Achievement/ Unit Standard to be inaccurate on the following grounds:

.....

.....

I therefore appeal this result.

Signature of Student Date

Please attach this form to your marked Achievement/Unit Standard sheet attached and hand to your teacher. Your teacher will discuss the issue with the Curriculum Leader, the Principal's Nominee or the Principal who will investigate the issue and advise a resolution.

To be completed by the Principal's Nominee:

Results of the appeal:

Reason (s):

.....

.....

Signature of Principal's Nominee..... Date

To be completed by the student and teacher:

Signature implies acceptance of the resolution of the appeal

Signature of Student Date

Signature of Teacher Date



RONCALLI COLLEGE
APPLICATION FOR EXTENSION TO ASSESSMENT SUBMISSION DATE

This form is to be used to apply for an extension to an assessment submission date and must be lodged with your subject teacher who will discuss the request with the Curriculum Leader. Please note: as per the Roncalli College BOT Policy, extensions will not be approved unless there are **extenuating** circumstances. Every extension will be negotiated on an individual basis and apply only to the student who has formally requested the extension. The Principal's Nominee will be the final 'court of appeal'. An application for an extension to an assessment submission date must be applied for before the due date.

To be completed by the student:

Student Name:

Subject:

Assessment Standard: Version Number: Level:

Credits:

Assessment Title:

Date Assessment Due:.....

Date Extension Applied For:

I am requesting an extension to assessment submission date for the above standard on the following grounds:

.....

.....

I therefore request an extension.

Signature of Student Date

Your Subject Teacher will discuss the issue with the Curriculum Leader and advise you in writing below of the decision.

To be completed by the Curriculum Leader:

Result of the Extension Request: Declined Approved Revised Submission Date:

Reason (s):

.....

.....

Signature of Principal's Nominee..... Date

To be completed by the student, teacher and Curriculum Leader:

Signature implies acceptance of the extension request decision

Signature of Student Date

Signature of Teacher Date

Signature of Curriculum Leader Date

All assessment practices at Roncalli College are governed by this assessment management policy. This policy is articulated in the NQF Handbook. Please read this for specific details.

RATIONALE

The need for an assessment management policy follows the requirements of NCEA.

PURPOSE

Ensure that all students are treated fairly and consistently.

The following are the procedures of Roncalli College for:

Privacy – The school will uphold the guidelines as set out in the Privacy Act.

Assessment Opportunities – Achievement Standards. Curriculum Leaders must determine and clearly communicate in writing to the students the conditions of assessment (including **resubmission and further assessment opportunities**) prior to the commencement of the course. The specific details of assessment opportunities are outlined in the NQF handbook.

- A resubmission opportunity 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.
- A further assessment opportunity occurs when a new, quality-assured assessment is provided for students after their first opportunity, and after additional teaching and learning has taken place.
- There is no further assessment opportunity for externally assessed achievement standards other than sitting the achievement standard in the following year.

Late Work - All formative and summative deadlines are expected to be met.

Extensions to assessment deadlines - Will not be offered unless there are extenuating circumstances. These will then be negotiated on a case-by-case basis. The Principal's Nominee will make the final decision.

Leave – In some circumstances an opportunity may be made available for students to attempt a missed assessment. This usually only applies to NZQA approved leave or a medically documented illness. Students absent from an assessment who do not meet these circumstances may not be able to attempt the assessment.

Marking and return of work – Marking will be completed as promptly as possible and results returned to students to ensure their on-going learning can take place and entered via Edge NCEA standards data entry. Best practice is that this occurs within 15 school days of an assessment being completed.

Recording Assessment Results – Subject teachers are to enter results of both formative and summative assessments via the electronic Student Management System. Best practice is that this occurs within 15 days of the assessment being completed. Subject teachers are also required to maintain a hard copy of all NCEA grades awarded.

Reviews or Appeals – If a student requests a review of an assessment this must be made to the subject teacher within 48 hours of the work being returned. If the student is not satisfied with the outcome, an appeal may be made to subject teacher within 5 school days of the work being returned. The subject teacher will forward the appeal to the Curriculum Leader and the Principal's Nominee for investigation. Appeals must be made using the NCEA Assessment Appeal Form. The final decision on all appeals will be made by the Principal and will be binding.

Derived Grade for summative assessment – NZQA derived grade procedures are followed. Only evidence that has been gathered from critiqued and verified standard specific authentic assessments may be used for a derived grade.

Misconduct – Normal school procedures will apply.

Review – This Policy will be reviewed annually. Changes to NZQA policies and procedures will be actioned as required.

APPENDIX 5 – NZQA 2018 EXTERNAL EXAM TIMETABLE

Please refer to the NZQA website for up to date information.

APPENDIX 6 – NZQA EXTERNAL ASSESSMENT RULES

Before the exam

- Arrive 40 minutes early
- **Cell phone protocol - internal and external assessment**
By the changing nature of smart phones, these devices are now able to easily access information and are therefore considered to be the same as any other prohibited material during examinations.
- **It is highly recommended that all cell phones are left at home.**
- If it is essential that you have a cell phone on the day of the examination, it must be switched off, in a named plastic bag and taken to the office prior to the examination line up. Whilst all care is used, no responsibility is able to be taken for student's cell phones during the examination period.

In the exam room

- At all times, listen to and follow the instructions of the supervisor.
- Sit at the desk where you are told to sit. The exam booklets at this desk will have been selected and coded specifically for you.
- Check all the answer booklets have your NSN and Examination Code on them and are listed on your Admission Slip.
- When you are told, check that all pages in each exam booklet are printed correctly.
- If you have any problems put up your hand.
- **You cannot leave in the first 45 minutes or the last 15 minutes of the examination, even to use the toilet.**

During the exam

- Do not borrow equipment from someone else.
- Do not talk to, communicate with, or do anything to disturb other candidates.
- Do not read or copy another candidate's work.

Writing your answers

- Follow all the instructions on the front cover of the exam booklet.
- Use only black or blue pen. Do not write in pencil unless instructed to do so.
- Write neatly, so the marker can read your answers.
- Cross out any work you do not want marked.
- Do not write or draw anything that may be regarded as offensive.
- Do not write to the marker or write in the part of the answer booklet 'For assessor's use only'.
- Do not write your answers for one standard in the answer booklet for another. If you have filled up your answer booklet, you may request extra paper.
- Fill in your details at the top of any additional sheets of paper provided and put them inside the answer booklet.

At the end of the exam

- Stop writing when the supervisor tells you to do so. Hand all material to be marked to the supervisor before you leave. If you take any work outside the examination room, it will not be marked.

Excluded items

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 Māori dictionaries or translators
- any electronic devices except approved calculator