

KAIAPOI HIGH SCHOOL



STUDENT BOOKLET

Procedures for Assessment For National Qualifications 2019

EXCELLENCE

COMMUNITY

RESPECT

INTEGRITY

NAME:

INTRODUCTION

This booklet contains the general guidelines to the NCEA qualifications being offered at Kaiapoi High School. Other certificates and qualifications may be obtained in some courses of study and the subject delivering the qualification will explain their specific requirements.

Students are encouraged to discuss the points made in the guidelines with their parents and caregivers. The school must meet certain standards in offering qualifications and the procedures that are stipulated in this booklet must be followed.

***You need to use the Student Memo for special requests.
There is an example at the back of this book.***

Students need to take note of the key points highlighted in different sections. The most important is the use of the STUDENT MEMO, which must be used when requesting an extension, or lodging an appeal.

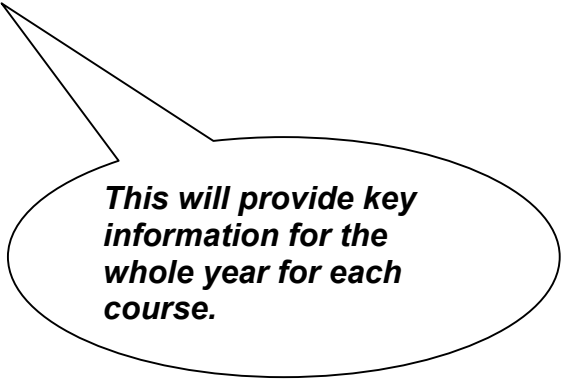
ASSESSMENT INFORMATION GIVEN TO STUDENTS

INTRODUCTION

1. Information about the conditions of assessments, length of assessments, the number of assessments opportunities and when they take place will be:

1.1 Discussed with the student at the beginning of the year by the subject teacher.

1.2 Given to the students in a **course outline** at the beginning of the year by the subject teacher.



This will provide key information for the whole year for each course.

1.3 Included with the information handed out for each assessment.

2. Parents and caregivers will be informed that the course outlines have been issued in the school newsletter.
3. Parents and caregivers are advised to contact the school if they have queries about any course.

MISSED ASSESSMENTS, LATE ASSESSMENTS, EXTENSIONS AND ABSENCE

GUIDELINES

1. Missed Assessment caused by absence

There are three kinds of absence:

- a) **Beyond student control** eg. sickness, family bereavement, representation in a school team or activity.

Students with unexpected legitimate reasons (beyond student control) for missing an assessment will be required to sit the assessment (if it is possible) at a time designated by the faculty and teacher concerned, eg. bereavement, medical problems, validated family problems.

In such cases students will be treated with due compassion. The student must complete the **Student Memo**,

(Copies of the Student Memo will be available from your teacher and/or the office. An example is provided at the end of this book).

and/or

- 1.1 Bring a signed letter by parents and caregivers formally notifying the school of the reason for the student absence;
- 1.2 Supply a medical certificate if they were absent due to illness; and
- 1.3 See the teacher concerned within two days of their return to school.

Students with legitimate reasons for missing an assessment, eg sports tournament, camp etc and know *prior* to the date of the assessment/test/assignment, must:

- 1.4 Formally inform their teacher using the **Tournament/sports/camp etc notification sheet** (issued by the teacher in charge of the activity)
- 1.5 Complete the assessment (if it is possible) at a time designated by the faculty and the teacher concerned.

Students may appeal this decision through the Appeal Process.



See
sample

2. Self Interest eg. job interview, travel, representation in a non-school team etc.

2.1 Apply for leave from the Principal. The Principal will consider the request. As a general guideline, appointments, holidays etc are **not acceptable** reasons for granting an extension to complete an assessment or sit a test.

2.2 Formally inform their teacher by using the **Student Memo** and attach the approval of the Principal.

2.3 Complete the assessment (if it is possible) at the time designated by the faculty and teacher concerned.

Students may appeal this decision through the Appeal Process.

3. Wilful Absence eg. absence with no legitimate justifiable explanation.

Students may receive a Not Achieved grade and no reassessment opportunity will be given.

Students may appeal this decision through the Appeal Process.

4. Late Assessments (Assessments involving work at home)

Unless a student has gained an official extension, the work will not be credited towards the standard. Assessment tasks/assignments handed in late may be marked and used to assist in formative assessment if there is another opportunity to gain the standard.

All oral presentations (ie. speeches, seminars etc) must be ready on the due date, even though the student may not be able to present the work on the day due to time constraints as a result of other students presentations.

Students may appeal this decision through the Appeal Process.

5. Extensions (Assessments involving work at home)

Extensions may be granted in the case of special circumstances, eg. medical problems, validated family problems, bereavement. Extension time, if granted, will reflect the time lost (within reason). Cases will be judged on their merits.

NB. Involvement in extra-curricular or out-of-school related activities/work do not justify for grounds for extension.

Students must complete the **Student Memo** and:

- 5.1 Bring a letter signed by parents or caregivers formally requesting an extension and outlining the reasons for the extension.
- 5.2 Supply a medical certificate in the case of granting extensions for a medical reason.
- 5.3 Request an exemption for a known interruption within two days of the issue of the assignment.
- 5.4 Request an extension within two days of return to school for an unknown interruption.
- 5.5 Staple the **Student Memo extension** request and any supporting documentation (medical certificate) together and forward to your subject teacher. Your teacher will consult with the Principal's Nominee to consider your request.

Students may appeal this decision through the Appeal Process.

6. Recognising Achievement through the Collection of Evidence

- 6.1 Throughout the year there will be a number of opportunities that are part of the course where students complete additional assessments that cover the same standard.
- 6.2 These opportunities will depend on the nature of the assessment and the policy of each Faculty as regard to how practical and manageable the assessment is and may include the following strategies.
 - 6.2.1 When a student has not reached their potential in a particular assessment activity, teachers are encouraged to review existing accumulated evidence of student achievement, rather than providing a further formal assessment.
 - 6.2.2 A wide range of strategies may include:
 - ✓ Undertaking the same activity again to correct or complete.
 - ✓ Having a written resubmission to correct a lack of evidence or complete work.
 - ✓ Accumulating a portfolio of work up to submission date.
 - ✓ Providing feedback at regular intervals during the preparation of a final version for assessment.
 - ✓ Conferencing to elicit additional information or to clarify responses in a particular activity.
 - ✓ Supplementing evidence of achievement from formal assessment activities with observation from class work and assignments understanding that it is authentic.
 - ✓ Observation of an activity or performance outside the classroom, eg. kapa haka, sport, drama etc.

- ✓ Using student entries in diaries/logbooks with verification of achievement by peers/teachers. Authenticity is paramount.
- ✓ Conducting a parallel assessment activity in a different context.
- ✓ Accumulating authentic evidence of achievement over time from a range of activities – portfolio of work, checklists, practise activities, home and class work.
- ✓ If a student is not making positive progress towards achievement, refocusing the teaching and providing another opportunity for assessment at another time.

6.3 Where none of the above apply, a further parallel assessment may be considered, where it fits easily into the teaching programme and where this is practical and manageable, to allow them to meet the required standard.

Students may appeal this decision through the Appeal Process.

DERIVED GRADE PROCESS

Introduction

Students who consider their performance in an **external** assessment (end of year NZQA exams) for any qualification has been seriously impaired for reasons beyond their control, may seek a derived grade.

Students who are unable to sit an **external** assessment (end of year NZQA exam) for medical, bereavement etc. may seek a derived grade.

The following guidelines apply:

1. Any derived grade can only be given due consideration if it can be supported by standard specific evidence which has been done in preparation for the externally assessed standards. This evidence, eg. school practise exams, formative assessments under exam conditions, etc. will be used as a basis for consideration under the derived grade process.
2. There must be evidence that the student seeking a derived grade has actually successfully completed assessments that will give an indication of the outcome.

APPEALS

Introduction

Students who consider their performance in an internal assessment for any qualification has been unfairly assessed, or they have not been able to sit an assessment and there is no other opportunity to gain the credits, or had an extension request refused, or have been given a Not Achieved for failing to sit/submit an assessment, have the right to appeal.

Guidelines

Internally assessed achievement standards

1. All students will be informed of their right to appeal for grades gained for assessed standards.
2. If students have queries they may discuss it with their teacher concerned.
3. If the matter is unresolved, the student has five school days (from the date of receiving the grade) within which to appeal formally to their teacher. Students must complete the Student Memo and identify the nature of the appeal. The memo must be submitted to the teacher responsible.
4. The Head of Faculty will keep a written record of the process and attach it to the Student Memo. The HOF shall inform the Principal's Nominee.
5. Work under appeal will be photocopied and students given the opportunity to take the photocopy home.
6. Levels of achievement may be adjusted either upwards or downwards as required in the event of a justifiable appeal being made, in consultation with the Head of Faculty and the teacher responsible for marking the work.
7. In single teacher departments the Teacher in Charge and the Head of Faculty are involved in the appeal.
8. Students will be informed of the final decision.
9. If the situation cannot be resolved and a final decision made by the teacher and in consultation with the Head of Faculty is unacceptable, then the student has a further right of appeal which will be adjudicated by the Principal's Nominee and/or the Principal with all parties being present.

MISCONDUCT

Introduction

Academic misconduct would be the result of any of the following acts in which a student deliberately set out to present work which is not her or his own, or aids another student to do so.

This can include:

- ⇒ Allowing a student to copy
- ⇒ Academic dishonesty: cheating in any assessment situation
- ⇒ Plagiarism (using other people's work/ideas and claiming them as your own)
- ⇒ Theft of a paper
- ⇒ Misrepresentation of practical work
- ⇒ Submitting another student's work as their own

Guidelines

1. Misconduct will be reported through the HOF/TIC to the Principal's Nominee and a written record will be placed on the student's file.
2. Students will gain a Not Achieved if misconduct is proven.
3. Students may appeal any decision by following the Appeal Process.

SCHOOL-WIDE AUTHENTICITY

Introduction

A student is informed at the beginning of course that all work is to be original, produced by them and is not to contain eg:

- ⇒ Plagiarism
- ⇒ Unacknowledged work
- ⇒ Copying from another student

Guidelines

1. Students will sign an authenticity statement for each assessment and attach it to their assignment.
2. All Faculties will use a general **Authenticity Statement** form.
3. Student work will be retained for the period required to undertake selection for moderation purposes.
4. Classroom teachers will take work suspected of being inauthentic to the Head of Faculty.
5. If a student believes that they have been dealt with unfairly, they can appeal the Head of Faculty's decision by following the Appeals Procedures.
6. Any work found to be inauthentic would be deemed to be an act of misconduct and would be treated as such. (See Misconduct)
7. Subject strategies to ensure authenticity will include:
 - ⇒ Changing the context of assessment from year to year.
 - ⇒ Having the research/extended assessment supervised by sign-posting regular checkpoints.

- ⇒ Requiring plans, resource material, a full biography, web pages and website addresses and draft work to be submitted with the final assessment.
- ⇒ Where students have sought professional advice outside of the school, the provider of such advice must be acknowledged and the provider should initial all information received from that source.

Students requiring Special Assessment Conditions

Practical Implementation

1. Students who enter at the beginning of Year 9

- 1.1. Information from the student's contributing school and from the parent/caregiver interview will be collated to provide a picture of student needs. Those students will be identified and will be referred to Kaiapoi High School Learning Support Coordinator for continued support.
- 1.2. The English and Mathematics faculties will administer AsTTel testing during the year to keep records current and accurate.
- 1.3. All staff will have access to the results of this testing and they will be given information orally to support this data.
- 1.4. Regular core class meetings further discuss and highlight issues that have arisen and this information is forwarded to the Learning Support Coordinator for further action.

2. Students who arrive during the year

- 2.1 The student's previous school will be asked to supply background information, eg.
 - Diagnostic tests
 - Special assistance given to students
 - Copies of recent assessments.

(NB. The purpose of the information is to know whether the student requires special assessment conditions).

2.2 Staff who identify problems with students during the year will:

- Report information to the Learning Support Coordinator
- Request further testing as appropriate.
- Parents/caregivers may be contacted for more information.

3. Special Assessment in NQF Assessments

- 3.1 The Learning Support Coordinator is responsible for any student who requires special assessment conditions.
- 3.2 The Learning Support Coordinator liaises with the Principal's Nominee and parents/caregivers.
- 3.3 Students who have special reader/writer assistance established will receive assistance through the Learning Support Centre.
- 3.4 The Learning Support Coordinator is responsible for applications to NZQA for qualification purposes. Each application must be supported by a current assessment, by an educational psychologist or NZQA approved specialist, or the student is in receipt of ORRS funding.
- 3.5 Applications must be made by the date established by NZQA and to ensure all students are receiving the assistance they require the information must be given to the Learning Support Coordinator by the end of February in any year.

National Certificate of Educational Achievement

Years 11/12/13

What type of programme will I take?

All subjects at Years 11/12/13 will allow you to gain credits towards National certificates, including NCEA Levels 1, 2 and 3.

In some subjects you will gain credits by passing **Achievement Standards**. In some subjects you will gain credits by passing **Unit Standards**. Some subjects will offer both Achievement Standards and Unit Standards.

Achievement Standards can be gained by **Internal Assessment** and **External Assessment**.

The end-of-year exams are all **External Assessments**.

Unit Standards are all **Internal Assessments**.

All credits from Unit Standards and Achievement Standards can be credited towards **the National Certificate of Educational Achievement Level 1 (80 Level 1 credits or above), the National Certificate of Educational Achievement Level 2 (20 of your Level 1 credits plus 60 credits at Level 2 or above), the National Certificate of Educational Achievement Level 3 (20 of your credits from Level 2 plus 60 credits at Level 3 or above).**

How will I gain these Qualifications?

- Every Achievement Standard and Unit Standard is worth a number of credits.
- Credits are like points and you collect these from all your subjects to put towards your qualification.
- You collect credits when you achieve the standard set.
- Unit standards are awarded as an Achieved or Not Achieved.
- Achievement Standards are awarded as Not Achieved, Achieved, Merit or Excellence.
- Students are able to receive endorsed certificates for Merit and Excellence for the NZQA Level 1, Level 2 and Level 3 certificates.
- Students are able to receive an endorsed certificate for achieving Merit or Excellence in a single course studied over a year.

NCEA Level One

When you have a total of 80 Level One credits, or higher, and you have achieved the literacy and numeracy requirements (refer to the special section below for details) you will receive your National Certificate of Educational Achievement Level One.

LITERACY AND NUMERACY REQUIREMENTS

Achievement Standards

Literacy and Numeracy is gained by achieving 10 credits for each from approved Achievement Standards across your subjects.

Your course teacher will explain which standards you are attempting count for Literacy and/or Numeracy.

Literacy and Numeracy achieved in this way will be endorsed as being gained by “Achievement Standards”.

Unit Standards

There are specific Literacy and Numeracy unit standards. To achieve Literacy and Numeracy in this way you have to achieve all 3 units of Literacy (a total of 10 credits) and/or all 3 units of Numeracy (a total of 10 credits). These standards can use evidence of attaining the standard from across a range of subjects and will require a portfolio of work to support this. Mr Ashworth will be working with staff and identified students to facilitate this.

NCEA Level Two

When you have a total of 60 Level Two credits, or higher, with 20 of your Level One credits, you will receive your National Certificate of Educational Achievement Level Two.

NCEA Level Three

When you have a total of 60 Level Three credits, or higher, with 20 of your Level Two credits, you will receive your National Certificate of Educational Achievement Level Three.

Endorsed Certificates

Level Certificates:

A level certificate can be endorsed with Merit or Excellence at each level. A Merit endorsement requires 50 credits at Merit or above. An Excellence endorsement requires 50 credits at Excellence. An endorsed certificate may be gained over more than one year, eg. you may have achieved 20 merit credits and 6 excellence credits at Level 1 and in the following year achieved 20 merit credits and 4 excellence credits at Level 2. This would give you a total of 50 credits of Merit and Excellence at Level 1 and above, and you would receive an Endorsed Merit Certificate for Level 1 NCEA.

Course Certificates:

Students can achieve an endorsed certificate in Merit and Excellence for a course of study undertaken in one year, eg. a course of English. To gain a course endorsement you need to gain 14 credits of Merit + or 14 credits of Excellence. 3 credits must be from Internal Assessment and 3 must be from External Assessment.

For Physical Education and Level 3 Visual Arts, NZQA will endorse a course when candidates achieve: (i) 14 or more credits at Merit or Excellence in Physical Education where all standards are internally assessed.

(ii) For Visual Arts (L3):

1. 14 or more credits at Merit or Excellence from one of the externally assessed Level 3 Visual Arts standards

OR

2. 14 or more credits at Merit or Excellence from internally assessed Level 3 Visual Arts standards.

How long will it take to gain a National Certificate?

Most subjects will offer a course of about 24 credits. If you take five subjects each with approximately 24 credits you have the opportunity to gain a maximum of 100 credits at Level 2. Some students will not have achieved the minimum 80 credits (including the numeracy and literacy requirements) for a Level One certificate this year but will be able to gain further credits in the next year and begin to work on their Level Two certificate.

Issue of Certificates

All secondary school students who are candidates for NZQF assessment have paid for their certificate as part of their fees. There is no charge for the first copy of a certificate. Subsequent copies currently cost \$15.30. Students can apply for a copy of their certificates through their student login. Other NZQF national certificates will be issued to learners provided they are eligible, after receipt of an application form and payment of a fee. Please see your teacher if this applies.

How can I gain University Entrance from 2015 onwards?

You must obtain **all** of the following:

- Achievement of **NCEA Level 3** (60 credits at Level 3 or higher and 20 credits at Level 2 or higher)
- 14 credits in each of the **three** subjects from the list of approved subjects. Please check that your subject course meets this requirement.
- The remaining credits to achieve Level 3 may come from either achievement or unit standards.
- UE Numeracy – **10 credits** at Level 1 or higher from specified achievement standards or three specified numeracy unit standards.
- UE Literacy – **10 credits** (five in reading and five in writing) from approved achievement standards at Level 2. ESOL students please refer to Mrs Lau for information on other assessments that can be used to meet the Literacy requirements.

Please note that universities have their own requirements for entry to some courses. Please check with Mr Ashworth to ensure you have the course of study that will allow you to follow your chosen pathway.

Scholarship

New Zealand Scholarship will extend our best secondary students and enable top scholars to be identified and acknowledged. Students will be able to enter one or more scholarship standard assessments while completing their Level 3 assessments in the scholarship subject areas.

The aim is to assess a student's ability to synthesise and integrate concepts – to apply higher-level thinking based on in-school and independent learning.

The content assessed for Scholarship is the same as that covered for Level 3 achievement standards. All Scholarship candidates must complete a full year of Level 3 studies at a secondary school.

Assessment is standards-based (but not using achievement or unit standards) and **all assessments will be external, the scholarship is a one-off examination for each subject, except in Art and Graphics.**

Standards have been developed for each Scholarship subject.

For each standard, two levels of achievement can be gained:

- Scholarship
- Outstanding Performance

The scholarship is an award and not a qualification. There are 'top' student awards and have a monetary award that currently is:

- **Single Subject Award:** For students who gain a scholarship in up to two subjects, a one-off award of \$500 per subject.
- **Top Student on Subject:** \$2,000 each year for three years, provided the student maintains a B grade average in tertiary study.
- **Scholarship Award:** A student who gains a scholarship in three subjects will be awarded \$2,000 each year for three years, provided the student maintain a B grade average in tertiary study.
- **Outstanding Scholar Award:** For the top 40-60 students who gain outstanding performances in at least two or three scholarship subjects passed. The award is \$5,000 each year for three years, provided the student maintains a B grade average in tertiary study.
- **Premier Award:** For the top 5-10 students who get three scholarships with outstanding performances will be awarded \$10,000 each for three years of study, provided the student maintains a B grade average in tertiary study.

Fees: The cost to enter scholarship is \$30 per subject. Please see Mrs McMeeken if this cost is a barrier.



**KAIAPOI HIGH SCHOOL
ASSESSMENT COVER SHEET**

(This cover sheet, or a similar one, must be attached to your submitted work)

Student Name: _____ **Tutor Group:** _____

Subject: _____ **Teacher:** _____

Title or Description of Work

Due Date: _____ **Date received:** _____

In undertaking this work the following people assisted me in preparing for this assignment:

Signature of student: _____ **OR**

I confirm that the assignment I have submitted is all my own work. It has been completed by me without the assistance from any other pupil or caregiver or teacher. No part of it has been downloaded or copied from other sources. I agree that this work may be used as an example as long as my identity is protected.

Signature of student: _____

ASSESSMENT RECORD

Grade awarded: _____

Date: _____

I have seen the marked assignment and accept the grade awarded:

Student signature: _____

Date: _____



KAIAPOI HIGH SCHOOL STUDENT MEMO

This Memo is to be completed by students who wish to apply for any one of the following: (**Underline the relevant request**)

- 1. Lodge an Appeal**
- 2. Request an Extension of Time/Alternative Time to Sit an Assessment.**

It must be completed in full and submitted to the subject teacher concerned along with any supporting information/documents.

Student Name: _____ Form: _____

Subject and Teacher	
Assessment Name/ Number	
Reason for request- Please give detailed information.	
If this is an Appeal please give the date that you received the graded assessment that you are asking to be reassessed:	

STAFF USE

Action taken:		
Date of completion:		
Signed off	Student:	Staff:



KAIAPOI HIGH SCHOOL NOTIFICATION SHEET

This form is to be completed by the teacher in charge of a school activity eg. camp/sport/tournament to explain a legitimate absence for a student from an assessment task, test or deadline.

It must be completed in full and submitted to the subject teacher concerned prior to the event.

Student Name: _____ Form: _____

Event: _____ Date of event: _____

Subject	
Teacher	
Assessment being missed/late	

Absence authorised by: _____
(Teacher in charge of event to sign)

Date: _____ (Date of authorisation. NB. There must be sufficient prior warning of absence)

Staff Use

Action taken:

Signed: _____ (class teacher)

Signed: _____ (student)

Date: _____