

STUDENT ASSESSMENT INFORMATION 2018

Assessment Procedures for St. Patrick's College, Wellington

It is essential that the procedures below are understood and closely adhered to. They represent both **your rights and your responsibilities as a student**. The hand-out also outlines some of the consequences if you do not follow the correct procedures. **It is important that you keep this sheet in a safe place so you can refer to these procedures if necessary.**

Once you have read the information the consent form is to be signed and handed in before leaving. **Be sure to go through and discuss the information with your parents when you get home.** Copies of the Assessment Procedures can also be found on the College website.

Assessment Information

- Students will receive a **course outline** for each subject detailing the assessments involved within the course of study.
- All assessment activities will include information as to the timing, requirements and conditions applicable to the assessment event.
- At least one weeks' notice is needed for informing students of an assessment event and the conditions of that assessment.

*Authenticity – ensuring student work is their own

- Students will be required to **sign an authenticity statement** at the beginning of the year which applies to all their assessments.
- Work towards assessment of standards will be carried out individually. Where exceptions to this occur they will be stated in the assessment guidelines provided with the assessment.
- When a teacher has a concern about the authenticity of a student's work, that concern should be discussed with the student and if necessary a proper investigation undertaken. If an investigation is initiated parents should be informed. There must be evidence to support any allegation. Teachers may ask their HOD to assist with the investigation or in a one teacher department, the teacher may get input from another HOD to assist in the investigation. The student must be told of the allegation and of the evidence to support it and he must be given an opportunity to explain. During an investigation staff must follow the principles of natural justice. When a decision is reached it should be conveyed to the student and to the parents and should include information on how a decision can be appealed.
- **If the student then wants to appeal the decision they are to complete an Appeals Form which can be obtained from the Student Office and refer it to the Principal's Nominee** for a decision.
- If the matter is still not resolved, then the appeal should be taken to the Assistant Rector who will make a final decision on the issue.
- Students who have not complied with the appropriate rules and procedures with regards to authenticity **will receive a Not Achieved grade for that task**. The student will get no reassessment opportunity.
- Remember that **plagiarism** is cheating, whether taken from a book, a website, or another student's work. Always be sure to clearly reference any material taken from another source.
- Note if you make **your assessment answers available to another student(s) this undermines the authenticity and integrity of the assessment and you will be deemed to be**

cheating and the College reserves the right to implement consequences similar to those given out to students who have plagiarised work.

Appeals

- Queries relating to the marking of the grade should first be discussed with the teacher that marked the work. Most queries around grades can be quickly and informally resolved between the student and the teacher through good, honest verbal communication.
- Students wishing to appeal their grade **must complete an Appeals Form** which they can get from their teacher, the HOD, or the Student Office.
- The Appeals Form, which needs to be signed by a caregiver and the student, must be handed to the teacher or HOD **within one week** of receiving the grade that is to be appealed.
- Where the teacher involved is the HOD, or the TIC, the matter is referred on to someone else in their Department with the requisite subject knowledge to review the issue.
- With one teacher departments, the teacher should, if possible, get input from a teacher running a similar course at another school. If this is not possible it is to be referred directly on to the Principal's Nominee.
- **If the appeal is not resolved at a departmental level, then the issue must be referred to the Principal's Nominee** who will make a decision and notify parents.
- If the matter is still not resolved, then the appeal should be taken to the Assistant Rector who will make a final decision on the issue. As the Assistant Rector represents the 'Appeal Body' within the College, it is essential that he/she is not consulted, or involved in any way in discussions, or decisions made earlier in the Appeals process, whether formally, or informally.
- The Appeals procedure relates to any assessment related decisions, not just NCEA grades.

Misconduct

- Students behaving badly, disrupting assessments or not complying with the specified conditions of an assessment task are to be removed from the assessment, if the behaviour is adversely affecting other students.
- Students removed from assessments due to behavioural problems will receive a Not Achieved for that standard and **will not be eligible for reassessment**.
- Students, who have been found to be cheating, are not to be removed from the assessment, unless allowing the student to continue with the assessment would be inappropriate, or may adversely affect others. Instead the supervisor will note the details of the incident and pass this to the HOD at the conclusion of the assessment.
- Students will be made aware of any authenticity concerns and possible consequences as soon as is reasonably practicable.
- The HOD/TIC will assess the extent of the cheating and make a decision as to whether only one section of the assessment will be discounted, or if the whole assessment has been compromised, in which case **the student will get a Not Achieved grade**. They will also be ineligible for any reassessment of that standard.
- Incidents of cheating and removal of students due to behavioural problems are to be referred to the Principal's Nominee as soon as possible after the event. **Parents will also be notified**.
- **Note where possible students will be allowed to conclude an assessment before any decision in response to authenticity or misconduct is made.**

Resubmission and Replacement Evidence

- Resubmission may be offered to a student where they have made **minor errors** that have caused them to not achieve the standard.
- Where suitable replacement evidence is available to show that a student has previously reached the standard this may be used as evidence of student achievement, even though they have failed the actual assessment.
- Resubmission should occur as soon as possible after the assessment task.

Reassessment

- **Students will get no reassessment opportunities** for any of their internally assessed work unless it is specified in the course outline.
- If a reassessment opportunity is made available it will provide students with the opportunity to achieve all available grades.
- As most assessments will have no reassessment opportunity it is essential that students have the opportunity to **sit and receive feedback on a full formative assessment prior to their doing the actual assessment.**

Absences

- Wilful absences by a student during the assessment of an internal standard task will result in a Not Achieved grade. The student will also be ineligible to undertake any reassessment of that standard.
- A student that misses an assessment for **legitimate reasons** (supported by evidence) may be given another assessment opportunity. Alternatively they may receive a grade generated by a previous formative assessment after consultation with the HOD or Principal's Nominee.
- Where the **absence is due to sickness a medical certificate needs to be provided.**

Late Work and Extensions

- **Student work that is handed in late will receive a Not Achieved grade** for that standard.
- Students that hand in work late will be eligible for any scheduled reassessment.
- A student seeking **an extension for an assessment done out of class** must apply for the extension in writing to the HOD of that subject. A form for this can be obtained from the teacher or HOD, or from the Student Office. The sooner this application can be done the better.
- **For internal assessments it is essential that the time provided to do assessments is relatively generous**, as in contrast to an external assessment the issue is more about whether a student is capable of achieving, rather than whether they can achieve it in a relatively confined period of time. Where a student has almost completed an assessment a teacher should make provision for a small amount of additional time, provided they are satisfied that the student has been diligent in his use of the time already provided.
- If seeking an **extension for an assessment done in class over a series of lessons** (due to legitimate absences, such as school trips) you should consult directly with your teacher about the possibility of being given some additional time. Note if the absence is due to sickness a medical certificate will be required.

Missed Assessments

- Students who have been away due to exceptional circumstances (supported by evidence) can apply for an extension (or special assessment opportunity) for an internally assessed standard. Students must put this in writing and give it to the HOD.
- In some cases it may be possible to use replacement evidence from prior work done by the student.

Derived Grades

- Applying for a Derived Grade is for something unexpected that happens either on the day of the examination or in the short period leading up to the external examinations. If you think you may need to apply for a Derived Grade you should contact the College for more information.
- The College will use replacement evidence based on your performance in practice assessment tasks during the year, especially **the College exams held at the start of Term 4.**

Special Assessment Conditions

- Students potentially requiring provision of special assessment conditions should talk to their teacher and to Ms Duffy (HOD Learning Support) about their situation at the start of the year.

*Students or parents wanting clarity around the meaning of authenticity are encouraged to look on the NZQA website with regards to defining authenticity, together with student obligations around this issue.

Declaration of Receipt of
NCEA Assessment Policy and Authenticity Statement

Student's Name: _____

Tutor Group: _____

- I have read and understand the procedures relating to NCEA assessments.
- I undertake to comply with the procedures as outlined in the **Student Assessment Information** hand-out.

In regard to authenticity:

- I understand that the work I submit for all assessment must be my own.
- I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner.
- I understand that I may be required to identify my sources if there is any question about the authenticity of my work.
- I understand that I must acknowledge all direct quotes and references.
- I understand that plagiarism and/or collusion will result in disciplinary action which may make me ineligible for a grade.
- I understand that I will not share material prepared for assessments with other students, unless done with the consent of my teacher.
- I have read the statements above and understand that the work I hand in for assessment purposes must be my own.

Signed: _____ (Student)

Date: _____