



# CHRIST'S COLLEGE CANTERBURY

New Zealand Qualifications Framework  
Taumata Matauranga a-Motu Kua Taea

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Assessment Procedures  
NCEA Levels 1-3  
Version 2017



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MATAURANGA O AOTEAROA

# Foreword

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This handbook outlines the assessment procedures to be followed for NZQA assessments at Christ's College. The contents are to be reviewed on an annual basis at the first Curriculum Committee meeting of the year. The Assistant Principal Curriculum has responsibility for making required updates and distributing to Heads of Department by the end of February an electronic copy of this handbook.

Suggestions for updating information in the Assessment Procedures Handbook can be made at any time in writing to the Assistant Principal.

In addition to the information in this handbook, Christ's College regularly receives circulars from NZQA. Please contact the Assistant Principal Curriculum if you wish to receive copies of these publications. They are:

- SecQual
- Assessment Matters

Further detailed information can be obtained from the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz)  
Also... Helpline: **0800 NCEAHELP (0800 623 243)**.

This telephone helpline will provide specific answers to your questions about assessment for the NCEA.

Other avenues of support include:

- School Support Services at the College of Education and Subject Associations

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**Assistant Principal - Curriculum**

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# Introduction

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Credits are earned as a result of being assessed against Achievement Standards or Unit Standards. All Unit Standards are assessed internally. Achievement Standards can be either internally or externally assessed.

## **NCEA Level 1**

To be awarded Level 1 a student must gain a total of 80 credits at Level 1 or higher including 10 Literacy and 10 Numeracy credits. These credits can be gained from a number of environments and students that are unsure should check with Heads of Departments.

## **NCEA Level 2**

...is awarded to students who gain 80 credits, at least 60 of which are at Level 2 or higher. 20 credits can be carried through from Level 1.

## **NCEA Level 3**

...is awarded to students who gain 80 credits, at least 60 of which are at Level 3 or higher and the remaining credits are at Level 2 or higher.

## **NCEA Endorsements**

Endorsements are given at a Merit or Excellence level and there are two possible paths for endorsements within NCEA. They are:

**Subject** endorsements will be awarded if a student achieves more than 14 credits (of which at least 3 are internally assessed and at least 3 are externally assessed) in a subject in one year.

**Level** endorsements are awarded with Merit (50 or more credits earned with Merit or Excellence) or Excellence (50 or more credits earned with Excellence) in one level.

## **University Entrance**

Students will be qualified for entrance to a university in New Zealand if they have obtained:

- NCEA Level 3
- Three subjects - at Level 3, made up of:

- 14 credits each, in three [approved subjects](#)
- Literacy - [10 credits at Level 2 or above](#), made up of:
  - 5 credits in reading
  - 5 credits in writing
- Numeracy - [10 credits at Level 1 or above](#), made up of:
  - 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)

## Scholarship

Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship appears on their Record of Achievement.

The Scholarship examinations enable students to be assessed against challenging standards, and are demanding for the most able students in each subject. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

# Changing Course During the Year

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Students who change course during the year will need to approach their House Master outlining their reasons for the change.

- If a change is appropriate, the House Master will approach the HOD concerned with appropriate information and approval.
- Once the House Master and the HOD approve, changes can then be made in Synergetic via the Assistant Principal.

*All steps should be followed by the House Master. Students should not approach teaching staff themselves requesting changes.*

# Deadlines and Extensions

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- The deadline for all work will be advised when the assessment is set. Late work will receive a Not Achieved grade unless an extension has been obtained from the Assistant Principal Curriculum or a delegated HOD.
- Work not handed in before the specified time and date will only be accepted for assessment if the Assistant Principal has granted the student a formal extension. Forms are available from the Assistant Principal.
- If an extension is required because of unexpected illness, a medical certificate must be supplied and the application must be made on the day the student returns to school. Failure to do so will result in a 'Not Achieved' grade being awarded.
- Extensions can also be granted for school sanctioned cultural and sports trips as well as provincial or national sports teams representation assuming it is feasible for the assessment to be run at an alternative time. In this instance, a form does not need to be filled out, but students should let their teachers know in advance that they will be absent. If an assessment opportunity is not feasible, the student should be removed from the standard. Ideally, students should aim to complete the assessments before they go away, if possible. Further assessment opportunity is at the discretion of the HOD
- The Executive Principal may also approve an extension under special circumstances.
- An extension is unlikely to be granted for non-urgent medical, dental, driving and counselling appointments. A holiday will not qualify for an extension.
- All assessment documents are the student's responsibility to manage. Therefore loss of any documentation written or digital does not warrant an extension or consideration. It is recommended that all files are saved in at least 2 separate locations e.g. Google Drive, Drop Box, Memory Stick or a Hard Drive.

# Internal moderation process

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The following sections on Assessment Materials, Verification, and Quality Assurance provide a number of options and ideas to ensure the validity of the assessments used at Christ's College. Departments must put in place suitable procedures for each standard entered from their subject area.

When storing moderation the minimum produced for each standard must be:

- A recent printout of the standard from the NZQA website.
- A copy of the assessment task with instructions as issued to students with version numbers and actual standard codes (i.e. NOT AS3.1).
- A copy of the assessment schedule for markers with statements of sufficiency.
- A completed Internal Moderation Cover sheet summarising check procedures used.
- 8 Assessments randomly selected.

This whole package should be filed and readily available in a suitable location and will be reviewed by HOD's at the beginning of each school year. HODs will ensure that these steps are carried out.

# Assessment materials

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Assessment activities used for NCEA assessment must reflect the national standard for that achievement standard. The following procedures should be used to ensure that all assessment activities are at the appropriate standard and are fair, reliable, valid and consistent.

- The use of NZQA or MOE produced assessment materials is recommended as these have been written by national panels to be consistent with the national standard.
- Assessment materials should be reviewed after use and improvements for next time noted and comments added if it is appropriate to do so.
- Assessment activities should be developed by teachers working together rather than by one teacher working independently and they should be internally moderated by others in the department.
- For small departments, colleagues from another school or professional association should check assessment materials.
- The use of material previously externally or internally moderated helps to ensure the maintenance of the appropriate national standard.
- Departments must have a system that ensures all new or modified assessment materials are critiqued before being used as a summative assessment. A formal record of this check needs to be kept as evidence.
- Compare current student work with material from previous years. Holding annotated benchmarking samples can be useful for ensuring consistency from year to year. Keep the size of the sample manageable, keep the material updated and include examples of achieved, merit, excellence and borderline examples.

- Keep copies of scripts that generated the most discussion with notes as to why a particular decision was reached.
- Refer to nationally developed materials, schedules, exemplars on the web.

All assessment material, both activities and schedules, must be clearly labelled and easily retrievable.

When re-using assessment material, another assessor can provide a second opinion on its suitability, making appropriate written comments or suggestions.

# Verification

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Checking that student work is being marked consistently and at the appropriate standard.

In subjects where there is more than one class at the same level, teachers will ensure there is consistency in their marking of assessments across all classes.

Strategies to ensure consistency include:

- All marking must be to an agreed schedule which has been developed before assessment takes place.
- Common assessment tasks
- Common marking schedules
- One teacher marking one section of work across all scripts
- Peer marking
- Assessment decisions need to be verified by a colleague, from within the same department, or from a different department, or from another school, checking a sample of assessed work, or discussion of decisions by a panel. A record of each verification must be kept.
- Student work being marked and then marked samples being check marked by the HOD or a colleague;
- Teachers assessing in a panel, with borderline examples discussed
- Strip assessment (different teachers assessing different sections);
- Cross assessment (teachers mark a mix of student work from different classes)
- Where an agreement cannot be made between teaching staff a third party (external moderator, outside school environment) may be needed to verify the grades of some students.

It is important that both the activity and schedule are transparent and that there is check marking of samples of assessed work. Alternatively, benchmarks or guinea pig papers could



be assessed at department meetings, and the results discussed to ensure that a consistent standard is obtained.

To ensure consistent professional judgements are being made, departments must have a formal system for verifying assessment decisions - Check marking of a sample of a class's work is one way of doing this. A record of each verification must be kept.

# Quality assurance

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How to ensure that assessment activities are at the national standard.

There are many methods of ensuring that assessment activities are at the national standard. These include:

- Sending teacher-selected evidence to NZQA for external moderation
- Using previously moderated material;
- Referring to external moderation results;
- Keeping benchmarks and exemplars from previous years;
- Keeping borderline examples of marked work including those which generated most discussion;
- Referring to nationally developed materials, assessment schedules, and exemplars on the web or elsewhere as these become available;
- Attending cluster meetings (if available);
- Establishing a buddy system between teachers to deal with issues;
- Informal checking by same-subject colleague from another school or subject association.

# External moderation

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Procedures to check that the school is assessing at the same standard as other schools nationally.

All internally assessed achievement standards and unit standards are subject to moderation by NZQA to ensure that internal school based assessment standards reflect the national standard. This is a check of the school's systems and it is not a check of individual students. Schools will be advised of a collection date by NZQA and the achievement standards to be moderated. Before that date, for each selected achievement standard, HOD's will provide the Assistant Principal Curriculum with the assessment activity, the assessment schedule, evidence of internal moderation and samples of marked student work. The moderation report received from NZQA will be used to inform internal moderation decisions. HOD's of subjects who receive moderation reports that identify problems will be required to provide documentary evidence of the steps that they have instigated to rectify the identified problems.

It is the job of the Assistant Principal to ensure appropriate tracking of the collection, posting, receiving, processing and returning of moderated materials. He will also issue departments with a follow-up form to complete if an M or X evaluation is returned from the moderator. Moderator judgements may be appealed if a department or subject area does not agree with the feedback given. In such a case, see the Assistant Principal. The NQA Moderation app allows us to nominate certain standards for moderation.

## **Random Selection of Samples**

For each standard entered, individual teachers/marketing teams must use a random list which will be used to draw 8 samples for Achievement Standards or 4 samples for Unit Standards. These lists will be generated at the end of each assessment being completed and the samples archived by the HOD with moderation material for NZQA, until they are replaced by a new selection in the following year.

ALL departments should provide a central location where all assessments from a standard are archived together. This is likely to be the same place where the random samples required for External Moderation are stored.

# Authenticity

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Authenticity means that the work a student presents for assessment must be their own work. It must not be directly copied from information such as books, other students, or from information downloaded from the Internet.

It is quite acceptable for students to discuss all aspects for their work with friends, parents, etc and to access any information from the Internet, books or other resources, as long as the assessment submitted is all their own work. Material sourced from reference books/internet must be appropriately acknowledged as instructed by the teacher.

Authenticity is also to do with the adherence to rules of behaviour in assessments. Instances of misconduct may include cheating, copying, disruption or use of non-approved information sources.

The following procedures can help ensure a high level of authenticity:

- Supervised assessment in class;
- Assessor's knowledge of student's capability based on experience;
- Requiring the student to report progress at set milestones;
- Changing topics or context from year to year to prevent copying from previous student's work;
- Controlling resources students may use if practicable, and being familiar with the resources;
- Retaining all student work from one year to another;
- Oral checks with student to ensure understanding of topic; requiring repeat performance if there is doubt;
- Oral presentation of topic to class;
- Avoidance of topics which can be downloaded from the Internet;
- Having detailed knowledge of individual students and their work.
- Observing the student doing the research or practical planning; not allowing work to go home.
- No access to other students' files in Computing; controlled log-on and printing;
- Controlling group work by breaking task into group and individual components or requiring group attestations of contribution signature on authenticity statement;
- Requirement to supply sources of assistance including people and materials.
- Requiring students to complete an assessment cover sheet provided by the teacher indicating that the work is their own for each internally assessed task not carried out under supervision in the classroom.
- Explaining clearly to students the rules and consequences regarding communication, disruption, copying or cheating at the beginning of each test.

# Breachment of assessment rules

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Assessment misconduct is a serious offense and will be treated as such by the College. If work is found to have been completed in a dishonest manner, the student will receive a 'Not Achieved' grade for that assignment and no other assessment opportunity will be given for that Achievement Standard. If the work has been copied from another student with both their knowledge, then both students will receive a 'Not Achieved' grade for that assessment and no other assessment opportunity will be given for that Achievement Standard. Any offences involving dishonesty will be recorded on their school record.

If a student is found to be guilty of repeated assessment misconduct, the matter will be referred to the Deputy Principal as a breach of College values. NZQA may also be informed.

Where there is doubt over the authenticity of work, or there is suspected misconduct, teachers must inform the Assistant Principal. The Assistant Principal will then follow up with the student concerned.

# Appeals

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Students disputing the allocated grade.

Students wishing to appeal the grade that they have received for an internal assessment should first ask their teacher to check the marked work before it is removed from the classroom. If the appeal cannot be resolved with the class teacher, the HOD should be approached. The HOD will then provide the Student with an appeal form.

If the matter still cannot be resolved, the Assessment Appeal form must be forwarded to the Assistant Principal Curriculum who will make the final decision.

If the student does not accept this decision, they may appeal to NZQA. NZQA will check that Christ's College has correctly followed the appeals procedure. NZQA may suggest a change to this procedure but they will not change a grade.

Appeals must be made within seven days of students receiving the marked assessment. Teachers should be open to discussion with students about the marking processes or decision made.

# Documentation and entering of grades

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Record keeping must meet the following requirements to ensure that students' results are accurately recorded and secure, and able to cover eventualities such as loss of a mark book.

Individual teachers are responsible for entering student grades.

Teachers must ensure:

- All NCEA assessment results are recorded in Synergetic. Grades must be entered within 4 weeks of the assessment being handed in.
- All internal assessments must be recorded in synergetic no later than the Monday of week 2, Term 4.
- All students entries must have a grade reported against their names, otherwise the student needs to be withdrawn from that particular standard.
- Unit standards are recorded to element level, achievement standards are recorded for an entire achievement standard as Not Achieved, Achieved, Merit or Excellence
- Students should record their achievement on a tracking sheet as a personal record and as a check to ensure accuracy.
- Students must receive feedback on their assessment
- Students must sign off on their grades at the end of the year.
- Privacy laws apply to student assessment information. **Any student work to be kept and used as exemplar material must have permission from that student.**

## Further assessment opportunities

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Further assessment opportunities refer to additional assessment opportunities available to students. This applies only to internally assessed achievement standards and unit standards; there is no further assessment opportunity for externally assessed achievement standards.

Students will have a maximum of one re-assessment opportunity for internally assessed NCEA standards. A further assessment opportunity is only appropriate if additional learning has taken place since the first assessment opportunity. It is not compulsory to offer an opportunity for further assessment, but if it is offered, it must be offered to all students. For some assessments, (e.g. those involving field trips) re-assessment is not usually a possibility. A re-assessment opportunity is at the discretion of the HOD.

All grades must be available as a result of a further assessment opportunity (i.e. Not Achieved, Achieved, Merit, and Excellence, in the case of Achievement Standards).

Students may also be offered a resubmission. This is where a student can be offered the opportunity to correct a minor error in an assessment. Resubmissions will be limited to one opportunity and is at the discretion of the HOD.

## External examinations

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Student's admission slips, timetable and relevant information are issued to students prior to the start of NCEA external examinations. Student examination rooms are clearly sign posted for the students to access on and before examination days. The Exam Centre Manager administers all daily needs and works closely with the Assistant Principal and Head of Learning Support.

# Special assessment conditions

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Students requiring special assessment conditions for NCEA assessments (eg extra time, reader/writer assistance etc) must apply for this assistance to the HOD of Learning Support. If a student is eligible for this assistance, then provision must be made for this, for all internal assessment including formative tests and examinations.

## Financial Assistance for National Qualifications

To be eligible for financial assistance the person applying (normally the parent or guardian of the candidate but may be the candidate themselves if they are a beneficiary) must be the fee payer and meet at least ONE of the following criteria:

- For a benefit-based application you must be receiving a Work and Income (WINZ) or Study Link benefit, or have a Community Services Card.
- For an income-based application you must be eligible for a Community Services Card (but do not currently have one).
- For a multiple candidate application you must have two or more children (2) taking these qualifications in the same year, regardless of your income.

# Derived grade applications

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## External Examinations

If a boy is unable to attend an external examination he must follow the steps below:

1. Notify the Assistant Principal Curriculum.
2. Download Derived grade form from NZQA website or email the school to request a copy.
3. Present Derived Grade form and a medical document from family GP explaining reasons for missing the assessment, it is vital that the form/certificate is dated for the day of the examination. This needs to be submitted to the Assistant Principal Curriculum before the deadline date.



- This form is then forwarded to NZQA following determination of the grade to be awarded to the student, this must be based on standard specific evidence.
- An estimate grade for externally assessed achievement standards will be derived from formative assessments and / or school examinations of the same standard. Where there is no grade from practice assessments for an external standard, whether that is because a student was absent or didn't complete an assessment, or because the timing of the teaching has meant no practice assessment was given, no derived grade will be possible.
- Derived Grades are not available for Scholarship entries

# Appendix 1

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## GLOSSARY OF TERMS

<b>Achievement Standard or Unit Standard</b>	Specifies the assessment requirements for credit towards a national qualification.
<b>Assessment</b>	The collection and evaluation of evidence of student performance
<b>Assessment Activity</b>	Activity provided to enable students to present evidence for assessment against the standard.
<b>Assessment Criteria</b>	Provide guidance to assessors and students as to the type and level of performance required for each grade.
<b>Assessment Schedule</b>	Designed to achieve consistency of judgment between different assessors. Provides guidance on the minimum evidence and quality of evidence required for each grade. It is specific to a particular activity and reflects what is in the achievement standard.
<b>Authenticity</b>	Ensuring the evidence presented is the student's own work.
<b>Benchmarks</b>	Samples of student work that signify the standard of evidence required for particular grades to be awarded. They relate to a particular assessment activity and support judgments made in the assessment schedule.
<b>Explanatory Notes</b>	Provide clarification and/or expansion of requirements for the standard. They refer to the relevant part of the curriculum and detail the content and contexts that can be used.
<b>External Assessment</b>	Work is assessed by 'marker' from outside the school. (In the case of mathematics this will occur by way of an examination.)
<b>Formative Assessment</b>	Assessment used to determine ongoing teaching and learning needs of students.
<b>Internal Assessment</b>	Work is assessed by classroom teacher (subject to national quality checks).
<b>Management of National Assessment</b>	Its purpose is to ensure national consistency of assessor judgment. The process is administered by NZQA and checks the assessment procedures of a school and the assessment judgments of a department.

<b>Standards Based Assessment</b>	A process by which evidence of achievement is judged against standards
<b>Summative Assessment</b>	Assessment that takes place at the end of learning and contributes to an overall judgment of student performance.

## Appendix 2

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NZQA Assessment grades for different situations.

SITUATION	REASON	RESULT
Missed the majority of teaching of the topic	<b>Legitimate reason</b> <ul style="list-style-type: none"> <li>• Illness/surgery</li> <li>• Death of close family member</li> <li>• Away on school activities</li> <li>• Away on representative sport</li> </ul>	X
	<b>No legitimate reason</b> <b>Truancy</b>	N
Missed the assessment	<b>Legitimate reason</b> – student eligible for catch up assessment (JDE to approve anything that is not school, on school calendar and will return with approval form). Student may choose to be withdrawn from standard instead of sitting catch up assessment.	
	Family holiday	X
	<b>No legitimate reason</b> <ul style="list-style-type: none"> <li>• Truancy</li> <li>• Illness, but no evidence</li> <li>• Taylor Swift concert</li> </ul>	N

Student not ready to sit assessment with class (they are not likely to pass)	<b>Legitimate reason</b> Student struggling with level of work presented in class, but is trying their best	Student sits alternative assessment (US) and withdrawn from this assessment.
	<b>No legitimate reason</b> <ul style="list-style-type: none"> <li>• Student has been truant from class so professional judgement cannot be made about their abilities.</li> <li>• Student has not attempted enough work in class for professional judgement to be made about their abilities</li> </ul>	Student sits assessment with class
Assessment sat	Grade recorded	

**Note:**

1. Students that enrol during the year will need to have their credits checked and have any removed that they will not be able to sit due to time.
2. It is vital that when a student is withdrawn, contact is made to Parents/Student/HOD/Housemaster. This is to ensure that there is an overview of student assessment profiles.

