



KAIPARA COLLEGE ASSESSMENT POLICY

RATIONALE

- 1.1 Assessment is integral to teaching and learning.
- 1.2 Assessment at Kaipara College will be fair, valid, accurate and consistent.

GUIDELINES

- 2.1 School assessment will be formative in assisting students understand their progress and summative in reporting student achievement to students and their families.
- 2.2 School assessment is set in the context of the requirements of the NEGS, the NAGS, and as they apply to the New Zealand Curriculum framework.
- 2.3 Assessment in the senior schools will fulfill the requirements of national curriculum statements and the NCEA.
- 2.4 The assessment of students will be a planned component of each course.
- 2.5 Guidelines will be established for development, storage, moderation, timeliness, authentication and recording of assessments.
- 2.6 Assessment results can be appealed.
- 2.7 Physical disability, (permanent or temporary), should whenever possible not constitute a barrier to assessment.
- 2.8 Where appropriate students with a disability may be given additional time to enable them to complete assessments and examinations.
- 2.9 Students with reading problems should have the opportunity to succeed in assessments and examinations that are not directly assessing a student's ability to read e.g. mathematics.

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GUIDELINES FOR YEAR 9 AND 10 *Planning*

- 3.1 Summative assessments will enable teachers to determine the achievement grade of each student for each objective of the unit.
- 3.2 Formative assessments will assist students to understand their progress in meeting the objectives of the unit.
- 3.3 The assessment of student progress and achievement will be planned for each unit of learning.
- 3.4 The assessment plan for each unit is a mandatory part of course documentation.
- 3.5 The assessment plan for each unit must cover each objective of the course.
- 3.6 The assessment plan will include a range of assessment techniques and will be suited to the objectives being assessed.
- 3.7 Each assessment instrument will have a marking schedule to accompany it.

Assessing

- 3.8 In each unit of learning as many elements as practicable of summative assessment should be completed under, teacher supervision.
- 3.9 Students should be told of the assessment requirements for each unit of learning. This description should include details of what is being assessed, the method of assessment, the number and due dates of assessment assignments, and adequate notice of assessment tests and examinations.

Authenticity

- 3.10 Where assessments are not completed under teacher supervision staff must be satisfied as to the authenticity and originality of work submitted as part of an assessment.
- 3.11 Students can be asked for a signed statement that the work they are submitting is their own.
- 3.12 Where work is found to be partially or wholly someone else's work then any marks or grades will be adjusted accordingly.

Deadlines and Lateness

- 3.13 Where assessments are an important part of determining an achievement grade, each Faculty head may set and enforce a deadline for the presentation of work.
- 3.14 The Faculty heads are delegated the authority to vary the deadline, or the consequences of missing the deadline, where circumstances justify such a variation. A written record of the variation must be kept.
- 3.15 Work which is late may not be awarded a grade for summative assessment purposes.

Records

- 3.16 Each teacher is required to keep a record of the assessment of each student.
- 3.17 Each teacher is required to ensure that the results of summative assessments are entered to the computer record as soon as possible after completion of the unit.

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Moderation

- 3.18 Faculty heads are required to ensure that moderation procedures are in place wherever assessments from different classes are to be combined.

Reporting Assessment

- 3.19 School reporting must always report and discuss assessments accurately and fairly.

Appeals

- 3.20 Students have the right to appeal assessments up to 5 days after the receipt of an assessment grade.
- 3.21 The appeal must be made first to the assessing teacher.
- 3.22 If no satisfactory conclusion is reached the matter may be referred to the faculty head.
- 3.23 If no satisfactory conclusion is reached the matter may then be referred to the principal's nominee.
- 3.24 In exceptional cases work may be sent to an outside teacher for an independent evaluation.
- 3.25 The principal's decision is final.

GUIDELINES FOR YEAR 11, 12 AND 13

Planning

- 3.26 Summative assessments will enable teachers to determine the achievement grade of each student for each objective of each standard in a course.
- 3.27 Formative assessments will assist students understand their progress towards understanding the objectives of a standard.
- 3.28 The assessment of student progress and achievement will be planned for each standard.
- 3.29 The assessment plan for each standard is a mandatory part of course documentation.
- 3.30 The assessment plan for each standard must cover each objective of the course.
- 3.31 The assessment plan will include a range of assessment techniques and will be suited to the objectives being assessed.
- 3.32 All formal assessments will be stored in the NCEA file in each faculty.
- 3.33 Each assessment will have a marking schedule to accompany it.

External Moderation

- 3.34 Faculty heads are required to ensure that moderation procedures are in place for each course.
- 3.35 Faculty heads will ensure that all moderation requirements for each course are fully complied with.
- 3.36 Faculty heads must ensure that each assessment assesses at the stated standard.
- 3.37 The source of each assessment instrument must be recorded in the faculty file.
- 3.38 Details of all moderation must be kept in the faculty file.

Internal Moderation

- 3.39 Where ever the results from different classes on the same assessment are to be combined, faculty heads are required to establish appropriate internal moderation procedures.

Assessing

- 3.40 In each standard as many elements as practicable of summative assessment should be completed under teacher supervision.
- 3.41 Students should be told of the assessment requirements for each standard. This description should include details of what is being assessed and by what method of department, the number and due dates of assessment assignments and adequate notice of assessment tests and examinations.

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Authenticity

- 3.42 Where assessments involve student work not completed under direct teacher supervision, staff must be satisfied as to the authenticity and originality of work submitted as part of an assessment.
- 3.43 Where practical, assessments involving such work should contain an approach enabling teachers to check on student planning, progress and processes.
- 3.44 Students will be asked for a signed statement that the work they are submitting is their own. This will form part of the cover sheet for each assessment.
- 3.45 Where work is found to be partially or wholly someone else's work then any marks or grades will be adjusted accordingly.

Deadlines and Lateness

- 3.46 Where assessments are an important part of determining an achievement grade, each Faculty head will set and enforce a deadline for the presentation of work.
- 3.46 The Faculty heads are delegated the authority to grant an extension to a deadline on the grounds of illness or extenuating circumstances. A medical certificate is required for the former and a statement from the parent required for the second to be considered. A written record of any extension granted must be kept. The principal's nominee may be consulted. The principal's decision is final.
- 3.47 Work which is submitted after a deadline or an extension will not be awarded a grade for summative assessment purposes.

Missed Assessments

- 3.48 If a student misses a formal internal assessment they will have the opportunity to be re-assessed.
- 3.49 If a student misses a summative assessment, or a re-assessment, through illness or other extenuating circumstances, and if the circumstances are properly documented, a derived grade will be computed based on previous work by the student.

Records

- 3.50 Each teacher is required to keep a record of the assessment of each student.
- 3.51 A copy of all assessment results will be kept in the NCEA faculty file.
- 3.52 Each teacher is required to ensure that the results of summative assessments are recorded electronically as soon as possible after completion of the standard.

Reporting Assessment

- 3.53 School reporting must always report and discuss assessments accurately and fairly.

Appeals

- 3.54 Students have the right to appeal assessments up to 5 days after the receipt of an assessment grade.
- 3.55 The appeal must be made first to the assessing teacher.
- 3.56 If no satisfactory conclusion is reached the matter may be referred to the faculty head.
- 3.57 If no satisfactory conclusion is reached the matter may then be referred to the principal.
- 3.58 In exceptional cases work may be sent to an outside teacher for an independent evaluation.
- 3.59 If no satisfactory conclusion is reached the matter may then be referred to the NZQA.

SPECIAL ASSESSMENT GUIDELINES

- 3.60 The college, represented by the head of the learning support department, will be responsible for identifying students who may require special assessment conditions.
- 3.61 When required, identification of students requiring special assessment conditions will be done in consultation with teachers, caregivers and outside agencies.
- 3.62 The head of the learning support department will be responsible for arranging reader/writers and suitable accommodation for the assessment.
- 3.63 The head of the learning support department will be responsible for informing and registering special assessment students with NZQA.
- 3.64 The head of the learning support department will be responsible for developing and maintaining lines of communication between caregivers and teaching staff regarding students requiring special assessment conditions.
- 3.65 The head of the learning support department will have a functional relationship with the college principal's nominee.

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