

# CHRISTCHURCH BOYS' HIGH SCHOOL

## ASSESSMENT REGULATIONS

### **Aim**

To provide assessment practice which will provide quality assessment for students that is:

- valid
- reliable
- fair
- consistent
- accurately marked to the national standard

To provide an assessment framework for teachers that is:

- fair
- manageable
- transparent
- flexible, allowing for differences between subjects

### **General objectives**

Teachers will carry out assessment of pupils in order to

- provide students with an objective evaluation of their individual achievements and progress
- identify areas of strength and weaknesses in learning and performing and adjust subsequent teaching accordingly
- enable students to evaluate their own work and identify ways in which they can improve
- clearly demonstrate the standards of work achieved and the skills learned.

On matters of assessment a student can expect

- to receive accurate information about key aspects of the course including assessment procedures and criteria
- assessment which is fair, valid, reliable and, where appropriate, diagnostic
- accuracy in assessment marking and recording student's work and achievement
- to have assessed work returned within a reasonable period of time
- the process of assessment to have a fair system of appeals
- assessment to provide relevant, constructive feedback.

Parents and guardians can expect

- regular information about their son's achievements
- regular opportunities to discuss their son's progress and achievement
- close cooperation between teacher and parent in order to better understand and more fully realise the student's learning potential.

Teachers can expect

- students will attempt all items required for assessment
- students will submit all work required within any deadline set (unless granted an extension)
- all work submitted for assessment will have an appropriate quality of presentation.

## Specific Policies

### Examination Entries

1. Students will be entered in all the standards specified for each subject they are studying unless there are exceptional circumstances. A possible circumstance would be arriving later in the year after work for a standard has been completed.
2. The H.O.D. must approve any exceptions.

### Withdrawals from Standards

1. Students will only be withdrawn from a standard if they make an application to do so and the application is approved. This must be prior to the start of the assessment process for the standard.
2. Students must not be withdrawn as a consequence of getting a Not Achieved grade. Once a student has entered the assessment process he will not be withdrawn.

### Assessment Statement – Course Outline

Each department must hand out to each student at the beginning of the course a statement which includes information on

- course content
- assessment – type (internal/external, test/assignment etc)
  - timing (when the assessment will occur)

### Assessment Material – Assessment Tasks

1. New tasks must be formally moderated by at least one other person and signed off by the HOD.
2. An assessment schedule must be prepared and checked before the task is used.
3. A secure system for storing tasks must be established.
4. Each task should be reviewed after use, or before its next use, and a record of this review, and any changes made, documented. Templates that could be used are available.
5. Actions taken in response to external moderation should be documented using the same method/forms used for internal moderation.
6. Students repeating a standard the following year cannot do the same assessment task.

### Assessment Conditions

Assessment conditions will vary depending on the nature of the assessment task.

For an assessment of a formal examination type the following must apply:

- Student bags must be left at the front or near the entrance of the examination room.
- Writing and drawing implements must be in a clear container such as a plastic bag.
- Cell phones:
  - must be turned off and left in the student's school bag or given to the supervisor
  - are not to be used as a calculator, language translator or dictionary.Unauthorised use of a cell phone will be treated as exam misconduct.
- Candidates must not take any extra paper or written material into the room unless authorised.
- Candidates must not communicate with each other in any way.
- Candidates are not allowed to share equipment such as pens or calculators.

### Assessment Opportunities

1. All students should be given one opportunity to undertake the assessment for each internally assessed standard entered.

2. When a student is legitimately absent from the assessment of a standard, one opportunity to complete the task will be provided where practicable.

### **Further Assessment Opportunities**

1. A maximum of one further opportunity for assessment of a standard can be provided within the school year where manageable.

It is not compulsory for a further assessment opportunity to be offered.

2. It is probable further instruction will occur prior to the further assessment opportunity.

- **Eligibility for a Further Assessment Opportunity**

3. If provided, further assessment opportunities must be made available to all students entered for that standard, regardless of their performance in the first opportunity.

4. All students must be able to:

- use the further opportunity to improve their original grade
- access the further opportunity, including those who did not complete the original assessment for an acceptable reason, as determined by the policy on missed and late assessment.

5. Students are not entitled to a further assessment opportunity where they have chosen, for unacceptable reasons, not to take the first opportunity.

- **Results of a Further Assessment Opportunity**

6. Students must be awarded the highest grade they have achieved over both opportunities:

- If a student does not achieve the standard on the first attempt, they must have access to any grade from Not Achieved to Excellence on their second attempt.
- 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.

- **Manageability of a Further Assessment Opportunity**

7. It is the school's decision whether a further opportunity will be offered for any standard. If it is not manageable to offer a further opportunity, then students should be advised from the outset that there is only one opportunity to be assessed against that standard.

- **Conditions of assessment during Further Assessment Opportunities**

8. Conditions of assessment during a further opportunity must be consistent with those 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.

### **Resubmission**

1. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided per assessment opportunity.
2. A resubmission can be offered after either the first or the second assessment opportunity or after both.
3. A resubmission may be offered when students have made mistakes which they should be capable of discovering and correcting on their own. Where this is not possible, a further assessment opportunity may be more appropriate.
4. A resubmission is only possible for students currently with a Not Achieved grade who are close to an Achieved grade.
5. A resubmission must take place before the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
6. Advice to students prior to a resubmission must be general and not compromise the authenticity of the student's work and responses. No specific content related information can be given.

7. A resubmission must not compromise the assessment and must be completed under secure conditions.
8. A resubmission must take place in a timely fashion.
9. A resubmission does not constitute a further opportunity for assessment because it does not involve a new assessment being done, following further teaching and learning.

### **Attendance at Assessment Activities**

1. Formal assessment activities take precedence over all other activities including non-urgent appointments (eg medical, dental, physiotherapy, driving tests, etc).
2. Permission to be absent from an assessment can only be given by the Headmaster or Dean. This must be arranged prior to the assessment activity.
3. If a student is unavoidably absent from an assessment due to illness or injury he must provide a medical certificate to the Dean immediately on returning to school.
4. In the case of illness the school should be notified on the morning of the assessment that the student will be absent.
5. If a student is unavoidably absent from a test due to personal reasons he must provide a letter of explanation to the appropriate Dean immediately upon returning to school.
6. Students who miss an assessment opportunity without a valid reason will be given a Not Achieved.

Note: Evidence of illness or trauma or impaired performance must be gathered at the time of its occurrence.

e.g. a doctor must examine the student at the time, if it's a medical circumstance.

Note: These requirements apply for both Internal Assessments and practice tests/assessments for Externally Assessed standards on which Derived Grades will be based.

### **Assessment Decisions**

1. Marking systems used must ensure consistent decisions are made. Systems could include one or more of the following
  - check marking a sample – details of the scripts marked and the original and checked grades should be documented. A template is available.
  - double marking each student script
  - one staff member marking a task for all the students
  - a panel of 2 or more markers all mark some initial scripts then meet to agree on marking decisions.
  - marking with an assessment schedule which is unambiguous and allows for definite decisions to be made.
2. A record of assessment decisions may be kept on file for future reference.
3. Samples of annotated bench mark student work may be kept on file, where appropriate, as an aid to making assessment decisions.

### **Assignments**

These assignments (or projects) are outlined in the course statement for each subject.

1. Assignments not handed in by the due date will be given a Not Achieved.
2. Absence on the due date.

If a student is absent on the due date he should arrange to have the assignment delivered to school or should post the assignment to the school on that day.

3. Extension of time

A student may be given a time extension provided the following pre conditions are met:

- The student must discuss the situation with his HOD/teacher on or before the due date.
- The student must submit all partially completed work at the time of the discussion.

- The work is submitted by the stated, written, extension date.

Factors which may be taken into consideration in granting a time extension include:

- Absence from school due to illness prior to the due date (a medical certificate is required).
- Absence from school approved by the Headmaster.

#### 4. Exceptional circumstances

If a student is unable to meet a due date because of exceptional circumstances (eg family bereavement), the HOD/teacher will arrange a special extension of time.

#### • **Authenticity**

5. Every effort should be made to ensure the authenticity of student work.

6. The following practices can be used to help ensure authentic work

- changing context regularly
- instigating pre-specified check points throughout the period of the task
- requiring plans, rough notes, drafts to be checked or handed in with the completed task
- controlling the student resources
- writing the final report in supervised class time
- a detailed bibliography may be required
- a teacher interview to review the work presented

7. A signed authenticity statement may be required in at the completion of a task.

#### **Recognition of Competency**

1. When assessing aspects of a standard separately, teachers must be confident that students can demonstrate competency for the standard as a whole.
2. 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.

#### **Collection of Evidence**

1. The evidence must be retained by the teacher for moderation purposes and for future reference.

#### **Appeals**

1. Students will be reminded of their right to appeal marking decisions when tasks are returned.
2. Students must initiate any appeal within 2 days of receiving a piece of marked work.
3. The staff to approach will be (in order), class teacher, HOD, Principal's Nominee. In some situations it may be appropriate to approach the relevant Dean.
4. Work written in pencil (unless approved at the time of the assessment) or with "white out" corrections are ineligible for appeal.
5. It is the student's responsibility to collect marked work if they were absent on the day the work was returned to the class.
6. The Principal's Nominee will make any final decisions.

#### **Assessment Misconduct and Cheating**

1. Any student found cheating, or whose work is found to be not authentic, will be given a Not Achieved for that standard.
2. Students that aid cheating by supplying information to other students about an assessment are considered to be equally culpable and will also receive a Not Achieved grade.
3. The writing or drawing of anything inappropriate or offensive on the material submitted for marking will be treated as misconduct and consequences may result.

4. In the first instance the HOD will be informed and will handle any subsequent investigation and decisions. The Principal's Nominee will be informed and make any final decision if necessary. In this case the decision of the Principal's Nominee is to be verified by the Senior Master in charge of Teaching and Learning.
5. If not already informed the Principal's Nominee will be notified of the misconduct and will send a formal letter to the parents of any such students. Copies will be held by the HOD and Principal's Nominee. A copy will also be placed in the student's file.

Other consequences for misconduct in internal assessment or practice external assessments may involve

- Removal from the assessment
- No further assessment opportunity for that standard.
- Noting the misbehaviour on the student's personal file record

If a student is removed from an Internal Assessment for misbehaviour the incident will be reported to the Principal's Nominee and an investigation will be conducted. It is likely the outcome of such an investigation will be that no grade is awarded for that standard.

### **Special Assessment Conditions**

Students who have been approved by NZQA as requiring assistance for formal NCEA examinations (reader, writer, computer, extra time) must be given the opportunity to have this assistance for school based assessment, both internal assessment and practice external assessments, also.

1. The Learning Support Department will provide a list for class teachers of students who qualify for special assessment arrangements.
2. The student is responsible for requesting assistance from the coordinator of learning support. They are expected to make arrangements with the Learning Support Department and their class teacher.
3. Learning Support organise the support needed for students qualifying for special assistance.
4. Learning Support maintain the records of any assistance given.
5. Learning Support are responsible for applications for special provisions, for external assessment, to NZQA.

### **Record Keeping**

1. Each department must establish a duplicate system for recording all assessment results.
2. Each department use the central system (PC School) for entering internal assessment results.
3. Students must be given an opportunity to check their recorded results.
4. A summary of internal assessment results will be issued to the students several times during the year.
5. For the assessment tasks used for each standard, both internally and externally assessed, Departments must have documentation detailing the establishment of the task (New Task Cover Sheet), all the action that has occurred (action Log) and the grade verification process (Check Marking record sheet).
6. Departments are responsible for securely storing student work for internal assessments and external standards practice assessments until such time as it is no longer needed.
7. Student work that is no longer required should be disposed of through the secure document facility in the main office.

### **Student Responsibilities**

It is the students' responsibility to comply with the school's assessment regulations, called *CBHS Assessment Regulations*.

Students in years 11, 12 and 13 will be made aware of the regulations in the following ways:

- Near the beginning of the academic year each student in years 11, 12 and 13 will be emailed a document called *Assessment Regulations – Students*. This document contains the parts of the CBHS Assessment Regulations that are relevant to students. Rules around assessment misconduct, assessment attendance and assignment due dates are specifically listed in the document.
- A presentation will be done at an assembly early in the year outlining the regulations.

In addition the rules will be emailed to parents of year 11, 12 and 13 students.

### **Privacy Issues**

Each student's marks are their personal property. Lists of class assessment results must not be published or communicated to the students.

Students must give their permission for any of their work to be used as exemplars.

### **Memorandums of Understanding**

Whenever a provider from outside of Christchurch Boys' High School is used a Memorandum of Understanding is required, detailing the process and the responsibilities of each party.

The Memorandum of Understanding must be renegotiated each year.

### **Derived Grades for Externally Assessed Standards**

If a student feels his performance during an NCEA external examination is impaired due to illness or other reasons he will be able to apply to NZQA, through the school, for a Derived Grade. Initially contact should be made with the Principal's Nominee.

The evidence on which derived grades are based must be standard specific, valid and collected according to the assessment guidelines.