

DARFIELD HIGH SCHOOL.  
**ASSESSMENT PROCEDURES**

for

**NZQF QUALIFICATIONS**

(NZ Qualifications Framework)

**Student Edition 2022**

National



# Qualifications Framework Assessment Procedures

The aim of this booklet is to inform students and their caregivers about NCEA assessment practices and rules at Darfield High School, and hence help to achieve the most successful outcomes for students.

The rules have been produced to ensure that all students are treated fairly and apply to all.

National Qualifications Framework assessments, including NCEA, have been developed by the school to ensure that the regulations of the New Zealand Qualifications Authority are met.

It is essential that you make yourself familiar with the contents of this booklet. Keep it in a handy place. You will need to refer to it throughout the year. If you have any questions or concerns about assessment matters then talk to your subject teacher or Dean as soon as possible.

Your Dean will contact you and your caregivers if there are any concerns regarding your internal assessment.

Note: The practices and rules outlined in this book will be reviewed annually.

## 1. Staff for 2022

<b>Role</b>	<b>Who</b>	<b>email</b>
Principal's NZQA Nominee	Mr Matt Maude	<a href="mailto:mm@darfield.school.nz">mm@darfield.school.nz</a>
Curriculum Manager	Mr Matt Maude	<a href="mailto:mm@darfield.school.nz">mm@darfield.school.nz</a>
Year 13 Dean	Miss Louise Blakemore	<a href="mailto:lb@darfield.school.nz">lb@darfield.school.nz</a>
Year 12 Dean	Mrs Jemma Rangī	<a href="mailto:jr@darfield.school.nz">jr@darfield.school.nz</a>
Year 11 Dean	Mrs Kath Wilson	<a href="mailto:kw@darfield.school.nz">kw@darfield.school.nz</a>
Year 10 Dean	Mr Shawn Gough	<a href="mailto:go@darfield.school.nz">go@darfield.school.nz</a>
Special Needs Co-ordinator (SENCO)	Mrs Lesley Pengelly	<a href="mailto:lp@darfield.school.nz">lp@darfield.school.nz</a>
LAL English	Mrs Victoria Rudman	<a href="mailto:vr@darfield.school.nz">vr@darfield.school.nz</a>
LAL Maths	Mrs Carrie White	<a href="mailto:wh@darfield.school.nz">wh@darfield.school.nz</a>
LAL Science	Mr Stuart Gerritsen	<a href="mailto:sg@darfield.school.nz">sg@darfield.school.nz</a>
LAL SOS	Mrs Anna Lee	<a href="mailto:al@darfield.school.nz">al@darfield.school.nz</a>
LAL Arts	Mrs Andi Hanson	<a href="mailto:ah@darfield.school.nz">ah@darfield.school.nz</a>
LAL Languages	Ms Nikki Ferguson-Brown	<a href="mailto:nf@darfield.school.nz">nf@darfield.school.nz</a>
LAL Technology	Ms Christine Mossop	<a href="mailto:cm@darfield.school.nz">cm@darfield.school.nz</a>
LAL PE and Health	Mrs Amy Tangney	<a href="mailto:at@darfield.school.nz">at@darfield.school.nz</a>

## 2. National Certificate of Educational Achievement (NCEA)

This qualification is awarded to students who gain a total of 80 credits. Credits are earned as a result of being assessed against Achievement Standards or Unit Standards.

### NCEA LEVEL 1

To be awarded NCEA Level 1, the 80 credits must include ten from Numeracy Standards and ten from Literacy Standards. Level 1 Merit endorsement requires at least 50 Level 1 (or higher) Merit or Excellence credits. Excellence endorsement requires at least 50 Level 1 (or higher) Excellence credits.

### NCEA LEVEL 2

To be awarded NCEA Level 2, 60 Credits must be from Level 2 and the other 20 can be from any Level including those awarded in previous years. Level 2 Merit endorsement requires at least 50 Level 2 (or higher) Merit or Excellence credits. Excellence endorsement requires at least 50 Level 2 (or higher) Excellence credits.

### NCEA LEVEL 3

To be awarded NCEA Level 3, 60 Credits must be from Level 3 and the other 20 can be from Level 2 including those awarded in previous years. Level 3 Merit endorsement requires at least 50 Level 3 Merit or Excellence credits. Excellence endorsement requires at least 50 Level 3 Excellence credits.

<b>Level 3</b>	60 credits at Level 3 or above	Plus 20 credits at Level 2 or above
<b>Level 2</b>	60 credits at Level 2 or above	Plus 20 credits at any Level
<b>Level 1</b>	80 credits at Level 1 or above, including 10 Literacy and 10 Numeracy credits	

The result of an Achievement Standard assessment is Not Achieved (N), Achieved (A), Achieved with Merit (M), or Achieved with Excellence (E). The result of most Unit Standards is Not Achieved (N), or Achieved (A).

#### 2.1. Course Endorsement

You are able to gain course endorsement in a subject, if you meet the following requirements in an academic year:

- 14 or more credits at Achieved, Merit or Excellence, including at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (except Physical Education and Level 3 Visual Arts)

#### 2.2. University Entrance

University Entrance requires 14 credits in each of three approved Level 3 subjects, and a further 18 credits from any Level 3 subject. Also, 10 Level 1 (or higher) Numeracy credits, and 10 Level 2 (or higher) Literacy credits (5 specified reading and 5 specified writing credits).

#### 2.3. Can I study at different Levels?

You do not need to gain NCEA Level 1 to achieve NCEA Level 2. It is possible to study at Level 2 before achieving a Level 1 certificate. Any credits you earn at Level 2 will count towards Level 1; at the same time, you can begin work towards Level 2. This means the credits you earn may contribute to more than one qualification at the same time. You may study some courses at a higher Level than others. At Darfield High School, Agricultural Science, Furniture Making and Rural College offer Level 2 standards in Year 11.

## 2.4. Courses delivered by other providers.

These guidelines are for DHS courses. Students enrolled in distance education, tertiary or gateway courses will be governed by the assessment procedures of that course provider.

## 3. What Information will I receive from my teacher?

### 3.1. Course Outlines

At the beginning of a course, each student and parent will be given a course outline and assessment statement, which will indicate:

- the subject, level, version number, and credit value of each standard being offered
- approximate date for each assessment: at least which week of term
- whether the standards are tagged for literacy, numeracy, reading and/or writing
- what assessment opportunities may be made available for each standard, ie whether there will be more than one assessment opportunity; no assessment opportunities may be offered outside the subject's published programme of assessment
- an outline of the content of the course
- whether course endorsement is available for the course
- whether a Level 3 course can be a domain subject for University Entrance

In the event of school closures for a sustained period of time, there may need to be changes to planned standards offered or the timing of assessment schedules. Students and parents will be informed of any changes made.

Completion of a full course is a requirement for place in class and academic prizes. Students who choose to not be entered for a standard should be aware of any implications this may have for prizegiving. See [Prizegiving Policy](#)

## 4. Internal Assessments

### 4.1. Handing In Assessments

Depending on the type of assessment they may be handed in in one of 3 ways. It is important that you are clear of the time, location and method of submission:

- Submitted online via google classroom (2.00pm or end of the period)
- handed to the School Office by 2.00 pm
- handed to the teacher as students leave the classroom

#### Handing in to the office

When assessments are to be handed in to the School Office they are due by 2.00 pm.

- You will be given a date-stamped ticket to acknowledge receipt of your assessment.
- If you are unable to attend school on the day any assessment is due, you must arrange to have it delivered to the School Office by 2.00 pm that day. This requirement is made in the interests of fairness to other students.
- Do not email your work to another student to print off for you as this can lead to questions around authenticity and plagiarism. Instead email your teacher (with the work attached where possible) and ask them what they would like you to do.
- Work handed in after the due time will be given a Not Achieved by the teacher.

### 4.2. Reassessment

- Only one **reassessment** of a standard may be provided within a year where it is manageable.
- If it is not manageable to offer a further opportunity, then you will be advised from the outset that there is only one opportunity to be assessed against that standard.
- Any second assessment should occur only after further learning has taken place.
- No assessment opportunities will be offered outside the subject's published programme of assessment.

New items for 2022 highlighted in yellow.

- Reassessments are offered to all students, except those that have been wilfully absent or chosen not to complete the first assessment opportunity.
- You will be awarded the highest grade you have achieved over both opportunities

#### 4.3. Resubmission

- A resubmission may be offered when you have made mistakes which you should be capable of discovering and correcting rapidly on your own without further teaching.
- Re-submissions are only offered for students on N-A grade boundary and the result is limited to an Achieved grade. In other cases, a further assessment opportunity may be more appropriate.

### 5. Formative External Assessments

- Students will be given at least one, preferably two formative assessment opportunities of external standards.
- A mock exam week is scheduled in Term 3.

### 6. How do I get my results?

#### 6.1. Results

After a teacher has marked, moderated, resubbed where applicable and re-moderated student assessments they will ask you to sign to acknowledge your grade before they enter the marks into KAMAR. The results will be available on the [KAMAR portal](#). Teachers will endeavour to complete this process within two weeks of the submission date. From April 1, these results are sent to NZQA on the first day of each month.

If you do not agree with a grade for any reason and wish to appeal your grade you should not sign to acknowledge the grade and follow the [appeal process](#).

#### 6.2. Privacy

Information about a student's results will be made available only to that student, their parents, and staff who need that information.

Permission will be gained from students to retain their work to use as annotated benchmark samples or exemplars. The students' names will be removed from this work. However, in filmed/videoed assessments, students will not be named but may be recognised.

#### 6.3. Learner Login

Early in the year, NZQA will issue information regarding your learner login. You need to login and register so you can check your results throughout the year, order certificates, apply for reconsideration and confirm the accuracy of your results. If you forget your NSN number, it can be found on the front cover of your report.

#### 6.4. Verification of Results

Near the end of the year, you will be given a print-out of your recorded internal and formative external results. You will be asked to verify, by signing the print-out, that the recorded results are correct. It is these verified results that will be sent to NZQA.

### 7. What do I do if I miss an assessment?

#### 7.1. Absence

Estimated/derived grades are not able to be given for internal assessments. If you miss an assessment you need to apply for an extension using the [extension request form](#). Only justified absences can be given an extension. Extensions are granted on a case by case basis.

If there is a second assessment opportunity later in the year then, in some subjects, that is when you will be assessed. If there is only one assessment opportunity then, in most cases, you will be able to do the missed assessment when you return to school, provided they have been granted an extension. The catch-up assessment time will be at the teacher's discretion at a time where it is manageable.

New items for 2022 highlighted in yellow.

If you are unjustifiably absent, choose not to attend an assessment, do not submit an assessment, or choose not to attempt the assessment, a Not Achieved grade will be recorded.

## Planned Absence

Planned absences could be a family wedding or funeral, sporting representation, disciplinary procedures or school-approved activity.

If you know you will be absent for an assessment, you should apply for an [extension](#) at the earliest opportunity.

## Unplanned Absence

Unplanned absences could be an injury or accident, bereavement, illness, **directed isolation from MOH**. For covid-19 related absence, a screenshot of your or your household contact's mycovidrecord test result is sufficient evidence. For illness a medical certificate is required to verify the extension request. You should apply for an [extension](#) at the earliest opportunity at least within 2 days of returning to school.

If a student is unable to complete an assessment due to injury then one of the following could happen:

- They can attempt the assessment on their own, without a reader/writer or extra time.
- They can apply for an extension for the assessment.
- They can be assessed against the standard in another way that does not advantage or disadvantage them (eg verbally with a teacher)
- Prior evidence could be used as long as it is valid and does not advantage or disadvantage the student.
- They could not do the assessment and be removed from the standard.

### 7.2. What Happens if I Lose Assessment Materials?

You are advised to take all reasonable steps to ensure that your work is securely and safely stored at all times, any student who mislays, loses or cannot find any work or section of work which is to be assessed, must report the matter immediately (within 24 hours) to the appropriate Dean and Teacher. Grades cannot be awarded without evidence.

### 7.3. What do I do if I miss an examination at the end of the year?

If you are unable to attend an external exam in November/December due to illness or exceptional circumstances, you must contact the Curriculum Manager immediately. A derived grade process must be followed. The Curriculum Manager will be able to provide details.

NOTE: The derived grade process is based on your standards specific results from throughout the year. It is vital you complete all formative assessment opportunities available during the year so evidence is available to support a derived grade application.

## 8. Assessment Conditions and Misconduct

Any assessment item you produce must be entirely your own work. By handing in a piece of work for assessment, you are claiming that the work is your own.

### 8.1. Breaching of Rules

Breaches could include:

- Taking unauthorised material into an assessment.
- Copying the work of other people (students, researchers, authors) and presenting it as your own. Copying may mean either plagiarism (unacknowledged copying) or changing some words but leaving some the same as the original and not acknowledging it.
- Knowingly allowing your work to be used to advantage another student
- Disruptive behaviour during an assessment
- Not cooperating/participating in a group assessment which hinders other students

Where a breach of assessment conditions occurs, the Curriculum Manager must be informed as soon as possible.

The curriculum manager will investigate the incident and speak to the student.

In determining the consequence for an assessment breach, natural justice will be used.

Once a decision has been made, the student, teacher and parents will be informed.

*Where a Candidate has been found to have knowingly, fraudulently or unwittingly, breached the rules and the breach undermines the credibility of the assessment, the School must report a "Not Achieved" grade for the Assessment Standard. [NZQA](#)*

A student may appeal a grade (including one that has been decided on by the curriculum manager) in this case, the appeal goes to the assessment appeals committee whose decision is final.

## 9. Assessment Appeals

You have the right to appeal an assessment or an assessment grade if you are concerned about any assessment decision. These may include:

- the assessment item is valid in relation to the subject's assessment statement
- the assessment is valid in terms of assessment conditions
- the marking is consistent with the marking schedule and that no factual errors occurred in the marking
- that the correct grade has been given

### 9.1. What do I do if I think an assessment is unfair?

If you are unhappy with the conditions of an assessment or the assessment itself, you should discuss the matter with your teacher or the HOD. If you are unhappy with that explanation, you may formally appeal the assessment within four school days from the date of the assessment. The [Internal Assessment Review Application Form](#) is available at the end of this booklet.

### 9.2. What do I do if I think the grade I received is unfair?

If you are unhappy with a grade, you should discuss the matter with your teacher or the HOD. If you are unhappy with that explanation, you may formally appeal that grade within four school days from the date it was given back to you. The Internal Assessment Review Application Form is available from the Curriculum Manager.

### 9.3. What do I do if I think my performance has been affected by someone else?

If you think your work/performance may have been affected by other students' inappropriate behaviour during an assessment event or other students' lack of cooperation/participation in a group assessment, you may seek special consideration by applying to the Curriculum Manager before 3.15pm on the next school day.

### 9.4. What will happen if I appeal an assessment or a grade?

- The reasons for the appeal as described on the Internal Assessment Review Application Form and any associated materials will be discussed by the teacher and the HOD.
- If required, the reasons for the appeal as described on the Internal Assessment Review Application Form and any associated materials will be discussed by the Internal Assessment Appeals Committee, which includes the Principal or the Principal's Representative, the Principal's NZQA Nominee, Senior Deans, and other staff representative. The teacher who's assessment it is should not be part of the committee.
- The Internal Assessment Appeals Committee will review all of the materials associated with the appeal and arbitrate on the matter. The decision will be final.
- You will receive a letter from the Internal Assessment Appeals Committee explaining their finding and outlining any further actions that need to be taken.



## 10. *Special Assessment Conditions*

If you have a learning or physical disability, you may qualify for a reader/writer for internal assessments. At the start of the year, you will need to apply to The Special Needs Co-ordinator (SENCO) for special assessment conditions. The process for this will be advertised through school notices and the newsletter.

### **NZQA Fees (International)**

Fee paying International Students pay \$383.30. Free for domestic students for NCEA and Scholarship.

# Appendix

[Extension Application](#) link.

[INTERNAL ASSESSMENT REVIEW APPLICATION](#) link.

## ***Assessment Conditions at Darfield High School***

These apply to examinations, tests, formal practical work and formal performances. These will be carried out under the following conditions:

- Students must use only clear plastic bags or transparent containers for taking equipment (pens, calculators) into the examination room.
- Electronic calculators can be used provided that they are silent, hand-held, non-printing and contain their own power source.
- Calculators with a dictionary or translation function, or those identified as having high-level algebraic manipulation capability are prohibited unless specifically allowed by a standard or subject prescription. No dictionaries of any type are permitted.
- Completed answers should be kept on the desk out of sight.
- Copying of other students' work is not allowed.
- Some practical Biology and Chemistry assessments excepted (students will be advised of conditions), students may communicate with the Supervisor only and must put their hands up silently for any request.
- No borrowing of equipment once the assessment event has begun.
- Bags and packs are left outside the room or in a designated area.
- Unless otherwise required, all answers are to be on A4 paper using either blue or black ink.
- Students are to take into the room only the equipment authorised by the teacher.
- Do not use white-out substances; neatly cross out an unwanted answer.
- No eating or chewing in the room.
- Students are to sit assessment events in school uniforms.
- If a student needs to go to the toilet, he or she will be supervised.
- The Learning Area Leader or Subject Leader has the responsibility of approving any additional aids a student may take into the room.
- All material for marking must be handed in before a student leaves the room. Any completed answers taken from the room will not be accepted for later marking.
- If any student misses an assessment event they should contact the office immediately.
- Cell-phones, watches (analogue, digital and smart), pagers, and other portable communication devices are prohibited.



**INTERNAL ASSESSMENT REVIEW APPLICATION**  
**To be completed by the Student Applicant**

<b>Name of Applicant:</b>	<b>Class:</b>
<b>Subject for which Review is being requested:</b>	<b>Subject Teacher:</b>
<b>Issue to be reviewed:</b> Explain, in as much detail as possible, the concern you have which has led you to make this application. (Add another sheet if necessary.)	
<b>Action taken so far to have Concern considered:</b> Explain, in as much detail as possible, any action you have taken so far to have your concern considered (whom you have talked to, written to, and when, and the contents of discussion or note/letter). (Add another sheet if necessary.)	
<b>Solution you propose to problem:</b>	
<b>Fairness of your solution:</b> Explain why you think that your proposed solution is fair and just, not only to yourself but also to the other students in your class:	
<b>Date of Application:</b>	<b>Signature of Application:</b>
<i>To be completed by the School</i>	
<b>Date received by Darfield High School:</b>	
<b>Date of Review:</b>	
<b>Review Committee Members Present:</b>	
<b>Review Committee's Decision:</b>	
<b>Review Committee Chairperson's Signature:</b>	
<b>Signature of Applicant:</b>	



# How to be Successful in your Studies

## Be Organised.

Know what you want to do and what you have to do and plan for both. Use a diary.

## Be Informed.

You need to know how you will be assessed in each subject, the rules governing the assessments, timelines, etc. It is your responsibility to ask about things you are not sure of.

## Work Hard.

This is one thing you must do if you want to achieve your best.

## NZQA Website.

- Subject Pages
- NCEA App
- Learner Log-in

## Seek Help.

Do this sooner rather than later. If you're not coping with a subject, your workload, or with things happening in your life, then seek help.

## Set Goals.

Have a goal for the year and break it down into goals within subjects and short-term goals on a term by term or week by week basis.

## Ask for help from:

- Friends
- Parents
- Dean
- Form Teacher
- Another Teacher
- Guidance Counsellor
- Your Subject Teacher





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