Sancta Maria College

NZQA
2019
STAFF HANDBOOK
Policy and Procedures

**This Handbook outlines the assessment policy and procedures to be followed by all teachers for NZQA assessments at
Sancta Maria College.**

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NCEA

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

Evidence Collected

Teachers will gather evidence that show students have gained Achievement or Unit standards. Teachers will use this evidence to measure achievement against "written standards" e.g.: AS91504 3.4. Evidence about a student's achievement may be collected in a variety of ways, for example, seminars, group tasks, tests, projects, examinations and essays. Some standards may be assessed during the year (internally assessed) and others through examinations held at the end of the year (externally assessed) or by submissions of portfolios in Art, Graphics and Digital Technology.

Grades Given

Achievement Standard Outcomes	Unit Standard Outcome
Achieved with **Excellence** = E	**Achieved** = A
Achieved with **Merit** = M	
Achieved = A	

NCEA LEVELS OF ACHIEVEMENT

Level 1 NCEA	80 credits minimum at Level 1 or higher. *Your total of 80 Credits must include:* 10 literacy credits (English or Te Reo Māori) 10 credits numeracy (maths, pangarau).

Level 2 NCEA	80 credits of which 20 can come from Level 1 and a minimum of 60 at level 2 or higher.

Level 3 NCEA	80 credits of which 20 can come from Level 2 and a minimum of 60 at level 3 or higher.

UNIVERSITY ENTRANCE (UE)

A person shall be qualified for entrance to a university in New Zealand if he/she has obtained:

A minimum of 60 credits at NCEA Level 3 or higher, on the National Qualifications Framework (NQF) including a minimum of 14 credits at NCEA Level 3 or higher, in each of three subjects from the Approved Subjects for University Entrance (UE) *(refer to link on page 14).*

A student will also need a minimum of 20 additional credits at Level 2 or higher.

A minimum of 14 credits at NCEA Level 1 or higher, in Mathematics or Pangarau.

A minimum of 10 credits at NCEA Level 2 or higher, in English or Te Reo Maori - 5 credits must be in Reading and 4 credits must be in Writing.

The literacy credits will be gained from a schedule of approved achievement standards and unit standards. Note, this entrance standard is new and will apply for the first time in 2015 for university entry.

NCEA Level 3 Certificate Total 80 Credits 60 Credits at Level 3 + 20 Credits at Level 2)	Approved Subject 1 (14 credits)	Approved Subject 2 (14 credits)	Approved Subject 3 (14 credits)	At least 38 further credits (18 credits at Level 3 or above and 20 credits Level 2 or above)
Literacy Level 2 (or above) 10 credits	Reading (5 Credits)	Writing (5 Credits)		
Numeracy Level 1 (or above) 10 credits	Mathematics/Numeracy (10 credits)			

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 the Record of Achievement.

The Scholarship exams 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-levels of critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

NCEA OVERALL ENDORSEMENT

Endorsement Awards show on a student's Record of Achievement

LEVEL 1 NCEA ENDORSEMENT

NCEA Level 1 Endorsement with Merit	= 50 credits at Excellence or Merit
NCEA Level 1 Endorsement with Excellence	= 50 credits at Excellence

LEVEL 2 NCEA ENDORSEMENT

NCEA Level 2 Endorsement with Excellence	= 50 credits at Excellence
NCEA Level 2 Endorsement with Merit	= 50 credits at Excellence or Merit

LEVEL 3 NCEA ENDORSEMENT

NCEA Level 3 Endorsement with Excellence	= 50 credits at Excellence
NCEA Level 3 Endorsement with Merit	= 50 credits at Excellence or Merit

SUBJECT / COURSE ENDORSEMENT

To demonstrate students are competent in both forms of assessment. Students will gain endorsement for a course if in a single school year, they achieve the following:

Note: Externally Assessed Credits does not apply to Physical Education, Religious Studies and Level 3 Visual Arts as these courses are fully internally assessed and course endorsement can be achieved through internal credits only.

Excellence Endorsement:	14 or more Excellence credits 3 credits must be from internally assessed standards, 3 credits must be from external assessment (national examinations)
Merit Endorsement:	14 or more Merit and or Excellence credits 3 credits must be from internally assessed standards, 3 credits must be from external assessment (national examinations)

SANCTA MARIA COLLEGE ACADEMIC HONOURS

LEVEL 1   SANCTA MARIA COLLEGE ACADEMIC HONOURS

NCEA Level 1 Academic Honours - GOLD	= 50 credits at Excellence
NCEA Level 1 Academic Honours - SILVER	= 50 credits at Merit and/or Excellence

LEVEL 2   SANCTA MARIA COLLEGE ACADEMIC HONOURS

NCEA Level 2 Academic Honours - GOLD	= 50 credits at Excellence
NCEA Level 2 Academic Honours - SILVER	= 50 credits at Merit and/or Excellence

LEVEL 3   SANCTA MARIA COLLEGE ACADEMIC HONOURS

NCEA Level 3 Academic Honours - GOLD	= 50 credits at Excellence
NCEA Level 3 Academic Honours - SILVER	= 50 credits at Merit and/or Excellence

SANCTA MARIA COLLEGE ACADEMIC HONOURS – SCHOLARS BADGE

LEVEL 1   SANCTA MARIA COLLEGE ACADEMIC HONOURS – SCHOLARS BADGE

NCEA Level 1 Academic Honours – **SCHOLARS BADGE**	= Minimum FOUR SUBJECTS with Excellence Endorsement Students will gain an **endorsement** for a **course** if, in a single school year, they achieve: 14 or more credits at Excellence, and at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards.

LEVEL 2   SANCTA MARIA COLLEGE ACADEMIC HONOURS – SCHOLARS BADGE

NCEA Level 2 Academic Honours – **SCHOLARS BADGE**	= Minimum FOUR SUBJECTS with Excellence Endorsement Students will gain an **endorsement** for a **course** if, in a single school year, they achieve: 14 or more credits at Excellence, and at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards.

LEVEL 3   SANCTA MARIA COLLEGE ACADEMIC HONOURS – SCHOLARS BADGE

NCEA Level 3 Academic Honours – **SCHOLARS BADGE**	= Minimum FOUR SUBJECTS with Excellence Endorsement Students will gain an **endorsement** for a **course** if, in a single school year, they achieve: 14 or more credits at Excellence, and at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards.

Quality Assurance – Sancta Maria College

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Quality Assurance - How to ensure that assessments 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

- Establishing a buddy system between teachers to deal with issues

- Informal checking by same-subject colleague from another school or subject association

Assessment Planning

Heads of Department / Teachers in Charge of subjects are responsible for selecting standards to suit the class/students and their learning.

Heads of Department please submit a copy of all course outlines/assessment plans, to the Principals Nominee. These will be used to check courses on Kamar, looking ahead with students re internal assessments.

Use of Correct Standard Version

Heads of Department and teachers in charge of courses are required to check the NZQA website to ensure that you are using the current Standard Version. Regular checks to this site are recommended throughout the year.

Sancta Maria College Consent to Assess

Please check Sancta Maria College on the NZQA website to ensure we have consent to assess the standards you wish to teach. If the answer is No, please see the Principals Nominee regarding this standard, before offering these standards in an Academic Year.

Course Information to be given to student's

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All Courses must use the Sancta Maria College Course Outline and Sancta Maria College Year Planner.

A course outline must be given to all students within two weeks of the start of the academic year. You must clearly identify the internal and external standards being offered throughout the year. A Year planner showing clearly when internal assessments are due is required.

Course Outline Information must include:

- Topics to be covered

- Number of standards being assessed and AS number and level of standard

- Titles and credits values of standards to be assessed against (all standards - both internal and external)

- Version Number

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- Timing and nature of assessment activities

- Record sheets for students to track their progress

- reference to the student assessment guidelines; and

Students Changing Courses during the Academic Year

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Students who change course during the year will need the permission from their Dean in consultation with both subjects affected Heads of Departments. Students must clearly outline their reasons for the change and if necessary parents will be consulted.

By Week 6 Term 1 ANY CHANGES IN STUDENT COURSES MUST BE APPROVED BY ANITA HEFFERNAN – DP Curriculum prior to change being made.

- If a change is appropriate, the Dean will approach the teaching staff concerned with a course change to collect appropriate information and approval.

- If the Dean is satisfied and all parties (Including student, Teachers, Heads of Department) agree then changes can be made to the student's options in Kamar.

Special Assessment Conditions (SAC) For Students

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The Head of Learning Support (Mrs. L.Oliphant) co-ordinates and manages students who require special assessment conditions at enrolment and throughout a student's learning whilst at Sancta Maria College.

At the start of each year Mrs. L Oliphant, will notify subject teachers of any student who requires SACs.

Students are encouraged to speak with their teacher prior to any assessment to confirm that the SAC has been arranged and where it will take place.

Students will be provided with valid and fair assessment conditions consistent with the assistance they would have as part of their learning environment.

If teachers have concerns about other students' learning/assessment conditions, they should see the Director of Learning Support.

Teacher Procedures for Assessment of students with Special Assessment Conditions (SAC)

Before the activity

- Teachers must give students a minimum of **two weeks**' notice of their assessment date.
- Teacher follows assessment procedures for arranging special assessment conditions for eligible students.
- Teachers must contact Louise Oliphant l.oliphant@sanctamaria.school.nz and outline assessment, date, time and student
- Louise Oliphant will make arrangements with (Teacher Aide) TAS and volunteers, and will find an appropriate venue for the assessment to take place.
- Louise Oliphant will email all the details of the assessment with SAC to the parents.

Example of an email to the parents can be seen below

Dear Parent

Reader/writers or laptop use will be available for your child on _____ the ___ of _____ at _____.

Here are the details of where your daughter needs to go for _____ on _____

Please inform your child of the following information.

Student's name	Reader/writer or laptop	Mrs X	DU___	Yes

If a laptop is preferred, please note the printing DOT must be at school. They will be accompanied to the photocopier to print off the work immediately. After the printing, your child will be told to delete the assessment from their device. It is important that these processes are followed in accordance with NZQA regulations. If these steps are not followed your child could be processed for Academic Misconduct. Which is a very serious matter and could result in your child failing their assessment.

VENUE details to follow on Monday.
    Please ensure that adequate preparation for the test tasks place.

Special Assessment Conditions (SAC) For Students

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Teacher Procedures On the day of the Assessment: Procedures for getting assessment to the Reader/writers/Volunteers

- On the day of the assessment, before 09.00am, leave 2 named papers per student (STUDENT+TA) in the cubby of HOD Learning Support.
- Clearly indicate the name of the relevant teacher.
- Complete the NZQA Feedback form which will be attached to the paper by the TA. Please return to HOD learning support after marking of the papers. This is kept as evidence for future applications/ appeals/roll overs.
- TAs collect, and return all papers to the cubby of the relevant teacher after the test/paper.
- Students who are not eligible for a reader/writer/laptop use, but are eligible for extra time must do the assessment with the other students in class, but must be given an extra 10min per hour assessment by the teacher.
- Teacher reminds students of the school assessment procedure (i.e. for missed assessment, appeals, etc.). This reinforces the importance of the assessment and encourages students to follow correct procedure e.g. in the case of illness. It also allows for just implementation of penalties where students do not meet the requirements e.g. Academic Misconduct Procedures.
- Each assessment activity/brief/event includes full information about due dates and requirements, including milestone information. The teacher brings these to the students' attention when the assignment or assessment notification is handed out.

Application Change of Assessment Date (Late, Extension, Missed Assessment)

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Change of Assessment Date form is at the back of this handbook or can be obtained from the students centre or from the Principal's Nominee.

Appendix C   *- Change of Assessment Date Form…………………………………. Pg75*

Accumulated evidence for the particular standard being assessed can be used to determine a grade, if the **absence or missed deadline is justified**.

OR - **No award** can be given if sufficient evidence is not available.

If a student cannot hand in an assignment on time, or do an in-class test or practical activity on the day, then they must apply to the Principals Nominee as soon as they know they will be late with an assignment or will be absent, or as soon as they return to school. Valid reasons for requesting an extension of time or a new assessment date are:

- **Illness/Sickness**: A medical certificate with the completed Missed assessment form should be supplied. Students may access the Missed Assessment form at the back of this student handbook or from the Mrs Heffernan Deputy Principal – Curriculum.

- **Family trauma**: a note from the parent/caregiver, counsellor, dean or homeroom teacher must be supplied.

- **Sporting/cultural activity**: This is valid only if the subject teacher has been consulted before the trip. This does not automatically guarantee an extension or another assessment opportunity.

In all cases **where possible, this form should be completed prior to an assessment.** An 'Application Change of Assessment Date form must be filled in and given to the Principal's Nominee. Requests for extension of time must be made before the due date.

Based on the information presented in the `Application Change of Assessment Date', the Principal's Nominee may decide to:

- grant an extension
- set a new assessment date
- deny the application and award no credit for the standard(s) concerned

Teachers keep records of student progress toward externally assessed standards. Candidates for externally assessed achievement standards who have suffered from a temporary illness, non-permanent disability or other event close to or during external assessments, which has significantly impaired their performance, may apply for compassionate consideration.

If a student is late with an assessment, the school will record a result of Not Achieved unless otherwise confirmed by the Deputy Principal- Curriculum

If you do not sit the assessment at the correct time, the only people that can grant an extension is a Deputy Principal and Principal's Nominee

PLEASE NOTE NO EXTENSION CAN BE GIVEN TO A STUDENT GOING ON A FAMILY HOLIDAY

Application Change of Assessment Date (Late, Extension, Missed Assessment)

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Student and Teacher procedures for an Extension/Change of Assessment Date and Missed/Late Assessment

Application Change of Assessment Date (Late, Extension, and Missed Assessment) form is at the back of this handbook or can be obtained from Principal's Nominee or the student centre.

Student and Teacher Steps!

1. Go to the back of the student handbook Pg29 or go to the student centre and collect a change of assessment date application form.
2. Student completes form and attaches necessary documentation (E.g.: Medical Certificate, letter)
3. Student gives Change of Assessment application form to their Course/subject teacher.
4. They (Teacher and student) collectively discuss the change in assessment date
5. Teacher signs the form, completes date for extension, and completes recommendation section.
6. Student hands in form and meets with the Principals Nominee.
7. Principals Nominee will make a decision within a short period (3 working days).
8. Copy of Application Change of Assessment Date (Late, Extension, and Missed Assessment) form will be given to the student.
9. Student must show this form to their course / subject teacher with the decision/date made by the Principals nominee.

Sancta Maria College Internal Moderation Guidelines

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Appendix D   - Internal Moderation Form…………………………………………….   pg76

The quality of national assessment relies on quality assurance systems operating in Sancta Maria College. Sancta Maria College must have assessment policies and procedures to ensure that results reported are accurate and consistent with the listed standard.

Internal moderation supports the credibility of assessment by ensuring that assessment is valid and judgements are verifiable.

Sancta Maria College undertake quality assurance each year to ensure that:

- All assessment material is critiqued and modified as necessary, before use
- Judgements are consistent across classes
- For each standard a sufficient sample of each teacher's grade judgements is verified
- Annotated benchmark samples of student work are identified and retained
- For each standard assessment materials are retained with a random selection of student work for the purpose of external moderation
- All advice from external moderation is actioned before the materials are used again
- Staff use external professional links to maintain their understanding of the standards.

The critiquing process is to ensure the assessment activity focusses on the requirements specified in the standard and provides the opportunity for students to present evidence at all grades.

NZQA Verification for Internal Moderation Process

- The verification process is to ensure that the teacher judgements are consistent with the standard, before they report the results to NZQA.
- It should be undertaken by a subject specialist with standard specific knowledge.
- The marker should seek verification of **samples of work around grade boundaries**, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard.
- Work for verification should be purposefully selected, rather than being selected randomly.

Teachers establish external links with colleagues in other schools, subject associations and subject advisers. Contact can be maintained through, online social networking, instant messaging, video conferencing or email links, as appropriate.

As external professional interaction helps teachers to maintain a current understanding of the standards, Senior leadership recommend and encourage and, if necessary, will support facilitation of these contacts.

Annotated exemplars of TKI resources that can be used to assess against standards are available on the [subject pages](). Clarification documents for standards and [Best Practice Workshops]() also provide assistance to increase teacher confidence when making assessment judgements.

Teachers may seek further clarification on how to interpret a standard by asking specific questions of moderators using the [Request for clarification of an internally assessed standard (DOCX, 78KB)]() form.

NZQA Internal Moderation Facts

https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/secondary-moderation/internal-moderation/

• A purposefully selected sample of student work from each standard assessed needs to be internally moderated every year.

• Schools can document their internal process in any way, including adopting or adapting the *Internal Moderation Cover Sheet.*

• The subject leader is responsible for making sure that internal moderation occurs. Senior leadership is responsible for ensuring that all standards are moderated.

• Schools must have a documented internal moderation process to ensure reported results are consistent with the national standard.

• Schools must report only those internal assessment results which have been subject to an internal moderation process.

• Schools must undertake internal moderation each year to ensure that assessment materials meet the standard and that teacher judgements are consistent across tasks, classes, and years.

• External moderation provides feedback on the effectiveness of the school's internal moderation.

NZQA Rules and Guidelines for Internal Assessments

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6.7 Assessment Opportunities for Internal Assessment:

1. http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/
2. Assessment evidence used to award grades needs to be available for verification, and approaches to assessment that involve collection of evidence must be documented.
3. Where manageable, and after further learning has taken place, Candidates may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.
4. All students, including those who did not complete the original assessment for a reason acceptable under the School's policies, must be able to:
   a. Access the further opportunity, if they wish; and
   b. Use the further opportunity to improve their original grade.
5. Students must be awarded the higher grade achieved over both opportunities.
6. A resubmission may be offered when students have made mistakes that they should be capable of discovering and correcting on their own. Where this is not possible, however, a further assessment opportunity may be more appropriate.
7. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided per assessment opportunity.
8. A 'Not Achieved' must be reported for a student who has had an adequate opportunity to be assessed but has failed to avail themselves of this opportunity.

Sancta Maria College Internal Moderation Procedures
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1. Schools must establish an [internal moderation process](#) that meets NZQA's requirements and which is applied each year to every internally assessed standard being assessed, to ensure that judgements are consistent with the assessment standard.
2. Schools must have monitoring systems that ensure they only report results that have been subject to the internal moderation process.
3. **Verification through Moderation** is the process by which the accuracy of the initial marking is double checked, and grades are either confirmed or altered.

Departmental Moderation Practices

Sancta Maria College has a valid and sound set of internal moderation practices.

List of Contained information per internally moderated assessment in locked cupboard:
Checklist:

1. Fully Completed Internal Moderation Summary Sheet including names, grades, standard related teacher grading and detailed discussion
2. Will contain all of the information relating to this standard
3. Moderation meetings dates/times discussion
4. Internal moderation form is completed kept with work and copy given to NZQA data manger for uploading to schoology
5. Random samples of student work that must be kept after internal moderation has been completed
6. Annotated changes to the assessment task as a result of the external moderation and self-critiquing process.

SMC Departmental Expectations:

- All internal assessment tasks must be internally moderated regardless of the source.
- This must occur before work is returned to students.
- A one-month turnaround is required from the time the assessment is sat to marking, moderation and return to the students.
- All internally assessed student moderated work must be kept in a locked cupboard
- Sancta Maria College Staff are expected to initiate and maintain subject association memberships and actively participate in subject cluster groups.
- Sancta Maria College staff are expected to actively participate in internal and externally offered Professional development.
- All assessment material for each internally assessed standard – activity outlines, schedules, review notes, moderation notes, and bench mark exemplars etc. - will be held centrally in the department and stored by the department in an approved manner.

Sancta Maria College Internal Moderation Procedures

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Head of Department (HOD) or Teacher in Charge (TIC) Responsibilities:

- The HOD/TIC is responsible for ensuring that the moderation (verification) process is carried out properly and fully for EVERY standard offered to students.

- This does not mean that the HOD/TIC will automatically be the verifier, but the HOD/TIC must express confidence in the verification process for each standard.

- HOD/TIC will provide the original copy to Jenny Fisher (NZQA data Manager). Jenny will upload this data to Sancta Maria's Schoology Moderation Page

- HOD/TIC will then enter grades to Kamar Mark book and double green tick the student grades

- Where students' work is drawn from a number of different classes and teachers, sufficient verification should take place to ensure that the HOD/TIC is confident that the marking of each teacher can be verified as accurate.

- Teachers in Charge of a course are expected to complete the Random Sample of student work after internal moderation and store this random sample in the Department locked cupboard

Valid options for Moderation (verification) are:

- Teachers assess their own class and a sample from all classes is then moderated by another teacher, or a panel of teachers.

- One teacher assesses every student's work for interclass consistency and a sample of marking is moderated by another teacher.

- Cross assessment: Where the course is taught in another subject area, teachers should moderate between these subject areas.

- Teachers assesses and then an outside colleague, or subject associations/cluster meeting, verifies a range of student work.

- Teachers assess their own class and a sample from all classes is then moderated by another teacher, or a panel of teachers.

- These practices can be varied according to the nature of the assessment.

Sancta Maria College Internal Moderation Procedures - **BEFORE**

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CRITIQUING PROCEDURES PRIOR TO STUDENT COMPLETING ASSESSMENT:

(Teacher Step by Step -What to do _BEFORE_ an assessment)
Appendix E   - Internal Moderation BEFORE assessment completion Checklist   pg78

1. Person critiquing assessment and marking schedule will be an experienced assessor. The critiqer/moderator could come from another school or be a member of the department or a member of another department.

2. NZQA subject page is checked to ensure latest standard version or standard version has not expired.

3. Sancta Maria College reference nationally developed materials – benchmark samples. (TKI, Subject Related Pages and NZQA). Designed assessments may use NZQA/TKI exemplars as a starting point (Alterations from year to year may be necessary to ensure authenticity)

4. All activities and schedules used for assessing against an internal standard, must be checked for suitability and modified if necessary.

5. Teachers must check and consult the standard. The registered standard is the final measure against which all judgments should be made. NZQA warns that teachers should be wary of the tendency to let any **assessment exemplar** become the de-facto standard. You must use assessed work of previous years for your benchmarks only.

6. If External moderation has taken place, then the moderator's comments should also be taken into account in the critiquing process. Therefore, an assessment task is expected to be altered and changes made in accordance with the external moderator's report in order for the task to meet the required standard.

7. Any changes arising from the critiquing process must be made in consultation with other teachers that the changes affect.

8. An assessment marking schedule will be agreed upon and developed before the assessment is undertaken by the student. The mark schedule allows judgments that distinguish between achieved, merit and excellence (achievement standards) or achieved and not achieved (unit standards).

9. The critique section on the Sancta Maria Internal Moderation form must be completed **BEFORE** the activity/assessment is given to students. Keep records (e.g. annotated drafts) of the feedback from this critiquing process for ongoing reference.

10. Log all meetings on your moderation cover sheet.

11. Check correct standard, correct version is entered into your Kamar Mark-book

Sancta Maria College Internal Moderation Procedures – AFTER

VERIFYING PROCEDURES AFTER STUDENT HAS COMPLETED ASSESSMENT:

(Teacher Step by Step -What to do _AFTER_ an assessment)
Appendix F   - Internal Moderation AFTER assessment completion Checklist   pg79

1. Verification (Moderation) will take place for every assessment standard. The marker should seek verification of **SAMPLES OF WORK AROUND GRADE BOUNDARIES**, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard. **Work for (internal moderation) verification should be purposefully selected**, rather than being selected randomly.

2. When the students have completed the assessment an initial moderation meeting/discussion **(Meeting 1)** will take place with ALL marker/s and verifier/s to ensure consistency at the National Standard. Reference to all steps in Critiquing – prior to assessment will be discussed. Including reference to annotated benchmarks, marking schedule, external moderation, samples of work at the grade boundary reference, Reference to records of meetings with advisors, colleagues outside the school, cluster groups

3. A small body of student work is marked by ALL markers according to the assessment schedule, and judgment and evidence statements - which are provided by the critiquing process. (previous page)

4. **(Meeting 2)** Second moderation meeting/discussion will take place with ALL marker/s and verifier/s to ensure consistency at the National Standard. Changes made to marking if needed

5. Marking of all Assessments takes place. Usually students' work will be marked by their class teacher in the first instance. Verification must take place before any random sample is drawn by the Teacher in Charge (TIC) or Head of Department (HOD).

6. **(Meeting 3)** Verification Meeting takes place between ALL Marker/s and Verifier/s

7. Moderation (Verification) does not mean that every piece of work has to be double marked, but "sufficient pieces of work need to be verified to be confident the grades are consistent with the listed standard" (NZQA _Internal Moderation Cover Sheet 2019_).

   The verification process: ensures that the teacher judgements are consistent with the standard, before they report the results to NZQA. It should be undertaken by a subject specialist with standard specific knowledge. The number of samples selected for verification will depend on factors such as the experience of the teacher, previous external moderation history and the student cohort.

8. **Where only one class is applicable for this standard. 8 Samples of work will be chosen**

9. **Where multiple classes are applicable for this standard. 4 Samples of work per class will be chosen.**

10. How do I choose these Samples of Student work: A range of work should be verified **across grades, borderline work** may be especially useful, and teachers should be encouraged to ask for **borderline work to be put forward for verification**. The marker should seek verification of samples of **work around grade boundaries**, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard. Where students' work is drawn from a number of different classes and teachers, sufficient verification should take place. The HOD/TIC has overall/ultimate responsibility and must be confident that the marking of each teacher can be verified as accurate.

Sancta Maria College Internal Moderation Procedures - AFTER
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VERIFYING PROCEDURES AFTER STUDENT HAS COMPLETED ASSESSMENT:

(Teacher Step by Step -What to do _AFTER_ an assessment)
Appendix F   - Internal Moderation AFTER assessment completion Checklist   pg79

11. Completion of SMC Moderation cover sheet including each student's full name, grade given by Marker, grade given by verifier, Grade agreed upon as final grade given to student,

12. Direct reference/written explanation to the standard must be documented on Moderation cover sheet for each student by the verifier.

13. Sancta Maria College Moderation cover sheet to be fully completed with all related materials. Assessment activity / schedules / annotated benchmarks (to be refreshed on an annual basis / teacher selected material.

14. Grades given back to students.

15. Students sign assessment cover sheet after they have sighted the grade and agreed with grade

16. Students are given a chance to appeal grade – Formal Appeal process will apply

17. FULLY COMPLETED Sancta Maria College Moderation cover sheet to be given to the Data Manager for uploading onto schoology.

PLEASE NOTE – DO NOT ENTER GRADES AND DOUBLE GREEN TICK UNTIL YOU HAVE COMPLETED STEP 17.

18. Enter Grades into Kamar Mark book. Double Green Tick.

19. Select the external moderation random sample once internal moderation is completed.

20. Place random sample list and all student work on random list in secure locked departmental moderation cupboard. This cupboard can be checked at anytime by Senior leadership and Principals nominee.

21. Heads of Departments and Teachers in Charge will be expected to report annually and review internal and external moderation in annual department report.

Sancta Maria College Data Manager and Principal's Nominee Internal Moderation Procedures.

- Hard Copy of ALL Internal Moderation Forms given to Data Manager by HOD. Data Manager checks that the form is completed correctly. (detailed commentary of established grade, names of verifier and critiquer are both different etc). If the internal moderation form is in-complete or identified as having mistake's the form is returned to the HOD who must ensure changes are made and correctly returned. Data Manager monitors this process and gives HOD 5 working days to complete the corrections.
- Hard Copy Folder is kept of all internal moderation
- Internal moderation process includes uploading of all internal moderation documentation to Schoology Internal Moderation Subject/Page BEFORE grades can be entered into Kamar Student mark-book. (All staff can view these pages) (Only P/N, Data Manager and HOD can upload or make changes to each subject page)
- Principal's Nominee and Data Manager monitor schoology.
- Data Manager cross checks Kamar teacher mark-book assessment entries with Course Outlines and completed internal moderation forms on schoology.
- Any data entered into Kamar student mark-book without internal moderation form being given to Principal's Nominee/Data Manager is immediately identified and HOD is emailed by Data Manager. The P/N is cc'd into this email and Principal's Nominee verbally speaks to HOD. HOD must immediately hand in hardcopy of internal moderation form to Data Manager.
- All entries into Teacher mark-book must have a completed internal moderation form given to data manager before grades can be entered into teacher mark-book. If this internal moderation form has not been received, then this data will not be sent to NZQA and is not allowed to be double green ticked.
- Data Manager 2 days prior to Data Submission will inform principals nominee of any such cases where teachers/HOD has double green ticked without Internal Moderation form received. Principals Nominee untick data so no data is sent to NZQA.

Sancta Maria College Storage of Internal Assessments.

Steps and Storage of Internal Moderation in a locked Cupboard

1. Select the external moderation random sample once internal moderation is complete.
2. NZQA requires a random sample for external moderation that is:
   Achievement Standard - Eight pieces of student work for standards for which more than one grade is available (i.e. achieved, merit, excellence)
   Unit Standard - Four pieces of student work for standards which grade available is achieved.
3. Store only the selected random samples for each standard assessed, for external moderation. Keep these until the standard is next assessed or for two years.
4. A standard will not be selected for external moderation if it has not been assessed in two years.
5. Identify and save benchmark samples for teaching and learning purposes during the marking process. This is part of BEFORE Process Step 3.

External Moderation Guidelines

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External Moderation

The following outlines the process:

- Each school has an annual submission date for external moderation. The submission date is confirmed early in the new year when Sancta Maria College is advised which standards have been selected for moderation. However SMC can choose to submit materials for moderation. Moderation plan prepared by Sancta Maria College and uploaded to NZQA in November year prior.
- Principals Nominee and Deputy Principal Curriculum will select any standards for the external moderation plan that received less that 7/8 for external moderation the year prior.
- Final External Moderation list is sent by NZQA to schools in Term 1
- Principals Nominee notifies HOD – Head of Departments the requested standards and the date they are required to be handed in.
- Principal's Nominee/Data manager collects all materials from the HOD's and sends to NZQA moderator's at the end of Term 1 or Term 3. (Dependent on date stipulated by NZQA)
- Data Manager/ Principal Nominee copies reports and passes to Deputy Principal – Curriculum and HOD/TIC of subject.
- External Moderation reports reviewed written review completed and given to Principals Nominee
- HOD meets with line manager Deputy principal and discusses their external moderation results. Actions are discussed and monitored
- Evaluation and Action plan prepared if required. Including strategies to be actioned to ensure the standard meets NZQA standard levels.
- HOD meets with all staff of teaching and assessing this standard to ensure staff are aware of Moderation Report and Action Plan strategies to be implemented.
- HOD will monitor and ensure these strategies are being implemented
- HOD will report to Deputy Principal responsible for learning area to give continuous feedback on action plan strategies and implementation.

External moderation follows NZQA procedures. All documentation for external moderation is kept within departments.

https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/secondary-moderation/external-moderation/

External Moduleration Procedures

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The following outlines the process:

1. Complete Random Selection immediately after internal moderation has been completed.
   Random Selection: Sancta Maria College uses the Kamar Student Management Random Student Selection process.   (See separate instructions to complete this process to identify student work for External Moderation.

2. Highlight the names of the 8 students (Achievement Standard) or 4 students (Unit Standards) whose work needs to be kept for External Moderation.

3. External Moderation Documents for each standard should contain:

   • Work from the student's identified

   • Student Assessment Information

   • Marking Schedule

   • Exemplars and any other material you used to help determine your grades

4. Bag all above external moderation documents in a clear bag and label this bag with the standard, version number, year of completion.

5. Stored in a secure/locked place.

6. At the start of the academic year Heads of Departments will be given a list of the standards required for External moderation.

7. Heads of Departments in consultation with the Teachers in charge of the course will complete the External Moderation cover sheet that will be sent to you for each required standard.

8. Place a hard copy of this cover sheet with all the external moderation documents (Step 3).

9. Hand all work to Data Manager/Principal's Nominee before due date.

Further Information:

An external moderation date will be given by NZQA in the Moderation Plan. This can be viewed on the NZQA school log-in web page after December of the assessment year. Assessment material to be sent for moderation must be given to the Principal Nominee by the due date stated. This varies every year. Most likely moderation materials must be handed in by the end of Term 1.

Please Note: Students who failed to hand in any work need to be identified and a line drawn through their name. Please note if they had every opportunity to complete the assessment a Not Achieved grade must be awarded.

External Moderation Procedures Once Reports are returned

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External Moderation Reports
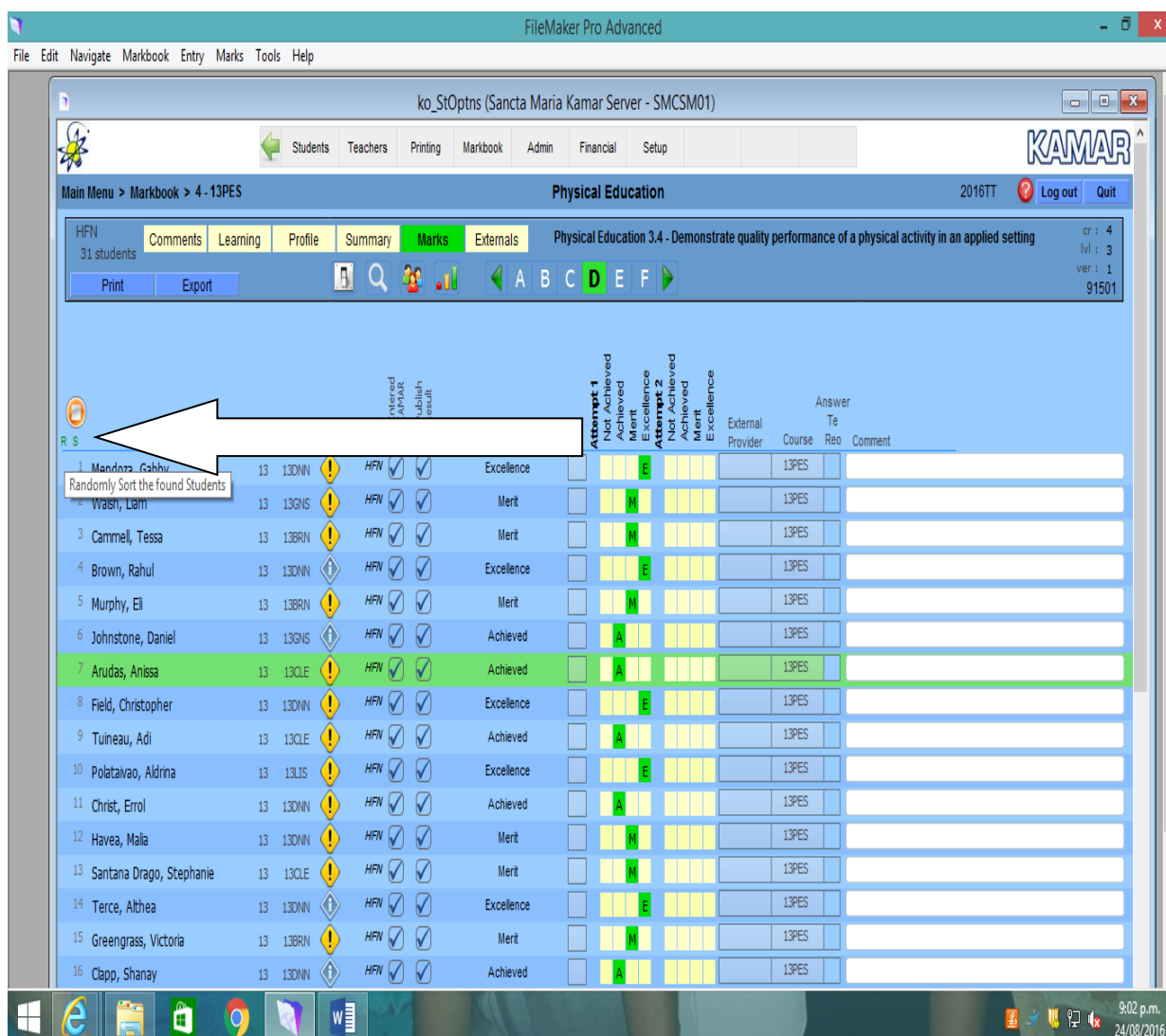
- Assessment Materials and Moderation reports are returned to the Principal Nominee. The report will be copied and copies will be given to Principal and HOD. Principal Nominee will keep the original in a master file.

- The Principal's Nominee or other nominated SLT member, liaises with ALL HODs regarding matters of concern raised in moderation reports and the course of action to be taken to remedy the concern.

- The annual NZQA external moderation round provides HOD's and TIC's with valuable feedback on tasks and on assessed work.

- Where a standard has been externally moderated and has been identified as needs modification or does not meet the standard, or where assessment judgments have a low agreement with the moderator - Heads of department and teachers in charge are required to provide documented evidence of actions taken, to the Principal's Nominee as soon as possible after the moderation. This would normally be discussed at a meeting organised by the Principal Nominee or SLT member.

Sancta Maria College Random Selection for External Moderation
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How do I randomly select students for External Moderation?

Choose the Random Selection Using Kamar Random Selection Tool – Follow Instructions below

1. **Go to Mark book**
2. **Select Class e.g.: 13PES**
3. **Click on Standard for Selection E.g. Physical Education 3.4**
4. **At the top of the student list of names there is a letter 'R'. Click on the letter 'R'**

The random selection must not be manipulated

It is not suitable to manipulate the selection in any way to include a range of grades.

Insufficient samples

If there are insufficient samples of learner evidence available, i.e. fewer than 8 for achievement standards, and unit standards with Merit and Excellence grades, or 4 for unit standards that have only Achieved or Not Achieved grades, all learner evidence must be stored and submitted with an explanation attached.

Random selection for external moderation must be undertaken by someone other than the teacher who marked the work, must use a method that does not allow for prediction and must include the work of all students who submitted work for the assessment. The selection should be made as soon as possible after assessment and should be conducted for every standard assessed by the school.

Documentation and Storage of Moderated Student Work

Sancta Maria College must document the method used to randomly select student work for external moderation. (Keep a record of random selection list printed from Kamar)

Sancta Maria College must store the student work that is randomly selected until they have a fresh sample to replace it, or until 2 years have elapsed if the standard is no longer being offered and no further fresh samples will be obtained.

Questions and Answers about Random Selection
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1. When should the random selection be made?
The random selection should be made as soon as possible after the full completion of internal assessment so that storage requirements are more manageable.

2. Who can make the random selection?
The person nominated by your school or anyone other than the teacher(s) who were involved in marking or verifying the student work can make the random selection.

3. If random selection does not generate a full spread of grades (N, A, M, E) can I substitute other evidence so I get better feedback?
No. The random selection must not be manipulated in any way. This may mean not all grades are represented in your selection.

4. When I am sending in assessment activities for moderation, should I also include work from further assessment opportunities?
Only one assessment activity is required for moderation. This should be the one that all students attempted in the first place. It is often much clearer for moderators to verify assessor judgements if they do not include further evidence and additional notes, so the selection of evidence for moderation should take place immediately after the assessment is marked and before further assessment opportunities take place.

5. If I have fewer than 8 students in my class. What do I do?
Store all of the student work available as your random selection. Retain an explanation in the school file.

6. How can we make it more manageable for subjects that have to record student performances?
The random selection should be made from a sufficiently large sample of students being assessed for a standard. For example, it may be useful to have a random selection process for deciding which classes will be recorded, and after assessment is complete, the random selection will be made from those classes. In respect of this is managed the selection must not be made by teacher(s) who were involved in the marking or verification of work for that particular standard the selection must not be able to be predicted. For example, a simple method could include drawing two English teachers' names from the hat and videoing only speeches from their classes. Or the teacher could have performances recorded in sets and the random selection is made for the set of students rather than of all the individuals in the class.

7. I have 120 students doing a speech. Do I have to record them all?
No. You can pre-select students or even classes randomly, to keep things manageable. You may need to record more than the sample required to ensure you have enough material to submit for moderation.

Questions and Answers about Random Selection

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8. What do I do if there is no work for a student in the list but they got Not Achieved because they didn't hand in the assignment?

The Not Achieved grade is related to having an adequate assessment opportunity. If there is no evidence available for moderation, the student **should not** be considered in the random selection. That is why the list for random selection should be made up only of students who attempted and presented evidence for assessment, irrespective of the final grade awarded.

9. What do we do if there is no student work available for a standard because all students in the class got Not Achieved when they had an adequate assessment opportunity and did not take it?

There is no pool of students who submitted work, so therefore there is no work to select or store. File an explanation for the standard. This will also need to be discussed with the PN and SRM if this standard is selected for external moderation.

10. How long do we need to keep student work for a standard we are no longer offering?

Keep assessment materials and randomly-selected student work until a fresh sample can replace it or until two years have elapsed.

11. Where else can I get feedback and information from moderators about national standards and assessment decisions?

NZQA offers Moderator Best Practice Workshops. Further information is available on the guidelines for random selection of student work for moderation.

Appeal – Student Appeal Grade Procedures

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Appeal of Grade Given

Good assessment practice reduces the volume of appeals

Students may appeal decisions regarding the outcomes of internal assessment. The appeals pathway is from students to their class teacher, to the Head of Department, and then to the Principal's Nominee.

The teacher will explain the criteria for each grade for an assessment when it is handed back to the student. If the student thinks that an assessment has been incorrectly graded, they can ask the teacher to reconsider.

The teacher will explain the result and consider any alterations if necessary. If another teacher did the marking, that teacher will be consulted.

If you are unhappy with the teacher's explanation, you may appeal this decision. Please follow the procedure below:

If an appeal results in any change to the application of the judgment criteria for the standard, the change needs to be applied to all student work/assessments regarding the standard appealed.

Students may also use the procedure below to appeal a ruling on a breach of authenticity or assessment rules.

Student / Teacher Appeals Procedure

Appeals form is at the back of this handbook, student handbook or can be obtained from the student Centre or the Principal's Nominee.

Appeals Procedure – up to 5 school days after work has been handed back

1. The teacher allows students to check that they agree with the results given. If a student thinks that work has been incorrectly assessed, they should approach their teacher and ask the teacher to reconsider.

2. The teacher should explain the result and make any necessary alterations. If the assessing was done by another teacher in the department, that teacher must be consulted by the student.

3. If student remains unhappy with the teacher's explanation, they may ask the (Head of Department) for a re-mark and decision, using an appeals form. This must be done **within five school days** of the work being handed back.

4. If the student disagrees with the Head of department's decision the student may ask the Principal's Nominee to consider the case. An appeals form must be completed. The Principal's Nominee may consult with the subject advisor, the Curriculum Leader (Head of Department) or any other person with subject and standard knowledge.

Further Assessment Opportunities SMC Procedures
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FURTHER ASSESSMENT OPPORTUNITIES – RESUBMISSION

Provisions for re-submission and re-assessment will be available where practicable. This may include teachers collecting further evidence of achievement.

A resubmission opportunity should only be offered where a teacher judges that a mistake has been made by the student, **which the student should be capable of discovering and correcting themselves.** For example, the student may have handed in the assessment, but may not **have** made a particular calculation correctly. In such cases, the teacher may consider it appropriate to allow a student to resubmit a specific part of the assessment.

Provisions for **ONE** resubmission opportunity for each assessment event will be available **where practicable**. Resubmissions should be closely supervised to manage authenticity
For internally assessed standards if you do not achieve the first time you submit you **may** be given an opportunity to redraft and resubmit work to improve your grade. This may be in written form or you may be able to verbally explain your answers.

Resubmissions will carefully be considered by each teacher and their professional judgement will be deemed.

Regulations and Procedures for Resubmission

A *resubmission* is when a learner has the opportunity to correct simple errors or omissions in their assessed work.

A resubmission:

- Can only be offered to individual students to identify or correct a minor error preventing the award of a higher grade
- Must take place as soon as possible after the assessment has been completed
- Must take place *before* the assessor gives overall feedback to the learner on the work done. If more teaching occurs after the first assessment opportunity, resubmission is not possible
- Can only be offered where the teacher judges the student should be capable of discovering and correcting the minor errors themselves in a short period of time
- Can be offered after either the first or the one further assessment opportunity.
- If there are a lot of changes to be made, or they are significant, it is not a resubmission.
- Teachers must only give general feedback and must take care not to over-direct the students. They must ensure that students' work is authentic.
- Only one resubmission can be provided per assessment event.
- Further teaching and specific feedback cannot occur between the final submission date and the resubmission.
- A student must have access to any grade after a resubmission (Not achieved, Achieved, Merit and Excellence).
- The amount of time provided for a resubmission depends on the nature of the assessment and how authenticity can be assured.
- Resubmission rules for Industry Training Organisation owned unit standards may differ. You must follow the rules of the standard setting body.
  https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/ncea-the-myths/myth-4/

Further Assessment Opportunities SMC Procedures

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FURTHER ASSESSMENT OPPORTUNITIES – REASSESSMENT

A re-assessment opportunity occurs when a completely new, quality-assured assessment is provided to students **after** their first opportunity, **and after additional teaching and learning has taken place.** This could be a new test, a new writing topic or new research topic. For some tasks offering a further assessment opportunity **WILL NOT** be possible for manageability and practical reasons. **NOT ALL** internally assessed standards will offer a re-assessment opportunity. Information for re-assessment will be given in writing with the assessment instructions. Always aim to achieve the **highest** grade you can.

When a student has not provided evidence of achievement for any grade from previously assessed work, **schools can offer a maximum of one further opportunity** for assessment of a standard within a year. See NZQA Assessment and Examination Rules and Procedures.

Regulations and Procedures for Re-assessment

- A **further assessment opportunity** occurs when a new, quality-assured assessment is provided for students after their first opportunity and after further learning has taken place.

- A maximum of one further opportunity for assessment for each standard can be offered in a year. This means none or one. It does not mean one must be offered. 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.

- If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard, including those who did not complete the original assessment for a reason acceptable under the School's policy on missed and late assessment. This is regardless of their performance on the first opportunity. Therefore, further assessment opportunities need to be carefully planned

- Any further opportunity conditions must be consistent with those for the first opportunity.

- Schools can decide whether a further assessment opportunity is offered for any standard. It must be a manageable and practical decision for the school and it can be on a standard by standard basis. Students must be told upfront whether a further assessment opportunity is available for a standard.

- The further assessment opportunity can only be offered after further learning has taken place.

- A different activity or task must be offered for the further assessment opportunity.

- The further assessment opportunity must be offered to all students entered for that standard in that course, regardless of the grade that they achieved. Students do not need to take up the opportunity.

- A student must have access to all grades – Not Achieved, Achieved, Merit or Excellence - whether it is their first or subsequent attempt at the standard.

- The highest grade from either assessment opportunity is reported. 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.

Further Assessment Opportunities Frequently Asked Questions
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1. **Does this mean that I must give all students two assessment opportunities?**

No, a further assessment opportunity is not a requirement. However, if a reassessment is provided for some it must be planned for and provided for all students to improve their grades at any level.

2. **I give my students lots of formative/practice assessment before the summative assessment. Can't I do this anymore?**

Yes. This is good practice and is encouraged. However, the formative or practice assessment should not be the same as the summative assessment.

3. **I don't have any assessment event at all. I assess my students by observation or conferencing and award the standard when the student has demonstrated competence. Does any of this apply to me?**

Yes. Guideline 3 applies. You also need to ensure that the feedback and feed forward you provide meet the requirements set out in the glossary section under "Feed forward and Feedback".

4. **With unit standards, in particular, I have been used to providing multiple resubmission opportunities, element by element. Is this now no longer acceptable?**

In general, it is not acceptable. Only one resubmission should be provided for a particular piece of work. This implies that teachers need to be confident that the students can, in fact, demonstrate competence in a standard across all its elements at the same time.

5. **Only some of my students want another assessment opportunity. Does this mean that all students must do another assessment regardless of whether they want to or not?**

No. All students must be "offered" another opportunity but may choose not to take it.

6. **Is it a good idea to schedule second assessment opportunities for some standards from the beginning of the year or topic?**

You may want to do this because of the requirements of the standard and for practical reasons, particularly for larger cohorts. You will need to carefully consider your students' assessment load and the manageability of the process for teachers.

7. **Some of my students have asked for a second assessment opportunity, but there is no time to do any more teaching. What can I do?**

A second assessment opportunity should follow the first only if there has been more teaching and learning. In some exceptional cases, students may be provided with additional independent learning opportunities, and this may warrant another assessment opportunity.

Further Assessment Opportunities Frequently Asked Questions

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8. **One of my students wants to resubmit. I have told him to check his calculations, but he has asked me for more help. What can I do?**
    It is not appropriate to provide any more specific information if the calculation error is one that the student cannot identify, even after being advised that an error exists.

9. **I have been used to allowing only some of my students a further assessment opportunity, mainly those that have received a Not Achieved grade.**
    Am I required now to offer it to all of them? Surely this is going to create major workload and logistical challenges, especially in big schools.

10. **If a further assessment opportunity is offered, it must be offered to all students. Offering only some students another assessment opportunity is not fair.**
    Further assessment opportunities must be carefully managed and preferably planned in advance to ensure that the process is manageable. It is also worth remembering that not all students will necessarily accept the offer of a second assessment opportunity.

11. **Some students have improved their grade from Not Achieved to Excellence on the second assessment opportunity; others either elected not to take another opportunity or did not change their grade on the second opportunity. Is this fair?**
    Yes, it is. Those students who have advanced from Not Achieved to Excellence have demonstrated that they can achieve at that level of the criteria.

12. **I have worked hard to ensure my students can demonstrate competency in all the elements of a unit standard. They have worked really hard to get to this point. However, when I look at the standard holistically, I don't think that some students can demonstrate competence across the whole standard and all the elements at a given point in time. What can I do?**
    The students who cannot demonstrate competence across the whole standard should not be awarded the standard.

13. **If a student is away on the date of a further assessment opportunity does this mean they have missed their one chance for reassessment?**
    No. Students must follow our school policy on absences from assessments. This happens now with initial assessments and the situation is no different.

Further Assessment Opportunities Frequently Asked Questions
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14. **If offering a further assessment opportunity for this standard is too difficult to manage do I have to offer it?**
   No. This is a department decision and your department needs to establish your own policy on what is and isn't manageable. As long as students are advised before, or at the start, of the course then this is fair.

15. **If we assess the elements of a unit standard at different times of the year do, we have to wait until all assessment is complete before we offer a resubmission or a reassessment?**
   No. If it is appropriate, in exceptional circumstances for some standards, for the assessment to take place at element level then a resubmission or a reassessment can take place at element level as well.

16. **Guideline 4 seems to imply that standards must be assessed as a whole and at the same time. Does this mean we can no longer assess standards over a longer period of time or that all assessment must take place at the same time?**
   No. The teacher must be confident that students can demonstrate understanding or competency against the standard as a whole, but not necessarily complete the assessment entirely at a particular point in time or at one time. Evidence can still be collected over time or different elements for a standard can be assessed at different times.

Sancta Maria College Authenticity
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Authenticity is the assurance that evidence of achievement produced by a learner is their own. There are three broad categories of authenticity challenges that need to be managed during the assessment process.

Education organisations and assessors must be aware of the potential for learners to:

- Copy from another person or source (plagiarism)

- Have too much guidance from the teacher or assessor

- Get specific answers for the assessment activity because it is publicly available (such as Ministry of Education/Te Kete Ipurangi activities on the internet).

Teachers/Assessors must verify that the work submitted for assessment has been produced by the learner. Assessors must consider (and manage) the potential for work to have been copied, borrowed from another learner, photocopied from a book or downloaded from the internet.

Assessment activities are publicly available to be downloaded from websites such as TKI and materials purchased from commercial suppliers and subject associations may have been quality assured by NZQA's Quality Assured Assessment Materials process. The QAAM does not assure authenticity. Managing authenticity for public source materials includes changing specific figures, measurements or data sources, setting a different context/topic to be investigated or a different text to read or perform. Assessors must manage authenticity issues for all assessments regardless of source.

It is appropriate for learners to learn from others and to gather information from a variety of sources. However, assessors must be clear that the work to be assessed has been processed and produced by the learner.

Care must be taken to ensure that teachers or assessors do not assist learners to complete work for assessment. The assessed work must be the work of the learner including when performance is in a group context or conditions allow for open book assessment. For example, whole-class brainstorming cannot include the answers to specific questions in an assessment, but could include topics that learners then go on to research individually.

Further Authenticity Support – NZQA website

https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/preventing-detecting-academic-fraud/

https://www.nzqa.govt.nz/assets/Providers-and-partners/NZQA-Effective-practice-guide.pdf

Sancta Maria College Strategies used to ensure authenticity include:
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- Modifying assessments available from publicly available sources
- Changing the context of the assessment from year to year
- Supervising the research process by including regular checkpoints
- Requiring plans, resource material and draft work to be submitted with the final product
- Keeping on-going work on site
- Oral questioning to confirm a student's understanding or requiring a repeat performance where there is doubt
- Being familiar with or controlling the resources available
- Students work within lesson and drafts work is submitted to teachers
- Controlling group work by breaking the task into group and individual components
- Requiring a signature on an authenticity statement to highlight the issue for both parents and students.

Field trips and research-based work

- Changing the context or content for assessment from one year to the next so that students cannot use material from a previous year, for example, biology field-trip wetlands context one year, sea-shore the following.
- Retaining student work for at least a full calendar year so that work cannot be copied.
- Collecting notes taken at the end of a field trip and redistributing these for writing up to ensure the write up is the student's own.
- Keeping on-going work on site.
- Specifying and being familiar with the resources/websites from which the research will be done.
- Restricting use of reference material to class time.
- Verification of research carried out by an authorised offsite person (e.g. librarian)

Group work

For group activities, concerns about authenticity can be raised. Assessment of students working in groups should only be carried out when no other method is practicable. The following practices will increase authenticity when group work is necessary:

- Breaking the assessment down into its component parts and separating the group aspects from individual written parts (e.g. conduct an experiment in groups of three, write up independently under test conditions).

- Each student independently signing an attestation sheet that all members of a group did or did not contribute to the activity. If doubts are raised, a `call back' is used (see below).

Sancta Maria College Strategies used to ensure authenticity include:
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Modifying assessments Assignment work

- Regular checking/conferencing with students as part of regular teaching and noting progress made so that later a typical or unexpected performance can be checked. Monitoring the research process by setting dates for regular checkpoints (milestones), for example, handing in a work plan at an early stage, first draft completed, final product. These dates should be listed on the assignment given to students.

- Where possible teachers keep copies of drafts before the final piece of work is submitted.

- Requiring plans, resource material and draft work to be submitted with the final product.

- Students should acknowledge all resources used.

- Where a final performance produces results that raise suspicion in a teacher's mind, a

   `call-back' may be used where the student is asked to do any or all of:

   Repeating the performance, for example, manipulate data using a computer.

   Describing the processes followed, for example, describe the website visited and the information gathered (or repeat steps taken under observation)

   Providing evidence that they did carry out a particular process, for example, confirmation from a local resident that they were interviewed.

Single assessment events

This involves carrying out the assessment under examination or test conditions and includes some or all of the following:

- Active supervision of group by assessor
- Separating students
- Talking and no student interaction permitted
- No reference to other materials, including electronic devices unless expressly permitted
- Supervisor/teacher notes student's movement or any issues with equipment

Sancta Maria College – Academic Misconduct Procedures

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Procedures: Student Academic Misconduct Procedures

Category: Curriculum

Type: Procedure

Commencement Date: 1ˢᵗ June 2016

Sancta Maria College is an integrated co-educational Catholic College and its practices, beliefs and values are Catholic and guide the work of the college.

Rationale
Sancta Maria College is committed to delivering robust assessment practices to ensure the integrity of the New Zealand National Qualifications Authority is upheld.

Purpose
The purpose of these procedures is to:

- Set out a clear and consistent process for investigating suspected academic misconduct by students
- Clarify the authority to deal with cases of alleged academic misconduct by students
- Codify possible penalties which can be imposed following confirmed academic misconduct by students
- Ensure that reporting, recording, confidentiality and appeals in the case of confirmed academic misconduct by students are handled effectively and consistently.

Organisational Scope

These procedures apply to all staff and students of Sancta Maria College. Note that academic misconduct in these procedures refers to breaches of academic integrity by students.

Commencement

This policy validates the Student Academic Misconduct Procedures that have been in place since Sancta Maria College was formed. Therefore, this policy covers any and all student academic misconduct since the formation of Sancta Maria College. This policy comes into effect one day after being approved and signed by the board of trustees.

Contents

1. General Guidelines
2. Types of Academic Misconduct
3. Authority for Dealing with Academic Misconduct
4. Procedural Fairness
5. Preliminary Investigations
6. Procedure for a full Investigation
7. Schedule of Outcome where Academic Misconduct is proven
8. Notification of Result
9. Right of Appeal
10. Reporting

Definitions

Academic Integrity

The basis for ethical decision-making and behavior in an academic context. This is reflected in norms of acceptable academic practice and is informed by the values of honesty, trust, responsibility, fairness, respect and courage.

Academic Misconduct

Actions which intentionally or unintentionally are contrary to the values and practices associated with academic integrity.

Cheating, academic dishonesty and dishonest academic conduct

Acts of dishonesty intended to gain an advantage for oneself or others in academic work. Such dishonesty is the intention to deceive. Examples of actions that are likely to be regarded as cheating can be found in section 2.

Academic Misconduct Register

A confidential register of proven cases of academic misconduct at Sancta Maria College, used solely for investigating and reporting on academic misconduct.

Head of Department

For the purposes of these procedures, the Head of Department or the Teacher in charge for the assessment in which academic misconduct is alleged to have occurred.

Principal's Nominee

Person within the school that has be directly appointed by the Principal of Sancta Maria College to uphold the practices stated by the New Zealand Qualifications Authority.

1.   Guidelines
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(a)   Sancta Maria College shall investigate alleged instances of academic misconduct in a manner which is fair, consistent and transparent.

(b)   Sancta Maria College defines three levels of academic misconduct:
• **Level One**: A first instance of academic misconduct where a student's actions may be regarded as unintentional or naïve and contributed to by a lack of understanding of acceptable academic practice.

• **Level Two**: Academic misconduct where a student's actions are perceived to be intentional and where the student could reasonably be expected to understand academic practice, or any repeat instance of academic misconduct.

• **Level Three:** Academic misconduct in which actions are perceived as being intentional and of an extremely serious nature including instances of falsification or fabrication of data, impersonation and/or purchasing of assessment.

(c)   Notwithstanding the definitions provided in clause 1(b), any academic misconduct which occurs in a final examination/assessment and from which a student gains a demonstrable academic advantage, shall normally be considered Level Two or Level Three misconduct.

(d)   Consistent with the University's Academic Integrity Policy, Level One misconduct will be treated in an educative manner. Level Two and Three misconduct will result in disciplinary sanctions.

2. Types of Academic Misconduct (CHEATING)

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(1) Plagiarism:

i.   Copying or cutting and pasting text from others by appropriation or imitation of the language, ideas, and thoughts of another author and representation of them as one's original work. Without using quotation marks or block quotes to identify that text, nor clearly indicating the source (this includes paper and electronic sources)

ii.   Copying visual materials, images and/or physical objects lifting of entire paragraphs, chapters, etc. from another's work without clearly indicating the source

iii.   Using poor paraphrasing of sentences or whole passages without referencing the original work

iv.   Using another person's ideas, work or research data without acknowledgment

v.   Copying computer files or computer code without clearly indicating their origin

vi.   Submitting another student's work in whole or in part, where this is not specifically permitted in the course outline

vii.   Submitting work that has been written by someone else and/or by paraphrasing another's ideas or conclusions without acknowledgement.

viii.   Resubmitting portions of previously submitted work without indicating the source.

ix.   Submission of work that relies too greatly on model answers or sample solutions provided in the course materials.

(2) Unauthorised collaboration

Presenting group work in any form of assessment where individual answers are required. This does not include assessment tasks where students are expressly required or permitted to present the results of collaborative work. Unless it is explicitly stated otherwise, each student's answers should be in their own words. Examples of unauthorised collaboration

a. Splitting the work of one assignment among several students and all submitting the combined work as their own

b. Cooperating on writing computer programs, set assessment tasks which were meant to be individual effort

c. Receiving professional assistance not from Sancta Maria College; example students who have left Sancta Maria College.

d. Swapping assignments

(3)   **Multiple submissions of single assessment**: submitting substantially the same work for multiple assessments; presenting work submitted previously at Sancta Maria College or another educational institution.

(4)   **Impersonation**: getting someone else to participate in any assessment on one's behalf, including getting someone else to sit a test or examination on one's behalf. Impersonating someone else in an examination or other assessment activity.

(5)   **Use of unauthorised materials**: using notes, aids, books or other material in the completion of an assessment unless expressly permitted to do so; taking calculators, computers or any other electronic devices (e.g. cell phones or tablets, watches) into a test or examination unless expressly permitted to do so.

(6)   **Assisting others in academic misconduct**:

i.   Impersonating another student in a test or examination
ii.   Writing an assignment for another student
iii.   Giving answers to another student in a test, examination or any other assessment before or during (whether in a current or previously offered paper) by any direct or indirect means.
iv.   Allowing another student to copy answers in a test, examination or any other assessment.
vi.   Encouraging Academic Dishonesty**.** Intentionally or unintentionally helping or attempting to persuade and/or influence another to violate the Sancta Maria College school rules, policies, or regulations governing academic integrity.
vii.   Taking photos and/or written notes and sharing this with others. This includes photos and written notes of tests, exams, and student assessment work.
viii.   Assistance given by current or past student to another student to be dishonest or fraudulent with academic assessment.

(7)   **Misrepresentation**: feigning disability, temporary illness or injury or exceptional circumstances beyond one's control, and then claiming special conditions and/or special consideration.

(8)   **Purchasing assessmen**t: submitting for assessment material obtained from commercial essays, assignment services, other students or any other source. Using material obtained from commercial essay or assignment services.

(9)   **Falsification/Fabrication**: falsifying or fabricating the results of one's research or laboratory assignments; presenting as true or accurate material that one knows to be false or inaccurate. For example, in laboratory reports or publications, or in quotations by interview subjects, or EOTC trips. Presenting data obtained improperly (e.g. data collected without permission and or prior approval of the relevant ethics committee). Fabrication. Deliberate falsification or design of any material or excerpt in an academic assignment or exercise.

(10)   **Breach of ethics**: a breach of a duty of confidentiality, privacy or the terms of any ethical approvals.

(11) **Breach of Exam / Test Regulations**

This type of cheating is typified by the student obtaining work from another source.
i.   Using cheat sheet, lecture notes, and/or textbooks on a closed book exam
ii.   Talking in a foreign language during an exam
iii.   Using a computer for a programming problem on an exam when the problem was intended to be a paper exercise
iv.   Looking at a peer's assessment
v.   Printing or e-mailing online test questions when not permitted
vi.   Stealing, Copying, Taking photos, Deliberate sighting of an exam paper from a teacher's desk or other learning area

(12) **Copying:** Copying from another person in an examination or other assessment activity.
This type of cheating is typified by the student obtaining work from another source.
i.   Copying from the web
ii.   Sharing ones work with another student
iii.   Taking work left on the computer or network or photocopier
iv.   Copying from a textbook, CD rom, USB, articles and website,
v.   Stealing someone else's work
vi.   Obtaining program code fragments from several sources and putting them together as one program

(13)   **Ghost Writing:** Submitting an individual assignment written entirely or in part by another person (e.g. ghost writing and collusion – agreement between students to deceive).

(14) **Other Academic Misconduct or forms of Academic dishonesty**: actions that are deemed to contravene the values and accepted practices associated with academic integrity.

3. NZQA – BREACHES OF THE RULES (Academic Misconduct)

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NZQA Guidelines– Breaches of the rules – INTERNAL ASSESSMENT

NZQA Link:

http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules-2015/6/6/

6.6 Breaches of the Rules - Internal Assessment

1. Each School must have a written procedure for dealing with reported breaches of its rules relating to internal assessment.
2. Schools must have procedures to investigate any conduct by Candidates in internal assessment similar to those outlined in the Breaches of the Rules - External Assessment.
3. The Principal's Nominee must investigate any report of a possible breach of the rules by a Candidate in an internal assessment in accordance with the School's written procedure.
4. The Principal's Nominee must allow the Candidate an opportunity to provide an explanation and will decide on any disciplinary action to be taken in accordance with the School's written procedures, if the explanation does not satisfy the Principal's Nominee that a breach did not occur.
5. Where a Candidate has been found to have breached the rules whether *knowingly, fraudulently or unwittingly,* and the breach undermines the credibility of the assessment, the School must report a "Not Achieved" for the assessment standard.
6. Candidates have the right to an appeal to a designated person in a School, of any decision made relating to any possible breach of the rules under the School's documented appeal process.

3.   NZQA – BREACHES OF THE RULES (Academic Misconduct)

NZQA GUIDELINES – BREACHES OF THE RULES – EXTERNAL ASSESSMENT

NZQA Link:

http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules-2015/7/1/3/

7.1.3 Breaches of the Rules - External Assessment
a.   These breaches of the rules for external assessment apply to all externally assessed assessment standards, but excluding Visual Arts Level 1 or 2, verified languages and assessment by a common assessment task where the School's Breaches of the Rules – Internal Assessment procedures must be used.
b.   In relation to external assessment NZQA may undertake an investigation into any report of the following kinds of conduct (called a "breach of the rules of external assessment")
   i.   **failure to follow instructions –** a Candidate or another person is reported to have failed to follow the instructions of NZQA (such as those of an examination supervisor) whether knowingly or unwittingly, or to have failed to follow any requirements of the Instructions to Candidates 2015, the supervisor's instructions or instructions on the Candidate's admission slip:
   ii.   **influencing/assisting/hindering Candidates or disrupting the external assessment** - a Candidate or person is reported to have influenced, assisted or hindered one or more Candidates, or otherwise disrupted an external assessment whether knowingly or unwittingly:
   iii.   **dishonest practice by a Candidate** - a Candidate or another person is reported to have knowingly or unwittingly:
   1. In an external assessment attempted to access information or materials or help from another person;
   2. altered returned external assessment materials prior to seeking a review or reconsideration;
   3. Used any document or certificate produced by NZQA in a way that provides them with an advantage (monetary or otherwise); or
   4. Engaged in any other practice that might result in an advantage to the Candidate or other Candidates:
      a. **Inauthentic material** - a Candidate is reported to have submitted material for assessment that is not their own, whether knowingly or unwittingly:
      b. **Impersonation** - a person is reported to have impersonated or dishonestly claimed to be a Candidate entered for an externally assessed standard, in which case these Rules may apply to the alleged impersonator, to the

3.   NZQA – BREACHES OF THE RULES (Academic Misconduct)

NZQA GUIDELINES – BREACHES OF THE RULES – EXTERNAL ASSESSMENT

Candidate who has allegedly been impersonated, and to any other person who may have assisted or concealed the impersonation.

5. Before deciding whether or not to undertake an investigation, NZQA may seek to clarify the reported conduct.

6. Where NZQA has initiated an investigation, a Candidate or other person whose reported conduct may have possibly breached these Rules will be sent a letter with copies of any relevant information or reports, indicating the
    a. conduct that may have been in breach of the rules;
    b. rule/s that the conduct may have breached;
    c. process that will be followed; and
    d. entries and any results that may be withheld until the investigation is completed and a decision is reached -

    and will be invited to make written comment to NZQA about their conduct within 15 business days of the date of the letter.

7. Investigation into a possible breach of the rules of external assessment by a Candidate or other person may involve consultation with the Principal's Nominee from the Candidate's school or Candidate's school(s) or any other person able to provide relevant information.

8. While NZQA is investigating a possible breach of the rules of external assessment it may suspend the release of all or part of the results of any Candidate who is believed to be involved, until a decision is made as to whether or not a breach has occurred.

9. If, at any stage of the investigation, NZQA receives written comment from the Candidate or any other person which explains their conduct and satisfies NZQA that a breach by the Candidate or other person has not occurred or is not proven, any entries and results which may have been withheld will be released and **no further action** will be taken.
    Decision making process

10. After any written comment is received from the Candidate or other person within the 15 business days, or on or after the expiry of the 15 business days if no written communication is received, a decision will be made by the relevant staff member of NZQA (with delegated authority from the Chief Executive) on the reported breach of the rules of external assessment, taking into consideration all the information received, when the staff member of NZQA reasonably believes there is sufficient information upon which to make an informed decision.

11. The Candidate or other person will be informed in writing of the decision by NZQA, and, if a breach is found, the penalties (if any) to be imposed.

3. NZQA – BREACHES OF THE RULES (Academic Misconduct)

NZQA GUIDELINES – BREACHES OF THE RULES – EXTERNAL ASSESSMENT

12. Where NZQA considers a formal **face-to-face meeting** would assist in eliciting information upon which an informed decision can be made, the Candidate or other person will be invited to the meeting and may bring a support person with them. The meeting will be chaired by an independent appointee of the Chief Executive (for example, a former school principal), and the following procedure will apply:
    a. the Candidate or other person will be given reasonable notice of the date of any face-to-face meeting, will be given copies of any relevant new reports or information held by NZQA, and may provide written submissions prior to the meeting:
    b. the Candidate or other person may choose to provide written submissions and not attend the face-to-face meeting:
    c. the Candidate or other person may choose to neither provide written submissions nor attend a face-to-face meeting.
13. Where the Candidate or other person chooses not to –
    a. provide written submissions; or
    b. accept the offer of a face-to-face meeting, or
    c. reply to the offer of a face-to-face meeting, or
    d. attend the face-to-face meeting after accepting the offer of a meeting –
    the decision making process will be as provided for in n (i) and n (ii) of this Rule 7.1.3.
14. Where the Candidate provides written submission but does not attend the face-to-face meeting, the decision making process will be as provided for in n (i) and n (ii) of this Rule 7.1.3.
15. Where the Candidate or other person attends the face-to-face meeting, the independent appointee chairing the meeting will:
    a. outline to the Candidate or other person the reported conduct that may be in breach of the rules and the possible penalties; and
    b. listen to, discuss and clarify:
        i. any issues in relevant submissions and views of NZQA, and of the Candidate or of the other person in relation to the reported conduct;
        ii. any issues in respect of breaches of the rules of external assessment, and
        iii. any issues in respect of penalties.
16. Following the meeting with the Candidate or other person,
    a. the independent appointee will make one or more recommendations on whether the reported conduct was a breach of the rules of external assessment, and if a breach is found, on relevant penalties; and

3. NZQA – BREACHES OF THE RULES (Academic Misconduct)

NZQA GUIDELINES – BREACHES OF THE RULES – EXTERNAL ASSESSMENT

  b. the recommendation will be given to the NZQA staff member with the delegated authority who will proceed to make a decision and will document the decision with reasons.

17. NZQA will, within 15 business days of the decision being made (unless there is good reason not to) notify the Candidate or other person of that decision.

Penalties that may be imposed

18. Where the decision is that the Candidate or other person has breached the rules of external assessment, the Candidate or other person will be given a formal warning and any one or more of the following actions may be taken:

  a. permanent withholding of the entries and results of the Candidate or other person in relation to the externally assessed assessment standard/s where breaches were established (note that this will not include results in other externally assessed assessment standards from the current or previous years unless justified by the investigation outcome)

  b. conditions placed on the Candidate or other person when entering further external assessments including, but not limited to, an agreed code of conduct:

  c. disqualification of the Candidate or other person from entering further external assessment for national or New Zealand qualifications in specified assessments or for a specified period of time.

19. NZQA may refer any breach of the rules to relevant authorities (including the Police where criminal behaviour is believed to have occurred) for consideration by those authorities (for example in the case of impersonation).

4. Authority for Dealing with Academic Misconduct

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(a)   In the first instance:

i.   All suspected instances of academic misconduct in examinations must be referred to the Principal's Nominee who will liaise with relevant Curriculum Leader/Head of Department.

(b)   Alleged instances of Level One academic misconduct which proceed to a full investigation shall normally be dealt with by the relevant Head of Department and the Principals nominee.

(c)   Alleged instances of Level Two and Level Three academic misconduct, which proceed to a full investigation shall be dealt with by the Principals Nominee and the Deputy Principal (Curriculum).

(d)   Alleged instances of Level Three academic misconduct and extremely serious academic misconduct shall be referred to and dealt with by the Principal and Deputy Principal (Curriculum), if the investigation completed by the Principal's Nominee has determined misconduct occurred recommends that the student concerned be formally disciplined.

## 5.	Procedural Fairness

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(a)	A student shall be presumed innocent unless and until guilt is freely admitted or is determined beyond reasonable doubt.

(b)	Sancta Maria College will ensure that:

i.	The student will have access to information about the allegation of misconduct
ii.	The student will be given adequate notice of the process and timelines for dealing with the alleged misconduct
iii.	The student will be offered the opportunity to be heard before a determination is made in relation to the alleged misconduct
iv.	The process of inquiry and determination will be conducted without bias
v.	A determination will be made only on the basis of facts and documentation relevant to the alleged misconduct (this will include the referencing of the Academic Misconduct Register to ascertain whether the student has been involved in previous cases of academic misconduct)
vi.	The student will be notified in writing of the outcome including reasons to explain the outcome
vii.	The student will be notified of their right of appeal in accordance with clause 10 of the Academic Integrity Procedures.

6. Academic Misconduct Sancta Maria College Teacher Procedures
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This is the process that is followed when the authenticity of student work is alleged to be compromised:

> *Appendix I   - Academic Misconduct Form………………………………   pg83*

Step by Step Procedure if Academic Misconduct is suspected
1. If there is a question about authenticity, then the class teacher shows the suspect work to the Curriculum Leader (Head of Department).
2. The Curriculum Leader (Head of Department) will collect all supporting data and collate and outline areas of discrepancy and gather all possible evidence
3. Curriculum Leader (Head of Department) will complete academic misconduct form and meet with the Principal's Nominee.
4. The Principal's Nominee will interview the student and make a decision about whether Academic misconduct has taken place and if so the level/severity of Academic Misconduct.
5. The student, Curriculum leader (Head of Department) and parents will be informed of the decision.
6. Students may use the appeals process if they want to query the decision of the Principal's Nominee.

The penalties for academic misconduct are scaled on three levels of academic misconduct. Please refer to Academic Misconduct Matrix for full description.

Further penalties may be imposed by the Senior Leadership. The seriousness of the penalty will be dependent on the seriousness of the incident. The appeals process may be used to appeal a decision.

7. Academic Misconduct Sancta Maria College Considerations during an Investigation

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(a)   An investigation shall be carried out where possible academic misconduct is identified by the Curriculum Leader (Head of Department) and/or Principals Nominee. This should usually occur within seven days or at a time that is reasonable of detection of the alleged offence and should determine either that:

i.   There is sufficient evidence that the matter should proceed to a full investigation; or
ii.   There is insufficient evidence to proceed; or
iii.   There is no case and the matter should proceed no further.

(b)   As regards to an investigation: - Academic Misconduct Register

i.   If the student has a previous offending recorded on the Academic Misconduct Register and/or there is significant reason to believe the alleged misconduct is deliberate, the Principal's Nominee shall refer the matter to the Deputy Principal (Curriculum), providing a completed _Academic Misconduct Repor_t Form; or

ii.   If there is reason to believe the alleged misconduct is unintentional or naïve, and the student has no previous record of offending on the Academic Misconduct Register, the Principal's Nominee and Head of Department shall conduct a full investigation as per clause 6 below.

c)   The full investigation shall consider any material from the preliminary investigation (previous history of academic misconduct), any further evidence collected, and shall take account of the following factors:

i.   The extent of the misconduct
ii.   The student's intention
iii.   Contextual factors including but not limited to:
-    Academic level of the programme
-    Number and severity of previous offenses
-    Other information relevant to the case
iv.   The extent to which the misconduct, if undetected, would have resulted in an unfair advantage for the student or any other student.
vi.   The extent to which the misconduct, if undetected, would have had potential to compromise the integrity of Sancta Maria College's assessment processes
vii.   The impact of particular outcomes on a student's progression or achievement of NZQA qualifications Level 1,2,3 or Sancta Maria College achievement
viii.   Information and support provided to the student about academic integrity as part of their course
ix.   Information about the student held in the Academic Misconduct Register.

7. Academic Misconduct Sancta Maria College Considerations during an Investigation

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(d)   The student must be given the opportunity to be heard, or in writing, before a final decision is made.

(e)   Following their investigation, the investigating party may:
i.   Find that no academic misconduct has occurred
ii.   Determine an outcome commensurate with their powers and the level of offending as per Clause 7 of these procedures
iii.   For allegations which have been investigated by the Head of Department and Principals Nominee for which there is evidence of offending above Level One, refer the matter to the appropriate Deputy Principal (Curriculum) for further consideration
iv.   For allegations which have been investigated by the Principal's Nominee and Deputy Principal (Curriculum) for which there is evidence of offending at Level Three, refer the matter to the Principal if a Level 3 punishment is recommended for the student from Sancta Maria College. The principal may (but is not obligated) to consult with members of the board of trustees or seek legal advice or advice from other consultants
In all instances, the final outcome or referral should be reported to the Principals nominee and Deputy Principal (Curriculum) and Head of Department.

(f)   The investigating party must keep a detailed record of their investigation.
(g)   Where possible, investigations should be completed within a three-week timeframe or a timeframe that allows a thorough investigation to take place

8.   Schedule of Outcomes where Academic Misconduct is proven
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Level One Academic Misconduct.

The Principals Nominee in consultation with the Head of Department, or the Departments nominees, shall take one or more of the following actions:
  i.   A Not Achieved mark for the assessment affected by the academic misconduct
  ii.   Issue the student with a warning that includes information about the Sancta Maria College's Academic Integrity Policy and resources available to support the policy
  iii. Require the student to undertake a supplementary, formative reflective assessment on academic integrity
  iv.   Repeat assessment with reduced maximum grade
  v.   Require the student to complete forms of detentions
  vi.   Require the student to complete some form of community work/service that encompasses Sancta Maria College's Catholic Values
  vii. Award a mark based on the portion unaffected by the academic misconduct with zero/Not Achieved marks awarded for affected portions.

(b)   In response to

Level Two Academic Misconduct.

The Principal's Nominee and/or Deputy Principal shall include at least one educational response from 7(a) shall take one or more of the following actions:
  i.   Submission of a new or revised version of the assessment with a maximum of a "pass" for the assessment
  ii.   A Not Achieved mark for the assessment affected by the academic misconduct
  iii. A reduction in the overall mark for the paper
  iv.   A fail grade (Not Achieved) for the assessment in which the academic misconduct occurred.
  v.   The cancellation of any pass or passes for any other part of the student's course undertaken in the same teaching period as the paper in which academic misconduct occurred, provided that any pass shall only be cancelled with the agreement of the Deputy Principal (curriculum) and Head of Department in which the paper is taught.

(c)   In response to

Level Three Academic Misconduct

Including extremely serious misconduct in an assessment, any appropriate penalties or responses listed under clauses 7(a), 7(b) and 7(c) may be imposed by the Principal, Deputy Principal, and Principal's Nominee. In addition, Principal may direct that the student be stood down, suspended or excluded from Sancta Maria College permanently or for such period as the Principal may determine.

(d)   The Head of the relevant Department shall be responsible for ensuring that any educational requirements as detailed under 7(a) are completed. Failure to complete such requirements shall be reported to the Principal's Nominee. This may entail 'Result deferred being reported for the relevant paper on the student's academic record and the paper being deemed incomplete until requirements have been met.

Appendix A – Academic Misconduct Outcome Matrix

Level 3 Breach	Level 2 Breach	Level 1 Breach

	Level 3	Level 2	Level 1
Recommended exclusion from Sancta Maria College	■		
Recommended suspension or stand-down from Sancta Maria College	■		
The cancellation of any pass or passes for any other part of the student's course undertaken in the same teaching period as the paper in which academic misconduct occurred	■	■	
A reduction in the overall mark for the paper	■	■	
A zero mark for the assessment affected by the academic misconduct	■	■	
Submission of a new or revised version of the assessment with a maximum of a "pass" for the assessment	■	■	
Award a mark based on the portion unaffected by the academic misconduct with zero marks awarded for affected portions.	■	■	■
A fail grade (Not Achieved) for the assessment in which the academic misconduct occurred	■	■	■
Issue the student with a warning that includes information about the Sancta Maria College's Academic Integrity Policy and resources that are available to support the policy	■	■	■
Require the student to complete some form of community work/service that encompasses Sancta Maria College's Catholic Values	■	■	■
Repeat the assessment with a reduced maximum grade	■	■	■
Require the student to complete forms of detentions	■	■	■
Require the student to undertake a supplementary, formative reflective assessment on academic integrity	■	■	■

## 9.	Notification of the Result

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(a)	Upon conclusion of the investigation, the investigating party shall advise the Head of Department and any other parties directly involved in the outcome.

(b)	In cases of alleged misconduct the Principal's Nominee will inform the accused student/ parents in writing of the outcome. The Head of Department, Principal's Nominee, Deputy Principal (Curriculum) will receive a copy of this letter.

(c)	In all other cases, the Principal will inform the student in writing of the outcome. The Head of Department, Principal's Nominee, Deputy Principal (Curriculum) will receive a copy of this letter. This communication will normally be sent within seven working days of receiving notification of an outcome.

(d)	Where an educational task or penalty is imposed, notification of the student's right to request a review or appeal the decision, and the mechanism for a review or an appeal, shall be included in the letter to the student reporting the outcome of the investigation.

10.   Student Right of Appeal of Academic Misconduct
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(a)   A student may appeal an academic misconduct decision made by:
i.   Principal's Nominee whose decision on the matter shall be final
ii.   Deputy Principal (Curriculum)
iii.   Principal

(b) Appeals Board
1.1. Each appeal brought under this Statute shall be heard and determined by an Appeals Board appointed by the Principal on a case-by-case basis.
1.2. Each Appeals Board shall comprise of three members including the Principal, one member of the senior leadership team and the Head of the Board of Trustees.
1.3. Each member of an Appeals Board shall have one vote.

(c). Right of Appeal
2.1. A student may appeal under this Statute against:
(a) Decisions in respect of which a right of appeal to the Appeals Board is provided under the Academic Misconduct Procedures Policy.
(b) Any other decision of Sancta Maria College affecting the student against which the Appeals Board grants leave to appeal under the provisions of this policy.

(d). Powers of Board
3.1. The Board shall have the power to hear and determine:
(a) Appeals to which clauses 2.1(a) and (b) apply; and
(b) Applications for leave to appeal;

(e). The Appeal Board
4.1. The appeal board may:
(a) Exercise its powers without confirmation by the Principal's Nominee and Deputy Principal (Curriculum);
(b) In its absolute discretion, consult with the Principal's Nominee and Deputy Principal (Curriculum) in regards to the academic misconduct investigation
(c) Dismiss any appeal after considering the written grounds of appeal and any written submissions without hearing the parties if in its opinion the appeal is frivolous or discloses no sustainable grounds of appeal or for any other reason ought not to be proceeded with.

5. Notice of Appeal

5.1. Appeals may be commenced, and applications for leave to appeal made, within 5 working days of the communication to the student of the decision appealed against, or sought to be appealed against, as the case may be, provided that the Appeals Board may, if it thinks fit, agree to extend the relevant time period.

5.2. Appeals are commenced by completing the appeal academic misconduct form and given to the Principal's Personal Assistant with reasonable particularity:

(a) The decision or decisions appealed against; and
(b) The grounds of the appeal including, where appropriate, any factual or procedural errors which the student considers to have occurred.
(c) Any submissions the intending appellant wishes to make in support of the application for leave to appeal.

5.3. Every Notice of Appeal and every application for leave to appeal shall provide communication with the student's parents or caregivers in relation to the matter.

5.4. On receiving a Notice of Appeal or an application for leave to appeal, the Principal and Board of Appeal shall first ensure that the decision being, or being sought to be, appealed against has, or has had, an opportunity of reviewing its decision.

5.5. In the case of appeals or applications for leave to appeal which relate to academic matters, the Principal shall arrange for one or more members of the Appeals Board to consider the circumstances and to report on the matter making any such recommendations to the whole Appeals Board as may be appropriate.

5.6. Prior to the hearing of an appeal, the Board may make directions in relation to the conduct of the appeal, including directions in relation to the advance circulation of evidence and submissions by any party and in relation to any other matters that may promote the fair and expeditious resolution of the appeal.

6. Consideration of Applications for Leave to Appeal

6.1. An applicant for leave to appeal shall have no right to be heard in person by the Appeals Board, which shall consider applications for leave to appeal on the assessment in question of academic misconduct.

6.2. If the Appeals Board intends to take into account any material in addition to that provided by the applicant for leave, such material shall be provided to the applicant who shall then have five working days within which to respond to that material.

7. Procedure for Appeals

7.1. Subject to the provisions of this policy, the Appeals Board shall regulate its own procedure and appeals may be conducted without procedural formality where this is consistent with fairness and efficiency. The Appeals Board may receive, or call for, from any party any material which it considers relevant to the fair determination of the appeal.

7.2. Hearings before the Board shall be conducted in private. The Appeal Board shall provide full copies of its written decisions to the Principal's Nominee, Deputy Principal (curriculum) and the relevant Head of Department on a confidential basis but any other reports of the proceedings of the Appeals Board shall be such as to prevent disclosure.

7.3. The respondent in an appeal shall be the Principal

7.4. The appellant, the respondent (Principal) and any other member of Sancta Maria College who, in the opinion of the Board, has a special interest in the proceedings shall be entitled:

(a) To be represented by counsel or some other appropriate person;

(b) To be supported during the hearing by any appropriate person or persons;

(c) To be present throughout the hearing, except when members of the Board may wish to confer in private.

7.5. The Principal shall within a reasonable time beforehand inform the appellant of the time and place fixed for the appeal hearing and of any directions the Appeals Board may have made as to the conduct of the appeal.

7.6. If the appellant or respondent fails to attend the hearing the Board may proceed and determine the appeal.

7.7. Following the conclusion of an appeal hearing the Appeals Board may:
(a)   Dismiss the appeal; or
(b)   Allow the appeal by:
        (i) referring the matter back to the decision-maker for reconsideration, with or without recommendations; or
        (ii) substituting its own determination on any matter arising in the appeal, including any findings and the imposition of any penalty or outcome.

7.8 The decision made by the appeal board will be final and no further right of appeal will be allowed.

7.9 The student accused of academic misconduct will be notified in writing of the appeal board's decision.

11.   Reporting

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(a)   The Principal's Nominee will provide oversight in relation to the completion of education requirements as outlined under clauses 7(a) and 7(e).

(b)   The Principal's Nominee shall ensure an accurate and up-to-date Academic Misconduct Register is maintained and that this information is kept confidential and accessed solely for investigating academic misconduct and providing reports on academic misconduct only by the Principal's Nominee, Deputy Principal (Curriculum), Principal and any other person deemed by the above persons to have importance in the overall decision outcome for this student.

(c)   The Principal's Nominee shall:

i.   Ensure that all cases for the previous year are reviewed in January to check for trends, developments and repeat cases
ii.   Provide a six-monthly update on academic misconduct to the Deputy Principal - Curriculum
iii.   Provide an annual report on academic misconduct to the Deputy Principal - Curriculum.

(d)   The Deputy Principal shall make reports/suggestions to the Principal and Board or Trustees following the end of each academic year, containing a summary of all academic misconduct and Level Two and Three misconduct dealt with by them during that year. Such reports shall not include the names of individuals and shall as far as possible avoid reference to circumstances which might render any individual identifiable.

KAMAR Mark Book and Procedures for Entering Grades
_____

For Internally Assessed **ACHIEVEMENT STANDARDS**…
Codes that can be entered in column "D" Internal assessment mark book (NZQA Data)

E   Completed the standard and earned an **Excellence** grade.
M   Completed the standard and earned a **Merit** grade.
A   Completed the standard and earned an **Achieved** grade.
N   Completed the standard and did **not achieve** the required level of competency.
… or …
<u>N</u>   Was given the opportunity to sit test/submit work but did not attend / submit work at the time required **AND** did not have an extension approved by NZQA liaison.

XX Withdrawn from standard because either…
- Student was not in the class when the work was done **or**…
- Student could not meet the deadline due to illness or other extreme circumstances as approved by NZQA liaison **AND** there is no further assessment opportunity.
- Standard is not part of personalised program as negotiated between student and teacher prior to the topic being introduced. Parents made aware of this.

For Internally Assessed **UNIT STANDARDS**…
Codes that can be entered in column "D" Internal Assessment mark book (NZQA Data)

A   Completed the standard and earned an **Achieved** grade.
N   Completed the standard and did **not achieve** the required level of competency. **…
or …**
<u>N</u>   Was given the opportunity to sit test/submit work but did not attend / submit work at the time required **AND** did not have an extension approved by NZQA liaison.

XX Withdrawn from standard because either…
- Student was not in the class when the work was done **or**…
- Student could not meet the deadline due to illness or other extreme circumstances as approved by NZQA liaison **AND** there is no further assessment opportunity.
- Standard is not part of personalised program as negotiated between student and teacher prior to the topic being introduced. Parents made aware of this.

Teacher Procedures for Entering Grades into Kamar

1. Select Mark-book
2. Select Standard
3. Enter the correct grades for each student *(#Note this can only be done once internal moderation has been completed and the internal moderation form for this standard has been given to Principals Nominee/NZQA Data Manager.*
4. On completion of each standard a teacher must ensure that both columns are ticked for each student (1. grades are entered into Kamar and 2. publish result to NZQA) (DOUBLE GREEN TICKED)

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KAMAR Mark Book and Procedures for Entering Grades
_____

Standards which are not complete or are only partially assessed should be left with only one tick (entered in to Kamar).

All entries for Internal Assessments must be based on a completed item of work.
Estimate grades **SHOULD NOT** be entered in these columns.
Externally Assessed grade entries should be in set D (school examinations) with results and procedures the same as above

IMPORTANT - Kamar Mark Book Timeline

HOD/TIC - Chosen <u>ALL</u> Assessment standards for the Academic Year entered all standards into Kamar by Week 6 Term 1

Teachers - All Scholarship Students will have been Green Ticked by 1st July

Teachers - All External Standards will be Green Ticked by 1st July

Teachers – Have carefully considered and entered all SAC students for their Externals by 1st July

NZQA Guidelines - Reporting results for candidates

External Assessment Results

External Assessment results, except for those provisionally marked by schools, are entered by NZQA and become live so that schools can see them in the middle of January.

Provisional and final results for Level 1 and 2 Visual Arts and Level 1 MCAT Mathematics are entered by schools through the secure log-in.

Schools report their Internal Assessment results to NZQA via the Data file submission or Internal Assessment (IA) results facility from mid-December.

Derived Grade Results

Schools need to provide valid, standard specific evidence for all external entries in the event of a candidate applying for a Derived Grade. This information needs to be accessible to the Principal's Nominee as it may be needed outside regular term time. School systems should ensure that these results are checked for their accuracy. If there is no evidence available, no application for a derived grade should be made.

Making amendments to results already reported to NZQA

Each file submission updates the previous submission so changes that need to be made will overwrite any previously reported results.

After file submissions have closed in early December and been processed, NZQA will open a web-based log-in to report late results and make any amendments. Entries need to be made against individual candidates, so it will be very time consuming to enter large volumes of data by this process. This access closes early March. After this time all changes need to be made through the School Relationship Manager (SRM).

Withdrawals from Internal standards

Withdrawals from internal standards can only be made if there has been **inadequate opportunity** for assessment. No withdrawals from internal standards can be made after the December File Submission. This means that a positive result is expected by NZQA for any standards for which a candidate is still entered. Leaving an entry blank will signal that a result has not been reported.

Reporting NOT ACHIEVED Grades - Reporting Results for Internals

Where a student has presented work or evidence for assessment OR has been given an adequate opportunity to achieve the standard and has been part of the teaching and learning programme for a standard (consistent with school internal assessment procedures), the outcome of that assessment must be reported to NZQA as N, A, M E. A student CANNOT be withdrawn from the standard; a student CANNOT be marked as SNA (Standard not assessed) if the outcome of their assessment is Not Achieved. **ALL GRADES MUST BE REPORTED TO NZQA**

NZQA Guidelines - Reporting results for candidates

Internal Assessment Results

Schools will send results of Internal Assessment to NZQA monthly from May. These are processed overnight and become live on the NZQA website so that students can view them. Only results for assessment that have been through the Internal Moderation process are to be reported to NZQA.

Where a candidate has presented work or evidence for assessment OR has been given an adequate opportunity to achieve (consistent with school Internal Assessment procedures), the outcome of that assessment must be reported to NZQA as either:

N – Not Achieved
A – Achieved
M - Merit
or
E – Excellence

It is important that the accuracy of this information is checked. Some school systems require teachers to sign off results before each submission. The reported results can also be viewed under *Reports* in the School's secure login. NZQA uses these reported results to award qualifications. Candidates can view their reported results online. A system of appeal is in place if there has been any misreporting of assessment results.

It is important that the correct provider code is reported. All results require a provider code as it identifies, for the particular assessment, the organisation:

- whose Consent to Assess is being used
- that undertakes the assessment and awards the grade to the particular student
- whose appeal procedures, and other assessment procedures are being used
- that attests that the student work is authentic
- that is responsible for all aspects of internal moderation
- that is responsible for ensuring samples of student achievement are adequately stored to meet external moderation requirements and to respond to student appeals
- that has the responsibility for health and safety, providing adequate facilities, ensuring staff are suitably qualified, ensuring there are adequate teaching and learning resources and support services for students.

For all reported results, the school must ensure that it uses the correct provider code, that is the provider code of the assessor. Where an external provider code is used, a memorandum of understanding (MOU) must be in place.

Release of results to Tertiary Institutions

NZQA releases data for year 13 leavers to tertiary institutions in New Zealand and Australia so that they can process applications for entry into courses. The release is allowed through the Tertiary Release Flag that is active in your SMS. If a student does not want to have their data released they need to let NZQA know either by the school indicating on their SMS or contacting NZQA directly.

SMS File Submission and Checking of NZQA Grades
_____

The file is submitted via Kamar (School Management System SMS). This is completed the 1st of every Month.

Overall responsibility, checking and Quality Assurance is the responsibility of the Principal's Nominee and the Senior Leadership Team.

- Maintenance, Review and Checking of Grades within NZQA and Kamar is the overall responsibility of the Principal's Nominee.
- This includes before the Data File Submission it is the requirement of the Principal's Nominee to maintain accurate records and check the data being submitted to NZQA. This includes reviewing a list of *Warning and Error Message Details* can be found before submission
- The principal's nominee must remedy all warning and error message details prior to final submission to NZQA
- Each new file submission is given a batch number and updates the previous file. The principal's Nominee must check the Batch Information after each submission.
- After each data submission the principal's nominee needs to check that any changes expected appear on the NZQA website.
- After the Data file submission has been sent to NZQA within 5 days of submission the principal's nominee must have checked the data submission on the NZQA high user site. This will include checking variance and all areas of student entry.
- The Principals Nominee must report to the Deputy Principal – Curriculum after every data submission to ensure quality assurance and accuracy of student data is being entered into NZQA

NZQA Derived Grade – External Examinations
_____

7.1.5 Derived Grade Process

Further information: http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules-2015/7/1/5/

1. Candidates who -
    a. through illness or misadventure, bereavement of a family member or close acquaintance, or national representative duties, are prevented from sitting examinations or otherwise presenting materials for external assessment; or
    b. consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control,-

    May apply to NZQA through their School to be awarded a derived grade based exclusively on pre-existing standard-specific evidence held by the School.

2. The derived grade process is available only for external assessments.
3. A derived grade is not available for New Zealand Scholarship subjects.
4. A Candidate selected as a New Zealand representative, whose representative duties will prevent them from sitting the examinations, must, in advance of the examinations, provide NZQA through their School, documentary evidence from the relevant New Zealand body of their selection to a New Zealand team or representative duties, including the dates for which representation and associated travel time will apply, and also supply the School with evidence of actual participation.
5. An applicant for a derived grade must complete the relevant sections of the published NZQA application form for a derived grade and submit this to the School by the closing date. In extenuating circumstances, the Candidate may apply directly to NZQA.
6. The School must process all applications for a derived grade through the NZQA website by the specified date for processing, and retain any supporting information for one year for audit purposes.
7. Where an event has occurred that is likely to result in applications from a group of Candidates (such as a bereavement of a student from the School), Schools should contact NZQA for advice on managing any necessary derived grade process.
8. In exceptional circumstances NZQA may accept late applications, but no application for a derived grade can be accepted after results have been released in January 2019.
9. For NZQA to approve an application the result submitted by the School in the derived grade application to NZQA must be based on valid, standard-specific evidence, and in particular
    a. a quality assured result from a practice assessment of the external achievement standard for which a derived grade is applied, or
    b. valid evidence, from across a range of activities, of a Candidate having demonstrated achievement of the registered criteria of the external achievement standard for which an application for a derived grade is made.
10. Candidates must apply to NZQA through their School if they wish to seek a review of a derived grade decision.

NZQA Derived Grade – External Examinations

_____

11. In the case of **external assessment standards assessed by submission of one or more portfolios or reports**, a derived grade may be applied for by a Candidate who, within a month of the submission date, has suffered a temporary impairment or non-permanent disability, including a physical injury or an emotional trauma, which has impaired the Candidate's preparation for the submission.

12. In the case of **Visual Arts:**
    a. **at Level 3** applications for a derived grade must be made earlier than applications for other standards because the portfolios of the Candidates involved need to be identified during the external assessment process.
    b. **at Levels 1 and 2** Schools are responsible through their missed and late assessment policies and procedures for managing derived grade applications during the assessment process and prior to verification.

13. In the case of **Technology, including Design and Visual Communication**, applications for a derived grade must be made earlier than applications for other standards because the portfolios and reports of the Candidates involved need to be identified during the external assessment process.

14. In the case of **Common Assessment tasks** (CATs) Schools are responsible through their missed and late assessment policies and procedures for managing derived grade applications during the assessment process and prior to verification.

15. NZQA reserves the right to apply an Emergency Derived grade where a group of students is significantly disadvantaged by extraordinary circumstances beyond their control.

Departmental Annual Review
_____

As part of continuous improvement each department is expected to review their department. The annual review will be completed by all members of the department

Departmental Annual Review will include:

- Review of Individual Goals and impact of these on Departmental Goals

- Review of Departmental Goals for previous year

- Specific Departmental Action Targets are set in accordance with the Schools Annual Plan.

- Analysis of their NZQA or National Standard achievement

- Detailed explanation as well as a review summary of their internal Quality Assurance (Internal moderation) and NZQA moderation (External Moderation).

- They are to also report briefly on moderation issues. This self-review leads to goal setting that supports ongoing improvement in student achievement.

- Review of departmental practices (Including marking, moderation, assessment tasks, student achievement etc.)

- Departments will annually "critique" activities and assessment material used for all internal standards and keep evidence of this process in the internal moderation folders for each standard held in the department.

 "Critiquing" Simply means the department collectively, or at least the teachers involved in delivering a particular course, using the 'Teaching as Inquiry Cycle' ensures that the assessment is fit for purpose. The HOD/TIC is responsible for ensuring that proper procedures are followed. The aim is to ensure that the assessments related to individual NCEA standards are fully compliant with NCEA requirements and ensure that the 'best achievement' of students is being acknowledged.)

Departmental Review and Report to Principal and BOT

_____

As part of continuous improvement each department is expected to review and report to the board of trustees and Principal.

The annual review will be completed by all members of the department

The written report documenting the department annual review is normally completed and presented by the Head of Department.

Heads of Department provide the Principal and Board of Trustees with annual reports that include:

- Review of Departmental Goals for previous year

- Review of Individual Goals for previous year

- Departmental Goals/Targets set for current academic year

- Individual Goals/Targets set for current academic year

- Previous year analysis/review and recommendations of their NZQA results

- Detailed explanation as well as a review summary of their internal Quality Assurance (Internal moderation) and NZQA moderation (External Moderation).

- HOD's and TIC's will also review thoroughly on and external moderation issues. This self-review leads to goal setting that supports ongoing improvement in student achievement.

Sancta Maria College Assessment Cover Sheet

_____

- Student instructions for each assessment will be handed to students on a common Sancta Maria College Assessment Sheet.
- The Task Sheet will clearly indicate: Assessment strategies and/or other opportunities available for the Achievement Standard, and methods being used to verify the authenticity of student work
- Authenticity Statement: Authenticity statements on the cover sheet alerts students and parents to the issue of authenticity. Student signature shows that they understand and all information in their assessment is their own work. **For all internal assessments**, students must sign an authentication sheet or assignment coversheets to assert that the work submitted is their own and completed without inappropriate help from others.

Authenticity Statement for **students** to sign must be included on the Coversheet:

> I understand that the work I submit for this 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 this work.
> I have acknowledged all direct quotes and references in this assignment.
> I understand that plagiarism and/or collusion will result in disciplinary action which may make me ineligible for a grade in this standard.

During the activity

Follow school-wide authenticity strategies.

- Give feedback to students at milestones or checkpoints. This encourages students to focus on the assessment criteria and also allows teachers to check for authenticity of work in progress. Assessments must be conducted in accordance with the Achievement/Unit Standard conditions outlined in the NZQA achievement/unit standard criteria.

For an in-class assessment

- Teacher immediately checks collected assessments against the roll to ensure all are handed in. Teacher contacts parents of student who were absent on the day of the assessment.

SANCTA MARIA COLLEGE

NCEA LEVEL____
"Subject"
"Course Title"
COURSE INFORMATION BOOKLET
2019

Teacher: _____
Name: _____
Home Room: _____

NCEA - National Certificate of Educational Achievement
Assessment Information

Year ____ Assessment work in this subject will contribute towards credits for the **National Certificate of Educational Achievement**. The important policies about how Sancta Maria College administers and runs these assessments are outlined in the "NCEA Student Hand Book for Students" and must be read carefully together with this leaflet.

All students studying Year _____ Subject _____ will receive this booklet which includes information about the internal assessment activities for this subject.

1. <u>Subject Information</u>:

Year _____ is based on Level _____ of '_____in the New Zealand Curriculum'. It builds on the work done in years _____.
During the course students will be assessed on

_____

_____

A maximum of _____ **credits will be assessed. All assessments will be Internal** _____ Credits and External _____ Credits**.**

1. <u>Scholarship</u>:

2. <u>Department Faculty Procedures</u>:

INTERNAL ASSESSMENT

The marked assessments will be returned for checking in class. Any issue about the grading of the assessment work should be discussed with the class teacher first and if unresolved an official appeal sheet, available from your student handbook or the student centre and should be completed and given to the Head of Department within the 5 school days allowed for appeals. Appeals will be referred to the NZQA Principals Nominee for arbitration.

3. <u>Equipment and Course Costs</u>: There is _____subject fee for this course which covers the cost of _____. This fee can be paid to the accounts office.

Total Costs =$_____

In addition to normal stationary requirements the students will be required to have
-
-
-
Digital devices are compulsory and required to be used in class. All internal written assessments will be completed by digital device.

<u>These stationary requirements are compulsory and will be needed immediately.</u>

LEVEL _____

Your record of Progress and Entries for the standards being assessed in this course

AS or US	Version	Title	Context	Domain	Credits	Internal Assessment Results (and date)	External Assessment NZQA Exam Date and Time	Re-submission or Re-assessment Result (and date)
		Total credits for this course						

SANCTA MARIA COLLEGE
Level   Year Planner Outline 2019

Week	Date	Achievement Standard	Title	Credits	Internal External	Notes
1	29 Jan – 1 Feb					
2	4-8 February					Waitangi Day 6th
3	11-15 February					
4	18 -22 February					
5	25-1 March					
6	4-8 March					
7	11-15 March					
8	18-22 March					
9	25-29 March					
10	1-5 April					
11	8-12 April					
Term 2						Easter Break
1	29-3 May					
2	6-10 May					
3	13-17 May					
4	20-24 May					
5	27-31 June					
6	3-7 June					Queens B'Day 3rd
7	10-14 June					
8	17-21 June					
9	24-28 July					
10	1-5 July					
Term 3						
1	22-26 July					
2	29-2 August					
3	5-9 August					
4	12-16 August					
5	19-23 August					
6	26-30 August					
7	2-6 September					
8	9-13 September					
9	16-20 September					
10	23-27 September					
Term 4						
1	14-18 October					
2	21 - 25 October					
3	28-1 November					Labour Day 24th
4	4-8 November					
5	11-15 November					
6	18-22 November					
7	25-29 November					
8	2 – 6 Dec					
9	9-12 December	*Last week of the year*				
Notes						

SANCTA MARIA COLLEGE
NCEA Change of Assessment Date Form

Attach appropriate letters or certificates,
Where possible this form should be completed prior to assessment
Completed copy of this form will be returned to the student and a copy held on file.

Step 1 – Student to complete – Tick one box

Extension of Due Date	☐	Change the Assessment Date	☐
Student Missed Assessment	☐	Handed in Late Assessment	☐

Step 2 – Student to complete – Then hand to Teacher

Student Name:	**Homeroom:**
Date of Application:	
Standard Number:	
Standard Title:	
Subject: **Level of Course:**	**Name of Subject Teacher:**

Reason for missing assessment: *(please tick one and attach necessary documentation)*

☐ **Illness**: *medical certificate must be attached, if not, please state:* ....
....

☐ **Family/Personal Trauma:** *documentation must be attached (e.g. letter from parent/caregiver; counsellor)*

☐ **School Sporting/Cultural Activity:** *documentation must be attached (e.g. letter from coach; teacher in charge; parent/caregiver)*

☐ **Lateness:** *reason (eg, letter from a parent/caregiver)*

☐ **Other Reason:** Explain in Detail. Written letter with reason attached. E.g.: *letter from a parent/caregiver)*

Step 3 – Teacher to complete – Then hand to Principal's Nominee

Name of Subject Teacher:	**Subject Code**
Explanation of whether Reassessment/Extension is possible (teacher to complete): **Yes No** **Why/Why Not:** _____ _____ _____	
Original Date of Assessment or Due Date:	
New Due Date of Assessment if Approved:	

Step 4 – Principal's Nominee to complete

Decision by Principal's Nominee: ☐ **Extension Granted**: *New due date* …………………………………………………………………… ☐ **New Assessment Date Granted**: *New due date* …………………………………………………………. ☐ **A Derived Grade will be used in determining a grade, only if evidence is available**. *(Curriculum Leader (Head of Department) to attach documentation of evidence used and grade awarded).* ☐ **Application Denied**: *Reason* ……………………………………………………………………………………… ……….	
Principals Nominee Signature: _____	**Date:**
The reason for this decision has been explained to me and I accept the decision. Students Signature: _____	**Date:**

SANCTA MARIA COLLEGE
INTERNAL MODERATION COVER SHEET 2019

NZQA *Assessment (including Examination) Rules for Schools with Consent to Assess 2019* **(5.6b) requires that schools must report to NZQA only those internal assessment results which have been subject to an internal moderation process.**

STANDARD INFORMATION

Course Title:		Standard Number:		Version:	
Credits:		NZQF Level :		The school has consent to assess this standard (Y/N)	
Standard Title :					

CRITIQUING OF ASSESSMENT MATERIALS

The critiquing process is to ensure that the assessment materials meet the requirements specified in the standard and provide the opportunity for students to present evidence at all grades. Assessment materials should be checked against the current clarification of the standard, conditions of assessment and/or any external moderation feedback before use.

Source of materials:				Critiquing process:	Y/N
Own		Commercial		The materials have been previously critiqued and the standard and current clarification are unchanged.	
Subject Association		TKI / NZQA		**If yes, stop here. No further critiquing is required.**	
Other (e.g. QAAM material):				Registered standard number, version, title, level & credits are given	
				Student instructions are clear and language is appropriate	
Critiquer:				The assessment is consistent with learning/context/curriculum at the appropriate level	
Name:				The assessment allows students to achieve **all** requirements of the standard for **all** grades	
School:				Instructions are consistent with explanatory notes/range statements in the standard	
Date:				Assessment schedule is consistent with the standard and clarifications documents	
				Judgement/sufficiency statements clearly describe performance levels for each grade, e.g. quality & length	
				Evidence statements allow for a range of acceptable answers from students with specific examples for each grade (A/M/E)	

VERIFICATION OF TEACHER JUDGEMENTS

The verification process is to ensure that the teacher judgements are consistent with the standard before they are reported to NZQA. Purposefully selected samples of work around grade boundaries should be verified by a subject specialist with standard-specific knowledge.

The verification was completed by the following subject specialist with standard-specific knowledge

Name:	**Date:**
Position or School:	

Evidence of verification is available overleaf, attached or at location (specify):	
Sufficient pieces of work have been verified from all teachers reporting results to assure consistency across classes (where applicable).	

MONITORING OF THE INTERNAL MODERATION PROCESS

I have sighted evidence that all quality assurance processes have been completed for this standard.

Name: **Signature:**   **Date:**

SAMPLES ARE RETAINED & ASSESSMENT MATERIALS REVIEWED

Results loaded into student management system. Date:	
The school's random selection procedure has been used to select work for external moderation (if required).	
Assessment materials and student work are stored ready for external moderation (indicate file path or location):	
Assessment materials have been reviewed in response to feedback.	
New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated.	

SANCTA MARIA COLLEGE VERIFICATION EVIDENCE

Sufficient purposefully selected samples of work around grade boundaries should be verified by a subject specialist with standard-specific knowledge to be confident that teacher judgements are consistent with the standard. Use as many rows as you require.

Student's Name	Marker's Grade	Verifier's Grade	Reported Grade	Discussion comments

Sancta Maria College Internal Moderation Procedures
BEFORE CHECKLIST
_____

CRITIQUING PROCEDURES PRIOR TO STUDENT COMPLETING ASSESSMENT:

(Teacher Step by Step -What to do _BEFORE_ an assessment)

TICK BOX ONCE COMPLETED

☐ Person critiquing assessment and marking schedule will be an experienced assessor. The critiqer/moderator could come from another school or be a member of the department or a member of another department.

☐ NZQA subject page is checked to ensure latest standard version will be used or the standard version has not expired.

☐ Sancta Maria College reference nationally developed materials – benchmark samples. (TKI, Subject Related Pages and NZQA). Designed assessments may use NZQA/TKI exemplars as a starting point (Alterations from year to year may be necessary to ensure authenticity)

☐ All activities and schedules used for assessing against an internal standard, must be checked for suitability and modified if necessary.

☐ Teachers must check and consult the standard. The registered standard is the final measure against which all judgments should be made. NZQA warns that teachers should be wary of the tendency to let any **assessment exemplar** become the de-facto standard. You must use assessed work of previous years for your benchmarks only.

☐ If External moderation has taken place, then the moderator's comments should also be taken into account in the critiquing process. Therefore, an assessment task is expected to be altered and changes made in accordance with the external moderator's report in order for the task to meet the required standard.

☐ Any changes arising from the critiquing process must be made in consultation with other teachers that the changes affect.

☐ An assessment marking schedule will be agreed upon and developed before the assessment is undertaken by the student. The mark schedule allows judgments that distinguish between achieved, merit and excellence (achievement standards) or achieved and not achieved (unit standards).

☐ The critique section on the Sancta Maria Internal Moderation form must be completed **BEFORE** the activity/assessment is given to students. Keep records (e.g. annotated drafts) of the feedback from this critiquing process for ongoing reference.

☐ Log all meetings on your moderation cover sheet.

☐ Check correct standard, correct version is entered into your Kamar Mark-book

Sancta Maria College Internal Moderation Procedures

AFTER CHECKLIST

_____

VERIFYING PROCEDURES AFTER STUDENT HAS COMPLETED ASSESSMENT:

(Teacher Step by Step -What to do _AFTER_ an assessment)

☐ Verification (Moderation) will take place for every assessment standard.

☐ When the students have completed the assessment an initial moderation meeting/discussion **(Meeting 1)** will take place with ALL marker/s and verifier/s to ensure consistency at the National Standard. Reference to all steps in Critiquing – prior to assessment will be discussed. Including reference to annotated benchmarks, marking schedule, external moderation, samples of work at the grade boundary reference, Reference to records of meetings with advisors, colleagues outside the school, cluster groups

☐ A small body of student work is marked by ALL markers (BENCH MARKING) according to the assessment schedule, and judgment and evidence statements - which are provided by the critiquing process. (previous page)

☐ **(Meeting 2)** Second moderation meeting/discussion will take place with ALL marker/s and verifier/s to ensure consistency at the National Standard. Changes made to marking if needed

☐ Marking of all Assessments takes place. Usually students' work will be marked by their class teacher in the first instance. Verification must take place before any random sample is drawn by the Teacher in Charge (TIC) or Head of Department (HOD).

☐ **(Meeting 3)** Verification Meeting takes place between ALL Marker/s and Verifier/s

☐ Moderation (Verification) does not mean that every piece of work has to be double marked, but "sufficient pieces of work need to be verified to be confident the grades are consistent with the listed standard" (NZQA _Internal Moderation Cover Sheet 2019_).

☐ **Where only one class is applicable for this standard. 8 Samples of work will be chosen**

☐ **Where multiple classes are applicable for this standard. 4 Samples of work per class will be chosen.**

☐ How do I choose these Samples of Student work: A range of work should be verified across grades, borderline work may be especially useful, and teachers should be encouraged to ask for borderline work to be put forward for verification. The marker should seek verification of samples of work around grade boundaries, as well as for any grades that need review, to satisfy themselves that their decisions are consistent with the standard.

☐ Work for verification should be purposefully selected, rather than being selected randomly.

Sancta Maria College Internal Moderation Procedures

AFTER CHECKLIST

_____

VERIFYING PROCEDURES AFTER STUDENT HAS COMPLETED ASSESSMENT:

(Teacher Step by Step -What to do _AFTER_ an assessment)

☐ Where students' work is drawn from a number of different classes and teachers, sufficient verification should take place. The HOD/TIC has overall/ultimate responsibility and must be confident that the marking of each teacher can be verified as accurate.

☐ Completion of SMC Moderation cover sheet including each student's full name, grade given by Marker, grade given by verifier, Grade agreed upon as final grade given to student, Direct reference/written explanation to the standard must be documented on Moderation cover sheet for each student by the verifier.

☐ Sancta Maria College Moderation cover sheet to be fully completed with all related materials. Assessment activity / schedules / annotated benchmarks (to be refreshed on an annual basis / teacher selected material.

☐ Grades given back to students.

☐ Students sign assessment cover sheet after they have sighted the grade and agreed with grade

☐ Students are given a chance to appeal grade – Formal Appeal process will apply

☐ FULLY COMPLETED Sancta Maria College INTERNAL MODERATION cover sheet to be given to the Principals Nominee or Data Manager.

PLEASE NOTE – DO NOT ENTER GRADES AND DOUBLE GREEN TICK UNTIL YOU HAVE COMPLETED STEP 17.

☐ Enter Grades into Kamar Mark book. Double Green Tick.

☐ Select the external moderation random sample once internal moderation is completed.

☐ Set up External Moderation Samples with all required documents in a locked cupboard

**Heads of Departments and Teachers in Charge will be expected to report briefly on internal and external moderation in annual department report.**

SECONDARY MODERATION COVER SHEET

This cover sheet must be completed and submitted with the moderation materials for each standard selected for moderation.

Moderation System/Subject:

School Name: **School Code:**

Standard No: **Version of standard:**   **Level:**
                                (not version of TKI activity)

The following assessment materials should be attached or enclosed with this form:
(Tick the boxes to confirm):

☐ assessment activity with relevant resources   ☐ assessment schedule   ☐ assessed work

Please indicate the source of assessment material by ticking the appropriate box:

☐ own materials   ☐ commercial materials   ☐ modified MOE/NZQA materials   ☐ other e.g. unmodified MOE/NZQA materials

Samples of student work must be selected randomly:
- Unit Standards with Merit or Excellence criteria: submit eight randomly selected samples of assessed work.
- Unit Standards with Achieved criteria only: submit four randomly selected samples of assessed work.
- Achievement Standards: submit eight randomly selected samples of assessed work.
- For standards with eight students or fewer, send all assessed work.

All student work submitted for a standard must be for the same assessment activity.

Student identifier *e.g.: student A, student 1*	Grade *M*	Comments related to grade awarded (optional) *I have awarded Merit although the quality of the evaluation is marg because the reasons were not explained.*

Sancta Maria College
Appeals Application Form

Fill in the top section and hand into the Principal's Nominee within five school days of getting your assessment back

Name	Home Room Class:
Date of Application	
Subject	
Name of Teacher	
Standard number and title	
Grade Awarded:	❑ I have discussed my grade with my subject teacher in the first instance.
Date of assessment returned to student	

Reason for appeal
I would like the HOD / Principal's Nominee to reconsider my grade. My reasons for this request are:
(*please explain, using an extra sheet if needed*)

_____
_____
_____

HOD or Other Moderator's Decision

❑   The grade awarded or decision by the teacher stands.
❑   The decision or grade awarded has been changed to _____

The reason for this decision has been explained to me and I accept the decision.

Student Signature: _____   Date: _____

HOD Signature: _____ (HOD)   Date: _____

Principal Nominee's Decision

❑   Principal Nominee's Grade Decision _____

      Principal Nominee's Comment: _____

Signed: _____ (PN)   Date: _____

SANCTA MARIA COLLEGE
ACADEMIC MISCONDUCT REPORT FORM

Appendix I   - Academic Misconduct Form…………………… pg83

Before proceeding with a conference with the student, the faculty member should consult with the Academic Student Guidelines.

The faculty should use this form at the conclusion of the informal conference to document the conference and to inform the Principal's Nominee of this incident. Any action taken as a result of the academic misconduct will be undertaken by the Principal's Nominee and/or Deputy Principal of Curriculum.

1. Department Information:

Name of faculty making report: _____

Date: _____

Name of Staff member making report: _____

2. Student Information:

NAME: _____

STUDENT NSN NUMBER: _____

HOMEROOM: _____

NCEA STANDARD AFFECTED: _____

DATE(S) OF THE INCIDENT: _____

DATE OF MEETING WITH STUDENT (if applicable): _____

3. Indicate which academic misconduct is alleged: (Please Refer to Appendix B for Clear Definitions)

_____	1.	**Plagiarism**
_____	2.	**Unauthorised Collaboration**
_____	3.	**Multiple Submissions of a single assessment**
_____	4.	**Impersonation**
_____	5.	**Use of Unauthorised Materials**
_____	6.	**Assisting others in Academic Misconduct**
_____	7.	**Misrepresentation**
_____	8.	**Purchasing assessment**
_____	9.	**Falsification/Fabrication**
_____	10.	**Breach of Ethics**
_____	11.	**Breach of Exam or test regulations**
_____	12.	**Copying**
_____	13.	**Ghost Writing**
_____	14.	**Other academic misconduct or forms of academic dishonesty**

4. Describe what occurred (attach additional pages/images if necessary):

_____
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5. Actions taken by the faculty in consultation with Deputy Principal – Curriculum and/or Principal's Nominee:

_____ 1. Referral for formal discipline

Referral to: _____

Formal Discipline to Occur: _____

_____ 2. Resubmit assignment/paper/project.

Requirements: _____

Due Date: _____

_____ 3. Retake exam

_____ 4. Complete additional assignment, course work, exam, or paper

_____ 5. Lower grade on assignment/exam/paper involved (specify grade) _____

_____ 6. Failing grade on assignment/exam/paper involved

_____ 7. Other formal Discipline (please state) _____

6. Administrative Signatures

Head of Department: _____ Date: _____

Principal's Nominee: _____ Date: _____

Deputy Principal (Curriculum): _____ Date: _____

7. Student Signature

I understand that by signing this form I have been involved in a form of academic misconduct and I understand and have sighted the action that will be taken due to my academic misconduct.

Name: _____ Date: _____

Student Signature: _____

Appendix A – Sancta Maria College Academic Misconduct Outcome Matrix

Level 3 Breach	Level 2 Breach	Level 1 Breach

	Level 3	Level 2	Level 1
Recommended exclusion from Sancta Maria College	■		
Recommended suspension or stand-down from Sancta Maria College	■		
The cancellation of any pass or passes for any other part of the student's course undertaken in the same teaching period as the paper in which academic misconduct occurred	■	■	
A fail grade (Not Achieved) for the assessment in which the academic misconduct occurred	■	■	
A reduction in the overall mark for the paper	■	■	
A zero mark for the assessment affected by the academic misconduct	■	■	
Submission of a new or revised version of the assessment with a maximum of a "pass" for the assessment	■	■	
Award a mark based on the portion unaffected by the academic misconduct with zero marks awarded for affected portions.	■	■	■
Issue the student with a warning that includes information about the Sancta Maria College's Academic Integrity Policy and resources that are available to support the policy	■	■	■
Require the student to complete some form of community work/service that encompasses Sancta Maria College's Catholic Values	■	■	■
Repeat the assessment with a reduced maximum grade	■	■	■
Require the student to complete forms of detentions	■	■	■
Require the student to undertake a supplementary, formative reflective assessment on academic integrity	■	■	■

Sancta Maria College Forms of Academic Misconduct

Appendix B

(1) Plagiarism:

i.   Copying or cutting and pasting text from others by appropriation or imitation of the language, ideas, and thoughts of another author and representation of them as one's original work. Without using quotation marks or block quotes to identify that text, nor clearly indicating the source (this includes paper and electronic sources)

ii.   Copying visual materials, images and/or physical objects lifting of entire paragraphs, chapters, etc. from another's work without clearly indicating the source

iii.   Using poor paraphrasing of sentences or whole passages without referencing the original work

iv.   Using another person's ideas, work or research data without acknowledgment

v.   Copying computer files or computer code without clearly indicating their origin

vi.   Submitting another student's work in whole or in part, where this is not specifically permitted in the course outline

vii.   Submitting work that has been written by someone else and/or by paraphrasing another's ideas or conclusions without acknowledgement.

viii.   Resubmitting portions of previously submitted work without indicating the source.

ix.   Submission of work that relies too greatly on model answers or sample solutions provided in the course materials.

(2) **Unauthorised collaboration**

Presenting group work in any form of assessment where individual answers are required. This does not include assessment tasks where students are expressly required or permitted to present the results of collaborative work. Unless it is explicitly stated otherwise, each student's answers should be in their own words. Examples of unauthorised collaboration
a. Splitting the work of one assignment among several students and all submitting the combined work as their own
b. Cooperating on writing computer programs, set assessment tasks which were meant to be individual effort
c. Receiving professional assistance not from Sancta Maria College; example students who have left Sancta Maria College.
d. Swapping assignments

(3)   **Multiple submissions of single assessment**: submitting substantially the same work for multiple assessments; presenting work submitted previously at Sancta Maria College or another educational institution.

(4)   **Impersonation**: getting someone else to participate in any assessment on one's behalf, including getting someone else to sit a test or examination on one's behalf. Impersonating someone else in an examination or other assessment activity.

(5)   **Use of unauthorised materials**: using notes, aids, books or other material in the completion of an assessment unless expressly permitted to do so; taking calculators, computers or any other electronic devices (e.g. cell phones or tablets, watches) into a test or examination unless expressly permitted to do so.

(6)   **Assisting others in academic misconduct**:

i.   Impersonating another student in a test or examination
ii.   Writing an assignment for another student
iii. Giving answers to another student in a test, examination or any other assessment before or during (whether in a current or previously offered paper) by any direct or indirect means.
iv.   Allowing another student to copy answers in a test, examination or any other assessment.
vi.   Encouraging Academic Dishonesty**.** Intentionally or unintentionally helping or attempting to persuade and/or influence another to violate the Sancta Maria College school rules, policies, or regulations governing academic integrity.
vii. Taking photos and/or written notes and sharing this with others. This includes photos and written notes of tests, exams, student assessment work.
viii. Assistance given by current or past student to another student to be dishonest or fraudulent with academic assessment.

 (7)   **Misrepresentation**: feigning disability, temporary illness or injury or exceptional circumstances beyond one's control, and then claiming special conditions and/or special consideration.

(8)   **Purchasing assessmen**t: submitting for assessment material obtained from commercial essays, assignment services, other students or any other source. Using material obtained from commercial essay or assignment services.

(9)   **Falsification/Fabrication**: falsifying or fabricating the results of one's research or laboratory assignments; presenting as true or accurate material that one knows to be false or inaccurate. For example in laboratory reports or publications, or in quotations by interview subjects, or EOTC trips. Presenting data obtained improperly (e.g. data collected without permission and or prior approval of the relevant ethics committee).
Fabrication. Deliberate falsification or design of any material or excerpt in an academic assignment or exercise.

(10)   **Breach of ethics**: a breach of a duty of confidentiality, privacy or the terms of any ethical approvals.

(11) **Breach of Exam / Test Regulations**

This type of cheating is typified by the student obtaining work from another source.
i.   Using cheat sheet, lecture notes, and/or textbooks on a closed book exam
ii.   Talking in a foreign language during an exam
iii. Using a computer for a programming problem on an exam when the problem was intended to be a paper exercise
iv.   Looking at a peers assessment
v.   Printing or e-mailing online test questions when not permitted
vi.   Stealing, Copying, Taking photos, Deliberate sighting of an exam paper from a teachers desk or other learning area

(12) **Copying:** Copying from another person in an examination or other assessment activity.
This type of cheating is typified by the student obtaining work from another source.
i.   Copying from the web
ii.   Sharing ones work with another student
iii. Taking work left on the computer or network or photocopier
iv.   Copying from a textbook, CD rom, USB, articles and website,
v.   Stealing someone else's work
vi.   Obtaining program code fragments from several sources and putting them together as one program

(13)   **Ghost Writing:** Submitting an individual assignment written entirely or in part by another person (e.g. ghost writing and collusion – agreement between students to deceive).

(14) **Other Academic Misconduct or forms of Academic dishonesty**: actions that are deemed to contravene the values and accepted practices associated with academic integrity.

SANCTA MARIA COLLEGE

NAME OF DEPARTMENT

ACHIEVEMENT/UNIT STANDARD NUMBER

TITLE OF ACHIEVEMENT/UNIT STANDARD

Version Number:

TITLE OF ASSESSMENT

Number of Credits: (*add here*)

Time allowed: (*add here*)

Assessment Dates or Due Date: (*add here*)

Teacher in Charge: (*add here*)

Student Name   _____   Homeroom_____Teacher_____

Date handed in _____   Time handed in: _____

Teacher Signature _____

Offered Reassessment Date: (*add here*) or Reassessment Not Offered Instructions:

Add *your specific assessment instructions here:*

Authenticity Statement

Student: I understand that the work I submit for this 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 this work.
I have acknowledged all direct quotes and references in this assignment.

I understand that any form of Academic Misconduct will result in disciplinary action which may make me ineligible for a grade in this standard.

Signature _____ Date   _____

**2019 EXAMINATION TIMETABLE**

DATE	TIME	LEVEL 1	LEVEL 2	LEVEL 3	SCHOLARSHIP
Fri 8 Nov	9.30 am		Physics	Business Studies	Calculus
	2.00 pm	Geography	German	Dance	Agricultural & Horticultural Science
WEEKEND
Mon 11 Nov	9.30 am	Biology	Music	Media Studies	Accounting
	2.00 pm	Business Studies	Chemistry	Agricultural & Horticultural Science/ German / Chinese	English
Tues 12 Nov	9.30 am		English		
	2.00 pm	History	Te Reo Māori	Biology	Economics
Wed 13 Nov	9.30 am	English			
	2.00 pm		Media Studies	Home Economics	Statistics
Thurs 14 Nov	9.30 am	Science		Making Music	History
	2.00 pm	Te Reo Māori / Art History	Geography	Chemistry	Te Reo Rangatira
CANTERBURY ANNIVERSARY DAY
WEEKEND
Mon 18 Nov	9.30 am	Chemistry	Chinese	French	Drama
	2.00 pm	Classical Studies	Health	Economics	
Tues 19 Nov	9.30 am	German	Biology	Geography	
	2.00 pm	Physics	Home Economics	Classical Studies	Japanese
Wed 20 Nov	9.30 am	Mathematics & Statistics			Biology
	2.00 pm		Drama	Physics	Art History
Thurs 21 Nov	9.30 am		Mathematics & Statistics		Classical Studies
	2.00 pm	Music	Accounting	History	French
Fri 22 Nov	9.30 am	Accounting		English	
	2.00 pm	Home Economics	Economics		Geography
WEEKEND
Mon 25 Nov	9.30 am		History	Health	Physics
	2.00 pm	Te Reo Rangatira / Latin	Agricultural & Horticultural Science	Sāmoan	Te Reo Māori / Latin
Tues 26 Nov	9.30 am	French	Business Studies	Calculus	
	2.00 pm	Economics		Accounting	Media Studies
Wed 27 Nov	9.30 am	Media Studies	Earth & Space Science	Drama	Chemistry
	2.00 pm	Sāmoan / Spanish	Japanese	Te Reo Rangatira / Social Studies / Psychology	Sāmoan
Thurs 28 Nov	9.30 am	Agricultural & Horticultural Science	Art History	Statistics	
	2.00 pm	Chinese	Spanish	Earth & Space Science	
Fri 29 Nov	9.30 am	Drama	Social Studies	Music Studies	Spanish
	2.00 pm	Health	Sāmoan / Education for Sustainability	Te Reo Māori / Latin	Chinese
WEEKEND
Mon 2 Dec	9.30 am	Social Studies	Dance	Art History	Earth & Space Science
	2.00 pm		Classical Studies		German
Tues 3 Dec	9.30 am	Dance	French	Spanish	
	2.00 pm	Japanese	Te Reo Rangatira / Latin	Japanese	

Assessment also offered digitally

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NCEA MYTHBUSTER #1

The number of credits assessed

NZQA
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Facts

- Students need a total of 80 credits for each NCEA qualification.

- Assessment programmes can be personalised to meet individual student needs. Some students may undertake less assessment, whilst others undertake more.

- The National Curriculum details what may be taught, but not everything needs to be assessed. Too much assessment can get in the way of learning.

- The school decides on the overall number of credits assessed in a year, by a student or group of students.

- The teaching programme should allow students to be assessed when they are ready.

Myths

- 'All students within a course must be assessed against the same standards.'

- 'All students should be assessed against every standard offered in a course.'

- 'A course must contain no more than 24 credits and no less than 18 credits.'

Some other things to think about

- A teaching programme should meet the requirements of the *New Zealand Curriculum* or *Te Marautanga o Aotearoa*.

- An assessment programme should give students the opportunity to demonstrate their learning.

- Factors that might determine the amount of assessment undertaken include:

  – your school's assessment policy

  – the way in which evidence of achievement can be gathered

  – the number of credits needed to gain a qualification, course endorsement, University Entrance, or other tertiary entrance requirements

  – the number and type of credits required for Vocational Pathways.

NCEA MYTHBUSTER #2

Assessment practice and gathering evidence

Facts

- Students should be assessed when they are ready, where this is practical and manageable for the school.
- Assessment should enable students to have a fair opportunity to achieve.
- Assessment methods should not disadvantage particular learners, such as those entitled to special assessment conditions.
- Students in a class:
  - can complete different standards
  - do not need to be assessed for all the standards offered in the assessment programme.
- Different tasks and/or contexts can be used to assess individual students, as the teacher's judgement is against the standard.
- Evidence of achievement can be gathered in different ways, provided it meets the requirements of the standard, is authentic and can be verified. For example, evidence can be:
  - oral, digital, by a performance or practical
  - gathered over time as a portfolio
  - ongoing and integrated with learning
  - naturally occurring
  - gathered through observations and checklists
  - written.
- As each standard assesses a different learning outcome, authentic evidence generated during teaching and learning may be used for more than one standard. This can be within a subject or across subjects.

- Teachers can also:
  - use a single context to assess students against more than one standard
  - provide guidance on sufficiency of evidence
  - provide exemplars to show "what levels of achievement may look like"
  - review the number of credits in a programme of learning.

Myths

- 'All students in a class must be assessed at the same time'
- 'Offering different standards, tasks or contexts to students in the same class:
  - is not permitted
  - provides an advantage to some
  - is not fair'
- 'Student assessment evidence:
  - can only be used for one standard; no 'double dipping' is allowed
  - must all be presented in the same way using the same context
  - must be in writing.'
- 'Portfolio evidence means that students have multiple assessment opportunities.'
- 'The more evidence produced, the better the grade.'
- 'Students can resubmit evidence for the same standard multiple times.'

Some other things to think about

- Not all learning needs to be assessed. Assessment should not drive a learning programme.
- By assessing fewer standards students can "do less, better".
- The sufficiency of evidence needs to be appropriate to the standard.

NCEA MYTHBUSTER #3

Managing authenticity

Facts

- Publicly sourced assessment material must be changed. Changes can include:
  - specific figures or text
  - data sets or sources
  - contexts, topics or performance opportunities.
- Students do not need to complete the same assessment task and they do not need to be assessed at the same time. Some students may require a separate task or context to ensure authentic work is submitted.
- Tasks can be broken into group and individual components to identify individual evidence.
- Assessors can monitor the authenticity of student work as it is developed and during the marking process through:
  - regular check points
  - submission of plans and drafts
  - oral questioning to confirm understanding
  - requiring a repeat performance, if in doubt
  - being familiar with or controlling resources available
  - referencing and bibliographies
  - monitoring revision changes
  - using plagiarism software or internet searches of suspicious phrases.
- A 'Not Achieved' must be reported for proven breaches of authenticity that compromise a student's result.
- School policy will determine whether a proven breach of authenticity for internally assessed standards is an acceptable reason for a further assessment opportunity (Assessment Rules).

Myths

- 'Publicly available tasks can be used unmodified.'
- 'All students need to complete their assessment at the same time to ensure authenticity.'
- 'Group work cannot be assessed.'
- 'Authenticity checks are not necessary if an authenticity declaration is signed.'
- 'Digital assessment allows more opportunity for authenticity breaches.'
- 'You can withdraw a student's entry for a proven breach of authenticity.'

Some other things to think about

- Authenticity checks provide assurance that evidence produced is a student's own work.
- Inauthentic work may be a result of:
  - a lack of understanding of the assessment task or what constitutes inauthentic work and plagiarism
  - copying from another person or public source, or plagiarism
  - too much guidance from a teacher, assessor, parent or tutor
  - willingly sharing work with other students.

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NCEA MYTHBUSTER #4

Resubmission

NZQA
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Facts

- A resubmission:
  - can only be offered to individual students to identify or correct a minor error preventing the award of a higher grade
  - must take place as soon as possible after the assessment has been completed
  - can only be offered where the teacher judges the student should be capable of discovering and correcting the minor errors themselves in a short period of time
  - can be offered after either the first or the one further assessment opportunity.
- If there are a lot of changes to be made, or they are significant, it is not a resubmission.
- Teachers must only give general feedback and must take care not to over-direct the students. They must ensure that students' work is authentic.
- Only one resubmission can be provided per assessment event.
- Further teaching and specific feedback cannot occur between the final submission date and the resubmission.
- A student must have access to any grade after a resubmission (Not achieved, Achieved, Merit and Excellence).
- The amount of time provided for a resubmission depends on the nature of the assessment and how authenticity can be assured.
- Resubmission rules for Industry Training Organisation owned unit standards may differ. You must follow the rules of the standard setting body.

Myths

- 'A resubmission must be offered to all students.'
- 'I can show students what they should fix up.'
- 'I can offer multiple resubmission opportunities.'
- 'A student cannot be awarded anything higher than Achieved for a resubmission.'
- 'All students should be given 30 minutes to complete their resubmission.'

Some other things to think about

- In managing resubmissions, all students need to be treated equitably.
- Teachers should use professional judgement to decide on a reasonable timeframe, bearing in mind that no further teaching or learning can take place prior to a submission.
- If the evidence is gathered by portfolio, or over an extended period, the use of checkpoints and feedback/feedforward will usually remove the need for a resubmission.

Further assessment opportunity

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
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Facts

- Only one further assessment opportunity for each standard can be offered in a year.

- Schools can decide whether a further assessment opportunity is offered for any standard. It must be a manageable and practical decision for the school and it can be on a standard by standard basis. Students must be told upfront whether a further assessment opportunity is available for a standard.

- The further assessment opportunity can only be offered after further learning has taken place.

- A different activity or task must be offered for the further assessment opportunity.

- The further assessment opportunity must be offered to all students entered for that standard in that course, regardless of the grade that they achieved. Students do not need to take up the opportunity.

- A student must have access to all grades – Not Achieved, Achieved, Merit or Excellence – whether it is their first or subsequent attempt at the standard.

- The highest grade from either assessment opportunity is reported.

- Students can have one resubmission opportunity for each assessment – see Myth Buster #4.

Myths

- 'NZQA requires that a further assessment opportunity be offered for all standards that are assessed.'

- 'If you offer a further assessment opportunity for a standard, you must offer it for all standards.'

- 'A student cannot be awarded anything higher than Achieved for a further assessment opportunity.'

- 'You can offer more than one further assessment opportunity for the assessment of a standard.'

- 'A further assessment opportunity can only be offered when the student has received a 'Not achieved' grade.'

- 'If a further assessment opportunity is offered to one student, all students must undertake the assessment.'

Some other things to think about

- When determining whether or not to offer one further assessment opportunity, you should consider:
  - validity and fairness
  - student and teacher workload
  - whether the student has provided other authentic evidence elsewhere
  - your school's assessment policy.

NCEA MYTHBUSTER #6
Internal moderation

NZQA
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Facts

- Schools must undertake internal moderation each year to ensure that assessment materials meet the standard and that teacher judgements are consistent across tasks, classes, and years.

- A sample of student work from each standard assessed must be internally moderated every year.

- Schools must report only those internal assessment results which have been subject to an internal moderation process.

- Schools must have a documented internal moderation process to ensure reported results are consistent with the national standard.

- Evidence of grade verification can include:
  - annotated student work
  - records of discussions between teachers
  - the *Internal Moderation Cover Sheet*.

- Schools can document their internal process in any way, including adopting or adapting the *Internal Moderation Cover Sheet*.

- Benchmark samples should be identified during the marking process and kept for future reference and decision making.

- Stored samples should be regularly updated.

- The subject leader is responsible for making sure that internal moderation occurs. Senior management is responsible for ensuring that all assessed standards are subject to internal moderation before results are reported.

Myths

- 'Every piece of student work needs to be verified.'

- 'Not all standards need to be internally moderated.'

- 'The *Internal Moderation Cover Sheet* must be used to document internal moderation.'

You can get a better understanding of the national standard through:

- Using standard-specific subject experts and colleagues in other schools to verify your grades.

- Active membership of professional associations.

- Using material on the Subject Resources pages on NZQA's website, such as clarification documents and annotated exemplars.

- Participating in Best Practice Workshops.

- Use of Te Kete Ipurangi or commercial material you can critique yourself.

- Referring to benchmark samples from previous years to maintain consistency.

- Use of trade marked Quality Assured Assessment Materials (QAAM) and other NZQA-approved materials.

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NCEA MYTHBUSTER #7

Selection of work for external moderation

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Facts

- The external moderation random sample is selected once internal moderation is complete.

- NZQA requires a random sample for external moderation comprising:

  - eight pieces of student work for standards for which more than one passing grade is available (i.e. Achieved, Merit or Excellence)

  - four pieces of student work for standards for which the only grade is Achieved.

- For external moderation, schools need to store only the randomly selected samples for each standard assessed. These should be kept until the standard is next assessed, or for two years.

- A standard will not be selected for external moderation if it has not been assessed in the last two years.

- Digitally generated or stored student evidence can be submitted online for external moderation.

Myths

- 'The samples randomly selected for external moderation must be verified as part of the internal moderation process.'

- 'NZQA requires all internally assessed work to be stored for three years.'

- 'All work from the previous year must be kept in case it is required for external moderation.'

- 'NZQA requires hard copies of student evidence.'

Suggestions for managing workload

- You should follow your school's

  - random selection process soon after verification of assessment decisions for each standard assessed

  - procedure for filing or storing the random selection of student work.

- Clearly label work generated digitally and store it in an accessible place in case it is selected for external moderation.

- Clearly date all evidence so that it can be replaced by new work and discarded as necessary.

NCEA MYTHBUSTER #8

Profiles of Expected Performance (PEPs)

Facts

- PEPs are ranges for each Not achieved, Achieved, Merit and Excellence grade that indicate the expected distributions of results for a standard. They are indicators, not targets. They are developed annually for each standard.

- PEPs are monitoring tools used during marking. Overall result distributions may fall outside of PEP ranges when there is a legitimate reason (e.g. teacher professional development, or new or revised standards).

- Scaling is a mathematical process that is used to adjust students' results. PEPs are not used to scale results. Each student's result for an achievement standard depends on their performance, not the group performance.

- The expected performance is interpreted relative to the standards, not relative to other students. PEPs are not norm-referenced.

- PEPs were initially developed in response to the State Services Commission Report (2005), which recommended that NZQA produce a tool to identify possible unacceptable variability in results from year to year, and allow this to be addressed during marking.

- PEPs are used to ensure consistency in nationally run external assessment over time, to make assessments fair to students.

Myths

- 'PEPs are scaling.'

- 'PEPs are norm-referenced.'

- 'PEPs determine the results that students get.'

- 'PEPs are not fair to students.'

Some things to think about

- In a national examination, the characteristics of the cohort does not usually change significantly from year to year. Therefore, the performance of students should not change significantly. Their performance may change as a result of the alignment of standards to the curriculum and other changes in standards. This is considered when setting and interpreting the PEPs.

NCEA MYTHBUSTER #9
Derived grades

Facts

- Derived grades can only be used for external assessments.
- Sufficiently modified past NZQA assessments and keeping commercially produced practice assessments secure will help ensure students can present authentic evidence.
- Derived grades submitted must be based upon:
  - an authentic pre-existing grade
  - standard-specific evidence covering the entire standard
  - a justifiable process (either because they have been quality assured or because evidence exists that the teacher's judgements are consistent with the national standard)
  - the specified conditions of assessment.
- It is a student's decision to apply for a derived grade.
- Students are encouraged to sit the examinations, where possible. The higher grade will be reported.
- Supporting evidence may include medical evidence, a death notice or health specialist letter.
- NZQA makes the decision to approve a derived grade. A school does not have to support an application, but must still process it.
- Declined derived grade applications can be appealed.

Myths

- 'Derived grades can be used for internal assessment.'
- 'Previous unmodified NZQA papers can be used for practice assessment for generating a derived grade.'
- 'Grades from internally assessed standards can be used to provide a derived grade.'
- 'Practice assessments used for a derived grade do not have to cover the whole standard or be quality assured.'
- 'I can submit a Merit grade even if the evidence or practice assessment is only Achieved.'
- 'A student cannot apply for a derived grade if he/she sat the examination.'
- 'Only a doctor's certificate is acceptable for a medical application.'
- 'The Principal's Nominee makes the decision.'

Some other things to think about

- A school must have quality assurance processes that give it confidence that the derived grade submitted is valid and authentic (Assessment Matters A2015/0360).
- Students suffering from long-term or recurring conditions:
  - may be entitled to Special Assessment Conditions
  - may be eligible for a derived grade if there is an exacerbation of the condition just prior to the examinations
  - may have to accept that their results from practice assessments may be affected by their condition and that a derived grade would not be appropriate.
- A student may choose not to apply for a derived grade when the grade to be reported would be 'Not Achieved'.
- The derived grade process is not available for New Zealand Scholarship, as it is a competitive process.

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