



Sancta Maria College Authenticity

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:

- 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:

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 AUTHENTICITY OF NCEA ASSESSMENTS

