# Sancta Maria College .

# 2024
# NZQA
# 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.

# Contents

# Appendices FORMS – Back of the Handbook

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**FORMS**

# Section 1: Important Dates for 2024

Each subject will have internal assessment dates during the academic year.  These vary depending on the subjects you have chosen.  Refer to your Course Outlines you have been given.  These may change at times, always consult your classroom teacher to confirm the dates.

| | |
|---|---|
| **Tuesday 21st May** | Identified Year 10-13 Reading 32403 Literacy Exam |
| **Wednesday 22nd May** | Identified Year 10-13 Numeracy 32406 Exam |
| **Thursday 23rd May** | Identified Year 10-13 Writing 32405 Literacy Exam |
| **Monday 22nd July** | **Start of Term 3** |
| **Tuesday 18th July** | Parent and Student NCEA Evening |

**Wednesday 4th – Friday 13th September Term 3 Derived Grade Exam Assessment Week**

| | |
|---|---|
| **Wednesday 11th September** | All Year 10 Reading 32403 Literacy Exam |
| **Thursday 12th September** | All Year 10 Numeracy 32406 Exam |
| **Friday 13th September** | All Year 10 Writing 32405 Literacy Exam |
| **Monday 14th October** | **Start of Term 4** |
| **Tuesday 5th November** | NCEA/Scholarship External Examinations **START** |
| **Friday 29th November** | NCEA/Scholarship External Examinations **END** |

# Section 2: Privacy Act, 2020 Sancta Maria Colleges Responsibilities

Under the Privacy Act 2020, Sancta Maria College Staff must ensure that the confidentiality of student personal information is always maintained. This includes:

➢ Sancta Maria College keeps all NCEA student assessments, personal information, and documentation secure.

➢ Student permission must be explicitly sought and gained if it is intended to use their work as benchmarks/exemplars for any other person to see.

➢ All NCEA results must be kept secure.

➢ Sancta Maria College teachers have an obligation to take care of the personal information about students that they hold.  They must have measures in place to avoid loss of information or unauthorised access or use.

➢ Ensuring that personal information is collected and stored securely, and the information is used only for the purposes for which it was obtained.

➢ Sancta Maria College shall meet the Information Privacy Principles of the Privacy Act 2020

➢ The principles of natural justice and privacy underpin Sancta Maria College's decision-making process when dealing with such procedures as: Academic Misconduct, Appeals, Change of Assessment date and all other NZQA matters.

➢ Ensuring that the least amount information is managed on a need-to-know basis.

➢ The principles of fairness and privacy underpin decision-making process when reviewing applications for a Derived Grade.

# Section 3: What is NCEA – 2024 Year 11,12,13

NZQA Website Explaining NCEA - NZQA - ABOUT NCEA

How to Achieve NCEA Level 1, 2, 3 - NZQA INFORMATION ON ACHIEVING LEVEL 1,2,3

## NCEA LEVELS OF ACHIEVEMENT

| LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|---|
| 60 credits at any Level (1, 2 or 3) | 60 credits at Level 2 or above | 60 credits at Level 3 or above |
| 10 Literacy credits, and | 10 Literacy credits, and | 10 Literacy credits, and |
| 10 Numeracy credits | 10 Numeracy credits | 10 Numeracy credits |
| **University Entrance** | 60 Credits at Level 3<br>Within 60 credits 42 credits must be……<br>14 Credits in UE approved in Subject 1, Subject 2, Subject 3<br>UE Literacy at Level 2 with 5 credits in reading and 5 credits in writing available from specific A/S standards.<br>UE Numeracy at level 1 with 10 credits or higher | |

**How do I (Teachers) enter students for NCEA?** Teachers will enter grades and standards against student names using the Kamar Student management system. Students will be entered for all or a majority of the standards applicable to that subject option unless approved by Deputy Principal Mrs Sullivan.

**Standards Assessed – NZQA Website About Standards**
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.

**Types of Standards**
**Internal Standards:** Collected during year – Example Essays, Projects, Seminars
**External Standards: (Portfolio) Collected and Submitted during the year:** Portfolios -Art, DVC, Technology, Some new level 1 external standards.
**External Standards:** Exams take place in November.

**Grades Given**

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

# Section 4: 2024 Literacy and Numeracy Co-requisite

In 2024, the literacy and numeracy requirements of the NCEA are formally separated out from the certificate at Levels 1-3 and the 20-credit co-requisite becomes mandatory.

Learners can achieve the co-requisite using either:

- The co-requisite standards (Unit Standards: 32403,32405,32406)
- Credits from the List of Approved additional assessment standards
- Or a mixture of both (for example, the new co-requisite standards for literacy through the CAA and the list of approved standards for numeracy)

Whatever combination of standards they use, learners must achieve 10 literacy-rich and 10 numeracy-rich credits. You cannot have a combination of Co-requisite standards and Additional standards to create your total of 10 credits in Literacy or Numeracy.

**Information and Literacy and Numeracy Common Assessment Activity (CAA**

- The assessment window for each Common Assessment Activity (CAA) will be 2 weeks.
- You will be able to choose when during this time you would like to deliver each CAA.
- You will be able to indicate in your entries file whether the entry is for session 1 (Term 2) or session 2 (Term 3)
- Each CAA must be completed on the same day for each student.
- Derived Grades are not available for the Literacy and Numeracy standards. If a student misses an assessment for any reason, they will not be able to be assessed until the next scheduled opportunity.
- The CAAs will include a range of questions – multiple choice, short answer, and extended answer. There will be images, but no video.
- There is no time constraint on an assessment, but most students will complete it within an hour.
- The standards are levelled at Level 4/5 of the National Curriculum
- The Ministry of Education has recommended tools to assess when students

## Section 5: Sancta Maria College Pathways to Numeracy and Literacy

Identified students without Literacy (Reading / Writing and Numeracy) from Year 11-13 will be offered two different pathways to gain this qualification in 2024.

| PATHWAY | Standards, Type of Assessment | Date of Assessment |
|---|---|---|
| **Pathway 1** | US32403: Demonstrate understanding of ideas and information in written texts (Literacy Reading) <br> US32405: Write texts to communicate ideas and information (Literacy Writing) <br> US32406: Use mathematics and statistics in a range of everyday situations (Numeracy) | **Assessment Opportunity 1:** <br> Reading – Tuesday 21st May <br> Writing – Wednesday 22nd May <br> Numeracy – Thursday 23rd May <br> **Assessment Opportunity 2:** <br> **Whole Year 10 Cohort and Identified Year 11-13 students.** <br> Reading – Wednesday 11th September <br> Writing – Thursday 12th September <br> Numeracy Friday 13th September |
| **Pathway 2** | Standards offered through Subject Courses <br> NZQA Additional Approved Standards to Gain Numeracy or Literacy | Internal Standards Completed throughout the year. <br> External Standards Completed in November 2024 Exam period |

## Section 6: Resources for Teachers Literacy and Numeracy

NZQA LITERACY AND NUMERACY INFORMATION WEBSITE LINK

LITERACY INFORMATION- Reading and Writing

NUMERACY INFORMATION: - Numeracy

Assessment Specifications for 2024 are available here

Assessment Specifications for 2024 are now available:

LITERACY (Reading)

LITERACY (Writing)

NUMERACY

# Section 7a: University Entrance (UE)

NZQA UNIVERSITY ENTRANCE (UE) WEBSITE INFORMATION

To be awarded University Entrance (UE), you will need ALL of the following:

| 1. | 14 Credits at Level 3 in each of three approved subjects<br>NZQA UNIVERSITY ENTRANCE (UE) APPROVED SUBJECTS LIST LINK |
|---|---|
| 2. | 10 Literacy credits at Level 2 or above, made up of:<br>　　5 credits in reading<br>　　5 credits writing |
| 3. | 10 Numeracy credits at Level 1 or above made up of<br>　　Co-requisite 32406 or certain achievement standards |

The literacy credits will be gained from a schedule of approved achievement standards and unit standards.

**UNIVERSITY ENTRANCE STUDENTS MUST HAVE ALL OF THE BELOW LIST**

| **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 | Numeracy (10 credits) | | | |

## Results Information

For detailed information go to www.nzqa.govt.nz

Once you have met the requirements for University Entrance it will appear on your Record of Achievement via your personal login page on the NZQA Student Portal

**PLEASE NOTE ALL STUDENT INFORMATION IS TICKED AS YES AND IS AUTOMATICALLY ACCESSIBLE TO NZ AND AUSTRALIAN UNIVERSITIES**

# Section 7b: Scholarship Information

New Zealand Scholarship offers recognition and monetary reward and provides a further challenge for particularly able students. If you enter for New Zealand Scholarship, you will be assessed against a standard by either a written and/or spoken examination, or by submitting a portfolio or report of work from throughout the year. Sancta Maria College has, over the years, had great success preparing our students for these examinations. Further information can be given by your teachers or is on the:

NCEA Scholarship Website Page.

| |
|---|
| **Premier Award**<br><br>For the very top 7 to 12 candidates in New Zealand. The minimum eligibility requirement to be considered for this award is achievement of at least three Scholarships at "Outstanding" level in the same year. The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee and award. Award: $10,000 each year for up to three years as long as candidates maintain a 'B' grade average each year of their tertiary study. |
| **Outstanding Scholar Award**<br><br>For the next 40-60 top Candidates. The minimum eligibility requirement to be considered for this award is achievement of three Scholarships including at least two at "Outstanding" level in the same year, or more than three Scholarships including at least one at "Outstanding" level in the same year. The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award. Award: $5,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study. |
| **Scholarship Award**<br><br>For Candidates who achieve New Zealand Scholarship in three or more subjects in the same year and for Candidates who achieve two Scholarships at "Outstanding" level in the same year. Award: $2,000 each year for up to three years for as long as the recipient maintains at least a 'B' grade average each year of their tertiary study. |
| **Top Subject Scholar Award**<br><br>For the top Candidate in each one of the New Zealand Scholarship subjects. Award: $2,000 each year for up to three years for as long as the recipient maintains at least a 'B' grade average each year of their tertiary study. |
| **Single Subject Awards**<br><br>For Candidates who achieve New Zealand Scholarship in one or more subjects. Award: A 'one-off' award of $500 per subject, for up to two subjects, (maximum payment $1000). |

# Section 8: NCEA Overall Endorsement

Endorsement Awards show on your student Record of Achievement
NZQA Overall Endorsement – NZQA Website explaining Overall Endorsement

**LEVEL 1 NCEA ENDORSEMENT**

| | |
|---|---|
| NCEA Level 1 Endorsement with Excellence | = 50 credits at Excellence |
| NCEA Level 1 Endorsement with Merit | = 50 credits Mixture of Excellence or Merit |

**LEVEL 2 NCEA ENDORSEMENT**

| | |
|---|---|
| NCEA Level 2 Endorsement with Excellence | = 50 credits at Excellence |
| NCEA Level 2 Endorsement with Merit | = 50 credits Mixture of 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 Mixture of Excellence or Merit |

# Section 9: NZQA 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:
NZQA Subject Endorsement Guidelines – NZQA Website explaining subject endorsement.

| | |
|---|---|
| **Excellence Endorsement:** | 14 or more Excellence credits<br>3 credits must be from internally assessed standards,<br>3 credits must be from external assessment (national examinations) |
| **Merit Endorsement:** | 14 or more Merit and or Excellence credits<br>3 credits must be from internally assessed standards,<br>3 credits must be from external assessment (national examinations) |

# Section 10: Sancta Maria College Academic Honours

*In Term 1 at the start of every academic year. We celebrate our student's academic achievements with a prestigious Academic Honours badge ceremony. This is where each child that has achieved the following in their NCEA results will be awarded a badge to match their outstanding NCEA achievement.*

**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 |

Example of Gold and Silver Honours Badge

# Section 11: Sancta Maria College Academic Honours Scholars Badge

**This is Sancta Maria College's Premier Academic Award.**

| | |
|---|---|
| **NCEA Level 1 Academic Honours** | **Minimum of FOUR (4) SUBJECT with Excellence Endorsement at NCEA Level 1 in a single Academic Year** |
| **NCEA Level 2 Academic Honours** | **Minimum of FOUR (4) SUBJECT with Excellence Endorsement at NCEA Level 2 in a single Academic Year** |
| **NCEA Level 3 Academic Honours** | **Minimum of FOUR (4) SUBJECT with Excellence Endorsement at NCEA Level 3 in a single Academic Year** |

Example of Academic Honours Scholar Badge

# Section 12: Quality Assurance – Sancta Maria College

**Quality Assurance Guidelines** - **NZQA Quality Assurance Guidelines Website:**

**How to ensure that assessments are at the national standard**

Sancta Maria College Teachers are expected to maintain quality assurance and authenticity through a series of procedures and practices these include:

1. **Internal Moderation and consistent Marking Processes**

2. **External Moderation**

3. **Assessment Planning and Design**

4. **Assessment and Standard Review**

5. **Markbook (Kamar) Checking**

1. **Internal and Derived Grade Moderation and Consistent Marking Processes**

2. Complete the SMC Internal Moderation Procedures correctly.

3. Internal Moderation must be completed for every standard assessed at Sancta Maria College.

4. Internal Moderation completed borderline assessments at Not Achieved, Achieved, Merit, Excellence level.

5. Using previously externally moderated material for guidance.

6. Keeping benchmarks and exemplars from previous years.

7. Keeping borderline examples of marked work including those which generated most discussion.

8. Establishing a buddy system between teachers to deal with issues.

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

## 2. External Moderation

1. Complete the SMC External Moderation Procedures correctly.

2. Sending borderline teacher-selected evidence to NZQA for external moderation yearly

3. Complete the SMC Post External Moderation Procedures: Once external moderation reports have been released follow the steps according to the results of the report.

## 3. <u>Assessment Planning Design and Standard Review</u>

1. Referring to nationally developed materials, assessment schedules, and exemplars on the web or elsewhere as these become available.

2. Referring to external moderation results; and reviewing and changing assessment tasks to meet standard and feedback given.

3. Attending subject specific professional development and cluster meetings

4. Membership to professional subject organisations

5. Heads of Department / Teachers in Charge of subjects are responsible for selecting standards to suit the class/students and their learning. Review of previous years and the standards offered, and achievement statistics must be completed as part of Departmental Report.

## 4. <u>Markbook (Kamar) Checking (Latest Version, Entries, Consent to Assess)</u>

1. HOD and Head Teachers ensure quality assurances are met for all standards before entering grades on Kamar.

2. Before a teacher can double green tick and award a student a grade, a teacher must have completed the internal moderation steps. PN has locked Kamar's double green tick process until teacher has completed all moderation steps.

3. 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. Principals Nominee will check each teachers mark book every term to ensure correct standards and versions have been entered.

4. 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. There is a process of application for standards that we do not have authority to assess to NZQA.

# Section 13: Course Information to be given to student's.

All Courses must use the Sancta Maria College 'Course Outline'. An *example of this is in the appendices at the end of this document.*

All courses must use the Sancta Maria College 'Year planner' showing students when NCEA internal and external standards are being offered throughout the year. This planner must include when internal assessments are due and external assessment submission assessment dates.

Heads of Department please submit a copy of all course outlines/assessment plans, to the Deputy Principal – Year 11-13. These will be used to check courses on Kamar and for students and whanau understanding of course expectations.

A course outline must be given to all students within two weeks of the start of the academic year.

**Course Outline Information must include:**

- Topics to be covered.
- Number of standards being assessed and Achievement/Unit Standard number and level of standard.
- Titles and credits values of standards to be assessed against (all standards - both internal and external)
- Most up to date Version Number
- Timing and nature of assessment activities
- Record sheets for students to track their progress.
- Reference to the student assessment handbook for all procedures

## Section 14: Students Changing Courses during the Academic Year

After Week 6 Term 1 any changes to student courses must be approved by the Deputy Principal Year 11-13 prior to change.

Once Chris Sullivan has approved this change students who want to change courses during the year will need permission from

Both Teachers of subjects affected.

Heads of Departments

Year level Dean.

Parent consultation

Students must clearly outline their reasons for the change and if necessary, parents must be consulted.

➢ 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 Chris Sullivan, student, Teachers, Heads of Department and Parents) agree then changes can be made to the student's options (timetable) in Kamar.

## Section 14: Students Changing Courses during the Academic Year

# Section 15: Not entering students in subject Achievement / Unit Standards

**All** students must be entered for the full set of achievement/unit standards offered in a course.

Students **NOT ENTERED** for all achievement or unit standards can only be for following circumstances and reasons:

1. Student is not at curriculum level to offer standard: Example - Learning Support Students
2. Hauora / Wellbeing Compromised: Example – Anxiety, Depression, Physical Sickness, Illness
3. Students have been absent for over 50% of the teaching learning programme: Example – Extended absence from school.

# Section 16: Withdrawing students from Subject Achievement / Unit standards.

Students being **WITHDRAWN** from achievement or unit standards can only be for the following circumstances and reasons and procedures must be followed:

1. Student is not at curriculum level to offer assessment: Example - Learning Support Students
2. Hauora / Wellbeing Compromised: Example – Anxiety, Depression, Physical Sickness, Illness
3. Students have been absent for over 50% of teaching learning programme: Example – Extended absence from school.

**PROCEDURES TO WITHDRAW STUDENT FROM ACHIEVEMENT / UNIT STANDARD**

**Step 1:** Email Chris Sullivan Deputy Principal and explain reasons for wanting to withdraw student from standard.

**Step 2:** Chris will email back with approve or decline.

**Step 3:** Teacher emails parent/caregiver (cc Chris Sullivan) explaining (standard, level, credits and reason for withdrawal). Ask for a reply from parent / caregiver accepting or declining withdrawal.

**Step 4:** If parent accepts and approves withdrawal teacher will email confirmation of the withdrawal to Chris, Principals Nominee, Student and Parent)

**Step 5: Kamar entries lock to all teachers after one week of entry so only PN can remove:** Principals Nominee will withdraw student from standard by unticking them on Kamar. Principal's nominee will then complete data submission on the first of every month to ensure NZQA entries are updated.

# Section 17: Resources for SAC and Learning Support Students

⬚ [SAC student lists](#) – List of all Year 11-13 Students with SAC's

[SAC Booking form](#) – Request for SAC can only be done via link.

[NZQA SAC Information for Schools and Teachers](#)

[NZQA SAC Information Link](#)

[NZQA SAC Quick links](#)

> Rule 7a - Candidates who have Special Assessment Condition entitlements approved by NZQA **must be provided** with these entitlements by Schools for internal and external assessment in accordance with the Assessment Requirements and the process in Schedule 3.

# Section 18: Special Assessment Conditions (SAC) For Students

The Head of Learning Support (Mrs R. Price) and SAC Coordinator (Mrs M Telfer) co-ordinate and manage 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 and throughout the year Mrs R Price, 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.

If teachers have concerns about other students' learning/assessment conditions, they should email the Head of Learning Support and cc Dean into any correspondence.

# Section 19: Teacher Procedures for assessing students with SAC Conditions

**Teachers and Students BEFORE the Assessment**

➢ Teachers <mark>**must give students a minimum of one weeks'**</mark> notice of their upcoming assessment date.

➢ Students and Parents receive a weekly reminder email requesting SAC conditions for an upcoming assessment: <u>SAC Booking form</u>

➢ The students will be required to request their SACs, giving Mrs Telfer a minimum of five days' notice. Using app: Reminder email sent out each week to book in SAC conditions. Using the app students outline assessment, date, time and SAC requirements.

➢ Mrs Telfer will make SAC arrangements with Teacher Aides and volunteers and will find a venue for the assessment to take place.

➢ Michaela Telfer will email all the SAC arrangements to the parents, students, and teacher.

**What TEACHERS CAN DO TO SUPPORT SAC students before the Assessment:**

➢ Speak to the student one on one and what they feel works best for them.

➢ Sometimes students may choose to not use their SAC conditions on the day of assessment. <mark>**Teachers must provide these conditions every single time.**</mark>

➢ Teacher can remind students of the SAC procedures and that it is students' responsibility to request SAC conditions.

➢ Teacher must inform students of upcoming assessment due dates and requirements, including milestone information. The teacher brings these to the students' attention when the assignment or assessment notification is handed out.

**Teacher Procedures ON THE DAY of the Assessment:**

➢ Reader Writer Procedure Assessment: On the day of the assessment, before 09.00am, leave 2 named papers per student (STUDENT+TA) in the cubby of HOD Learning Support – Rachel Price.

➢ Clearly indicate the name of the relevant teacher.

➢ TAs collect and return all papers to the cubby of the relevant teacher.

➢ Students who 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.

# Section 20: Managing Missed and Late Submissions of Assessment

**NZQA Link: Managing missed assessment opportunities and late submission of student work:**
**Assessment opportunities in schools**

**Definition of a missed or late assessment**

A <u>missed assessment opportunity</u> is one where a student has been a participant in the learning but has not been able to complete or submit the assessment on the due date.

The <u>late submission</u> of an assessment occurs where this student requests the ability to submit after the due date.

**How to manage a missed or late assessment**

When deciding whether the reason for a missed assessment or late submission is acceptable or not, principles to consider are:

- Equity
- Fairness to other students and to the individual
- Assuring the authenticity of the work submitted
- What proof the school requires as evidence.

**Examples of acceptable reasons**

- Illness, accident, bereavement, or family crisis
- Timetabled school activities, such as, school camps, field trips, etc.
- Sporting or other fixtures where a student is required to represent the school.
- National or regional representation in sport of other activities
- At the school's discretion where approval is sought and given at an appropriate time prior to the due date.

**Possible responses if there's an acceptable reason.**

- Extend the due date or negotiate an earlier date for submitting the work.
- Provide the student with a further assessment opportunity where practicable.
- Withdraw the entry.
- Consider students accumulated evidence for the specific standard being assessed can be used to determine a grade, if the **absence or missed deadline is justified**. OR – **(Withdrawn) No award** can be given if sufficient evidence is not available.

**If the reason is unacceptable, our rules require that the school report a Not Achieved result to NZQA.**

# Section 21: Teacher Procedure of Managing Missed or Late Assessments

```
┌─────────────────────────────────┐
│ STUDENT HANDS IN ASSESSMENT LATE│
│      OR MISSES DEADLINE          │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐        ┌──────────────┐
│ STUDENT MEETS THE TERMS OF       │  ───▶  │      NO      │
│    ACCEPTABLE REASONS            │        └──────────────┘
└─────────────────────────────────┘                │
                │                                   ▼
                ▼                    ┌──────────────────────────────┐
        ┌──────────────┐            │ STUDENT HAS COMPLETED PARTS OF│
        │     YES      │            │ ASSESSMENT AND TEACHER HAS CITED│
        └──────────────┘            │ SOME ATTEMPT AT COMPLETION OF │
                │                    │     ASSESSMENT TASK            │
                ▼                    └──────────────────────────────┘
                                        │                    │
                                        ▼                    ▼
                                 ┌──────────┐        ┌──────────┐
                                 │   YES    │        │    NO    │
                                 └──────────┘        └──────────┘
```

**Possible responses:**
- Extend the due date.
- Provide further assessment opportunity in new assessment task.
- Withdraw entry – Must meet strict criteria.
- In very rare instances teacher can consider other evidence to inform

**RESUBMISSION OPPORTUNITY.**
Maximum grade to be given is an Achieved.

**NOT ACHIEVED:**
Students grade is entered into Kamar mark book as Not Achieved

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

==BE AWARE STUDENTS __CANNOT__ REQUEST AN EXTENSION FOR AN ASSESSMENT IF THEY ARE GOING ON A FAMILY HOLIDAY==

# Section 22: Rules for Change of Assessment Date Form (Late/Extension/Missed/Assessment)

All Sancta Maria College Application for Change of Assessment Date Policy is produced under the NZQA Managing missed assessment opportunities and late submission of student work guidelines:
NZQA Guidelines for Missed Assessment and Late Submissions

*Appendix: Change of Assessment Date Form…………… (See back of booklet)*

## BE AWARE STUDENTS <u>CANNOT</u> REQUEST AN EXTENSION FOR AN ASSESSMENT IF THEY ARE GOING ON A FAMILY HOLIDAY

If a student cannot hand in an assignment on time or do an in-class test then they must apply to the Principals Nominee as soon as they know they will be late, absent, or as soon as they return to school.

**VALID REASONS FOR REQUESTING A CHANGE OF ASSESSMENT DATE:**

- **Illness/Sickness**: Student who is sick at home on the day of the due assessment or students missing class time prior to due date. The missed class time must be directly related to the assessment due. This includes student MISSING teaching and learning applied to the assessment, instruction about assessment and/or in class time where students who could attend were working on their assessment, or in class time where students missed opportunities for feedback from the teacher.

- **Family trauma/Accident/bereavement/family crisis**: a note from the caregiver, counsellor, dean, navigator teacher must be supplied.

- **Timetabled school activities, such as school camps, field trips, Sporting, cultural activities**:  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.

-  **National or regional representation and sport or other activities**

### STUDENT APPLICATION CHANGE OF ASSESSMENT DATE MUST CONTAIN:

1. Completed Change of Assessment Form signed by Teacher, Student and Principals Nominee

2. Written letter by Parent, Dean, Deputy Principal, Teacher, or Counsellor explaining the reason for change of assessment date.

### ASSESSMENT LATENESS AND ABSENCE:

Students are expected to submit assessments on time. Students unable to do so must liaise with the relevant Teacher/HOD prior to the deadlines to determine whether an extension will be granted (see Change of Assessment Form).

All internal assessments must be completed and submitted at the specified day and time. Otherwise, a Not Achieved grade must be awarded.

If a student is absent for a valid reason (e.g. illness) on the day an assessment is due, then it is the responsibility of the student to either:

• upload it digitally, if that is an agreed submission method, or.

• arrange for the assessment to be handed in to the school office on the due date, and clearly marked to the attention of the appropriate staff member.

A student unable to fulfil this requirement must complete the Change of Assessment Date Form: (Ticking Extension). You must also provide a medical certificate or letter of explanation together with the assessment on the day of return to school and give this to your teacher or HOD.

### ABSENCES FOR TESTS / LIVE ASSESSMENT:

Derived grades are not available for internal assessments. Notes from parents explaining a student's absence on an assessment day must be given directly to their teacher by the student, who will discuss the absence with the HOD. If the absence may be excused on medical or compassionate grounds the student may be required to sit a test of comparable difficulty. If it is not possible to offer another assessment opportunity, then previous evidence collected can be used or further evidence can be collected.

The student may be awarded a grade based on evidence already recorded only if this evidence is sufficient and equivalent to what the NCEA standard requires. If the absence cannot be satisfactorily explained, a Not Achieved grade will be given.

**BE AWARE YOU CANNOT REQUEST AN EXTENSION FOR AN ASSESSMENT IF YOU ARE GOING ON A FAMILY HOLIDAY**

## WHEN DO STUDENTS NEED TO APPLY FOR THIS CHANGE OF ASSESSMENT DATE:

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 Teacher and then the Principal's Nominee.  Requests for extension of time must be made before the due date.

## POSSIBLE RESPONSES BY PRINCIPALS' NOMINEE IF THEIR REASON IS ACCEPTABLE:

- Grant the Extension
- Set a new assessment date or negotiate an earlier date permitting the work.
- Provide the student with a further assessment opportunity where practicable.
- Withdraw the entry.
- Consider other student evidence that could inform a grade.

## POSSIBLE RESPONSES IF THE REASONS APPLICATION IS UNACCEPTABLE:

- Deny the application and normal school submission rules apply
- If a student is late with an assessment, the school will record a result of Not Achieved unless otherwise confirmed by the Principal's Nominee and Deputy Principal- Curriculum

## EXTERNAL ASSESSMENT MOCK DERIVED EXAMS CHANGE OF ASSESSMENT DATE PROCEDURES:

- If a student misses the External Derived Grade Exam due to any of the above reasons. All effort by the teacher and student should be made for the student to sit an assessment that is similar to the NZQA external assessment. An example is if the external standard is assessed by NZQA through an exam then the teacher must make all effort to assess the student in the same manner.

- Candidates for externally assessed achievement standards who have suffered from the above reasons and their performance has been significantly impaired they may apply for compassionate consideration. Compassionate Consideration can only be approved by the Principal's Nominee. Teachers keep records of student progress toward externally assessed standards and this grade will be entered into the Kamar Derived Grade column against the student's name.

# Section 23: Procedure Steps for applying for a Change of Assessment Date (Late/Extension/Missed/Assessment)

Change of Assessment Date form can be found:

- At the back of the NCEA Student and Parent handbook
- From the student centre
- Principal's Nominee
- School Website - Link Change of Assessment form bottom of Website page

## Student and Teacher Steps!

1. Student will obtain a change of assessment date application form.
2. Student completes form and attaches necessary documentation (E.g.: Medical Certificate, letter from guardian, Dean, Teacher or counsellor)
3. Student gives Change of Assessment application form to their Course/subject Teacher.
4. The Teacher and student collectively discuss the change in assessment date form.
5. Teachers Ticks and Signs whether they approve or decline the student's application.
6. If Teacher Approves, they complete date for extension, and completes recommendation section and gives back to student who is applying for extension.
7. Student hands in fully completed form and meets with the Principals Nominee.
8. Principals Nominee will decide within a short period (3 working days).
9. Copy of Application Change of Assessment Date (Late, Extension, and Missed Assessment) form will be signed by student and a copy given to the student.
10. Student must show this form to their course / subject teacher with the decision/date made by the principal's nominee.

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

# Section 24: Derived Grade Procedures when assessing a student for an External Standard

## Procedure Before Derived Grade Exams / Assessment:

1. Enter Externals by single green ticking Markbook E with standards to be assessed.
2. Ensure all eternal entries by 1st September on Kamar
3. External Derived Grade Assessment must be completed in an identical process to how the external standard is assessed. Example: If an external standard assesses a student's understanding through an exam, then the Derived Grade assessment must be an exam also. (Exam = Exam)
4. Set exam / test period with at least two weeks warning to students or alternatively enter students to sit derived grade external Term 3 Week 7/8 Derived Exams
5. Enter digital practice exam (Level 1 English only) via Kamar (Assessment Master is the digital platform used for this derived grade assessment
6. Creating assessments via google docs, education perfect or other models are suitable if the platform notifies or blocks users from accessing other platforms (prevent cheating)
7. Teachers accessing outside purchase an exam through subject associations, write exam in accordance with NZQA achievement standard.
8. Prior to the exam ensure all photocopying or digital access is completed and ready.

## During Derived Grade Exam

1. Ensure derived grade exam test is completed in an identical process to the end of year external exams. All NZQA external rules apply. Please read below.
   Rules for Students Taking External Assessments
2. Ensure teacher supervision during whole exam/test.
3. No relief teachers can be used for supervision.

# Section 25: Derived Grade Exams Change of Assessment Date Procedures: (If a student misses the derived exam)

➢ If a student misses the External Derived Grade Exam due to any of the reasons stated for 'change of assessment date form'. All effort by the teacher and student should be made for the student to sit an assessment that is identical/similar to the NZQA external assessment method. An example is if the external standard is assessed by NZQA through an exam then the teacher must make all effort to assess the student in the same manner.

➢ Students who miss a derived grade exam/test due to any of the reasons stated for 'change of assessment date form' must follow the same procedure as internal assessments. The change of assessment date form must be submitted to the Principals Nominee with attached evidence/letter with an explanation for the absence.

➢ All effort must be made for the student to be tested in the derived exam in the same manner as their November external exams. Therefore, students who have missed the derived practice exams in Week 8 Term 3 will sit their catch-up exams in Week 10 of term 3 in the same manner/time allocation as their peers received.

➢ Teachers will not provide results or review the exam until all students who are sitting the standard have been derived grade tested.

➢ Candidates for externally assessed achievement standards who have suffered from the 'change of assessment date form' reasons and their performance has been significantly impaired may apply for compassionate consideration. Compassionate Consideration can only be approved by the Principal's Nominee and are for extreme special circumstances. Teachers keep records of student progress toward externally assessed standards and this grade will be entered into the Kamar Derived Grade column against the student's name. Compassionate considerate grades for Derived grade can only be applied if teachers have collected evidence that matches the standards achievement criteria.

# Section 26: Use of Commercial Tasks during Derived Grade Procedures

It is an NZQA requirement that commercial tasks are kept secure when used to provide evidence for derived grades.

Teachers must be aware that tasks from public sources have to be modified, commercial tasks **MUST** be kept secure. This means the student only has access to the assessment task during their (Test, Exam, Assessment Period) and they have NO access to the assessment prior to or after the testing period.

**Rules for student access to exam paper post Assessment -**

   If a department is using exams that were:

   - Supplied and/or purchased by subject associations/organisations.
   - Used by any other secondary school.

   **Rules:**

   In order to maintain the authenticity of assessment and derived grade process nation wide

   1. **Before:** Ensure students have no access or sighting of assessment prior to the test/exam
   2. **During:** Collect all questions and written exam papers back after derived grade exam/test. Ensure no photos or copies are taken by the student.
   3. **After**: Marking and Derived grade moderation has taken place, students can be given their exam result papers but they cannot take any photos of the test/exam. Students cannot be in possession of a Physical or Digital copy of the exams until

   <mark>**The Final Week of Term 4 for Seniors in schools before released for Exam leave (Week 3 Term 4)**</mark>

# Section 27: Derived Grade Internal Moderation Procedures

## After Derived Grade Exams

**DERIVED GRADE MODERATION IS IDENTICAL TO INTERNAL MODERATION PROCEDURES**

**Teachers will Follow All Steps to ensure quality assurance.**

Internal moderation includes two processes. 1. Critiquing – (Prior to Assessment), 2. Verification – (After Assessment). **Wording to be aware of: Critiquer is the MARKER**, **Verifier is the Moderator**

## Step 1: COMPLETED BY TEACHER

➢ Complete the three sections.
  1. Standard Information
  2. Source of Materials
  3. Critiquing (Pre-Marking) Process

## Step 2: MARKERS MEETING 1
## GUIDE TO MARKERS (MEETING 1) –
## BEFORE MARKING STUDENT WORK

➢ Immediately after the student has 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 (Marking) – 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 according to the assessment schedule, and judgment and evidence statements - which are provided by the critiquing process. (previous page)

## Step 3: COMPLETED BY VERIFIER (MODERATOR)

NOTE: Verifier is the Moderator

➢ This section is completed after marking and should be done in collaboration with a peer.

➢ The top section is the information about who is verifying (MODERATING) the grading, their position, and the verification (moderation) date and location.

  **THE MARKER AND VERIFIER (MODERATOR) MUST BE TWO DIFFERENT PEOPLE**

➢ Put in the details of the person who is verifying (moderating).

➢ Monitoring of the internal moderation process should be HOD and where the materials will be safely stored.

## Step 4: COMPLETED BY VERIFIER (MODERATOR)

NOTE: Verifier is the Moderator

- Select 6 student's pieces of work purposely selected around grade boundaries.
- The teacher (Marker)and the Verifier (Moderator) complete the moderation discussion **together** and confirm the:
    1. Moderation result (Minimum of 6)
    2. Moderation comment (Minimum of 6)
- Moderation Comment must be made for each student selected about why the student was given that grade by the Verifier (Moderator).

| | SANCTA MARIA COLLEGE VERIFICATION (MODERATION) EVIDENCE | | | |
|---|---|---|---|---|
| Strategic selection of samples of work is based on the experience of the assessor(s), external moderation history, and the previous use of the task. The sample size can be sufficient, purposeful (at grade boundaries) or minimal. | | | | |
| Purposeful selection at grade boundaries (1 x Highest N/ 1 x Lowest A, 1 x Highest A/ 1 x Lowest M, 1x Highest M/, 1 x Lowest E) | | | | |
| All pieces of work selected for Moderation must be border line and purposeful selection with a range of grades. | | | | |
| Student's Name | Marker's Grade | Verifier's Grade | Reported Grade | Discussion comments |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |

## GUIDE TO SELECTING STUDENTS FOR MODERATION

The following should guide how students are selected for internal verification (Moderation).
- Student Assessment work must be **purposely selected** around **grade boundaries.**
- There are sufficient assessments from all teachers across classes to ensure consistency. (Minimum 6 selected)
- Quantity of samples strategically selected is based on experience, moderation history, and previous use.

Verification (Moderation) should be completed by a subject specialist or by someone with standard specific knowledge. The verification person cannot be the same person as the marker. They must be two different people.

## GUIDE TO TEACHERS FOR VERIFICATION (MODERATION)

You can add students to the selection at any time:
If changes are required, then results can be updated in the Entry tab.

- **(Meeting 2)** Second moderation meeting/discussion will take place with ALL marker/s and verifier/s to ensure consistency at the National Standard.
- Marking of all Assessments takes place. Usually, students' work will be marked by their class teacher in the first instance.
- **If the critiquer (marker) and verifier (moderator) disagree:** If the Critiquer (Marker) and the Verifier (Moderator) disagree. Then further marking and moderation must take place or alternatively a further experienced Verifier (Moderator) is used to confirm the student's grade.
- **If the Verifier (moderators) grade is marked either higher or lower:** If the verifier (moderator's) grades are different than the original grade given, then the original students grade must be changed to the verifiers (moderators) grade.
- **If a Verifier (moderator) grade is marked higher or lower**: Any students who have completed this standard and have similar grades or reasoning that matches the grade the verifier (moderator) sighted as different must now be checked to ensure any other students do not have to have their grades adjusted up or down as well.

## Step 5: COMPLETED BY TEACHER (Verifier)

## Submit the PINK Derived grade form to Data Manager (Jenny Fisher)

## Step 6: COMPLETED BY TEACHER (Verifier) <u>Publish Grades – Double Green Tick</u>

➢ Now derived grade form has been completed and the derived grade moderation process has been completed you will now be able to double green tick and publish the grades.
➢ Go to entry and ensure all the verified grades are correct.
➢ Grades can only be double green ticked once derived grade moderation has been completed.
➢ Please enter your Derived grade results under mark-book E, Derived grade. Please see the photo below. Each student must have a grade attached if they are sitting externals at the end of the year due to the likelihood of a number of our students being away due to sickness/mental health etc. Please enter the derived grade into Term 3.



➢

# Section 28: 2024 Derived Grade Internal Moderation Cover Sheet

## 2024 SANCTA MARIA COLLEGE DERIVED GRADE INTERNAL MODERATION COVER SHEET

NZQA *Assessment (including Examination) Rules for Schools with Consent to Assess 2024 (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 standard 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:** | | | | Assessment is consistent with learning/context/curriculum at the appropriate level | |
| Name: | | | | Assessment allows students to achieve 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 (MODERATOR) 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-knowledge.**

The verification was completed by the following subject specialist with standard-specific knowledge.
    **Name:**                                      **Date:**
    **Position or School:**

| | Y/N |
|---|---|
| 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

| | Y/N |
|---|---|
| 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 (MODERATION) EVIDENCE

**Strategic selection of samples of work is based on the experience of the assessor(s), external moderation history, and the previous use of the task. The sample size can be sufficient, purposeful (at grade boundaries) or minimal.**

Purposeful selection at grade boundaries (1 x Highest N/ 1 x Lowest A, 1 x Highest A/ 1 x Lowest M, 1x Highest M/, 1 x Lowest E)

All pieces of work selected for Moderation must be border line and purposeful selection with a range of grades.

| Student's Name | Marker's Grade | Verifier's Grade | Reported Grade | Discussion comments |
|---|---|---|---|---|
|  |  |  |  |  |
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# Section 29: Sancta Maria College Internal Moderation Guidelines and Procedures

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.

Sancta Maria College's Procedures of Internal moderation supports the credibility of assessment by ensuring that assessment is valid, and judgements are verifiable.

1. Sancta Maria College has monitoring systems that ensure they only report results that have been subject to the internal moderation process.

2. **Verification (Moderation)** is the process by which the accuracy of the initial marking is double checked, and grades are either confirmed or altered.

**Contents:**

# Section 30: NZQA and Kamar Links to Internal Moderation Website Information

Video of Internal Moderation Kamar

NCEA Moderation on Kamar

Moderation for Teachers Kamar

Moderation for Verifiers Kamar

Moderation for HOD's Kamar

NZQA Link Internal Moderation Information

# Section 31: Teacher Moderation Procedures

**Teachers will Follow All Steps to ensure quality assurance.**

**Step 1 – Markbook Entry (Before Teaching)**
    **COMPLETED BY TEACHER**
➢ Click on Markbook
➢ Click one NCEA Senior Markbook
➢ Click Entry
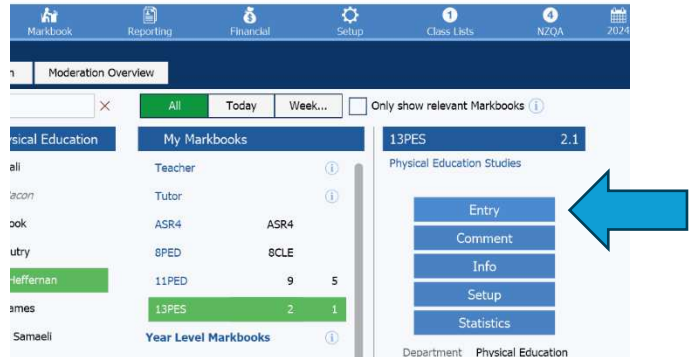
**Step 2 – Standard**
    **COMPLETED BY TEACHER**
Internal Assessments are in Markbook D
➢ Select D at the top.
➢ Now select the standard
NOTE:
Internal moderation includes two processes.
Critiquing – (Prior to Assessment)
Verification – (After Assessment)
**Wording to be aware of**
**Critiquer is the MARKER**
**Verifier is the Moderator**
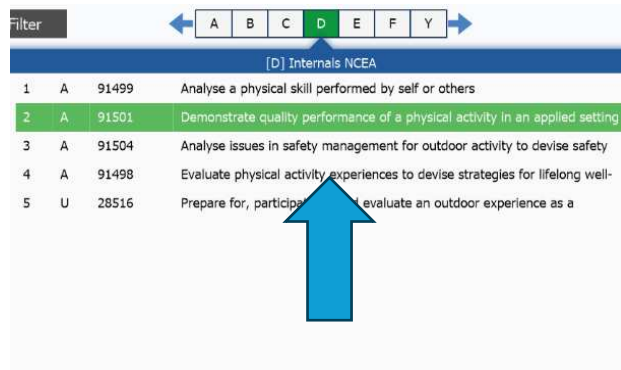
**Step 3 – Select Moderation Tab**
    **COMPLETED BY TEACHER**
At the top of the student lists
Entry = Entering Grades
Moderation = Entering Moderation
➢ Select Moderation Tab
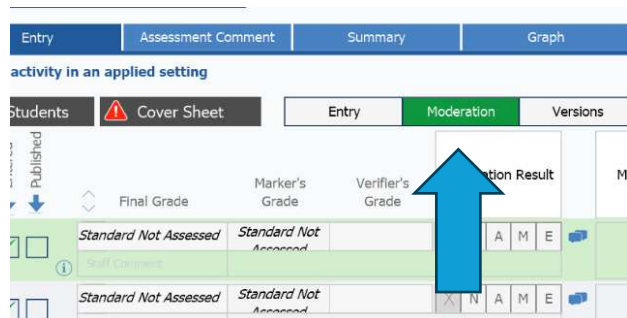
**Step 4 – Select Coversheet Tab**

    **COMPLETED BY TEACHER**
At the top of the student lists
➢ Select Coversheet Tab
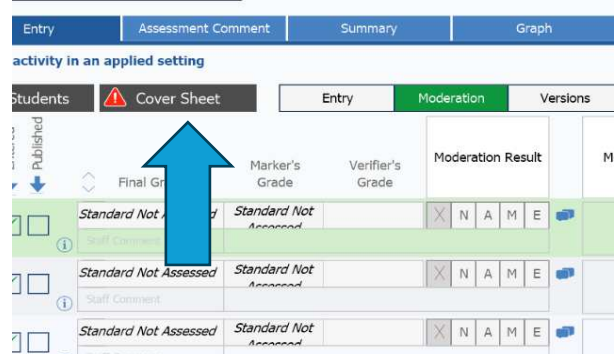
## Step 5 – First Tab

## (Before Teaching)



### COMPLETED BY TEACHER

➢ Complete the two sections.
  4. Source of Materials
  5. Teacher in Charge
➢ Scroll down and click OK.

## Step 6 – Second Tab
## (Before Assessing)

### COMPLETED BY TEACHER



➢ The first four questions ask the teacher about their understanding of the context and the conditions of the assessment.
➢ If you answer NO to the fourth question, then you need to answer the further questions.
➢ These questions are critiquing the Assessment Task and ensuring it is fit for purpose.
➢ Scroll down and click OK.
➢ Complete **Markers Meeting 1**

## GUIDE TO MARKERS (MEETING 1) – BEFORE MARKING STUDENT WORK

➢ Immediately after the student has 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 (Marking) – 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 according to the assessment schedule, and judgment and evidence statements - which are provided by the critiquing process. (previous page)

## Step 7 – Third Tab (Before Reporting Results after marking)

### COMPLETED BY VERIFIER (MODERATOR)

NOTE: Verifier is the Moderator

➢ This section is completed after marking and should be done in collaboration with a peer.
➢ The top section is the information about who is verifying (MODERATING) the grading, their position, and the verification (moderation) date and location.
  <mark>THE MARKER AND VERIFIER (MODERATOR) MUST BE TWO DIFFERENT PEOPLE</mark>
➢ Put in the details of the person who is verifying (moderating). If they are from Sancta Maria College – the staff code should autofill name and position data.
➢ Now click on select students.



## Step 8 – Selecting Students for Internal Moderation

### COMPLETED BY VERIFIER (MODERATOR)

NOTE: Verifier is the Moderator
The selection screen allows teachers/s to select (tick) the students "Flag" them for internal moderation. Students are grouped based on their results. In the last column you can state reasons.

  grade, boundary, etcetera.
➢ Make your selections and hit OK.



## GUIDE TO SELECTING STUDENTS FOR MODERATION

The following should guide how students are selected for internal verification (Moderation).
➢ Student Assessment work must be **purposely selected** around **grade boundaries.**
➢ There are sufficient assessments from all teachers across classes to ensure consistency. (Minimum 6 selected)
➢ Quantity of samples strategically selected is based on experience, moderation history, and previous use.

Verification (Moderation) should be completed by a subject specialist or by someone with standard specific knowledge. The verification person cannot be the same person as the marker. They must be two different people.

## Step 9 – Verification (Moderation)

**COMPLETED BY VERIFIER (MODERATOR)**

NOTE: Verifier is the Moderator

➤ Once you select OK you are brought. Back to the Moderation tab of your mark book. You can see the students selected for moderation.

➤ The teacher (Marker)and the Verifier (Moderator) complete the moderation discussion **together** and confirm the:

3. Moderation result (Minimum of 6)
4. Moderation comment (Minimum of 6)

➤ Moderation Comment must be made for each student selected about why the student was given that grade by the Verifier (Moderator).

➤ **GUIDE TO TEACHERS FOR VERIFICATION (MODERATION)**

You can add students to the selection at any time:

If changes are required, then results can be updated in the Entry tab.

➤ **(Meeting 2)** Second moderation meeting/discussion will take place with ALL marker/s and verifier/s to ensure consistency at the National Standard.

➤ Marking of all Assessments takes place. Usually, students' work will be marked by their class teacher in the first instance.

➤ **If the critiquer (marker) and verifier (moderator) disagree:** If the Critiquer (Marker) and the Verifier (Moderator) disagree. Then further marking and moderation must take place or alternatively a further experienced Verifier (Moderator) is used to confirm the student's grade.

➤ **If the Verifier (moderators) grade is marked either higher or lower:** If the verifier (moderator's) grades are different than the original grade given, then the original students grade must be changed to the verifiers (moderators) grade.

➤ **If a Verifier (moderator) grade is marked higher or lower**: Any students who have completed this standard and have similar grades or reasoning that matches the grade the verifier (moderator) sighted as different must now be checked to ensure any other students do not have to have their grades adjusted up or down as well.

## Step 10 Fourth Tab – External Moderation Selection

### COMPLETED BY TEACHER
➢ Fourth tab is the final tab. Select this tab after. (After reporting students results)
➢ Select 6 Students
➢ The student work should be stored saved (Department Folder) or hard copies saved in a locked cupboard.



## GUIDE TO SELECTING STUDENTS FOR EXTERNAL MODERATION
### (Fourth Tab) COMPLETED BY TEACHER
➢ Selection for External Moderation is **NOT RANDOM**
➢ **Six** samples of student work for achievement standards. The six samples should include:
➢ **One** sample each at N, A, M, E (typical not borderline)
➢ If you do not have a sample at a grade, replace with one at the nearest grade available.
➢ Only send a maximum of two Not Achieved samples.

➢ Plus, **two** more selected from either A, M, E
➢ These could be borderline or particular pieces of work you wish to be moderated.

Where there are insufficient samples of learner evidence available all student work must be submitted, but only a maximum of 2 samples.

## Step 11 Publish Grades – Double Green Tick - COMPLETED BY TEACHER

➢ Now all 4 tabs have been completed and the whole internal moderation process has been completed you will now be able to double green tick and publish the grades.
➢ Go to entry and ensure all the verified grades are correct.
➢ Grades can only be double green ticked once all tabs have been completed. The Principals Nominee has locked entering grades in kamar until all four tabs within internal moderation markbook has been completed by the verifier (moderator) and critique (marker).

# Section 32: Internal Moderation expectations of ALL NCEA Teachers:

➢ Every internal standard offered to students must complete the SMC moderation process and be internally moderated regardless of the source.

➢ This must occur before work and grades are returned to students.

➢ A one-month (4 week) turnaround is required from the time the assessment is set to marking, moderation and return to the students.

➢ All internally assessed student moderated work must be kept in a locked cupboard or saved in Office365 departmental folder.

➢ Sancta Maria College Staff are expected to initiate and maintain subject association memberships and actively participate in subject cluster groups.

➢ Staff are expected to participate in internal and externally 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.

➢ For each standard assessment materials are retained with a specific selection of 6 pieces of student work (Achievement Standard) N, A, M, E + M, E for the purpose of external moderation (4 x Student work Unit Standard)

➢ All advice from external moderation is actioned before the materials are used again.

# Section 33: Responsibilities for Critiquer (Marker/Teacher) of Internal Moderation Procedures

➢ 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.

➢ Where students' work is drawn from several different classes and teachers (CORE Subjects), sufficient verification should take place to ensure that all teachers are confident that the marking of each teacher can be verified as accurate.

# Section 34: Responsibilities for Verifier (Moderator) of Internal Moderation Procedures

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

➢ Teachers must check and consult the achievement/unit 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 standard to guide marking.

➢ Tab 3 must be completed by the verifier (Moderator).

# Section 35: Responsibilities for HOD and TIC of Internal Moderation Procedures

➢ Start of each year confirm in writing the allocation of internal moderator for each senior NCEA course.

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

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

➢ Check entries of standards are correct and single green ticked by April 1st.

➢ HOD and TIC must check all entries each term to ensure staff are entering and completing internal moderation.

➢ Follow up with each member of the department cross checking verbally that moderation has been completed.

➢ If notified by Data Manager or Principals Nominee regarding mistakes HOD / TIC immediately responds and rectifies any issues/anomalies.

➢ External Moderation is reviewed by HOD and Teacher in charge – Review is recorded by PN and/or SLT.

➢ The subject leader is responsible for making sure that internal moderation occurs.

➢ Stored samples should be regularly updated, and benchmark samples should be identified during the marking process and kept for future reference and decision making.

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


# Section 36: Responsibilities for Data Manager of Internal Moderation Procedures

➢ Hard Copy Folder (2022) and Printed Summary 2023,2024 Moderation is kept of all internal moderation.

➢ Principal's Nominee and Data Manager monitor Kamar Moderation any moderation forms that are incorrect teachers will be immediately contacted and HOD and PN cc'd into email.

➢ Data Manager cross checks Kamar teacher mark-book assessment entries with NZQA and completed internal moderation.

# Section 37: Responsibilities for Principals Nominee of Internal Moderation Procedures

- ➢ Enter and set up all subjects/teacher markbooks with correct standards on Kamar.
- ➢ Principals' nominee cross checks Kamar teacher mark-book assessment entries with internal moderation Tab 1,2,3,4 on Kamar
- ➢ Any data entered that is incorrect is immediately identified and HOD is emailed by Data Manager and/or Principals Nominee. The P/N is cc'd into this email and Principal's Nominee verbally speaks to HOD. HOD must immediately correct any mistakes.
- ➢ Before data submission to NZQA principal's nominee will cross check, any mistakes and remove entries or untick if moderation have not been completed correctly.
- ➢ Send communication reminder of Procedures of Moderation to all staff.
- ➢ Meet with all HOD's and remind them of our procedures and responsibilities of internal moderation.
- ➢ The Principal's Nominee and/or Senior leadership are responsible for ensuring that all assessed standards are subject to internal moderation before results are reported.
- ➢ External Moderation is reviewed by HOD and Teacher in charge – Review is recorded by PN and/or SLT and follow up evidence is sought to ensure changes have been implemented.

# Section 38: Storage of Internal Moderation Procedures:

➢ Select the 6 sample once internal moderation is complete. Follow External Moderation Procedures to select 6 pieces of student work. (1xNot Achieved, 1xAchieved, 1xMerit, 1xExcellence + 2 more samples either A, M, or E)

➢ NZQA requires 6 samples of work for Achievement Standard and 4 samples of work for a unit standard.

➢ Store only the selected samples for each standard assessed, for external moderation. Keep these until the standard is next assessed or for two years.

➢ Identify and save benchmark samples for teaching and learning purposes during the marking process. This is part of BEFORE Process Step 3.

➢ Following any external moderation reports received if a report received less than 3/6, does not meet standard or needs modification. This standard will be automatically nominated by the principal's nominee for follow up external moderation the following year.

➢ Ensure the internal moderation also contains any documents that demonstrate alternations where change has occurred to meet external moderation recommendations.

➢ A standard will not be nominated/selected by Principals nominee for external moderation if standard achieves 4/6 and above.

# Section 39: Examples of ways internal verification (moderation) can be completed:

➢ 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.

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

➢ Practical Performance (Speeches, Drama, PE Performances): Both teacher and Verifier (Moderator) watch performance together and collectively discuss after performance.

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

# Section 40: External Moderation Procedure

# Section 41: Website Links to External Moderation Information

NZQA External Moderation Guidelines

NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2024

MYTHBUSTER 7 – Selection of work for external moderation

NZQA Selecting work for Moderation FAQs [PDF, 74 KB]

External Moderation outcomes

External moderation application

# Section 42: What is National External Moderation

National external moderation provides an assurance that assessment decisions, in relation to assessment standards, are consistent nationally.

External moderation of internally assessed standards in schools and kura ensures that assessment judgements (marking of students' work) are consistent with the standard and provide feedback for future assessment decisions.

Where issues are identified with assessor judgements, the assessment materials used (tasks, activities or tests) may be moderated to check that they are at the national standard.

Schools and kura can access the report for each standard, including moderation outcomes, through the external moderation application.

An Annual Subject Report, which will include national moderator feedback, will be published in February.

# Section 43: Level 1 2024 External Moderation Guidelines

In 2024 All New Level 1 Achievement Standards assessed at Sancta Maria College will be Externally moderated.

External Moderation must be prepared and given to Jenny Fisher within 4 weeks of completing the Internal Assessment.

All External moderation must be sent to NZQA before Sunday 20th October.

# Section 44: Submission of All External Moderation Guidelines

Schools should submit moderation for each standard in their moderation plan once they have completed the assessment process. (Moderation has been completed and the results given to students for that standard).

**20<sup>th</sup> October is the final date for submissions so moderation can be completed in time for schools to receive feedback before the following assessment year.**

Principals Nominee should be notified by teacher where this final date may be an issue so she can inform NZQA relationships Manager.

All External Moderation documents should be given to Jenny Fisher or placed in the NZQA external moderation Office365 folder.

Jenny Fisher will submit all documents using the NZQA app.

# Section 45: Documents to be submitted for External Moderation

1. Copy of the assessment Task
2. Copy of all supporting documents for marking assessment
3. Copy of the Assessment schedule
4. 6 Selected samples of Work – Achievement Standard or 4 Selected samples of work – Unit Standard

   (Selected samples of student work must consist of the key materials that the assessor has used to make an assessment judgement)

# Section 46: Procedure for Selecting Student samples for External Moderation

- <mark>**There is NO Random selection of student samples. Selection of student samples must be specific and targeted.**</mark>

- <u>**Achievement Standard:**</u> Six samples of student work for standards where Not Achieved, Achieved, Merit or Excellence grades are available. Samples should include:
  - one sample each at N, A, M, E (if a sample at a grade is not available, replace with one at the nearest grade available, but only send a maximum of 2 samples at N). Where possible, these should be typical for the grade, not borderline.
  - two more from A, M, E. These could be borderline or particular pieces of work you wish to have moderated.
- <u>**Unit Standard:**</u> Four samples of student work for standards where only Not Achieved or Achieved results are available.

Where the total number of students assessed for the standard means, there are insufficient samples of learner evidence available, all student work must be submitted, but only a maximum of 2 samples at N.

# Section 47: Procedure Steps for submitting External Moderation

1. **Step 1: Achievement Standards: Select 6 pieces of work:** (EXAMPLE: Following pieces of work N, A, M, M, E, E) or similar combo. Only 1 Not achieved selected. (See Criteria for Student Selection in section:6). Unit Standards: Select 4 pieces of work.

2. **Step 2:** Place each piece of work on a USB or place it in the NZQA folder T:\NZQA and NCEA Resources\2024 External Moderation

3. **Step 3:** Save each piece of student work as a file separately and name as student A, student B etc. or student 1, student 2, student 3…. (See example below)



PHYSICAL EDUCATION EXTERNAL MODERATION

| Name | Date modified | Type | Size |
|------|---------------|------|------|
| Student A = Not Achieved | 18/02/2022 12:00 PM | Microsoft Word D... | 0 KB |
| Student B = Achieved | 18/02/2022 12:00 PM | Microsoft Word D... | 0 KB |
| Student C = Merit | 18... | | 0 KB |
| Student D = Merit | 18/02/2022 12:01 PM | Microsoft Word D... | 0 KB |
| Student E = Excellence | 18/02/2022 12:01 PM | Microsoft Word D... | 0 KB |
| Student F = Excellence | 18/02/2022 12:01 PM | Microsoft Word D... | 0 KB |

4. **Step 4:** Once you open each student file label on the student's piece of work the Grade and also whether this is student A, or Student B etc. See example.



2021 3.7 Sancta Maria College    Year 13 Physical Exercise Science "No Room for Error"

**STUDENT: B**

**GRADE OVERALL: ACHIEVED**

Safety Management Essay
AS91504
Appendix A – ESSAY PLANNING SHEET

Critical point 1:

Mistake made:

Jodie Sullivan didn't have the necessary skills to read the water levels. This recommendation is important because reading the water level could've been

# Procedure Steps for submitting External Moderation

5. **Step:5 Complete NZQA EXTERNAL MODERATION COVER SHEET – See (Section: 9) a** full example of a cover sheet and (Section 10) a blank NZQA external cover sheet. Fill out student A, Student B, cont.... and then the grade they got. Comment explanation of why students were given grades. See example.

| | | |
|---|---|---|
| • 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 | Grade | Comments related to grade awarded (optional) |
|---|---|---|
| *e.g.: student A, student 1* | *M* | *I have awarded Merit although the quality of the evaluation is marg because the reasons were not explained.* |
| STUDENT A | N | Student A only completed both tasks but did not describe any depth or safety procedures |
| STUDENT B | A | Task A was a merit level. However, Task B brought the students grade down to an Achieved because the standard asks students evaluate safety procedures. (Procedure meaning 2 or more. Student B only evaluated task A not both. |
| STUDENT C | M | Student C consistently evaluated but did not include any level of critical evaluation to receive any grade higher than a merit |

6. **Step: 6 Save the assessment task**, marking schedule and all relevant information that will explain to the moderator how you assessed and what your grade boundaries were according to an assessment schedule. See example.

   - Student Assessment Information (Task and Resources)
   - Marking Schedule
   - 6 Achievement Standard Marked Exemplars (4 Unit Standard) and any other material you used to help determine your grades.
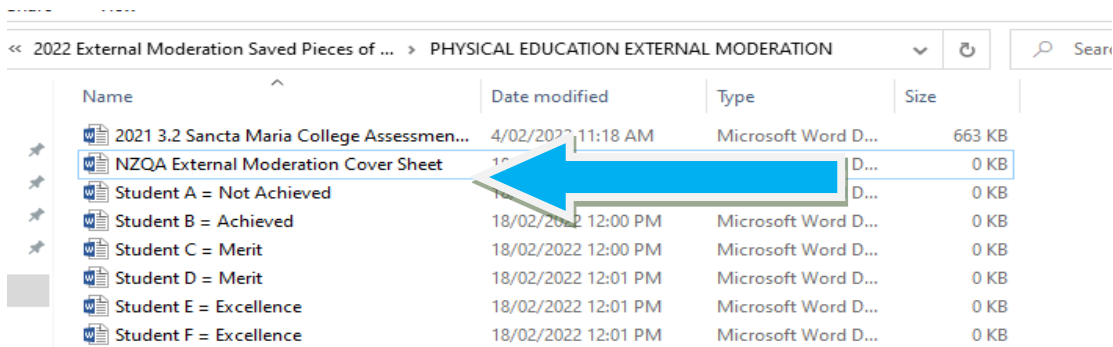


7. **Step 7: Once this is all completed. Email** J.fisher@sanctamria.school.nz
   Place file in office 365 file (NZQA & NCEA File> 2024 External Moderation) and send the link to Jenny. Or place the files on a USB and give to Jenny,

==DUE DATE FOR EXTERNAL MODERATION TO JENNY FISHER IS SUNDAY 20th OCTOBER OR MAXIMUM OF 4 WEEKS AFTER 2024 ASSESSMENT HAS BEEN MARKED/INTERNALLY MODERATED==

# Section 48: NZQA Questions and answers about moderation selection - Website Guidelines

**1. If I have fewer than 6 students in my class. What do I do?**

Store all of the student work available but do not send more than two samples of work graded at N.

**2. How can we make it more manageable for subjects that have to record student performances?**

Your 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 selection process for deciding which classes will be recorded, and after assessment is complete, the selection will be made from those classes.

**3. I have 120 students doing a speech. Do I have to record them all?**

No. You can pre-select classes or even students to keep things manageable. It would be advisable to record more than the sample required to ensure you have enough material to submit for moderation.

**4. 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 SRM if this standard is selected for external moderation.

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

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

**6. How many samples should we send in for Unit Standards?**

If the Unit Standard is one where only Not Achieved or Achieved results are available you only send four samples, but do not send more than two graded at N.

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

NZQA offers Moderator Best Practice Workshops if you are interested in going on a course. Let Principal's Nominee know, and they will enrol you in a course.

# Section 49: Example of Cover Sheet

## 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:** **PHYSICAL EDUCATION**

**School Name:** **SANCTA MARIA COLLEGE  School Code: 491**

**Standard No: 91504**   **Version of standard: 2**   **Level: 3**
(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 specifically:**

**All student work submitted for a standard must be for the same assessment activity.**
- **Achievement Standard:** Six samples of student work for standards where Not Achieved, Achieved, Merit or Excellence grades are available. Samples should include:
  - one sample each at N, A, M, E (if a sample at a grade is not available, replace with one at the nearest grade available, but only send a maximum of 2 samples at N). Where possible, these should be typical for the grade, not borderline.
  - two more from A, M, E. These could be borderline or particular pieces of work you wish to have moderated.
- **Unit Standard:** Four samples of student work for standards where only Not Achieved or Achieved results are available.

| Student identifier<br>*e.g.: student A, student 1* | Grade<br>*M* | Comments related to grade awarded (optional)<br>*I have awarded Merit although the quality of the evaluation is marg because the reasons were not explained.* |
|---|---|---|
| STUDENT A | N | Only completed both tasks but did not describe any depth or safety procedures |
| STUDENT B | A | Task A was a merit level. However, Task B brought the students grade down to an Achieved because the standard asks students evaluate 2 safety procedures. |
| STUDENT C | M | Consistently evaluated but did not include any level of critical evaluation so only merit |
| STUDENT D | M | Although the explanation was in depth. The essay lacked consistency of critical evaluation to be any higher |
| STUDENT E | E | Student E included numerous aspects of critical evaluation through both Task A & B |
| STUDENT F | E | Student F critically evaluated Task A to a high excellence. However, Task B although they did critically evaluate it was at a much lower depth but still enough for an excellence |

# Section 50: Sancta Maria College 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:**

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

| ☐ | assessment activity with any relevant resources | ☐ | assessment schedule | ☐ | 6A/S or 4U/S samples of 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 specifically:**

**All student work submitted for a standard must be for the same assessment activity.**
- **Achievement Standard:** Six samples of student work for standards where Not Achieved, Achieved, Merit or Excellence grades are available. Samples should include:
  o one sample each at N, A, M, E (if a sample at a grade is not available, replace with one at the nearest grade available, but only send a maximum of 2 samples at N). Where possible, these should be typical for the grade, not borderline.
  o two more from A, M, E. These could be borderline or particular pieces of work you wish to have moderated.

**Unit Standard:** Four samples of student work for standards where only Not Achieved or Achieved results are available.

| Student identifier _e.g.: student A, student 1_ | Grade | Comments related to grade awarded (optional) |
|---|---|---|
| | _M_ | _I have awarded Merit although the quality of the evaluation is marg because the reasons were not explained._ |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Section 51: Procedures following Return of External Moderation Reports

**STEP 1:**
- **Report given to:**
  SLT Line Manager
  Principals Nominee
  HOD

**STEP 2:**
- **Report Follow up Required**
  Yes
  No

**STEP 3**
- **If Yes**
  HOD PN and/or SLT meet after HOD has completed course of action form

**STEP 4:**
- **Implement Changes:**
  HOD or TIC implements changes required. PN follows up by emailing HODs

**STEP 5:**
- **Sent for External Moderation Again:**
  Following year same standard is sent for external moderation
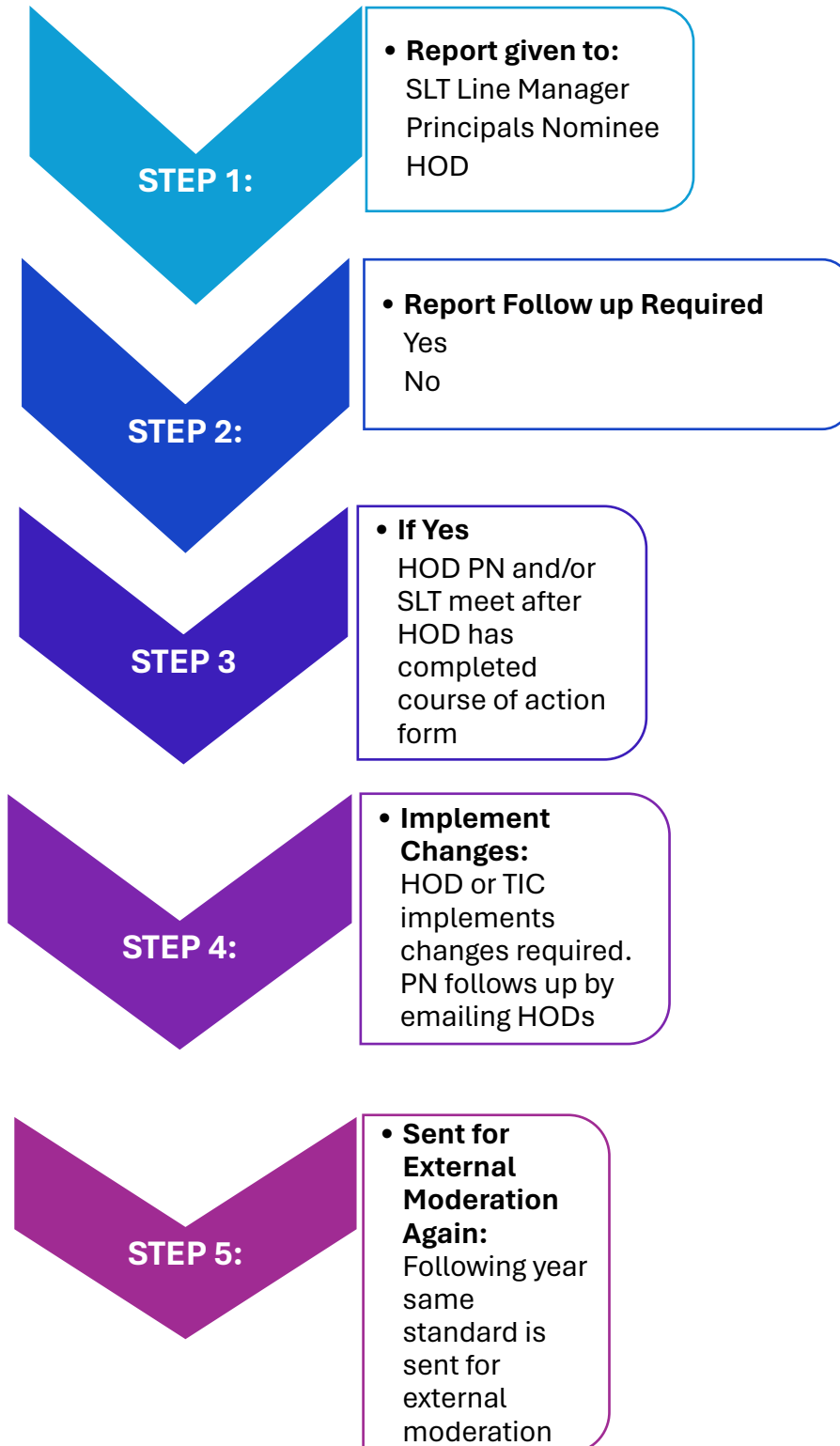
## ⇒ <u>**Procedures following Return of External Moderation Reports**</u>

⇒ **STEP 1:** Assessment Materials and Moderation reports are returned to the Principal's Nominee.  A hard copy of the report will be given to the Line Manager - Deputy Principal and Head of Department (HOD) and Teacher in charge of the Course.  Principal Nominee will keep the original in a master file.

⇒ **STEP 2:** Sancta Maria College (Principal's Nominee) identifies following External Moderation reports as "**follow up required**" by Principals Nominee and/or SLT if external moderation reports contain following:

1. A agreement rate of 3/6 or less than that
2. Where moderator states "Needs Modification"
3. Where moderator states "Does not meet standard"
4. Where moderator states any other form of change is needed

⇒ **STEP 3:** HOD will complete "Course of Action Form" to be taken to remedy the concern.  The Principal's Nominee or other nominated SLT member, liaises with ALL HODs regarding matters of concern raised in moderation reports. Liaison can be email or meeting.

⇒ **STEP 4:** 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 or email organised by the Principal Nominee or SLT member.

⇒ **STEP 5:** The following year the same standard is selected and sent to NZQA for moderation to ensure assessment and marking meets standard.

⇒ **STEP 6:** If the external moderation in follow up year has a repeat of "follow up required". HOD or TIC will contact another school with a high agreement rate for standard and seek professional learning and support via discussion or school's assessment/criteria. HOD must show evidence to PN of changes made to assessment and/or marking.

# Section 52: Appeal Grade Guidelines

➢ Good assessment practice reduces the volume of appeals. Teachers and HOD's must review practices and assessment tasks annually to ensure appeals levels are low.

➢ Students have the right to appeal decisions regarding the outcomes of their internal assessment and the grade given. 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, the teacher who marked the assessment must be consulted.

➢ If the student remains unhappy with the teacher's explanation, the student may appeal this decision.  Students must 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.

# Section 53: Student & Teacher Appeal Grade Procedures

*Appendix - Appeal Grade Form…………………………Go to the back of this booklet.*

Students may appeal decisions regarding the outcomes of internal assessment. If you're unhappy with the teacher's explanation, you may appeal this decision.  Please follow the procedure below:

If an appeal results in any change in Grade, the change judgement criteria 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.

## Step by Step Student / Teacher Appeal Procedures

***Appeals Procedure – up to 5 school days after work has been handed back:***
The teacher allows students to check that they agree with the results given by explaining 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.

1.  If the student thinks that work has been incorrectly assessed, they should approach their teacher and ask the teacher to reconsider.

2.  The teacher should explain why the student received this grade or make any necessary alterations. If the assessing was done by another teacher in the department, the marking teacher must be consulted by the student.

3.  If the student disagrees with the Teachers decision the student may ask the Principal's Nominee to consider the case. An appeals form must be completed.

4.  The Principal's Nominee may consult with the subject advisor, the Head of Department or any other person with subject and standard knowledge and will re-mark the assessment using the students work and writing the result with an explanation on the appeals form.
    This must be done **within two school weeks** of the appeal being lodged.

5.  Principals Nominee will meet or email the student with the unchanged or new result and explain the reason for this.

6.  Student and Principals Nominee must sign Appeal form with result.

7.  The decision can be appealed, and the same process will be completed by the Deputy Principal Yr11-13 using a different marker. DP's Decision is final.

8.  If the Principal's Nominee was involved in the initial assessment the Deputy Principal Yr11-13 will nominate another staff member to carry out the investigation.

9.  In extenuating circumstances the Principal's Nominee may, at their discretion, accept appeals after the 5-day appeal interval.

# Section 54: Further Assessment Opportunities – Re-Submission

A **resubmission** (resub) may be offered to a student to gain an <mark>**ACHIEVED GRADE ONLY**</mark>, if they can correct minor errors or omissions in their work in a short period of time.
**Resubmission Rules:**

- ➢ Provisions for **ONE** resubmission opportunity for each assessment event will be available **where practicable**. Must be limited to specific aspects of the assessment.
- ➢ Must take place **before** the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
- ➢ Should be closely supervised by a teacher 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 and decision will be deemed final.
- ➢ Resubmission must take place as soon as possible after the assessment has been completed.
- • Resubmissions do not have a specific time limit and the given time must be deemed fair and equitable for all students. The amount of time provided for a resubmission depends on the nature of the assessment and how authenticity can be assured.
- ➢ A resubmission opportunity should only be offered where a teacher judges that a mistake has been made by the student, which the student has the capability to discover and correct themselves. For example, the students haven't 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. The amount of information a teacher provides to a student in identifying the error is important in this context. In the case above, the teacher might say "your method is fine but there is a problem with your calculations…." However, the teacher would not say, "there is a problem with your use of **brackets** in this calculation."
- ➢ 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 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.
- ➢ A student only has access to Grades of either not achieved or Achieved.

**NZQA LINK TO WEBSITE - RESUBMISSION MYTH BUSTER 4**

# Section 55: Further Assessment Opportunities –Re- Assessment

**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 Re-assessment **WILL NOT** be possible for manageability and practical reasons. **NOT ALL** internally assessed standards will offer a re-assessment opportunity.

When a student has not provided evidence of achievement (A, M,E) for any grade from previously assessed work, **schools can offer a maximum of one Re-assessment** for assessment of a standard within a school year.

**Reassessment Rules:**

➤ Only one Re-assessment opportunity for each standard can be offered per-year.

➤ Schools can decide whether a re-assessment is offered for any standard. It must be manageable and practical decision for the school, and it can be on a standard-by-standard basis. The decision to offer or not offer Re-Assessment is up to the school and their decision will be deemed final.

➤ Students must be told up front if a Reassessment is available for a standard.

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

➤ A different activity or task must be offered for the Re-assessment.

➤ 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 will be reported.

➤ Students can have one resubmission opportunity for each assessment.

➤ 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.

➤ If a further opportunity for assessment is offered to any student, it must be made available to all students entered in 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, reassessment opportunities need to be carefully planned and any further opportunity conditions must be consistent with those from the first opportunity.

**NZQA LINK TO WEBSITE - REASSESSMENT MYTH BUSTER 5**

# Section 56: Further Assessment Opportunities Frequently Asked Questions

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 assessments 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.  You 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 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. **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. But this reassessment must be offered to every student.

6. **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.

# Further Assessment Opportunities Frequently Asked Questions

7.  **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.

8.  **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 to offer it now to all of them**? Surely this is going to create major workload and logistical challenges, especially in big schools.

9.  **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.

10. **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.

11. **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.

12. **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.

# Section 57: Sancta Maria College Authenticity

Authenticity is the assurance that evidence of achievement produced by a learner is their own.

Teachers/Assessors must verify that the work submitted for an 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**

NZQA Support Information for Authenticity

# Section 58: Preventing Use of Chat-GPT and/or Artificial Intelligence Generators:

Chat-GPT and other similar artificial intelligence (AI) tools can answer questions, provide advice on most topics in well-written English, write computer code, musical scores and more. As AI tools become more embedded into teaching and learning, faculties will need to decide on what stance they wish to take in each course, or in individual assessment standard, regarding the use of Chat GPT or other AI generative tools.

This should be communicated clearly to students **BEFORE** an assessment begins. It is recommended that teachers discuss the implications of using such tools at the beginning of the course or assignment. The following examples should then be written on the front of assessment cover page:

**AI generative tools are NOT PERMITTED**
> In this assessment, you are prohibited from using generative artificial intelligence software such as ChatGPT or similar. You are expected to complete your assessments without assistance from others, including automated tools.

**AI generative tools are PERMITTED WITH ACKNOWLEDGEMENT OR % amount.**
> In this assessment, you are allowed to use generative artificial intelligence software such as ChatGPT or other AI tools. However, you must acknowledge any such tools. If you use AI please include screenshots of all prompts and responses along with a reference to the tool used.

**Suggestions to Teachers/HODs on how to check if you suspect AI has been used:**
> ➢ Consider using AI detector tools. (Turnitin, AICheatCheck, GPT Zero)
> ➢ These are not 100% accurate and students are finding workarounds (Quillbot, Grammaly, wordtune) such as improved prompts as well as using paraphrasing tools to rewrite what the AI has created.
> ➢ Check whether references are correct and accurate. AI software can sometimes insert references that have no relation to the task or are even made up.
> ➢ Check for a 'referencing' i.e., a range of references or obscure references that a student wouldn't normally access.
> ➢ Check that quotations appear in the referenced material.

# Preventing Use of Chat-GPT and/or Artificial Intelligence Generators:

**Suggestions to limit the opportunity for students to use AI:**

➢ Set reflective tasks – Describe three key skills we have learnt so far this term. How have you applied them to solve X problem?

➢ Set application of questions that connect to self and the task (example: Wider implication for self, family)

➢ Have students use specific quotes and apply to specific situations or Achievement standard.

➢ Have students use personal examples and experiences or local context of application.

➢ Set tasks that use knowledge or texts you have used in class – Using the texts shared with you during this topic, explain…

➢ Set tasks that involve both written and oral components.

➢ Set regular, small, low-stake in-class assessments that can either count as a partial grade or allow you to recognise your student's voice and writing capabilities.

➢ Complete assessment in classroom lesson on paper giving small, scaffolded questions per hour. Then students hand in at end of lesson. Use text to type applications (PDFsimpli) to convert written work to text is students writing is not easy to read.

**Consider that if the assessment can be answered using AI then was the question worthy of being asked?**

**Key principles of authenticating assessment**:

➢ Use your knowledge of your students and their learning knowing a student's capability prior to any assessment submissions is key.

➢ Fit your authenticity measures to the student, and the standard, and the circumstances. If in doubt, follow up – conference with the student ask them to explain their assessment verbally and consult with colleagues.

**A mix of different authenticity processes may be used, including:**

➢ Tracking student progress towards the completion of assessments using milestones or checkpoints, rather than relying on a single point to measure authenticity. Short tests, homework collected over a term.

➢ Using office 365 or google docs to track when students have accessed their assessment and if large bodies of work have been added in a small period of time, sharing of documents can also be monitored by using these tools.

➢ Using digital tools such as revision history to monitor work in progress (use the Assignment function in Teams to make this easier)

➢ Talking with the student to check their understanding of what they have submitted before awarding a final grade.

# Preventing Use of Chat-GPT and/or Artificial Intelligence Generators:

**When you are still getting to know your students:**

➢ Your knowledge of your students is a fundamental tool for maintaining authenticity. If you don't know your students well enough yet to recognise their authentic work, consider what other sources of information may be available. For example – verbal questioning, related evidence from class work and drafts.

➢ Assessment opportunities should be part of a coherent programme of learning and assessment that displays rather than one-off events. This allows you to judge when students are ready to be assessed.

### 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.
4. The HOD or teacher of student will interview the student and decide about whether Academic misconduct has taken place and if so the level/severity of Academic Misconduct.
5. The HOD will give the completed forms to the principal's nominee during a meeting to discuss next steps.
6. The student will meet with the Principal's Nominee and the student will be given an opportunity to explain the HOD's/Teacher's findings and whether there is a fair explanation and the level of intent by the student (intentional or unintentional).
7. The student, Curriculum leader (Head of Department) and parents will be informed of the final decision.
8. Formal letter sent to parents and student if the student has performed academic misconduct.
9. Academic misconduct form is signed by the student, HOD and Principals nominee.
10.  Students may use the appeals process if they want to query the decision of the Principal's Nominee. The process will then be completed by SLT and complete an investigation and interview the student.
11.  If no appeal or after appeal student is still accused, the students name and type of misconduct will be added to an Academic Misconduct Register (Only seen by Principals Nominee and Data Manager)

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

# Section 59: Sancta Maria College Strategies used to ensure authenticity include:

**Overall Ideas to manage student Authenticity:**

➢ 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, seashore 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:**

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

    o `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: (Test, Exam, Performance)

➢ This involves carrying out the assessment under examination, test conditions or performance 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

➢ All Test and Exams must follow exactly same as NZQA external assessment conditions.

# Section 60: Academic Misconduct Procedures

**Contents**

**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.

# Section 61: General Guidelines

(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.

# Section 62: Types of Academic Misconduct (CHEATING)

(1) **Plagiarism**:

Plagiarism, which is the copying or unauthorised use of the work of another within a piece of assessment without adequate acknowledgement of the copying or unauthorised use, thereby representing the work as your own. Plagiarism includes copying from such sources as textbooks, journal articles, websites, and the work of another student or person.

**(2) Unauthorised collaboration or Collusion:**

Collusion is working with another student on an individual assessment and submitting the work as your own. Examples of unauthorised collaboration include rreceiving professional assistance not from Sancta Maria College; example students who have left Sancta Maria College. 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.

(5) **Use of unauthorised materials**:

Using unauthorised material in the completion of an assessment unless expressly permitted to do so. Example: Notes, calculators, translators, computers, or any other electronic devices (e.g. cell phones or tablets, watches)

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

Enabling the academic misconduct of others, which can include giving another student your own work that is then copied and submitted as the work of the other student, giving another student the output of any generative artificial intelligence tool that is the submitted as or otherwise used in the work of the other student, assisting another student to use a generative artificial intelligence tool in a manner that is not expressly permitted for the assessment, completing academic work for another student which is the submitted as the work of the other student, and sharing questions and answers for an active exam.

(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).

**(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:**

Student usually obtains and uses work from another source.

a. Using a cheat sheet, lecture notes and/or textbook folks on a closed book exam.
b. Talking in a foreign language during an exam.
c. Accessing digital devices when devices are banded for this assessment.
d. Looking at appears assessment.
e. Printing or emailing online test questions when not permitted.
f. Stealing, copying, taking photos, deliberate sighting of an exam paper. From a teacher's desk. Or other methods of obtaining.
g. Use of materials obtained by method F. and used in another person's assessment.

**(12) Copying:**

Copying from another person in an examination or other assessment activity.
This type of cheating is typified by the students obtaining work from another source:
a. Copying from the web.
b. Sharing ones work with another student.
c. Taking work left on the computer, photocopier, and network.
d. Copying from a textbook, USB, articles, and websites.
e. Stealing someone else's work.

**(13) Ghost Writing:**

Ghost writing or contract cheating, which is causing or allowing another person to complete academic work for you and submitting it as your own.

**(14) Other Academic Misconduct or forms of Academic dishonesty**:

Actions that are deemed to contravene the values and accepted practices associated with academic integrity.

**(15) Use of CHAT GPT or Other Artificial Intelligence tools: Academic Fraud**

The use of generative artificial intelligence tools, including to generate text, code, equations, or other content, except where such use is expressly permitted and is declared or referenced by you in the manner required.

# Section 63: Authority for Dealing with Academic Misconduct

➢ 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.

➢ 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.

➢ **In the first instance:**

a. All instances of academic misconduct in examinations must be referred to the principal's nominee, who will liaise curriculum leader/Head of department.

b. Alleged instances of Level One academic misconduct which proceed to an investigation will be dealt with by HOD's 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.

➢ 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.

➢ 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.

➢ 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.

➢ All candidates who have been breached authenticity through academic misconduct will be added to a confidential academic misconduct register that only the principal's nominee and data manager manage. The purpose of this document is to monitor and ensure students are not repeatedly breaching authenticity.

➢ Breach of authenticity in external assessment standards must be guided only by the NZQA Breaches of External  Assessment Rules

# Section 64: Procedural Fairness

> ➤ A student shall be presumed innocent unless and until guilt is freely admitted or is determined beyond reasonable doubt.

> ➤ Sancta Maria College will ensure that:

a. The student will have access to information about the allegations of misconduct.
b. The student will be given adequate notice of the process and timelines for dealing with the alleged misconduct.
c. The student will be offered the opportunity to be heard before a determination is made in relation to the alleged misconduct.
d. The process of inquiry and determination will be conducted without bias.
e. A determination will be made only based on 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)
f. The student will be notified in writing of the outcome including reasons to explain the outcome.
g. The student will be notified of their right of appeal in accordance with clause 10 of the Academic Integrity Procedures.

# Section 65: Academic Misconduct Procedures

This is the process that is followed when the authenticity of student work is alleged to be compromised:

*Appendix I  - Academic Misconduct Form………………………………At the back of this document*

**Step by Step Procedure if Academic Misconduct is suspected:**

12.  If there is a question about authenticity, then the class teacher shows the suspect work to the Curriculum Leader (Head of Department).

13. The Curriculum Leader (Head of Department) will collect all supporting data and collate and outline areas of discrepancy and gather all possible evidence.

14. Curriculum Leader (Head of Department) will complete academic misconduct form.

15. The HOD or teacher of student will interview the student and decide about whether Academic misconduct has taken place and if so the level/severity of Academic Misconduct.

16. The HOD will give the completed forms to the principal's nominee during a meeting to discuss next steps.

17. The student will meet with the Principal's Nominee and the student will be given an opportunity to explain the HOD's/Teacher's findings and whether there is a fair explanation and the level of intent by the student (intentional or unintentional).

18. The student, Curriculum leader (Head of Department) and parents will be informed of the final decision.

19. Formal letter sent to parents and student if the student has performed academic misconduct.

20. Academic misconduct form is signed by the student, HOD and Principals nominee.

21.  Students may use the appeals process if they want to query the decision of the Principal's Nominee. The process will then be completed by SLT and complete an investigation and interview the student.

22.  If no appeal or after appeal student is still accused, the students name and type of misconduct will be added to an Academic Misconduct Register (Only seen by Principals Nominee and Data Manager)

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 level of intent and the impact it had on other students and staff.  The appeals process may be used to appeal a decision of punishment also.

# Section 66: Considerations for Principals Nominee and HOD

- An investigation shall be carried out whenever 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:
  a. There is sufficient evidence that the matter should proceed to a full investigation; or
  b. There is insufficient evidence to proceed; or
  c. There is no case and the matter should proceed no further.

- As regards to an investigation: - Academic Misconduct Register
  a. 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 Report* Form; or
  b. 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.

- 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:
  a. The extent of the misconduct
  b. The student's intention
  c. Contextual factors including but not limited to:
     - Academic level of the programme (Level 1,2,3)
     - Number and severity of previous offences.
     - Other information relevant to the case
     - The extent to which the misconduct, if undetected, would have resulted in an unfair advantage for the student or any other student.
     - The extent to which the misconduct, if undetected, would have had potential to compromise the integrity of Sancta Maria College's assessment processes.
     - The impact of outcomes on a student's progression of NZQA qualifications Level 1,2,3 or Sancta Maria College achievement.
     - Information provided to the student prior about academic integrity.
     - Information about the student held in the Academic Misconduct Register.

# Considerations for Principals Nominee and HOD

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

➢ Following their investigation, the investigating party may:
  o Find that no academic misconduct has occurred.
  o Determine an outcome commensurate with their powers and the level of offending as per Clause 7 of these procedures.
  o For allegations which have been investigated by the Head of Department and Principal's Nominee for which there is evidence of offending above Level One, refer the matter to the appropriate Deputy Principal (Curriculum).
  o 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 <u>may</u> (but is not obligated) consult with members of the board of trustees or seek legal advice or advice from other consultants.
  o In all instances, the outcome or referral should be reported to the Principal's Nominee and Deputy Principal (Curriculum) and Head of department.

➢ The investigating party must keep a detailed record of their investigation.

➢ Where possible, investigations should be completed within a three-week timeframe or a timeframe that allows a thorough investigation to take place.

# Section 67: Outcomes where Academic Misconduct is proven.

**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 our 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 Level 1 or take one or more of the following actions:

i.     Submission of a revised version 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 failure grade (Not Achieved) for the assessment standard.
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 (a), (b) and (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 a period as the principal may determine.

## 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 failure 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 | ■ | ■ | ■ |

# Section 68: Notification of the Result

(a)    Upon conclusion of the investigation, the investigating party shall advise the Head of Department and Student 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.

# Section 68: Notification of the Result

# Section 69:  Student's Right of Appeal of Academic Misconduct Procedures

A student may appeal an academic misconduct decision made by:
- ➢ Principal's Nominee whose decision on the matter shall be final.
- ➢ Deputy Principal (Curriculum)
- ➢ Principal

**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.

**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.

**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.

**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) regarding 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 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 peel, including, where appropriate, any factual or procedural errors. Which the student considers having occurred.

(c) Any submissions that 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 consider 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 recommendations 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.

# Section 70: Reporting

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

➢ 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.

➢ Where patterns are discovered the Principals, Nominee will speak to the HOD or Teachers directly related to the pattern.

**The Principal's Nominee shall:**
➢ Ensure that all cases for the previous year are reviewed in January to check for trends, developments and repeat cases.
➢ Provide a six-monthly update on academic misconduct to the Deputy Principal (Curriculum).
➢ Provide an annual report on academic misconduct to the Deputy Principal Curriculum.

# Section 71: 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 Principals Nominee.

**DO NOT USE ENTRIES (NOT SUBMITTED), (NOT ATTENDED)**

**Unticked Withdrawn can only be approved by Deputy Principal** from standard because either:
- Student was absent for 50% or more when the teaching and learning was **or**…
- Students could not meet the deadline due to illness or other extreme circumstances as approved by Deputy Principal Year 11-13 **AND** there is no further assessment opportunity.
- Student is not at curriculum level: E.g.: Learning Support, Neuro Diverse Student.
- Only approved by Deputy Principal: 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.

**DO NOT USE ENTRIES (NOT SUBMITTED), (NOT ATTENDED)**

**Unticked Withdrawn can only be approved by Deputy Principal** from standard because either:
- Student was absent for 50% or more when the teaching and learning was **or**…
- Students could not meet the deadline due to illness or other extreme circumstances as approved by Deputy Principal Year 11-13 **AND** there is no further assessment opportunity.
- Student is not at curriculum level: E.g.: Learning Support, Neuro Diverse Student.



- Only approved by Deputy Principal: Standard is not part of personalised program as negotiated between student and teacher prior to the topic being introduced. Parents made aware of this.
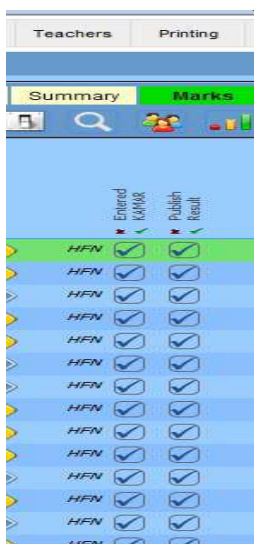
## Teacher Procedures for Entering Grades into Kamar

1. Select Mark-book.
2. Select Standard
3. *Single Tick enter by 1st April.*
4. Enter the correct grades for each student *(#Note this can only be done once internal moderation has been completed)*
5. On completion of each standard a teacher must ensure that both columns are double green ticked for each student (1 tick student are entered into Kamar and 2 ticks will publish result to NZQA) (DOUBLE GREEN TICKED)

# Section 72: 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 into 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 (Derived Grade results should be entered in Markbook E and the procedures are 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 April – 1st July.

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

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

# Section 73: 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 portfolio externals are entered by schools through the secure log-in. Schools report their Internal Assessment results to NZQA via the data file submission with the final date of submission being 1st 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 Grades. Derived Grade results must be entered before students begin their external exams in early November. This information needs to be accessible to the Principal's Nominee as it may be needed outside regular term time. The derived grade can be entered in Markbook E.  Derived Grade Assessments must complete the identical Internal Moderation Process. The moderation is completed using the hard Copy Pink Forms and are given to Jenny prior to any Derived grades being entered into Markbook E. HOD's and Principals Nominee should ensure that these results are checked for their accuracy.  If there is no evidence available, no application for a derived grade can be made.

Principals Nominee receive a derived grade report that monitors Sancta Maria College entries of all derived recorded grades versus students entered for externals. Principals Nominee will follow up all missing grades from Teachers/HOD's prior to external exams.

**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 closes 1st December and has 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. These entries are only made by the Principals Nominee when these are urgent necessary entries and are considered by a case-by-case basis.  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**

# Section 74: NZQA Guidelines - Reporting results for candidates

**Internal Assessment Results**

Schools will send results of Internal Assessment to NZQA monthly from April. These are processed within 3 business days and become live on the NZQA website so that students can view them. Only results for assessments 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.

**End of Year Student Sign Off:**

Teachers must provide a signature signed Kamar report for students to sign off their whole Years results. Storage of these signed kamar reports must be saved by the teacher for at least one year. 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.

## Consent to Assess Guidelines

**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.

Where an external provider code is used, a memorandum of understanding (MOU) must be in place. The memorandum must be signed by both the provider and principal's nominee and stored in the Yearly file of all Memorandums of Understanding

## 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 our SMS. All students are ticked automatically to have their results released to tertiary's. If a student does not want to have their data released, they need to let the Principals Nominee know by 1st September.

# Section 75: 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.

Maintenance, Review and Checking of Grades within NZQA and Kamar is the overall responsibility of the Principal's Nominee and Data Manager.

- 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.

# Section 76: Students applying for a Derived Grade – External Standards.

## NZQA Derived Grade Information

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 Sancta Maria College 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 certain 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 Principals Nominee before the closing date. In extenuating circumstances, the Candidate may apply directly to NZQA.
6. Principals Nominee 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 2024.
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: Applying for a Derived Grade – External Standards

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.

# Section 77: 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 also to 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.

- Departments will update benchmarks and store these in a safe and locked cupboard or office 365 department folder.


"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.)

# Section 78: Annual 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 and collated.

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).  Commentary/Goal setting of changes, if necessary, from External moderation results.

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

# Section 79: Sancta Maria College Authenticity Statement to include on Assessment Cover Sheet

➢ Authenticity Statement: Authenticity statements on the cover sheet of digital submission alerts students and parents to the issue of authenticity. By students submitting a cover sheet containing this statement attached to their assessment through Turnitin it shows students understand and all information in their assessment is their own work. Hardcopy assessments submitted must contain the same statement.

**Authenticity Statement for students by submitting each internal assessment must be included on the Coversheet:**

### SANCTA MARIA COLLEGE STUDENT AUTHENTICITY STATEMENT

**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 has been 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.**

**I understand the use of artificial intelligence, unless stated by my teacher as acceptable is not allowed to be used in any format for this assessment.**

**The work I am submitting is all my own and has been written completely by me unless I have referenced the author.**

*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.
**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 or failed to submit on the necessary day.

## Section 80: Sancta Maria College Course Booklet Master (Appendix A)

NCEA LEVEL____

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*"Subject"*
**"Course Title"**
**COURSE INFORMATION BOOKLET**
**2024**

---

# 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 and Parent Handbook 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.

Subject Information:
**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. Scholarship:


## 2. Department Faculty Procedures:

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. Equipment and Course Costs: There is _____subject fee for this course which covers the cost of _____. This fee can be paid to the account's 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.

# 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** | | | | | |

| Week | Dates | Title | Notes *(Appendix B)* |
|:---:|:---:|:---:|:---:|
| TERM 1 | | | |
| 1 | 30 Jan - 2 Feb *(Week A)* | *Week A*<br>*Staff Only Days 30 & 31 Jan* | *Anniversary Day 29th Jan*<br>*Welcome back / Start up* |
| 2 | 5 – 9 Feb *(Week B)* | | *Waitangi Day 6th*<br>*Opening Mass 9th*<br>*Chinese New Year 10th Feb* |
| 3 | 12 – 16 Feb | | *Ash Wed 14th*<br>*Y13 Retreat 16th* |
| 4 | 19 – 23 Feb | | *Athletics Day 23rd* |
| 5 | 26 Feb - 1 Mar | | *Y12 Retreat 1st* |
| 6 | 4 – 8 Mar | | *Y7 Retreat 8th* |
| 7 | 11 - 15 Mar | | *Y8 Retreat 15th* |
| 8 | 18 - 22 Mar | | *Y9 Retreat 22nd* |
| 9 | 25 – 29 Mar | | *Good Friday 29th* |
| 10 | 1 - 5 Apr | | *Easter Mon/Tues 1st & 2nd* |
| 11 | 8 – 12 Apr | | |
| TERM 2 | | | |
| 1 | 29 Apr – 3 May | | *Anzac Day 25th (hols)* |
| 2 | 6 - 10 May | | *Y11 Retreat 10th* |
| 3 | 13 - 17 May | | |
| 4 | 20 - 24 May | | |
| 5 | 27 - 31 May | | *Feast Day 31st* |
| 6 | 3 – 7 June | | *King's B'day 3rd* |
| 7 | 10 - 14 June | | |
| 8 | 17 - 21 June | | |
| 9 | 24 - 28 June | | *Matariki 28th* |
| 10 | 1 - 5 July | | |
| TERM 3 | | | |
| 1 | 22 – 26 July | | |
| 2 | 29 Jul – 2 Aug | | |
| 3 | 5 – 9 Aug | | *Maths Week 2024* |
| 4 | 12 - 16 Aug | | *Assumption Mass 16th* |
| 5 | 19 - 23 Aug | | |
| 6 | 26 – 30 Aug | | |
| 7 | 2 – 6 Sept | | *Tournament Week* |
| 8 | 9 – 13 Sept | | *Senior Derived Grade Exams*<br>*AIMS Games* |
| 9 | 16 - 20 Sept | | |
| 10 | 23 - 27 Sept | | |
| TERM 4 | | | |
| 1 | 14 - 18 Oct | | |
| 2 | 21 - 25 Oct | | |
| 3 | 28 Oct – 1 Nov | | *Labour Day 28th*<br>*Senior PG / Thanksgiving Mass 29th* |
| 4 | 4 – 8 Nov | | *NCEA Exams begin* |
| 5 | 11 – 15 Nov | | |
| 6 | 18 – 22 Nov | | |
| 7 | 25 – 29 Nov | | *NCEA Exams end* |
| 8 | 2 – 6 Dec | | |
| 9 | 9 – 13 Dec | | *End of school year??* |

# Section 81: 2024 NCEA Change of Assessment Date Form (Appendix C)

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 or explanation letter from parent, counsellor or dean attached

☐ **Family/Personal Trauma:** documentation must be attached (letter from parent/counsellor)

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

☐ **Lateness:** reason (e.g. letter from a parent/caregiver)

☐ **Other Reason:** Explain in Detail written letter from Parent or Counsellor with reason attached.

**Evidence Attached:     Parent/Guardian Letter ❑        Medical Evidence ❑        Other ❑**

## Step 3 – Teacher ONLY 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 ONLY 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**.

☐ **Application Denied**: *Reason* ……………………………………………………………………………………

| | Date: |
|---|---|
| **Principals Nominee Signature:** _____ | |
| *The reason for this decision has been explained to me and I accept the decision.* Student Signature: _____ | **Date:** |

## Section 82:2024 Derived Grade Internal Moderation Cover Sheet (Appendix D)

**2024 SANCTA MARIA COLLEGE DERIVED GRADE INTERNAL MODERATION COVER SHEET**

NZQA *Assessment (including Examination) Rules for Schools with Consent to Assess 2024* **(5.6b)** requires that schools must report to NZQA only those internal assessment results which have been subject to an <u>internal moderation process</u>.

### 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 standard 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:** | | | | Assessment is consistent with learning/context/curriculum at the appropriate level | |
| Name: | | | | Assessment allows students to achieve 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 (MODERATOR) 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-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. | |

101

## SANCTA MARIA COLLEGE VERIFICATION EVIDENCE

**Strategic selection of samples of work is based on the experience of the assessor(s), external moderation history, and the previous use of the task. The sample size can be sufficient, purposeful (at grade boundaries) or minimal.**

Purposeful selection at grade boundaries (1 x Highest N/ 1 x Lowest A, 1 x Highest A/ 1 x Lowest M, 1x Highest M/, 1 x Lowest E)

All pieces of work selected for Moderation must be border line and purposeful selection with a range of grades.

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

# Section 83: Sancta Maria College External Moderation Cover Sheet (Appendix E)

**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:**

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

☐ assessment activity with any relevant resources      ☐ assessment schedule      ☐ 6A/S or 4U/S samples of 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 specifically:**
**All student work submitted for a standard must be for the same assessment activity.**

- **Achievement Standard:** Six samples of student work for standards where Not Achieved, Achieved, Merit or Excellence grades are available. Samples should include:
  - one sample each at N, A, M, E (if a sample at a grade is not available, replace with one at the nearest grade available, but only send a maximum of 2 samples at N). Where possible, these should be typical for the grade, not borderline.
  - two more from A, M, E. These could be borderline or particular pieces of work you wish to have moderated.

**Unit Standard:** Four samples of student work for standards where only Not Achieved or Achieved results are available.

| Student identifier *e.g.: student A, student 1* | Grade | Comments related to grade awarded (optional) |
|---|---|---|
| | M | *I have awarded Merit although the quality of the evaluation is marg because the reasons were not explained.* |
| | | |
| | | |
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# Section 84: 2024 Assessment Grade Appeal Application Form (Appendix F)

Before an appeal, students should ask their teacher for detailed feedback about the reasons for the assessment decision. If the assessing was done by another teacher in the department, that teacher must be consulted. This Appeal Form must be completed and returned within 5 school days of the return of the assessment grade to the student.

## STEP 1: STUDENT COMPLETES THEN HAND TO PRINCIPALS' NOMINEE

| Name of Student | | Year Level | Subject Code | Subject Teacher Code |
|---|---|---|---|---|
| | | | | |

| Standard Number | NCEA Level | Credits | Standard Title | Grade Received |
|---|---|---|---|---|
| | | | | |

**Reasons for Appeal: Please explain in box below or attach separate explanation**

| |
|---|
| |

| Student Signature: | Date: |
|---|---|

**Yes -I have sighted Appeal form and explained why they received this grade:**
**Teacher Signature:**

## STEP 2: PRINCIPALS NOMINEE COMPLETES AND THEN HANDS TO EXTERNAL MARKER OR HOD

| Appeal Granted ❑ YES ❑ NO | Reason: |
|---|---|

## STEP 3: EXTERNAL MARKER OR HEAD OF DEPARTMENT RE-MARK ASSESSMENT AND THEN HANDS TO PRINCIPALS' NOMINEE

| Please tick | EXTERNAL MARKER OR HEAD OF DEPARTMENTS RESULT: |
|---|---|
| ❑ | The grade awarded or decision by the teacher stands. |
| ❑ | The decision or grade awarded has been changed to |

**REASON FOR THIS DECISION:**

## STEP 4: PRINCIPALS NOMINEE COMPLETES AND MEETS WITH STUDENT AND HOD

| The reason for this decision has been explained to me and I accept the decision. |
|---|
| **Student Signature:**                                        **Date:** |
| **If the grade has changed, I will ensure all student work with similar criteria will be re-marked:** |
| **HOD Signature:**                                        **Date:** |
| **Final Grade Given to Student: _____** |
| **Principals Nominee Signature:**                                        **Date:** |

\* If the student disagrees with the decision, the student may appeal to the Deputy Principal (Curriculum) whose decision will be final.

## Section 85: 2024 Academic Misconduct Report Form
(Appendix G)

### SANCTA MARIA COLLEGE
### ACADEMIC MISCONDUCT REPORT FORM

Before proceeding with a conference with the student, the faculty member should consult with the Academic Misconduct 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 because of the academic misconduct will be undertaken by the Principal's Nominee and/or Deputy Principal of Curriculum.

1. **Department Information:**

| | |
|---|---|
| **Subject/ Department:** | |
| **Date:** | |
| **Name of Staff member making report:** | |
| **Evidence that is attached to this Report Form: (Example Turnitin report):** | |

2. **Student Information:**

| | |
|---|---|
| **Student Name:** | |
| **Student NSN:** | |
| **Homeroom:** | |
| **NCEA Standard Affected:** | |
| **Date (s) of Incident:** | |
| **Date of Meeting with student:** | |

**This is the process that is followed when the authenticity of work is compromised:**

**Step 1:** If there is a question about authenticity, then the class teacher shows the suspect work to the Curriculum Leader (Head of Department).

**Step 2:** The Faculty Leader (Head of Department) will collect all supporting data and collate and outline areas of discrepancy.

**Step 3:** The Faculty Leader (Head of Department) will interview the student after gathering the evidence and document this down in the 'Academic Misconduct Form.'

**Step 4:** The Head of Department will give the evidence to the Principal's Nominee.

**Step 5:** The Principal's Nominee will interview the student and decide about whether Academic misconduct has taken place and if so the level/severity of Academic Misconduct.

**Step 6:** The student, Faculty leader (Head of Department) and parents will be informed of the Principal Nominee's decision by written letter.

**Step 7:** Students may use the "appeal academic misconduct process" if they want to query a decision.

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

| Type of Academic Misconduct | TICK FOR WHICH ACADEMIC MISCONDUCT |
|---|---|
| 1.     **Plagiarism** | |
| 2.     **Unauthorised Collaboration/ Collusion** | |
| 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** | |
| 15.     **Use of AI or Chat GPT tools to write assessment.** | |

| 1.  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:

| ACTION TAKEN BY FACULTY / PRNCIPALS NOMINEE | TICK FOR WHICH ACTION |
|---|---|
| 1. **Referral for formal discipline** <br> Referral to: _____ <br> Formal Discipline to Occur: _____ | |
| 2. **Resubmit assessment / paper / project:** <br> Requirements: _____ <br> Due Date: _____ | |
| 3. **Retake Exam** <br> Date and Location: _____ | |
| 4. **Complete additional assignment, course work, exam, or paper** | |
| 5. **Lower Grade on Assignment/exam/paper involved.** <br> Grade received: _____ | |
| 6. **Failing Grade: Not Achieved entered** | |
| 7. **Other formal discipline: (please explain)** | |

## 6. Administrative Signatures

| | Signature | Date |
|---|---|---|
| **Head of Department:** | | |
| **Principals Nominee:** | | |
| **Deputy Principal (Curriculum)** | | |

## 7. Student Signature

I understand that by signing this form I have been involved in a form of academic misconduct.

I understand and have sighted the action that will be taken due to my academic misconduct.

I understand that my parents will be notified regarding my academic misconduct.

I understand my name will now be placed on a confidential Academic Misconduct Register.

| Name of Student: | |
|---|---|
| Signature of Student | |
| Date: | |

**Appendix A – Sancta Maria College Academic Misconduct Outcome Matrix**

| | Level 3 Breach | Level 2 Breach | Level 1 Breach |
|---|---|---|---|
| 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 failure 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 | ■ | ■ | ■ |

**Appendix B – Sancta Maria College Academic Misconduct Definitions**

# Types of Academic Misconduct (CHEATING)

**(1) Plagiarism**:
Plagiarism, which is the copying or unauthorised use of the work of another within a piece of assessment without adequate acknowledgement of the copying or unauthorised use, thereby representing the work as your own. Plagiarism includes copying from such sources as textbooks, journal articles, websites, and the work of another student or person.

**(2) Unauthorised collaboration or Collusion:**
Collusion is working with another student on an individual assessment and submitting the work as your own. Examples of unauthorised collaboration include rreceiving professional assistance not from Sancta Maria College; example students who have left Sancta Maria College. 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.

**(5) Use of unauthorised materials**:
Using unauthorised material in the completion of an assessment unless expressly permitted to do so. Example: Notes, calculators, translators, computers, or any other electronic devices (e.g. cell phones or tablets, watches)

**(6) Assisting others in academic misconduct**:
Enabling the academic misconduct of others, which can include giving another student your own work that is then copied and submitted as the work of the other student, giving another student the output of any generative artificial intelligence tool that is the submitted as or otherwise used in the work of the other student, assisting another student to use a generative artificial intelligence tool in a manner that is not expressly permitted for the assessment, completing academic work for another student which is the submitted as the work of the other student, and sharing questions and answers for an active exam.

**(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 assessment**:

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).

**(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:**

Student usually obtains and uses work from another source.

**a.** Using a cheat sheet, lecture notes and/or textbook folks on a closed book exam.
b. Talking in a foreign language during an exam.
c. Accessing digital devices when devices are banded for this assessment.
d. Looking at appears assessment.
e. Printing or emailing online test questions when not permitted.
f. Stealing, copying, taking photos, deliberate sighting of an exam paper. From a teacher's desk. Or other methods of obtaining.
g. Use of materials obtained by method F. and used in another person's assessment.

**(12) Copying:**

Copying from another person in an examination or other assessment activity.
This type of cheating is typified by the students obtaining work from another source:

a. Copying from the web.
b. Sharing ones work with another student.
c. Taking work left on the computer, photocopier, and network.
d. Copying from a textbook, USB, articles, and websites.
e. Stealing someone else's work.

**(13) Ghost Writing:**

Ghost writing or contract cheating, which is causing or allowing another person to complete academic work for you and submitting it as your own.

**(14) Other Academic Misconduct or forms of Academic dishonesty**:

Actions that are deemed to contravene the values and accepted practices associated with academic integrity.

**(15) Use of CHAT GPT or Other Artificial Intelligence tools: Academic Fraud**

The use of generative artificial intelligence tools, including to generate text, code, equations, or other content, except where such use is expressly permitted and is declared or referenced by you in the manner required.

## Section 86: 2024 Assessment Cover Page (Appendix H)

# SANCTA MARIA COLLEGE
# (Assessment Cover Page)

| | |
|---|---|
| **Name of Department** | |
| **Achievement / Unit Standard** | |
| **Version Number:** | |
| **Title of Assessment:** | |
| **Number of Credits:** | |
| **Type of Assessment:** | |
| **Time Allowed:** | |
| **Assessment Dates / Due Dates:** | |
| **Teacher in Charge:** | |
| **Student Name:** | |
| **Homeroom:** | |
| **Teacher:** | |
| **Date of Submission:** | |
| **Teacher Signature** | |
| **Offered Reassessment Date:** **Or Reassessment Not offered:** | |
| Add *your specific assessment instructions here:* | |

### SANCTA MARIA COLLEGE STUDENT AUTHENTICITY STATEMENT

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 has been 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.

I understand the use of artificial intelligence, unless stated by my teacher as acceptable is not allowed to be used in any format for this assessment.

The work I am submitting is all my own and has been written completely by me unless I have referenced the author.

Student Signature: _____Date _____

# Section 87: 2024 External Exam Timetable (Appendix I)

| 2024 EXAMINATION TIMETABLE | | | | | |
|---|---|---|---|---|---|
| Examinations available digitally shown in blue. | | | | | |
| Date | Session | Level 1 | Level 2 | Level 3 | Scholarship |
| Tue 5 Nov | AM | Lea Faka-Tonga | Mathematics & Statistics | Dance | Classical Studies |
| | PM | Gagana Sāmoa Spanish | Biology | Japanese Making Music Spanish | Statistics |
| Wed 6 Nov | AM | | | English | |
| | PM | Geography | Spanish | Cook Islands Māori Social Studies | German |
| Thu 7 Nov | AM | | English | | Latin |
| | PM | Reo Māori Kūki 'Āirani | Accounting | History | French |
| Fri 8 Nov | AM | Mathematics & Statistics | | Chemistry | Accounting |
| | PM | | Music | | History |
| WEEKEND | | | | | |
| Mon 11 Nov | AM | French | Lea Faka-Tonga Te Reo Māori | Calculus | Samoan |
| | PM | Commerce | Korean | Agricultural & Horticultural Science Chinese German | Media Studies |
| Tue 12 Nov | AM | English | | | Physics |
| | PM | Korean | Drama | Samoan | |
| Wed 13 Nov | AM | Science | Chemistry | Drama | Geography |
| | PM | Gagana Tokelau Vagahau Niue | Geography | Biology | Art History |
| Thu 14 Nov | AM | Agricultural & Horticultural Science | Art History | Statistics | Drama |
| | PM | History | Chinese | Accounting | Agricultural & Horticultural Science |
| CANTERBURY ANNIVERSARY DAY (Fri 15 Nov) | | | | | |
| WEEKEND | | | | | |
| Mon 18 Nov | AM | Te Reo Māori | French | Latin Psychology Te Reo Rangatira | Chemistry |
| | PM | Japanese | Health | Economics | |
| Tue 19 Nov | AM | Chemistry & Biology | History | Physics | Te Reo Rangatira |
| | PM | Health Studies | Business Studies Cook Islands Māori | Health | |
| Wed 20 Nov | AM | Chinese (Mandarin) | Te Reo Rangatira | Lea Faka-Tonga | English |
| | PM | Social Studies | Classical Studies | Art History | Economics |
| Thu 21 Nov | AM | Physics Earth & Space Science | Latin | Te Reo Māori | Calculus |
| | PM | | Economics | Korean | |
| Fri 22 Nov | AM | Religious Studies | Physics | Business Studies | |
| | PM | German | Media Studies | | Biology |
| WEEKEND | | | | | |
| Mon 25 Nov | AM | Digital Technologies | Japanese | Geography | |
| | PM | | Earth & Space Science | | Religious Studies |
| Tue 26 Nov | AM | | Home Economics | Classical Studies | Te Reo Māori |
| | PM | | German | Home Economics | |
| Wed 27 Nov | AM | | Social Studies | French | Japanese |
| | PM | | Agricultural & Horticultural Science | Media Studies | |
| Thu 28 Nov | AM | | Education for Sustainability Samoan | Earth & Space Science | Chinese |
| | PM | | | Music Studies | Spanish |
| Fri 29 Nov | AM | | Dance | | Earth & Space Science |

## 2024 NZQA NCEA EXTERNAL EXAM TIMETABLE

# Section 88: External Examinations

Several standards are assessed externally, i.e. not by the school's teachers. In most subjects, students sit an exam at the end of the school year, which covers these externally assessed standards. Exams are written and marked by teachers contracted to NZQA for that purpose. All candidates for a subject will sit the exam at the same time wherever they are in the country. All their answers will be marked to the same standard.

**Information sheets for candidates**

Information is provided on Rules for Students Taking External Assessments for students and their families.  In mid-October information sheets are sent to schools to be handed out to students entered for external assessments. They are usually handed out with the examination Admission Slips. If you need another copy of the sheet, see the NZQA Candidate Information

**Exam booklets are personalised.**

Each student will have a pack of exam booklets with a unique exam code. This code allows answer booklets to be tracked and the marks accurately recorded against the student.

## Section 89: Selected Information from the NZQA Website –

| FOR MORE INFORMATION | |
|---|---|
| **NCEA** | Speak to your teachers or Mrs Heffernan or Heads of Departments<br>Contact the New Zealand Qualifications Authority (NZQA): Phone 0800 697 296 www.nzqa.govt.nz/ncea<br>**LINK FOR STUDENTS**<br>**THE EXAM TIMETABLE**<br>**NZQA WEBSITE**<br>**UNDERSTANDING NCEA**<br>**NZQA COURSE ENDORSEMENTS**<br>**NCEA RULES AND PROCEDURES**<br>**UNIVERSITY ENTRANCE**<br>**APPROVED SUBJECTS FOR UNIVERSITY ENTRANCE**<br>**SCHOLARSHIP** |
| **CAREERS ADVICE** | Speak to our school careers advisor (Mrs Rogers)<br>Speak to our Gateway coordinator (Mrs King)<br>Login to personal portal on Careers Central<br>**CAREERS CENTRAL**<br>Contact Careers New Zealand: Phone 0800 222 733<br>www.careers.govt.nz |
| **QUALIFICATIONS** | See what qualifications are available:<br>New Zealand Qualifications Framework<br>www.nzqa.govt.nz/nzqf |
| **STUDY SKILLS** | Find NCEA study tips and skills: www.studyit.govt.nz<br>**SANCTA MARIA COLLEGE STUDY SKILLS GUIDE**<br>**NZQA SUBJECT NCEA RESOURCES**<br>Attend specific subject tutorial sessions afterschool/lunchtimes. |