



Assessment Policy

Rationale:

Students learn best when provided with positive assessment experiences that show them clearly what they have achieved and how they can progress. In addition to this, they and their caregivers are entitled to clear and regular feedback on their progress in all subjects.

Goal:

To ensure that assessment is fair and equitable for all students.

Objectives:

To ensure that:

- assessment measures stated learning outcomes or achievement criteria, and that all assessment events meet the requirements of the National Qualifications Framework (NQF).
- students are made aware of the assessment requirements and policies within each department at the beginning of each course.
- HODs or teachers in charge of subjects assist members of their department where necessary to carry out assessment procedures correctly.
- student results are recorded accurately, with duplicated records within Departments and on the central database.
- teachers are informed of the national assessment standard in the subject(s) they teach and are competent assessors.

Compliance

- Assessment procedures in all subjects must comply with the College's Assessment Policy.
- Course materials published by departments for teacher and student use must address the sections 1-6 listed below. References to these sections should be evident in published course materials.
- Compliance with the College's Assessment Policy is checked annually as part of each department's Performance Report.

Sections:

1. **Assessment Methods and Materials**
2. **Moderation**
3. **Authenticity**
4. **Opportunities for Further Assessment**
5. **Absence from Assessment Events**
6. **Appeals**
7. **Documentation**
8. **Reporting**
9. **Policy Review**

Section 1: Assessment Methods and Materials**Rationale:**

Assessment methods should emphasise skill acquisition rather than deficiency and should fairly assess the student's achievement.

Guidelines:

1. Assessment methods are consistent with stated learning outcomes/achievement criteria.
2. Assessment materials used are appropriate and fair and offer valid assessment opportunities against national standards.
3. Assessment materials are subject to a quality assurance process. This could include:
 - using MOE or NZQA published materials
 - where locally or commercially produced materials are used the materials should be quality assured through contact with subject advisers, subject associations, or other school networks.
 - Departments ensure students are clear on what is assessed in each subject and when and how it is assessed. Each subject provides students with an outline of the assessment programme for the year and the department's assessment policies, including conditions for assessment to ensure validity, authenticity and opportunities for further assessment.
4. Where students apply for special assessment conditions, departments ensure that the College's Special Assessment Policy is followed.

Section 2: Moderation

Rationale:

All teachers and departments verify that student work is assessed at a standard consistent with national levels.

Guidelines:

1. Strategies used by departments to ensure consistency of student assessment across the department could include:
 - sample checking by HOD or other colleague
 - teacher panel discussion
 - different teachers assessing different sections of work
 - the use of agreed upon activities and marking schedules
 - benchmark papers assessed and discussed at meetings.
2. Strategies used by departments to ensure that assessment is at a standard consistent with national levels could include
 - use of MOE / NZQA assessment materials where possible
 - exemplars kept from previous years
 - use of exemplars available through nationally developed materials
 - external moderation results
 - attendance at cluster meetings
 - use of previously moderated material
 - check marking by teachers from other schools in the same subject area
 - use of school based expertise in standards based assessment and moderation.
3. Departments ensure their moderation protocols are clear to students.

Moderation Procedures: Moderation procedures ensure consistency of assessment both within and across departments.

Guidelines:

1. **Multi-class internal moderation:** The protocols used must be documented by departments. Eg: single subject marking, selection marking, moderation meetings, check sampling.
2. **Shared standards internal moderation:** Each standard that is offered by more than one department is subject to inter department moderation. The department with the closest

curriculum link to each standard is responsible for hosting the internal moderation process with other departments. The methods used are documented by departments.

3. All departments comply with NZQA requirements for **external NZQA moderation**. The Principal's NZQA Nominee will oversee this process.

Section 3: Authenticity

Rationale:

Authenticity procedures ensure that work being assessed for a student is that student's own work.

Guidelines:

1. Strategies used by Departments to ensure authenticity of student work could include:
 - supervised assessment in class
 - changing topics or context from year to year to avoid copying from previous students' work
 - students' signatures on authenticity statements
 - observation of students doing the research or practical planning
 - not allowing work to go home
 - retaining on file student work from previous years.
2. Departments ensure that the use of Special Assessment Conditions complies with the school SAC policy and does not compromise assessment validity.
3. Departments ensure their authenticity protocols are clear to students.

Section 4: Opportunities for Further Assessment

Rationale: In some situations it is appropriate for students to be given opportunities for further assessment.

Guidelines:

1. Students must meet the deadlines set for assessment activities.
2. Further assessment opportunities are offered where practicable. Further assessment opportunities are made available at the discretion of the subject teacher and the HOD. These opportunities are dependent on the nature of the standard being assessed.
3. Departments make clear to students:
 - which assessment events may offer opportunities for further assessment.

- the conditions which will apply for further assessment to take place.
4. Departments ensure their deadlines and further assessment policies are clear to students.

Section 5: Absence from Assessment Activities

Rationale:

Students should be neither advantaged nor disadvantaged by unavoidable absence from assessment activities.

Guidelines:

1. Students must give an acceptable explanation for absences from assessment activities.
2. If students are legitimately absent from an assessment activity, another opportunity may be provided to complete the activity where possible.
3. When students are absent without a valid reason, a further assessment opportunity may not be available unless one is scheduled in the remaining programme for that class.
4. Students will be notified during the year if their absences are affecting progress and successful completion of qualifications.
5. Departments ensure their “absence from assessment activities” policies are clear to students.

Section 6: Appeals

Rationale:

Students may appeal assessment results.

Guidelines:

1. If a student wishes to appeal results on a given assessment, this should be made to the subject teacher within five school days of receiving the result.
2. If the appeal cannot be resolved between the teacher and the student, the student may request to have work considered by the HOD or another member of the department within ten school days of the original appeal.
3. If the appeal cannot be resolved between the HOD/other teacher and the student, the student should complete an appeals form (available from the Principal's NZQA Nominee) within twenty school days of the original appeal. The DP Student Learning, the Principal's Nominee, the DP Student Wellbeing and the DP Staff Wellbeing will meet to decide the outcome of the appeal.
4. Departments ensure their own appeals policies are clear to students.

Section 7: Documentation

Rationale: It is important to have clear and accessible systems for the documentation of student results. Students must be given the opportunity to check the accuracy of the recorded results while at the same time have their privacy respected.

Guidelines:

1. Students are able to check teachers' records for accuracy.
2. Departments have their own documented methods of recording student results and storing assessed student work.
3. Hard copies of student results are made for all subjects, and stored in Departmental files. Departments notify senior administration with regard to the location of their assessment materials.
4. The recording of results must be clear enough for another staff member to interpret and understand.
5. Results are recorded and checked by teachers on the central database.
6. Each department has a process where results are confirmed as accurately entered on the database, often by the teacher in charge of the subject level or the HOD.
7. Results are communicated to students in a way that respects their privacy.

Section 8: Reporting

Rationale: Students and caregivers are entitled to regular and informative reporting.

Guidelines:

1. Curriculum/pastoral care interviews and academic mentoring conferences will be held with caregivers and students at intervals throughout the year.

Section 9: Certificate of University Preparation partnership with UC (University of Canterbury)

Rationale: Assessment of the TRNS001 paper as part of the Certificate of University Preparation is completed in consultation with UC as the qualification is owned by UC.

Guidelines:

1. Benchmarking meetings are held at the completion of assessments to facilitate TRNS001 moderation.

Section 10: Review

Rationale: The policy is reviewed on an annual basis.

Guidelines:

1. The policy is reviewed and amended to ensure that it remains relevant to assessment needs within the school and to NZQA requirements.

This policy should be read in conjunction with related documents including:

- Reporting Policy
- Special Assessment Conditions Policy
- Curriculum Policy
- Assessment briefing document

Approved: _____

Designation: Bot Chairperson

Date Approved: 13/04/2021

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