



**GISBORNE GIRLS' HIGH SCHOOL**

**ĀKONGA  
ASSESSMENT  
HANDBOOK  
2021**

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## ĀKONGA ASSESSMENT HANDBOOK

The information contained in this handbook covers the assessment practices that will operate at GGHS. The aim is to explain the various procedures that will apply across all school subjects.

### DOCUMENTATION FOR ĀKONGA

At the start of every course, you will be given a detailed Ākonga Information Sheet that will contain details about:-

- The assessment tasks that will be used.
- The timing of each assessment and the credit value of each.
- Procedures on the methods used to ensure interclass comparability (moderation).

You will be given a method of recording your assessment marks.

You will be given at least one week's notice for an assessment task.

You will be provided with documentation that informs you of the performance criteria that are required to reach the necessary standard for an assessment.

### ABSENCES

If you have a **legitimate absence** from an assessment task (eg. if you are away on an official inter-school exchange, school-based trip, official work experience or are ill) your teacher may choose to:

- (a) give you the assessment at an agreed later date or
- (b) give you an equivalent assessment task at a later date.

If you have an **absence that is not considered to be legitimate** (e.g. leave for overseas trips, truancy etc.), whilst some of these absences may be with the co-operation of the school, it still remains as an alternative to school and you cannot expect to have an alternative assessment.

Unexplained/unacceptable absences on the day of an assessment will result in a Not Achieved grade.

### LATE OR MISSED ASSIGNMENTS

If you are unable to meet a time deadline and need to complete a late assignment or assessment task:

- (a) If there is a genuine problem you must seek an extension **before the due date** and negotiate a new date. You will need to request an extension in writing. Use the form shown in Appendix A. Forms are available at the Student Counter.
- (b) Lateness for unacceptable reasons will result in a Not Achieved grade being awarded. Absence on the day due to minor illness (i.e. no note of explanation provided) for example, does not constitute an acceptable reason. If you are absent on the day for whatever reason you must arrange to have your work delivered to the school office or the appropriate teacher.
- (c) Where assignments fall due on the day of a school-based trip and you are aware in advance of the trip, assignments must be handed in before that day or a new date negotiated otherwise the assessment will be regarded as late.

## **APPEALS**

Ākonga have the right to appeal any assessment decision. The reasons could include, but are not limited to, your awarded grade, an allegation that you have a breach of the rules or a decision affecting your access to assessment (e.g. whether you were given an extension or not.)

In the first instance you should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome you should lodge a formal appeal within **five days** of being advised of the initial assessment decision. If you wish to appeal an assessment issue you must submit a completed Assessment Appeal Application Form (Appendix B) to the Principal's Nominee, Mrs Hannah who will investigate the issue. The decision of the Principal's Nominee is final and they will communicate the outcome of the decision to the student in writing. Forms are available at the Student Counter.

You must verify that the grade for an assessment has been checked and correctly recorded. Where a grade is disputed, the matter must be resolved before your signature is recorded. You do not forfeit your right to appeal by acknowledging the return of your work or by sighting your grade. By the end of the year, you must have verified with your class teacher that the year's marks have been correctly recorded.

## **DERIVED GRADES**

Derived Grades is a process for establishing grades when a student has been prevented from sitting examinations or otherwise presenting materials for external assessment, or who considers that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control. Derived grades are also available for ākonga who are away representing NZ during the external examinations. A derived grade is only possible where the school has grades recorded from valid end-of-topic tests or practice examinations. It is therefore very important that ākonga attempt, and do their best performance possible, at such assessments.

For any application arising from the external examinations, you must see Mrs Hannah as soon as possible after your examination to complete an application form. The closing date for applications is early December.

## **SPECIAL ASSESSMENT CONDITIONS**

The Learning Support Co-ordinator will identify ākonga who may require special assessment conditions. The Learning Support Co-ordinator will process any applications to NZQA for both internal and external assessment and will work with Student Support to ensure that the required conditions are available for the student's internal assessment.

The Learning Support Co-ordinator will establish a file for each applicant or potential applicant to record the details of their "significant learning problem" and all contributing information. Teachers and HOFs will be advised of any of their ākonga that require special assessment conditions.

## **FURTHER ASSESSMENT OPPORTUNITIES**

There will be provision for a further assessment opportunity, where this is manageable, for those ākonga who have not reached the specified standard or parts of a standard. Eligibility for a further assessment opportunity should be established at the time of or immediately after the assessment has been completed.

When practicable, you will be given ONE further opportunity to demonstrate achievement using either an alternative assessment or a variety of means of gathering evidence as deemed appropriate by the subject teacher to allow them to make a professional judgement on your achievement. The assessment is to be administered in school time.

In most cases, there will be one further assessment opportunity provided. You will be advised at the start of the year if there are any assessments that will not be open to further assessment.

If a further assessment opportunity is made available to any student, it must be available to all ākonga entered for that standard.

However, if you did not complete the original assessment due to an unacceptable reason, then you will not be eligible for a further assessment opportunity (for example if you truanted from school on the day of the assessment).

A further assessment opportunity occurs when a new, quality-assured assessment is provided for ākonga after their first opportunity, and **after additional teaching and learning has taken place**. This could be a new test, a new writing topic, or a new research topic. For some tasks offering a further assessment opportunity will not be possible for manageability and practical purposes.

If you have a further assessment opportunity, then you will be awarded the highest grade achieved from both opportunities.

## **RESUBMISSIONS**

In some cases, a teacher may offer a resubmission of a student's assessment. This would involve minor error that the student is capable of finding and correcting themselves. For example, they may have handed in an assessment but may not have done a particular calculation correctly. In such a case the teacher may return their assessment and give them an opportunity to resubmit that part. The teacher cannot give the student full information about the mistake but could say that "there is a problem with the calculations". The only change grade boundary is from not achieved to achieved.

A resubmission should be limited to specific aspects of the assessment and **no more than one resubmission** should be provided. If a resubmission is offered, it must take place before the teacher gives any feedback to the class on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible. A resubmission must not compromise the assessment and must be carried out under the same conditions in a timely fashion.

## **AUTHENTICATION OF ĀKONGA' WORK**

Any piece of work submitted by you for marking must be an original piece of your work. Each subject will outline the procedures they will use to ensure the authenticity of your work. You must follow the guidelines that you will be given for your bibliography if one is required. This is generally required for written assignments and investigations. An example of an authenticity declaration is shown in Appendix C.

## **BREACHES OF THE RULES**

When a student is suspected of breaching the authentication rules (eg cheating, copying or handing in work that belongs to another person) the teacher, HOF and Principal's Nominee will be involved in an investigation. If a student is found to have breached the rules, they will be awarded a Not Achieved grade and will not be eligible for a further assessment opportunity. The Principal will make the final decision in these situations.

If a student is suspected of cheating in an assessment, including school examinations, an investigation will be held. If the student is found guilty they will receive a Not Achieved grade and will not be eligible for a further assessment opportunity. The Principal will make the final decision in these situations. Further school disciplinary action may follow. The appeals policy will apply in these cases.

## **RECORDING AND ARCHIVING ACHIEVEMENT INFORMATION**

Your assessment marks will be recorded by your class teacher onto the relevant KAMAR markbook and will be available through the KAMAR portal. You will also be able to access your details on the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)) during the year. You should get in the habit of visiting this website to check on the accuracy of the information.

## **REPORTING OF NOT ACHIEVED GRADES**

When a student has presented work or evidence for assessment **or** been given adequate opportunity to achieve a standard, the result of that assessment must be reported to NZQA. The result cannot be withdrawn. This means that if you have been entered for an internal standard and you have had the opportunity to achieve it, then if you do not achieve the credits your result will be recorded as a Not Achieved. This result will be recorded on your Results Notice but not on your Record of Achievement. This will also happen if you decide not to attempt a standard which your class has been provided with class time to complete. You cannot be withdrawn from a standard simply because you don't want to do it. You may negotiate with your teacher to adjust your course if appropriate.

## **PRIVACY ISSUES**

You have a right to privacy with respect to your grades and your assessment materials. Your grades will be recorded on the KAMAR computer database. These results are only available to teachers and administration staff at Gisborne Girls' High School. There will be no general publication of ākonga' results that will identify you personally unless you have agreed to this. If a teacher wants to use any of your assessment material as exemplar material then your permission will be sought and your identity will be removed.

## **NCEA INFORMATION**

### **Quick Reference Guide**

The National Certificate of Educational Achievement (NCEA) is the national qualification of New Zealand. **All** senior courses at GGHS are aligned with the NCEA and offer credits.

#### **Level One NCEA:**

To achieve a Level 1 NCEA Certificate a student must gain at least 80 credits. In most year 11 subjects ākonga are working towards 16 - 22 credits. So, in your full range of subjects, you have the opportunity to gain many more than the required 80 credits. To gain a Level 1 certificate, you must also have at least 10 literacy credits and at least 10 numeracy credits. These credits can be gained in many different subjects. Your English and Mathematics teachers will explain these to you and help you monitor your progress.

#### **Level Two NCEA:**

To achieve a Level 2 certificate you must gain at least 80 credits. At least 60 of these must be Level 2 credits with the balance being Level 1 credits. You must also have met the Literacy and Numeracy requirements for Level 1 NCEA (i.e. 10 credits for each).

#### **Level Three NCEA:**

To achieve a Level 3 certificate you must gain at least 80 credits. At least 60 of these must be Level 3 credits with the balance being Level 2 credits. You must also have met the Literacy and Numeracy requirements for Level 1 NCEA (i.e. 10 credits for each).

#### **University Entrance:**

To gain University Entrance in you need to have completed NCEA Level 3 and achieved at least 14 Level 3 credits in each of three **approved subjects**. In addition, you need to have 10 credits at Level 1 or higher in Numeracy and at least 10 credits at level 2 or higher in Literacy (specifically showing reading and writing skills). See the additional information about the Level 3 courses at GGHS and University Entrance.

#### **Scholarship:**

Scholarship is an external examination for top secondary ākonga. Candidates usually enter in Year 13, which is their last year of schooling. Scholarship examines course material related to Level 3 standards derived from up to Level 8 of the New Zealand Curriculum that ākonga study in Year 13. However, the skills and understanding required to meet Scholarship criteria are considerably more advanced. Scholarship requires ākonga to demonstrate high-level critical thinking. Ākonga must apply to enter for scholarship by September 1<sup>st</sup>. Ākonga who enter for scholarship undertake to actually sit the final examination.

#### **How do you gain credits?**

To get credits you will have to pass Achievement Standards or Unit Standards in your subjects. Some standards are worth more credits than others. Most standards are worth from 2 to 6 credits.

#### **Achievement Standards and Unit Standards:**

In each of your subjects you will work towards Achievement standards and/or Unit standards that test your knowledge and skills in different aspects of that subject. The credits earned by both types of standard contribute equally to the NCEA certificate.

In Achievement Standards there are four grades awarded. These are *Not Achieved*, *Achieved*, *Achieved with Merit* and *Achieved with Excellence*. You get the same number of credits for each type of Achieved grade, but the type of grade is recorded on the results sheet. In Unit Standards there is only *Achieved* or *Not Achieved*.

Each department at GGHS has determined the most appropriate courses for the ākonga and will have selected suitable Achievement and/or Unit Standards as the means of assessment for the ākonga. Both Achievement Standards and Unit Standards are types of “Standards Based Assessment”. That means you do not get a mark – you either meet the standard or you do not meet the standard. There is no regulated “pass rate” in a subject. All ākonga who achieve the standard will get the credits. There is no scaling of grades.

### **Internal and External Assessment:**

In each subject you may have some externally assessed Achievement Standards and some internally assessed Achievement Standards. For most subjects, externally assessed means an exam in November or the submission of work to an external marker. Internal assessment is conducted by the classroom teacher. All Unit Standards are internally assessed.

### **Recognising high achievement**

Certificates can be 'endorsed' to reflect high achievement in a significant number of standards while course endorsement shows that ākonga have performed well in an individual course.

### **Certificate endorsement**

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

### **Course endorsement**

Course endorsement provides recognition for a student who has performed exceptionally well in an individual course. Ākonga will gain an endorsement for a course if, **in a single school year**, they achieve:

- 14 or more credits at Achieved,
- Merit or Excellence, and
- at least 3 of these credits are from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

A course endorsement is not a qualification. A course endorsement can be gained independently of a qualification. For example, a student may achieve a Merit endorsement for their Level 2 Mathematics course regardless of whether they achieve NCEA Level 2.

### **Other National Certificates:**

Ākonga at GGHS can also work towards other National Certificates whilst completing their NCEA certificates. The National Certificate available is:

National Certificate of Early Childhood Education Level 3

Ākonga in this subject will be given the detail for this certificate.



## UNIVERSITY ENTRANCE QUALIFICATION

To qualify for university entrance the following is required:

|  |   |  |  |   |   |  |  |   |
|--|---|--|--|---|---|--|--|---|
| <p><b>NCEA Level 3</b></p> <p>80 credits at Level 3 with at least 60 credits at Level 3<br/>and the remaining 20 credits at Level 2.</p>   |   |  |  |   |   |  |  |   |
| <p><b>PLUS:</b></p>  |   |  |  |   |   |  |  |   |
| <p>14 credits at level 3 or higher in an "approved subject"</p> <p>_____</p>   | <p>14 credits at level 3 or higher in an "approved subject"</p> <p>_____</p>  | <p>14 credits at level 3 or higher in an "approved subject"</p> <p>_____</p> |  |   |   |  |  |   |
| <table style="width: 100%; border: none;"> <tr> <td style="border: none;"> <ul style="list-style-type: none"> <li>• 10 credits in Mathematics at Level 1 or higher</li> <li>• 5 credits at Level 2 or higher in Reading</li> <li>• 5 credits at Level 2 or higher in Writing</li> </ul> </td> <td style="border: none; text-align: center; vertical-align: middle;"> <table border="1" style="border-collapse: collapse; width: 30px; height: 30px;"> <tr><td style="width: 100%; height: 100%;"></td></tr> <tr><td style="width: 100%; height: 100%;"></td></tr> <tr><td style="width: 100%; height: 100%;"></td></tr> </table> </td> <td style="border: none; vertical-align: middle;"> <p>Tick these boxes if you have these requirements.</p> </td> </tr> </table> |   |  | <ul style="list-style-type: none"> <li>• 10 credits in Mathematics at Level 1 or higher</li> <li>• 5 credits at Level 2 or higher in Reading</li> <li>• 5 credits at Level 2 or higher in Writing</li> </ul> | <table border="1" style="border-collapse: collapse; width: 30px; height: 30px;"> <tr><td style="width: 100%; height: 100%;"></td></tr> <tr><td style="width: 100%; height: 100%;"></td></tr> <tr><td style="width: 100%; height: 100%;"></td></tr> </table> |   |  |  | <p>Tick these boxes if you have these requirements.</p> |
| <ul style="list-style-type: none"> <li>• 10 credits in Mathematics at Level 1 or higher</li> <li>• 5 credits at Level 2 or higher in Reading</li> <li>• 5 credits at Level 2 or higher in Writing</li> </ul>   | <table border="1" style="border-collapse: collapse; width: 30px; height: 30px;"> <tr><td style="width: 100%; height: 100%;"></td></tr> <tr><td style="width: 100%; height: 100%;"></td></tr> <tr><td style="width: 100%; height: 100%;"></td></tr> </table> |  |  |   | <p>Tick these boxes if you have these requirements.</p> |  |  |   |
|  |   |  |  |   |   |  |  |   |
|  |   |  |  |   |   |  |  |   |
|  |   |  |  |   |   |  |  |   |

To qualify for UE, achievement in the approved subjects must be from Achievement Standards. The remaining credits for your Level 3 can be achieved from Unit Standards. The Numeracy credits must be from Achievement Standards or the package of three numeracy unit standards. Many subjects can contribute to Literacy and Numeracy and this will show on your printouts.

### Approved Subjects that are offered at GGHS:

|                               |                        |
|-------------------------------|------------------------|
| Biology                       | Media Studies          |
| Chemistry                     | Music                  |
| Classical Studies             | Physical Education     |
| Drama                         | Physics                |
| English / Achievement English | Practical Art - Design |
| Food and Nutrition            | - Painting             |
| Geography                     | - Photography          |
| Health Studies                | - Sculpture            |
| History                       | Psychology             |
| Mathematics - Calculus        | Technology             |
| - Statistics                  | Te Reo Maori           |
|                               | Te Reo Rangatira       |

### Year 13 Subjects assessing at Level 3:

Early Childhood Education  
Gateway  
Sport and Recreation  
Tourism

**If you have any questions about your course please see Mrs Hannah. Do not leave it too late.**

**APPENDIX A: EXTENSION FORM**

**Assessment Extension Application Form**

Ākonga who need an extension for an assignment **MUST USE THIS FORM**. Fill in the top section, attach an appropriate letter or other relevant information and hand in to your teacher. **You must apply for an extension BEFORE the due date.**

|  |     |                                   |     |
|--|-----|-----------------------------------|-----|
| <b>Name:</b>   |     | <b>Form class :</b>               |     |
| <b>Date of Application:</b>  |     | <b>Name of Teacher:</b>           |     |
| <b>Subject:</b>  |     | <b>Standard number and title:</b> |     |
| <b>Type of assessment (<i>practical, assignment, test, etc</i>):</b> |     |                                   |     |
| <b>Date of assessment or due date:</b>                               |     |                                   |     |
| <b>Explain why you are requesting an extension to the due date:</b>  |     |                                   |     |
| <b>Evidence of your preparation:</b>                                 |     |                                   |     |
| <b>Notes complete:</b>   | √/X | <b>Attendance at least 80%:</b>   | √/X |
|  |     |                                   |     |
| <b>Effort and application in class:</b>                              |     | √/X                               |     |
|  |     |                                   |     |
| <b>Comments:</b>   |     |                                   |     |
| <b>Decision of teacher:</b>  |     |                                   |     |
| <b>Outcome communicated to student by _____ date _____</b>           |     |                                   |     |
| <b>Entered into Kamar pastoral record. _____</b>                     |     |                                   |     |
| <b>Signed _____</b>  |     | <b>Date: _____</b>                |     |

**APPENDIX B: APPEALS FORM**

**Assessment Appeal Application Form**

Fill in the top section, attach an appropriate letter or other relevant information and hand in to the office or your teacher

|  |                         |
|--|-------------------------|
| <b>Name:</b>   | <b>Form class :</b>     |
| <b>Date of Application:</b>  |                         |
| <b>Subject:</b>  | <b>Name of Teacher:</b> |
| <b>Standard number and title:</b>  |                         |
| <b>Type of assessment (<i>practical, assignment, test, etc</i>):</b>   |                         |
| <b>Date of assessment or due date:</b>   |                         |
| <b>Circle to indicate the assessment decision that you are appealing:</b><br>1. The Grade    2. Missed/late assessment    3. Further assessment opportunity<br>4. A Breach of the rules (eg. misconduct, cheating, plagiarism)    5. Other _____ |                         |
| <b>Explain why you think the incorrect assessment decision has been made:</b>  |                         |
| <b>What do you think is the correct assessment decision?<br/>(please state or attach any evidence that you have to support this)</b>   |                         |
| <b>Notes of person investigating:</b>  |                         |
| <b>Decision of person investigating:</b>   |                         |
| <b>Outcome communicated to student by _____ date _____</b><br><b>Outcome communicated to other parties (please name) _____</b><br><b>by _____ date _____</b><br><b>Outcome recorded on Kamar pastoral record _____</b>                           |                         |

## APPENDIX C: AUTHENTICITY DECLARATION

### **Authenticity Declaration Form** (Example documentation)

- All work submitted by ākonga for internal assessment must be entirely their own.

This form is to be completed by ākonga for individual curriculum areas and be held by the HOD.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

This is to state that I had no assistance of any kind in completing:

Achievement standard/unit standard: \_\_\_\_\_

1. Any information and materials that are the work of others are acknowledged in my bibliography/resource list.
2. All other materials submitted are my own work.

The work submitted for assessment is entirely my own.

Signed: \_\_\_\_\_ (Student)

Date: \_\_\_\_\_

***This form must be stored by the classroom teacher with the assessment material and be available if required.***