



# **Lincoln High School**

Te Kura Tuarua o Waihora

## **Assessment Procedures Student Handbook**

**2017**



## National Qualifications Framework Assessment Procedures

The aim of this booklet is to inform students and their caregivers about the internal assessment practices and rules at Lincoln High School, and hence help to achieve the most successful outcomes for students.

The rules have been produced to ensure that **all** students are treated fairly and apply to all National Qualifications Framework assessments, including NCEA. They have been developed by the school to ensure that the regulations of the New Zealand Qualifications Authority are met.

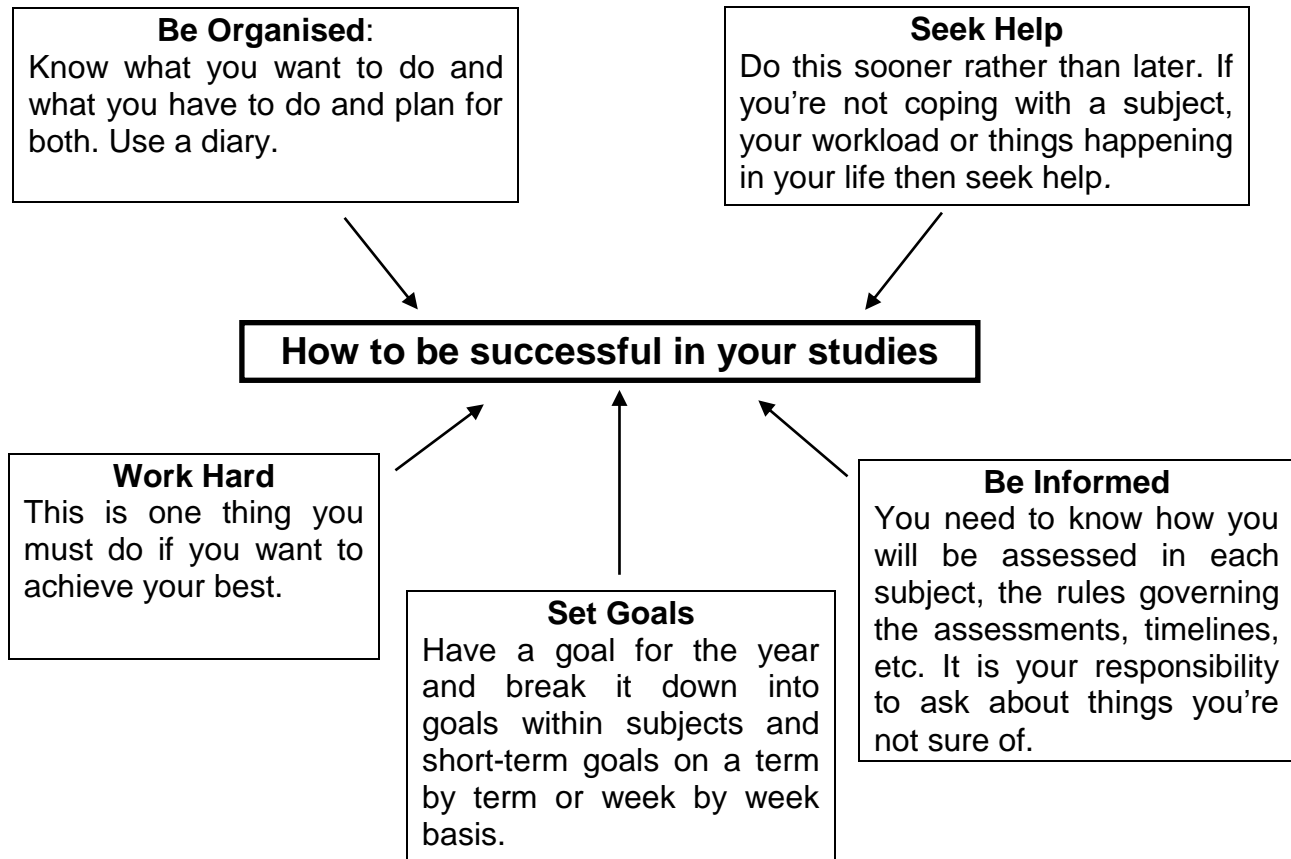
It is essential that you make yourself familiar with the contents of this book. Keep it in a handy place. You will need to refer to it throughout the year.

If you have any questions or concerns about assessment matters then talk to your subject teacher, Linc teacher or Tutor as soon as possible.

Note:

- The practices and rules outlined in this book will be reviewed annually.
- The Senior Tutors are:  
Year 11 Mrs Johnson ([sjn@lincoln.school.nz](mailto:sjn@lincoln.school.nz))  
Year 12 Mrs Thatcher ([lth@lincoln.school.nz](mailto:lth@lincoln.school.nz))  
Year 13 Mrs Senior ([hse@lincoln.school.nz](mailto:hse@lincoln.school.nz))

# How To Be Successful



## Where to seek help:

- Your subject teacher
- Another teacher
- Linc teacher
- Friends
- Parents
- Guidance Counsellor
- Careers Advisor
- Tutor
- Dean
- Head of Level

# National Certificate of Educational Achievement (NCEA)

This qualification is awarded to students who gain a total of 80 credits. Credits are earned as a result of being assessed against Achievement Standards or Unit Standards.

## NCEA Level 1

To be awarded NCEA Level 1 the 80 credits must include ten from Mathematics and ten from English or Te Reo Māori. Level 1 Merit endorsement requires at least 50 Level 1 (or higher) Merit or Excellence credits. Excellence endorsement requires at least 50 Level 1 (or higher) Excellence credits.

## NCEA Level 2

To obtain NCEA level 2 you need to gain 60 credits at level 2 (or above) plus 20 credits from any level (including level 1) and have obtained level 1 literacy and numeracy. Level 2 Merit endorsement requires at least 50 Level 2 (or higher) Merit or Excellence credits. Excellence endorsement requires at least 50 Level 2 (or higher) Excellence credits.

## NCEA Level 3

To obtain NCEA level 3 you need to gain 60 credits at level 3 (or above) plus 20 credits from any level (including level 2) and have obtained level 1 literacy and numeracy. Level 3 Merit endorsement requires at least 50 Level 3 Merit or Excellence credits. Excellence endorsement requires at least 50 Level 3 Excellence credits.

## Course Endorsement

You are able to gain course endorsement in a subject, if you meet the following requirements.

- 14 or more credits at Merit or Excellence including
- at least 3 credits at Merit or Excellence from externally assessed standards and 3 credits at Merit or Excellence from internally assessed standards.

Merit and Excellence credits can be used for Merit course endorsement. Only Excellence credits can be used for Excellence course endorsement.

Note: Course Endorsement can only be obtained within an academic year.

The externally assessed standards do not apply to Physical Education courses.

The requirements for University Entrance are:

- a) NCEA Level 3, plus
- b) Three UE approved subjects – (at **Level 3 or above**), 14 UE approved credits in each, plus
- c) UE Literacy – 10 approved credits English or Te Reo Māori (5 reading and 5 writing) at **Level 2 or above**, plus
- d) UE Numeracy – 10 approved credits at **Level 1 or above**.

The result of an Achievement Standard assessment is Not Achieved (N), Achieved (A), Achieved with Merit (M), or Achieved with Excellence (E).

The result of a Unit Standard assessment is either Not Achieved (N) or Achieved (A).

All Unit Standards and some Achievement Standards are assessed internally.

## Notification of an Assessment

Students should be given two weeks written notice prior to the start of an assessment.

## **What do I do if I miss an assessment which is done in class time due to sickness, etc?**

Note: Estimated grades cannot be given for missed assessments.

If there is a second assessment opportunity later in the year then in some subjects that is when you will be assessed.

If there is only one assessment opportunity then in most cases you will be able to do the missed assessment when you return to school provided you have a Medical or Principal's Certificate. The catch-up assessment time is as soon as practical after the original assessment. For example, if the assessment was on a Monday, the catch-up should be held by Thursday.

To be able to apply for a catch-up you must:

- Get a Medical Certificate to cover illness related absences, fill in the 'Missed Assessment' form (available from the Tutor's office in the Student Services area), and hand these in to the office before school on the **first** day you return

OR

- Get a Principal Certificate Approval to cover absences resulting from exceptional circumstances. To do this you need to bring a signed note from a caregiver, fill in the "Missed Assessment" form (available from the Tutor's office in the Student Services area) and hand these in to the office **before** your absence or on the **day you return**.

The Tutor will inform the student and appropriate teacher of the outcome of the catch-up application..

The catch-up assessments may take place during class time, lunchtime or after school.

### **Principal Certificate Approval**

The approval is managed by the Year level Tutor in conjunction with The Principal Nominee (Mr Melton) when necessary.

If at all possible, these should be applied for **before** the day of the assessment (refer above).

If the approval is required because of a bereavement this would normally only be given for a relative or someone with a close association with your family.

Principal Certificate Approval will not be given to cover a student who is away on holiday during school time.

If a student's performance at school has been significantly impacted by personal circumstances, they should contact their year level Tutor immediately, for support.

### **Derived Grades for External Exams**

If a student is unable to attend an external exam in November/December due to illness or exception circumstances, they must contact Mr Melton immediately. Medical and Principal Certificate Approvals do not apply. A different derived grade process must be followed. Mr Melton will be able to provide details.

## Handing in Assignments

To be eligible for a grade, work must be handed in by 4 p.m. unless there is an acceptable explanation supported by a Medical or Principal Certificate Approval. **If you hand in work late and do not have either of these certificates then the assignment will not be marked** (Occasionally the work will be requested by 9.00am. In these cases class teachers will specify this requirement). The resulting grade will be Not Achieved.

If work is to be handed in late then you should do the following:

- the work must be taken to the office as soon as you arrive at school. Do not give the work or certificate to your teacher.
- complete the 'Missed Assessment' form (available from the Tutor hub) and hand this in with the work and certificate. The Tutor will decide whether the certificate covers the late work.

Note: The Principal reserves the right to make the final decision in any of the above matters.

## Missed or Late Submission of Assessment

If a student is unjustifiably absent from an assessment they will not qualify for a catch-up. In such cases they will be awarded a **Not Achieved** for the assessment that took place during the unjustified absence. This also applies to due dates for assignment based assessments being missed due to unjustifiable absences. Please note that family holidays during school time are regarded as unjustified absences in accordance with Ministry of Education requirements.

## Assessment Appeals

- When assessments are returned, subject teachers will:
- Explain carefully to students the marking schedule and the reasons for marking decisions.
- Once the teacher has gone over the marked assessment, the work of all students will be kept by the teacher until the next period that subject is on. Students who wish to request a review must do so within five school days of the marked assessment being received by the student. The work of these students will be kept by the teacher at all times.
- When the review is completed the decision and the reasons for it should be given to the student who may either accept the subject teacher's decision or request the teacher to retain the paper while an appeal is made.
- The student who decides to make an appeal does so through the Tutor who will pass the paper to the appropriate Head of Learning Area (H.O.L.A) to review the marks. The H.O.L.A will check that:
  - i) the assessment item is valid in relation to the subject's assessment statement.
  - ii) that the marking is consistent with the marking schedule and that no factual errors occurred in the marking.
  - iii) that the correct grade has been given.

- The H.O.L.A will then return the paper to the Tutor with his/her decision and the reasons, which the Tutor will communicate to the student.
- If the student is still not happy with the decision, the problem may be referred to the Principal's Nominee, Mr Melton, for consideration.
- The final avenue of appeal is to the Principal, who will assess each case on its merits.
- Where a student is concerned about the fairness of an assessment or the conditions under which it is administered, the same process should be followed: that is, the Tutor, the Principal's nominee, the Principal.
- If the teacher whose decision is being appealed is the H.O.L.A. in this subject area an alternate suitable independent person will perform the H.O.L.A role. Again, the final avenue of appeal is to the Principal.
- If students are unhappy about any aspect of the assessment process, they are encouraged to approach the Tutor or Principal's Nominee.

Note: In accordance with external exam conditions, students cannot appeal a grade if pencil or twink (correction fluid) has been used on the students' assessment paper. This also applies to NZQA's external exams at the end of the year.

## Assessment Conditions and Misconduct

- Any assessment item produced must be entirely the student's own work. This means that it is not acceptable to copy or collude when producing the assessment item.

To **copy** involves presenting information (text, data, diagrams, maps, etc) from another source without acknowledging it in the assessment. Under no circumstances may you copy another person's work with or without their knowledge. This includes copying and pasting online material.

To **collude** means to work with another person including using someone else ideas in completing the assessment and then present it as your own work.

Note: for assessments that include work done outside of class time or run over more than one period, students will be required to sign an authenticity statement that they have not copied or colluded.

- If a student is found guilty of misconduct then the New Zealand Qualifications Authority may be informed. The consequence for misconduct may include a 'Not Achieved' being awarded for the assessment and there being no further assessment opportunity for the particular standard/s. There will also be a consequence for any student found guilty of assisting someone to cheat.
- If a student's behaviour is disruptive during an assessment they may be transferred. If this happens the student risks not be given the opportunity to complete the assessment and/or not having another assessment opportunity.

## Verification of Results

Near the end of the year students will be given a printout of their recorded results. They will be asked to check their results. If the recorded results are incorrect teachers will be contacted to confirm the correct grade. It is the finalised results that will be sent to NZQA.

Note: All student results are subject to the Privacy Act (1993) and, therefore, must not be shown to other students.

## **Special Assessment Conditions**

Students who have a Specific Learning Difficulty (SLD) may qualify for Special Assessment Conditions (SAC) for NCEA assessments.

These conditions can include a reader, writer, computer use, separate accommodation and extra time. An application from the school needs to be made to NZQA for SAC conditions prior to the year that they are required. NZQA makes the final decision regarding students receiving SAC assistance. It is preferable for students and families to discuss any queries regarding assessment assistance with the Head of Learning Support in Year 9 and 10.

If new circumstances arise leading to a new diagnosis of an SLD, families need to contact the Head of Learning Support as soon as possible.

## **Bibliography / reference list**

When a student is required to produce a bibliography /reference list as part of an assessment, they are to use the attached bibliography / reference list. A copy of the bibliography/ reference list can be found on the school website under Learning.



# Lincoln High School Bibliographical Details

(These details apply to all courses at Lincoln High School.)

When you produce a research report or inquiry you include information (facts /ideas/data /quotes/pictures /diagrams /maps, etc.) from different sources. All information used in a report or inquiry must be acknowledged in a reference list so that it can be checked and authenticated. The reference list is the last page of a research report or inquiry.

The following bibliographical details are required in a reference list.

**Table A: Bibliographical details that need to be included in a reference list**

Source	Details required in order	Example
<b>Books</b>	<ol style="list-style-type: none"> <li>1. Name of author (surname and initials or given name)</li> <li>2. Year of publication</li> <li>3. Title of publication (use italics or underline)</li> <li>4. Publisher</li> <li>5. Place of publication</li> </ol>	Peckham, A. 1990, Resources Control, Gloucester Press, London.
<b>Articles</b> (periodicals/ magazine articles)	<ol style="list-style-type: none"> <li>1. Name of author of article (surname and initials or given name)</li> <li>2. Year of publication</li> <li>3. Title of article, in quotation marks</li> <li>4. Title of periodical / magazine (use italics or underline)</li> <li>5. Volume number</li> <li>6. Issue (or part) number</li> <li>7. Page number(s)</li> </ol>	Grzelewski, D. 1998, 'Paparooa, the turbulent coast', New Zealand Geographic, no. 40, pp 26-50.
<b>Newspaper</b>	<ol style="list-style-type: none"> <li>1. Newspaper title (use italics or underline)</li> <li>2. Date published</li> <li>3. Page used (where possible)</li> </ol>	New Zealand Herald, 27 October 2006, p A4.
<b>DVD/Film/TV/ Video/ Radio/ CD ROM</b>	<ol style="list-style-type: none"> <li>1. Title (use italics or underline)</li> <li>2. Date of recording</li> <li>3. (format)</li> <li>4. Publisher</li> <li>5. Place of recording</li> <li>6. Any other details that might be useful (e.g. director if available)</li> </ol>	60 Minutes, screened 3rd October 1999, (Television programme), TVNZ, Auckland, directed by Fergusson, B.
<b>Internet</b>	<ol style="list-style-type: none"> <li>1. Site title (use italics or underline)</li> <li>2. [Online]</li> <li>3. Available from: &lt;URL&gt;</li> <li>4. [date of access]</li> </ol>	Christchurch City Libraries Catalogue, [online], Available from: < <a href="http://librarydata.christchurch.org.nz/web2/tramp2.exe/log_in">http://librarydata.christchurch.org.nz/web2/tramp2.exe/log_in</a> > [14 June 2006].
<b>Personal Contacts</b>	<ol style="list-style-type: none"> <li>1. Name of contact (surname and initials or given name)</li> <li>2. Contact details</li> <li>3. How you contacted them (email, personal interview)</li> <li>4. Relevance to research topic</li> <li>5. Date</li> </ol>	Holloway, Mary, mary.holloway@xtra.co.nz, email, Civil Engineer, 17 November 2007

Note: Check with your teacher to see if you need to include text referencing or footnoting (see next page for details) in addition to a reference list.

## Authenticity of Bibliographical Details

To ensure all information used in a research report or inquiry can be checked and authenticated, any facts /ideas/data /quotes/pictures /diagrams /maps, etc., must be acknowledged at the point where they are used in your report. There are two ways to do this, either is acceptable.

### Option 1: Use in text referencing

This appears in the text of your article immediately after the sentence in which the information has been used.

Example: The Whale Liberation Society believes that whales are sacred animals and should never be killed (New Zealand Herald, 27 October 2006).

The following details listed in Table B must be mentioned for each source, when you use in text referencing.

**Table B – In text referencing details**

Source	Details required in order	Example
<b>Books &amp; Articles</b>	1. Author's surname 2. Year of publication 3. Page numbers 4. All in brackets.	(Peckham, 1990, p265.)
<b>Newspaper</b>	1. Newspaper title 2. Date of publication 3. All in brackets.	(New Zealand Herald, 27 October 2006)
<b>DVD/Film/TV/ Video/ Radio/CD ROM</b>	1. Title 2. Year of recording 3. Publisher 4. All in brackets.	(60 Minutes, 1999, TVNZ)
<b>Internet</b>	1. Site title 2. Year of access 3. All in brackets.	(Christchurch City Libraries Catalogue, 2006, online)
<b>Personal Contacts</b>	1. Contact's surname 2. Date of contact 3. All in brackets.	(Holloway, 17 November 2007)

### Option 2 : Use footnotes

This involves using a number in the text next to your quoted information that came from a reference source (book, article, newspaper, film etc.). The number is repeated at the bottom of the page along with the reference details. The reference details are the same as the details listed in Table A.

Example: The Whale Liberation Society believes that whales are sacred animals and should never be killed.<sup>1</sup>

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<sup>1</sup> New Zealand Herald, 27 October 2006, p A4.