



St Oran's College

NCEA/NZQA Assessment Policy & Procedures

Student Handbook

April 2025

Empowering young women to be the best that they can be

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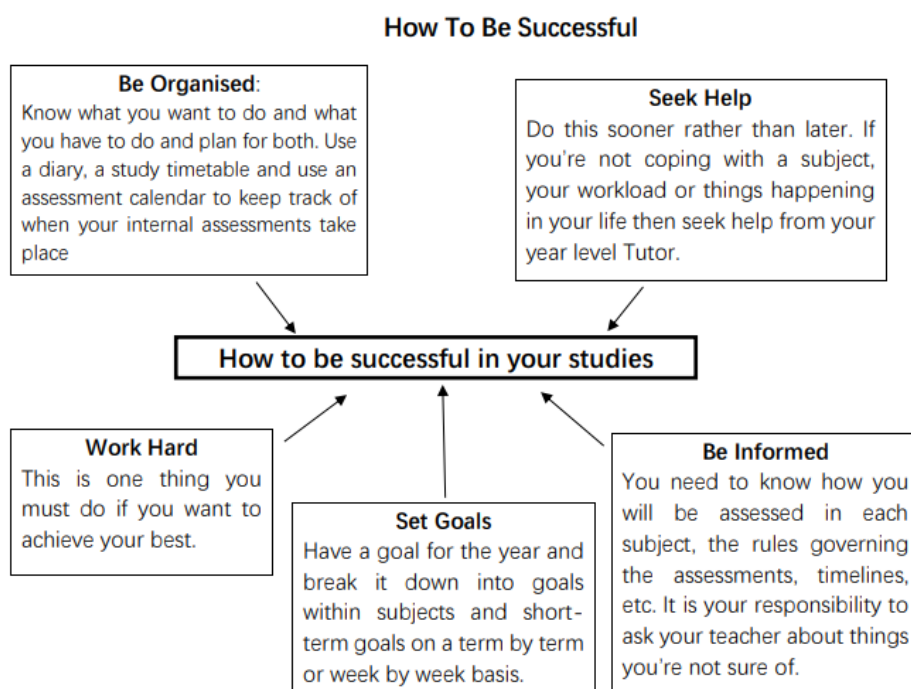
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Introduction

This handbook is designed to provide both students and whānau with important information about the assessment policies and procedures in the senior school at St Oran's College.

Please read this information carefully to ensure that you understand your rights and responsibilities. These assessment procedures apply to all subjects.

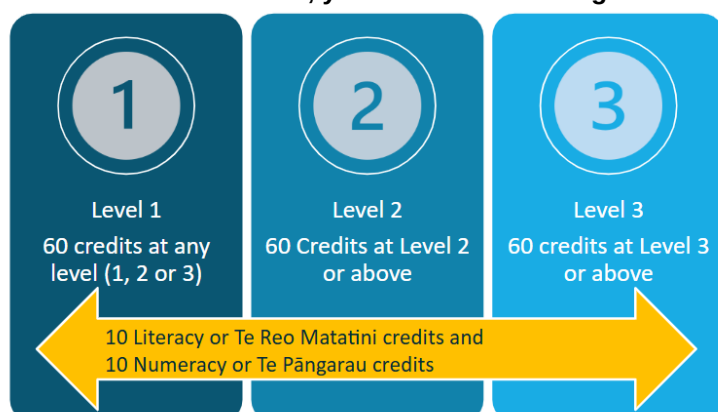
How to be Successful



The National Certificate of Educational Achievement

NCEA (National Certificates of Educational Achievement) are New Zealand's national qualifications for senior secondary students. NCEA is part of the National Qualifications Framework, along with approximately 1,000 other qualifications.

In order to achieve NCEA, you need the following:



**Note that credits can be gained over more than one year and can also be used for more than one qualification.*

What are the NCEA Co-requisites?



You must meet requirements in Literacy and Numeracy as part of NCEA

The Co-Requisite sits next to NCEA - **You will only be awarded an NCEA qualification once you have met the co-requisite requirements.** (You can keep banking your credits though!)

You only need to meet the requirement for the co-requisite once, you don't need to do it every year

There are two ways you can meet Co-Requisite:

The CAA tests. You can attempt these as many times as you need to.

A small number of NCEA standards count towards Literacy and Numeracy. If you use these for Literacy and Numeracy, they cannot count in your 60 credits.

All Year 10 students will have the opportunity to complete NCEA Literacy and Numeracy. This involves 10 literacy and 10 numeracy credits. The assessments are digital exams that take place in May and September

NCEA Level 2

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.

- 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

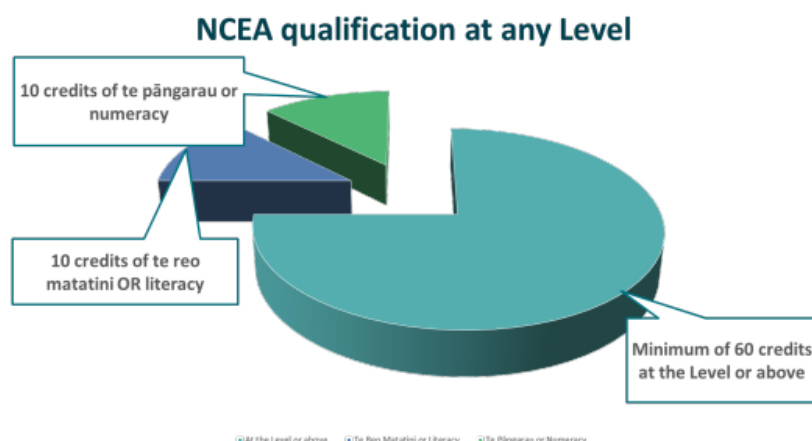
- 60 credits at level 3 (or above) plus 20 credits from any level (including level 2) and have obtained Level 1 literacy and numeracy.
- Level 3 Merit endorsement requires at least 50 Level 3 Merit or Excellence credits.
- Excellence endorsement requires at least 50 Level 3 Excellence credits.

NCEA Certificate Endorsement

If you gain 50 credits at Merit or Excellence level at the level of the Certificate or higher, your certificate will be endorsed "**Certificate with Merit**".

If you gain 50 credits at the Excellence level, your certificate will be endorsed "**Certificate with Excellence**".

**Credits can be gained over more than 1 year.*



Course Endorsement

If you gain 14 or more Excellence level credits in one of your courses you will receive an Excellence endorsement for that course.

If you gain 14 or more credits at Merit (or Merit and Excellence) level, you will gain a Merit endorsement for that course.

Note: For these endorsements, at least 3 of the 14 credits must be from internally assessed standards and at least 3 credits from external assessments.

**Exempted from this rule are courses that include 14 or more credits in Physical Education, Level 3 Visual Arts.*
University Entrance

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

Students must also have 10 Literacy or Te Reo Matatini credits and 10 Numeracy or Te Pangarau credits.

Scholarship

The scholarship is an external examination (independent of NCEA) for top secondary students in which they can gain monetary awards.

Documentation

The school makes every effort to provide clear documentation of assessments and procedures for each course.

Departments provide:

1. An outline of each course will include:
 - subject name, level and year
 - course description
 - course requirements
 - Assessment Schedule
 - A description of each standard assessed as part of the course including the registration number and version, the full title, the number of credits, the mode of assessment (Internal or External), the form of assessment (test, portfolio, etc.), the approximate timing of assessment and due dates, whether a further re-sit opportunity is available and any mechanism used to establish authenticity (if appropriate).
2. Any specific departmental assessment policies or procedures.
3. Reference to other national certificates if appropriate.
4. You will receive a copy of a 'course outline' in all of your subjects by the end of Week 4 in term one.
5. Look through these outlines with your parents and calendar all your assessment dates. This will allow you to identify and plan for your busy times of the year.

Please read the documents carefully and keep them safely filed for future reference.

Tracking Your Results

- a. The Kamar portal has any results that have been published by your teacher. You need your portal username and password to access these.. The portal also has your Assessment Statements (course summaries) which show all topics/standards covered in all courses. These are useful when planning what you can gain throughout the year.
- b. The NZQA website has a record of all your NCEA results including your Level 1, 2 & 3 external exam results which are available in January next year.
- c. NCEA internal results are updated at the start of each month. Login details remain the same each year.

Registering for Learner Login on the Web

Once you have gained a result for a NCEA standard or entered a CAA you will be able to register on the NZQA website. The process to log in can be found at [Log on to MyNZQA](#). You also need a MyNZQA account before you can sit the CAA's or digital exams. Once logged in to MyNZQA you can check your results, look at your Record of Achievement (ROA) and make a request for an official NCEA certificate or Record of Achievement (ROA). You may request one copy of the above free of charge.

National Student Number (NSN)

All students have an NSN number (this can be accessed from Kamar). This is used as a personal identity number when you complete internal and external assessments for NCEA. Once you have logged on to MyNZQA keep your password and username in a safe place.

School Assessment Policy

LATE WORK is work that is submitted after the due time/date.

- DUE DATE means just that! Late work will not be accepted for assessment unless exceptional circumstances exist and an extension has been granted by the HoD before the due date. Failure to meet the due date will result in a Not Achieved grade. Request an extension [here](#).

MISSED ASSESSMENT applies to a situation where no work was submitted by a student on the published assessment date.

If you are unwell on the day of an assessment your caregiver must inform the school office of your absence. You, or your caregiver, must also email your classroom teacher explaining that you will miss the assessment. The next day that you return to school after your illness you need to hand in the completed missed assessment form to the HOF.

You can apply for an extension from the Head of Faculty. If you are applying for an extension on medical grounds, you should support this application with a medical certificate. Where you are unable to provide a medical certificate, you can provide a written note from your caregiver. However, once you have applied for three extensions on medical grounds and only supported these with notes from your caregiver, all further applications for extensions will need to be supported by medical certificates.

Students with documented long-term health issues will follow a different medical application process and this will be conducted through the pastoral care team.

You can also apply for an extension on the grounds of personal trauma. This application can be supported with a letter from your caregivers, counsellor, or a Dean.

To apply for an extension, print a copy of the application form from the school website and follow the instructions on the form. Please note that paper copies of these forms and official documentation such as medical certificates have to be held here. Please do not scan and email any documentation through, we will only accept hard copies.

Students not entitled to catch-ups

If a student is not entitled to a catch-up and does not sit an assessment or submit an assignment, their parents will be informed.

Note:

- a) The Principal reserves the right to make any final decision in any of the above matters.
- b) Extensions won't be awarded for long term (e.g. four – five weeks) assessment/assignments if a student is absent on the due date, unless the absence is an exceptional circumstance.
- c) Catch-up Approval will not be given to cover a student who is away on holiday during school time.

Applying for Leave

If you are going to be absent from school for a period of time, your caregiver needs to email Ms Gibbs requesting leave. Ms Gibbs will reply and grant either Approved Leave or Explained Leave.

Approved leave means you are entitled to catch up on an assessment when you get back.

Explained leave means you are not entitled to an extension and if you miss an assessment, you may have to forgo those credits. If you are away on explained leave when an assessment is scheduled to take place, it is your responsibility to request permission to complete the assessment early if possible.

This may not always be possible, especially for assessments that are attached to group work or assessments where the timetable has had to be changed in order for the assessment to take place.

NCEA Assessment Conditions and Misconduct

- It is **your** responsibility to ensure that **all work** submitted is your own work. Using information or material without acknowledgement is **plagiarism**, a serious form of cheating, and will result in;
 - Non-achievement of the standard

- No other assessment opportunity
- School disciplinary procedures

Plagiarism means:

1. Including any part of another student's work in your assignment
 2. Allowing someone to copy your work
 3. Copying out words off websites without referencing them correctly
 4. Copying out words from books without referencing them correctly
 5. Passing off anyone else's work as your own (ie. not referencing that the words came from someone else).
- Any form of cheating, copying or misconduct in a formal assessment will result in the above measures being taken.
 - Any assessment item produced must be entirely the student's own work. This means that it is not acceptable to copy or collude (work with another person, including caregivers) 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. Similarly, you should not loan your work for others to use or copy.
 - To **collude** means to work with another person including using someone else's ideas in completing the assessment and then presenting it as your own work.

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

- The consequence for misconduct (copying or colluding) may include a 'Not Achieved' being awarded for the assessment and there being no further assessment opportunity for the standard/s. There can be the same consequence for any student found guilty of assisting someone to cheat. i.e. a Not Achieved being awarded and no second assessment opportunity.
- If a student's behaviour is disruptive to others during an assessment they may be transferred. If this happens it is likely that the student will not be given the opportunity to complete the assessment or have another assessment opportunity.
- With the introduction of free Artificial Intelligence (AI) software e.g. ChatGPT, it is important for students to realise that AI generated material is not regarded as authentic student work (the students' own work). The likely outcome of students submitting AI material as their own assessment work (the work that is marked) will result in a Not Achieved being awarded and no second assessment opportunity.
- Teachers will provide clear guidance on AI use by informing students about the acceptable level of use of AI for each assessment task, including specific tools allowed, limitations, and expectations for originality. Students will use AI only in accordance with the school AI policy and any specific guidelines provided by their teachers. Where use is accepted, students are required to disclose the use of AI including a clear and detailed description of how AI has been integrated.

Appeals

(occur when a student believes his/her submitted work has been incorrectly assessed.)

All achievement standards undergo a marking moderation process to ensure fairness and consistency.

Students are free to appeal their grade if they feel this process has not been fair or consistent.

- This appeal should be made first to the classroom teacher, within three days of receiving a result or judgement.
- If this does not resolve the problem the appeal should be made in writing to the HOF. This should be done within five days from when the initial concern was made with the classroom teacher.
- The HOF will investigate the processes followed and make a decision whether a review of the student's work is appropriate.
- The HOF must then inform the student of the decision. If this does not resolve the problem the appeal should go to the Principal's Nominee, who will make a final decision, based on all the documented evidence.

Further Assessment Opportunities

- There will only be a further assessment opportunity for assignments that received a grade of Not Achieved - these can only be submitted to get an Achieved. Aside from this, there will be NO further assessment opportunities

Resubmission

- A resubmission opportunity will only be offered when a teacher judges that a mistake or minor omission has been made by the student, **which the student should be capable of discovering and correcting themselves.**
- A resubmission can only occur for a Not Achieved grade to an Achieved grade. Merit and Excellence grades are not eligible for resubmission (from 2021on).
- You may be asked to resubmit assessment work, but this will be limited to specific aspects of the assessment that can be rapidly resolved without specific teacher feedback or guidance. There will only be one resubmission for any given piece of work.
- A resubmission or further assessment opportunity must be completed under the same assessment conditions as the original assessment and/or other conditions that assure the corrections/additions are the student's own work.
- The time and place for any resubmission or further assessment opportunity will be set by the teacher and can be in the student's own time (interval /lunchtime/after school). If a student fails to take advantage of the resubmission or further assessment opportunity at the specified time the original grade will stand.

Further assessment opportunities

Further assessment opportunities will only be available if indicated on the course outline.
At St Oran's we do not offer re-assessments for every standard.

A further assessment opportunity occurs when a new, quality-assured assessment is provided for students after further learning has taken place.

A maximum of one further opportunity for assessment means none or one. It does not mean one must be offered. It is the school's decision whether a further opportunity will be offered for any standard. When a further opportunity for assessment is offered to any student, it will be made available to all students entered for that standard, including those who did not complete the original assessment for an acceptable reason. This is regardless of their performance on the first opportunity. All students must be able to use the further opportunity to improve their original grade. Students must be awarded the highest grade they have achieved over both opportunities. If a student has not achieved the standard, they have the opportunity to gain any grade from the reassessment.

Carefully check course outlines given to you at the beginning of the course, to see which standards have no further assessment opportunities available.

Withdrawing Students From Internal Assessments

If a student is enrolled in a course and is present for the teaching and learning, they are required to sit an internally assessed achievement standard (unless it is specified as optional in the assessment plan) or receive a Not Achieved grade. A student may be withdrawn from an internally assessed standard if they are deemed incapable of accessing the learning due to trauma, as decided by the pastoral care team or on medical grounds, which is supported by a medical certificate.

Recording and Verification

(refers to the process involved in ensuring the security and accuracy of assessment results.)

Your teacher is required to keep all of your internal assessment work until the end of the year for the purposes of external moderation.

You will be given practice tasks for some internal assessments and external assessments. These will be collected, kept on file and may be used to generate evidence if necessary (unexpected event grades).

You will be expected to keep your own record of summative and formative (progress) assessment results on your Student Internal Assessment record sheet.

At the end of the year, you will be asked to view and sign a summary sheet of all of your grades.

Moderation

All departments are required to comply with NZQA and St Oran's College moderation procedures. The internal moderation procedure ensures that student work is of the required standard. External moderation procedures also take place every year. NZQA controls this procedure and reports back to the school annually. This is to ensure that the quality of the marking is acceptable to NZQA.

Students can expect to receive their grades for an internal assessment within four weeks of the assessment. This should give the teacher and department sufficient time to mark the papers and complete the moderation. For some subjects, an external moderator is required due to no one being available within the school. This process may take longer. Students will be advised if this is the case.

Verification of Grades

Students will verify each grade by signing an assessment record sheet after each internal assessment has been moderated. This is also signed by the teacher. The record sheet provides evidence for both students and staff of the standards achieved, and the grades and credits obtained.

Students are encouraged to use their student learner log-in to check their Record of Achievement on the NZQA website. [How to log in.](#)

Authenticity

All assessment work completed must be the student's own. Students and caregivers may be asked to sign Authenticity Verification and to submit working drafts. Where evidence shows that the work presented is not authentic, NA will be awarded and the student may face disciplinary action.

Breaking the Rules (Breaches)

A breach of the rules may include:

- Plagiarism (submitting work that is not your own).
- Impersonation (pretending to be someone else).
- False declarations of authenticity.
- Using notes in a test or exam.
- Collusion (communicating with others, disrupting or dishonestly assisting/hindering others during a test or exam).
- Dishonesty (including lying about submitting late work; altering answers before an appeal; copying from another student, or deliberately allowing your work to be copied by others).

If the school is satisfied that there has been a breach of rules, the school may take one or more of the following actions:

- The student meets formally with the subject teacher, HOF and Dean.
- The Principal's Nominee (PN) is notified, in writing, of the breach and outcome (obligatory).
- Parents are notified.
- Report NA for the assessment.

Reporting to whānau about your NCEA Achievement

- The school will make every effort to ensure that parents/caregivers are informed of relevant assessment and qualifications information.
- There will be an NCEA assessment and careers information evening for families.
- All students and their families will receive NCEA Academic transcripts in via KAMAR WHICH WILL SHOW ALL Internal Assessment results and external standards entered.

Privacy

St Oran's College will store the results of student assessment work digitally on the school database. This information will be shared with students, parents, caregivers and NZQA regularly. This information will also be sent to schools where a student is transferring and shared with other government organisations as required by the Privacy Act (1993).

Special Assessment Conditions

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

These conditions can include a reader, computer use/writer, separate accommodation and extra time. An application from the school (Head of Learning Support) 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. Students and families can discuss any queries regarding assessment assistance with the Head of Learning Support.

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

Some of the Special Assessment Conditions offered are:

Reader (R) - assistance given in separate accommodations.

Computer/Writer (C/W) - assistance given in separate accommodations.

Computer Only Notification (CO) - using computer, separate accommodations.

Separate Accommodation (SA) – exam completed in separate accommodations.

Extra Writing Time (ET) – only available if completing 3 standards in a sitting.

Enlarged Papers (EP) – for visually challenged students.

Rest Breaks (RB) - for candidates with physical and medical conditions More information on all the Special Assessment

Conditions can be found [here](#)

Practice Exams

The practice exams occur in Term 3 (dates TBC at the beginning of each academic year). These are very important in preparation for the externals in November and December.

Practice exams may be used to decide derived grades (UEG) if you suffer an illness, injury, or bereavement of a close family member during or immediately before the final NCEA external exams. Therefore, these exams will be moderated, checked and marked.

Derived Grades Process for External Assessment

If you are unable to sit a NCEA exam(s) in November due to illness on the day, you can apply for a Derived Grade (estimated grade) for the external Achievement Standard exam that you have missed. The illness must be assessed by a doctor, as part of the process and signed off on the Derived Grade Application form. This form can be obtained from the Principal's Nominee. The visit to the Doctor must be within a short time of the missed exam for the application to be accepted. More information can be found [here](#).

A Derived Grade can also be applied for in exceptional circumstances where the absence from the exam(s) was beyond the control of you or your family, or if circumstances occur in the period prior to your exam(s) which affect your ability to take the exam(s) or may affect your performance.

The Derived Grade (estimated grade) is based on actual grades achieved in practice exams/mock exams during the year, or other authentic evidence in the standards applied for. If there are no results / evidence, there can be no grade awarded.

To apply for a Derived Grade in an External Examination, see Ms de Ras.

Glossary

Achievement Standard

A nationally registered set of learning outcomes and associated assessment criteria, together with technical and management information supports delivery and assessment. Students can attain: N (not yet achieved), A (achieved), M (achieved with merit) or E (achieved with excellence).

Assessment

The collection and evaluation of evidence to establish the level of a student's performance.

Assessment criteria

Statements against which the standard of performance of an element/outcome is assessed.

Authenticity (of evidence)

This relates to assessment, where the teacher must be confident that the work assessed is the student's own work.

Credit

A numerical value assigned to a standard is awarded when a student demonstrates that the specified outcomes have been met.

Derived Grades

A process that generates a result for an external assessment if the assessment has been missed due to illness or other reasons beyond their control.

The derived grade will be taken from the student database where results for a derived grade examination have been recorded.

Evidence

Refers to assessment. Evidence can include any valid, authentic, output which demonstrates that the student has met the assessment criteria of the standard.

Exemplar

An example of student work, annotated to illustrate learning, achievement and quality. Students are provided with N, A, M and E examples for achievement standards. If you copy these, your work will not be authentic.

External Assessment

Assessments where the assessment judgement is made by persons outside of the school (such as in the case of end-of-year examinations).

Internal Assessment

Assessments where the assessment judgement is made within a school.

Learning Outcome

An expected result of learning.

Internal Moderation

A term that broadly covers processes used for assuring the consistency of assessment with the required standard across a number of classes and across schools.

National Certificate

A qualification on the National Qualifications Framework that recognises skills and knowledge that meet nationally endorsed standards (unit and achievement standards).

National Certificate of Educational Achievement

A national qualification on the National Qualifications Framework based on credits from all unit and achievement standards.

Performance Criteria

Performance criteria specify the quality of the critical evidence required to meet the outcomes in the elements.

Collectively, they provide the standards against which elements are assessed.

Record of Achievement

A student's transcript of unit standards and achievement standards credited and national qualifications completed, provided by NZQA from a national database. It does not include NA results or absences. Students should use their learner login to NZQA to check results during the year.

Result Notice

A list of all the standards entered by a candidate and how well they did in each of them. It is available online to all candidates in January. Results are no longer posted out to students. Students can use their NSN number to access their results. They will need to create a log in. It will report a result for all standards that the student entered in e.g. Abs, SNA as well as N, A, M or E grades.

Scholarship

An external examination (independent of NCEA) for top secondary students in which they can gain monetary awards. Candidates usually enter in year 13, which is their last year of schooling.

Standards

Defined learning outcomes, together with performance or assessment criteria, examples of their interpretation and application, and associated quality assurance processes.

Unit Standard

A nationally registered set of learning outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment. Students can attain either N (not yet achieved) or A (achieved).

University Entrance

The common educational standard that is a prerequisite for entrance to university for students.

Need help?

All work-related issues	Speak to your subject teacher or Head of Faculty.
Personal concerns	Speak to your whanau teacher,
Special Needs / Special Assessment Conditions	See Ms Parsons
Issues relating to NCEA policy/rules/procedures	See Ms de Ras (Principal's Nominee).
Careers advice / tertiary planning	See Mrs Collow (Careers Adviser).
Work experience	See Mrs Collow
Study support/study tips	See your Dean
Issues relating to course options and changes	See your Whānau teacher or Dean