

Scots College

Assessment policy 2024

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Assessment policy

Rationale:

At Scots College, we recognise the integral role of various assessments—including **standardised, diagnostic, formative, and summative**—in shaping the educational experiences of our students. To maximize the impact of these assessments, meticulous planning is essential. This ensures that each assessment is **relevant** to the curriculum, **fair** in its approach, **valid** in measuring student learning, and provides **constructive feedback** that contributes to student growth.

Foundation in Special Character:

Through assessment, learners communicate their understanding to their teachers. In response to this assessment, teachers cater directly to the needs of each learner. Assessment is an essential part of understanding each student; it allows us to celebrate their strengths and address their weaknesses.

We view assessment as a partnership, where both parties communicate honestly with the goal of enhancing the learner’s knowledge, awareness, and wisdom.

The Apostle Paul encourages all who aim to follow Christ to “Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.” (Ephesians 2:29)

In this spirit, through assessment and feedback, teachers accept the authentic work of students and graciously offer their expertise so that learners may gain a deeper understanding of themselves.

Purpose, procedures, and guidelines

Section 1 – Assessment for learning

Purpose

Assessment is a crucial component of the educational process, providing valuable information about student progress and understanding. It is how we evaluate whether the educational goals and standards of our curriculum have been met.

Procedures and guidelines

1. The College will administer standardised tests, usually PAT, to profile cohorts for the Junior and Middle Schools.

Teachers will use the results of standardised tests to create profiles for classes in Junior School and core classes in Middle School.

The results of standardised tests **benchmark a cohort**. Where there is little change to the members of a cohort, it is appropriate to compare from one year to the next. As there are large intakes of new students in Year 7 and Year 9, the results should be considered a new benchmark.

Standardised tests are seldom based on a period of teaching and learning. The performance of individual students will sometimes be anomalous as a result. Within the cohort the anomalies generally balance out one another. It is therefore not appropriate to share the results of individual students. Student progress is best profiled from diagnostic to formative to summative. It is most appropriate to share the results of these types of assessments.

2. Teachers will take opportunities early in the courses they teach to use **diagnostic assessment to benchmark individuals**.

Departments will make use of resources provided by the College to support diagnostic assessment in teaching and learning. The resources include but are not limited to *Education Perfect*, *Dibels LLASS*, *LLARS* and *e-asTTle*.

Diagnostic tests and, to a limited extent, standardised test results may be used as an earlier indicator of specific learning needs. [See section on *Assessment and Equity*.]

The results of diagnostic test should be used by teachers to further differentiate their teaching.

Teachers will record the results of diagnostic assessments and subsequent formative and summative assessments to show progression of students' learning.

3. **Formative assessment** is an integral part of the learning process.

Teachers will set classwork and homework activities, that provide opportunities for students to receive feedback and reflect on their learning.

Feedback on formative tasks may be from different sources, most notably teachers and the students' peers. Teachers should guide students on how artificial intelligence may be used to provide similar feedback.

Teachers will encourage students to pursue opportunities to self-assess. Teachers will provide students with access to college subscribed online resources such as *Education Perfect* and *Kognity* (IBDP), which may be used in a self-directed manner. Teachers will provide examples of other online resources that will assist students to be self-reliant in seeking formative assessment opportunities. In some instances, teachers may need to demonstrate how to best use resources such as artificial intelligence.

Teachers will profile learning from the formative assessments they conduct to further differentiate the learning for classes and individuals.

4. **Summative assessment** is an integral part of the learning process.

Although a summative assessment task usually marks the end of a period of teaching and learning, teachers should make students aware that summative assessments are still part of a continuous learning process.

Teachers will use the results of summative assessment tasks to, where appropriate, reflect on their planning for a unit (along with other pedagogical practices), reteach aspects of the unit, make comparisons between classes and across different years' cohorts.

Teachers will follow the other procedures and guidelines of this policy related to summative assessment.

5. Procedures for late, missing, or incomplete assessments

For late, missing, or incomplete **summative** assessments, see the section on *Summative Assessment*.

For late, missing, or incomplete **formative** assessments such as **classwork** and/or **homework**, the teacher will treat this as a behaviour management issue. A behaviour note should be entered into the College's student management system, and the teacher's agreed sanctions should follow.

For **persistent** late, missing, or incomplete formative assessments such as classwork and/or homework, the teacher should document each occasion as a behaviour note, contact parents/caregivers, and inform the student's dean.

Section 2 – Assessment and decision-making

Purpose

Departmental strategic decision-making is necessary to align planning, resource deployment and measurable outcomes with the College's annual goals and strategic plan, most particularly those related to educational excellence. Assessment data provide a rich source of information for departmental planning.

Procedures and guidelines

1. Standardised and diagnostic test results will be used to make decisions for cohorts, classes, and individuals.

Data from PAT results can be used to confirm the NZ curriculum level for a cohort and classes in the Junior and Middle Schools. Where the curriculum level is deemed to be either too high or too low for a cohort, adjustments will be made to planning for the cohort and/or classes, taking any diagnostic assessments into account as well.

Diagnostic assessment results may be used to consider differentiation at the cohort and class level.

In conjunction with formative and summative results, the department should consider how to provide best for students that may be considered able and ambitious. [See *Able and Ambitious Policy*.]

In conjunction with formative and summative results, the department should consider how to provide best for students that may benefit from remediation. Departments should liaise with the Āwhina Learning support department regarding deploying teaching assistants to specific classes.

2. In preparing annual departmental reports, Learning Area Coordinators and Heads of Department will consider summative assessment data in the PYP, the MYP, the Year 11 Tohu, the IBDP, and NCEA Levels 2 and 3 when reflecting on the annual departmental goals.

Data will be provided within the department for the PYP, the MYP, the Year 11 Tohu.

External results will be provided by the IBDP Coordinator and the NCEA Principal's nominee, AP Curriculum.

LACS and HODs will consider summative assessment data related to priority learners. [See section on *Assessment and Equity*.]

Along with consideration of resources (rooming, materials, and human resources), LACs and HODs will use summative assessment data to create annual plans to include

departmental goal alignment,
an annual budget,
course design (including creating new and possibly retiring others),
allocation of teaching staff,
professional development of members of the department.

Section 3 – Assessment and Equity

Purpose

The College recognises the importance of providing all students with an equal opportunity to demonstrate their learning, knowledge, understanding, and skills. An equitable approach to assessment ensures all students, regardless of their backgrounds or circumstances, are assessed fairly. This is essential for maintaining the integrity of the assessment process.

The College is obliged to meet the assessment requirements relating to equity, access and inclusion established by the International Baccalaureate Organisation and the New Zealand Qualifications Authority.

Procedures and guidelines

1. To identify worthy candidates (not necessarily top candidates) of the Scots College Board scholarships, students wishing consideration for enrolment at Years 7 and 9 will complete a series of assessments in Term 1 preceding the year of enrolment.

The board scholarship assessment task will include

a comprehension task,
a critical and creative thinking task,
a logic and reasoning task,
a personal writing task.

A spreadsheet of results will be kept by the Assistant Principal Middle School, to identify those candidates that may be invited for further consideration

2. Appropriate assessment tasks will be used to identify students who would potentially benefit from inclusion in one or more of the Āwhina Learning Support programmes and/or provisions.

Teachers should refer students to the Head of Āwhina Learning Support, where they feel that a student would benefit from specific intervention support.

The Head of Āwhina Learning Support may use inhouse assessment to make initial decisions regarding students' needs. For specific diagnoses, the Head of Āwhina Learning Support may consult with the students' parents to determine how this may be achieved (most commonly test administered by qualified educational psychologists).

Where parents disclose information about specific learning needs, at enrolments, this should be supported by assessment results and a report by an educational psychologist.

3. Where teaching and learning has been differentiated for a student or a group of students, any assessment task should be handled similarly.

An important part of assessment design is checking the reading level of the task. Teachers should use online analysis tools to check the reading level of each task they set.

Students with specific learning issues should have the task produced in such a way that it is accessible. This may include but is not limited to

reduced wording/text,
alternative font,
the use of reader/writer software,
extra time allowance,
separate accommodation,
word processing as an alternative to handwriting,
a scribe.

4. Where deemed appropriate students may receive extensions to assessment deadlines.

Classroom or subject teachers will determine extensions for assessments for students in the Junior and Middle Schools.

Students in Years 11 – 13 will follow an extension application process. The decision regarding extensions for assessments are made by the Assistant Principal Curriculum, the IBDP Coordinator or the Deputy Principal Curriculum. [See section on *Summative Assessment*.]

5. Priority learners will be clearly identified, and their assessment results closely checked.

The Deputy Principal responsible for academic care will have oversight of priority learners and keep records of assessment results for those students. The records will be regularly reviewed to monitor the students' learning progress. The Deputy Principal will maintain a process for identifying at risk students (students who are unlikely to successfully complete their studies without some intervention).

The Head of Āwhina Learning Support will have the responsibility for monitoring assessment results for students for whom the College provides extra support.

The IBDP Coordinator will have the responsibility for monitoring assessment results for students at risk in the IBDP.

The whānau liaison officer will have the responsibility for monitoring assessment results for Middle and Senior students who identify as tangata te whenua.

The Pasifika liaison officer will have the responsibility for monitoring assessment results for Middle and Senior students who identify as being a member of a Pacific island community.

The Director of International Services will have the responsibility for monitoring assessment results for international fee-paying students.

Section 4 – Summative Assessment

Purpose

Summative assessment gives students the opportunity to demonstrate their learning, knowledge, understanding, and skills. The processes surrounding summative assessment should ensure equity, validity, and credibility of those assessments. In addition, the processes and procedures hold students accountable for their learning by the clear expectations for task completion, time frames, submissions, and personal conduct.

There are often extrinsic rewards for summative assessments that have been completed well. Rewards include College certificates and prizes, as well as senior school qualifications.

Procedures and guidelines

Junior School

1. Summative assessment tasks in the PYP are still very much part of the learning process. Records of summative assessments will form part of documenting learning.

Teachers will vary the types of assessments used for summative judgements.

Teachers will note particularly the four dimensions of assessment:

Monitoring learning,
Documenting learning,

Measuring learning,
Reporting on learning.

Summative assessments will be used in particular to inform the latter two dimensions.

2. The PYP Exhibition in Year 6 is the culminating summative task where student can fully demonstrate their knowledge, conceptual understanding skills and learner profile attributes.

Teachers will guide students towards a student-led exhibition, acknowledging that there is a continuum of guided to independent practices.

An important aspect of the exhibition of setting the learning goals and success criteria. Teacher should ensure that success criteria are well founded and documented. Teachers will give particular guidance in this aspect of the exhibition to ensure students on every part of the continuum have clearly defined self/peer assessment criteria, which can be reported.

3. Procedures for missed, late, incomplete summative assessment tasks in Junior School.

Teachers will monitor students' progress and adherence to deadlines. When necessary, teachers may give student's extra time or require work to be completed at home. These adjustments do not impact a student's academic achievement but instead help teachers assess work habits and determine the most effective support strategies.

4. Procedures for dealing with breeches of academic integrity in summative assessment tasks can be found in the *Academic Integrity Policy*.

Middle School

1. Summative tasks contribute to reported progress of students learning.

Teachers will follow their MYP subject guide for clarification of types of assessments and judgements to be made against the subject assessment criteria.

Year 7 will be assessed consistently using MYP Year 1 criteria.

Years 8 and 9 will be assessed consistently using MYP Year 3 criteria.

Year 10 will be assessed consistently using MYP Year 5 criteria.

Teachers will create task specific clarification of the criteria for assessment so that students have a clear understanding of the expectations in demonstrating the learning.

Teachers will keep their own mark book to record their classes' results. Those results will be entered into the College's reporting software at the required times for the end-of-term production of reports.

For interdisciplinary units (IDUs) only the three IDU criteria will be assessed. Departments should not plan to use IDUs as an assessment opportunity for their subject's assessment criteria. This is to ensure students are not overwhelmed by the amount of evidence to be gathered for assessment from their IDU work.

2. Departments will complete the moderation process for all MYP assessments.

Departments will follow all stages of moderation,

- documenting the process using the standardisation cover sheet
- pre-moderation of task
- assessment carried out
- student work internally moderated
- annotated student work samples should be loaded into department one note/teams with the standardization template completed, for long term quality management
- grades returned to students
- results recorded.

The MYP Coordinator will provide an updated version of the standardised cover sheet at the beginning of each year.

3. The MYP community project in Year 10 is a culminating summative task where student can fully demonstrate their knowledge, conceptual understanding skills and learner profile attributes.

In the students' introduction to the project, the MYP community project coordinator will explicitly unpack the assessment criteria. There will be no task specific clarification needed.

Students will be expected to complete a self-assessment of their projects as part of the reflection process.

4. Procedures for missed or incomplete summative assessment tasks in Middle School.

Where an assessment, to be completed in class, has been **missed** due to student **absence**, the student will complete the task in the very next lesson they attend for that subject.

Incomplete assessment submissions will be marked against criteria **without mitigation**.

5. Procedures for dealing with breeches of academic integrity in summative assessment tasks can be found in the *Academic Integrity Policy*.

6. Procedures for applying for special assessment conditions.

Where a student is flagged on the College's student management system for learning support accommodations, the teacher will apply those accommodations to assessment tasks.

Teachers must direct students wanting further accommodations to the Head of Āwhina Learning Support to evaluate the request.

Senior School

Year 11 Tohu

1. With the exception of religious education, physical health and fitness, leadership, Year 11 project, and Āwhina learning support, all subjects will contribute to a grade aggregate, which is the academic component of the Year 11 Tohu.

Full-year subjects will carry out four common assessment tasks (CATs) throughout the year Semester subjects will carry out two common assessment tasks in the semester.

All subjects will assess against four subject criteria using a 1 – 8 scale. The weightings of the criteria and the CATs should be decided at a departmental level and articulated to students and parents through the course handbooks.

2. Moderation of CATs must take place before assessment results are shared with students or recorded for reporting purposes.

Departments will devise their own procedures for moderation.

Departments will include feedback on their moderation processes through the annual departmental reports.

3. Procedures for missed, late, incomplete summative assessment tasks in Year 11.

Where an assessment, to be completed in class, has been **missed** due to a **justified absence**, the student will complete the task in the very next lesson they attend for that subject.

Where an assessment, to be completed in class, has been **missed** due to an **unjustified absence**, the student will complete the task in the very next lesson they attend for that subject and a **late penalty** will apply. [See guideline below.]

Where an assessment, to be completed over an extended period of time, has been **missed** without the student seeking an extension, the task should be awarded zero for the relevant criteria. The exception to this is where assessment criteria are applied at milestone times throughout the assessment period.

Where an assessment has been submitted **late**, a penalty will apply to the piece of work. They lateness penalties will be decided by departments. The penalties should have a range of impact depending on the period of lateness. As an example, the penalties may range from the re-weighting of the task and/or small grade deductions to awarding zero for unreasonable lateness.

Incomplete assessment submissions will be marked against criteria **without mitigation**.

4. Procedures for dealing with breeches of academic integrity in summative assessment tasks can be found in the *Academic Integrity Policy*.
5. Procedures for applying for special assessment conditions.

Where a student is flagged on the College's student management system for learning support accommodations, the teacher will apply those accommodations to assessment tasks.

Teachers must direct students wanting further accommodations to the Head of Āwhina Learning Support to evaluate the request.

6. Procedures for applying for extensions.

Extensions cannot be applied for retrospectively, except where there are circumstances beyond the control of the student, e.g. being admitted to hospital.

Students will collect a request for extension form from the College reception, complete all the details on the form and submit to either the Assistant Principal Curriculum or the Deputy Principal Curriculum.

The AP and/or DP Curriculum will consult with teachers where necessary in making a decision to grant or decline and extension.

NCEA Levels 2 and 3

1. College staff will follow the rules and regulations for NCEA as published by the New Zealand Qualifications Authority (NZQA). <https://www2.nzqa.govt.nz/ncea/ncea-rules-and-procedures/>

Teachers will pay particular attention to moderation requirements for the subject and check these on an annual basis.

College staff will participate in the regular Managing National Assessment reviews conducted by the NZQA.

Teacher will design internal assessment tasks that fully consider universal design for learning (UDL), using the guidelines provided by NCEA Education, <https://ncea.education.govt.nz/universal-design-learning-udl>

2. Timelines for NCEA assessments will be published for students and parents.

Departments will include the types and timings of NCEA assessment in the course handbooks each year.

Departments will provide the Assistant Principal Curriculum with types and timings of NCEA assessment, in order to produce an assessment calendar made available on the College's website.

It is acknowledged that the types and timings of NCEA assessment may change over the course of the year. Departments must inform the Assistant Principal curriculum of those changes immediately that those changes are decided.

3. Departments will complete the moderation process for all internally assessed achievement standards.

Departments will follow all stages of moderation,

- pre-moderation of task
- assessment carried out
- student work internally moderated

- grades returned to students
- results recorded
- students' work stored
- documenting the process using the internal moderation cover sheet.

The Assistant Principal Curriculum will provide an updated version of the cover sheet at the beginning of each year.

Teacher judgments will be verified by a subject-specialist colleague with standard-specific knowledge. Where that expertise exists among Scots College teaching staff, verification will be carried out internally. When necessary, teachers will use external expertise to complete the verification. Contact through subject associations would be usual or through contacts provided by Scots College's NZQA School Relationship Manager. Senior managers will assist in facilitating external contacts.

The results of an internally assessed achievement standard should be entered into the student management system mark books within **two days** of the work being returned to the students.

Assessments for external achievement standards, which provide a derived grade, should be moderated.

4. Departments will participate in the external moderation processes.

Departments will ensure they maintain an organised archive of internally assessed student work. The archives should contain all the internally assessed work of the current calendar year and the previous calendar year. Departments will provide access to the material for the Assistant Principal curriculum.

Departments will provide all necessary documentation and samples of student work as required for the college's annual moderation plan. Samples of students' work for external moderation must be sent to NZQA within **two weeks** of recording results.

On receipt of a moderation report with a judgement of *not yet consistent* or *not consistent*, departments will create an action plan to respond and submit that plan to the assistant principal within **two weeks**.

Any appeal or query of a moderation report must be submitted to the Assistant Principal Curriculum within **two weeks** of receiving the report.

5. Entering grades for standards.

Teachers will enter grades for standards in the College's student management system as soon as the work has been moderated and students' results finalised.

6. Procedures for missed, late, incomplete summative assessment tasks for NCEA.

Where an internal assessment related to an achievement/unit standard, to be completed in class, has been **missed** due to a **justified absence**, the student will complete the task in the very next lesson they attend for that subject.

Where an internal assessment related to an achievement/unit standard is of a **practical** nature completed over a period of time has been **missed** due to a

justified absence, an assessment opportunity will be negotiated by the LAC of the subject and the Assistant Principal Curriculum.

Where an internal assessment related to an achievement/unit standard, to be completed in class or of a **practical** nature completed over a period of time, has been **missed** due to an **unjustified absence**, the student will receive a *not achieved grade* for the achievement/unit standard.

Where an assessment related to an achievement/unit standard, to be completed over an extended period of time, has been **missed** without the student seeking an extension, the student will receive a *not achieved grade* for the achievement/unit standard.

Where an assessment has been submitted **late**, the student will receive a *not achieved grade* for the achievement/unit standard.

Incomplete assessment submissions will be marked against specifications **without mitigation**.

7. Procedures for generating derived grades for externally assessed standards.

Derived grades for externally assessed standards will be generated by the results for the College's practice exams sat in Term 3 of each year.

The *SNA* (standard not attempted) result used by NZQA will only apply to the national external assessment task. Students who do not attempt a practice exam paper for a standard that has been taught in their course will receive a *not achieved grade* as a practice result. This is for the purpose of calculating their end of year grade point average and having a derived grade. It is recognised that if the student does not attempt the national external assessment task, this is not detrimental to their NZQA record of achievement.

Where a practice exam paper has been missed by the student due to a **justified absence**, an opportunity to make up a practice assessment result will be negotiated by the LAC of the subject and the Assistant Principal Curriculum.

Where a practice exam paper has been missed by the student due to an **unjustified absence**, the student will receive a *not achieved grade* and this will be recorded as the derived grade for the standard.

8. Procedures following the award of *not achieved* for an internal assessment or a practice external assessment.

Teachers will contact both parents/caregivers of the student and their dean when the student's work has been awarded a *not achieved grade*.

9. Procedures for dealing with breaches of academic integrity in summative assessment tasks can be found in the *Academic Integrity Policy*.

10. Procedures for applying for special assessment conditions.

Where a student is flagged on the College's student management system for learning support accommodations, the teacher will apply those accommodations to assessment tasks.

Teachers must direct students wanting further accommodations to the Head of Āwhina Learning Support to evaluate the request.

11. Procedures for applying for extensions.

Extensions cannot be applied for retrospectively, except where there are circumstances beyond the control of the student, e.g. being admitted to hospital.

Students will collect a request for extension form from the College reception, complete all the details on the form and submit to either the Assistant Principal Curriculum or the Deputy Principal Curriculum.

The AP and/or DP Curriculum will consult with teachers where necessary in making a decision to grant or decline and extension.

9. Procedures for returning feedback on draft submissions or milestone checks and marks for tests and exams.

Teacher shall endeavour to return **feedback** on draft submissions or milestone checks for projects/portfolios **one week** after their **due date**. Teachers are not expected to give feedback in the same time frame for late draft submissions. Teachers are only required to give written feedback on **one** draft submission.

Teachers shall endeavour to return the **results** of class **tests** within **three days** of the test being sat by students.

Teacher shall endeavour to **return marked scripts** of practice exams **one week** after the **practice exams** have been sat by students.

10. Procedures for appealing results.

Students have the right to appeal the results of internally assessed standards, where they have compelling evidence that a higher grade should be awarded.

Students should complete an internal assessment appeal form within 5 days of receiving a result or a decision following a late or incomplete submission. The completed form with documented evidence should be submitted to the Assistant Principal Curriculum at any time up to the sixth day after they have received the result or decision. Where the appeal is for a result or decision made by the Assistant Principal Curriculum, the appeal will be handled by the Deputy Principal Curriculum.

The Assistant Principal Curriculum (or Deputy Principal Curriculum) will investigate the grounds for the appeal. The decision made by the Assistant Principal Curriculum (or Deputy Principal Curriculum) will be final and will be provided in writing to all parties within 20 days of receiving the appeal form. Where the appeal is declined the Assistant Principal Curriculum (or Deputy Principal Curriculum) will keep a record outlining the decision's rationale on file for three years. Where the appeal is upheld, the Assistant Principal Curriculum (or Deputy Principal Curriculum) will draft a response to all parties concerned outlining how the appeal claim will be mitigated. A record of the mitigation process will be kept on file for three years.

Students have the right to appeal externally assessed results in NCEA Level 2 and 3 and New Zealand Scholarship assessments. Students may approach the Assistant Principal Curriculum for advice on the process. The regulations for reviews and

reconsiderations of externally assessed results and the process for applying can be found on the website of the NZQA.

International Baccalaureate Diploma

1. College staff will follow the rules and regulations for the IBDP as published by the International Baccalaureate Organisation (IBO).

The rules and regulations are updated by the IBO annually and made available to teachers and the IBDP coordinator through the Diploma Programme Assessment procedures guide.

The IBDP Coordinator will summarise procedures for teachers and present them in the regular IBDP teachers' meetings.

2. Timelines for IBDP assessments will be published for students and parents.

Departments will include the types and timings of IBDP assessment in the course handbooks each year.

Departments will provide the IBDP Coordinator with types and timings of IBDP assessment, in order to produce an assessment calendar made available on the College's website.

It is acknowledged that the types and timings of internal assessment may change over the course of the year. Departments must inform the IBDP Coordinator of those changes immediately that those changes are decided.

3. Procedures for missed, late, incomplete summative assessment tasks for NCEA.

Where an assessment to completed in class, has been **missed** due to a **justified absence**, the student will complete the task in the very next lesson they attend for that subject.

Where an assessment, to completed in class, has been **missed** due to an **unjustified absence**, the matter will be referred to the IBDP Coordinator.

Where an internal assessment and/or extended essay, to be completed over an extended period of time, has been **missed** without the student seeking an extension, the matter will be referred to the IBDP Coordinator.

Where an internal assessment and/or extended essay has been submitted **late**, the matter will be referred to the IBDP Coordinator.

Incomplete assessment submissions will be marked against specifications **without mitigation**.

4. Procedures for dealing with breeches of academic integrity in summative assessment tasks can be found in the *Academic Integrity Policy*.

5. Procedures for applying for special assessment conditions.

Where a student is flagged on the College's student management system for learning support accommodations, the teacher will apply those accommodations to assessment tasks.

Teachers must direct students wanting further accommodations to the Head of Āwhina Learning Support to evaluate the request.

6. Procedures for applying for extensions.

Extensions cannot be applied for retrospectively.

Students will collect a request for extension form from the College reception, complete all the details on the form and submit to the IBDP Coordinator.

7. The IBDP Coordinator will consult with teachers where necessary in making a decision to grant or decline an extension. Procedures for returning feedback on draft submissions and marks for tests and exams.

Teacher shall endeavour to return **feedback** on draft submissions **one week** after its **due date**. Teachers are not expected to give feedback in the same time frame for late draft submissions. Teachers are only required to give written feedback on **one** draft submission.

Teachers shall endeavour to return the **results** of class **tests** within **three days** of the test being sat by students.

Teacher shall endeavour to **return marked scripts** of practice exams **one week** after the **practice exams** have been sat by students.

8. Procedures for extended essay supervision.

Extended essay (EE) supervisors will be briefed by the IBDP coordinator on the expectations regarding feedback to their EE candidates. The IBDP coordinator will be familiar with requirements outlined in the most recent EE guide.

In agreeing to be an EE supervisor, a teacher shall endeavour to provide their candidate with the required support. Teachers will ensure they complete the viva voce and documentation in a timely manner. The IBDP coordinator will set the deadlines for the viva voce and submission of documentation annually.

9. Procedures for remarks, result reviews, and resits.

Students have the right to apply for remarks and or result reviews. Students may also register for the May exam session following their final exam the previous November. Students should seek the advice of the IBDP coordinator in any of these matters. Students and their parents must be aware that all applications will include incur a fee from the IBO. The IBDP coordinator will provide the most up-to-date information from the *Diploma Programme: Assessment appeals procedure* guide.

The IBDP coordinator shall arrange an information session annually to inform parents of the procedures and costs.

[Links to other policies](#)

This policy should be read and implemented in conjunction with Scots College's

- Academic integrity policy
- Inclusion policy

- Languages policy
- Able and ambitious policy

Executive ratification statement

This policy was ratified by Scots College Executive on 6 August 2024.

Review date

This policy will be reviewed in terms 1 – 3 of 2029.

References

For further information and clarification, refer to:

1. Primary Years Programme - Learning and teaching, IBO, March 2024
2. MYP subject, projects and interdisciplinary teaching and learning guides
3. NCEA rules and procedures: <https://www2.nzqa.govt.nz/ncea/ncea-rules-and-procedures/>
4. NCEA Assessment Specification: https://www2.nzqa.govt.nz/about-us/publications/newsletters-circulars/assessment-matters/a202318/#e19344_heading1
5. NZQA procedures for NCEA internal moderation: <https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/managing-national-assessment-in-schools/moderation/internal-moderation/>
6. NZQA procedures for NCEA external moderation: <https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/managing-national-assessment-in-schools/moderation/external-moderation/>
7. NZQA procedures for querying or appealing NCEA moderation reports: <https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/managing-national-assessment-in-schools/moderation/external-moderation/query-or-appeal/>
8. Universal design for Learning (UDL): <https://ncea.education.govt.nz/universal-design-learning-udl>
9. IBDP Subject guides
10. IBDP Core guides
 - a. Creativity, activity, service
 - b. Theory of knowledge
 - c. Extended essay
11. Diploma Programme Assessment procedures (published annually)
12. IBDP assessment session guides