

ASSESSMENT AND MODERATION

COURSE PROCEDURES: ASSESSMENT GUIDE

At the start of each course lecturers must be aware of the requirements of the paper so that the correct assessment process is followed, and full documentation and samples of student work are readily available for evaluation.

Written Information Given to Students at the Beginning of the Course

All students should be provided with a clear outline of the CTC policies related to the assessment component of your course. These should explain procedures relating to late work, authenticity of students' work, and appeals.

Please discuss these with the students to prevent misunderstanding.

The assessments and marking criteria is part of the Course descriptor and this descriptor needs to be given to students at the beginning of the course. Please ensure that the due date of assessments is given to students also.

Assessment Tasks Based on Course Learning Outcomes

Tasks should assess content and skills of the course prescription and must assess all learning outcomes.

At least a month prior to the start of the course, lecturers are to check to ensure they have the most current course descriptors as all courses are pre-moderated and reviewed annually. The date should be on the descriptor. Check with the Site Coordinator if the descriptor you have does not have the correct year in the footer.

Authenticity of Student's Work

Work submitted by students **must** be their own. Since most assessment activity is done outside class time, lecturers should take reasonable steps to ensure authenticity of the student's work.

Lecturers can reduce the likelihood of problems with authenticity if students are well informed of the requirements of the tasks and procedures. Reasonable steps should be taken, including:

- asking students to keep any plans, drafts, worksheets, etc., used in their preparation of the assessment activity
- asking students from time to time to see the material that they have used in their preparation, or by discussion with individual students
- asking students to hand in with the final assignment, any material they acquire during the preparation stages
- asking students to demonstrate understanding of the work produced if the lecturer is in doubt that the work is not authentic.

Students must acknowledge all resources used. This includes texts and resource material as well as the name and role of any person who may have assisted them, together with the type and extent of assistance.

Alternative Assessment

CTC is committed to identifying and addressing barriers to learning. In the case of special needs students, alternative assessment may be undertaken. The criteria for this are as follows:

- Enough evidence must be gathered to ensure that learning outcomes have been achieved. Document this evidence.
- Document the type and frequency of alternative assessment.
- Examples of students who may be eligible for alternative assessment are those who fall under the special needs category.

Examples of alternative assessment may include but are not limited to:

- Oral examinations.
- Visual and/or aural presentation.
- Observation of practical-based assignments.
- Assessment in Te Reo or Tikanga Māori.

Alternative assessment tasks are to be submitted for pre moderation prior to the start of the course. Appropriate records are to be kept.

Extensions

The procedure for extension of assignments is:

- In the case of illness, a medical certificate is required.
- Time given for extensions is one month beyond the date set for the final assessment for a course.
- Lecturers are to record extension details on the Student Attendance/Record Form.
- Extensions that require a longer duration are to be judged on an individual basis and at the lecturer's discretion in consultation with the student and the Registrar; the Head of Student and Business Support is informed.
- The Registrar records the extension on database. Once the assessment is complete, the mark will be recorded.

Also refer to The Procedures for Extensions and Attendance of Courses at Te Kupenga - Catholic Theological College.

Aegrotat Assessment

If a student cannot meet the assessment deadlines due to reasons beyond the student's control, and where an extension is deemed inappropriate, the student may apply formally for an aegrotat result if at least 50% of the course's assessment tasks have been completed.

Reasons beyond the student's control include illness, death of a close relative, funeral of a close relative, illness of a close relative requiring the student's time over a period.

The student must formally apply for an aegrotat pass and must include a medical certificate or an equivalent record that demonstrates the student's inability to progress with the requirements of the course.

Submission of Assessment Tasks

Last date of submission of assessment tasks is one month after the end of the taught component, and for extensions, not later than two months after the end of the taught component. Lecturers must return marked assignments to students within a month of submission. Assessment grades should therefore be recorded not later than two months after completion of the taught component, and for extensions, not later than three months after the taught component.

Note that for Distance Learning assessment dates, marking and final grade should be completed by the end date of the Semester date.

Inform the Academic Dean if you have any queries about this.

Returning Marked Student Scripts

Give the Teaching Site Coordinator the following:

- A copy of each student's assessment cover sheet including the assessment Task/s.
- Note: Every student's marking schedule, complete with mark and grade and comment must be put in the individual student file for record keeping.
- A copy of the completed marking schedule.
- A sample of students' marked assignments before you send the scripts back to the students. It is the usual practice for full-time staff to photocopy the sample assignments. If you are a part-time or contracted lecturer ask the Teaching Site Coordinator for help if required.

Copies of Student Assessment

A sample of the student's marked work is to be handed in to the Teaching Site Coordinator for record keeping. Copies of student assessments are kept in individual files.

A sample may be three copies of students' work. A rule of thumb is taking a very good piece of work and two averages; or a very good piece of work, an average one and a weak one.

In those courses which have a very small number of students who are audited, e.g. three or four students, all students' work is to be photocopied.

It is important to encourage your students to make two copies of their work, one of which is to be given to you; the other is for them to keep as a record. It is their responsibility to ensure that they have a record of their work. This is to safeguard both student and teacher in the event that any scripts are mislaid, or in the event of appeals, complaints, etc.

Marking Criteria

Assessments are marked according to the criteria on the marking schedule provided for the course.

Bring any concern you may have, or reasons for reviewing marking criteria, to the attention of the Academic Dean. This will be considered in the review and evaluation process.

Marking and Student Complaints Procedure

Lecturers must ensure that students know the procedure to follow if they are not satisfied with the marking or mark allocated. Refer to CTC's Complaints, Grievances and Appeals Procedures for Students, found in Section B of the Manual.

ASSESSMENT EXPLANATION

The following information pertains to the system of assessment at CTC.

The marked student assessment will be given a grade, which is arrived at by marking students' work using a percentage. Note, while some other tertiary institutes may demarcate grades differently, this is the process we use at CTC. The grade should be arrived at according to the following table of equivalencies:

Grade	Range (%)	Descriptor
A+	90 - 100	Clear attainment of all learning outcomes, with comprehensive understanding of the course content, evidence of the development of relevant skills and intellectual initiative to an extremely high level.
A A-	85 - 89 80 - 84	Substantial attainment of most learning outcomes, with a high level of understanding of the unit content and development of relevant analytical and interpretative skills to a high level.
B+ B B-	75-79 70 - 74 65-69	Sound attainment of some major learning outcomes, with good understanding of unit content and evidence of the appropriate development of relevant skills.
C+ C C-	60-64 55-59 50-54	Satisfactory attainment of a range of learning outcomes, with basic understanding of unit content and development of relevant skills.
D+ E	40-49 0-39	Some attainment of learning outcomes, with the basic but inconsistent understanding of course content or evidence of skill development. Little or no attainment of learning outcomes, with limited understanding of course content or skill development.

PASS

A+ to- C-

FAIL

D - E

Marking Schedules

Marking schedules are supplied with the course descriptor and each assessment task requires its own marking schedule, one that best fits the task, and in turn, the learning outcome/s. This will make it valid and the marking more reliable. In addition it is a transparent and fair process for students to see exactly where and how the marks are allocated.

Assessment tasks and marking schedules are reviewed regularly. Lecturers are encouraged to make comments if a particular marking schedule does not meet its purpose, and to suggest amendments or alternatives. **All new marking schedules are to be pre moderated by the Academic Dean along with the assessment as part of the annual review of courses.**