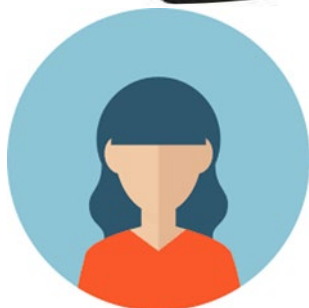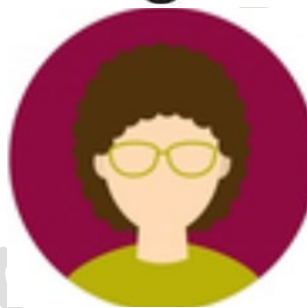# Section 4: Guidance to support assessment

What are the key things I need to know to be able to create and deliver quality?

Wendy - NZCEL Level 3 Programme Lead

Aroha—Programme Leader/Developer at a PTE, new to NZCEL & ESOL

Meg—Experienced Teacher Trainer & Assessor at a PTE

General conditions for assessment

Sequence
There is no required sequence for the assessment of graduate outcomes.

Context
Graduate outcomes must be assessed via tasks relevant to the context of the learner and the purpose of the qualification. Tasks may be assessed in authentic or simulated situations.

Text types and assessment settings should reflect the context in which the programme leading to the qualification is being delivered, for example general, academic, or employment. See Section 5 for examples of text and discourses suitable for each context.

Integrated approach

It is recommended that the assessment tasks are assessed using an integrated approach where appropriate. This approach involves assessing a range of English language skills as part of a unit of work. For example:

- Focusing on a particular topic relevant to learners and carrying out assessments in several skills on the same topic.
- Carrying out assessments on related tasks, such as undertaking a reading test involving a job advertisement, then writing a CV, and participating in a simulated job interview.

For examples on how to integrate assessments into a teaching and learning sequence, see the English Language and English for Academic Purposes Unit Standards Supporting Document

Independence

The assessor must be satisfied that the learner can independently demonstrate competence against programme standards of performance, ability or understanding. This means ensuring that evidence used for assessment purposes is the learner's own and has been produced without excessive assessor input or scaffolding. It also means meeting requirements for authenticity as outlined on the NZQA website Authenticity - NZQA

Dictionaries

At all levels of NZCEL, monolingual or bilingual dictionaries may be used. It is important that dictionaries used by learners are at an appropriate level. If electronic dictionaries are used, assessors need to ensure that learners only have access to the dictionary function, and that devices do not compromise authenticity and independent demonstration of competence.

- ➢ Gathering Evidence of Learner Achievement
- ➢ Assessment Approaches
- ➢ Assessment opportunities
- ➢ Further guidance on assessment

Generative AI (GenAI) guidance

GenAI technologies, such as chatbots, intelligent tutoring systems, and speech recognition software, are increasingly used to enhance language learning experiences, to provide tailored resources, promote autonomous learning and improve specific linguistic skills

The Ministry of Education has developed policies and guidance to support teachers and school leaders to understand the potential opportunities, issues and risks associated with the use of GenAI tools.

https://www.education.govt.nz/school/digital-technology/generative-ai/

GenAI gives us opportunities to enhance teaching and learning, but when it comes to assessment, its use needs to be restricted to ensure a learner's work is their own.

NZQA has guidance on AI and when its use is acceptable in assessment.

Guidance on the acceptable use of Artificial Intelligence – New Zealand Qualifications Authority

Guidance for generative AI in education and research | UNESCO: https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research

Artificial intelligence (AI) refers to machines programmed to mimic human intelligence. AI is used to analyse data to recognise patterns and make predictions based on those patterns.

Generative artificial intelligence (GenAI) is a subset of AI. In response to human instructions or 'prompts', GenAI can create new content, such as text, images, video, audio, and code. It does this through being trained on very large collections of existing content – scraped from the internet and other sources. GenAI technologies are now revolutionary in the high quality of their content. It can be difficult to distinguish from human-generated content.

Gathering evidence of learner achievement

There are a variety of approaches to collecting evidence of learner achievement of Graduate Profile Outcomes (GPOs). The choice of approach will depend on factors such as:

- the learning outcomes derived from the GPOs (see Glossary/Section 7)
- the context in which the programme is delivered
- the capacity and capability of assessors
- the learner profile(s)

Evidence

In all approaches, assessment tasks must produce evidence for a specified learning outcome, meet the sufficiency requirements (see Section 6), and enable learners to demonstrate independent competence of the task without excessive scaffolding.

Assessment Approaches

Assessments delivered under test conditions

An assessment delivered under test conditions involves a learner completing tasks independently under supervision. There are controls over the resources the learner has access to, and how much time the learner has to complete the tasks.

The choice of appropriate task types for assessments delivered under test conditions is related to the learning outcomes and the context of the learners.

Some of the compulsory unit standard assessments at Level 3 Academic and 4 Academic must be undertaken under test conditions. Assessors and programme developers may also decide to carry out other assessments under these conditions to ensure authenticity.

Naturally occurring evidence:

Naturally occurring evidence is evidence collected during activities within a learning programme, from a learner's work performance or their everyday life. The evidence is collected from activities in real contexts rather than from activities created for assessment purposes. The activities during which the naturally occurring evidence is collected must meet the sufficiency conditions for NZCEL assessments, and

learners must show competence independently. As with all NZCEL assessment tasks, the evidence must be recorded for moderation purposes. For example:

- Learners are having a discussion in the classroom and recording it for peer feedback on pronunciation. While monitoring the room, the tutor notices that some of the speaking samples being recorded provide evidence of the Graduate Profile Outcome for speaking.
- Learners are independently completing a writing task in class to share personal information with a new tutor. While reading the texts, the tutor notices that some of the writing samples provide evidence of the Graduate Profile Outcome for writing.
- A learner is preparing for work experience, and the careers advisor gives them practice interviews. The careers advisor records the practice interviews for the learner to reflect on. The learner submits the recordings to their English as an Additional Language (EAL) teacher and asks if they can be used as evidence of achieving one of the learning outcomes for speaking in their programme of study.
- The school invites a guest speaker to talk about community matters, and the class attends. After the talk, the learners write a summary of what they learnt. The tutor evaluates the summaries and determines that some of them can be used as evidence against one of the Graduate Profile Outcomes for listening; as the school recorded the speaker's visit to feature on their website, the tutor can analyse the length and complexity of the talk to ensure it meets NZCEL sufficiency guidelines.

Portfolios of evidence:

A portfolio of evidence involves learners completing several writing, speaking, listening or reading tasks and submitting some or all of these as evidence of meeting a specific Learning Outcome. For example:

- A learner writes multiple texts and receives feedback on each. The learner chooses one to submit as evidence of meeting a Learning Outcome.
- A learner engages in pair and/or group discussions in their English class or another class (where applicable). They record these discussions on their phone with verification from the classroom teacher that these opportunities occurred. They save these recordings digitally and indicate which discussions they want to submit to meet a particular Learning Outcome for speaking.
- Each week the learner engages in various independent reading tasks in and/or outside the classroom. In the classroom, they do a speed reading which tests reading comprehension, without the use of a dictionary. Out of class, the learner regularly reads a graded reader, a magazine on a topic of personal interest, and online news articles. They create a digital reading log of the texts and identify the main and supporting points of each one and submit this to meet a Learning Outcome for reading a range of text types.

Assessment opportunities

With regards to resubmissions and further assessment opportunities, tertiary providers are required to follow their organisation's policies. In addition, any unit standard-based assessments must conform to NZQA rules for resubmissions and further assessment opportunities.

The following applies to unit standards and can also be used as a guide for best practice to ensure authenticity in assessment and demonstration of independent competence:

Resubmissions

The learner is given the opportunity to correct minor mistakes on their scripts, without any further teaching and learning, and without specific feedback.
Myth 4: Resubmissions - NZQA

Further assessment opportunities

The learner is given a new assessment task, with a new text (reading and writing). Further teaching and learning will usually take place prior to a further assessment opportunity.
Myth 5: Further assessment opportunities - NZQA

Resubmission of learner work

It is expected that assessors use professional judgement before offering a resubmission to a learner, bearing in mind that:

- a resubmission should be offered only where the assessor judges the learner capable of identifying and correcting the minor inaccuracies themselves
- a resubmission must take place before the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
- only general feedback should be given. Assessors should take care not to over-direct the learners. An example of general feedback is directing the learner to the particular performance criterion or criteria they did not meet
- the learner must still be able to independently demonstrate competency against the unit standard.

Notes

If the resubmission contains a lot of changes to the original assessment performance, or they are significant, it is *not* a resubmission

Learners cannot resubmit a piece of work for the following *English for Academic Purposes* standards:

22749 *Write a text under test conditions in English for an academic purpose*
30507 *Write a short text under test conditions in English for an academic purpose*
22892 *Listen to and process information from a spoken text in English for an academic purpose*
30509 *Listen to and process information about a familiar topic in a short, spoken text in English for an academic purpose*

Learners who do not achieve these standards and wish to have another attempt, must be given a further assessment opportunity rather than a resubmission.

For listening assessments, learners cannot listen to the recording an additional time for resubmission purposes. They may be able to amend responses based on notes; otherwise, a further assessment opportunity should be provided.