29 November 2024

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Tēnā koe ███████

Official Information Act Request

Thank you for your request of 7 November 2024, under the Official Information Act 1982, for the following information:

> *...given the media reaction to another NCEA mathematics exam controversy, please release the following information:*
>
> 1. *Copies of all communications discussing the formulation and suitability question one (d) of the 2024 Level 2 Calculus exam that specifically requires differentiation of a non-polynomial which is clearly outside the scope of the curriculum as defined by AO M7-10 (i.e."apply differentiation and anti-differentiation techniques to polynomials.") and outside the scope of the assessment specification (i.e. "derivatives and anti-derivatives of polynomials given in expanded form").*
> 2. *A copy of NZQA's procedures for ensuring examination questions are consistent with the NZ curriculum and the achievement specifications.*
> 3. *A copy of NZQA's procedures for verifying examiners have knowledge of the curriculum and the achievement specifications that they are examining.*

Your request has been considered under the Official Information Act 1982.

Copies of all communications discussing the formulation and suitability question one (d) of the 2024 Level 2 Calculus exam

NZQA has a mature and well-structured process for the development of the examination papers for the National Certificate of Educational Achievement (NCEA) and New Zealand Scholarship external assessments, which has been refined and enhanced over the last 20 years.

One of the key principles underpinning examination development is maintaining the security of the examinations as they are developed, from the initial drafting through to the candidate sitting the examination. To that end, we require that any communication regarding the drafting of the examination questions be only done verbally and that examination content, in draft or final form, is not permitted to be emailed, messaged or part of any written communication. If the examination content were to be communicated in such a way, it would be a breach of security and may necessitate a rewrite of the examination.

Examinations are developed in a collaborative manner using a secure electronic shared workspace. This enables a draft to be developed, modified and enhanced as result of discussion and collaboration between the Examiner and Materials Developer. No examination content may be written anywhere external to the draft and definitely no content is to be communicated in writing.

Specific versions of the examination are printed and used at the critiquing/reviewing stages but only one electronic version is maintained. Each paper version generally has some subtle changes as the examination evolves. In terms of the Level 2 Calculus examination, question 1 remained relatively unchanged throughout the development process.

The examination developers have not been able to recall the specifics of any discussion regarding question 1 (d) as this would have occurred over 12 months ago. We are, therefore, unable to provide you with any direct communication discussing question 1(d) as this information does not exist.

We have, however, enclosed copies of reports resulting from the critque and review of the draft examination. These reports (Reports 1, 2 and 3) form part of the discussion around the formulation and suitability of the examination.

Please note, in the three reports provided, that the reviewer/critiquer indicated the examination was consistent with the standard and/or the curriculum and was set at the appropriate level.

A copy of NZQA's procedures for ensuring examination questions are consistent with the NZ curriculum and the achievement specifications

As part of the response to your request, we have included a set of the Guide Notes (External Assessment Development Guide Notes) provided to the personnel contracted to undertake the development of the examination. These Guide Notes provide a summary of the roles used in the development process, along with the stages of development.

The achievement standard is the critical document we use as the basis for developing the external assessment. Every achievement standard is derived from the New Zealand Curriculum and 'Explanatory Note 1' in every standard provides a specific hyperlink to the appropriate part of the curriculum.

As part of the development process, an examination will be critiqued many times. We have provided you with copies of the following materials used in this process:

- the *Yellow Booklet,* which accompanies the examination at each step of its development. The Yellow Booklet contains the checklist used at each step in the development process. There are two in particular that require a check: whether the Explanatory Notes of the standard are covered; whether the draft is at the required curriculum level; and that the assessment specifications are covered. These can be found on:
  - Page 3 - a checklist for the National Assessment Facilitator (NAF) Peer critique
  - Page 5 - a checklist for the NAF prior to providing the draft to the Editor
- checklists for the reviewer/critiquer to consider whether the examination is set at the appropriate curriculum level and meets the assessment specifications requirements:
  - Form 1: used by the Materials Critiquer during the drafting process
  - Form 2: used by the Subject Matter Checker
  - Form 3: used by the Independent Checker
- examples of the reports from three of the formal critiques that occurred in the development of the Level 2 Mathematics and Statistics examination:
  - Report 1 from the Materials Critiquer who works directly with the Examiner regarding the draft examination questions. This report is at stage two of the development process which is close to the completion of the examination
  - Report 2 from the Independent Checker of 91262 who completed the checklist and made no further comment
  - Report 3 is from the NAF check after the Independent Checker and includes a copy of the report from a NAF peer who is a Mathematics expert.

A copy of NZQA's procedures for verifying examiners have knowledge of the curriculum and the achievement specifications that they are examining.

Each of the contracted personnel who undertake these activities are subject experts and practising teachers.

In response to this part of your request, we have included the following:
- A copy of the 'External Assessment Development Guide Notes' which provides a summary of the key personnel involved in examination development and a summary of the process
- An extract from the Guide Notes (Guidance for selection process) outlining what a National Assessment Facilitator should be looking for in terms of contracting examination developers and some of the methods they could use to find those personnel
- The form used by applicants for an Exam Developer's Role (Application for Exam Developer's Role)
- A form referred to as the 'Contractor Selection Criteria'. This form is used by the National Assessment Facilitators during the recruitment stage to summarise the skills, knowledge and abilities of the applicants. Note that the form contains the key selection criteria NZQA is looking for and each applicant has to provides two referees who are contacted by NZQA. During the reference check, the applicant's knowledge of the curriculum is assessed.

The development process of the NCEA examinations is complex and I hope we have provided you with an understanding of some of the critical aspects that comprise that development process.

Our response to your request may be published on our website after five working days. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

You have the right to seek an investigation or review by the Ombudsman of this decision under section 28(3) of the Official Information Act 1982. Details of how to make a complaint can be found at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā

Dr Grant Klinkum
Pouwhakahaere/Chief Executive

②

MATERIALS CRITIQUE (STAGE TWO) 2024

LEVEL / SUBJECT:	L2 MATHS	STANDARD:	9,262

This form is to be used for your Stage Two critique of the examination material after you have considered the feedback from the Independent Checker(s) and Subject Matter Checker.

Please complete parts A–C prior to your discussion with the Examiner.

Following this discussion, please complete parts D and E, and then return it with the examination material to NZQA.

If you feel that a modification to any part of the examination or schedule is required, then use this form to:

- explain why the modification is required
- include suggestions for changes.

You may prefer to write your suggested changes on the hard copy of the examination material, in which case please indicate the relevant page number of the paper or schedule in the Comments box overleaf.

Part A: Your response to feedback from the Independent Checker(s)

Page	Question	Comments / suggestions to be discussed with the Examiner
		No comments

Part B: Your response to feedback from the Subject Matter Checker

Page	Question	Comments / suggestions to be discussed with the Examiner
QUESTIONS & RESOURCES		
4	1d	Within scope of standard, common in CL7 resources (negative powers) for calculus std.
6	2cii	Not required
8	3a	Yes, schedule error change x=10 y=9 (first line ok)
10	5d	Agree → not treating it like available in partial diff so may aswell make clear for any ⑤ who have seen this.
ASSESSMENT SCHEDULE		
		No comments

Part C: Your suggestions for any other modification of the examination material

You may prefer to write your suggested changes on the hard copy of the examination material, in which case please indicate the relevant page number of the paper or schedule below.

Page	Question	Comments / suggestions to be discussed with the Examiner
QUESTIONS & RESOURCES		
4	1d	some more lines please
8	3b	" " " "
11	spare diagram	for 2nd spare diagram add prime to gradient function ie. $f'(x)$ (currently $f(x)$)
ASSESSMENT SCHEDULE		
1	1c	notation should match paper $\frac{d^2y}{dx^2}$ not $f'(x)$
	1d	change A to SA
2	2ci+ii	notation again → $P(t)$ + $P'(t)$ to match paper
	2d	qn asks for max but schedule doesn't show proof/reason to reject $x=0$. Also doesn't give $x=0$ as a solution to $A'=0$. Add units^2 to answer
3	3a	change 2nd line to $x=10$ $y=9$
	3c	Use $f(x)$ + $f'(x)$ notation to match paper

Part D: Checklist to be completed following your discussion with the Examiner

Please confirm you are satisfied that:	YES / NO
The examination overall:	
• covers enough of the standard to make an appropriate judgement of candidate performance	✓
• does not assess material beyond the scope of the standard and the assessment specifications	✓
• uses subject-specific terms, formulae, formatting and examples etc accurately and appropriately	see notation in schedule
The questions:	
• are appropriate for the curriculum level of the standard	✓
• are worded clearly and simply, using technical language only where it is required	✓
• are manageable given the time and resource constraints	✓ Short
• each give candidates the opportunity to meet the requirements for all levels of performance	✓
• all provide information that is accurate, and / or should be familiar to a candidate studying at this level	✓
• are inclusive and are unlikely to advantage or disadvantage any particular group of candidates	✓.
The assessment schedule:	
• gives the expected evidence and is consistent with the requirements of the questions	see notes
• gives accurate / appropriate evidence	See notes
• clearly describes the evidence that is needed to award all (grade) scores for each question, and is consistent with the requirements of the standard	✓

Part E: Any other comments

A little on the short side, but not a big issue as everything seems to be providing enough evidence

NAF check
3/7 RS.

INDEPENDENT CHECKER'S REPORT 2024

LEVEL / SUBJECT: L2 MATHS	STANDARD: 91262

Part A: Applying the checklist

After you have completed the exam paper stamped **CHECKER'S PROOF FOR ANSWERS** 'as a candidate' (or according to the instructions in the editor's covering letter), enter **YES**, **NO**, or **N/A** in the checklist below.

Complete one checklist per standard.

From a candidate's point of view, check that:	YES / NO N/A
• The paper is of suitable length (show the time taken to complete: ___20___ MINUTES)	Yes
• The instructions on the front page are easy to follow and make sense.	Yes
• All pages are present and in the correct order.	Yes
• The instructions throughout the exam paper are in the right places and in sequence.	Yes
• Question parts are arranged so that page-turning is minimised.	Yes
• The numbering of questions and parts of questions is easy to follow.	Yes
• The text of questions is clear and easy to understand.	Yes
• Adequate space is provided to complete each question.	Yes
• Cross-references to other parts of questions or resources are correct.	Yes
• The terminology used is consistent with classroom usage.	Yes
• Words used in tasks match the words used in associated resource materials.	Yes
• All necessary resource material is provided.	Yes
• No unnecessary information is included in resource materials or tasks.	Yes
• Diagrams/graphs/charts/tables/maps/images etc. are clearly presented.	Yes
• There are no language or grammatical issues that would confuse candidates.	Yes
• All questions/question options appear to be of equal difficulty.	Yes
From a teacher's point of view, check that:	YES / NO N/A
• Assessment tasks are appropriate for the curriculum level of the standard.	Yes
• Assessment tasks are appropriate for the standard.	Yes
• Assessment tasks cover sufficient content (knowledge, understanding and skills) of the standard.	Yes
• Assessment tasks are fair.	Yes
• Assessment tasks are inclusive and are unlikely to (dis)advantage any particular group of candidates.	Yes
• Assessment tasks are free of overt political / religious / social / gender / cultural bias or stereotyping.	Yes

NAF Critique 2: Post-independent checker and subject matter checker

FOCUS:
- *Comments from the IC and SMC.*
- *The look/setting of the paper as formatted by the editor.*

	IC 1			IC 2 or SMC		
Achievement standard numbers	9126/9262 -67			9261 -62 -67		
IC and SMC comments						
Do you agree with the IC/SMC comments (yes/no)?	✓	None		yes	same	None
Make alternative suggestions as appropriate:						

Definitely need feedback on ① 91261 q1d – cubic polynomial – not a quadratic eqn!

② 91262 q1d – differentiate negative power.

Assessment material (including resource booklets) – general	IC 1			IC 2 or SMC		
Check against the final draft and (if necessary/useful) the first and second proofs to ensure all changes requested by the examiner were made	X.	✓	✓			
Comments indicate all questions are of approximately equal demand	✓	—	✓	9H.	X	✓
Formatting of questions is suitable and consistent with respect to bold, caps, stems, etc	✓	✓	✓	✓	✓	✓
References to resources are accurate with respect to the question numbers, figures, pages, etc	p6 greenlogo	✓	✓	p6	✓	✓
Graphs, pictures, tables, etc are consistently and clearly formatted within and across papers	✓	✓	✓	✓	✓	✓
Number of lines/spaces for answers is appropriate	✓	✓ A	✓	✓	✓	✓
Page splits are appropriate, e.g. a resource and related questions are on facing pages if possible, two-page questions are on facing pages	✓	✓	✓	✓	✓	✓
Assessment schedules						
Answers/sample evidence match the questions	✓	mostly	✓	✓	mostly	mostly.
If not, why not?						

arithmatic/transcription errors

* more lines: 91262 q1d, 91267 2aii, 3ci,ii ?

Qualitative boundaries between grades, qualtitative and/or quantitative boundaries within grades	✓	✓	✓	✓	✓	✓
E does not require M and/or A evidence, M does not require A evidence	✓	✓	✓	✓		
In light of the IC's answers, boundary descriptors:						
• are clear	✓	✓	✓			
• are workable	✓	✓	—			
• enable valid assessment judgments to be made	✓	✓	✓			

Editor told that this check has been completed on: 4/7/24

Signed: _Snelling_

Date: 4/7/24

NAF peer critique

Checked by: ███████████

FOCUS:

- *The assessment tasks are valid against the achievement standard and assessment specifications.*
- *Don't worry about the technical details (style, punctuation, grammar).*

Achievement standard numbers	91261	91262	91267
Assessment materials (including resource booklets) – overall			
Criteria and explanatory notes of the standard are covered	Y	Y	Y
Assessment specifications are covered	Y	Y	Y
Sufficient knowledge, concepts, and skills of the standard are covered	Y	Y	Y
Each paper can be completed in less than one hour by A, M, and E candidates	Y	Y	Y
No evident biases; gender, race, age, stereotyping, exclusivity, political	Y	Y	Y
Questions			
Wording in the instructions, questions, and information are consistent with the intent of the standard	Y	Y	Y
Wording is clear and logical	Y	Y	Y
Each question enables candidates to achieve at all levels	Y	Y	Y
Questions are scaffolded – as appropriate	Y	Y	Y
Order of questions is logical	Y	Y	Y
Numbering of questions and sub-parts of question is sensible and appropriate	Y	Y	Y
Wording and setting out is consistent across questions and papers where appropriate – for example, drawing and labelling graphs	Y	Y	Y
Resources – including video, audio, text, images			
Resources and stimulus material/information are:			
• necessary, i.e. integral to the paper	Y	Y	Y
• clear	Y	Y	Y
• accessible to all candidates, for example they aren't all about the big city	Y	Y	Y
Assessment schedules			
Assessment schedules align with the standard and assessment	Y	Y	Y
Criteria for grades and grade scores is given	Y	Y	Y
Sufficient opportunities for A, M, and E are given in each question	Y	Y	Y
Expected candidate responses align with the questions	Y	Y	Y
Comments / issues to discuss with the subject NAF			

Continue and sign on next page

2024 Yellow Book
NCEA

Level

Subject

Achievement Standard numbers

NAF _____

Editor _____

Process	Milestone	Phase
	Handover to NAF	
NAF peer critique (p. 3 and 4)		
NAF critique 1 (p. 5)		
↓	NAF handover to subject editor (p. 7)	End of Phase One
Subject edit/layout		
↓	subject editor to second editor	
Second edit (p. 8)		
↓	First proof sent to examiner	
Examiner checks first proof		
↓	First proof proof back from examiner	
Subject editor prepares second proof		
↓	Second proof sent to IC and SMC	End of Phase Two
IC/SMC check		
↓	Second proof back from IC and SMC	
NAF critique 2 (p. 9)		
↓	Second proof and NAF comments sent to examiner and critiquer	
Examiner and critiquer check second proof		
↓	Second proof back from examiner and critiquer	End of Phase Three
NAF critique 3 (p. 10)		
Third edit (p. 11)		
↓	Third proof sent to examiner and NAF	
Examiner checks 3rd proof		
↓	Third proof back from examiner	
NAF critique 4 (p. 12)		
Fourth edit (p. 13), PS check, spell check		
↓	PDF sent to printer	
Printer makes sherpa, delivers to NZQA		
↓	Sherpa sent to examiner	
Examiner checks sherpa		
↓	Sherpa back from examiner	
Sherpa checked, NAF signs off (p. 14)		
↓	Approval to print	End of Phase Four
Subject editor produces digital exam		
↓		
Fifth edit (p. 15 and 16)		
↓		
IDC check		
↓		
NAF digital check and sign-off (p. 17)		
↓		
UAT check and sign-off	Digital assessment signed off	End of Phase Five

There is a contractor list on page 18

NAF peer critique

Checked by:

FOCUS:
- *The assessment tasks are valid against the achievement standard and assessment specifications.*
- *Don't worry about the technical details (style, punctuation, grammar).*

Achievement standard numbers			
Assessment materials (including resource booklets) – overall			
Criteria and explanatory notes of the standard are covered			
Assessment specifications are covered			
Sufficient knowledge, concepts, and skills of the standard are covered			
Each paper can be completed in less than one hour by A, M, and E candidates			
No evident biases; gender, race, age, stereotyping, exclusivity, political			
Questions			
Wording in the instructions, questions, and information are consistent with the intent of the standard			
Wording is clear and logical			
Each question enables candidates to achieve at all levels			
Questions are scaffolded – as appropriate			
Order of questions is logical			
Numbering of questions and sub-parts of question is sensible and appropriate			
Wording and setting out is consistent across questions and papers where appropriate – for example, drawing and labelling graphs			
Resources – including video, audio, text, images			
Resources and stimulus material / information are:			
• necessary, i.e. integral to the paper			
• clear			
• accessible to all candidates, for example they aren't all about the big city			
Assessment schedules			
Assessment schedules align with the standard and assessment			
Criteria for grades and grade scores is given			
Sufficient opportunities for A, M, and E are given in each question			
Expected candidate responses align with the questions			
Comments / issues to discuss with the subject NAF			

NAF peer critique continued

Comments / issues to discuss with subject NAF continued

Once the peer critique is complete: • contact subject NAF to confirm and to discuss the assessment material • enter date in 'NAF peer critique' column in FileMaker.

Signed: _____   **Date:** _____

NAF critique 1: Final draft to editor

FOCUS:
- *The content of the questions.*
- *Don't worry about the technical details (style, punctuation, grammar) at this stage.*

Achievement standard numbers			
Assessment materials (including resource booklets) – overall			
Critiquer's feedback has been addressed, i.e. incorporated *or* discussed and rejected			
Criteria and explanatory notes of the standard are covered			
Assessment specifications are covered			
Sufficient knowledge, concepts, and skills of the standard are covered			
No evident biases; gender, race, age, stereotyping, exclusivity, political			
Standard title and number are correct			
Questions			
All parts are at the appropriate curriculum level			
Question wording is clear and logical – terminology used is familiar to candidates at this level			
Each question enables candidates to achieve at all levels			
Questions are scaffolded – as appropriate			
Order of questions is logical			
Numbering of questions and sub-parts of questions is sensible and appropriate			
Where there are similar requirements across several questions, and / or papers, e.g. drawing and labelling graphs, the wording and setting out is consistent			
Words in the questions, instructions, and information provided are consistent with the intent of those in the standard			
Resources – including video, audio, text, images			
Resources and stimulus material / information are:			
• necessary, i.e. integral to the paper			
• clear			
• accessible to all candidates, for example they aren't all about the big city			
• reproducible to a good standard			
Assessment schedules			
Expected candidate responses align with the questions in the paper			
Sufficient opportunities for A, M, and E are given in each question			
Schedules align with the standard			
Evidence statement for grades and grade scores is given			
Comments: anything you wish to pass on to the editor			

Editor told that this check has been completed on:

NAF instructions to independent checkers

Select the instructions for the IC by ticking the relevant box or boxes below.

☐ Follow the instructions on the covers and in the papers to provide full and complete responses to the tasks, exactly as a candidate will be required to do in the assessment.

☐ Follow the instructions on the covers and in the papers to provide full and complete responses to the tasks, exactly as a candidate will be required to do in the assessment.

Within each paper, compare the remaining options with each task you have completed and comment on their consistency.

☐ Follow the instructions on the covers and provide bullet-point summaries in response to one option in each task, showing key points, comparisons, etc. that a candidate would be expected to make in the assessment.

Within each paper, compare the remaining options with each task you have completed and comment on their consistency.

☐ Work through the papers and, using bullet points, indicate key points that a candidate would be expected to make in response to each task, including all the options.

☐ Carefully check formula booklet.

☐ Carefully check vocabulary booklet.

☐ Carefully listen to / watch audio or video files.

☐ Carefully check that all values and data are accurate.

☐ Other (give details below).

NAF handover of draft assessment materials to editor

☐ Passwords entered in FileMaker

☐ Contact details of contractors are correct in FileMaker and addresses are suitable for courier delivery, e.g. no PO boxes
If not, let your editor know of any changes / additions

☐ Relevant contractors have been given access to EAD Hub (list in table on page 18)

☐ Relevant contractors have been given access to Assessment Master (list in table on page 18)

☐ NAF instructions to independent checker(s) (page 6) completed

The following material is supplied:

All draft assessment material:

☐ Hard copy (printed by NAF)
AND electronic copy – files are in the NAF to Editor folder on the EAD Hub

☐ Translations for all language passages (written and listening):
• in electronic format (.doc)
• opened and checked

All draft assessment schedules:

☐ Hard copy (printed by NAF)
AND electronic copy – files are in the NAF to Editor folder on the EAD Hub

Resources (photographs, artwork, books, video, audio, etc):

☐ Originals

☐ Hard copy suitable for reproduction

☐ NAF to Editor folder on the EAD Hub

Comments

Handover complete:

Signed (NAF): _____ **Date:** _____

Signed (Editor): _____ **Date:** _____

Second edit – first proofs

Checked by:		Date:			

Achievement Standard numbers					
Changes from draft / previous proof to this proof (where applicable)					
Amendments made					
No new errors made as a result of amendments					
Front cover					
Correct number, level, year, barcode					
Correct subject and title					
Correct number of credits					
Correct achievement criteria					
All appropriate instructions present (You must …)					
Check number of pages against front cover					
Instructions about options (where applicable)					
Front cover instructions specify options					
Front cover matches questions					
Check 'either / or' is in optional questions					
Page / section / question numbering and / or headings					
Sequence of page numbers					
Correct footer					
Sequence of section / headings					
Sequence of main questions					
Sequence of parts and sub-parts – (a) (i) 1					
Resources (within exam and resource booklet)					
Resources compared with / proof-read against original material					
Sequence of resource labels: Fig. 1, Fig. 2; Table 1, etc					
Resources match questions and instructions					
Graphs, tables, and diagrams: dimensions, units, scale, addition of data					
Artwork relevant and appropriate, and of acceptable standard / resolution					
Images and tables have consistent spacing / cell padding					
Read for:					
• grammar, punctuation, style					
• spelling (including accents)					
• sense, consistency, clarity, ambiguity, equity					
• consistency of size, type, format of fonts, and spacing (see InDesign Style Guide)					
Assessment schedule					
Amendments made					
Correct subject, title, number, header					
Numbering consistent with exam					
Answers consistent with questions in exam					
Comments					

NAF Critique 2: Post-independent checker and subject matter checker

FOCUS:
- *Comments from the IC and SMC.*
- *The look / setting of the paper as formatted by the editor.*

	IC 1			IC 2 or SMC		
Achievement standard numbers						
IC and SMC comments						
Do you agree with the IC / SMC comments (yes / no)?						
Make alternative suggestions as appropriate:						

	IC 1			IC 2 or SMC		
Assessment material (including resource booklets) – general						
Check against the final draft and (if necessary / useful) the first and second proofs to ensure all changes requested by the examiner were made						
Comments indicate all questions are of approximately equal demand						
Formatting of questions is suitable and consistent with respect to bold, caps, stems, etc						
References to resources are accurate with respect to the question numbers, figures, pages, etc						
Graphs, pictures, tables, etc are consistently and clearly formatted within and across papers						
Number of lines / spaces for answers is appropriate						
Page splits are appropriate, e.g. a resource and related questions are on facing pages if possible, two-page questions are on facing pages						
Assessment schedules						
Answers / sample evidence match the questions						
If not, why not?						
Qualitative boundaries between grades, qualtitative and / or quantitative boundaries within grades						
E does not require M and / or A evidence, M does not require A evidence						
In light of the IC's answers, boundary descriptors:						
• are clear						
• are workable						
• enable valid assessment judgments to be made						

Editor told that this check has been completed on:

Signed: _____ **Date:** _____

NAF Critique 3: Second proof
post-examiner / critiquer consultation

FOCUS

- *Is the assessment still valid and correct after the examiner's changes to the questions and schedules, based on IC, SMC, MC, and NAF feedback?*
- *If there are significant changes, then there is an escalation process (Refer to Section 3.6 in Guide Notes for Assessment Developers).*

Achievement Standard numbers			
Examination papers (including resource booklets)			
IC/SMC comments have been addressed			
If questions have been changed, check:			
• wording is clear, and consistent with unchanged questions			
• question numbering still works			
• all references to diagrams, graphs, pictures, etc. are correct			
• order of questions is logical			
Changed questions are still valid against:			
• the standard (title, criteria, and explanatory notes)			
• assessment specifications			
Go back to the Critique 2 general section if there have been a lot of changes.			
ASSESSMENT SCHEDULES			
If questions/resources have been changed, check that both the question numbering and answers have been changed to match.			

If applicable	Sign
There are significant changes	
The manager has approved these changes	

Editor told that this check has been completed on:

Signed: _____ **Date:** _____

Third edit

Checked by:	Date:			

Achievement Standard numbers				
Changes from draft / previous proof to this proof (where applicable)				
Amendments made				
No new errors made as a result of amendments				
Front cover				
Correct number, level, year, barcode				
Correct subject, title				
Correct number of credits				
Correct achievement criteria				
All appropriate instructions present (You must …)				
Check number of pages against front cover				
Instructions about options (where applicable)				
Front cover instructions specify options				
Front cover matches questions				
Check 'either/or' is in optional questions				
Page / section / question numbering and/or headings				
Sequence of page numbers				
Correct footer				
Sequence of section / headings				
Sequence of main questions				
Sequence of parts and sub-parts – (a) (i) 1				
Resources (within exam and resource booklet)				
Resources compared with / proof-read against original material				
Sequence of resource labels: Fig. 1, Fig. 2; Table 1, etc				
Resources match questions and instructions				
Graphs, tables, and diagrams: dimensions, units, scale, addition of data				
Artwork relevant and appropriate, and of acceptable standard / resolution				
Images and tables have consistent spacing / cell padding				
Read for:				
• grammar, punctuation, style				
• spelling (including accents)				
• sense, consistency, clarity, ambiguity, equity				
• consistency of size, type, format of fonts, and spacing (see InDesign Style Guide)				
Assessment schedule				
Amendments made				
Correct subject, title, number, header				
Numbering consistent with exam				
Answers consistent with questions in exam				
Comments				

NAF Critique 4: Third proof
post-examiner consultation

FOCUS:

* *To confirm that the examiner has made no further significant changes in the third proof, and that the assessment materials are still valid and correct before the editor makes the printer's proof.*
* *If there are significant changes, then there is an escalation process (Refer to Section 3.6 in Guide Notes for Assessment Developers).*

Achievement Standard number(s)				
Assessment materials (including resource booklets) – general				
If questions have been changed, check:				
• wording is clear, and consistent with unchanged questions				
• question numbering still works				
• all references to diagrams, graphs, pictures etc. are correct				
• order of questions is logical				
Changed questions are still valid against:				
• the standard (title, criteria, and explanatory notes)				
• assessment specifications				
Go back to the Critique 2 general section if there have been a lot of changes				
Technical				
Front cover, details are correct for:				
• standard number				
• standard name				
• criteria				
• number of credits				
Spelling, punctuation, and style correct – see page 19 of this yellow book				
Pages that are deliberately blank have a note to say that				
Indents of bullets and question sub-parts is consistent				
Headers and footers are there, consistent, and correct				
Assessment schedules				
If questions have been changed, check that both the question numbering and answers have been changed to match.				

Sign below where applicable	Sign
There are significant changes	
The manager has approved these changes	
The DCE (Assessment) has been notified	

Editor told that this check has been completed on:

Signed: _____   **Date:** _____

Fourth edit

Checked by:	Date:

Achievement Standard numbers				
Changes from draft / previous proof to this proof (where applicable)				
Amendments made				
No new errors made as a result of amendments				
Front cover				
Correct number, level, year, barcode				
Correct subject, title				
Correct number of credits				
Correct achievement criteria				
All appropriate instructions present (You must …)				
Check number of pages against front cover				
Instructions about options (where applicable)				
Front cover instructions specify options				
Front cover matches questions				
Check 'either/or' is in optional questions				
Page / section / question numbering and/or headings				
Sequence of page numbers				
Correct footer				
Sequence of section / headings				
Sequence of main questions				
Sequence of parts and sub-parts – (a) (i) 1				
Resources (within exam and resource booklet)				
Resources compared with / proof-read against original material				
Sequence of resource labels: Fig. 1, Fig. 2; Table 1, etc				
Resources match questions and instructions				
Graphs, tables, diagrams: dimensions, units, scale, addition of data				
Artwork relevant and appropriate, and of acceptable standard / resolution				
Images and tables have consistent spacing / cell padding				
Read for:				
• grammar, punctuation, style				
• spelling (including accents)				
• sense, consistency, clarity, ambiguity, equity				
• consistency of size, type, format of fonts, and spacing (see InDesign Style Guide)				
Assessment schedule				
Amendments made				
Correct subject, title, number, header				
Numbering consistent with exam				
Answers consistent with questions in exam				
Comments				

Printer's proofs (sherpas): NAF final sign-off

This is your final check. Please ensure you check the printer's proofs carefully and return them without delay to your subject editor.

End of year assessments

These proofs may have been returned to you marked with changes by the examiner. Please consider and check these changes before sign-off.

Indicate approval below.

☐ Approved to print with no changes.

☐ Approved to print with changes from the examiner / NAF checked.

Comments

Signed: _____   **Date:** _____

Mid year assessments (if applicable)

These proofs may have been returned to you marked with changes by the examiner. Please consider and check these changes before sign-off.

Indicate approval below.

☐ Approved to print with no changes.

☐ Approved to print with changes from the examiner / NAF checked.

Comments

Signed: _____   **Date:** _____

Fifth edit

Checked by:		Date:			

Achievement Standard numbers				
Digital assessment is comparable to the paper assessment				
Metadata				
QTI item original title – 9xxxx-Qx				
QTI item original ID – LX-SUBJ-2023-PRD-9xxxx-Q1				
Standard testlet title – 9xxxx				
Standard testlet original ID – LX-SUBJ-2023-9xxxx				
Standard testlet metadata: • standard number • standard title • achievement criteria (plus in te reo Māori if translated)				
Session testlet metadata: • level • subject • year				
Within session testlet, 'summary component' knows it is a summary component				
Intro page (Review of standard you are attempting)				
Level				
Subject				
List of standard numbers				
Overview page				
Standard number				
Standard title				
Achievement criteria present and correct				
Question / text selection				
No. of QTI items matches the number of items specified in Filemaker's 'standard items count'				
'Page X' at the top of every QTI item				
If the assessment has a resource booklet, the statement 'Make sure you have the paper Resource Booklet 9xxxxR' appears at the start of the assessment				
Highlighter / sticky notes are 'active' for every QTI item				
If a dropdown menu is used, all options are displayed				
All expected text entry boxes are displayed				
If multiple option choice is used, all options are displayed				
Answer spaces				
Component identifiers added				
Space sized to show expected length of answer (max 20 lines): • split-panel template – same number of lines as in the paper • single-panel template – half the number of lines as in the paper				
Text box expands, where required				
Rich text editor is available, where required				
Spell check enabled				
If word count is specified in the paper: • it is specified in the digital instruction • the word counter is displayed and standard wording is used				
Recommended word count is set at the correct number of words				
Tables work as expected				

Fifth edit continued

Achievement Standard numbers				
Content				
The sequence of questions and parts of questions is easy to follow				
Presentation of optional sections or parts of the examination is easy to follow				
Terminology relating specifically to the use of an online environment is clear and easy to understand				
The wording used in questions is consistent throughout the online assessments				
Cross-references to other (parts of) questions or resources are accurate				
Sources / acknowledgements				
Resources				
Resources are clear and legible				
Resources are correctly referred to in instructions and match the questions				
Resource material in the online assessment is easily accessible				
Images are appropriate width for single column (944 px) or split column (427 px), or less				
Browser				
Which browser did you use to check – Chrome or Safari?				
Comments				

Extra checks for languages

Grid view				
Audio files correctly named – Lx-SUBJ-Qx-[full/Sx]-20xx				
Language introduction pages				
Headphone check				
Keyboard check				
QTI				
Language instruction – 'Answer in your choice of …'				
Instruction box about how to operate audio player 'you may listen to each passage …'				
Spell checker switched off for Pacific languages				
Audio player				
Track settings: Maximum plays = 1				
Set play count at: Start				
Correct code used for number of sections: buttons spread right across player box correctly				
Listening notes				
Autosize off				
Comments				

NAF digital useability check

FOCUS:

- *Experience the digital assessment as a candidate.*
- *Ensure that the digital assessment is comparable to the paper assessment and has the required functions specific to the assessment in your subject.*

Achievement standard number			
General			
Is there a four-digit code page?			
On the Exam Overview page, the number of pages to be completed for the standard is the same as the number of items / questions for the standard			
Question / text selection			
If a drop-down menu is used, all options are displayed			
If radio buttons are used, check that they all work			
All expected text entry boxes are displayed			
If multiple option choice is used, all options are displayed			
Planning spaces			
Rich text editor available (bold, italics, underline, numbering, bullet points)			
Answer spaces			
Space sized to show expected length of answer (max of 20 lines) • split-panel template – same number of lines as in the paper • single-panel template – half the number of lines as in the paper			
Text box expands where required			
Rich text editor available where required (bold, italics, underline, numbering, bullet points)			
Spell check enabled in rich text			
If word count is specified in the assessment specifications, it is specified in the digital instruction, and the word counter is displayed			
Highlighter / sticky notes is enabled			
Resources			
If the assessment has a resource booklet, the statement reminding candidates about the paper resource booklet appears at the start of the assessment			
Resources are clear and legible			
Video and audio resources are correct and work			
Resources are correctly referred to in instructions, and are adjacent to the associated questions			
Comments			

Check completed and editor informed on:

Signed: _____   Date: _____

Contractors

Role	Name	Mobile	Email	AM access	EAD hub access

Grammar, Punctuation, Style

The full style guide for Secondary Examinations can be accessed online from the editors' homepage on Confluence.

Abbreviations and acronyms

- Full stops in e.g., i.e. and etc.

  Also: Full stop where the abbreviation comprises the first few letters of the word: e.g. fig.

    But no full stop where the abbreviation includes the last letter of the word: e.g. Mr, St, Mt.

  - Plurals of abbreviations require no apostrophe and no full stop: e.g. figs 1 and 2, MRIs, KPIs, 1890s.
  - Abbreviations for organisations and countries require no full stop: e.g. UK, UN, USA, NZQA.
  - On first mention of a term, introduce the acronym in parentheses:

    e.g. The New Zealand Qualifications Authority (NZQA) is preparing to …
  - Lowercase and full stops for a.m. and p.m.

Bulleted lists

- When all items in a list consist of a single word, lowercase the items and close with a final full stop.
- Where each item in a list follows on from the stem to form a continuous sentence, there are no capitals at the beginning of each bullet point, and only one final full stop. The stem requires a colon.
- Where the list consists of a series of self-contained sentences, each bullet starts with a capital and ends with a full stop. The stem ends with a colon.

Gender-neutral language

- If possible, recast the sentence so that the subject is plural:

  e.g. Each candidate is responsible for their … becomes All candidates are responsible for their …

Measurements, numbers, and numerals

- For dates, use 25 November 2004, Thursday, 25 November 2004, 25/11/04.
- For decades, use 1990s.
- For plurals of numerals, add s: e.g. A380s.
- Spell out numbers under 10.
- Always use numerals with units of measurement: e.g. 3 metres, 6 km.
- Use commas in numbers of four digits or more: e.g. 4,657, 12,000, 130,450, 3,276,984 except in Science, Accounting or other subjects where standard practice is to use a thousand space: e.g. 10 000, 150 567, 1 234 567. Whichever method is used to indicate 'thousand', it should be applied consistently throughout that entire session (exam, resource booklet, etc.). May exclude comma in 4-digit numbers, especially when included in lines of text.
- For series of numbers, use an en dash and all digits: e.g. pp. 102–105, 1910–1918.

Possessives

- For proper names ending in -s, add 's for the possessive: e.g. Jones's.

  Except for a name of two or more syllables that ends in an 'eez' sound:

  e.g. Aristophanes' comedies, the Ganges' source; also, classical names.

Punctuation

- Use the serial comma.
- Ellipses are three dots with a space either side: e.g. Blah blah … blah blah.
- Obliques are thin-spaced (in InDesign – Command-Shift-Option-M) either side for and/or.
- For options or alternatives, use a full space either side of the oblique.
- Quotation marks: Use double quotation marks to indicate speech/quote, use single quotation marks to indicate a quote within a quote.

  Use single quotation marks to offset a word or short phrase that is not a direct quote but signifies words and expressions that are being used ironically, or are being used out of their ordinary meaning or context.

References

We use APA referencing style. Guidance is available online and in hard-copy.

Journal article	Author, A., & Author, B. (year). Title of article. *Journal Title*, Volume(Issue), page range.
Book	Author, A., & Author, B. (year). *Title of book*. Publisher.
Webpage	Author, A., & Author, B. (year). *Title of page*. Site Name. URL Group Author. (year). Title of page. URL

Materials Critiquer's (Stage One) Report (NCEA)

Subject / level:		Standard	

Purpose of this Check

The Stage One critique of the draft assessment material ensures that draft assessment material (questions, resources, and assessment schedules) is fair, valid, error-free, and at the appropriate curriculum level. The Material Critiquer checks that the assessment is written using questions and language that are appropriate for the candidate in terms of level, context, and length.

Instructions

As discussed with the NAF, work through all draft assessment materials and provide appropriate candidate responses to all questions. Refer to the achievement standard and assessment specifications.

Estimated time for average candidate to complete:	

Critique of questions	YES / NO N/A
• Does the question paper adhere to the assessment specifications for the standard?	
• Is the language appropriate and clear?	
• Are the instructions clear?	
• Are all aspects of the questions technically correct?	
• Are the questions at an appropriate curriculum level?	
• Do the tasks give the candidates the opportunity to meet the requirements of the achievement criteria?	
• Are the explanatory notes being adhered to?	
Comment on modifications to assessment questions, as required (please continue on extra pages, if necessary). *Include:* • *comments on fairness, e.g. time / resource constraints, inclusive language* • *comments on manageability, e.g. question suitability* • *suggested modifications (you may choose to make your modifications in the assessment paper).*	

Critique of resources	YES / NO N/A
• Does the resource paper adhere to the assessment specifications for the standard?	
• Is the language appropriate and clear?	
• Are the titles clear?	
• Are all aspects of the resources technically correct?	
• Are the resources at an appropriate curriculum level?	
• Are the sources cited accurately?	

Comment on modifications to resources, as required (please continue on extra pages, if necessary).
Include:
- *comments on appropriateness, e.g. clarity, necessity, inclusive language*
- *suggested modifications (you may choose to make your modifications on the paper).*

Critique of assessment schedule	YES / NO N/A
• Are the evidence statements consistent with the requirements of the examination questions and the standard?	
• Do the evidence statements give examples of appropriate candidate responses?	
• Are the evidence statements technically correct?	
• Does the assessment schedule identify sufficiency for each grade score for each question?	

Comment on modifications required (you may choose to make your modifications on the assessment schedule):

General comments:

Signature:		Date:	

INDEPENDENT CHECKER'S REPORT 2024

LEVEL / SUBJECT:	STANDARD: 9

Part A: Applying the checklist

After you have completed the exam paper stamped CHECKER'S PROOF FOR ANSWERS 'as a candidate' (or according to the instructions in the editor's covering letter), enter YES, NO, or N/A in the checklist below.

Complete one checklist per standard.

From a candidate's point of view, check that:	YES / NO N/A
• The paper is of suitable length (show the time taken to complete: _____ MINUTES)	
• The instructions on the front page are easy to follow and make sense.	
• All pages are present and in the correct order.	
• The instructions throughout the exam paper are in the right places and in sequence.	
• Question parts are arranged so that page-turning is minimised.	
• The numbering of questions and parts of questions is easy to follow.	
• The text of questions is clear and easy to understand.	
• Adequate space is provided to complete each question.	
• Cross-references to other parts of questions or resources are correct.	
• The terminology used is consistent with classroom usage.	
• Words used in tasks match the words used in associated resource materials.	
• All necessary resource material is provided.	
• No unnecessary information is included in resource materials or tasks.	
• Diagrams/graphs/charts/tables/maps/images etc. are clearly presented.	
• There are no language or grammatical issues that would confuse candidates.	
• All questions/question options appear to be of equal difficulty.	
From a teacher's point of view, check that:	YES / NO N/A
• Assessment tasks are appropriate for the curriculum level of the standard.	
• Assessment tasks are appropriate for the standard.	
• Assessment tasks cover sufficient content (knowledge, understanding and skills) of the standard.	
• Assessment tasks are fair.	
• Assessment tasks are inclusive and are unlikely to (dis)advantage any particular group of candidates.	
• Assessment tasks are free of overt political / religious / social / gender / cultural bias or stereotyping.	

Part B: Suggesting amendments to the exam paper

For each NO you entered in the checklist in Part A, write a brief comment below explaining why, and suggest an amendment either here or on the paper stamped CHECKER'S PROOF FOR AMENDMENTS (if supplied).

Add any **other** comments that you consider helpful at the end of this report.

Page	Question	Comments and suggested changes

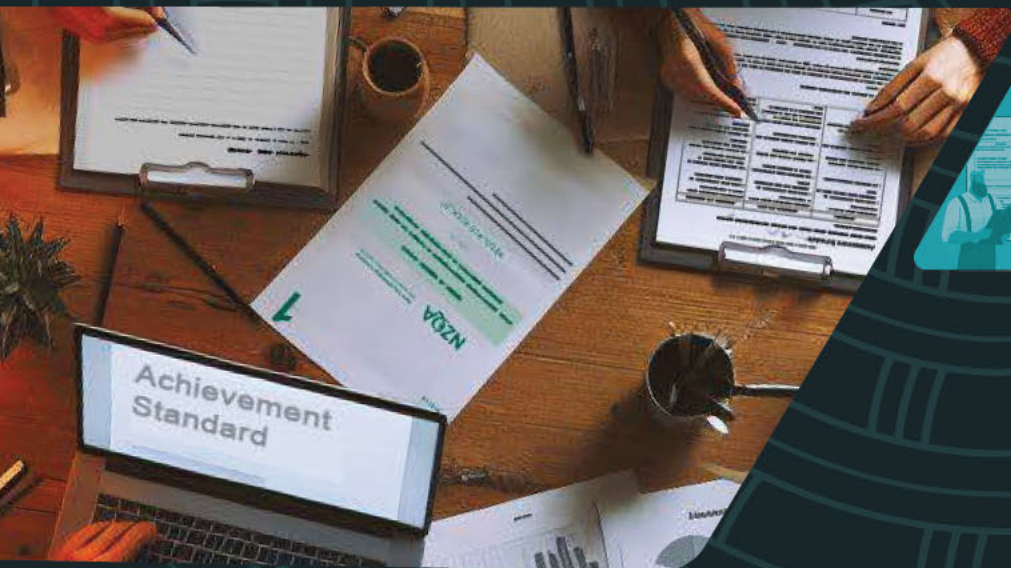| Page	Question	Comments and suggested changes

Other comments and suggested changes

External Assessment Development

Guide Notes

For Examiners, Materials Developers, Materials Critiquers, Independent Checkers, and Subject Matter Checkers.

Version: 1
Date revised: 26 July 2024

NZQA

MANA TOHU MĀTAURANGA O AOTEAROA
NEW ZEALAND QUALIFICATIONS AUTHORITY

1.3　Who is involved?

The assessment development team comprises both NZQA staff and contracted personnel with subject expertise.

1.3.1　Personnel contracted to NZQA

The Examiner

The Examiner is responsible for creating technically accurate and error-free assessment material that can be used to validly and fairly assess the achievement standard. The Examiner engages with the entire assessment process, from drafting through to when the assessment is sat and marked.

The Materials Developer (MD)

The Materials Developer (MD) collaborates with the Examiner to produce draft materials. They share the writing load and provide complementary subject matter and classroom expertise to the drafting process. The MD engages with the assessment up to the point that the final draft is submitted.

The Materials Critiquer (MC)

The Materials Critiquer (MC) provides feedback on the validity and accuracy of draft materials. They complete TWO important checks: the first being during the drafting stages, and the second check is to offer an opinion on the Independent Checker and / or Subject Matter Checker's feedback.

The Independent Checker (IC)

The Independent Checker (IC) assesses the fitness of the assessment for candidates by 'road-testing' the assessment and ensuring it aligns with expectations, allows candidates to achieve at every grade, and contains no unexpected surprises

The Subject Matter Checker (SMC)

The Subject Matter Checker (SMC) verifies the technical accuracy of the assessment content, ensuring it is correct, credible, and error-free. They review the accuracy of information and compare it with original sources. Language specialists ensure linguistic accuracy.

The Independent Digital Checker (IDC)

The Independent Digital Checker (IDC) tests the functionality of the assessment interface.

These roles are confidential. The IC, SMC, and IDC work independently and are known only to NZQA staff.

Other talent

Transcript readers and musicians lend their skillset to some assessment types that require audio / video material. The editor, with support from the NAF, will facilitate the production of material with these roles.

1.3.2   NZQA staff

The National Assessment Facilitator (NAF)

The National Assessment Facilitator (NAF), with expertise in best assessment practices, facilitates the assessment development process. NAFs are responsible for overseeing the production of the assessment, as well as facilitating marking. Their role is to support the assessment development team where necessary to deliver a high-quality assessment product.

The Editor

The Editor manages the publication process from final draft through to publication (print or digital). They produce the final product and progress it through a series of quality assurance checks. They support the assessment development team by word-smithing, realising the examiner's intent in a way that is fit-for-purpose and unambiguous for the candidate, and advising on visual, audio, video, or digital material.

The Business Services Officer

The Business Services Officer (BSO) supports contractors and NZQA staff with administrative tasks such as contracts, travel, and expense claims.
In 2024, contracts and claims may undergo a change in process – keep in touch with the NAF for any changes.

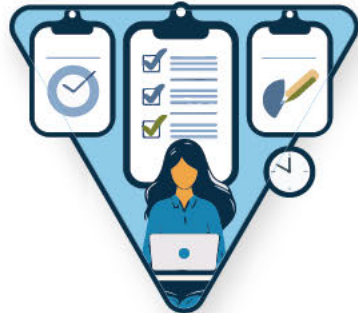The NAF, Editor, and BSO work together as a unit to support the assessment development team.

1.4   Overview of the process

Assessment development progresses through six key phases before an assessment is put in front of the candidate.

1. DEVELOP DRAFT

The Examiner and Materials Developer collaborate to craft the initial assessment drafts.

2. FINALISE DRAFT

The Materials Critiquer, National Assessment Facilitator (NAF), and a NAF-peer conduct preliminary checks to ensure the assessments are ready for submission to the editor.

3. EDIT AND LAYOUT

Editors refine the drafts into publishable products, working closely with the Examiner to maintain alignment with the intended vision.
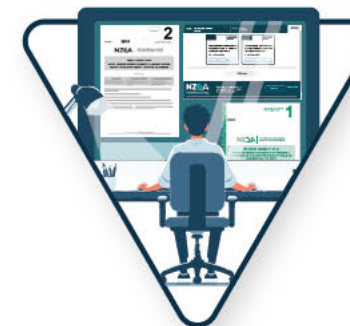
4. TEST AND CRITIQUE

Assessments undergo thorough review by the Independent Checker, Subject Matter Checker, Examiner, Materials Critiquer, NAF, Risk Assessment, and a Mana ōrite check if required.

5. CONFIRM TO PUBLISH

The Examiner and NAF provide final approval for assessments to be administered to candidates. The editor then proceeds with printing or deployment.
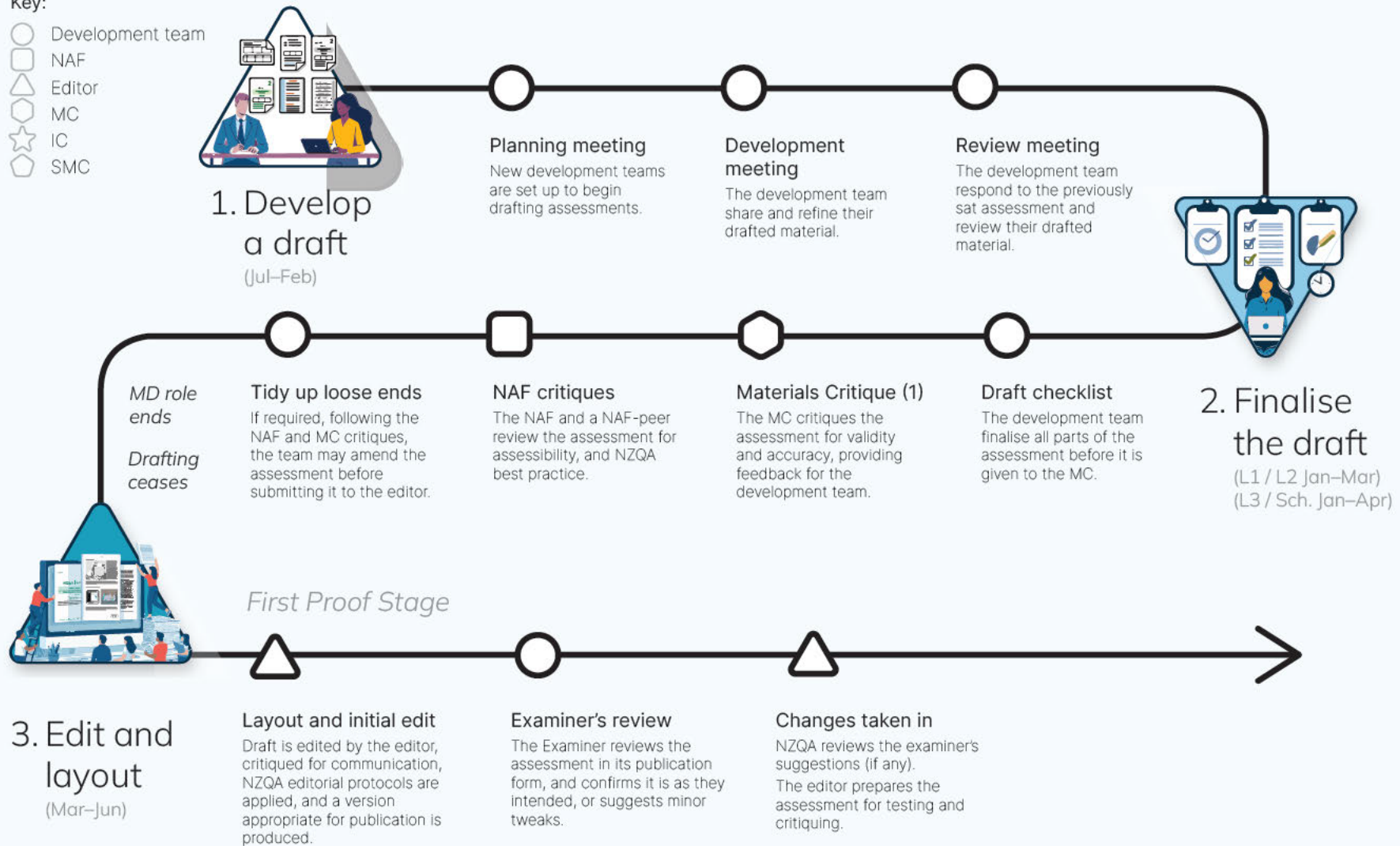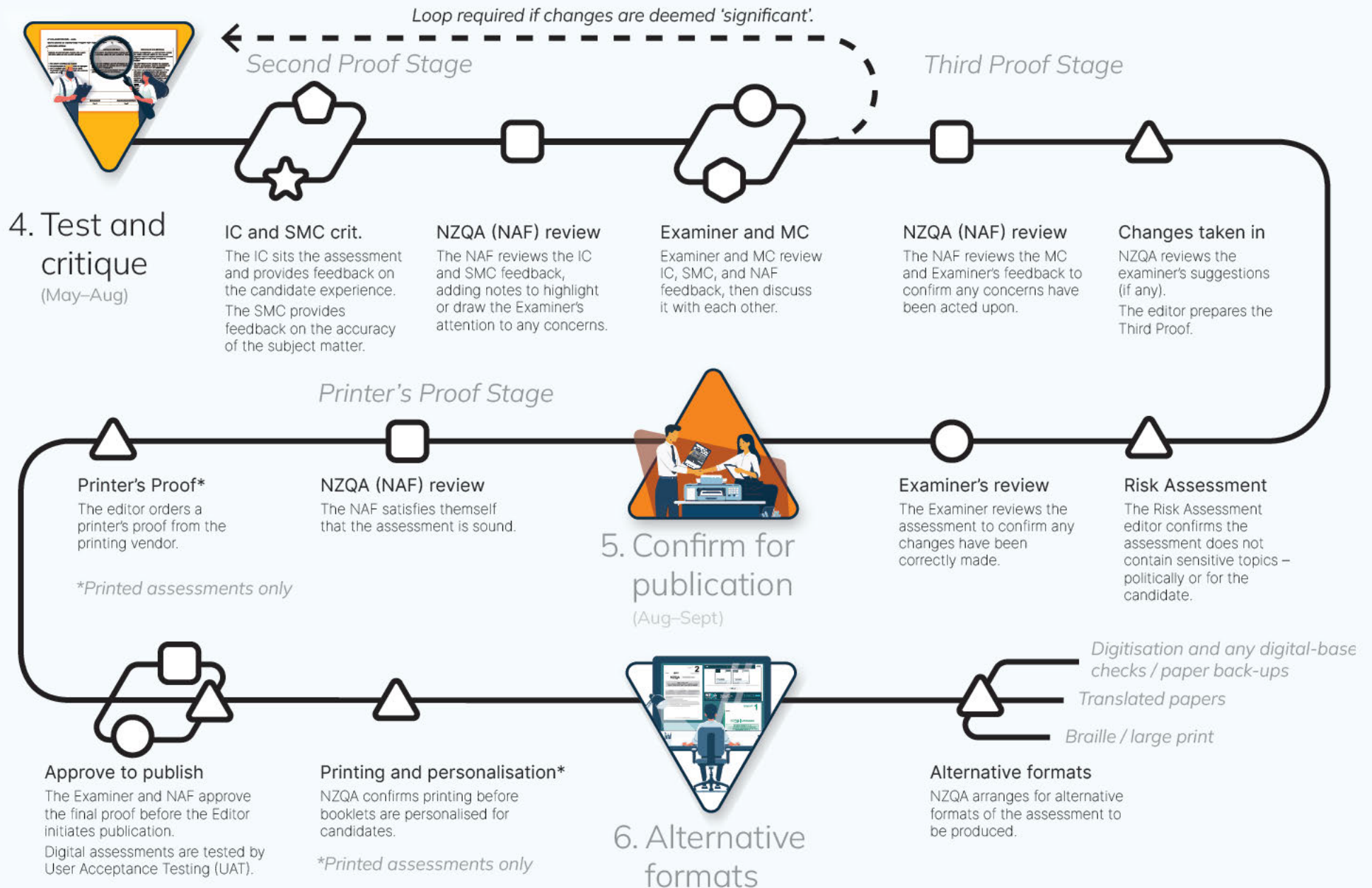
6. ALTERNATIVE FORMATS

Editors prepare alternative formats for assessments to ensure accessibility, usability, and functionality across different platforms.

3. Assessment development process

Key:
- ○ Development team
- ▢ NAF
- △ Editor
- ⬡ MC
- ☆ IC
- ⬠ SMC

1. Develop a draft
(Jul–Feb)

Planning meeting
New development teams are set up to begin drafting assessments.

Development meeting
The development team share and refine their drafted material.

Review meeting
The development team respond to the previously sat assessment and review their drafted material.

MD role ends

Drafting ceases

Tidy up loose ends
If required, following the NAF and MC critiques, the team may amend the assessment before submitting it to the editor.

NAF critiques
The NAF and a NAF-peer review the assessment for assessibility, and NZQA best practice.

Materials Critique (1)
The MC critiques the assessment for validity and accuracy, providing feedback for the development team.

Draft checklist
The development team finalise all parts of the assessment before it is given to the MC.

2. Finalise the draft
(L1 / L2 Jan–Mar)
(L3 / Sch. Jan–Apr)

3. Edit and layout
(Mar–Jun)

First Proof Stage

Layout and initial edit
Draft is edited by the editor, critiqued for communication, NZQA editorial protocols are applied, and a version appropriate for publication is produced.

Examiner's review
The Examiner reviews the assessment in its publication form, and confirms it is as they intended, or suggests minor tweaks.

Changes taken in
NZQA reviews the examiner's suggestions (if any).
The editor prepares the assessment for testing and critiquing.

Loop required if changes are deemed 'significant'.

Second Proof Stage

Third Proof Stage

4. Test and critique
(May–Aug)

IC and SMC crit.
The IC sits the assessment and provides feedback on the candidate experience.
The SMC provides feedback on the accuracy of the subject matter.

NZQA (NAF) review
The NAF reviews the IC and SMC feedback, adding notes to highlight or draw the Examiner's attention to any concerns.

Examiner and MC
Examiner and MC review IC, SMC, and NAF feedback, then discuss it with each other.

NZQA (NAF) review
The NAF reviews the MC and Examiner's feedback to confirm any concerns have been acted upon.

Changes taken in
NZQA reviews the examiner's suggestions (if any).
The editor prepares the Third Proof.

Printer's Proof Stage

Printer's Proof*
The editor orders a printer's proof from the printing vendor.

*Printed assessments only

NZQA (NAF) review
The NAF satisfies themself that the assessment is sound.

5. Confirm for publication
(Aug–Sept)

Examiner's review
The Examiner reviews the assessment to confirm any changes have been correctly made.

Risk Assessment
The Risk Assessment editor confirms the assessment does not contain sensitive topics – politically or for the candidate.

Approve to publish
The Examiner and NAF approve the final proof before the Editor initiates publication.
Digital assessments are tested by User Acceptance Testing (UAT).

Printing and personalisation*
NZQA confirms printing before booklets are personalised for candidates.

*Printed assessments only

6. Alternative formats

Digitisation and any digital-base checks / paper back-ups

Translated papers

Braille / large print

Alternative formats
NZQA arranges for alternative formats of the assessment to be produced.

3.1   Developing a draft

The assessment development team, composed of the Examiner and Materials Developer (MD), collaborates under the guidance of the subject's National Assessment Facilitator (NAF), with input from the subject Editor as needed. Together, they formulate questions, develop resources, and create an assessment schedule. It is crucial that these documents are crafted and finalised collectively to ensure the highest quality.

While it is advisable for the team to refer to previous year's materials, it is not obligatory to replicate the format or layout, nor to provide exam booklet cover information.

Once the initial material is prepared, the Materials Critiquer (MC) conducts the first critique, providing feedback to the Examiner, which is shared with the NAF. Following further discussion and adjustments by the Examiner and MD, the Examiner completes the draft assessment materials and submits them to the subject NAF for review. Depending on their involvement in the drafting process, the NAF may review the material again. They will also seek a second opinion from a colleague or 'NAF peer'.

This submission of the final draft marks the conclusion of the development process and the commencement of the editorial phase.

Before beginning drafting, it is advisable to become familiar with the following documents:

- past assessments
- the achievement standard
- the latest assessment report
- the latest assessment specifications.

3.1.1 Meetings

The assessment development team, composed of the Examiner and Materials Developer (MD), meet under the guidance of the subject National Assessment Facilitator (NAF), with input from the subject Editor as needed.

The team are allocated two days (16 hours) to meet, which may be in person or online. The NAF will determine the time, duration, and agenda for any meetings.

Planning and development meetings may occur any time from July to February.

3.1.1.1 Planning meeting

This first meeting is a brief opportunity to exchange introductions, set out expectations about roles, security, and anonymity. Going through these Guide Notes will help to start the assessment development team on their journey to develop ideas. The NAF *may* bypass this meeting if the team is experienced in NZQA assessment development.

3.1.1.2 Development meeting

The development meeting is an opportunity to share drafted tasks and resources with the development team. Time may be made available to continue refining the drafted tasks and resources with all members present.

Team members must bring their draft / ideas to this meeting. It should not be used to begin drafting ideas from scratch.

Assessment developers will sign a time-line agreement, confirming fee allocation and claims, access to the EADHub, passwords that will be used, and the dates for which material is expected to be submitted to NZQA.

The shared development fee can be divided between Examiner and MD evenly, or by standard, or in another way that acknowledges the expertise, experience, and expected contribution of each assessment developer.

A complete draft should be ready shortly after the development meeting, as specified in the timeline agreement.

Regardless of the timing of the development meeting, the team will need to develop and / or confirm the annual assessment specifications before December.

3.1.1.3 Review meeting

The review meeting occurs following the marking of the previous year's assessment. It is an opportunity for the NAF to share observations from the marking panel leader, Item Response Theory (IRT) analysis and other marking data (if available), and feedback from the sector. It is also an opportunity for the team to review the drafted assessment (and the assessment specifications) in light of observations made during marking.

3.1.2 The assessment report

It is the responsibility of the Examiner to write the assessment report for the previous year's assessment, based on information provided by the Panel Leader. It is due to NZQA in mid-January.

See appendix for more details.

3.2   Finalising the draft

Once the Examiner and NAF are confident the draft assessment is complete and crafted to the best of the team's abilities, it can be prepared for the MC, NAF, and NAF -Peer critiques by putting all completed and passworded material into the appropriate folder on the EADHub.

The NAF, having monitored the drafting stage, will confirm the assessment is ready for the MC.

Material should be uploaded to the EADHub, where the NAF will facilitate the sharing of material between Examiner, MC, and NAF-Peer. They will advise the Examiner if any amendments need to be made before the 'final draft' is submitted to the editor.

Once the final draft is submitted, drafting must cease.

3.2.1   Checklist for Examiner and MD

With fresh eyes, check the following:

☐ *the content of the draft assessment does not contradict any part of the assessment specifications*

☐ *the context of questions and resources will be considered credible and appropriate by candidates, teachers, and other stakeholders*

☐ *all questions within an assessment can be completed by a candidate within the time recommended (usually 60 minutes)*

☐ *each item offers opportunities for a candidate to demonstrate Achievement at any grade (N, A, M, E)*

☐ *questions and assessment schedules have been developed in parallel*

☐ *questions are "unpredictable" (i.e. they do-not invite rote-learned answers)*

☐ *"candidate-friendly" language is used in questions and resources (unusual words are avoided, or otherwise glossed if necessary)*

☐ *questions are organised in a logical progression*

☐ *answer spaces are appropriate to the length and type of response expected*

☐ *non-textual resources (tables, graphs, diagrams etc.) have been double-checked for accuracy of content*

☐ *all aspects of questions, resources, and assessment schedules have been double-checked for technical accuracy*

☐ *original sources of material used or adapted in questions and resources have been retained so they can be referred to by others.*

Examiners / MDs should also 'sit' their own tasks and test them against the assessment schedule.

3.2.2   The First Materials Critique

The Materials Critiquer (MC) provides a fresh perspective on the draft assessment materials, ensuring validity and accuracy.
The MC 's tasks include:

1. sitting the assessment "as a candidate" to evaluate its validity and fairness against the achievement standard

2. ensuring appropriateness of context and language for candidates at the curriculum level of the standard

3. verifying that the length of each draft assessment paper allows for completion of questions at an Excellence level within the allocated time

4. completing and uploading an MC Stage One Report Form for each standard.

The MC may recommend modifications to the assessment using the report form, or by providing comments in the draft documents. Any significant or contentious issues should be discussed with the NAF via phone call. The NAF will facilitate an Examiner–MC discussion where required.

* See section "test and critique" for tips on performing a critique.

The timing of MC and review meeting is at the NAF's discretion:

- An MC critique **before** the review meeting allows the team to consider MC feedback in their review meeting.

- An MC critique **after** the review meeting allows the MC to critique a more finalised draft, should changes be made at the review meeting.

The MC performs a second critique later in the EAD process.

3.2.3   NAF and NAF-peer critiques

A NAF-peer (the NAF's colleague) is tasked with:

- checking materials against the achievement standard

- checking materials against NZQA best practice

- checking materials against other assessment documentation

- checking clarity, brevity, and challenge across tasks

- ensuring assessment schedules are well-designed.

The NAF will check the above points, and facilitate feedback to the Examiner and MD.

The NAF relies on the expertise of the Examiner and MD, aiming to clarify assessment content without questioning expertise.

NZQA retains ownership of the assessment. The NAF makes final decisions on assessment-related matters.

3.2.4   Additional draft checks

The NAF may require the assessment to undertake a Mana ōrite, MOE, or early risk assessment check depending on the content, the assessment method, or the standard.

3.2.5   Submit final draft to Editor

Work on the draft must cease after the final draft is submitted to the editor. This is to avoid reworking material and confusion in version control.

This marks the end of the MD's role. The Examiner will continue to review the assessment as it undergoes quality assurance.

3.3   Edit and layout

At this stage in the assessment development process, promptness and time management becomes critical as NZQA works to complete a complex robust process to ensure the assessment is ready for candidates to sit. This document will indicate the many steps that must be taken to ensure the quality of the assessment. Each time an assessment is given to an assessment development team member to review or critique, we aim to provide 10 days (including at least one weekend) before the material is due back with NZQA.

The Editor interrogates the material and it is their responsibility to confirm that the communication of the assessment material is clear. At each proof stage, the Editor may suggest changes and raise queries that the Examiner will respond to. They may advise on layout, clarity of text, word-smithing for assessment purposes, and apply expertise in text-based, visual, audio, video, or digital publishing.

3.3.1   First Proof stage

Upon submission of the final draft, the Editor, and a peer-editor will review the assessment with an editorial lens and create the 'First Proof'. This First Proof will be provided to the Examiner to review, and confirm the document is presented as intended.

3.3.1.1   Layout and initial edit

The editor is tasked with:

- formatting the assessment material (tasks, resources, and assessment schedules) in alignment with NZQA style guidelines

- ensuring the presentation of resource material meets the standards for publication

- reviewing the material to ensure it meets the needs of candidates and markers, and proofreading for accuracy

- documenting any changes or queries for the Examiner – often in collaboration with the NAF.

Each time the Examiner receives a proof, they also receive the previous draft or proof to track changes made by the Editor. The Editor ensures all alterations are clearly identified.

3.3.1.2 Examiner's review of First Proofs

The Examiner evaluates the layout and presentation of the First Proofs, focusing on:

- usability (e.g. page turns)

- space provided for candidate responses

- accuracy of reproduced graphs, tables, diagrams, scores, or other resources

- addressing any queries raised by the Editor and NAF

The Examiner marks required changes on the assessment material and compiles a separate list for clarity. This thorough approach allows careful consideration of each change and aids the Editor in understanding the Examiner's feedback. The Examiner returns the First Proofs, drafts, and notes to the Editor.

3.3.1.3 Incorporating Examiner's changes

Based on the Examiner's feedback, the Editor implements changes and produces the Second Proofs. If significant revisions are needed, the Editor may consult the NAF and obtain an additional peer review of the changes. The Editor then begins the facilitation of a series of quality assurance checks.

3.4　Test and critique

Once the publishable document is produced and approved by the Examiner, it is sent for testing and critiquing as part of our robust quality assurance process.

Reminder: prompt timing is critical from here on, we aim to provide 10 days (including at least one weekend) before material for review or critique is due back with NZQA.

3.4.1　How to critique

NZQA values thorough feedback at all stages of assessment development. When providing feedback, it is important to keep the reader of your feedback in mind at all times.

Remember, assessments are designed by a team of people and not one individual. The assessment you see is produced from a combination of perspectives predominantly from teachers from across the country.

Strategies to provide a good critique include:

- **Establish a positive tone** by pointing out what the writer has done well.

- **Recognise the writer**, and that they have worked on this closely, for some time, and may feel strongly about the assessment.

- Remember that all parts of the assessment team **share a common goal** – to deliver the best possible assessment to the candidates.

- **Make suggestions**, e.g. "Try this" or "Consider this".

- **Reserve direct language** for when it is important, e.g. "This must be changed because …"

- **Be specific** – "Great job" may feel like a compliment, but is less helpful than specific feedback, e.g. "The introduction is clear and communicates the intent effectively."

- **Use a questioning stance** to preserve a respectful intent, e.g. "Can you explain this further?", "What do you mean by …".

- **Set aside your ego**, e.g. "I think this" and "I feel this", and lean on existing documentation or other perspectives, e.g. "As a reader, it would be clearer to …", "According to the Achievement Standard …", "Thinking of how the candidate will interpret this …"

- **Keep the candidate in mind at all times**, e.g.
  "Would all candidates understand this?",
  "Thinking of a nervous candidate …",
  "Do you think this is pitched at the correct level for a Level 1 candidate?"
  "Thinking about the cognitive load for a 16-year-old…"

- **Structure your feedback** so the recipient can follow it in an organised way.

- **Always provide reasons or rationale** – feedback such as "No" or "Remove this" is not constructive.

- **Avoid all-caps or exclamation marks** – nobody wants to feel shouted at through the page.

In addition to providing positive critique, it is important to receive critique gracefully, understanding the shared intent to create the best possible assessment for the candidate.

If performing a critique digitally in a Word document, be considerate with the product that will go back to the recipient. Long comments, or a blood-bath of tracked changes may be overwhelming and better received as a separate feedback list. We want the team to remain motivated rather than exasperated.

3.4.2   Handling physical material

From the first proof stage, physical assessments may be sent out in courier packs. NZQA will check that you're avaliable to receive packages.

Material is double-bagged for security reasons. The assessment is placed inside a paper envelope, inside a courier bag. In return, you will follow the same double-bagging when posting material back to NZQA.

3.4.3   Handling digital material

Digital material is shared via NZQA's online sharepoint space named "**EAD Hub**". You should work only within this sharepoint site and ensure all documents are passworded. Refrain from tagging, or mentioning other personnel in an unpassworded document, as this will email confidential information to the recipient and will be deemed a breach of the assessment.

Alert NZQA (NAF or editor) when a task involving digital material is completed.

3.4.4   Second Proof Stage

The Editor sends the Second Proof to the Independent Checker (IC) and Subject Matter Checker (SMC) to perform their critiques.

The NAF will review the IC and SMC's feedback.

The Editor feeds-forward the feedback from the IC, SMC, and NAF along with clean copies of the Second Proof documents to the Examiner and MC, who will discuss the feedback and make any amendments where necessary.

Portfolio or submission-based assessments *may* be deemed not appropriate for an IC.

3.4.4.1   Independent Check

The purpose of this check is to ensure that the candidate's assessment experience is predictable and without surprises, providing confidence in the assessment to NZQA.

The Independent Checker (IC) undergoes the assessment as a candidate would. In addition to answering the questions, the IC evaluates the technical correctness of the questions and resources to confirm they are error-free and will lead to fair and valid assessment of candidate evidence. The IC does not have access to the assessment schedule.

Operating independently from the assessment development team, the IC provides an unbiased perspective on the materials. Their responsibilities include:

- completing the assessment as a candidate

- ensuring that an average candidate can complete each standard within the allotted time

- identifying errors, ambiguities, difficulties, or unclear instructions

- assessing the suitability of the questions for candidates at that curriculum level.

Upon completing the assessment and accompanying report, the IC returns the materials to the Editor. If significant concerns arise, they may communicate directly with the NAF for discussion.

Following the check, the IC has no further involvement in the assessment's development and remains unaware of how their feedback is received or addressed.

3.4.4.2   Subject Matter Check

The purpose of this check is to ensure the accuracy of subject-specific or technical content in assessment and resource materials, providing confidence to NZQA.

A **standard subject matter check** scrutinises the subject matter of questions, resources, and assessment schedules to:

- ensure accuracy, appropriateness, and technical correctness of content
- verify content accuracy from multiple sources when necessary
- confirm consistency with sector standards for the standard level.

A **languages subject matter check** requires a native speaker to focus on the accuracy of language and content. They will:

- review language usage against published vocabulary lists (if available)
- assess content and question alignment with standard requirements
- report any language-related errors, ambiguities, or omissions.

Upon completing their report, the Subject Matter Checker (SMC) returns the materials to the Editor. If significant concerns arise, they may contact the NAF directly for discussion.

Following the check, the SMC has no further involvement in the assessment's development and remains unaware of how their feedback is received or addressed.

3.4.4.3   NAF post-IC / SMC review

The purpose of this review is for the NAF to evaluate feedback from the Independent Checker (IC) and Subject Matter Checker (SMC) to assess the performance of the assessment. Based on this evaluation, the NAF may identify issues for the Examiner to address or provide specific directives for action.

The subject Editor will create copies of all relevant materials and distribute them to the Examiner and Materials Critiquer for their review. Additionally, the Examiner receives their First Proofs along with any notes from the Editor and NAF to review changes made.

3.4.4.4 Materials Critiquer's Second Review

The purpose of the second materials critique is to provide the Examiner with a second perspective on the assessment's performance in response to the IC and SMC feedback. It allows the Materials Critiquer (MC) to assess the implementation of their initial pre-submission feedback and make additional recommendations if needed. The MC will:

- review feedback from the Independent Checker (IC) and Subject Matter Checker (SMC), as well as commentary from the National Assessment Facilitator (NAF)

- have a discussion (phone call) with the Examiner to address feedback and commentary, and also to be a sounding board for the Examiner

- compile a report for NZQA outlining any recommendations; the NAF will consider this report when evaluating the Examiner's proposed changes to the Second Proofs.

Upon completing their report, the MC returns the materials to the Editor. If significant concerns arise, they may contact the NAF directly for discussion.

3.4.4.5 Examiner's review of Second Proofs

The purpose of this review is for the Examiner to assess the assessment's performance in comparison to their original intentions, considering feedback from the IC and SMC.

The Examiner will also consider any directives from the NAF and consult with the MC regarding potential tweaks and modifications.

3.4.4.6 Significant changes

The assessment should be fit for purpose before it goes to the IC and SMC to test. If, following these checks, the assessment requires changes, the NAF will seek further advice on whether these changes are deemed 'significant' – do the changes change how the tester would approach it?

In the case of significant changes to the assessment, the revised proof may enter into a 'loop', whereby it goes through the testing and critiquing stage a second time.

3.4.5   Third Proof stage

The Third Proof stage sees the Examiner confirm the assessment is now suitable to be sat by a candidate. The NAF will review the Examiner's feedback on the Second Proof, the Editor will take in any amendments requested by the Examiner, and the Third Proof will be sent to the Examiner for their Third Proof review.

3.4.5.1   The NAF's post-Examiner and MC review

The purpose of this Second Proofs review is for the NAF to ensure appropriate action has been taken in response to feedback from the IC, SMC, and MC. They assess proposed changes, particularly considering if they are 'significant' and require further action.

- Minor tweaks to layout or presentation that are unlikely to impact candidate responses are typically not deemed significant.

- Changes that may alter candidate interpretation of a question are considered significant.

- Changes to visual or textual resources that are expected to impact candidate interpretation are considerd significant.

The NAF discusses significant changes with their team leader and possibly the manager to decide on implementation and whether further independent checking is needed. They inform the Editor accordingly.

3.4.5.2   Taking in the Examiner's changes

The Editor makes all agreed changes to the materials and creates the Third Proofs.

If the changes are significant, the updated assessment is sent for

a further Independent Check, and the outcome of this check is reviewed by the NAF to confirm the assessment is performing as expected.

A peer Editor will perform an editorial peer critique (the "third edit"). As well as proofreading the content, the third editor double-checks that all agreed changes have been made, and that no consequential errors have inadvertently been introduced.

The subject Editor will supply the Third Proofs to the Examiner, their Second Proofs along with any notes from the Editor and NAF, so they can check the changes made.

3.4.5.3   Risk Assessment

The assessment is reviewed by the Risk Assessment editor, to confirm the assessment does not contain topics that are politically sensitive or potentially sensitive for the candidate.

3.4.5.4   The Examiner's review of the Third Proofs

The purpose of this review is for the Examiner to fully review the complete package of assessment material to confirm that their original intent has now been realised and that the material is ready to publish / send to print. Very occasionally the Examiner will notice a critical aspect of the material that has somehow been overlooked up until this point, and specify that a change must be made. This should be a rare occurrence.

The Third Proof is not an opportunity to introduce new ideas or have second thoughts about how to present material.

3.5　Confirm for publishing

The Examiner, NAF, and Editor confirm the product is ready to be sent to the printers, OR in the case of a digital assessment, is ready to be 'deployed' to the online platform.

3.5.1　NAF Third Proof review

The purpose of this review is for the NAF to satisfy themselves that the Examiner is now happy with the content of the assessment. In the case that the Examiner has specified a significant change, the NAF will apply the same considerations as in their review of changes to the Second Proofs.

Any significant changes must be brought to the attention of and approved by their manager.

3.5.2　Preparing the Printer's Proof

The Editor implements agreed-upon changes to the materials. A peer edit (the "fourth edit") is conducted by a peer Editor to ensure accuracy and error-free content. The Editor performs a final check, including an automated spelling check.

For printed copies, the Editor will obtain a Printer's Proof from the print vendor. The print vendor compares Printer's Proofs with the printing press output to ensure accuracy. For digital copies, the Editor will deploy the digital assessment.

3.5.3　Examiner's sign-off

The Examiner reviews the Printer's Proofs to confirm they are error-free and ready for printing. If errors are found, necessary changes are indicated by the Examiner to NZQA. The Examiner signs a form attached to each proof copy to indicate approval for printing.

3.5.4　NAF's sign-off

The NAF confirms Examiner approval of Printer's Proofs and signs a form indicating completion of the quality assurance process. No significant changes can be made at this stage.

INDEPENDENT CHECKER'S REPORT 2024

LEVEL / SUBJECT:	STANDARD: 9

Part A: Applying the checklist

After you have completed the exam paper stamped CHECKER'S PROOF FOR ANSWERS 'as a candidate' (or according to the instructions in the editor's covering letter), enter YES, NO, or N/A in the checklist below.

Complete one checklist per standard.

From a candidate's point of view, check that:	YES / NO N/A
• The paper is of suitable length (show the time taken to complete: _____ MINUTES)	
• The instructions on the front page are easy to follow and make sense.	
• All pages are present and in the correct order.	
• The instructions throughout the exam paper are in the right places and in sequence.	
• Question parts are arranged so that page-turning is minimised.	
• The numbering of questions and parts of questions is easy to follow.	
• The text of questions is clear and easy to understand.	
• Adequate space is provided to complete each question.	
• Cross-references to other parts of questions or resources are correct.	
• The terminology used is consistent with classroom usage.	
• Words used in tasks match the words used in associated resource materials.	
• All necessary resource material is provided.	
• No unnecessary information is included in resource materials or tasks.	
• Diagrams/graphs/charts/tables/maps/images etc. are clearly presented.	
• There are no language or grammatical issues that would confuse candidates.	
• All questions/question options appear to be of equal difficulty.	
From a teacher's point of view, check that:	YES / NO N/A
• Assessment tasks are appropriate for the curriculum level of the standard.	
• Assessment tasks are appropriate for the standard.	
• Assessment tasks cover sufficient content (knowledge, understanding and skills) of the standard.	
• Assessment tasks are fair.	
• Assessment tasks are inclusive and are unlikely to (dis)advantage any particular group of candidates.	
• Assessment tasks are free of overt political / religious / social / gender / cultural bias or stereotyping.	

Part B: Suggesting amendments to the exam paper

For each NO you entered in the checklist in Part A, write a brief comment below explaining why, and suggest an amendment either here or on the paper stamped CHECKER'S PROOF FOR AMENDMENTS (if supplied).

Add any **other** comments that you consider helpful at the end of this report.

Page	Question	Comments and suggested changes

Page	Question	Comments and suggested changes

Other comments and suggested changes

Application for Exam Setting Role

Use this form to apply for an exam setting role for NCEA or New Zealand Scholarship examinations.

The role I would like to apply for is choose a role.

Personal details

Surname

First name(s)

Contact details

Which is your preferred method of contact?

Email address

Home phone number	Work phone number

Mobile phone number

Address details

Address line 1

Address line 2

Suburb	City

Postcode	Country

Experience

Current teaching position (if applicable)

Name of educational institution (if applicable)

Current teaching subjects/levels:

If applying for a role requiring fluency in Te Reo Māori, please respond to the following questions in Māori

Outline specific evidence of your experience related to qualifications relating to the subject area you are applying for.

Outline specific evidence of your experience related to teaching and/or related professional experience in the subject area.

Outline specific evidence of your experience related to experience with achievement standard assessment.

Outline specific evidence of your experience related to experience with digital assessment/learning/tools.

Outline specific evidence of your experience related to your ability to establish constructive working relationships with other professionals.

Outline specific evidence of your experience related to your subject involvement and experience at national/regional level.

Outline specific evidence of your experience related to prior experience in meeting stringent deadlines, managing administrative systems and any moderation processes you may have been involved in.

Outline specific evidence of your experience related to knowledge of the rights and responsibilities of the partners of the Treaty of Waitangi in an educational setting.

Referee details

Provide the names and contact details of two referees.

First referee	Second referee
First referee's name	Second referee's name
Referee's contact phone number	Second referee's contact phone number
First referrers relationship to you	Second referrers relationship to you

Declaration

Tick the box below to certify your request.
☐ I Click here to enter your name certify that the information provided is correct.
Click here to enter a date.

Submit your completed application by email to examinations@nzqa.govt.nz or call 0800 697 296 for assistance.

NZQA USE ONLY

☐ Application processed

Processed by

Date processed

Selection Summary

Position,Subject

Application details

Level	Level 1	☐	Level 2	☐	Level 3	☐	NZ Scholarship	☐
Surname				First name(s)				
National Assessment Facilitator				Business Support Officer				

Date received	10/31/2021	Date acknowledgment sent	11/3/2021	Date outcome letter sent	

Appointment status	Appoint	☐	Don't appoint	☐	Hold application	☐	Date

Sign-off	National Assessment Facilitator 1	National Assessment Facilitator 2	Editor

Training requirements	Training required	☐	Training not required	☐

Advert removal	Request emailed to remove advert from NZQA website	☐

Experience

Qualifications, subject knowledge / expertise for the standards being assessed.

Experience with **achievement standard assessment, digital assessment/learning/tools**.

Regional and National subject involvement.

Contracts (current and previous) held with NZQA

Knowledge / experience of **Te Tiriti o Waitangi, Te Reo Māori and Tikanga Māori**.

Referee information

Subject / **standards based assessment** expertise and experience.

Written and interpersonal **communications skills**.

Ability to work to stringent **deadlines** and maintain **administrative systems**.