

**Leading National Assessment seminar**

**20 February – 10 March 2023**

**Kaitakawaenga ki te Tumuaki me ngā Pouārahi**

**Principal’s Nominee and Senior Leaders**

**­­­**

A picture containing building

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**Pukapuka Aratohu­ Handbook**

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**Moving from 2023 to 2024**

**Getting ready for NCEA Change implementation**

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**Tūwhitia te hopo**

**Feel the fear and do it anyway**

**NCEA Changes – Implications for Assessment Policies and Practices**

**A reminder of the key changes:**

[NCEA Education](https://ncea.education.govt.nz/) – the Ministry of Education’s NCEA Change Programme site

**The new structure of the qualification:**

* 60 credits at each level
* No standards tagged with Literacy / Numeracy | Te Reo Matatini me te Pāngarau
* Literacy corequisite required for any level
* Numeracy corequisite required for any level

**The new standards:**

* 4 per subject
* Total of 20 credits available per subject
* 2 internals – marked by the school / kura
* 2 externals – marked by NZQA markers. At Level 1:
  + 1 Common Assessment Activity (external - during term 3, or 4)\*
  + 1 Examination (during the end of year NCEA exam period)
* Built in accessibility and inclusivity for most students / ākonga with SAC entitlements

\* except Te Ao Haka – check guidance.

**New NZQA Assessment Rules**

New [NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-rules/) have just been published.

**The New Assessment Rules**

* Have moved from a list of behaviours to a code of conduct
* Confer an entitlement, or an obligation, or both and may impose sanctions for non-compliance on relevant stakeholders including:
  + Schools / kura
  + TEOs assessing achievement standards/NCEA co-requisite standards
  + Students / ākonga
  + NZQA

When assessing the new standards, schools / kura need to work within the framework given by the three corners of the assessment triangle.

**The Rules are underpinned by** [Aromatawai and the Principles of Assessment](https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/APOA/Aromatawai-and-the-Principles-of-Assessment.pdf), ensuring assessment is

* + - * Authentic – Tūturu
      * Equitable – Tika
      * Valid – Pono
      * Reliable – Haepapa
      * Informative – Mārama

[**NZQA Assessment** **Rules** **for** **Schools, TEOs assessing against Achievement Standards, and Candidates 2023**](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-rules/)

**Background**

1. Authority, scope, application, and commencement
2. Definitions

**Assessment Rules**

1. Nominees of Schools and TEOs
2. Candidate Eligibility for Assessment
3. Entry conditions
4. Assessment Requirements
5. Special Assessment Conditions
6. Extended Opportunities for Internally Assessed Standards
7. Conditions for reporting and recording results
8. Application of Administrative Guidelines
9. Processes for Candidate entitlements, Moderation, and Candidate Breaches of External Assessment.

**Schedules**

Schedule 1: Qualifications and Awards for NCEA and New Zealand Scholarship

Schedule 2: Candidate Derived Grade Processes

Schedule 3: Candidate Special Assessment Conditions Processes

Schedule 4: Moderation Processes

Schedule 5: Processes for Candidate Breaches of External Assessment.

**Administrative Guidelines are now included in Rule 10**

* Change of examination centre
* Examination centre
* Examination clashes
* External assessment
* Internal and external assessment of home-schooled students / ākonga
* International students / ākonga overseas
* Reviews and Reconsiderations
* Translation of examination papers or answers.

**Activity**

In your groups decide which of the following scenarios are covered in

1. the Rules
2. the Schedules
3. Administrative Guidelines
4. A student / ākonga has notes in an assessment activity (where these are not permitted)
5. A student / ākonga wants a derived grade because they missed their Scholarship examination
6. A SAC student / ākonga is not given use of their computer entitlement in an assessment
7. A student / ākonga wants to sit an exam they are not entered for
8. A school / kura does not report its Not Achieved results

**Answers**

1. A student / ākonga has notes in an assessment activity (where these are not permitted)

Rule 4c – A Candidate is not eligible for assessment against a Standard if prevented from doing so under the Candidate Breaches of External Assessment.

Schedule 5(3) – if in an external assessment – dishonest or inappropriate practice.

1. A student / ākonga wants a derived grade because they missed their Scholarship examination

Schedule 2(3a) – a Derived Grade is not available for New Zealand Scholarship subjects.

1. A SAC student / ākonga is not given use of their computer entitlement in an assessment

Rule 7a - Candidates who have Special Assessment Condition entitlements approved by NZQA must be provided with these entitlements by Schools and TEOs for internal and external assessment in accordance with the Assessment Requirements and the process in Schedule 3.

1. A student / ākonga at a school / kura wants to sit an exam they are not entered for

Rule 4a - A Candidate is eligible to be assessed against a Standard if the Candidate:

1. has an Entry from a School forwarded to NZQA

iv. meets any eligibility criteria specified in the Standard concerned

However, school / kura policy will determine whether an individual is entered in a standard.

1. A school / kura does not report its Not Achieved results

Rule 9a - Schools and TEOs must report to NZQA all internal assessment results for Candidates, including Not Achieved where adequate opportunity to be assessed has been made available.

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| **Consider:**  How could you use the new Rules to help you review your assessment policies and practices? |

**The implications of the new Achievement Standards**

Assessment in your school / kura may need to change as you implement the changes to the qualification and the new standards, as the Assessment Standard part of the triangle has changed.

The NCEA Change will continue to ensure the five principles of a strong NCEA qualification are met – coherence, credibility, equity and inclusion, pathways, and well-being.

Remember the key aspects of the [NCEA Change Programme](https://ncea.education.govt.nz/what-ncea-change-programme) –

1. [Make NCEA more accessible](https://ncea.education.govt.nz/change-1-make-ncea-more-accessible)
2. [Equal status for mātauranga Māori in NCEA](https://ncea.education.govt.nz/change-2-equal-status-matauranga-maori-ncea)
3. [Strengthen literacy and numeracy requirements and assessments](https://ncea.education.govt.nz/overview-he-titiro-whanui)
4. [Fewer, larger standards](https://ncea.education.govt.nz/change-4-fewer-larger-standards)
5. [Simplify NCEA's structure](https://ncea.education.govt.nz/change-5-simplify-nceas-structure)
6. [Clearer pathways to further education or work](https://ncea.education.govt.nz/change-6-clearer-pathways-further-education-or-work)
7. [Keep NCEA Level 1 optional](https://ncea.education.govt.nz/change-7-keep-ncea-level-1-optional)

There are implications of these changes for how you manage courses, entries, and assessment practice.

There are also many implications for teachers in getting to know the new standards and developing teaching and learning programmes to meet the needs of students / ākonga.

A body of water with trees and mountains in the background

Description automatically generated with medium confidence2023 is the year to assess the implications of the new standards for your

* School-wide assessment policies
* Assessment guidelines and practices
* Courses and learning pathways
* Teacher professional learning

…what else?

**Getting to know the new Achievement Standards**

Schools’ / kura assessment policies and conditions of assessment for each standard must be consistent with the Assessment [Rules](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-rules/) for Schools with Consent to Assess.

The information for each new standard can be found on the MOE [NCEA Change](https://ncea.education.govt.nz/what-ncea-change-programme) site and includes the following. Your teachers will need to be familiar with each of them!

|  |  |
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| **Assessment Information** | |
| Conditions of Assessment for internally assessed standards | * Generic conditions statement set for all achievement standards on the framework * Then statements for each internal standard |
| Standard | * Includes the purpose of the standard and achievement criteria with explanatory notes |
| Conditions | * Specific conditions are for individual standards |
| Unpacking the standards | * Statements about mātauranga Māori and Pacific concepts * Significant learning that the standard assesses * The aim of the standard * In depth explanations * Literacy and numeracy requirements |
| Activities | * Suggested activities to assess the standard |
| Teacher Guidance | * Statement about how to approach the assessment activities |
| Teacher resource | * Resource to assist with planning and assessment |
| Assessment Schedule | * Marking guidelines for each activity |

**Activity**

In your group chose **one of the new standards** from the New Zealand Curriculum or Te Marautanga o Aotearoa.

Read the assessment conditions for your chosen standard and identify and note any implications on the next page.



**Implications for credible assessment of the new standards**

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| **Assessment** | **Areas to consider** | **What that could mean for our school / teachers / ākonga** |
| Before | * Planning to meet conditions * Universal Design for Learning * Mana ōrite * Local contexts * Portfolio submissions * School Assessment Policy * Appropriate assessment tasks |  |
| During | * Authenticity * Universal Design for Assessment * Feedback/feedforward * Assessing when ready * Digital storage * Forms of evidence / methods of submitting evidence * Tracking * SAC |  |
| After | * Internal Moderation * Storage * External moderation |  |

**Implications for credible assessment of the new standards**

* **Review questions**

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| Before | * Do our contexts need to change? * Do our assessment formats need to change? What skills will our teachers and students / ākonga need for new formats? * What standards will we assess? How many standards will we assess in each course? * Will we have one subject in each course, or more? * What about Unit Standards? * How will learning programmes change? * How familiar are we with Universal Design for Learning and Assessment principles? What do we need to do differently? * How well have we considered and incorporated Mana Ōrite principles? * Do we have robust processes and procedures for assessment portfolios and storage of material, now that most work will be done digitally, and collected over time? * Are our assessment policies fit for purpose? – for experienced staff, and for new staff? * How prepared are we for digital assessment? What about students / ākonga?   …and what else? |
| During | * Authenticity – how will this be ensured during the assessment? * How much assessment is too much? * How will limits be set on the volume of evidence produced and required? * Feedback and feed forward – what are the limits? * How will we support teachers to manage assessment workload for themselves and their students? * Assessing when ready – what will this look like and how will we manage entries and due dates? * How will teachers prepare students for the new assessment skills they will need? – e.g., typing, recording, editing, monitoring progress?   …and what else? |
| After | * How will we manage internal moderation when we are also assessing students / ākonga when they’re ready? * How will we as a school / kura ensure that reported results are credible? * What will our missed and late assessment policies need to look like? * What needs to change with how we monitor student / ākonga progress through the year, with fewer larger standards?   … and what else? |

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| **Consider:**   * How, as a PN or senior leader, can you be sure that your teachers are ready to assess their own standards, and make any shifts in assessment practice across your school / kura as required? * How will you prioritise your staff meetings and professional learning time this year to include assessment policy and practice? |

**What do Achieved / Merit / Excellence look like?**

NZQA has developed a discussion paper that explores the purpose of Achievement, Merit and Excellence grades and how they are framed in Achievement Standards.

[Achievement standards: A competence to mastery to exceptional model](https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/PN-Seminars/2023-LNA-Seminars/Excellence-a-competence-to-mastery-model-with-implicationsv6.docx)

**What does this mean for your school / kura?**

* Teachers need to ensure that they are familiar with the levels of achievement in the new standards. They may be qualitatively different to what they are used to.
* Teachers need to be familiar with the resources available – standards, assessment activities and schedules, exemplars where available, marker and moderator comments.
* Your profile of results for a standard or subject may look different – fewer Merits and Excellences, or more Merits and Excellences.

The Subject Expert Groups writing the new standards have used the paper as a resource, and it has also been used in evaluating new assessment activities. This should contribute to a more consistent understanding of what Achieved, Merit and Excellence mean within each subject.

To help guide making assessment judgements within achievement standards the paper presents the following model of *Competence to Mastery to Exceptional.*

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|  | | **Achievement** | **Achievement with**  **Merit** | **Achievement with Excellence** | |
|  | | **Competence** | **Mastery** | **Exceptional** | |
| **Definition** | | Having the required knowledge, skills, and abilities to successfully and/or efficiently perform critical functions or tasks in a defined setting. | Having control or superiority over a particular activity, or command or grasp of a subject. | Having the required knowledge and skills to an extremely high degree (extraordinary), enabling impressive performance that sets them apart. | |
| **Graduate Profile** | | A learner who has demonstrated competency has achieved the outcomes of the significant learning at the relevant curriculum level. They may show evidence of ongoing development of knowledge and skills, but overall, have sufficient knowledge and understanding to progress to the next step on their pathway. | A learner who has demonstrated mastery has shown a thorough and advanced understanding of all aspects of the significant learning with no obvious deficiencies. They are able to apply their knowledge and skills with a high level of proficiency in different contexts. | A learner who has demonstrated an exceptional level of performance has an intuitive grasp of what is required. They are able to think critically, provide evidence and rationale to support their fresh ideas, and consistently respond to any given context in unusual ways. | |
| **Sample activities** | | Sample activities are available in the [discussion document.](https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/PN-Seminars/2023-LNA-Seminars/Excellence-a-competence-to-mastery-model-with-implicationsv6.docx) | | | |
| **Discuss:**   * What is the difference between Achieved, Merit, and Excellence student / ākonga work? | | | |

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| **Consider:**   * What do our teachers, students / ākonga and whānau understand about different levels of achievement? * How can we use the discussion document to challenge our thinking or spark discussion? * What does our data tell us about the spread of results within and between learning areas in our school / kura? How can we explain any differences? |

**Te Reo Matatini me te Pāngarau | Literacy and Numeracy**

**Corequisite standards - Transition**

There is no formal selection process to use the Literacy Writing, Literacy Reading, Numeracy, Te Reo Matatini, and Pāngarau standards in 2023. Because 2023 is a transitional year, any school or kura with consent to assess can use the standards.

So we can get a sense of how many entries to expect and target support as needed, MOE and NZQA are asking for schools and kura to fill in a form to express an interest in using the standards in 2023. To register your intent to use the standards this year, please complete this [form](https://forms.office.com/pages/responsepage.aspx?id=pgSjawpS3UyvvlpBkZ7TiqxNq6Edl_hAmntI3HcSUfNURThYVzdTWDJLTDFVMzhOS0xQWUlQSjM1MiQlQCN0PWcu).

There is no hierarchy between these standards. They are available for all students / ākonga, in all schools and kura that hold consent to assess.

See [Literacy & Numeracy Planning Document – November 2022](https://training.education.govt.nz/pages/mediacontent.jsf?mediaId=1302600&catalogId=959723&menuId=112475&client=external),

and [Te Reo Matatini me te Pāngarau | Literacy and Numeracy Transitional Year 2023](https://ncea.education.govt.nz/te-reo-matatini-me-te-pangarau-literacy-and-numeracy-transitional-year-2023).

**Assessment Dates**

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| --- | --- | --- | --- |
| **Assessment** | **Term 2 assessment** | **Term 3 Kete manarua** | **Term 4 assessment** |
| **Pāngarau** | 6 - 9 June | by 15 September | 30 October – 3 November |
| **Te Reo Matatini** | 12 - 16 June | by 15 September | 6 - 10 November |
| **Literacy Reading, Literacy Writing, and Numeracy** | 12 - 16 June |  | 30 October – 3 November |

* The assessment window for each Common Assessment Activity (CAA) will be one week long
* You will be able to choose when during this time you would like to deliver each CAA
* You will be able to indicate in your entries file whether the entry is for session 1 (Term 2) or session 2 (Term 4)
* Each CAA must be completed on the same day for each student / ākonga
* Derived Grades are not available for the Literacy and Numeracy |Te Reo Matatini me te Pāngarau standards. If a student / ākonga misses an assessment for any reason, they will not be able to be assessed until the next scheduled opportunity
* Assessment Specifications for 2023 are available [here](https://ncea.education.govt.nz)

**What will the corequisite assessments look like?**

Each standard will be assessed as a CAA and will be **digital first**, meaning that in the first instance assessments will be delivered in an online format.

The CAAs will include a range of questions – multiple choice, short answer, and extended answer. There will be images, but no video.

Further guidance will be available soon on the assessment conditions for these standards. Schools / kura are responsible for managing the assessments. Report any possible breaches of the rules to NZQA using the guidelines provided.

There is no time constraint on an assessment, but most students / ākonga will complete it within an hour.

**Will there be any feedback?**

Results will be available in learner logins, and you will be able to import results into your SMS. There will be some feedback available on the corequisite assessments. It will show where students / ākonga were successful and unsuccessful in relation to the standard. More information to follow.

**Implementing the corequisite at your school / kura**

**Assessing when ready**

* Literacy and Numeracy are separate assessments, but the learning is interdependent – for example, Numeracy responses require coherent written explanations
* The standards are levelled at Level 4/5 of the National Curriculum whereby students / ākonga have control of Level 4 and are ready to work at Level 5
* The Ministry of Education has [recommended tools](https://ncea.education.govt.nz/supporting-teaching-and-learning-te-reo-matatini-me-te-pangarau-literacy-and-numeracy) to assess when students / ākonga are ready

**Getting ready for the assessment**

* Enter candidates in the assessment as soon as you can. Submitting entries in your April data file will allow time for students / ākonga to
  + Create their NZQA learner logins and ensure that they log in to check their username and passwords are correct
  + Get familiar with what digital assessments look like
* Ensure that students / ākonga are familiar with the format of the assessment and formal assessment conditions. More information on this will be available to help you with this, closer to the time.

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| **Consider:**   * How will we know when our students / ākonga are ready for the corequisite assessments? * How will we share monitoring and assessment data across learning areas? * How will we get our students / ākonga ready to sit their first formal digital assessment? |

**Meeting the Literacy and Numeracy requirements in 2023**

Check the Ministry of Education NCEA site regularly for any updates – e.g.: <https://ncea.education.govt.nz/whats-new/update-ncea-te-reo-matatini-me-te-pangarau-literacy-and-numeracy>

Your options **for 2023** are:

1. Use the current [tagged standards](https://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/lit-num-subjects/) (tags disappear end of 2023).
2. Use the current [package of Unit Standards](https://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/lit-num-subjects/) (package concept expires end of 2023, and credits will not count if you do the corequisite).
3. Piloting schools / kura may use the [pilot standards](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-07/List_of_Tagged_Standards.pdf?VersionId=h_6PePFlHR0y9axTcgoyspZScsQyH1kM) that are temporarily tagged (tags disappear end of 2023).
4. Use the new corequisite standards
   1. Literacy OR Te Reo Matatini
   2. Numeracy OR Pāngarau
5. Use a mix of the above
   1. One of the above methods for Literacy, and another for Numeracy
   2. Mix English-medium and Māori-medium standards
   3. Mix pilot and current tagged standards

**Meeting the corequisite requirements from 2024**

Use the new **corequisite standards**. That’s it. Unless you have completed a full 10 credit requirement before then.

Any gains (less than 10 credits) using the old Unit Standard pathway will disappear – credits and all – as students / ākonga will have to complete the corequisite standards from 2024 onwards, and the Unit Standards will be excluded by them.

**Notes:**

* All schools / kura with base scope will have consent to assess the standards in 2023.
* Literacy and Numeracy requirements operate independently from each other. If a student / ākonga completes one (e.g., Literacy) this year, but not the other (e.g., Numeracy), they will only have to do one corequisite assessment next year.
* A student / ākonga must **COMPLETE** the requirement in 2023 if they are using anything but the corequisite standards to do so. Any progress will be lost after that point.
* A student / ākonga who uses a tagged standard in 2023 to achieve the Literacy or Numeracy requirement, and doesn’t complete Level 1 in 2023, cannot use the same standard towards the 60 credit requirement in 2024 (the credits will have already been ‘used’ and can’t be used twice).
* The last chance to use an old method of gaining literacy and numeracy is at the end of 2026. (i.e., your 2023 year 9 will need to do the corequisites to get Level 3).

**Transition scenarios**

**If students / ākonga achieve some Literacy and Numeracy credits in 2023 but not the whole 10, the credits won’t be able to be used in 2024 to meet the corequisite. For example:**

* At the end of 2023, Craig has 8 Literacy credits from tagged achievement standards, and 10 Numeracy credits from tagged achievement standards. He will have to do the new Literacy standards or Te Reo Matatini standard in 2024. The Numeracy credits will stand.
* By the end of 2023, Noema will have completed the Numeracy requirement using the current Numeracy unit standards. Even though she didn’t complete Level 1, she won’t have to do a corequisite Numeracy or Pāngarau standard in 2024.
* Wikitoria’s kura doesn’t offer Level 1. She will do all Level 2 standards in 2024. Unless she does the corequisite standards, she won’t be awarded Level 1 or Level 2.
* Stephen will do pilot standards in Drama and Maths in 2023 that are temporarily tagged for Literacy and Numeracy. Even if he doesn’t complete Level 1, if he meets the 10 credit requirement for each of Literacy and Numeracy with tagged standards, he won’t have to do the corequisite standards next year.

**The new requirements may affect students / ākonga at all levels. For example:**

* Belinda is an international student, starting her NCEA journey at Level 3 in 2023. She can do either the Te Reo Matatini me te Pāngarau | Literacy and Numeracy corequisite to achieve Level 3 NCEA or complete the requirement using tagged Level 2 or Level 3 standards.
* Geoff is a home-schooled student, beginning his NCEA journey at Level 3 in 2024. He will have to do the Te Reo Matatini me te Pāngarau | Literacy and Numeracy corequisite to achieve Level 3 NCEA..
* Nichola is a Year 9 student in 2023. She will have to complete the corequisite standards before she completes Level 3 in 2026, as no other method of gaining Literacy or Numeracy will count by then, even if she completes it this year.

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| **Discuss:**   * What aspects of the transition to the corequisite standards will be the most challenging for you, your teachers, and students / ākonga? |

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| **Consider:**   * What will our tracking of Literacy and Numeracy look like in 2023? Who will lead this for our school / kura? |

**Special Assessment Conditions in 2023**

**Te Reo Matatini me te Pāngarau | Literacy and Numeracy**

**Key points**

1. 2023 is a transition year. A final decision on the provision of [Special Assessment Conditions](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/annual-needs-analysis-3/) for the corequisite standards from 2024 onwards will be made during 2023 based on the final conditions of assessment set by the Ministry of Education.
2. For 2023, all SAC [provisions currently available](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/annual-needs-analysis-3/) to students / ākonga are applicable (as appropriate) for the assessment of the corequisites. The corequisite assessments are intended to be as accessible as possible. All students / ākonga who are working at the appropriate level should be able to be assessed.
3. If a student / ākonga has a SAC entitlement for other assessments, this must also be made available to them for the corequisites. The student / ākonga must not be disadvantaged.
4. For 2023, a formal SAC application approved by NZQA is not required for a school / kura to provide support for students / ākonga completing the corequisites. This is particularly appropriate for students in years 9 and 10, who may not previously have completed NCEA assessments. Schools / kura determine the type and level of support that students / ākonga may require following the principles underlying the provision of special assessment conditions, based on their needs and the professional judgement of staff.
5. The text-to-speech tool (Polly) will again be trialled for the English medium Writing and English medium Numeracy assessments in 2023.
6. A detailed guide on the provision of SAC for Te Reo Matatini me te Pāngarau | Literacy and Numeracy for 2023 can be found [here](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/literacy-and-numeracy-te-reo-matatini-me-te-pangarau-sac-2023/).

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| **Consider:**   * How will we determine which of our students / ākonga should be offered SAC for their corequisite assessments? * How will we manage the provision of SAC for these students / ākonga? (Rooms, equipment, exam assistants) |

**Any questions?** [sac@nzqa.govt.nz](mailto:sac@nzqa.govt.nz)

**New, transition and pilot assessment standards – updates for 2023**

* **Remember**: Pilot standards are only available this year for schools and kura who are signed up to the pilots. Make sure your teachers know that if your school / kura isn’t in a pilot, they can’t do them until next year.
* The **provisional assessment timetable** is available [here](https://www2.nzqa.govt.nz/ncea/te-aka/2023-assessment-timetable/) for Te Marautanga o Aotearoa and the corequisite standards. The New Zealand Curriculum (NZC) assessment dates and methods will be confirmed when the assessment timetable is released on 31st March 2023.

**Provisional timing of 2023 new external assessments**

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| --- | --- | --- | --- |
| **2023 External Assessment** | **Term 2** | **Term 3** | **Term 4** |
| Te Ao Haka  (implementation) | Point-of-time CAA week 8.  Ākonga are entered for either the Term 2 or Term 3 CAA. | | Submissions close 25 Oct\*. |
| Te Reo Matatini me te Pāngarau  (transition) | CAAs available - Te Reo Matatini  12-16 June; Pāngarau 5-9 June | Kete manarua submissions close 15 September | CAAs available 6-10 Nov |
| Literacy and Numeracy  (transition) | CAAs available  12-16 June |  | CAAs available  30 Oct–3 Nov |
| Te Marautanga o Aotearoa  (pilot) |  | Point-of-time CAAs.  Week 8 and week 9.  Ākonga are entered for either week 8 or 9 for each CAA. | Submissions close for remaining CAAs\*. |
| NZ Curriculum \*\*  (pilot) |  |  | Point-of-time CAAs during end of year examination period |

* Submissions can be made at any time during the year; however, marking will not commence until after the submissions closing date in Term 4.

\*\* Te Reo Māori dates to be confirmed – refer to [provisional assessment timetable.](https://www2.nzqa.govt.nz/ncea/understanding-ncea/te-aka/2023-assessment-timetable/)

**Support materials**

**All schools / kura**

* [Te Aka](https://www2.nzqa.govt.nz/ncea/te-aka/), via the NZQA website – FAQs, resources, and non-secure pilot information
* Schools’ Provider login – Assessment Master guides, job aids and videos
* Contact Centre
* [Pūtake](https://lms.nzqa.govt.nz/login/index.php) activities and courses
* General [digital assessment information](https://www.nzqa.govt.nz/ncea/ncea-exams-and-portfolios/external/getting-ready-for-digital-exams/)

**Pilot schools / kura will also have access to**

* Assistance in accessing Te Aka Teams
* Preparation for pilot assessment delivery
* Secure information and collaboration in Te Aka Teams (e.g., sample assessments and pilot schools’ / kura discussions)

**Key dates for New Zealand Curriculum pilot external standards:**

|  |  |
| --- | --- |
| 31 March 2023 | Updated External Assessment Specifications released for draft Level 1 Standards. |
| Late Term 2, 2023 | Sample assessment items available for each externally assessed Standard |
| 7 Nov – 2 Dec 2023 | Pilot examination externals run concurrently with the main NZQA examination period |
| Nov – Dec 2023 | Marking for all externals takes place (submissions and exams) |
| Mid-January 2024 | Release of results |

**Beginning your journey with digital external assessments**

**All Level 1 external examinations, and the corequisite standards, will be done on Assessment Master next year.**

**Will your participation this year be enough to get ready?**

**Does your school / kura have a plan for implementation?**

If your school / kura has yet to participate in external digital assessment (on Assessment Master), consider

* entering students in Te Reo Matatini me te Pāngarau | Literacy and Numeracy assessments
* making entries in a few digital external examinations in subjects with staff who are comfortable in the digital space and willing to learn
* involving key people – IT Manager, PN, an SLT member who makes things happen, and lead subject teachers
* asking for support from NZQA via your School Relationship Manager.

**Useful resources for digital external assessments:**

* [NCEA Online Preparation Timeline](https://www.nzqa.govt.nz/assets/Timeline-preparation-v0.2.pdf) for end of year digital exams
* NZQA website - [Get your school ready for digital exams](https://www.nzqa.govt.nz/ncea/ncea-exams-and-portfolios/external/getting-ready-for-digital-exams/)
* General pilot content - [Te Aka](https://www2.nzqa.govt.nz/ncea/te-aka/)
* Subject-specific resources for pilot schools / kura – Te Aka MS Teams
* Assessment Master learning activities - [Pūtake](https://lms.nzqa.govt.nz/totara/dashboard/index.php)
* Assessment Master guides and job aids – your NZQA Provider login / General Security access (expected end of March)
* Contact your School Relationship Manager for further support

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| **Top tips**   * Don’t be a hero. Share the training and preparation. You will need a number of people who are familiar with Assessment Master to avoid a “single point of failure”. * Use the support materials available. There are resources to suit different learning styles – videos, guides, eLearning courses on Pūtake, and one-page job guides. * Make time to practise the Administrator tasks, and for your supervisors to practise their tasks, well in advance of the real thing. * Ensure students / ākonga know and have practised:   + logging in   + working with the assessment format and assessment conditions   + formal assessment expectations.   **Tips from group discussion:**  **Things to follow up at school / kura:** |

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**Digital Assessments on Assessment Master –**

**Te Reo Matatini me te Pāngarau | Literacy and Numeracy, Te Ao Haka, Pilot standards.**

**Using Assessment Master – key steps for your school / kura:**

Please complete this [Digital Assessment survey](https://nzqa.au1.qualtrics.com/jfe/form/SV_29JpnQ2RPxz0XRA)

to help us give you the support you need

**External Assessment Updates –**

**Derived Grade processes**

**Derived Grades (DGs)**

* are reported results for students / ākonga
  + whose performance is significantly impacted when sitting their external exams or
  + who cannot attend the examination or
  + were unable to submit a completed external portfolio/submitted subject
  + were selected for National Representation
* come from school-based assessments that mirror NZQA’s assessment of the external standard
* are not available for New Zealand Scholarship assessments
* may not be used to compensate for missed learning or study time
* are not available:
  + for the Te Reo Matatini me te Pāngarau | Literacy and Numeracy corequisite standards
  + for new achievement standards where evidence is developed over time or includes a recording of a performance.

**Derived Grades at scale**

* are the old Unexpected Event Grades (UEGs).
* may be applied by NZQA in case of an event that affects a number of students / ākonga (such as flood, lockdown, accident, or loss).
* must be quality assured and submitted to NZQA in your regular data file so they are available to apply if needed

**What has changed?**

* NZQA will provide you with 5-year profile data of derived grades compared to NCEA results. These will be released in February and available in your provider login under Reports.
* The list of new achievement standards that are not eligible for derived grades will be available after the 2023 CAA assessment specifications are released at the end of March.

**Key points for school / kura policies**

* Evidence collection for DGs to ensure they meet [NZQA requirements](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/4-schools-pns/deriving-grades-from-school-based-evidence-for-external-assessment/), including
  + gathering all evidence for DGs before the NCEA external assessment.
  + collecting evidence for DGs for submitted standards (Technology and Design Visual Communication and Level 3 Education for Sustainability, and Level 3 Visual Arts), as well as examined standards.
* Quality assessment procedures, include
  + how each grade will be subject to the [quality assurance process](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/4-schools-pns/deriving-grades-from-school-based-evidence-for-external-assessment/)
  + how you will record evidence of the quality assurance process – you could use your own system, or you could use or adapt a template, available [here](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/the-principal-s-nominee/resources-for-principals-nominee/)
  + how the quality assurance process will be documented and monitored.

**Assessment Practice**

Teachers need to be familiar with [NZQA Quality Assurance](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/4-schools-pns/deriving-grades-from-school-based-evidence-for-external-assessment/) expectations.

**Activity**  
In each of these scenarios, is there valid evidence for a Derived Grade?

|  |  |
| --- | --- |
| **Scenario** | **Yes / No / only if…** |
| 1. A standard has three distinct skills assessed by three separate questions. Evidence from a separate class test for each question is combined for a derived grade |  |
| 1. A teacher updates the practice exam DGs following an additional in-class formal assessment |  |
| 1. The Science department uses strip marking, where one teacher marks all work for a standard |  |
| 1. The HOD Social Sciences verifies the Geography and History teachers’ marking across all levels |  |
| 1. The teacher provides a grade that is a prediction of what a student’s portfolio evidence would have been, if they were not absent for most of Term 3. |  |

**Quality Assurance of Derived Grades**

* Schools / kura with significant discrepancies between their derived grades compared to NCEA results will be sent an Outlier Report and will be asked to investigate and respond to NZQA.
* Derived Grade audits will be carried out by School Relationship Managers when schools / kura have significant discrepancies between their derived grades compared to NCEA results. Audits include discussion of processes and evidence.
* School Relationship Managers will ask questions and check evidence about derived grade processes during school / kura visits and Managing National Assessment reviews.

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| **Top Tips**   * Check the DG Update (in Provider Login) and [DG website pages](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/4-candidates/evidence/). * You need to ensure that you have ESL access to NZQA – Derived Grade * Evidence is key to each application. Include evidence that shows there was an impact on the student / ākonga at the specific time of an assessment. * [Evidence](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/4-candidates/evidence/) may not need to be from a doctor. * You may receive a request for further information from our DG team |

**Note**: Speak with your School Relationship Manager in case of a sensitive situation such as a student death or another situation that requires confidentiality.

**Answers**

1. No – it doesn’t mirror the NZQA assessment.
2. Only if the additional opportunity is quality assured – secure task, critiqued, grades verified / justified, and the process documented.
3. No – verification of a sample is still required.
4. Only if the HOD has their own marking verified as well.
5. No – the grade cannot be predicted but must be based on actual evidence.

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| **Consider:**   * How will you follow up any discrepancies in your DG profile and outlier reports? * How will you manage your school / kura DG exams to ensure that they mirror the real thing? * How will you provide DG grades for students / ākonga who are absent during your school / kura exam period? * How will you support your sole subject teachers with the quality assurance process? * What will your approach be if students / ākonga are not ready to be assessed by your scheduled practice time? |

**External Assessment Practice –**

**Breaches of the Assessment Rules**

**Principles**

The purpose of the [breaches process](https://www.nzqa.govt.nz/ncea/ncea-rules-and-procedures/breaches-of-examination-rules/) for externally assessed standards marked by NZQA is to ensure that results are credible. Assessment results are credible when student / ākonga work is authentic and the conditions of an assessment meet NZQA’s requirements. NZQA investigates all reported breaches to maintain the integrity of the NCEA qualification.

The principles of natural justice and privacy underpin NZQA’s decision making process when investigating possible breaches.

Natural justice includes an opportunity for the student / ākonga to provide an explanation, the right of appeal to a designated independent person, clear and fair timelines, *decisions made in good faith and penalties imposed that are proportional to the conduct.*

Privacy principles grant students / ākonga the right to privacy about the breach investigation and outcome.

**What has changed?**

* NZQA has developed a digital detection tool that identifies where students / ākonga access and import material from outside the digital platform
* NZQA may also digitally sample work to test its authenticity and examine the activity history of students / ākonga using the digital platform.

**What to do if you are piloting new achievement standards:**

* support students / ākonga and supervising teachers by unpacking the conditions of assessment and providing guidance on required conduct. For example, year 9 and 10s entered in Te Reo Matatini me te Pāngarau | Literacy and Numeracy may be unfamiliar with expectations for formal assessment
* follow the [guidelines](https://www2.nzqa.govt.nz/ncea/te-aka/key-guidance-and-resources/) for reporting possible breaches: the nature of possible breaches that should be reported to NZQA for investigation, and how to report this information.

**Key points for school / kura policies**

* ensure the school / kura has a clearly defined statement on the authenticity of student / ākonga work. This should include written procedures for internal assessment and external assessment marked by schools / kura (MCAT, Level 1 and 2 Visual Art) based on the principles of natural justice, and fairness, for receiving, investigating, and making decisions on authenticity issues and reported conduct by a student / ākonga that might constitute a breach of the school’s / kura assessment rules.

**Assessment Practice**

* clarify with students / ākonga that authentic work means the work must be their own
* adapt your authenticity strategies so they are appropriate to the student / ākonga, standard and the conditions of assessment
* use your knowledge of students / ākonga and their learning, and where concerns are identified, discuss with colleagues and/or undertake further checks
* clarify over-guidance with teachers so that feedback and scaffolding are appropriately carried out to avoid compromising the authenticity of work.

**Scenarios**

Teachers need to be familiar with the [conduct](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-rules/#heading2-15) that may lead to a breach investigation.

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| **Activity**  What should your next steps be in each of these scenarios?   |  |  | | --- | --- | | **Possible Report** | **Report to NZQA to investigate? Yes / No** | | 1. A student / ākonga has notes in an assessment activity (where these are not permitted) |  | | 1. A student / ākonga has a cell phone in their pocket but has not been observed using it or had an opportunity to access it |  | | 1. A student / ākonga navigates away from the digital platform |  | | 1. A written response includes inappropriate/offensive drawings or language |  | | 1. The school / kura identifies that a teacher may have provided an inappropriate level of feedback during the assessment activity |  | | 1. The ECM and PN decide a student / ākonga can enter an NZQA exam late (more than 30 minutes after the start of the exam). |  | |

**Quality Assurance**

* Possible breaches are investigated by staff with experience of working in schools / kura and an understanding of students / ākonga.
* All outcomes of possible breach investigations, including withholding results, are peer reviewed. Withholding results or a meeting with a student / ākonga requires the approval of a Team Leader. Any appeals of withheld results are addressed by the Manager who has had no prior involvement in the investigation.

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| **Top Tips**   * Explicitly inform students / ākonga about the authenticity of student work. This includes the requirements of writing reports from group work and the use of exemplars and teacher templates. * As far as possible, you should mirror (match) the NZQA examination conditions of assessment in school / kura practice exams. Prepare students / ākonga by turning off cell phones and storing them in emergency packs, not allowing materials (refill pads, study notes) to be brought into the exam room, clearing calculators, and only permitting communication with the supervisor in the exam room. * Familiarise students / ākonga with the requirements of [preparing for a digital exam](https://www.nzqa.govt.nz/ncea/ncea-exams-and-portfolios/external/digital-exams/), including disabling their screensaver, notifications, automatic updates, and any browser extensions on their device. |

**Answers**

1. Yes. Send a copy of the notes to NZQA (to compare with submitted work).
2. No. There has been no opportunity or evidence of use by the student / ākonga to gain advantage. However, a supervisor may still elect to report this so the student / ākonga is aware their phone should not be accessible to them during an exam.
3. Yes. Attempt to identify the site(s) that have been accessed and send this information, including screen shots to NZQA.
4. No. Although the school / kura may wish to follow up with the student / ākonga, as appropriate.
5. Yes. Provide NZQA with any relevant information.
6. Yes. Students / ākonga cannot enter an exam session late without NZQA’s permission. The exam result is invalid. Students / ākonga also cannot be allowed to re-enter an exam after they have finished, submitted their work, and left the room.

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| **Consider:**   * How will you familiarize your students / ākonga with formal assessment conditions before the corequisite assessments in June? * How will you manage your school / kura DG exams to ensure that they mirror the summative external assessment? * How have you followed up the feedback from your last Exam Centre Quality Assurance Visit? * How will you manage the authenticity of student / ākonga work with the availability of ChatGPT and similar writing tools? |

**External Assessment practice –**

**Special Assessment Conditions**

**Note:** See the corequisite section of this handbook for information on special assessment conditions (SAC) for Te Reo Matatini me te Pāngarau | Literacy and Numeracy assessments.

**What is changing?**

* The new standards are designed to be more inclusive and follow the principles of Universal Design for Learning. This is in line with the first NCEA Change which is to make NCEA more accessible and reduce the need for SAC.
* Providing opportunities to find new and better ways to support students / ākonga by making many current SAC entitlements available through more accessible design of the standard and of assessment activities, rather than by application and approval by NZQA.

As a first stage in this development, NZQA is working to amend the existing SAC processes to further reduce the need for schools / kura to submit evidence for approval. SAC entitlements will increasingly only require a notification rather than an approvals process.

NZQA hopes to introduce these changes incrementally from 2024.

* SAC Seminars are being held across New Zealand to explain these changes and to provide the opportunity for questions and discussion. Schools / kura are encouraged to ensure that a representative (at least the SENCO) attends. If you are able to host a seminar for schools and kura in your region, please email [sac@nzqa.govt.nz](mailto:sac@nzqa.govt.nz).

All queries related to Special Assessment Conditions can be directed to [sac@nzqa.govt.nz](mailto:sac@nzqa.govt.nz)

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| **Top tips**   * If you have students / ākonga doing the corequisites this year, ensure that you are aware of the arrangements needed for those who may require SAC support * Ensure that you or a school / kura representative (e.g., SENCO) attends the SAC Seminar in your region or offer to host a seminar |

**2024 Readiness Plan – Internal Review**

**Some questions to consider when determining how your school / kura will be ready to implement the NCEA Changes in 2024.**

**You will have others that are specific to your school / kura.**

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| **Assessment ownership and capability** |
| * Which learning areas and teachers need the most support in implementing the changes? * How will we work together as a staff? What is whole-school, and what is subject-level? * How will we ensure that our middle leaders and teachers are up to speed with   + Mana ōrite me te Matauranga Māori   + Universal Design for Learning   + Shifts in teaching, learning and assessment practice in their own subject areas   + Planning their programmes to assess fewer, larger standards   + A common understanding of guidance, feedback and feedforward   + Designing courses that lead to coherent pathways |
| **Assessment Policy** |
| * How do our assessment policies need to change to reflect the changes in how and when the standards are assessed?   + Assessment submission - late, missed, assess when ready, multi-level and differentiated entries   + Special Assessment Conditions - for co-requisites, for internals, for externals   + Is our Further Assessment Opportunity policy still fit for purpose?   + What is our shared understanding of 'assess when ready'? How will we ensure consistency across the school? * What does mana ōrite me te Matauranga Māori mean for us - at a school / subject / classroom level? * What does Universal Design for Assessment look like in practice? How accessible are assessments for our students? * Authenticity - are we clear and consistent in our messages to students about presenting their own work? * Are our moderation practices - critiquing, verifying, documenting, and monitoring - fit for purpose? - e.g., if most work is going to be digital? |
| **Managing Systems and Resources** |
| * How will student work be stored securely? What about work in progress for portfolio submissions? * How will we track student progress - especially for Literacy and Numeracy in 2023? * Who will have oversight of entries for Te Reo Matatini me te Pāngarau | Literacy and Numeracy standards? * How prepared are we for digital assessment?   + Are we familiar with Assessment Master?   + Do ākonga have digital skills?   + Do ākonga regularly use their NZQA logins?   + Are there enough devices? How often do we check them?   + Are our teachers increasing their digital capability? |
| **Planning** |
| * Will we still have an assessment calendar? How will we manage crunch points now that internals are all going to be about 5 credits? * What will courses look like? * Will all Achievement Standards in a subject be offered in or across courses? * Will our use of Unit Standards change? * What will Literacy and Numeracy look like in student programmes? How will we track if they're ready to be assessed for the corequisite standards? * How will students monitor their progress towards standards where evidence is collected over time? |

**Our** **2024 Readiness Plan – next steps:**

**Initial thoughts**

**Questions**

**Next steps**

**Quality Assurance updates**

**Changes to the Managing National Assessment Review**

At last year’s seminar we discussed how the MNA format has changed with a focus on the evaluative questions that a School Relationship Manager considers when reviewing a school.

**Credible Assessment:**

1. Is assessment practice consistent?
2. Is assessment practice credible?
3. Does assessment practice meet student / ākonga needs?

**Quality Assurance:**

1. Are external moderation outcomes consistent with the standard?
2. Do internal moderation processes ensure all reported results are verified?
3. Do external audits/reviews and data analysis indicate good practice?

**Self-Review:**

In the context of credible assessment practice and quality assurance, does the school display

1. Sound leadership?
2. Capability by leaders and teachers to meet consent requirements?
3. Ownership of assessment and moderation processes by leaders and teachers?

**A Model of Continuous Improvement**

Last year, several schools attended Customer Relationship Meetings after the LNA seminars to discuss NZQA’s interaction with schools.

Improvements to the MNA process were discussed, and this has informed the implementation of a Model of Continuous Improvement to support schools to enhance their quality assurance processes. The model will help to ensure MNA outcomes are addressed with ongoing support from School Relationship Managers in a timely manner.

***Notes:***

* There are 3 categories of MNA outcomes – Considerations (improvement), Action Items (potential risk), and Significant Issues (risks) that reflect the level of risk to the school meeting its consent requirements.
* Action Items and Significant Issues are addressed through an agreed plan between the SRM and the school, to be completed in a specified time.
* NZQA will provide resources through physical or remote meetings to support the issues being addressed.
* If issues are not resolved, they will be escalated and could result in a condition being imposed on a school or kura’s consent.

Diagram

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**Discuss:** Can you suggest any other ways School Relationship Managers could support schools to follow up issues and maintain their consent to assess?

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|  | **Managing National Assessment (MNA) Review Outcomes** | | | | | | | | |
| **Considerations**  Suggested improvements | Published in draft and final copy of the MNA | Next school visit discussion with school |  |  |  |  |  |  |
| **Action Items**  Potential risk to school not meeting its Consent to Assess obligations | MNA Draft is sent to the school identifying Action Item(s) | MNA Draft is accepted by the school | SRM sends to the school the Action Plan Template with the draft report.  The template asks the school to identify the  steps required to address the A**ction Item(s)** and who in the school has the responsibility **to** address the Action Item(s) | The Action Plan is agreed | It is NZQA’s **expectation** that the Action Item(s) will be resolved within the agreed timeframe | SRM will **check the progress of the Action Item(s)** being resolved during school visits over the next year and record progress on the Action Plan Template  The school visit can be remote or physical | Resolution of the Action Plan will be checked at the next MNA usually within 3 years of the previous MNA. If not resolved, it could become a Significant Issue |  |
| **Significant Issues**  Risk to Consent to Assess | MNA Draft is sent to the school identifying Significant Issue(s) | MNA Draft is accepted by the school | SRM sends to the school the Significant Issue Action Plan Template with the draft report.  The template asks the school to identify the  steps required to address the **Significant Issue(s)** and who in the school has the responsibility **to** address the Significant Issue(s) | The Action Plan is agreed | It is NZQA’s **expectation** that the Significant Issue(s) will be resolved within one year or two years of the final publication of the Significant Issue MNA report.  SRM will **check the progress of the Significant Issue(s)** being resolved during school visits over the next year and record progress on the Action Plan Template. The school visit can be remote or physical | An **MNA will be scheduled** one or two years following the Significant Issue MNA to report on the progress made to resolve the Significant Issue(s) and all other aspects of the school’s quality assurance processes | If the Significant Issue(s) is not resolved NZQA will:   * schedule **another MNA** within one year * consider imposing a **consent condition** | If the Significant Issue is not resolved after the second, follow up MNA a **consent condition will be imposed** |

**If you have action items in your MNA report…**

## you will receive this form from your School Relationship Manager when you get your draft report, to help with completing the actions.

## **Action Plan**

## **«School» Date of MNA: Month 202X**

*This Action Plan is to be sent to the school/kura with the draft pdfed MNA report, as a Word document.*

*The SRM will have added the Actions and Timeframe from the draft report. The school/kura is to identify who and how they will address the action items and add this to the document. The school/kura is to return the Action Plan to their SRM together* *with the Response to MNA Report form.*

*Progress with the action(s) will be discussed when the School Relationship Manager at their next remote or physical meeting with the Principal's Nominee.*

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| **Action** | **Responsibility**  *Outline who will address the action item(s).* | **Steps**  *Outline how the action item(s) will be addressed.* | **Timeframe** |
| **External and internal review** | | | |
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| **Credible assessment practice to meet student / ākonga needs** | | | |
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| **Internal moderation to ensure the reporting of credible results** | | | |
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**Progress with the action(s) will be discussed when the School Relationship Manager next meets with the Principal's Nominee remotely or physically**

## **If you have significant issues in your MNA report…**

## you will receive this form from your School Relationship Manager when you get your draft report, to help with resolving the issues.

## **Significant Issue Action Plan**

## **«School» Date of MNA: Month 202X**

*This Significant Issue Action Plan is to be sent to the school/kura with the draft pdfed MNA report, as a Word document.*

*The SRM will have added the Significant Issue(s) and Timeframe from the draft report. The school/kura is to identify who and how they will address the action items and add this to the document. The school/kura is to return the Significant Issue Action Plan to their SRM together with the Response to MNA Report form.*

*This document will be a focus of discussion with the Principal’s Nominee at the next school visit and follow up MNA on a 1 or 2 year cycle.*

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| **CAAS Rule** | **Significant Issue identified in the report** | **Responsibility**  *Outline who will address the significant issue item(s).* | **Steps**  *Outline how the significant issue item(s) will be addressed.* | **Timeframe** |
|  | **External and internal review** | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Credible assessment practice to meet student / ākonga needs** | | | |
|  |  |  |  |  |
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|  | **Internal moderation to ensure the reporting of credible results** | | | |
| *2.6iii* | *Internal Moderation processes (example)* |  |  |  |
|  |  |  |  |  |

**Progress with the action(s) will be discussed when the School Relationship Manager next meets with the Principal's Nominee.**

**Resolution of the Significant Issue will be discussed and reported on in the school’s next MNA within 1-2 years.**

**If the Significant Issue is not resolved a condition may be imposed on the school or kura’s Consent to Assess.**

**Arotake Pūnaha MNA Hou –**

**proposal for a new MNA process for Kura Māori**

**Purpose**

To enable kura Māori to engage in the Managing National Assessment process in Te Reo Māori and present their responses and evidence through the Te Hono o te Kahurangi principles framework.

[**Te Hono o te Kahurangi**](https://www2.nzqa.govt.nz/maori/quality-assurance-maori/) **– framework for MNA Reviews for kura Māori**

This is a unique framework and methodology used by NZQA to carry out quality assurance. The framework recognises ākonga Māori choosing to achieve educational success through Mātauranga Māori as relevant to their worldview, context, and practices. Six dynamic and interconnected kaupapa are at the heart of Te Hono o te Kahurangi. The kaupapa act as a common point of reference for NZQA to guide quality assurance conversations and decisions.

The six kaupapa are: Rangatiratanga, Whanaungatanga, Manaakitanga, Pūkengatanga, Kaitiakitanga and Te Reo Māori.

**How NZQA will approach MNA Reviews for kura Māori**

There are three main focus areas:

* **Documentation** in Te Reo Māori from the pre MNA documentation and subsequent email correspondence, through to the end MNA Report.
* Ongoing **onsite support** leading up to the MNA Review, and after the MNA Review as a monitoring mechanism to ensure kura Māori have fully understood what the report states and how to implement any recommendations.
* The provision for the kura to present their ongoing ability to deliver NCEA standards in a kaupapa-based manner using **wānanga** with groups of kaimahi and subsequently a cohort of ākonga, underpinned by Te Hono o te Kahurangi.

**What the MNA Review Day will look like for kura Māori**

* Wānanga with the Principal’s Nominee to discuss quality assurance processes that ensure credible assessment.
* Presentation wānanga with kaiako and then with ākonga, based on a selected Standard. This will allow the kura Māori to present their quality assurance processes in a way that enhances their mana, tikanga and reo.

**What’s next?**

* PNs from kura Māori will be consulted.
* Six or seven kura will trial the new approach in 2023 before it is rolled out for all kura Māori in 2024

If you have any questions about the MNA review process for your kura, contact your School Relationship Manager.

**Changes to External Moderation –**

**see** [Changes to External Moderation A2022/18](https://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/assessment-matters/changes-to-external-moderation/) **– Assessment Matters, 24 November 2022**

NZQA is reviewing the external moderation process, to ensure schools / kura are well supported with assessment when the new internally assessed achievement standards are implemented.     
   
**External moderation for 2023**

In most circumstances Level 1 Achievement Standards will not be moderated (with the exception of the new Te Ao Haka Level 1 standards). There will be no change to the moderation of Levels 1-3 unit standards.

**Refinements to sample selection for 2023 onwards**

* Six samples of student / ākonga work for standards covering the range of Not Achieved, Achieved, Merit or Excellence grades are available. Samples should include:
  + one sample each at N, A, M, E (if a sample at a grade is not available, replace with one at the nearest grade available, but only send a maximum of two samples at N). \*Where possible these should be typical responses for the grade, not borderline.
  + two more from A, M, E. \*These could be borderline or particular pieces of work you wish to have moderated.
* Where the total number of students / ākonga assessed for the standard means there are insufficient samples of learner evidence available, all work must be submitted, but only a maximum of two samples at N.

\*indicates new guidance

**Te Ao Haka implementation – Levels 1-3 2023**    
Schools / kura will be externally moderated on one of the two internally assessed standards for each level of Te Ao Haka they offer, and these standards will be added to Moderation Plans.

**Changes for 2024**  
   
The changes are:

* External moderation of new standards will occur in the same year as assessment, and therefore schools / kura will get most of their moderation feedback in the year that they assess a standard.
* Schools / kura will have one standard per subject of the new Level 1 standards externally moderated if they offer that subject.
* Schools / kura will no longer have a specific moderation submission date.
* Moderation material for standards assessed before mid-June will need to be submitted then, with the remaining moderation material submitted by mid-October.
* Any existing Level 3 standards on a Moderation plan will need to be submitted to the same timeline.

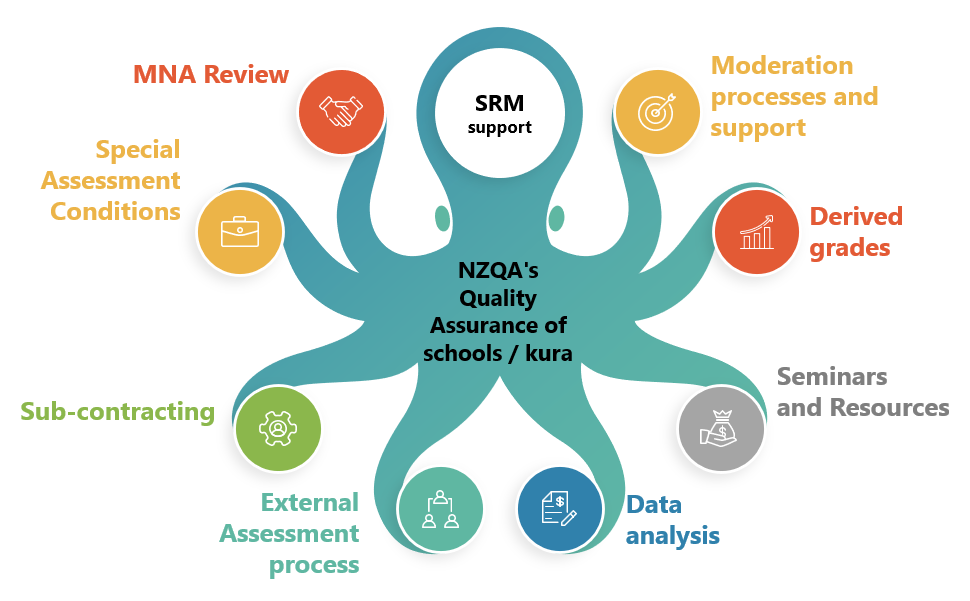
**External Moderation – reminders about submitting digital work to NZQA**

The NZQA external moderation team is happy to accept a wide range of work. There is support for using the [External Moderation Application](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/moderation-online/) and submitting digital materials in the [Guide to the NZQA External Moderation Application for Schools & TEOs](https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/Moderation-Support/EO-EMA-Guide.pdf).

Note *Appendix D: File Management & Digital Submissions*, which has been updated to include a wider range of digital formats.

Whether you are new to submitting digital work or experienced, it is helpful to review the above Guide, as it is frequently updated.

|  |
| --- |
| Consider:  Are your digital storage policies fit for purpose?   * + Is everything accessible regardless of staff turnover?   + Is everything accessible regardless of the time of the year? |



**Reminders, Reviews and Updates**

**Reminder – Changes to University Entrance Literacy Standards**

A change to UE requirements was [communicated to schools](https://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/assessment-matters/changes-to-ue-literacy-requirements/) in 2018. Schools / kura were reminded of this in an [EmaiLink in March 2022](https://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/emailink/december-3/) (General Admin and Data section) and in the [2022 Leading National Assessment seminars](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/the-principal-s-nominee/resources-for-principals-nominee/) (Reminders section in Handbook and PowerPoint).

The changes were then [phased in](https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/changes-to-the-list-of-standards-that-can-contribute-to-university-entrance-literacy-requirements/) (see Periodic Review section) to allow schools / kura to [plan](https://www.nzqa.govt.nz/assets/qualifications-and-standards/Awards/University-Entrance/2019/UE-lit-list-for-2019-planning-purposes-FINAL-updated.pdf) around them. The changes [came into effect](https://www.nzqa.govt.nz/assets/qualifications-and-standards/Awards/University-Entrance/2019/UE-lit-list-review-changes-FINAL.pdf) at the start of 2020, with additions to the list included at the start of 2020, but the removals were given an extra two years to be phased out by the end of 2021.

You may still have students / ākonga who are affected by the changes. When tracking their progress, note that UE is not attained in steps. Students / ākonga must meet the current requirements at the time of awarding UE.

**Reminder –** [**Course Approval for International Student Classes**](https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/secondary-school-consent-to-assess/course-approval-for-international-student-classes-courses-or-programmes/)

Please remember to follow the guidelines for course approval for international students.

A further reminder too that where students have any entries reported to NZQA, the following fees apply:

International student entry to NCEA standards - $333.30 per year

International student entry to Scholarship subjects - $88.87 per subject.

**Reminder – NCEA me te Whānau workshops**

NCEA me te Whānau is an NZQA led programme designed to help whānau Māori better understand NCEA. This is done through workshops hosted by schools, kura and community groups.

When parents and whānau understand NCEA they are more likely to engage with their child’s learning journeys. By being engaged, whānau increase their child’s chance of success.

Express your interest for a workshop at your school or kura using [this link](https://nzqa.au1.qualtrics.com/jfe/form/SV_9ZA873TAXGm0jNI).

**Reminder – NCEA ma le Pasifika workshops**

NCEA ma le Pasifika workshops help Pacific learners, parents and communities understand NCEA. These free workshops are fun, interactive and include information about NCEA, subject choices, career pathways, digital exams and available support

Book a free NCEA ma le Pasifika workshop using [this link](https://www2.nzqa.govt.nz/pasifika/ncea/ma-le-pasifika/).

**Reminder - Assessor Support**

Support for the assessment of internally assessed standards is available via the NCEA Subject Pages. There are a wide range of resources available for assessors. These include online courses, digital materials, face-to-face workshops and much more. New resources are added regularly.

To access our online courses, teachers require access to **Pūtake**, NZQA's Learning Management System. Please ask your Delegated Authoriser to assign teachers access to Pūtake, following the simple steps shown in [this document](https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/PN-Seminars/2023-LNA-Seminars/How-to-Provide-Access-to-NZQAs-LMS.pdf). Pūtake contains over 150 free, online courses to increase teacher confidence in assessing NCEA. More information about accessing these standard-specific online courses is available [here](https://www.nzqa.govt.nz/about-us/events/assessor-support/online-assessor-support/).

**Review – University Entrance**

An External Reference Group will provide representative advice to NZQA over the next two years while it undertakes a review of the requirements for the award of University Entrance.

This review will ensure UE requirements are aligned with the changes arising from the NCEA Change Programme. It is expected that they will begin to apply to the award of UE for the 2026 academic year. Consultation will take place with schools and kura and other key stakeholders over the next two years.

**Review – Equity in Scholarship Project**

In 2021 NZQA initiated the Equity in Scholarship Project to investigate why participation rates for Māori and Pacific students / ākonga remain low for New Zealand Scholarship. Phase two of the project has been completed and a draft Insights Paper will be available soon; see a future EmaiLink for updates.

**Update – Te Ao Haka**

If your school or kura intends to assess the Te Ao Haka Standards in 2023 you should have completed the form at [Te Ao Haka – New Zealand Curriculum Subject » NZQA](https://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/assessment-matters/te-ao-haka-new-zealand-curriculum-subject/)

NZQA will be hosting a Te Ao Haka symposium in Wellington on 3 March 2023 for those kura assessing or wishing to learn more about Te Ao Haka. NZQA will also host a series of workshops throughout 2023. If you would like further information, please contact Anthony Karauria, Programme Lead Te Ao Haka - [anthony.karauria@nzqa.govt.nz](mailto:anthony.karauria@nzqa.govt.nz).

**Update – Changes to personalised exam booklets**

Students with digital entries for Level 1 standards in 2023 will not be provided with a set of printed and personalised exam booklets. This is to reduce the amount of waste from unused exam booklets.

Please note:

* PDF booklets will be available to download and print if required
* Small buffer packs with extra papers will still be provided to allow for late entries or walk-ins on the day of the exam who are not prepared for a digital exam
* Students / ākonga can’t switch to paper during the examination – this applies to all three standards in the exam session
* Paper resource booklets will still be provided.

**Update – Website Changes**

The following updated NZQA website pages are now live:

- [International](https://www2.nzqa.govt.nz/international/)

- [Māori](https://www2.nzqa.govt.nz/maori/)

- [Te Aka - NCEA Review](https://www2.nzqa.govt.nz/ncea/te-aka/)

More changes coming soon, including to Learner login and Provider login pages.

**Update –** [**Review of Vocational Entrance**](https://www.nzqa.govt.nz/providers-partners/rove/)

**Skill standards**:

Over time, skill standards will replace unit standards as the core components of vocational qualifications. Unit standards will continue to count towards the credit requirements for NCEA at all levels, and unit standards can be included in course planning as they usually would.

* **Industry Training -** All transitional Industry Training Organisations have now been disestablished, with most of their work relating to schools moving into Te Pūkenga or other private training establishments.
* **Rules -** NZQA reviewed its quality assurance rules late in 2022 to reflect amendments to the Education and Training Act and to ensure the rules remain up-to-date and fit for purpose. Most rules are specific to non-university tertiary education providers, but schools who offer small vocational programmes in conjunction with tertiary providers may be interested in [new rules to support micro-credentials](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/micro-credential-approval-and-accreditation/). The new rules allow schools and kura to apply for approval of micro-credentials, and to deliver them.

**Where to find it…**

|  |  |  |
| --- | --- | --- |
| **NCEA Change Programme** | [NCEA Change Programme](https://ncea.education.govt.nz/what-ncea-change-programme) | MOE NCEA Education site – resources, guidance, achievement standards, tools and corequisites for both Te Marautanga o Aotearoa and The New Zealand Curriculum. |
| [Te Aka](https://www2.nzqa.govt.nz/ncea/te-aka/) | NZQA resources for pilot achievement standards, and corequisite standards. |
| [Mana Ōrite mō te Mātauranga Māori – Equal status for mātauranga Māori in NCEA](https://ncea.education.govt.nz/mana-orite-mo-te-matauranga-maori-equal-status-matauranga-maori-ncea) | MOE resources to support change 2 of the NCEA Change Programme – videos, toolkits, and templates to use with staff |
| **Being a Principal’s Nominee** | [Resources for Principal’s Nominee](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/the-principal-s-nominee/resources-for-principals-nominee/) | LNA Seminar Handbooks and PowerPoints  Principal’s Nominee Handbook  Action items by calendar month |
| [Key dates calendar](https://www.nzqa.govt.nz/about-us/events/2022-key-dates-for-national-secondary-qualifications/) | Key dates relating to secondary qualifications, including data deadlines, submissions, and exams |
| [EmaiLink](https://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/emailink/) | Regular update from SRMs to PNs |
| [Mythbusters](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/ncea-the-myths/) | Clarifying assessment practice issues |
| **NZQA’s Learning Management System** | [Pūtake](https://lms.nzqa.govt.nz/) | Each teacher should have ESL (Education Sector Login) access. Resources for improving internal assessment practice, and other e-learning courses including Assessment Master. Check in often. |
| **Application**  **information** | [Derived Grades](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/) | For help: [derivedgrades@nzqa.govt.nz](mailto:derivedgrades@nzqa.govt.nz) |
| [Special Assessment Conditions](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/annual-needs-analysis-3/) | For help: [sac@nzqa.govt.nz](mailto:sac@nzqa.govt.nz) |
| [Education Sector Login](https://applications.education.govt.nz/education-sector-logon-esl) | [Roles to assign](https://www.nzqa.govt.nz/assets/About-us/Publications/EmaiLink/Appendix-2-NZQA-School-access-quick-reference-guide.pdf) in your school / kura |
| [Extension of Consent to Assess](https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/secondary-school-consent-to-assess/extension-of-consent-to-assess-for-schools/) | Getting permission to assess standards beyond Base Scope |
| [NCEA Reviews and Reconsiderations](https://www.nzqa.govt.nz/ncea/ncea-results/reviews-and-reconsiderations/) | Available through each student’s learner login |
| **Some other useful links – add your own!** | [Standards Exclusion List](https://www.nzqa.govt.nz/ncea/standards-exclusion-list/) | Current Achievement and Unit Standards |
| [Standards Exclusion List](https://ncea.education.govt.nz/exclusion-list) | Pilot and current Achievement Standards |
| [External Moderation](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/secondary-moderation/external-moderation/) | Managing external moderation – including a guide to managing the External Moderation Application. |

**[2023 LNA Seminar EVALUATION](https://forms.office.com/pages/responsepage.aspx?id=pgSjawpS3UyvvlpBkZ7TitTwyDFuuidIvMAeRgzrOAhUMFBMNEVGNkFaUUdBVzdGSE5KR1VCTFZGSSQlQCN0PWcu&web=1&wdLOR=c9634EF23-1A73-445D-ABCA-0D2C5E41BE03)**

**…and in case you missed it on page 25, please complete this**

[**Digital Assessment survey**](https://nzqa.au1.qualtrics.com/jfe/form/SV_29JpnQ2RPxz0XRA)