Leading National Assessment

Seminar Handbook
2020

February/March 2020

Dear Colleagues

2020 Leading National Assessment Seminar

I warmly welcome you to this year's Leading National Assessment Seminar.

The seminar is focussed on supporting school leadership through changes in the assessment environment, as well as in response to your 2019 seminar feedback and School Relationship Manager discussions with Principal's Nominees and Senior Leaders.

We aim to give you the opportunity to discuss approaches that support the current and future needs of students, and contribute to addressing equity of NCEA outcomes.
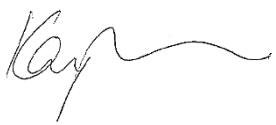
We look forward to being able to inform you of changes to NZQA processes and our planned future direction.

NZQA appreciates the work that you do and hopes that the seminar will provide information, guidance and resources that assist you in your role in leading assessment.

We also hope that the seminar will be an opportunity for you to meet staff from other schools and serve as a valuable means of developing collegial support for one another.

NZQA wishes you and your school community well for 2020.

Warmest regards

Kay Wilson
Manager
School Quality Assurance & Liaison

Programme and Resources

Session 1 aims to:

- provide the opportunity to share and discuss approaches that support the current and future needs of students

- contribute to addressing equity of NCEA outcomes, using STEM subjects and digital exams as examples, and within your school's context.

Session 2 aims to:

- highlight changes and good practice in exams

- clarify why the correct use of a provider code is important

- share developments relevant to international students.

Contents   Page

Notes

Presentation slides

Equity

This is what you told us - Equity in STEM

The Key Influences

Relationships

What works:

- Teachers know student well
- Engagement with whānau
- High expectations of achievement
- Quality teaching and learning
- Ethic of care
- School-wide Māori and Pacific culture inclusion

Pathways

What works:

- Access to next level courses
- STEM course planning
- Reflective analysis of student achievement data by ethnicity, including future goal setting
- Careers guidance

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA
QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Equity

Reminder of equity ratio

- Shows the achievement gap between different groups
- Can be used to monitor progress of your school goals towards equity of achievement

Equity Ratio Revisited:
*The **equity ratio** is the percentage of successful students in the target group expressed as a percentage of the successful 'Other' Students.*
For example, for ethnicity:

$$\frac{\text{Māori Student Achievement}}{\text{Other Student Achievement}}$$

$$\frac{\text{Pacific Student Achievement}}{\text{Other Student Achievement}}$$

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Presentation slides

NCEAOnline
2019 in review

Compared with 2018...

4x 202 — **Schools**

3x 14395 — **Students**

4x 35 — **Digital exam sessions**
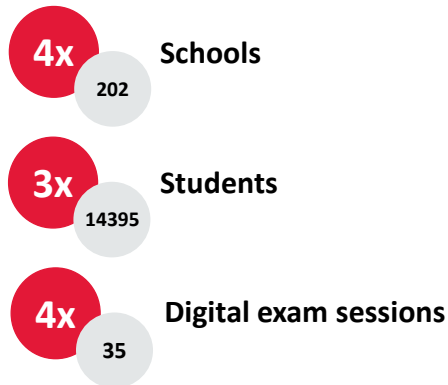
NCEAOnline
2020 delivery

- $^2/_3$ NCEA exams available digitally

- New subjects

- More students doing more subjects

- Streamlining service delivery and functionality

- Practice activities, training and support

Presentation slides

NCEAOnline

2020 research focus

- Delivering digital exams without internet

- Scholarship digital exams

- More than one digital external assessment per year

- Supporting equity and inclusion through

    o trialling text to speech in English, and text to speech and spellcheck in Te Reo Māori

    o using data, evidence and best practice that supports Māori and Pacific participation

- Considering using the digital platform to:

    o assess Mathematics and Statistics, use school SAC software and run practice exams

- Marking scanned exam papers

NCEAOnline

Moving forward

NZQA is taking a staged approach to digital exams

We suggest a similar approach for schools

- Dip a toe in: start where you can build confidence

- Add students and subjects each year

- Work with NZQA and N4L for support and preparation

- Consider your barriers and what could help

Presentation slides

Examinations

Notification of computer use

- For candidates requiring only computer use (no other SAC)

- Wherever possible, enter students in digital exams

- Notify NZQA via SAC online tool to enable ECM planning

- School to manage:
    - resourcing e.g. access to computers, printers, IT set-up
    - logistics e.g. rooming, supervisors
    - parental expectations

- Suggest trial in 2020 to match available school resources

Examinations

SAC students entry in digital exams

Recommend:

- use the student's SAC needs analysis to consider the implications

- involve students in the decision-making to assist their understanding

- prepare students well e.g. use of digital exam platform and practice activities

Presentation slides

Examinations

Effective examination preparation

Schools:

- support candidates to develop in-depth understanding of learning to:
    - demonstrate their knowledge and skills well
    - respond positively to changes in exam papers
    - use exam techniques effectively

NZQA:

- provides resources (exemplars / past papers / assessment schedules) to supplement good teaching
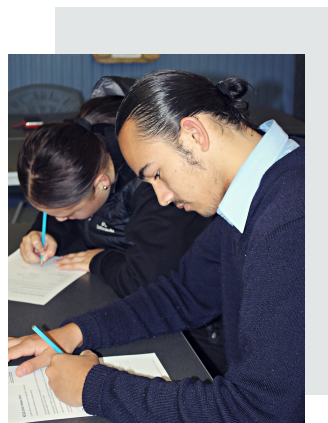- uses self review and feedback to improve questions, formats and resources

Examinations

Assessment Specifications

Reminder:

- Updated annually for all subjects and levels (end of year/ March / notified in circular)

- Must be checked every year

Presentation slides

Using the right provider code

Important because:

3,910,386 internal results reported using school provider code in 2018

Currently

- **5,300 external MOU relationships with consented providers**

- **8.4% of internal results reported using other provider codes (tertiary and school)**

- **113 approved sub-contract arrangements**

Since 2016

- **101 NZQA investigations**

- **Most investigations involved use of an unconsented provider code**

International students

Course approval

- For courses exclusively or mainly (> 50%) for international students
- To ensure equitable standard of instruction

2019 4E Education Approval Status	Number of schools
All courses approved	19
Some courses approved	27
No approval	44

Refer to Circular A2020/1

Presentation slides

International students

Changed processes 4E Education

Now:

- part of consent: same programme requirements as Consent to Assess (Rule 2.5 i – v)

- one-off brief application stating Consent requirements met

- annual attestation

- monitor during SRM school visits and MNA review

International students

School responsibilities

Schools:

- pay NCEA and Scholarship fees to NZQA

As Code Signatories:

- monitor to ensure students:
    - met Visa requirements eg attendance, academic progress
    - undertake the educational instruction they are enrolled for

- meet other obligations under the Code

Further information will be sent to schools

Refer to Circular A2020/2

NCEA Online

Student feedback - what we heard and what we're doing

Last year students gave us feedback on digital exams through email, surveys and digital exam supervisors. 93% of these students continue to prefer completing the exam digitally. We used this, along with feedback from schools, whānau, educators and our suppliers to inform our next steps, including how we can improve the experience.

These are the core themes of their feedback that students provided, and our next steps.

Preparation and confidence

> I felt more comfortable with paper as I was used to the process and reduced the stress of having to be concerned if my laptop was to have issues i.e. crash or battery die" - Student, Decile 9 school

What we heard:

Digital exam supervisor reports noted why student/s had moved from digital to paper on the day of the exam. For some, this was because it was always their intention to answer on paper or they didn't feel confident sitting a digital exam. For others, reasons range from not being familiar with the exam platform to anxiety around connectivity to the exam platform.

What we're doing:

We will update our familiarisation activities with the goal of building confidence in the exam platform. Providing a teacher's guide for digital exams, so they can confidently know when and how to prepare students for the different skills they need.
Switching to paper at any point before or during a digital exam will remain an option for students.

Devices

What we heard:

Students were not always confident that their device was appropriate. Issues included devices being slow or having short battery life and students not being confident in setting up their device for a digital exam e.g. disabling notifications and screensavers.

What we're doing:

We continue to recommend that only those schools that are already teaching and assessing internally digitally should offer digital exams. This year, we will be providing more targeted advice on device set up, through our teacher's guide for digital exams and our familiarisation activities.

Digital exam design

What we heard:

Some students did not like the format for certain exams, including the size of text boxes and how exam resources are displayed on screen. Students were also not aware of all the functions available to them in an exam e.g. spell check.

> "It's hard to write my essay in a narrow column so if it was wider it'd be easier" - L1 History student

What we're doing:

For 2021, we are working with our exam development team to provide more of what candidates said they liked, and less of what they said they didn't. We are also working with our exam platform provider on further improving the user experience.

NCEA Online

Your Story

Each school is somewhere on their journey to delivering digital exams. Use this template to describe a recent example for your school looking at a barrier or enabler to delivering digital exams.

Barrier/Enabler

E.g. devices, student confidence, infrastructure

Your challenge:

(1-2 sentences)

How did you overcome this challenge? If you haven't, how did you decide that you're not yet able to?

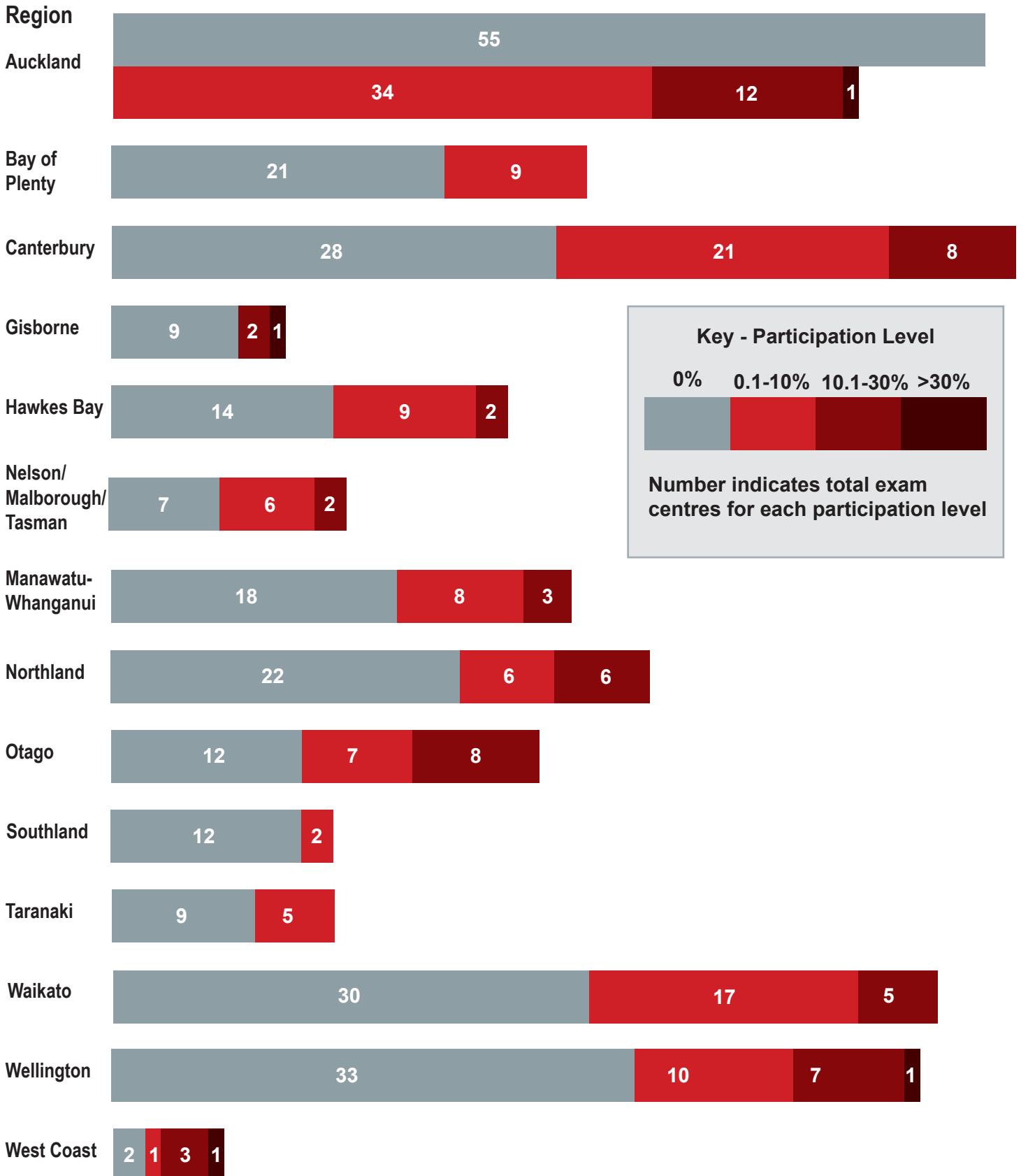*(3-4 sentences)*

Outcome:

(1-2 sentences)

What do you need to do next?

E.g. to overcome our barrier or to boost our digital entries
(2-3 sentences)

NCEA Online

## Exam centre participation in NCEA Online by region in 2019

Some schools dipped a toe in for the first time, while others began increasing their participation. The graphs show the number of exam centres in each region, and the percentage level is based on digitally externally assessed results relative to total externally assessed results (excluding submitted subjects).

Region

Auckland
55
34 | 12 | 1

Bay of Plenty
21
9

Canterbury
28
21 | 8

Gisborne
9 | 2 | 1

Hawkes Bay
14
9 | 2

Key - Participation Level

| 0% | 0.1-10% | 10.1-30% | >30% |

Number indicates total exam centres for each participation level

Nelson/ Malborough/ Tasman
7 | 6 | 2

Manawatu-Whanganui
18
8 | 3

Northland
22
6 | 6

Otago
12
7 | 8

Southland
12
2

Taranaki
9
5

Waikato
30
17 | 5

Wellington
33
10 | 7 | 1

West Coast
2 | 1 | 3 | 1

NCEA Online

Level of participation in NCEA Online by region in 2019

This map shows the percentage of digitally assessed results against total exam results by region, for all 198 exam centres supporting 202 schools who participated digitally in 2019 (digitally submitted subjects are not included).
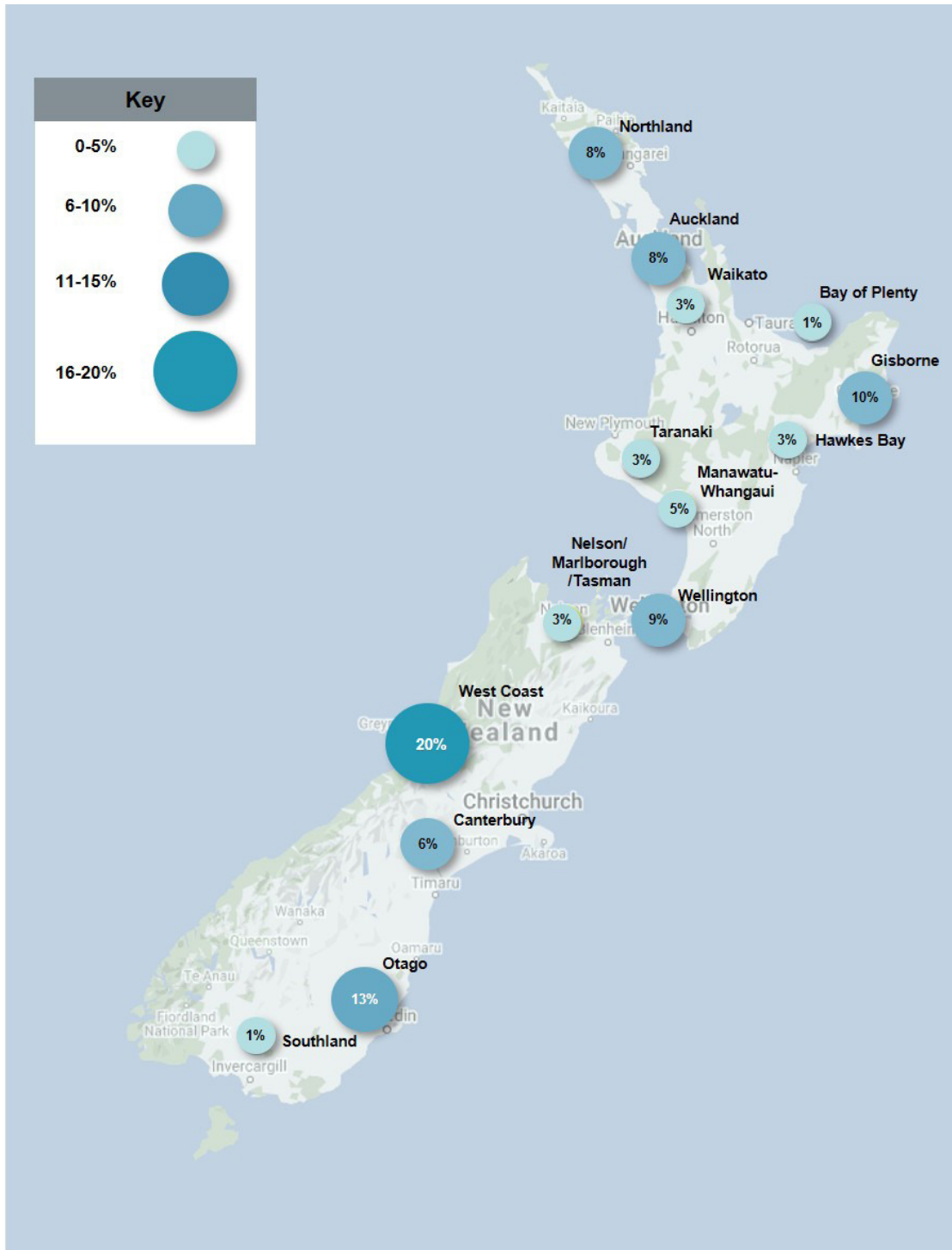
Near star/Far star

Find out more about each step in creating your near star/far star journey plan and fill out the template on the next page. Start the activity at the bottom and work your way up. Change isn't linear, so when you implement your plan, you'll start at the top but you'll probably jump between steps as you learn and adapt.

Near star *- your intermediate goal*

This is your short term goal - something you can achieve in the next 3 to 5 years. It is a tangible step towards your far star.
Your near star will help you frame your interventions and solutions.
Use this model:
"to increase/decrease (a metric of improvement) by/for/within (a time frame)"
E.g. "*to increase Māori and Pasifika participation in STEM subjects at NCEA Level 3 by 15% within 5 years.*"
"*to increase participation in English digital exams to 95% of students*"

Intervention/solution *- what will you do?*

Now you understand the question, you can look for a solution.
Based on your current knowledge and considering your school's resources, and capabilities, find a place to start working on your solution.
Consider:
What will you do or produce?
What programme/service are you looking to create and implement?
Is there anything currently in place that could be leveraged in your solution?

Brainstorm: How might we? *- define and frame a question*

Get a group together and run a brainstorming session based on your question. Remember, when you brainstorm, defer judgement and go for quantity. Wild ideas can lead to new ways of approaching a problem.
Use this model:
"How might we get/help (target group) to (change in human behaviour/feeling)"
E.g. *"How might we help Māori and Pasifika students feel more confident studying STEM subjects?"*
"How might we help students feel more confident moving to digital exam?"

Your school resources *- what resources do you have to implement change?*

What does your school have at your disposal that will help you get to your goal? This includes people, time, space, budget.

If you don't have a lot of resources, consider what you can do with the resources you have currently available. These changes don't need to be big, or all once. Think about opportunities you have that can be leveraged to have a large impact for a smaller input or effort.

Far star *- your ultimate goal. What does this ideal future look like?*

What does an ideal future look like for your school? Even if you don't think this is something you'll achieve in your working life, it will guide the work you do along the way.
Use this model:
"A (system) in which (the quantifiable or tangible state you seek)"
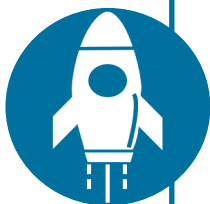E.g. "*A school in which all students have equal educational outcomes, regardless of their background/learning needs/gender/race.*"

Near star/Far star

Change Plan Template

Near star - *your intermediate goal*

Intervention/solution - *what will you do?*

How might we? - *define and frame a question, with your students and staff at the centre*

Your school resources - *what resources do you have to implement change?*

Far star - *your ultimate goal. What does this ideal future look like?*

This framework for innovation is from the Stanford Social Innovation Review "Design Thinking for the Social Sector" programme

Examinations

Assessment Matters

Notification of Computer Use by Students for the 2020 NCEA Examinations
A2019/17 - 22 Nov 2019

To: Principal/Tumuaki
Principal's Nominee
Special Needs Coordinator/Learning
Support Coordinator
Digital Assessment Coordinator
All teachers

Notification of Computer Use by Students for the 2020 NCEA Examinations

For the 2020 NCEA examinations, students who require the use of a computer will not need a Special Assessment Conditions (SAC) application to be submitted by the school for NZQA approval. For planning and logistical purposes, however, schools will need to notify NZQA of all students who will be using computers for the external NCEA examinations.

This notification is not required for students sitting a digital examination delivered online by NZQA. Wherever possible, students who require the use of a computer should be entered into digital examinations, as this will provide the optimal experience for students.
The notification process will only apply if a student wishes to use a computer (with small group separate accommodation) and no other SAC (e.g. reader, isolated separate accommodation, etc.). Students with multiple SAC requests will need to be processed through the normal SAC application process.

Consultation on change to current process for New Zealand Scholarship in 2020
A decision about extending access of computer use to all Scholarship candidates will be made after consultation in 2020.
In the meantime, students with a SAC entitlement to computer use may continue to use a computer for the New Zealand Scholarship examination in 2020.

Enquiries
Queries should be directed to the school's School Relationship Manager or a member of the NZQA SAC Team on 0800 697 296 or at sac@nzqa.govt.nz
School Relationship Manager
School Quality Assurance and Liaison
Telephone: 04 463 3000
Fax: 04 463 3115

Link: https://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/assessment-matters/notification-of-computer-use-by-students-for-the-2020-ncea-examinations/

Examinations

Notification of Computer Use by Students for the 2020 NCEA Examinations

Key Messages

NZQA has initiated a staged process to make the use of a computer for external NCEA examinations available to all students, not only SAC students. Stage one of this process starts in 2020.

Given the resourcing and logistical implications of this development, schools should carefully consider how this should be implemented for their students in 2020. Schools are strongly recommended to consider relevant SAC students first before possibly extending to other students, bearing in mind resourcing requirements. Schools set their own policy on how this will be implemented for their students in 2020.

Notification process

1. For the 2020 NCEA examinations, students who only require the use of a computer will not need a Special Assessment Conditions (SAC) application to be submitted by the school to NZQA for approval. For planning and logistical purposes, schools will need to notify NZQA of all students who will be using computers for the external NCEA examinations. This is not required for students sitting a digital examination delivered online by NZQA.

2. A decision about extending access of computer use to all Scholarship candidates will be made after consultation in 2020. In the meantime, students with a SAC entitlement to computer use may continue to use a computer for the New Zealand Scholarship examination in 2020.

3. Wherever possible, students who wish to use a computer for external NCEA examinations should be entered into the available digital examinations. These students will be treated the same as other non-SAC students should they move to paper during the digital examination for any reason.

4. The notification process will only apply if a student wishes to use a computer (with small group separate accommodation) and no other SAC (eg. reader, isolated separate accommodation, etc.). Students with multiple SAC requests will need to be processed through the current full SAC application process.

5. No evidence will need to be submitted to NZQA in support of this computer use notification.

6. Students for whom the school has lodged a computer use notification will not be able to change computer use for a writer or extra time for certain examinations. If a student requires this flexibility, then the current full SAC application process should be used.

7. Students must type for themselves. Those who need to use a Typist will have to be approved through the current full SAC application process.

8. Notifications will have to be completed by schools using the current SAC online tool which has been amended to accept notifications.

9. All computers used by students for examinations (whether approved through the SAC process or through a notification) must be securely set up to the same specifications currently applying for SAC students.

10. From mid-2020, schools will need to attach computer use to the students' NCEA examination sessions in the same way as SAC entitlements are attached to examination sessions.

11. When considering which students to submit notifications for, schools should be particularly mindful of resourcing implications such as sufficient devices, printers, rooms, supervisors and IT support. A discussion with the Exam Centre Manager may be appropriate.

12. Queries should be directed to the school's School Relationship Manager or a member of the NZQA SAC Team on **0800 697 296** or at **sac@nzqa.govt.nz**

Examinations

Guide for the Provision of SAC Entitlements for Digital External Exams, MCAT, and DT & HM CATs

- Schools should carefully consider whether Digital External Exams are appropriate for SAC students dependent on their specific circumstances and resourcing/logistical implications.
- This guide is intended to assist schools in the application of these SAC entitlements when students are entered for any of the Digital External Exams.

Entitlement	
Computer	• As all Digital External Exams require the use of a computer, no additional accommodations are provided. However, computers used by SAC students should be set up in the same way as if they were not sitting the Digital External Exam as these students may opt out of all or part of the digital exam and revert to "ordinary" SAC computer use.
Small Group Separate Accommodation	• If this has been granted only because the student also has an entitlement for computer use, then the student is accommodated like any other student doing the Digital External Exam. • If this has been approved for a reason other than computer use alone, then you must decide whether you can manage this entitlement in a Digital External Exam room or the students still need separate rooming (eg availability of room, supervisor, etc.).
Isolated Separate Accommodation	• You must decide whether you can manage isolated separate accommodation for a Digital External Exam (eg availability of room, supervisor, etc.).
Writer	• Although it is possible for a writer to type for a student in a Digital External Exam there seems to be little point in doing this. We recommend that students needing a writer sit the paper-based exam. The decision for a writer to type is made by the writer, not the student. You must decide whether you have the resources to manage a writer/typist for a Digital External Exam (eg availability of a typist, room, supervision, etc.).
Reader	• There is currently no text to voice capability in the Digital External Exams so in most cases we recommend students sit the paper-based exam. While a reader can be used for the digital exam, we do not recommend this unless it has been trialled, so both the student and the reader are confident. You must decide whether you have the resources to manage a reader for a Digital External Exam (eg availability of room, supervisor, etc.).
Extra Time	• Extra writing time is granted as for paper-based exams.
Rest Breaks	• Rest breaks are granted as for paper-based exams.
Special Papers	• Students have the ability to change the font size in their typed responses. Students will not be able to change the font size of a question but can use the zoom function of the browser to increase its size. It will not be possible to change the background screen colour.
Complex Issues	• If a student has complex issues requiring specialised support, please contact the NZQA SAC team at sac@nzqa.govt.nz.
MCAT	• As this is administered by schools and not a November exam, you will not find it on the SAC exams processing lists for your students. • However, you do need to provide SAC for this assessment. Provide a reader and/or writer/typist if the student wants to use them. Extra time entitlements: provide 10 minutes as it is a one-hour exam. Rest breaks: as needed, up to 10 minutes extra. • A student may opt to swap computer and writer for extra time.
Digital Technologies CATs	• As these are administered by schools and not November exams, you will not find them on the SAC exams processing lists for your students. • However, you do need to provide SAC for these assessments. Provide a reader and/or typist or reading and/or speech-to-text software if the student wants to use them. Extra time and/or rest break entitlements: there are two one-hour standards at each level but as each session is 3 hours the third hour will be sufficient for extra time and rest breaks if needed.

A digital supervisor can monitor from a central location, up to ten students who are separately accommodated with an exam assistant or those who need to be isolated.

Using the right provider code

Obligations associated with the use of a provider code

All results for internal assessment reported to NZQA are received with a provider code attached to them. Unless a school enters the external provider code of an external assessor, all of the results being reported to NZQA have the school's own provider code attached to them by default.

For all reported results, the school must ensure that it uses the correct provider code. In every instance, the provider code identifies, for the particular assessment, the organisation:

- whose Consent to Assess is being exercised
- that is required to hold a course enrolment for each of the students being assessed
- that undertakes the assessment and awards the grade to the particular student
- whose appeal procedures and other assessment procedures are 'in play'
- that attests that the student work is authentic
- that is responsible for all aspects of internal moderation
- that is responsible for ensuring samples of student achievement are adequately stored to meet moderation requirements and to respond to student appeals

School employees are able to exercise the school's Grant of Consent to Assess

The school's Grant of Consent to Assess can be lawfully exercised only by individuals who are employed by the school's Board of Trustees.

A school cannot sub-contract its Consent To Assess to an organisation, or individual who is not employed by the school's Board, and that does not hold Consent To Assess for the particular standard(s), without NZQA approval.

A school may unintentionally breach the Rules

Schools that have been granted NZQA Consent to Assess must comply with the Assessment and Examination Rules for Schools with Consent to Assess (Assessment Rules) and the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011 (CAAS Rules).

A school is in breach of these rules if another organisation undertakes all or some of the responsibilities listed above but the school reports results to NZQA with its own provider code.

In all cases, the provider whose code is being used to report results must hold NZQA Consent to Assess for the particular standard(s).

Link: https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/secondary-school-consent-to-assess/maintaining-consent-to-assess/obligations-associated-with-the-use-of-a-provider-code/

Using the right provider code

Key Indicators

International students

Assessment Matters

Course Approval for International Student Classes, Courses or Programmes
A2020/1 - 03 Feb 2020

TO: Principal
Principal's Nominee
All teachers

Background information for all schools

Under section 4E of the Education Act 1989, schools are required to apply to NZQA for approval for classes, courses or programmes which are intended exclusively or mainly for international students (4E course approval).

NZQA interprets "exclusively or mainly" as meaning more than fifty percent of the students in the class, course or programme being international students.

Under the Rules, the school must have adequate staff, equipment and premises. The standard of instruction provided must be no lower than the standard that would be expected in any similar class, course or programme for domestic students.

Changes for schools with consent to assess

Approval requirements for consented schools

The approval and monitoring requirements have changed for schools that provide courses, classes and programmes intended exclusively or mainly for international students and have consent to assess against standards. From 2020 requirements will be based on the Guide to Requirements for Consent to Assess for Schools (August 2011) ("CAAS Guidelines").

For schools with consent to gain NZQA approval for a class, course or programme offered exclusively or mainly for international students the requirements of the CAAS Guidelines Part D 2.5.i-v Development, delivery and review of programmes must be met, as outlined in the school's Quality Management System document.

Schools holding consent will be required to complete an application form for each course offered under section 4E of the Education Act (referred to as 4E education) stating that they meet the CAAS Guidelines Part D 2.5 i-v. Further information will be provided by NZQA in the new year.

Monitoring for consented schools

All schools with consent to assess will be required to annually attest whether:

- 4E education is being offered
- the 4E education course, class or programme has been approved by NZQA.

For all consented schools, approval and annual attestation of 4E education will be monitored as part of a school's Managing National Assessment cyclical review of the quality assurance of assessment

systems. An evaluation of 4E education course delivery will be published in the school's Managing National Assessment report. If a significant issue is identified, this could result in part or full removal of consent to assess.

Schools which are non-compliant with section 4E of the Education Act following this evaluation will be managed by NZQA in its role as Administrator of The Education (Pastoral Care of International Students) Code of Practice 2016 under section 16.

No change for consented schools

Non-consented schools will continue with the previous system of 4E course approval where the application for approval is evaluated at their expense and approval attested annually. Compliance will be managed by NZQA as Administrator of The Education (Pastoral Care of International Students) Code of Practice 2016 under section 16.

Enquiries

Please refer any enquiries relating to this circular to your School Relationship Manager.

<div align="center">

School Relationship Manager
School Quality Assurance and Liaison
Telephone: 04 463 3000
Email: firstname.lastname@nzqa.govt.nz

</div>

Circulars are available from the New Zealand Qualifications Authority website (http://www.nzqa.govt.nz/circulars)

NZQA Best Practice Workshops

Assessor Support

- Best Practice workshops offer targeted support with greater flexibility around choice and mode of delivery.

- Refer to www.nzqa.govt.nz/bpws

- Any queries, email **workshops@nzqa.govt.nz**

Purpose: improving assessor confidence in assessment of internally assessed standards.

Face-to-face or online delivery available for all workshops, available on request, including:

- **Making Assessor Judgements Workshops** – aimed at improving confidence in making assessor judgements
- **Cluster Meetings** – offered for a region who want a number of workshops on a specific date
- **Workshop or presentation slot** – a workshop that focuses on need (regional or national) - can be subject-specific or generic.

Additionally:

Transforming Assessment Praxis (TAP) Programme – 9-week online course which:

- looks at ways to change existing resources to better meet the needs of learners
- explores diverse and valid methods of collecting assessment evidence.

Note:

- Why attend these workshops? Teachers can engage with others in a collbaorative space, to improve their assessment practice.
- On request – can be a regional cluster group or subject association. Cannot offer individual support for a school or organisation. Ten participants required for workshops hosted by a school or organisation
- Workshop requests are subject to facilitator availability
- Out of scope – workshops on external standards, teaching and learning programmes, scholarship
- Cluster Meetings – very popular. A region elects to close a number of schools and a number of subjects are able to be held on the same day with reduced costs to schools e.g. no TRDs
- Transforming Assessment Praxis (TAP) – TAP will again have some scheduled offerings in 2020. More information on how to register on Best Practice Workshop pages.