**Activities for teachers new to**

**NCEA standards-based assessment**

**School Quality Assurance and Liaison, NZQA, 2024.**

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**Nau mai haere mai!**

After this course you will be able to:

* describe the requirements to achieve an NCEA qualification
* tailor assessments to meet individual student needs
* explain the different parts of a standard and why they are important
* explain how to mark and quality assure assessments.

**NCEA requirements**

NCEA is the **National Certificate of Educational Achievement**. It is the main secondary qualification for students in Aotearoa New Zealand, the Cook Islands, and Niue.

NCEA is three qualifications, Level 1, Level 2 and Level 3. Students usually begin studying for their NCEA Level 1 in Year 11 and continue through Years 12 and 13. Students usually study NCEA between the ages of 15 to 18.

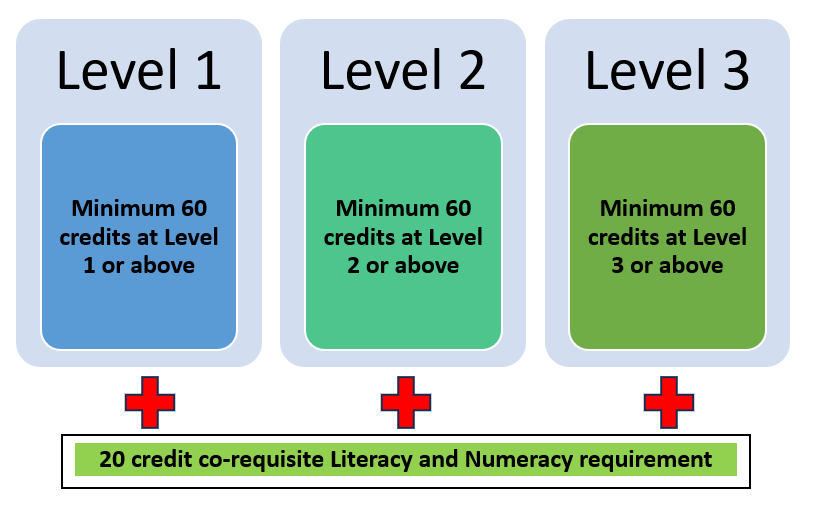
Senior students can also study towards vocational (work) qualifications.

NCEA Achievement Standards link directly to the New Zealand Curriculum or Te Marautanga o Aotearoa. Unit Standards assess work-related skills. Each Achievement Standard, Unit Standard, or Skills Standard has a set credit value.

The credits from each Standard achieved are added up to award a qualification. Qualifications are awarded in January each year, based on the results from the previous year.

At each level, students must achieve at least 80 credits to gain an NCEA certificate. Credits can be gained over more than 1 year. The NCEA co-requisite is a required measure of competency in literacy and numeracy.

**NCEA qualification in 2024 and 2025 = 80 credits**



#### Literacy credit options

* Literacy unit standards 32403 and 32405, or
* Te reo matatini 32414, or
* Assessment standards – [specified achievement and unit standards available through a range of subjects.](https://ncea.education.govt.nz/standards-approved-ncea-co-requisite-2024-and-2025)

#### Numeracy credit options

* Numeracy unit standard 32406, or
* Te pāngarau 32412, or
* Assessment standards – [specified achievement and unit standards available through a range of subjects.](https://ncea.education.govt.nz/standards-approved-ncea-co-requisite-2024-and-2025)

**NCEA requirements**

*Read the information, check the links, talk to your colleagues, and then complete the activity.*

*If an answer is No – write the correct answer.*

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|  | **NCEA requirement?** | **Yes / No & Make it Right** |
| *e.g.* | *Students must complete Level 1 in Year 11* | *False – students can complete any qualification at any year level. Students do not have to complete Level 1 before beginning Level 2 standards.* |
| 1 | Te Reo Māori standards can be used for Literacy in 2024 by any students |  |
| 2 | Students can get University Entrance with just Level 3 NCEA |  |
| 3 | Students need Literacy and Numeracy credits to get a qualification |  |
| 4 | Students must get at least 14 credits in each subject to get Level 1 NCEA |  |
| 5 | Year 10 students can complete standards for NCEA |  |

**Useful NZQA links:**

* [About NCEA](https://www2.nzqa.govt.nz/ncea/about-ncea/)
* [NCEA levels and certificates](https://www2.nzqa.govt.nz/ncea/about-ncea/ncea-levels-and-certificates/)
* [University Entrance](https://www2.nzqa.govt.nz/ncea/understanding-secondary-quals/university-entrance/)

**Standards-based assessment for NCEA**

Standards describe what students who have achieved the standard know and can do.

Standards-based assessment is about recognising student achievement.

**Standards-based assessment for NCEA involves**

* collecting evidence from student work
* determining whether the evidence meets the criteria of the standard.

**Standards-based assessment for NCEA does not involve**

* ranking students or comparing their work against each other’s
* a set number of students who can pass the standard or get a particular grade
* changing the standard in any way.

**Every standard**

* has a level that shows the complexity and skill it takes to achieve the standard.
* has a credit value that shows the amount of time to achieve the learning outcomes for a standard. One credit represents about 10 hours of teaching, learning and assessment.
* may be used to assess any students who is ready. There are no prerequisites based on year level or prior achievement.

There are three types of standards in NCEA: achievement, unit, and skills standards.

**Achievement standards** are based on the New Zealand curriculum and Te Marautanga o Aotearoa. They can be graded

* N for not achieved – evidence doesn’t meet the standard
* A for achieved – has passed the standard
* M for merit – a very good pass
* E for excellence – an excellent pass
* Achievement standards are assessed either internally (marked by the kura) or externally (marked by NZQA markers). They have one achievement criterion.
* Achievement standards can be assessed by any kura with full consent to assess.

**Unit standards** are based on skills that don’t match with a specific curriculum area or are related to other qualifications (e.g., hospitality, animal care, driving, tourism). Most unit standards can be graded only N or A.

* Unit standards are always internally assessed. They usually have several performance criteria.
* Some unit standards are in base scope. Other industry-owned unit standards require special permission for kura to use, by extending their consent to assess.

**Skills standards** are being developed. They will bring together industry skills and learning outcomes, to support greater consistency in programme design and assessment, and clearer transitions between learning and working, and vice versa.

**Standards-based assessment for NCEA**

*Read the information, check the links, talk to your colleagues, and then complete the activity.*

*Match the terms.*

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| 1 | Unit Standards (except dedicated corequisite standards) | a | Are not required to attempt a standard |
| 2 | Achievement Standards | b | Increases learning |
| 3 | Some Unit Standards | c | 1, 2, and 3 usually completed at school |
| 4 | Prerequisites | d | Based on the NZ Curriculum or TMOA |
| 5 | NCEA Levels | e | Require an extension to the school consent to assess |
| 6 | Group performances | f | May be offered once |
| 7 | Feedback and feedforward | g | Always internally assessed |
| 8 | Further assessment opportunity | h | Must clearly identify each individual |
| 9 | One credit | i | Given in the performance criteria of a unit standard |
| 10 | Evidence requirements | j | Ten notional hours of teaching, learning and assessment |

**Useful NZQA links**

1. [Gathering evidence of learner achievement](https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/assessment/resources/gathering-evidence-of-learner-achievement/)
2. [About standards](https://www2.nzqa.govt.nz/qualifications-and-standards/about-standards/)
3. [Unit standard definitions and explanations](https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/assessment/resources/unit-standard-definitions-and-explanations/#:~:text=The%20title%20of%20a%20unit,%2C%20can%20do%2C%20or%20both.)

**Student-centred internal assessment for NCEA**

Assessment for NCEA is about recognising individual student achievement. Students typically have a mix of internal and external assessments in their programmes, depending on their needs, interests, and intended pathway beyond school.

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| **Internal assessment** | **External assessment** |
| The assessment of student’s knowledge and skills by teachers in their school. Students’ work can be assessed in a variety of ways – including portfolios, reports, and performances. | The assessment of students’ knowledge and skills through an activity developed and specified by NZQA, taken under specified conditions, and assessed by NZQA marker panels. External assessment activities can include examinations, submitted portfolios, or common assessment activities. |

**Assessment of each student should involve:**

* offering access to assessment opportunities that reflect their aspirations, interests, abilities, and needs
* holding regular mentoring conversations about their progress
* being able to make informed decisions about their courses and assessments
* having the information and tools to monitor their own progress
* assessing when they are ready.

Teachers make informed changes to internal assessment tasks to meet the needs of students.

**Assessment tasks should:**

* allow students to present their best evidence for the standard
* assess the standard/s only, and nothing else
* fit with student needs, interests, and context
* be fair, free from bias, and inclusive of cultural identity
* remove any barriers to achievement where possible.

**Forms of evidence**

Different forms of evidence can be handed in for the same standard, for students in the same class. Some of the different forms of evidence include:

* written assignments
* portfolios
* sound files or oral explanations
* videos of performances
* detailed checklists of observed performances.

Evidence for a standard must be recorded in a way that means it can be checked (verified) by another subject specialist or moderator.

**You need to store student work carefully**. Your storage system must:

* protect student privacy
* label work with the students, grade, standard, and date
* ensure students’ work is available for kura and external quality assurance
* ensure students’ work is available until it can be replaced with further work for that standard
* ensure students’ work is available, even when the students and/or kaiako leaves the kura; check digital systems are accessible.

**Student-centred internal assessment for NCEA**

*Read the information, check the links, talk to your colleagues, and then complete the activity.*

Consider an assessment task that involves students completing independent research and presenting their findings in your subject.

**Assuming that all requirements of the standard are met**, how could the task be adapted to suit students who:

* Live on a small island
* Have very messy handwriting
* Don’t have access to a computer at home
* Have just arrived at your kura

**Useful NZQA links**

1. [Gathering evidence of learner achievement](https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/assessment/resources/gathering-evidence-of-learner-achievement/)
2. [Aromatawai and the Principles of Assessment](https://www2.nzqa.govt.nz/assets/About-us/News/aromatawai-and-the-principles-of-assessment.pdf)
3. [Design considerations in NCEA assessments](https://inclusive.tki.org.nz/guides/universal-design-for-learning/#design-considerations-in-ncea-assessments)

**Assessing an Internal Achievement Standard**

[**Standards**](https://www.nzqa.govt.nz/ncea/subjects?_gl=1*hw2q5t*_ga*NTE4MTUxOTIuMTY0MzE1ODkzOQ..*_ga_TFQQ681L2E*MTY5OTQ5MzgxMC4xNzIuMS4xNjk5NDk1Nzg2LjAuMC4w)**:**

* describe what students need to know or be able to do in order to gain credits
* include levels of achievement
* provide criteria against which evidence is assessed to determine at what level the standard has been met
* include explanatory notes about the meaning of key words/phrases in the criteria

**Before assessing any standard, make sure you are also familiar with**

1. **Conditions of Assessment**, which may include:
   * how much guidance a kaiako can give students
   * how to ensure authenticity
   * student choices
   * resources that may be used
   * how students may present their evidence
2. **Unpacking the standard**, which may include:

* recognising mātauranga Māori
* the intent of the standard
  + key knowledge and skills that students need to demonstrate
  + further explanation of the knowledge and skills
* making reliable judgements
  + the quality and quantity of evidence required to make a judgement

**Collecting evidence**, which may include:

* + collection as a group or individually, including identifying an individual student’s contribution to group work
  + the kinds of evidence that may be collected.

**Possible contexts**

**Standard exclusions**

* + if the standard is on the ‘exclusion list’ it has the same or similar outcomes as another standard, and so students cannot be awarded credits for both

1. **Assessment Activities** – read the examples provided and determine how they can be contextualised to meet the needs of your students, while meeting all the criteria and conditions above. Adapt as appropriate.
   * Assessment activities include how learning could be presented, timeframe, student resources, kaiako guidance, assessment schedule.

**Useful NZQA links:**

* + [NCEA Education - NZ Ministry of Education](https://ncea.education.govt.nz/)
  + [About standards](https://www2.nzqa.govt.nz/qualifications-and-standards/about-standards/)
  + [NCEA Subjects - NZQA](https://www.nzqa.govt.nz/ncea/subjects?_gl=1*pz32h*_ga*NTE4MTUxOTIuMTY0MzE1ODkzOQ..*_ga_TFQQ681L2E*MTY5OTQ5MzgxMC4xNzIuMS4xNjk5NDk2NDUwLjAuMC4w)
  + [Online workshops, courses, and modules for assessors](https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/assessor-support/catalogue/online-workshops-courses-and-modules/)

**NCEA Level and credit value**

**Example Achievement Standard:**

**Standard number and title**

**Mathematics and Statistics 1.1**

**91944 Explore data using a statistical enquiry process**

**Internal: assessed by the teacher**

**External: assessed by NZQA**

**Level 1 5 credits Assessment type: Internal**

**Purpose:** Students are able to explore data using a statistical enquiry process.

**Achievement Criteria**

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| --- | --- | --- |
| Explore data using a statistical enquiry process | Explore data using a statistical enquiry process with statistical justification | Explore data using a statistical enquiry process with statistical insight |

#### Explanatory Note 1

*Explore data using a statistical enquiry process* involves:

**Differences between levels of achievement explained**

* explaining different sources of variation in the data collection process
* presenting the data using at least one appropriate visualisation
* describing features of the data in context with reference to at least one appropriate visualisation.

*Explore data using a statistical enquiry process with statistical justification* involves:

* connecting ideas within the statistical enquiry process to complete an investigation
* justifying features of the data in context, using at least one appropriate visualisation and measure

*Explore data using a statistical enquiry process with statistical insight* involves:

* incorporating statistical and contextual knowledge in the completed investigation, including reflecting on the statistical enquiry process.

**Explanatory Note 2**

*Statistical enquiry process* means the statistical enquiry cycle or a similar process for investigating statistics or probability.

**Key terms and options explained**

The *statistical enquiry process* can follow one of four styles of investigation:

* comparison (numerical comparison of two or more groups)
* relationship (between two numerical variables)
* time series
* experimental probabilities (involving events with at least two stages)**.**

**Explanatory Note 3**

*Data collection process* refers to the collation of suitable data sets of sufficient size. This includes:

* generating data through surveys or experiments using physical or digital methods, or sourcing from existing data

**Curriculum level**

* selecting continuous data or discrete data values with a sufficient range of values to allow for analysis.

**Shared Explanatory Note**

Refer to the NCEA glossary for Māori, Pacific, and further subject-specific terms and concepts.

This achievement standard is derived from the Mathematics and Statistics Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

**Example Assessment Schedule**

**Assessment Schedule: Assessment Activity 1.1a Tākaro-ā-ringa pūkana**

**Achievement Standard: 91944**

**AS 1.1** **Explore data using a statistical enquiry process**

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|  | **Achievement** | **Always assess against the Standard, not the task**  **Achievement with Merit** | **Achievement with Excellence** |
| **Achievement Criteria** | Explore data using a statistical enquiry process. | Explore data using a statistical enquiry process with statistical justification. | Explore data using a statistical enquiry process with statistical insight. |
| **Kaiako judgements** | The students is able to:   * source data using the data collection process * explain different sources of variation * present their data using at least one appropriate visualisation * describe at least two visual features of the data in context, with reference to at least one visualisation. | The students is able to:   * write a purpose or introduction that includes the investigative question or statement * connect ideas within the context of the investigation * use visualisations and measures or summary statistics to justify features * present a conclusion which is relevant to the investigative question or statement * use all stages of a statistical enquiry process. | The students is able to:   * complete a well-developed investigation using an enquiry process * incorporate statistical and contextual knowledge in two or more sections of the enquiry process * consider the enquiry process and discuss other relevant factors, sources of bias or reflections that show further insight. This may include ideas such as the impact of sample size, the reason for managing sources of variation in the data collection stage and what impacts not managing this well could have on the results.   **Teacher judgements about how well student evidence meets the standard** |
| **For example**  **(description of possible student response to this activity)** | The students has:   * made a video recording of their investigation and in the recording, the students has:   + *identified the investigative statement*   + *described who played the game and how data was recorded*   + *described the rules of the game and as part of this explained ways that two different sources of variation were managed in playing the game*   + *presented the results of the game in a bar graph and a two-way table*   + *described one visible feature of the bar graph and one visible feature of the two-way table, clearly showing links of each to the context of the investigation.* | The students has:   * made a video recording of their investigation and in the recording, the students has:   + *given an introduction that outlined a purpose to the investigative statement*   + *linked ideas in discussions*   + *justified the ways that variation was managed in playing the game*   + *used graphs along with measures to justify the features of the data*   **Examples of the evidence you might find in students’ work.**  **This will vary according to how they have presented their evidence, the data they have used, and any other ways you have contextualised the assessment task.**   * + *clearly drew conclusions that linked to the purpose, summarising their findings.* * appropriately referenced visualisations and measures, and comments are in context. | The students has:   * made a video recording of their investigation and in the recording, the students has:   + *developed an introduction that gave clear purpose to the investigative statement*   + *made an extra graph to show the long run relative probability related to one aspect of the game, explaining its inclusion and relevance, linking back to the introduction/purpose*   + *extended and applied thinking beyond the* *immediate information in the analysis*   + *made on overall clear, concise, and logical presentation using a statistical enquiry process, referencing the context throughout*   + *reflected on the enquiry process, talking about possible bias, the impact, or limitations on the quantity of data that was used, and the implications of these factors on the overall findings if hadn’t been considered from the planning stage.* |
| *Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.*    **A reminder to determine a grade based on the criteria of the standard, not the task** | | | |

**Assessing an Internal Achievement Standard**

*Read the information, check the links, talk to your colleagues, and then complete the activity.*

1. Find an internal standard that you expect to assess this year ([here](https://www.nzqa.govt.nz/ncea/subjects?_gl=1*13em3jh*_ga*NTE4MTUxOTIuMTY0MzE1ODkzOQ..*_ga_TFQQ681L2E*MTY5OTU2MDkwNy4xNzUuMS4xNjk5NTYzODQ1LjAuMC4w)).
2. Identify the following for this standard:

* The differences between Achieved and Merit and Excellence achievement criteria.
* The meaning of key terms in the criteria
* Any required content / required context / options in content or context

1. Find an exemplar for your standard (e.g., [here](https://www2.nzqa.govt.nz/ncea/subjects/past-exams-and-exemplars/physical-education/)).

* Choose a level of achievement and read the students work and the commentary

1. Find a sample assessment task for your standard (e.g., [here](https://ncea.education.govt.nz/social-sciences/geography/1/2?view=activities)).

* Find the suggested options for presenting learning
* Find the suggested timeframe
* Find any instructions that will help to ensure the authenticity of students work
* Find the assessment schedule for the task.

1. Brainstorm how you might adapt the task to meet the needs of students, while enabling them to meet all the requirements of the standard.

**Marking a Standard and Quality Assurance**

1. **Support to help you with marking**
   * Standard and Explanatory Notes, Assessment Schedule, Conditions of Assessment, Unpacking the Standard
   * your colleagues and school leaders
   * teachers at other schools and in subject associations
   * subject experts employed by the Ministry of Education
   * online NZQA Assessor Support – [Pūtake](https://lms.nzqa.govt.nz/login/index.php)
   * online [NZ Ministry of Education resources](https://ncea.education.govt.nz/)
   * NZQA subject resources – including exemplars of students work and clarifications from moderators.
2. **Internal moderation**
   * Every result reported must be accurate and consistent with the standard
   * Before reporting results for a standard, each school must
     + have another expert kaiako critique (review) the assessment task (and resources)
     + recontextualise or modify the task (and resources) before use
     + check that grades are consistent with the standard
     + have a sample of grades verified by another expert teacher, and keep notes from the verifier
   * You must document this process. Your Principal’s Nominee will tell you how to keep records and give you further guidance.
3. **External moderation**
   * Each school must send NZQA a sample of student work every year to check that the grades are consistent with the requirements of the Standard
   * NZQA decides the standards that will be checked every year. The Principal’s Nominee may make suggestions.
   * NZQA external moderators check the grades given and provide the kura with feedback on how consistent they are with the Standard. Moderators write reports that include advice for marking the standard, if required.
   * Schools must follow up on feedback and make changes to their own marking processes, if required. This must be documented. Your Principal’s Nominee will tell you how to keep records and give you further guidance.

**Useful NZQA links:**

* + [Internal moderation](https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/managing-national-assessment-in-schools/moderation-for-secondary-schoolskura/internal-moderation/)
  + [Myths about internal moderation](https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/myths-about-ncea-assessment/myth-6/)
  + [Online workshops, courses, and modules for assessors](https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/assessor-support/catalogue/online-workshops-courses-and-modules/)
  + [NCEA Education - NZ Ministry of Education](https://ncea.education.govt.nz/)
  + [External moderation for secondary schools and kura](https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/managing-national-assessment-in-schools/moderation-for-secondary-schoolskura/external-moderation/)

**Marking a Standard and Quality Assurance**

*Read the information, check the links, talk to your colleagues, and then complete the activity.*

This is an example of an Internal Moderation Cover Sheet, used for documenting the critiquing and verification process. Complete what you can, using your chosen standard and associated resources, imagining the assessment and marking process you explored in the previous activity.

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| **Section A: Complete information on the assessment *before any teaching*** | | | | | | | | | | | | |
| **Course Title:** |  | | | | **Standard Number:** | | **Version:** | | | | | |
| **Standard Title:** |  | | | | | | | | | | | |
| **Credits:** | **NZQF Level:** | | | **The kura has consent to assess this standard** | | | | | **Yes** | | **No** | |
| **Source of Materials:** **Commercial / Own / TKI / NZQA / Subject Association / Other (specify):** | | | | | | | | | | | | |
| **Section B: Critique assessment materials *before any assessing*** | | | | | | | | | | | | |
| **The critiquing process is to ensure that the assessment materials meet the requirements specified in the standard and provide the opportunity for students to present authentic evidence at all grades.** | | | | | | | | | | | | |
| **Before use the assessment materials have been checked against:** | | | | | | | | | | | | |
| The current moderator report and clarification of the standard document | | | | | | | | | | **Yes** | | **No** |
| The conditions of assessment | | | | | | | | | | **Yes** | | **No** |
| Any external moderation feedback | | | | | | | | | | **Yes** | | **No** |
| The standard is unchanged, and the task has been previously critiqued, | | | | | | | | | | **Yes** | | **No** |
| ***If yes, no further critiquing required.*** | | | | | | | | | | | | |
| The assessment is consistent with the explanatory notes/learning/context/curriculum level | | | | | | | | | | **Yes** | | **No** |
| The assessment allows students to achieve **all** requirements and grades of the standard | | | | | | | | | | **Yes** | | **No** |
| Assessment schedule is consistent with the standard and clarifications documents | | | | | | | | | | **Yes** | | **No** |
| Instructions are consistent with the standard explanatory notes/range statements | | | | | | | | | | **Yes** | | **No** |
| Judgement/sufficiency statements clearly describe performance levels for each grade, e.g., quality & length | | | | | | | | | | **Yes** | | **No** |
| Evidence statements allow for a range of acceptable answers with specific examples for each grade (A/M/E) | | | | | | | | | | **Yes** | | **No** |
| Student instructions are clear, and language is appropriate | | | | | | | | | | **Yes** | | **No** |
| Registered standard number, version, title, level and credits are given. | | | | | | | | | | **Yes** | | **No** |
| **Critiquers’ Name:** | | | **Kura:** | | | | | **Date:** | | | | |
| **Section C: Verify sufficient kaiako judgements *before reporting results* PTO** | | | | | | | | | | | | |
| **The verification process is to ensure that any kaiako judgements are consistent with the standard before they are reported to NZQA.** | | | | | | | | | | | | |
| **Verifier Name:** | | **Kura:** | | | | **Position:** | | **Date:** | | | | |
| Evidence of verification is available overleaf, attached or **at location (specify**): | | | | | | | | | | | | |
| **I have sighted evidence of the critiquing and verification processes completed for this standard.** | | | | | | | | | | | | |
| **Signed: Position:** | | | | | | | | **Date:** | | | | |
| **Section D: Retain samples and review assessment materials *after results are reported*** | | | | | | | | | | | | |
| Results loaded into student management system: | | | | | | | | **Date:** | | | | |
| Assessment materials and students work are stored ready for external moderation | | | | | | | | | | **Yes** | | **No** |
| **Location or file path:** | | | | | | | | | | | | |
| [NZQA selection requirements](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/secondary-moderation/external-moderation/) have been used to select work for external moderation (if required). | | | | | | | | | | **Yes** | | **No** |
| Assessment materials have been reviewed in response to feedback. | | | | | | | | | | **Yes** | | **No** |
| New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated. | | | | | | | | | | **Yes** | | **No** |

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| **SECTION C: VERIFICATION OF EVIDENCE USING STRATEGIC SELECTION** | | | | | |
| **Strategic selection of samples of work is based on the experience of the assessor(s), external moderation history, and the previous use of the task. The sample size can be sufficient, purposeful (at grade boundaries) or minimal.** | | | | | |
| Student Name | **Marker’s**  **Grade** | **Reason selected for verification** | **Verifier’s**  **Grade** | **Summary of discussion comments (or location of these comments)** | **Final Grade** |
| *Parauri Brown* | *A* | *Borderline N/A. Errors in data, and very brief evaluation. Shows holistic understanding and just enough evidence.* | *A* | *Agreed – evidence meets minimum requirements in explanatory note 3. If the discussion included more (correct) examples in the data or evaluation, this would be a more secure Achieved.* | *A* |
| *Poroporo Purple* | *M* | *Questions are answered in depth, with images to support student participation* | *A* | *This is not quite an M. Depth of discussion is not backed up by the images – they needed to be linked in better to show the student has a better understanding of what happened.* | *A* |
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| **Briefly justify the total number of pieces in this sample:** | | | | | |
| ***Complete all columns. Add extra rows as required. Where appropriate, it is good practice to indicate a grade’s proximity to a boundary.*** | | | | | |

**NCEA requirements (the answers)**

*Read the information, check the links, talk to your colleagues, and then complete the activity.*

*If an answer is No – write the correct answer.*

|  |  |  |
| --- | --- | --- |
|  | **NCEA requirement?** | **Yes / No & Make it Right** |
| *e.g.* | *Students must complete Level 1 in Year 11* | *False – students can complete any qualification at any year level. Students do not have to complete Level 1 before beginning Level 2 standards.* |
| 1 | Te Reo Māori standards can be used for Literacy in 2024 by any students | *True – Te Reo Māori standards are on both the Literacy and the te reo matatini additional standards lists in 2024. These standards are intended for students studying Te Reo Māori.* |
| 2 | Students can get University Entrance with just Level 3 NCEA | *False – To get University Entrance, students need Level 3, and*   * *14 credits at Level 3 in each of three approved subjects* * *UE Literacy – 10 credits at Level 2 or above, made up of 5 credits in writing and 5 credits in reading.* |
| 3 | Students need Literacy and Numeracy credits to get a qualification | *True – a Literacy and Numeracy co-requisite requirement must be met to get an NCEA qualification at any level.* |
| 4 | Students must get at least 14 credits in each subject to get Level 1 NCEA | *False – there is no minimum number of credits required in any subject to get an NCEA Certificate. Students need to get at least 14 credits in a school course to be awarded a course endorsement (3 or more of these must be internal credits, and 3 or more must be external credits).* |
| 5 | Year 10 students can complete standards for NCEA | *True – there are no age or year level limits for attempting any assessment; this is up to school policy and student readiness.* |

**Standards-based assessment for NCEA**

**(the answers)**

*Read the information, check the links, talk to your colleagues, and then complete the activity.*

*Match the terms.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Unit Standards (except dedicated corequisite standards) | g | Always internally assessed |
| 2 | Achievement Standards | d | Based on the NZ Curriculum or TMOA |
| 3 | Some Unit Standards | e | Require an extension to the school consent to assess |
| 4 | Prerequisites | a | Are not required to attempt a standard |
| 5 | NCEA Levels | c | 1, 2, and 3 usually completed at school |
| 6 | Group performances | h | Must clearly identify each individual |
| 7 | Feedback and feedforward | b | Increases learning |
| 8 | Further assessment opportunity | f | May be offered once |
| 9 | One credit | j | Ten notional hours of teaching, learning and assessment |
| 10 | Evidence requirements | i | Given in the performance criteria of a unit standard |

**Student-centred internal assessment for NCEA (the answers)**

*Read the information, check the links, talk to your colleagues, and then complete the activity.*

Consider an assessment task that involves students completing independent research and presenting their findings in your subject.

**Assuming that all requirements of the standard are met**, how could the task be adapted to suit students who:

* Live on a small island

Allow students to choose topics they are familiar with. Include examples and language that suit the culture of where they live.

* Have very messy handwriting

Allow students to type or record their evidence. Allow enough time for students to take notes in a way that suits them.

* Don’t have access to a computer at home

Make sure students who need it have access to school devices.

Find another way to check student progress and drafts if they can’t use an online document or online classroom.

* Have just arrived at your school

Find out what this student has already done and adapt their assessment programme to suit them.

Negotiate with the student when and how they’ll complete assessments.

**We have some take home messages for you:**

**Help is all around.** Try your Head of Faculty, your subject association, NZQA subject resources webpages and Pūtake,  MOE webpages on ncea.education.govt.nz and social media platforms for subject teachers.

**Ask the experts.** Ask subject experts to check that your tasks align with the standard and check a sample of your marking, especially for student work on grade boundaries.

**Reach out for resources**; you do not have to reinvent the wheel. Your colleagues on social media regularly share resources and advice.

**Make sure all student work you grade is valid, authentic and verifiable.** Then save it to a safe digital platform and ensure it is secure and cannot be accessed by the student once it has been submitted. Build up a bank of exemplars for each standard so you have a collection of benchmark samples of work at each N.A.M.E. grade.

**Internal and external moderation** will help refine your understanding of how to assess the standard when evidence is provided in a range of different ways and strengthen your knowledge of grade boundaries.

**The assessment expert in your school is the Principal’s** Nominee. If in doubt, check with them first