



Performance audit report

New Zealand
Qualifications
Authority:
Assuring the
consistency and
quality of internal
assessment for
NCEA





Office of the Auditor-General
PO Box 3928, Wellington 6140

Telephone: (04) 917 1500
Facsimile: (04) 917 1549

Email: reports@oag.govt.nz
Website: www.oag.govt.nz

New Zealand
Qualifications
Authority: Assuring
the consistency and
quality of internal
assessment for
NCEA

This is the report of a performance
audit we carried out under section
16 of the Public Audit Act 2001

May 2012

ISBN 978-0-478-38363-8 (print)
ISBN 978-0-478-38364-5 (online)

Contents

Auditor-General’s overview	3
Our recommendations	5
Part 1 – Introduction	7
About the New Zealand Qualifications Authority	7
About the National Certificate of Educational Achievement	8
The purpose of our audit	11
How we did our audit	11
What we did not cover	12
Part 2 – Providing teachers and schools with resources and support	15
Resources for teachers	15
Direct advice and feedback for teachers	21
Part 3 – Assuring the consistency and quality of internal assessment	25
External moderation	26
Reviewing how schools administer internal assessment	31
Appendices	
1 – Example of a Level 1 achievement standard	37
2 – Our survey questionnaire	39
Figures	
1 – Number of National Certificates of Educational Achievement awarded to Year 11 to Year 13 students in 2011	9
2 – Teachers’ feedback to our survey question: “How useful are NZQA resources for helping you assess students against internally assessed NCEA standards?”	16
3 – Teachers’ feedback to our survey question: “How easy is it to find the information you want about internal assessment on the NZQA website?”	19
4 – Teachers’ feedback to our survey question: “Please indicate how much you agree with the following statements about the moderation reports you have received since January 2010”	28
5 – How the New Zealand Qualifications Authority worked in partnership with a school to address issues related to a Principal’s Nominee who was performing poorly	35
6 – An example of the New Zealand Qualifications Authority dealing with an issue about internal assessment capability	35

Auditor-General's overview

Most teenagers at secondary school study to gain National Certificate of Educational Achievement (NCEA) qualifications. In 2011, 163,000 secondary school students completed work towards NCEA qualifications.

It is important for students, their parents and caregivers, their future employers, and tertiary education providers that the qualifications gained at school are credible and consistently awarded, regardless of which school the student attends. The work that the New Zealand Qualifications Authority (NZQA) does to assure the consistency and quality of NCEA is important for the credibility of the qualification and students' academic achievement.

Students work towards their NCEA qualifications by completing assignments set and marked by teachers throughout the year (internal assessment). Students also sit examinations (external assessment) at the end of the school year.

This report sets out the results of an audit of NZQA's performance. We examined the work that NZQA does to ensure that the internally assessed portion of NCEA qualifications is consistently administered throughout the country and of a high quality.

My staff found that:

- students, their parents and caregivers, employers, and tertiary education institutions can be confident that NZQA has effective systems to support the consistency and quality of internal assessment for NCEA; and
- NZQA is continually enhancing its processes and practices, which is helping schools to better carry out internal assessment.

There has been a steady improvement in the range of resources NZQA provides to schools to help teachers in assessing students' work. Feedback we have received indicates that these resources are well regarded by teachers. Among the most popular are Best Practice Workshops run by NZQA.

Teachers also value the opportunity to submit examples of their assessments of students' work to NZQA. This personal direct support is much valued, as is the work NZQA's School Relationship Managers do in liaising directly with schools and supporting improvements and greater understanding of internal assessment.

An essential component in ensuring consistency is the moderation function, where NZQA moderates a selection of teachers' assessments. There is always likely to be some disagreement, given that interpreting standards and assessing students' work must involve some subjectivity.

Despite this, the rate of agreement between teacher and moderator assessments has improved in recent years, and is now at 91% for decisions about whether to award students with a credit towards an NCEA qualification. In 2009, the agreement rate was 83%. This indicates the effect that NZQA is having on improving the consistency and quality of teachers' setting of tasks and internal assessments.

Aspects to improve

NZQA is already aware that it needs to continue to work with the Ministry of Education to improve the timeliness of exemplars for teachers, and continue to streamline its communications with teachers.

Given this, I have recommended that NZQA provide more consistency in the feedback it gives teachers through moderation reports. It also needs to work with teachers on the timeliness of its appeals process and feedback on particular examples of students' work.

Acknowledgements

I thank the 1780 secondary school teachers who completed our survey. I acknowledge the great deal of work that teachers do to set and mark students' internally assessed work.

Finally, I thank the staff of NZQA and the Ministry of Education for their help and timely co-operation with my audit.



Lyn Provost
Controller and Auditor-General

22 May 2012

Our recommendations

The New Zealand Qualifications Authority is already aware that it needs to:

- continue to work with the Ministry of Education to ensure that teachers are better supported with more timely guidance for setting assessment tasks; and
- continue to streamline its communications by further improving its website and its email communications so that it is easier for teachers to keep up to date with important relevant information.

In addition, we recommend that the New Zealand Qualifications Authority:

1. consider new methods for ensuring greater consistency in the feedback given to teachers in moderation reports; and
2. work with teachers on the timeliness of its appeals process and its feedback on optional selected examples of students' work.

Part 1

Introduction

- 1.1 In this Part, we set out:
- the role of the New Zealand Qualifications Authority (NZQA) in internal assessment for National Certificate of Educational Achievement (NCEA) qualifications;
 - background information about NCEA;
 - the purpose of our audit;
 - how we did our audit; and
 - what we did not cover.

About the New Zealand Qualifications Authority

- 1.2 NZQA is a Crown entity. It is governed by an independent board appointed by the Minister of Education.
- 1.3 NZQA's revenue for 2010/11 was \$79 million. This comprised \$40 million of Crown revenue and \$39 million of third-party revenue from fees and charges, such as examination fees. Of the Crown funding, \$26 million was for the delivery of secondary school assessments for NCEA. Supporting internal assessment costs \$13.4 million. NZQA employs about 400 staff, of whom 86 full-time equivalents work on supporting internal assessment.
- 1.4 Under section 246A of the Education Act 1989, the functions of NZQA include:
- overseeing the setting of standards for qualifications in secondary schools;
 - monitoring, reviewing, and advising the Minister of Education on, the standards for qualifications in schools; and
 - ensuring that there are mechanisms to guarantee that schools have assessment and moderation procedures that are fair, equitable, and consistent and comply with the appropriate standards for qualifications.
- 1.5 For NCEA, NZQA is responsible for:
- national administration of external assessments (examinations), including producing, marking, and returning examination booklets to secondary school students (students); and
 - external moderation of students' work that contributes to internal assessment for NCEA. This involves working with secondary school teachers (teachers) to continually improve the quality of teachers' assessments of students' work.

The Ministry of Education's role

- 1.6 The Ministry of Education (the Ministry) sets the policies for teaching and learning in schools (including the school curriculum). With NCEA, the Ministry prepares the achievement standards (see Appendix 1 for an example) and produces assessment tasks with sample answers.

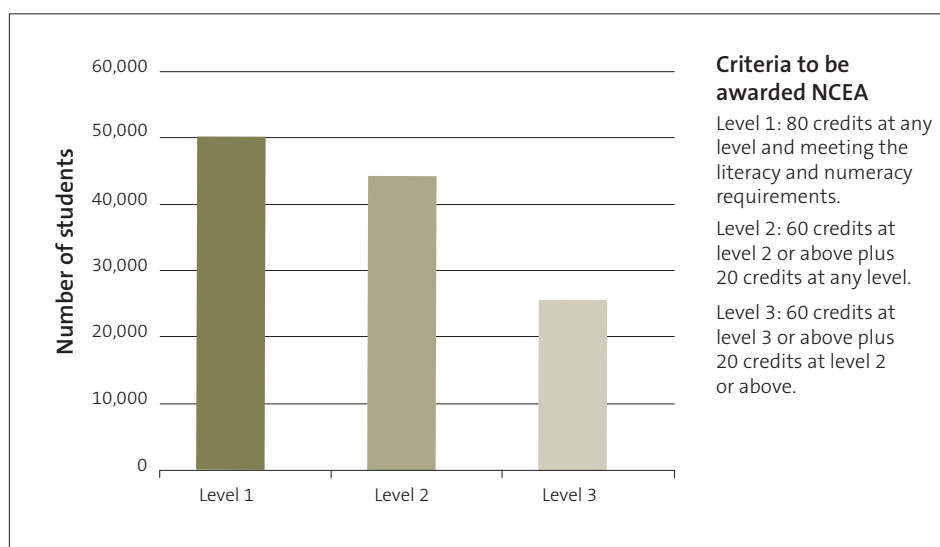
About the National Certificate of Educational Achievement

- 1.7 Between 2002 and 2004, NCEA was introduced as the main secondary school qualification.¹ It replaced School Certificate, Sixth Form Certificate, University Entrance, and University Bursary qualifications and examinations. By 2011, NCEA had been fully operational for eight years in New Zealand, Niue, and the Cook Islands.²
- 1.8 Students usually study towards NCEA from Years 11 to 13 (previously fifth form to seventh form). Most of these students are 15 to 18 years old, but some younger students and some adult students also study NCEA subjects. Students usually study five or six subjects each year. For each subject, students are assessed against a number of standards. Appendix 1 sets out an example of a Level 1 standard for English.
- 1.9 When a student achieves a standard, they receive a number of credits. When they have the required number of credits, they gain an NCEA certificate (see Figure 1). There are three levels of NCEA certificate. Students usually gain Level 1 in Year 11, Level 2 in Year 12, and Level 3 in Year 13.

1 Some secondary schools also make other qualifications available to their students. These include the International Baccalaureate and the Cambridge University International Examinations.

2 The Cook Islands and Niue have constitutional links with New Zealand and have arrangements that align their secondary school assessment systems with New Zealand's. In our report, data from NZQA include the Cook Islands (where seven schools use New Zealand's NCEA qualifications) and Niue (where one school uses New Zealand's NCEA qualifications). Our survey of teachers did not include teachers from the Cook Islands schools or Niue High School.

Figure 1
Number of National Certificates of Educational Achievement awarded to Year 11 to Year 13 students in 2011



Source: New Zealand Qualifications Authority.

Standards

- 1.10 There are two types of assessment standards that can count towards NCEA: unit standards and achievement standards.
- 1.11 Achievement standards are based on The New Zealand Curriculum (the Curriculum),³ and are created by the Ministry. Achievement standards can be either internally or externally assessed. Students who achieve a standard are awarded “achieved”, “merit”, or “excellence” according to their performance. If a student does not achieve a standard, their work is graded as “not achieved”.
- 1.12 Unit standards mostly count towards technical and vocational training, and are created by either NZQA or an Industry Training Organisation. Unit standards are always internally assessed. Students who achieve a unit standard get awarded “achieved”, and some unit standards also include “merit” and “excellence”. If a student does not achieve a unit standard, their work is graded as “not achieved”.
- 1.13 The Ministry and NZQA are aligning achievement standards with the Curriculum, which was introduced in 2007. Aligned achievement standards have been developed specifically in line with the Curriculum. The alignment of the standards to the Curriculum is a phased process: assessment for these newly aligned

³ *The New Zealand Curriculum* is a statement of official policy on teaching and learning in English-medium schools (in New Zealand, the Cook Islands, and Niue). Its main function is to set the direction for student learning and to provide guidance for each school in designing and reviewing its own curriculum.

standards started in 2011 and will be fully implemented by 2014. The old non-aligned standards are valid for internal assessment only, and for a limited time. The new achievement standards will replace any unit standards that are linked to the Curriculum.

Internal and external assessment

- 1.14 Students work towards their NCEA qualifications by having their work internally and externally assessed. Internal assessment refers to tasks that are set and marked by teachers within the secondary school. External assessment refers to national examinations that are set and marked by NZQA.
- 1.15 The proportion of internal and external assessment for each subject varies. For example, for a student mostly studying subjects such as maths and science, about one-third of their credits for a subject are likely to be internally assessed, with the remaining two-thirds gained through external examinations. For a student studying mainly English and the social sciences (geography, history, and economics), about half of the credits will be internally assessed and half assessed through external examinations.
- 1.16 The mix of internal and external assessment will vary for each student, depending on the subjects they are studying. Throughout the country in recent years, there has been an almost equal mix of internal and external assessment for achievement standards. When combining achievement standards and unit standards, roughly 70% of all credits are gained through internal assessment.
- 1.17 It is easier to ensure that external examinations are nationally consistent because everyone enrolled in a particular subject throughout the country is assessed at the same time against the same task under similar conditions.
- 1.18 There is a lot more flexibility in how internal assessment is carried out. Secondary schools can design assessment tasks (related to the Curriculum) to measure students' skills and knowledge.⁴ Examples of tasks for internal assessment include delivering a speech or conducting a science experiment.
- 1.19 Given this permitted flexibility, it is important that all the assessment tasks that secondary schools set are appropriate (that is, the tasks are in line with the achievement standards and allow students to demonstrate their ability). It is also important that there is consistency in how the quality of students' work is assessed between schools and between subjects.

⁴ Schools can also buy ready-made assessment tasks (see paragraph 2.16).

The purpose of our audit

- 1.20 The work that NZQA does is important for the credibility of NCEA. It is vital that students, parents and care givers, employers, and tertiary education providers can be sure that an NCEA qualification gained at one school is equivalent to an NCEA qualification gained at another school.
- 1.21 We carried out a performance audit of NZQA. Our aim was to provide assurance to Parliament about whether NZQA is making sure that internal assessment for NCEA (that is, the tasks that are internally set and marked by teachers) is consistent.
- 1.22 The introduction of NCEA as the main secondary school qualification – in particular, the internal assessment component – has been controversial. Criticism has centred on the potential for schools to set easy assessment tasks and mark tasks leniently to ensure that students gain their qualifications, which would improve the school's reputation. One aim of our audit was to provide assurance to Parliament, students, parents and care givers, employers, and tertiary education providers about whether NZQA has procedures to ensure that there is no such manipulation of internal assessment.

How we did our audit

- 1.23 We examined how well NZQA:
- ensures that teachers and schools know the requirements for assessing students against internally assessed standards;
 - checks the appropriateness and consistency of schools' internal assessment; and
 - works with schools to address any concerns about the quality of a school's internal assessment.
- 1.24 We did this by:
- interviewing NZQA staff and its contracted part-time moderators (see paragraph 3.8);
 - reviewing NZQA documents, including 200 moderation reports (see paragraphs 3.16-3.23);
 - attending meetings between NZQA staff and teachers at their moderators' meetings;
 - visiting NZQA's national workshop, where NZQA staff were preparing exemplars of student work (see paragraphs 2.9-2.14);
 - attending two Best Practice Workshops run by NZQA staff for teachers;

- visiting five schools, where we interviewed various people (see paragraph 1.26);
- meeting with representatives of the Secondary Principals' Association of New Zealand and the New Zealand Post Primary Teachers' Association; and
- inviting all secondary school teachers to complete an online survey.

1.25 Our survey, which was carried out in November 2011, asked teachers about the quality of NZQA's resources and moderation activities (such as moderation reports). We emailed all secondary schools a link to an electronic survey, asking that it be sent out to all of the school's teachers. We received 1780 responses (a response rate of around 11.5% of all the full-time-equivalent secondary school teachers funded by the Ministry in 2010). The teachers who responded to the survey were from large and small schools throughout the country, covering the full range of decile levels⁵ and all subject areas. Appendix 2 sets out our survey questions.

1.26 The five schools that we visited included a mix of decile levels and urban and rural locations. They included single-sex and co-educational schools, and state and integrated schools.⁶ We visited these schools to get first-hand examples of how NZQA interacts with and supports schools. At most of these schools, we met with the Chairperson of the Board of Trustees and the student representative on the Board of Trustees. At all five schools, we met with the school principal and the Principal's Nominee.⁷

What we did not cover

1.27 In carrying out our audit, we did not look at the setting, administration, or marking of external examinations, or compare NCEA with other qualifications.

1.28 Because they are not part of NZQA's role, we did not look at:

- quality assurance for unit standards that are used in secondary schools and administered by Industry Training Organisations (in 2010, 17% of unit standards used in schools were administered by Industry Training Organisations); or
- the quality of teaching.

⁵ A school's decile level (1 to 10) is derived from Census meshblock data on the socio-economic status of students attending the school. There are equal numbers of schools in each decile, and the ratings are reviewed after each five-yearly Census. For more information, see "Deciles" on the Ministry of Education's website, www.minedu.govt.nz.

⁶ Integrated schools are former private schools that are now "integrated" into the state system under the Private Schools Conditional Integration Act 1975 "on a basis which will preserve and safeguard the special character of the education provided by them".

⁷ A Principal's Nominee is appointed by the principal to administer NCEA within the school and to communicate NCEA-related information to other school staff and NZQA. This staff member is the main point of contact for NZQA at the school (see paragraphs 2.26-2.32).

- 1.29 We did not examine whether NCEA is an appropriate system for assessing students' achievement. The Auditor-General's mandate does not extend to policy matters.

Part 2

Providing teachers and schools with resources and support

2.1 In this Part, we look at the resources and advice that NZQA provides for teachers and schools to ensure that internal assessment for NCEA is administered effectively. These include:

- resources for teachers, to help them assess students' work; and
- subject-specific advice for teachers, which includes providing workshops and ways for teachers and NZQA to exchange views.

Summary

2.2 NZQA produces a range of resources to help teachers assess students' work. These resources are well regarded by teachers. Annotated exemplars of student work and Best Practice Workshops were among the most popular resources. However, teachers want greater access to Best Practice Workshops.

2.3 NZQA has made changes that should increase access to Best Practice Workshops and has improved the timely availability of annotated exemplars of student work. We encourage NZQA to continue improving the availability of these well-regarded resources.

2.4 Teachers are expected to access a wide range of documents and reports to keep up to date with changes to NCEA administration. We consider that NZQA could streamline how it communicates with, and makes important information available to, teachers to make it easier for teachers to access all the information they need.

2.5 Our survey found that 61% of the 1780 teachers who responded thought that NZQA could support teachers more to help them assess students against the applicable standards. We consider that the support for teachers has improved, and is continuing to improve. NZQA responds to feedback from teachers and uses that feedback to improve how it administers NCEA.

Resources for teachers

2.6 NZQA provides a range of resources and advice for schools and teachers on how to assess students' work. These include:

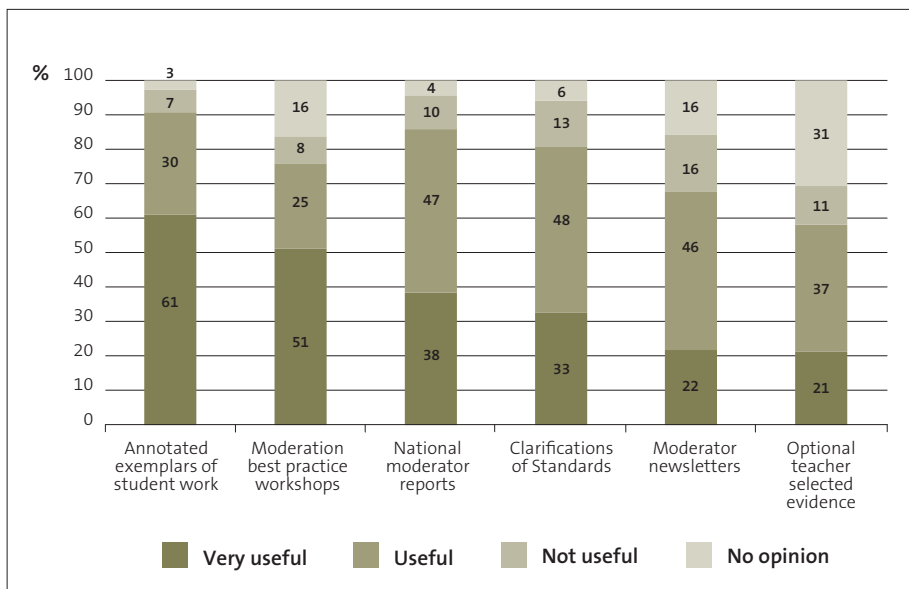
- moderator newsletters – which contain subject-related information for teachers;
- National Assessment Moderators' reports – an annual summary of issues about interpreting assessment tasks for each standard;⁸

⁸ From 2012, the information provided in National Assessment Moderators' reports will be included in the moderator newsletters and information clarifying the standards (Clarifications of Standards). NZQA has made this change in response to feedback from teachers.

- Clarifications of Standards – formal statements about how to interpret and assess unit or achievement standards;
- annotated exemplars of student work – guidance for teachers to help with assessing students’ work;
- Best Practice Workshops – face-to-face training for teachers; and
- Optional Teacher Selected Evidence – teachers can submit students’ work to NZQA for feedback on specific questions.

2.7 Our survey asked teachers to rate the usefulness of these resources in helping them to assess students’ work against internally assessed standards. Figure 2 shows the results for that survey question.

Figure 2
Teachers’ feedback to our survey question: “How useful are NZQA resources for helping you assess students against internally assessed NCEA standards?”



Note: Percentages may not add to 100% because of rounding.

2.8 The survey results showed that, overall, most teachers in our sample considered that the resources were very useful or useful. We provide further information about, and discussion of, these survey results in the rest of this report.

Annotated exemplars of student work

- 2.9 Annotated exemplars of student work guide teachers when assessing students' work. The exemplars show teachers the complexity required in a student's work for the student to be awarded achieved, merit, or excellence (or not achieved) for each standard.
- 2.10 Our survey indicated that teachers consider that annotated exemplars of student work, produced by NZQA, were among the most useful resources available to them. However, our survey noted much frustration among teachers about the exemplars. Other audit work we did showed that some of the criticisms in survey responses about annotated exemplars of student work were not well-directed – some criticisms related to assessment tasks with sample answers, which are produced by the Ministry of Education, rather than exemplars.
- 2.11 Concerns were also raised about the quality of the annotated exemplars. A few of the comments from teachers indicated that the exemplars could be misleading, unhelpful, or unclear, and that they contained errors. Another frequent criticism was that assessment resources, including sample answers produced by the Ministry of Education, were provided too late to be useful for teachers.
- 2.12 Respondents to our survey said that they need a much greater range of annotated exemplars of student work for a wider range of subjects and grades. For the Level 1 and 2 standards that have recently been aligned with the Curriculum, exemplars are available to show the differentiation between grades. Annotated exemplars for some older standards are not always available, but these standards are being phased out.
- 2.13 The Ministry and NZQA (along with Learning Media Limited, which is a State-owned enterprise) produce these resources for teachers.⁹ NZQA told us that there have been problems with the process. Changes were made in 2010/11 to ensure that better annotated exemplars of student work were available in time for teachers to use in planning their assessments.
- 2.14 NZQA is also improving its website. From December 2011, NZQA's website has had a greater range of annotated exemplars of student work (for the standards introduced during 2012 for NCEA Level 2). The improved processes for writing annotated exemplars have ensured that these resources were available in time for teachers to plan their 2012 assessment tasks.
- 2.15 Teachers also expressed strong concern about the difficulty of finding the annotated exemplars online. This problem was not restricted to exemplars, and is discussed further in paragraphs 2.20-2.25.

⁹ The current process is that the Ministry produces the standards, Learning Media Limited prepares the assessment tasks, then NZQA trials the tasks in schools and creates annotated exemplars of the work that students did in the trial. NZQA provides quality assurance over the tasks for the Ministry.

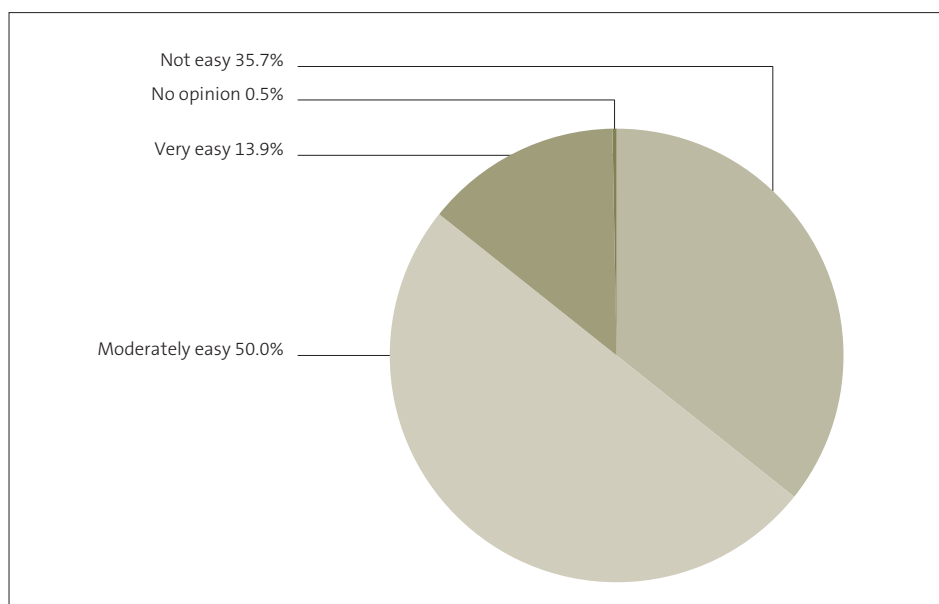
Other help for teachers

- 2.16 To help ensure that teachers are using assessment tasks that meet the quality required for a standard, NZQA is now reviewing and certifying the quality of commercially available assessment materials. If these products meet required levels of quality, they are approved. To indicate approval, the assessment task is given a Quality Assured Assessment Materials trademark. As a result, teachers can be confident that these commercial assessment tasks meet the quality required of internal assessment tasks for students.
- 2.17 Teachers are keen to receive feedback from NZQA on how to improve the assessment tasks that teachers set. NZQA is now providing a service where teachers can obtain advice on assessment tasks through the Optional Teacher Selected Evidence process. Many teachers devise their own assessment tasks because they consider that these tasks will connect better with their students.
- 2.18 In our survey, some teachers commented that they wanted more advice on how to improve their assessment tasks. Given the current realigning of standards, teachers may want extra help to set assessment tasks in line with the Curriculum. In our view, NZQA needs to ensure that teachers have the right support for setting assessment tasks because teachers value this help.
- 2.19 NZQA considers that there is a fine line between giving advice on assessment tasks and doing work that is the responsibility of the Ministry. NZQA will need to keep under review how it supports teachers in developing assessment tasks to ensure that this valued support is delivered in the most effective and timely way.

Resources on the New Zealand Qualifications Authority website

- 2.20 NZQA's website has a number of important resources for, and communication with, teachers. These include moderators' newsletters, National Assessment Moderators' reports, assessment reports on external examination, Clarifications of Standards, and annotated exemplars of student work.
- 2.21 Figure 3 shows that half of the teachers responding to our survey found it moderately easy to find the information about internal assessment that they wanted on NZQA's website. A further 14% found it very easy to locate the information they wanted.

Figure 3
Teachers' feedback to our survey question: "How easy is it to find the information you want about internal assessment on the NZQA website?"



Note: Percentages may not add to 100% because of rounding.

- 2.22 The remaining 36% of teachers who responded considered that it was not easy to access information. The most common concerns about the website were that:
- related information for each subject is not accessible in one place – some information is on the NZQA website (www.nzqa.govt.nz) and other information is on the Ministry's Te Kete Ipurangi (TKI) website (www.tki.org.nz); and
 - the search function on NZQA's website is not useful and it takes a long time to find the information sought.
- 2.23 We reviewed NZQA's website and found that it was possible to find all the relevant subject information in one place – for example, standards, assessment tasks, annotated exemplars, and additional information such as National Assessment Moderators' reports and Clarifications of Standards. However, there are many links between NZQA's website and TKI's website – and some take the user around in circles, which is confusing.
- 2.24 We told NZQA that its website could be more useful. NZQA agreed, and accepted that some information is difficult to find. NZQA has recently revised its subject-specific web pages, removed additional links and clutter, and reorganised the content. NZQA considers that it now provides clearer links to materials on other

sites so that teachers should be less confused when following links between sites. NZQA also told us that the TKI website would be improved in April 2012.

- 2.25 At the five schools that we visited, the teachers we spoke to considered that the changes to NZQA's website were an improvement and that information was now easier to find.

Newsletters, email circulars, and resources for Principals' Nominees

- 2.26 NZQA communicates directly with principals, Principals' Nominees, and teachers.
- 2.27 The role of the Principal's Nominee is to:
- monitor the quality assurance of internal assessment;
 - ensure that the school engages in the external moderation process and meets all requirements;
 - ensure that issues identified by the external moderation process are addressed;
 - respond to NZQA communications and requests for information, and communicate relevant information to other teachers in the school;
 - ensure that internal assessments are completed in time to meet deadlines; and
 - facilitate NZQA visits and reviews.
- 2.28 NZQA regularly sends out circulars for principals and Principals' Nominees during school terms. These provide clarification about, and information about important changes to, NCEA administration. They also offer reminders about deadlines.
- 2.29 NZQA also produces additional resources for Principals' Nominees that are intended to help them keep track of all the required NCEA administration work and to manage the school's internal quality control systems. NZQA's School Relationship Managers (SRMs) are available to answer telephone and email queries from Principals' Nominees. NZQA also holds annual briefings for Principals' Nominees. Principals' Nominees at the five schools we visited told us that these briefings were useful.
- 2.30 A good flow of information between NZQA and schools depends on the Principal's Nominee keeping up to date and forwarding relevant information to other teachers. Example 2 (see Part 3) shows how a Principal's Nominee can influence the quality of internal assessment.
- 2.31 Teachers can subscribe to emailed newsletters containing subject-related assessment information. NZQA plans to add new functions to its website so that subscribers will be sent an email to alert them when new material is available.

- 2.32 To keep up to date, teachers must regularly access documents online and read NZQA's emails and the information forwarded by the Principal's Nominee. We consider that NZQA could simplify and streamline its methods for communicating important information to teachers to make it easier for teachers to stay up to date.

Direct advice and feedback for teachers

- 2.33 NZQA runs face-to-face training for teachers on internal assessment and provides opportunities for teachers to ask for specific help.

Best Practice Workshops

- 2.34 NZQA moderators run Best Practice Workshops throughout the country. The workshops allow teachers to:
- understand more clearly how to assess students' work;
 - work with assessment materials supplied by NZQA, including samples of students' work;
 - discuss internal assessment with colleagues; and
 - discuss new standards.
- 2.35 Teachers told us that they value the Best Practice Workshops. They used words such as "essential", "invaluable", "fantastic", and "outstanding" to describe the Best Practice Workshops. Teachers value the ability to discuss issues face to face with moderators at the workshops. One teacher commented:
- The Moderation Best Practice Workshops have been hugely successful for our staff. They've come back from them enthused and more confident about internal assessment.*
- 2.36 NZQA evaluates its Best Practice Workshops and has changed the format of the workshops in response to feedback. For example, it has made the workshops one hour longer to allow for more discussion.
- 2.37 NZQA has encouraged teachers who are new to NCEA assessment, beginning teachers, and teachers who need to improve their moderation agreement rates and who have not attended a workshop before to attend Best Practice Workshops. This indicates a targeted approach to using this valued resource. NZQA reports that one in three teachers has attended a Best Practice Workshop.
- 2.38 In 2011, 3762 teachers attended a Best Practice Workshop. These workshops were held in 30 locations around the country and covered 27 subjects. We would expect teachers who have attended the workshops to share their learning with other

teachers who have not yet attended. However, we consider that access to the workshops could improve.

- 2.39 In 2011, NZQA ran 221 of a planned 370 workshops. NZQA cancelled the other 149 (40%) because not enough teachers had registered for the workshops. NZQA aims to have at least eight teachers at each workshop.
- 2.40 To make Best Practice Workshops more accessible to teachers, NZQA has:
- stopped charging registration fees;¹⁰
 - scheduled workshops during school holidays, weekends, or teachers-only days, so that schools do not need to pay for relief teachers;
 - invited teachers to attend workshops in another location or rescheduled cancelled workshops;
 - for workshops with less demand, required fewer participants (five to seven teachers, instead of eight) before holding a workshop;
 - provided workshops on request if at least eight teachers want to attend;
 - held some workshops by video conference; and
 - scheduled workshops alongside national conferences, so that conference participants could attend a Best Practice Workshop during the conference.
- 2.41 Responses to our survey indicated that many teachers were frustrated by the number of cancelled workshops and that some teachers considered that not enough workshops were held in remote places. Of the workshops held in 2011, 46% were in smaller centres but NZQA was more likely to cancel workshops in these smaller centres because teacher registrations were low.
- 2.42 In some regions in 2011, the rate of cancellations meant that teachers had access to fewer workshops covering fewer subjects. For example, in Taranaki and Whanganui, 73% of the planned workshops (16 of 22) were cancelled. Teachers in these locations would have had to travel at least as far as Palmerston North or Hamilton (which might require an overnight stay) to attend a Maths workshop.
- 2.43 In our view, NZQA has done a lot to make Best Practice Workshops accessible and, from 2012, has reduced financial barriers to attendance. We consider that NZQA could regularly review the regional availability and possible delivery mechanisms for workshops, to ensure that teachers are able to attend.

Optional Teacher Selected Evidence

- 2.44 As well as the mandatory external moderation of teachers' assessments (see Part 3), teachers can also choose to submit additional examples of students' work to moderators, to get specific feedback. This is called Optional Teacher Selected Evidence (OTSE). The purpose of OTSE is to help teachers make difficult decisions

¹⁰ NZQA told us that it charged fees for Best Practice Workshops to recover the costs of providing them.

about whether to assess a student's work as achieved, merit, excellence, or not achieved, or to help with understanding important aspects of a standard.

- 2.45 We consider that OTSE encourages discussion between NZQA and teachers. It supports teachers' ongoing learning and improvement.
- 2.46 Although survey responses indicated that some teachers did not know that they could submit OTSE, the number of OTSE increased markedly between 2010 (849) and 2011 (1759). The increase in OTSE can be linked to the introduction of new standards for NCEA Level 1 in 2011.
- 2.47 A response from our survey mentioned the use of OTSE:
Teachers from our school have utilised the optional selected evidence for moderation of new standards to check that their marking is on track for Year 11 new standards before the moderation process for the newly aligned standards begins in 2012 and found this to be extremely helpful.
- 2.48 Teachers raised concerns in our survey about how long it takes to get feedback from NZQA on OTSE. NZQA's turnaround time for OTSE is about three weeks. In our view, NZQA will need to continue to work with teachers to ensure that the timeliness of OTSE meets the needs of teachers.

Part 3

Assuring the consistency and quality of internal assessment

- 3.1 In this Part, we look at:
- external moderation, including the appeals process, moderator/teacher agreement rates, and training and support for moderators; and
 - how NZQA reviews schools' administration of internal assessment for NCEA – including the role of the SRM, review of school achievement data, Managing National Assessment reviews, and working with schools to resolve issues.

Summary

- 3.2 Overall, NZQA has effective systems to support the consistency, quality, and effectiveness of how schools carry out internal assessment. NZQA monitors the quality of internal assessment in schools in many ways. These methods generate useful information. NZQA uses the information well to measure the consistency and appropriateness of internal assessment and to identify and address issues within schools.
- 3.3 In 2010, teachers and NZQA (through its moderators) agreed on 91% of assessments where students were awarded credits towards an NCEA qualification. Moderator and teacher agreement rates are improving at the level of the grade awarded (see paragraph 3.35). In 2010, the agreement rate was 84% (compared with 72% in 2008).
- 3.4 Recent changes to external moderation allow NZQA to target resources at the areas where the most support is needed – that is, in improving the assessment skills of teachers in schools where the quality of internal assessment is poorer. These changes show how NZQA has evaluated its practices and made ongoing improvements to better support internal assessment.
- 3.5 NZQA has a good framework to help schools maintain or improve their internal assessment capability. There are opportunities for NZQA and teachers to work with each other in ways that support ongoing improvements in internal assessment. These include feedback to teachers on their assessments of students' work and regular reviews of schools' quality systems. Schools use these reviews to request help from NZQA.
- 3.6 Overall, we consider that NZQA responds to issues within schools as they arise. NZQA deals with matters of poor performance professionally and collaboratively. NZQA can, and does, act if a school has not met its requirements for managing internal assessment.

External moderation

- 3.7 External moderation is one of the ways that NZQA monitors the consistency and quality of internal assessment. This involves NZQA moderators (teachers with subject expertise) checking the quality of teachers' assessments of students' work.
- 3.8 NZQA employs 34 full-time-equivalent moderators (National Assessment Moderators) and 235 part-time moderators. Most moderators are current or recent teachers and all are experts in particular subjects.
- 3.9 NZQA introduced the National Assessment Moderator positions in 2007/08. Before this, NZQA employed teachers on a part-time basis to do external moderation work (that is, reviewing the work of other teachers to ensure that it was fair and valid). Most people we spoke with during our fieldwork credited the introduction of full-time National Assessment Moderators with bringing greater consistency and quality to the moderation process.
- 3.10 Through external moderation, NZQA is able to:
- give feedback to teachers to help them assess students' work;
 - identify aspects of assessment practice within schools, or particular subjects within schools, that could improve;
 - provide assurance to schools and teachers that assessment practices are robust; and
 - calculate moderator/teacher agreement rates (a measure of the extent to which moderators and teachers agree on whether samples of student work meet the applicable standards – see paragraphs 3.33-3.37).
- 3.11 Since the introduction of NCEA, the number of standards selected for external moderation has varied. Before 2008, about 3% of assessment tasks and teachers' assessments of student work were moderated. In response to public concerns about the credibility of internal assessment for NCEA, this was increased to 10% between 2008 and 2011. This equated to 154,000 samples of student work being externally moderated in 2011.
- 3.12 In September 2011, Cabinet approved a decrease in the amount of moderation required from 2012 to around 6.4%, or 100,000 samples of student work. NZQA's senior statistician told us that the smaller sample size can give a robust measure of consistency.
- 3.13 The reduced number of samples of student work to be moderated in 2012 reflects the greater moderator/teacher agreement rate in 2011 (87%), compared with the agreement rate in 2008 (69%) when the amount of moderation was increased.¹¹

11 There are agreement rates for the *grades* that students achieve and agreement rates for whether a student is awarded *credits* (see paragraphs 3.33-3.37). The percentages discussed here are for the combined grade and credit agreement rates.

3.14 Assessment tasks that teachers devise currently have a 97% agreement rate, and NZQA considers that moderating those tasks is not a good use of its time. Changes to external moderation from 2012 have been designed to allow moderators more time to spend on improving the assessment skills of teachers in schools with poor moderation history or practices.

3.15 We consider that that these changes allow for more efficient and better targeted use of NZQA's resources. These changes show that NZQA is evaluating its practices and delivering improvements that allow it to support ongoing improvement of its external moderation.

Moderation reports

3.16 NZQA selects the standards to be moderated at each school.¹² Schools then submit samples of students' work to NZQA, and the moderators check whether they agree with the teachers' assessments.

3.17 Moderators write a formal moderation report for each standard that is selected for moderation at each school. The reports indicate how many of the teachers' assessments were accurate for each standard, and provide advice about those that were not.

3.18 Each moderation report indicated whether the assessment tasks were suitable for assessing the standard or whether modifications to those tasks were required.

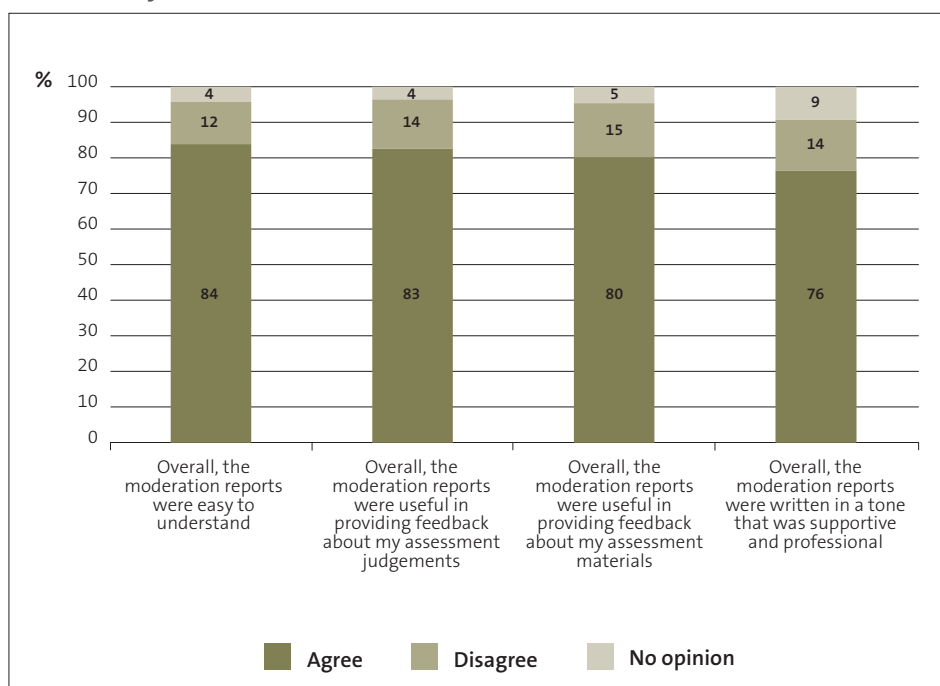
3.19 Our survey showed that 84% of teachers in our sample have had some of their assessment work moderated since January 2010.

3.20 Figure 4 shows that most teachers in our survey considered that moderation reports were:

- easy to understand;
- useful in providing feedback about assessment decisions;
- useful in providing feedback about assessment tasks; and
- written in a tone that was supportive and professional.

¹² NZQA has a process for selecting standards to moderate. It chooses different standards each year.

Figure 4
Teachers' feedback to our survey question: "Please indicate how much you agree with the following statements about the moderation reports you have received since January 2010"



Note: Percentages may not add to 100% because of rounding.

- 3.21 Our survey also invited teachers to comment on any moderation reports that they had received since January 2010. There were comments from 522 teachers. About one-quarter of the comments stated that moderation reports were useful and had improved in recent years. One teacher's comments reflected those of others who favoured these reports:

Very good. Informative and forward looking. The moderators know their work which is great. The feedback is very easy to interpret and assimilate into our future planning.

- 3.22 However, teachers responding to our survey also said that they would like to see improvements in moderation reports. These comments were similar to what we heard from teachers in the five schools we visited. The most common criticisms were that:

- moderator feedback was inconsistent from one year to the next; and
- the feedback pointed out problems but did not give advice on how to fix them.

3.23 As part of our audit, we reviewed 200 moderation reports. In general, we found moderation reports were of a good quality.¹³ We considered that most reports were written in a tone that was helpful for teachers. However, we also considered that some reports could have given more advice or direction where problems were identified.

Consistency in moderation reports

3.24 NZQA knows it must give consistent feedback to teachers in moderation reports and has taken steps to improve that consistency. These include:

- introducing guidelines to get better consistency between subjects;
- moderation team leaders reviewing a sample of moderation reports from different subjects;
- moderators of different subjects meeting and working together to ensure consistency; and
- moderators peer reviewing each other's moderation reports (called "check moderation").

3.25 Feedback that we received indicates that introducing full-time moderators in 2008 is also likely to have helped to increase the consistency and quality of moderation reports. National Assessment Moderators' reports and Clarifications of Standards (see paragraph 2.6) aim to give consistent advice to teachers.

3.26 Consistency in the feedback given in moderation reports is important because teachers use the feedback to improve their assessment tasks. In our view, NZQA needs to continue to improve its processes for increasing consistent feedback for individual standards. For teachers, receiving contradictory feedback from one year to the next is confusing and frustrating. It could lead to teachers losing confidence in the external moderation process.

Recommendation 1

We recommend that the New Zealand Qualifications Authority consider new methods for ensuring greater consistency in the feedback given to teachers in moderation reports.

Appealing a moderation report

3.27 If a teacher disagrees with aspects of a moderation report, they can either ask NZQA for clarification or appeal the decision.

¹³ We looked at whether the moderation reports were, in our view, clear, complete, concise, and consistent.

Formal appeals

- 3.28 When a moderation report is appealed, a different NZQA moderator reviews the moderation report to establish whether the report was accurate or whether any changes are required. In 2011, there were 17 requests for clarification of moderation reports and 54 formal appeals of moderation reports. Thirteen of the appeals resulted in a change to the moderation report. If a teacher is dissatisfied with the outcome of an appeal, schools can ask for a review of an appeal. This did not happen in 2011.
- 3.29 In our survey responses, 83 respondents (6%) had appealed a moderation report since January 2010. Of these 83 respondents, 42% were satisfied with the outcome of the appeal and 25% were neither dissatisfied nor satisfied. The remaining 33% of teachers were dissatisfied with the outcome of their appeal.
- 3.30 The most common reason for dissatisfaction with the outcome of the appeal was that teachers disagreed with NZQA's assessment or interpretation of the standard. There is always likely to be some disagreement, given that interpreting standards and assessing students' work must involve some subjectivity.
- 3.31 Other survey respondents were dissatisfied because they considered that the appeals process took too long. NZQA told us that the usual time for an appeal is three weeks (although some appeals took longer to process in 2011 because of the effects of the Canterbury earthquakes).
- 3.32 We consider that the appeals process is useful in encouraging dialogue between NZQA and teachers and for allowing teachers the opportunity to seek clarification on NZQA's feedback. The process supports the ongoing improvement of internal assessment in schools. In our view, NZQA could consider whether it needs to improve the timeliness of the appeals process, or improve its communication with teachers about how long the appeals process takes.

Recommendation 2

We recommend that the New Zealand Qualifications Authority work with teachers on the timeliness of its appeals process and its feedback on optional selected examples of students' work.

Moderator/teacher agreement rates

- 3.33 Data from external moderation is used to calculate agreement rates – that is, the extent to which moderators and teachers agree on whether samples of student work meet the standards. In recent years, agreement rates have increased.

- 3.34 NZQA calculates two agreement rates:
- agreement at the *level of credit* – that is, whether the teacher and the moderator both assess that the student has met (or not achieved) the standard; and
 - agreement at the *level of the grade* – that is, whether the teacher and the moderator agree on the specific grade (achieved, merit, or excellence) that the student was awarded for that standard.
- 3.35 In 2010, for all standards at all levels, moderators agreed with 91% of teachers' assessments at the level of credit. This was up from 83% in 2009, and was higher than in any previous year. Agreement rates for awarding at the level of credit are always higher than agreement rates at the level of the grade. This is because fewer assessments are involved when deciding whether to award credits. For many standards, there can be a fine distinction between awarding achievement and merit, or between merit and excellence.
- 3.36 In 2010, the overall moderator/teacher agreement rate for students' work at the level of the grade was 84%. This figure was 76% in 2009 and 72% in 2008.
- 3.37 Although there are some limitations when comparing agreement rates between years,¹⁴ it is possible to note steady improvement at both the level of credit and at the level of grade. This shows that teachers and schools, with the support of NZQA, are becoming more consistent in assessing students' work.

Training and support for moderators

- 3.38 Moderators are well-qualified teachers with recent teaching experience and expertise in a particular subject. Moderators receive training when they start work with NZQA. The moderators we interviewed considered that they received effective training and ongoing support from NZQA.
- 3.39 NZQA has a system for peer reviewing moderation reports within subjects. Some moderators we spoke to considered that the peer review process (called "check moderation") offered good support for their work and affirmed their decision-making for future moderation work.

Reviewing how schools administer internal assessment

- 3.40 NZQA works directly with schools to ensure that the school has effective internal quality assurance policies and procedures and resolves any issues as they arise.

14 One limitation, for example, arose in 2010, when there was a focus on moderating standards that teachers were having the most difficulty with when assessing students' work.

School Relationship Managers

- 3.41 NZQA employs 11 School Relationship Managers (SRMs). Each has a portfolio of 25-50 schools. The role of an SRM is to liaise with schools about how the schools are administering NCEA. SRMs follow up on any issues identified in moderation reports and other analysis of each school's internal assessment performance. They also help schools to plan how to address any issues.
- 3.42 SRMs regularly review the quality of schools' internal assessment policies and procedures. The results of these reviews are "Managing National Assessment" reports, which are published on NZQA's website.
- 3.43 A school (usually through the Principal's Nominee) can readily contact its SRM with questions or issues about internal assessment. SRMs will usually visit each of their assigned schools at least once a year. NZQA surveyed Principals' Nominees in 2010 and received positive feedback about SRMs.
- 3.44 School staff in the five schools we visited reported positive relationships with their SRMs. We were told that SRMs work in partnership with schools to resolve issues and are responsive to schools' requests for information and advice.
- 3.45 We asked principals and Principals' Nominees at the five schools we visited to rate their interactions with NZQA using NCEA grades. All five schools rated the SRMs highly – merit or excellence. We do not often hear such positive feedback from stakeholders about the public entities we are auditing. We commend NZQA and its SRMs for the positive relationships they have with, and the improvements they support within, schools.

Reviewing school achievement data

- 3.46 NZQA compares each school's results from internal assessment with its results from external assessment for each standard in each subject. Any school's achievement rates for internal and external assessment will differ from the overall national achievement rates (for internal and external assessment, respectively). However, NZQA expects that each school will broadly reflect the national achievement rates. If a school's internal assessment results differ greatly from what is expected on the basis of its external results (and if the moderator/teacher agreement rates are well below the norm), NZQA will work with the school to improve its internal assessment policies and procedures.
- 3.47 SRMs monitor information from various sources about the schools that they work with. These sources include:
- the results of moderation reports for a school – the SRM will look for indications in the data of school departments that are performing poorly;

- outlier reports – statistical analysis of a school’s data highlights where the results for internal assessment are outside the range expected, compared with the school’s external results or compared with national internal assessment results (this may indicate a department is marking students too softly or too harshly); and
- “no not achieved reports” – data showing schools where no students have been awarded “not achieved”.

3.48 NZQA uses data from these sources to identify potential issues for schools. When an SRM identifies a potential issue, they will investigate by talking to staff at the school, especially the Principal’s Nominee, to find out what is happening, and work with the school to resolve the issues, if any.

Managing National Assessment reviews

3.49 A major component of NZQA’s quality assurance of NCEA is an internal (school-based) moderation procedure. NZQA expects schools to have assessment policies and procedures to ensure that internal assessment is accurate, consistent, and appropriate (that is, the tasks are in line with the standards and allow students to demonstrate their ability). It expects schools to have effective and documented processes to ensure that they report reliable results from internal assessment to NZQA.

3.50 SRMs formally review each school’s assessment procedures every one to four years. This is known as a Managing National Assessment (MNA) review. The result of this review is an MNA report, which is published on NZQA’s website.

3.51 How often a school has an MNA review depends on the school’s previous performance in complying with NZQA’s requirements. Schools that NZQA identifies as struggling have an MNA review every year. Those that NZQA considers able to identify and deal with any issues well are reviewed every four years. Between MNA reviews, SRMs monitor their assigned schools’ performance. They talk to teachers at their schools about potential issues and do not wait for the next MNA review to address it.

3.52 As part of an MNA review, SRMs check the school’s assessment policies and procedures, including whether:

- the school is meeting its consent to assess;¹⁵
- the school has appropriate internal moderation processes and effectively manages external moderation processes; and
- teachers know and comply with school policies.

¹⁵ Having “consent to assess” (formerly referred to as accreditation) allows schools to assess against standards within the scope of the consent granted. See “Consent to assess” on NZQA’s website (www.nzqa.govt.nz).

- 3.53 Part of these reviews involves checking that the school follows up on issues identified in moderation reports.
- 3.54 The five schools that we visited told us that the way that they self-assess to prepare for an MNA review helps them to identify where they must improve. NZQA chooses some areas of focus for the review, and the school may nominate departments for MNA review. Schools use the ability to nominate departments to seek NZQA's help for fixing problems in specific subject areas.
- 3.55 At the five schools we visited, those chairpersons of Boards of Trustees whom we spoke to valued the assurance that NZQA provided in the MNA reviews. The chairpersons and other school staff considered that the MNA review process was well run. School staff also considered that the SRM gave them enough information about the problems that had to be fixed and help with how to fix them.

Working with schools to resolve issues

- 3.56 As mentioned in paragraphs 3.47-3.48, SRMs often identify issues that arise within schools by reviewing schools' achievement data, moderation reports, and MNA reviews.
- 3.57 If a school has not complied with NZQA's requirements for managing internal assessment, SRMs can take a range of actions depending on the situation. These include:
- requiring the school to submit more material for moderation;
 - stopping the school from submitting student results for the subject(s) in question; and
 - since August 2011, withdrawing a school's consent to assess students' work.¹⁶
- 3.58 NZQA told us that, in recent years, it has rarely used its full non-compliance proceedings against a school. Sometimes NZQA has blocked a school from entering student results into NZQA systems until certain requirements of its consent to assess have been met. When NZQA has done this, it has found that the school works quickly to fix problems. School senior managers have often supported this action because it helped the school to address the issue. NZQA takes such extreme action only after it has made considerable effort to solve the problem.
- 3.59 The role of the Principal's Nominee is important for ensuring that the school is administering NCEA well. It is important that the Principal's Nominee has the right level of influence over the other teachers at the school and, when required, can encourage other teachers to comply with processes.

¹⁶ If either of the last two options were to occur, provision would be made for students' work to be assessed and quality assured by another school.

- 3.60 NZQA has no formal way to influence how the school appoints its Principal's Nominee. However, the SRM can discuss this appointment with the principal and say whether they consider that the Principal's Nominee is adequately carrying out the role. Figure 5 describes how NZQA worked with a school to resolve issues related to a Principal's Nominee who was performing poorly.

Figure 5

How the New Zealand Qualifications Authority worked in partnership with a school to address issues related to a Principal's Nominee who was performing poorly

One school had an overall moderator/teacher agreement rate of 56% and a high rate of students who were awarded "not achieved". NZQA identified this issue and worked with the school to work out the source of the problems.

The source of the problems was found to be partly the incorrect administration of student data and partly how the Principal's Nominee managed NCEA. NZQA supported the school to appoint a new Principal's Nominee.

The school described how NZQA did not impose any change on the school, but worked alongside the school to seek a good outcome for the school, its students, and the wider community. The school's agreement rate is now 95%.

- 3.61 Figure 6 describes the steps that NZQA can take to help a school to improve its internal assessment capability.

Figure 6

An example of the New Zealand Qualifications Authority dealing with an issue about internal assessment capability

NZQA found that one school had a range of issues with its internal assessment for several subjects. NZQA had been closely following the school's progress for several years but was not confident that the school was adequately fixing the problems.

The situation had led to NZQA withholding the internal assessment results that the school had entered for some standards because NZQA was not confident that the results were credible.

The SRM was visiting the school frequently to monitor the situation and to get the school to take better actions to fix the problems. The school was subject to yearly MNA reviews. In addition, NZQA wrote to the school, clearly setting out the actions that were required.

Because none of these approaches resulted in substantial improvement, the SRM met with the principal and the Principal's Nominee to set up an action plan, which included a number of practical steps to help the school. These included seeking agreement that the school would:

- receive help from NZQA to develop good quality assessment material with appropriate assessment tasks;
- work with a retired Head of Department from another school to improve teachers' assessments of students' work so that they would be consistent with the quality achieved in other schools; and
- send the relevant teachers to attend Best Practice Workshops.

The tenacity shown by NZQA in pushing the school to improve its performance is now paying off, with the 2011 MNA review showing a number of positive improvements. Because of those improvements, the school is now subject to an MNA review every two years.

3.62 Overall, we consider that NZQA is responsive to issues as they arise within schools. NZQA deals with issues professionally and collaboratively and has an effective framework to help schools maintain or improve their internal assessment capability.

Appendix 1

Example of a Level 1 achievement standard

Achievement Standard

© New Zealand Qualifications Authority 2012

Number	AS90052	Version	4
Subject Reference	English 1.4		
Title	Produce creative writing		
Level	1	Credits	3
Subfield	English	Assessment	Internal
Domain	English Written Language		
Status	Registered	Status date	17 December 2010
Planned review date	31 December 2014	Date version published	17 December 2010

This achievement standard involves drafting, reworking and presenting at least one piece of creative writing.

Achievement Criteria

Achievement	Achievement with merit	Achievement with excellence
Develop and structure ideas in creative writing.	Develop and structure ideas convincingly in creative writing.	Develop and structure ideas effectively in creative writing.
Use language features appropriate to audience and purpose in creative writing.	Use language features appropriate to audience and purpose with control in creative writing.	Use language features appropriate to audience and purpose with control to command attention in creative writing.

Explanatory Notes

- 1 This achievement standard is derived from the Level 6 Creating Meaning strand [writing] and related achievement objectives in the English learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2011.
- 2 *Creative writing* text types at this level may include descriptions, narratives, poems, personal accounts, scripts, or other appropriate creative writing text types. Students are required to draft, rework and present at least one piece of creative writing that expresses imaginative and creative ideas.
- 3 *Ideas* may include thoughts, feelings, experiences or sensory qualities.
- 4 *Develop and structure ideas* means to build on a single idea by adding details or examples, linking that idea to other ideas and details appropriate to the selected text type.

- 5 *Develop and structure ideas convincingly* means that the development of the ideas and structure is generally credible and connected.
- 6 *Develop and structure ideas effectively* means that the development of the ideas and structure is compelling and well-organised.
- 7 *Use language features* means that:
- vocabulary selection, syntax, stylistic features and written text conventions (including spelling, punctuation, grammar) are appropriate to audience and purpose for a selected text type
 - written text conventions are used without intrusive error patterns, such as a pattern of errors in syntax (eg sentence fragments, where structures are not used intentionally; and ‘run on’ syntax); or a pattern of other significant errors (eg mixed tense sequences, miscapitalisation, spelling errors).
- 8 *Use language features with control* means that:
- language features are selected and linked to the intended purpose and audience for the selected text type
 - text conventions are used accurately so that the writing contains only minor errors.
- 9 *Use language features with control to command attention* means:
- the original and sustained use of language features, distinctive personal voice, and dimensions or viewpoints linked to the intended purpose and audience for the selected text type
 - text conventions are used accurately so that the writing contains only minor errors.
- 10 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Appendix 2

Our survey questionnaire

Resources NZQA provides to teachers

1. How useful are the following NZQA resources for helping you assess students against internally assessed NCEA standards?

	Not useful	Useful	Very useful	No opinion
Moderator newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarifications of Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National moderator reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annotated exemplars of student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moderation Best Practice Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optional teacher selected evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Do you have any comments about any of these resources?

NZQA's website

3. How easy is it to find the information you want about internal assessment on the NZQA website?

Not easy	<input type="radio"/>
Moderately easy	<input type="radio"/>
Very easy	<input type="radio"/>
No opinion	<input type="radio"/>

4. What type of information is difficult to find on NZQA's website?

Moderation reports

5. Have you had some of your assessment work moderated by NZQA since January 2010?

Yes	<input type="radio"/>
No	<input type="radio"/>

6. Please indicate how much you agree with the following statements about the moderation reports you have received since January 2010

	Disagree	Agree	No opinion
Overall, the moderation reports were useful in providing feedback about my assessment materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the moderation reports were useful in providing feedback about my assessment judgements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the moderation reports were easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the moderation reports were written in a tone that was supportive and professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Do you have any comments about the moderation reports you have received since January 2010?

Appealing moderation reports

8. Have you appealed a moderation report since January 2010?

Yes	<input type="radio"/>
No	<input type="radio"/>

9. How satisfied were you with the outcome of the appeal?

Dissatisfied	<input type="radio"/>
Neither dissatisfied nor satisfied	<input type="radio"/>
Satisfied	<input type="radio"/>

10. Why were you dissatisfied with the outcome of the appeal?

NZQA’s support to teachers

11. Overall, do you think that NZQA provides enough support to teachers to help them assess students against internally assessed standards?

Yes	<input type="radio"/>
No	<input type="radio"/>
No opinion	<input type="radio"/>

12. What additional support could NZQA provide to teachers?

About you and your school

We’d like to know a bit about you and your school to see how representative the survey respondents are of the school sector.

13. Where is your school located?

Upper North Island	<input type="radio"/>	Upper South Island	<input type="radio"/>
Central North Island	<input type="radio"/>	Central South Island	<input type="radio"/>
Lower North Island	<input type="radio"/>	Lower South Island	<input type="radio"/>

14. What is the decile level of your school?

Decile 1	<input type="radio"/>	Decile 6	<input type="radio"/>
Decile 2	<input type="radio"/>	Decile 7	<input type="radio"/>
Decile 3	<input type="radio"/>	Decile 8	<input type="radio"/>
Decile 4	<input type="radio"/>	Decile 9	<input type="radio"/>
Decile 5	<input type="radio"/>	Decile 10	<input type="radio"/>

15. What is the roll size of your school?

Below 500	<input type="radio"/>	1200-1999	<input type="radio"/>
500-899	<input type="radio"/>	2000+	<input type="radio"/>
900-1199	<input type="radio"/>	I don't know	<input type="radio"/>

16. Which of the following best describes your role?

Senior Management Team	<input type="radio"/>
Head of Faculty	<input type="radio"/>
Head of Department	<input type="radio"/>
Teacher in Charge	<input type="radio"/>
Classroom Teacher	<input type="radio"/>
Other (please specify)	<input type="radio"/>



17. Which subject(s) do you teach to Year 11-13 students?

<input type="radio"/> Accounting	<input type="radio"/> English	<input type="radio"/> Music
<input type="radio"/> Agriculture and horticulture	<input type="radio"/> French	<input type="radio"/> Physical education
<input type="radio"/> Art history	<input type="radio"/> Geography	<input type="radio"/> Physics
<input type="radio"/> Biology	<input type="radio"/> German	<input type="radio"/> Psychology
<input type="radio"/> Business studies	<input type="radio"/> Graphics	<input type="radio"/> Religious studies
<input type="radio"/> Chemistry	<input type="radio"/> Health	<input type="radio"/> Samoan
<input type="radio"/> Chinese	<input type="radio"/> History	<input type="radio"/> Science
<input type="radio"/> Classical studies	<input type="radio"/> Home economics	<input type="radio"/> Social studies
<input type="radio"/> Computing/digital technologies	<input type="radio"/> Information management	<input type="radio"/> Sociology
<input type="radio"/> Cook Islands Māori	<input type="radio"/> Japanese	<input type="radio"/> Spanish
<input type="radio"/> Dance	<input type="radio"/> Latin	<input type="radio"/> Te Reo Māori/Te Reo Rangatira
<input type="radio"/> Drama	<input type="radio"/> Legal studies	<input type="radio"/> Technology
<input type="radio"/> Economics	<input type="radio"/> Mathematics & statistics	<input type="radio"/> Visual arts
<input type="radio"/> Education for sustainability	<input type="radio"/> Media studies	
<input type="radio"/> Other (please specify):		

Thank you for completing our survey

Please click the 'Done' button below to submit your answers.

18. Do you have any other comments about the support NZQA provides teachers for assessing students against internally assessed standards?

19. Would you like a copy of our report once it is published? Let us know your email address and we'll email you a copy.

Publications by the Auditor-General

Other publications issued by the Auditor-General recently have been:

- Statement of Intent 2012–2015
- Public entities' progress in implementing the Auditor-General's recommendations 2012
- Draft annual plan 2012/13
- Local government: Results of the 2010/11 audits
- Severance payments: A guide for the public sector
- Health sector: Results of the 2010/11 audits
- Central government: Results of the 2010/11 audits (Volume 2)
- New Zealand Blood Service: Managing the safety and supply of blood products
- Central government: Results of the 2010/11 audits (Volume 1)
- Education sector: Results of the 2010/11 audits
- Managing the implications of public private partnerships
- Cleanest public sector in the world: Keeping fraud at bay
- Annual Report 2010/11
- Transpower New Zealand Limited: Managing risks to transmission assets
- The Treasury: Implementing and managing the Crown Retail Deposit Guarantee Scheme
- Managing freshwater quality: Challenges for regional councils
- Local government: Improving the usefulness of annual reports
- New Zealand Transport Agency: Delivering maintenance and renewal work on the state highway network
- Government planning and support for housing on Māori land
- Inquiry into the use of parliamentary travel entitlements by Mr and Mrs Wong
- The Emissions Trading Scheme – summary information for public entities and auditors

Website

All these reports, and many of our earlier reports, are available in HTML and PDF format on our website – www.oag.govt.nz. Most of them can also be obtained in hard copy on request – reports@oag.govt.nz.

Mailing list for notification of new reports

We offer a facility for people to be notified by email when new reports and public statements are added to our website. The link to this service is in the Publications section of the website.

Sustainable publishing

The Office of the Auditor-General has a policy of sustainable publishing practices. This report is printed on environmentally responsible paper stocks manufactured under the environmental management system standard AS/NZS ISO 14001:2004 using Elemental Chlorine Free (ECF) pulp sourced from sustainable well-managed forests. Processes for manufacture include use of vegetable-based inks and water-based sealants, with disposal and/or recycling of waste materials according to best business practices.



Office of the Auditor-General
PO Box 3928, Wellington 6140

Telephone: (04) 917 1500
Facsimile: (04) 917 1549

Email: reports@oag.govt.nz
Website: www.oag.govt.nz