Assessment and Moderation

Moderation Report Writing Instructions
Assessment and Moderation Services
2014 Moderator Manual
National External Moderation
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Moderation Report writing instructions

Introduction

The purpose of this guide is to provide clear guidelines to moderators to ensure moderation reports are of high quality, and are consistent in terms of their style and way their messages are presented.

These guidelines apply to all moderation reports throughout the 2014 moderation year.

Purpose of moderation

The primary purpose of moderation is to provide assurance that an organisation’s (i.e. school or TEO) internal assessment decisions are made at the national standard.

It is critical that moderators in all subjects are consistent with their decisions and how these are communicated in moderation reports. This is because users other than the subject teacher need to be able to read the reports across a range of subjects. This includes other NZQA staff and senior management in schools.

The focus of moderation is on assessment judgements of student work overall against the achievement criteria in the standard. If issues arise with assessor judgements, only then should the moderator look at the assessment materials.

Standards based assessment is not black and white. If you are unsure when making any moderator judgement, contact your National Moderator (NM) for guidance.

ALL marginal decisions are to go on the side of the assessor and be supported through comment.

Don’t think of the standard as an absolute. It is not. There is usually a great deal of subjectivity and interpretation involved by the assessor as well as the moderator. So err on the side of comment and support rather than disagreement. There has to be a significant and substantial reason for saying the grade is not appropriate.
Writing guidelines

NZQA moderation reports are professional, formal documents. The report must be clear, professional and objective, and give a coherent and constructive message.

A triangle of feedback
The structure of the moderation report (in terms of issues raised, and feedback given) will be like a triangle:

- **Overview**: executive summary with high-level précis of 1 – 3 main issues
- **Commentary**: unpacking of main issues to provide feedback for future practice
- **Assessment materials**: only included when issues found with assessor decisions relate to the materials and materials are not NZQA Approved™/QAAM materials
- **Assessed Work**: detailed issues present for individual assessor decisions/student evidence

Style and tone
a. Use either ‘learner’ or ‘student’, but be consistent with which one you use throughout the report.

b. Write in the present tense throughout most of the report. It may be appropriate to use past tense in the précis of issues in the Overview, and to use future tense where you suggest modifications for the future.

c. Separate comments into paragraphs for ease of reading, separate paragraphs with spaces, and leave a space after the final paragraph in each section of the report. It may be necessary to preview your report in print mode to check the paragraph layout, before submitting and printing it.

d. For the parts of the standard, ensure you use the full words ‘achievement criteria’, ‘explanatory notes’ and ‘evidence requirements’ the first time you use them in the report. After this, it is acceptable to use abbreviations (AC, EN and ER). Examples of how to incorporate the abbreviation the first time include, “… Explanatory Note 3 (EN3) …” and, if in parentheses, “(Evidence Requirement – ER – 1.2)”.

e. Capitalise the following:
   - abbreviations (EN, ER)
   - sections of the moderation report (Overview section, Commentary section, Assessed Work section, Assessment Materials section)
   - specific parts of the standard (as in Explanatory Note 2, Outcome 1 and Evidence Requirement 1.4), and “Learner”, “Student” and “Standard” when used as proper nouns (as in Learner 1 and Standard 26622). (Note, use lower case for “learner”, “student”, “standard”, “evidence requirements” and “explanatory notes” when these are used as common nouns, as in “…all four learners…” or “…where the standard requires…”)


f. When referring to them in general terms, use lower case for the parts of the standard (*achievement criteria, explanatory notes, outcome statements, outcome range items, evidence requirements*). However, follow normal conventions if using these at the start of a sentence (capitalise the first letter of the first word).

g. **Use a unique identifier instead of the name of each student** in the Assessed Work section. Do this by:
   - using the unique identifier used by the organisation, if they have used one
   - writing a unique identifier (such as “Student 1”) on the Moderation cover sheet *(in pencil)* next to the name of the student and writing the same identifier *(in pencil)* on the student work - for online submissions (with no cover sheet) make sure you enter the student comments in the order they appear in the submission.

h. In the Assessed Work section, list the students in the same order as given on the Moderation cover sheet.

i. If you need to refer to individual students within your general feedback, refer to them as they appear in the Assessed Work section (e.g. “Student 1”, “Student 2”, etc).
Completing the Assessed Work section

Purpose
The purpose of this section is to give feedback about the quality of the assessment decision for each student’s performance against the standard.

Moderator judgement

**Do assessor judgements reflect the national standard?**

The moderator judgement is to indicate whether you agree with the assessor judgement against the standard overall. The question you must be asking yourself is do you agree with the grade awarded overall. You are NOT check-marking, so you are not indicating whether you agree with every aspect of the student's evidence. Your role is to provide professional support and guidance in relation to assessing against the standard.

Remember, you are moderating against the standard, not against the assessment task or schedule (even if the task or schedule is flawed).

Please note that this question does not say:

- what the achievement result or grade awarded to the student should be, or
- that a flawed assessment task or schedule has been accurately applied.

Moderation feedback
Use the Comments column to give professional feedback about the assessor decisions. It is appropriate for your feedback in this section to be more detailed, comprehensive and/or technical than in the Overview or Commentary sections of the report. However, please remember to prioritise what you give feedback on.

If you disagree with the assessor’s decision a clear and concise comment is required to explain why.

If you agree with the assessor’s decision, no comment is usually required. It may sometimes be appropriate to comment when your decision to agree with the assessor is marginal and you need to explain why. Be clear and concise. Ensure that your explanation is not contradictory.

In preparing your comments; make sure you prioritise the issues relating to your judgement, and only comment on the important ones.

In your comments include:
- the part of the student evidence your comment relates to
- the reasons for your judgement (the issue), with reference to the requirement of the standard (e.g. explanatory note or evidence requirement ), and
- and possibly a suggestion of how to correct or resolve the issue.
A key word to use when explaining your moderator judgements through commentary is ‘overall’: This will signal to readers of the report that while you may not agree with every aspect of the decision, that on-balance this is the appropriate grade level for the evidence presented. It is important that comments clearly align with moderator judgement.

Here are some sample judgements and comments from different standards. In each case, the first row contains an example of moderator judgement and comment that is inconsistent and unhelpful for teachers. The second row shows judgements and comments with examples that are consistent and supportive.

<table>
<thead>
<tr>
<th>Learner</th>
<th>Assessor Judgement</th>
<th>Moderator Judgement</th>
<th>Comment examples</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>E</td>
<td>N</td>
<td>Units not included on Q.17(b)(ii) which is required for Achieved, otherwise excellent work.</td>
<td>The first comment shows that the moderator is check marking; a Not Achieved judgement has been made because evidence for just one of several aspects of the achievement standard is below the national standard.</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>E</td>
<td>Excellence overall but units are not included for Q.17(b)(ii) which is required for Achieved. (Refer to EN 5.)</td>
<td>In the second example the moderator is indicating that the assessor has an accurate overall understanding of the national standard for this achievement standard and therefore the Excellence judgement can be supported.</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>N</td>
<td>Listed THE temperature and not a range for one of the items, almost a Merit.</td>
<td>The first judgement is wrong because, overall, the assessor does know the national standard. The first comment is confusing.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>A</td>
<td>Overall Achieved standard, but a range of temperatures is required for all items, rather than most items. See Explanatory Note 3.</td>
<td>The second judgement is appropriate, and the second comment explains that the moderator agrees with Achieved even though not every aspect of the achievement standard has evidence that is at the national standard.</td>
</tr>
<tr>
<td>C</td>
<td>M</td>
<td>A</td>
<td>Marginal analysis, a further example would help.</td>
<td>The first comment is confusing — is a further example needed to meet the grade, or more</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td></td>
<td>The evidence is close to the</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Achievement</td>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>A</td>
<td>To be awarded the standard, students are required to provide clear analysis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>The student makes clear points although the analysis is borderline for Achieved. Refer to Explanatory Note 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>E</td>
<td>Theory insufficient for Excellence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Overall Merit. Economic theory would include using relevant economic models, and being able to incorporate these into the analysis. (Refer ENs 2 and 5.) For example, the ‘kinked’ demand curve and imperfect competition model should have been used to add economic support explanations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>M</td>
<td>Mostly Merit but theory analysis not done.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>The standard requires a full economic analysis for Merit. Economic theory would include using relevant economic models, and being able to incorporate these into the analysis. See ENs 2 and 5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where the issues are identical for two or more students, make sure your first reference identifies the issue clearly, and for the second student, use a comment such as “As per comments for student 1, with regard to XXXX” (rather than repeating the same justifications).
Completing the Moderation Results section

Purpose
The Moderation Results section provides a quantitative summary of the moderation results for the assessor judgements and, when reported on, the assessment materials submitted.

A. Assessor judgements
The numbers in these boxes indicate the number of assessor judgements you have agreed with out of the total number of judgements submitted for moderation. These numbers in the boxes appear automatically once the assessed work section is completed when a moderator is working online.

B. Radio button guidance
The radio buttons in the Moderation Results section determine which variation of the moderation report you will complete. There are two options:

- The assessment materials have not been moderated
- The assessment materials have been moderated
Selecting the ‘The assessment materials have not been moderated’ button removes the Assessment Materials section of the report. The following statement appears in the Moderation Results section of the report, underneath the assessor judgements figure:

“This report relates only to learner evidence and associated assessor judgements.”

Only select the ‘The assessment materials have been moderated’ button if:

- issues arose with assessor judgements that were related to the assessment material, and the assessment materials do not have:
  - an NZQA QAAM stamp
  - NZQA Approved status
  - ‘Final and Published’ status
- you are not moderating a Literacy or Numeracy unit standard.

Selecting this option will keep the full moderation report template open. You will need to complete all sections of the report, and select the moderation result for the assessment materials (refer Step 4 below). No qualifying statement appears in the Moderation Results section of the report.
Completing the Assessment Materials section

Purpose
The purpose is to give feedback about the validity of the assessment materials, whether or not they give students the opportunity to meet the requirements of the standard, and whether or not adequate marking guidance is provided (e.g. in the assessment schedule) to ensure consistency and reliability of assessment decisions.

Remember that you are only moderating the assessment materials because issues have arisen with the assessor judgements that relate to these materials. Focus your moderation feedback in this section on the issues that have affected the assessor judgement.

Moderation feedback
It is appropriate for your feedback in this section to be more detailed, comprehensive and/or technical than in the Overview or Commentary sections of the report. Prioritise what you give feedback on and focus on those aspects which have caused issues with the assessor judgements.

Assessment materials
Indicate the source of the assessment materials (Own, Commercial, Modified MOE/TKI/NZQA, or Other). This is usually signalled on the moderation cover sheet included with the submission. As only one option can be selected, in cases where there is more than one source, you will need to decide which one to record.

Assessment materials for learners

1  Is the standard to be assessed correctly identified (number, version, outcomes)? Yes/No

The standard number, title and version assessed should be identified correctly on assessment materials given to the student. If the standard title or number is incorrectly shown, your response should be “No”. However, if only the standard version number is incorrect (or, apart from version 1, is not shown), in general the response should be a “Yes, however…”

Comments (Example)
Yes. However, the incorrect version of the standard is shown on the student task sheet.

2  Does the brief, event, activity, task (etc) provide learners with the opportunity to meet the requirements of the standard?

Decide whether the assessment(s) give(s) the student adequate opportunity to meet the requirements of the standard for all performance levels available. Be clear and concise. Focus your comments on the issues that have caused the assessor judgement to go wrong.
Achievement standard examples:

<table>
<thead>
<tr>
<th>Specify outcome No. or A, M, E Criteria</th>
<th>Y/N</th>
<th>Comments (Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>N</td>
<td>Question 1 provides too much teacher guidance. Students must demonstrate that their responses are informed by their own independent research.</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>As above</td>
</tr>
<tr>
<td>E</td>
<td>N</td>
<td>The tasks identify a single research source. For Excellence students need to gather information from a variety of appropriate research sources (refer to ENs 2 and 4). It is typically recommended to include at least four student-identified sources, in order to ensure students have sufficient opportunity to fulfil the level three expectations of the criteria for Excellence.</td>
</tr>
</tbody>
</table>

Unit standard example:

<table>
<thead>
<tr>
<th>Specify outcome No. or A, M, E Criteria</th>
<th>Y/N</th>
<th>Comments (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>N</td>
<td>The reader’s academic purpose is unclear (refer to EN 6). Currently the task does not give students the opportunity to answer a research question (refer to EN 9). There is too much scaffolding in the structure of the Evidence Requirement task to enable the students to independently demonstrate competency against this unit standard (refer to EN 5).</td>
</tr>
</tbody>
</table>

3 Are the assessment conditions clear and appropriate? Yes/No

Only comment either where the assessment conditions specified are inappropriate for the standard, or where no assessment conditions are specified and this appears to have caused a problem with the validity of the assessment or the assessor judgements.

Comments (Example)
While the use of an English dictionary is appropriate for this standard, the use of a bilingual dictionary is not, as the student must independently demonstrate competency against the standard (EN 5)

Assessment schedule
Ensure that all comments relating to the assessment schedule are focussed on enhancing the consistency and accuracy of assessor decisions.

4 Are statements provided that specify evidence expectations that meet the requirements of the standard (evidence statements)?

Evidence statements describe the quality of acceptable responses (as opposed to providing actual examples of those responses) - e.g. describing what completing a certain task "efficiently" or "independently" means.
5 Are statements provided that clearly describe performance levels (quality and, where relevant, quantity) that meet the requirements of the standard (judgement statements)?

Note; judgement statements:
- have no set format they should be presented in
- need to be flexible enough to apply to valid student evidence different to that given in the evidence statements
- should not contain any requirements that are extraneous to the standard.

For a few standards, it may be appropriate to use the standard itself as the judgement statements.

It is acceptable for judgement statements to either use the language of the standard for the quality defining/indicator words, or synonyms, so long as they enable the assessor to make accurate judgements.

**Actual text:**

<table>
<thead>
<tr>
<th>Specify element/outcome No. or A, M, E Criteria</th>
<th>Y/N</th>
<th>Comments (Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>N</td>
<td>The achievement standard does not require a separate evaluation to be done. Consideration of limitations and weaknesses of the economic investigation is part of the comprehensive analysis that is required.</td>
</tr>
</tbody>
</table>

If you moderated the assessment materials (step 3), you will need to indicate the quality of the assessment materials submitted in the Moderation Results section of the report.
The Assessment Materials section of the Moderation Results screen indicates the quality of the assessment materials.

**ONLY** complete this section if you have moderated the assessment materials.

Decide whether the assessment materials require modification, or do not meet the national standard, and select the appropriate radio button.

**If you are completing this section of the report you SHOULD NOT select “Assessment materials meet the national standard (A)”**. It is still in the online report template for the moderation of tertiary systems, for which moderators are required to complete all sections of the moderation report.

**Assessment materials require modification (M)**

Select this category where **amendments** to the assessment materials (tasks and/or schedule) are **required** to allow students the valid opportunity to meet all grades available, these issues can be addressed without fundamentally changing the task, **and** all information needed to do this is contained in the moderation report.

**Assessment materials do not meet the national standard (X)**

Select this category where the assessment tasks require a **complete overhaul** in order to provide valid assessment opportunities against the standard. The issues present are too significant to be adequately addressed through moderation feedback. Essentially a new task must be developed.
Completing the Overview section

Purpose
The purpose of the Overview is to provide an executive summary of the report, covering the consistency of the assessment decisions with the national standard, NZQA’s level of confidence in the assessor’s ability to make appropriate assessment decisions, and a précis of the (no more than three) underpinning issues with the submission.

Sequence of statements
Use the following order for your comments:
A. Student work
B. Confidence statement and précis of main issues
C. Assessment activity and schedule (only include this if there is an issue with the assessor judgement that can be linked to a flawed activity)
D. Authenticity issues (if present)

For TEO submissions you will not include a confidence statement - please see Appendix One.

The Overview section should be succinct.

A. Student work
The first statement in the Overview section of the report should describe how consistently the student evidence or performance has been assessed at the national standard. Do not state the number of assessor decisions that have been verified.

You must use one of the following:
- Student performance is being assessed consistently at the national standard.
- Student performance is being assessed consistently as not meeting the national standard. (Use this where all assessor decisions submitted were NA, and all have been agreed with through moderation)
- Student performance is generally being assessed at the national standard.
- Some student performance has been assessed at the national standard. (Use this where the minority and up to half of the assessor decisions have been agreed with through moderation)
- Student performance is not being assessed at the national standard.

B. Confidence statements, and précis of main issues
You must use one of the following phrases:
a NZQA is highly confident in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied.
b NZQA is confident in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied.
c NZQA cannot yet express confidence in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied.
d NZQA cannot express confidence in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied.

While a précis of main issues will normally be included after the confidence statement, in some cases it may be appropriate to put the précis first, and then the confidence statement: “Therefore, NZQA is confident...”
Ensure the moderation report as a whole is coherent, the message given in the précis of main issues (in Overview) must be reinforced and expanded upon in other sections of the report.

When deciding which confidence statement to use, remember that the confidence statement is about the assessor judgements of the student evidence submitted for moderation. It is not about other factors such as the assessment material, the range of grades submitted, or the organisation’s assessment or moderation processes.

**Highly confident**
Use this confidence statement where assessor judgements consistently reflect the national standard.

Please note that the following issues would not necessarily preclude this confidence statement being used:
- minor but consistent grade boundary discrepancies
- authenticity issues.

Where the ‘highly confident’ statement has been used, the précis should summarise how the intent of the standard has been met, or will make a positive observation about the quality of the assessor judgement.

**Actual text:**
NZQA is highly confident in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied. Decisions and teacher comments show clear understanding of the national standard and assessment practice.

**Confident**
Use this confidence statement where assessor judgements show a clear and accurate understanding of most aspects of the standard, but that the assessor needs guidance regarding a few aspects.

For example (as appropriate – please note, this is not a checklist):
- you are confident in most aspects of the assessor judgements (there are only minor issues present which preclude you from using the ‘highly confident’ statement)
- there are only minor (but consistent) errors in the assessor’s judgements, or relating to only minor aspects of the standard (even though these issues may be present across most/all submissions)
- assessor decisions reveal that one grade boundary has been misjudged, or minor misunderstandings across the grade boundaries.

Where the ‘confident’ statement has been used, the précis should make a positive observation about the quality of the assessor judgement and summarise the key reason(s) why the ‘highly confident’ statement was not used, or summarise the key issue(s) with the assessor judgements.

**Actual text:**
NZQA is confident in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied. The judgements for Achieved and Merit are consistently accurate, however, Excellence requires students to demonstrate in-depth understanding.
Cannot yet express confidence
Use this confidence statement where assessor judgements reveal an accurate understanding of only some of the aspects of the standard, and that the assessor needs guidance regarding the rest. However, the issues present are such that the organisation should be able to address them adequately by following the moderation feedback contained in the report.

For example (as appropriate – please note, this is not a checklist):
• you are confident in only some / a few aspects of the assessor’s judgement
• the assessor has made several consistent, relatively major errors throughout their judgements, or there are inconsistencies in the errors in the judgements
• assessor judgements are inaccurate regarding several (or a number) of the specific requirements of the standard
• the assessor judgements show they have not recognised the requirements of certain grades in relation to others
• any assessor annotations or comments show an accurate understanding of only some aspects of the standard.

Where this statement has been used, the précis should summarise the main issue(s) present with the assessor judgements that must be addressed. Start the second sentence with However,….to indicate that the issue is most likely fixable if the teacher/assessor acts upon advice given in the report.

Actual text:
NZQA cannot yet express confidence in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied. However, assessor judgements could be improved if the issues raised in the Assessed Work section of the report are addressed.

Cannot express confidence
Use this confidence statement where, due to the nature and/or scale of the problems with assessor judgements, further intervention (beyond the moderation report) will be required to correct the issue(s) identified.

For example (as appropriate – please note, this is not a checklist):
• assessor judgements do not reflect the required level
• assessor judgements reveal significant misunderstandings of the requirements of the standard.

Where this statement has been used, the précis should include the main issues with the assessor judgements that must addressed. Use the word ‘significant’ or another suitable synonym in the précis to highlight that the issue is severe.

Example 1
NZQA cannot express confidence in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied. There are significant issues relating to the assessor judgements which are not at curriculum level seven.

Example 2
NZQA cannot express confidence in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied. There are several significant issues that need to be addressed: the assessor judgements lack consistency across the samples submitted, and for each student’s work, evidence has been accepted that has not met any of the outcomes of the standard.
NOTE - you must discuss any “cannot express confidence” or “cannot yet express confidence” statement with your TL or AMF before you use it, and you will need to complete a moderation issues form for both.

When not to use confidence statements
Do not use a confidence statement in the moderation report if no moderation judgements can be made (e.g. no student work has been submitted, or you cannot tell the grade awarded), and/or you have used a 0/0 moderation result. The comment you will make in these instances needs to start with: “NZQA is unable to comment on the assessor’s ability to assess student performance at the national standard.”

C. Assessment activity and schedule (if required)
Ensure that any comment is at an executive summary level.

<table>
<thead>
<tr>
<th>Example 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment materials require minor modifications in order to meet the national standard.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment materials require significant redevelopment in order to provide students with the opportunity to achieve all levels of performance of the standard available.</td>
</tr>
</tbody>
</table>
Completing the Commentary section

Purpose
The purpose of the Commentary is to expand or unpack the issues raised in the Overview in order to communicate specific feedback to assist the assessor for future practice.

Guidance
Issues outlined in the Commentary section should be ones that are common across the submission, not the ones specific to individual students or assessor decisions.

This is where you can also give specific feedback to assist the assessor for future practice. For example, provide references to websites and/or to documents. Note that it is not appropriate to give web addresses because these are likely to change – any reference to websites should name the site rather than give actual web links.

It may be appropriate to comment on good practice in the commentary as well.

Commentary examples

Example 1

The student evidence submitted does not meet the developmental requirements of the standard. For Achieved, students need to show how their ideas have developed through a variety of stages (see EN 2) rather than simply present a single outcome.

Example 2

The standard requires students to take their own measurements and then use those measurements in calculations to solve problems. Neither the stand-alone measurement nor the stand-alone calculations involving measurements that have been provided allow students the opportunity to meet the requirements of the standard. Refer to the clarifications for the standard, available on the Literacy and Numeracy subject page of the NZQA website.

Example 3

The action planned and taken has not been focused on this school or wider community, as is fundamental to the standard. The key steps involved in ‘taking action’, as specified by the standard, have not been implemented by the students. Refer to EN 2 of the standard for these required steps.
Examples of the Overview and Commentary:

Example 1

Overview
Student performance is generally being assessed at the national standard.

NZQA is confident in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied. The assessor judgements show that most of the achievement criteria of the standard have been appropriately applied, apart from in one aspect which has been inconsistently interpreted.

Commentary
Students must form ‘developed conclusions’ as a result of the exploration process - refer to the achievement criteria, and Explanatory Note (EN) 2. The annotated grade boundaries exemplars for this standard provide further guidance in forming ‘developed conclusions’. These can be downloaded from the NCEA subject specific page on the NZQA website.

Example 2

Overview
Some student performance has been assessed at the national standard.

NZQA cannot yet express confidence in the assessor’s ability to make assessment judgements at the national standard for the sample of student work supplied. However, assessor judgements could be improved if the inconsistent interpretations of the achievement criteria that are explained in the Commentary and Assessed Work sections of this report are addressed.

Commentary
To achieve this standard, students must describe the rules that govern the media in New Zealand, as well as describing their effects – refer to Explanatory Note (EN 2). Some samples show insufficient understanding of how the rules operate, and others describe the effects in general terms.

The grade boundary exemplars and clarifications document further unpack the standard; these can be accessed via the Media Studies subject page on the NZQA website.
Appendix

Overview section

Sequence of statements

Please use the following order of comments in the Overview section:
A. Student work
B. Précis of the key issues
C. Assessment activity and schedule if required. (Only include this if there is an issue with the assessor judgement that can be linked to a flawed activity).

A. Student work
Follow the guidelines in the main text.

B. Précis of the key issues
The second statement in the Overview will be a high-level executive summary of the main/underpinning issues with the assessor’s decisions about student performance. (This is essentially the same comment as you would use to support or qualify a confidence statement for a school submission.)

As outlined in Step 5, B. (above), the message given in this executive summary comment will be reinforced and expanded upon in other sections of the moderation report.

C. Assessment activities and schedule
As per the above guidelines, only comment on the assessment materials if there is an issue with the assessor decisions that are a result of an issue with the assessment materials.

Examples of Overviews for a TEO:

<table>
<thead>
<tr>
<th>Example 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner evidence has been assessed consistently at the national standard.</td>
</tr>
<tr>
<td>Evidence has been collected from naturally occurring contexts over an appropriate period of time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the student performance has been assessed at the national standard.</td>
</tr>
<tr>
<td>The requirements of two of the three outcomes of the standard have been too liberally applied to the student work submitted.</td>
</tr>
<tr>
<td>The assessment task requires some modification to provide the opportunity for students to meet the requirements of the standard.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner performance is generally being assessed at the national standard.</td>
</tr>
<tr>
<td>Assessor judgements where learners have formed developed personal responses generally reflect the intent of the standard; although in some cases learners have not selected texts that enable them to meet one of the requirements of the standard.</td>
</tr>
</tbody>
</table>