

NZQA Digital Practice Exams

User Experience Evaluation Report 2020



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

NZQA Digital Practice Exams

NZQA would like to acknowledge the Agricultural and Horticultural Studies, Classics, and English subject associations for their support and contribution to the success of digital practice exams 2020.



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1. Overview and context

A key element of the NCEA Online Programme and a way that NZQA can support the continuing growth of online assessment, is to provide the opportunity for schools to offer digital practice exams using NZQA's online exam platform.

COVID-19 meant that our plans were bought forward and preparation for digital practice exams started in May 2020. This was the first opportunity to make digital practice exams available to schools in a limited way.

The delivery method was based on the model used for the 2016 trials and pilots. This required some changes to the platform to enable teachers to mark students' exams and document formative feedback.

Schools said the impacts of COVID-19 make it especially useful to have some of their practice exams on the same platform as end of year NCEA exams. If conducted under exam conditions the results could be used for derived or unexpected event grades, if needed.

The expected benefits and outcomes of NZQA offering 2020 digital practice exams include:

- Supporting teachers to deliver practice exams to students that can be used to gather evidence for Derived / Unexpected Event Grades.
- Enhancing student familiarisation and preparation for NCEA Online digital external exams.
- Providing support for increasing school and student confidence to opt in, or scale up, through having meaningful practice options.
- Using features of the external digital assessment platform (SoNet Teachers Module).
- Confirming key service requirements from schools and NZQA.
- Establishing the level of demand from schools for the digital practice exams.
- Being able to run a live-test of the service/platform in a controlled way with a set number of schools.

1.1 How practice exams were delivered and managed

At the beginning of 2020 we asked schools to indicate their intention to participate in NCEA Online. At 7 August 2020, the 'cut off' date for schools to advise their participation in digital practice exams, 109 schools had responded positively. After that 'late' notifications were received from 12 schools of their intention to participate, and 23 schools withdrew. Reasons cited by schools for withdrawing was that student answers could not be printed for marking; the effort required by teachers in this new process was too great; and the timing of the digital practice exams was too early (i.e. in Term 3 rather than Term 4).

NZQA worked with three subject associations (who had content available that could be digitised for delivery within the available timeframes) so that schools could offer digital practice exams for English, Agriculture and Horticulture Science and Classical Studies at all levels using NZQA's online exam platform. In response to a request from a kura, new content was also developed for Te Reo Māori reading standards at Levels 1-3. We engaged a digital editor to prepare the subject association content for the platform.

NZQA has a range of resources and support available including advice around device and room set up, student practice activities and 2019 examinations, working with N4L to help schools check their infrastructure and other technical support during exams.

In the lead up to digital practice exams we regularly communicated with schools about what was happening and what they needed to do to prepare for the exams. Support material included information sheets, FAQs, links to website content and practice activities. We also developed guides for administering, monitoring and marking digital practice exams and distributed these to participating schools.

1.2 Outcome

Digital practice exams opened on 31 August and closed on 25 September. Schools identified the week that they intended to participate in the exams, so that support could be planned across NZQA business teams. A total of 6236 students from 96 schools participated, with 264 students doing more than one session. This level of participation exceeded our estimate, given the short preparation time for this initiative.

1.3 Feedback

We received anecdotal feedback from several schools about their experience with the digital practice exams. This included comments about how well the exams went and that the supporting guides were useful, along with constructive feedback on areas for improvement.

We also sought formal feedback from all participating schools and students through separate surveys of students, exam administrators, supervisors and markers – a summary of results is outlined in this report.

These insights will help us to improve future NCEA Online services, processes and support resources to meet the needs of schools.

1.4 Survey information

Separate surveys were designed and administered to measure students', exam administrators', supervisors' and markers' self-reported satisfaction and experience of the digital practice exams during Term 3 of 2020. The surveys were presented for students, exam administrators, supervisors and markers respectively to complete online, as soon as possible after submitting their digital exam response.

At each participating school the key contact for digital practice exams provided a link to the respective surveys on Qualtrix – to students, administrators, supervisors and markers – after the exam was completed.

The student survey and administrator survey each consisted of 10 questions, four of which included an open-ended question. The supervisor survey asked seven questions, three of which included an open-ended question. The marker survey asked nine questions, three of which included an open-ended question. (See Appendices 1 to 12 for the student, administrator, supervisor and marker survey questions, summary tables of responses to the closed-ended questions, and responses to open-ended questions.) The surveys were designed to take approximately five minutes to complete. Not all respondents answered all the questions in their survey.

NZQA received survey responses as follows: 338 from students attending 22 unique schools; 36 from administrators and 52 from supervisors in 33 unique schools; and 52 from markers in 34 unique schools.

1.4.1 Students

Of the student respondents, 9.2% (31 of 338) identified as Pacific and 12.7% (43 of 338) as Māori. The number of responses from these ethnicity groups is low and though significant differences were found they should be viewed with caution due to the small numbers.

5.9% (20 of 338) of student respondents were in the decile band 1 to 4, 30.6% (171 of 338) in the decile band 5 to 7 and 43.5% (147 of 338) in the decile band 8 to 10.

The low numbers of responses in the decile band 1-4 means that the statistical test is invalid.

The table below shows the number of survey responses received, indicating participation in the practice exam sessions.

Digital Exam Session	Count of Survey Responses
L1-AGRI	2
L1-CLAS	29
L1-ENGL	122
L1-TERM	4
L2-AGRI	4
L2-CLAS	4
L2-ENGL	137
L2-TERM	2
L3-AGRI	1
L3-CLAS	20
L3-ENGL	36
L3-TERM	1
Total	338

Student survey responses for each session, ethnicity, and school decile are presented together. There are differences between the responses by student ethnicity. The response differences between ethnicities related to device use on exam day and creating or checking their NCEA login in preparation for the digital practice exam.

The respondents were not required to answer all the questions, so the response rate between questions varies.

1.4.2 Administrators

37 responses indicated they had an administration role (from 33 unique schools). Completed survey responses were received from 36 administrators.

1.4.3 Supervisors

55 responses indicated they had a supervisor role (from 32 unique schools). Completed survey responses were received from 52 supervisors.

1.4.4 Markers

52 responses indicated their role was as a marker (from 34 unique schools). Completed survey responses were received from 52 markers.

2. Survey findings

2.1 Overall satisfaction

2.1.1 Students

Of the students who responded to the student survey, 76.3% (258 of 338) strongly or somewhat agreed that they preferred completing the exam digitally rather on paper. 14.5% of respondents (49 of 338) neither agreed nor disagreed with that statement.

75.4% of responses (255 of 338) strongly or somewhat agreed that 'the digital practice exam has made me more confident about doing my NCEA exams online', and 14.5% (49 of 338) neither agreed nor disagreed with that statement.

77.8% of responses (263 of 338) strongly or somewhat agreed that overall they found 'doing my practice exam(s) digitally was a positive experience', while 14.8% (50 of 338) neither agreed nor disagreed with that statement.

When student survey respondents were asked how likely they were to recommend or speak positively about NZQA based on the recent interactions and communication, 13.9% (47 of 338) of respondents were in the category of 'Promoter', 45.3% (153 of 338) in the 'Passive' category and 40.8% (138 of 338) in that of 'Detractor'.

2.1.2 Administrators

80.6% (29 of 36) of administrator respondents strongly or somewhat agreed that the timing of the digital practice exams suited their school.

The administrator survey asked about the ways in which they thought the digital practice exams were useful.

Of the administrators who responded to the survey, 94.4% (34 of 36) strongly or somewhat agreed that the digital practice exams were useful for preparing their students for NCEA online. 91.6% (33 of 36) strongly or somewhat agreed that the digital practice exams were useful for building their understanding about how NCEA online works. 80.6% (29 of 36) strongly or somewhat agreed that the digital practice exams were useful for increasing teacher confidence in NCEA online. 80.6% (29 of 36) strongly or somewhat agreed that the digital practice exams were useful for gathering evidence of student learning. 86.1% (31 of 36) strongly or somewhat agreed that the digital practice exams were useful for preparing school technology for end of year exams. 12.5% (2 of 36) strongly or somewhat agreed that the digital practice exams were useful for 'other' reasons. The 'other' reasons they described included testing the school's capacity and focusing students' attention on allocation of time available.

When administrator survey respondents were asked how likely they were to recommend or speak positively about NZQA based on their recent interactions and communication, 45.5% (15 of 36) of respondents were in the category of 'Promoter', 39.4% (13 of 36) into the 'Passive' category and 15.2% (5 of 36) in that of 'Detractor'.

2.1.3 Supervisors

When supervisor survey respondents were asked how likely they were to recommend or speak positively about NZQA based on the recent interactions and communication, 16% (8 of 50) of respondents were in the category of 'Promoter', 52% (26 of 50) in the 'Passive' category and 32% (16 of 50) in that of 'Detractor'.

2.1.4 Markers

The marker survey asked about how user friendly and helpful for digital marking they found certain aspects of the marking system.

54.4% (25 of 46) of marker respondents strongly or somewhat agreed that they found adding formative feedback in the system was user friendly and helpful. 58.7% (27 of 46) strongly or somewhat agreed that they found using the marker guide user friendly and helpful. 2.2% (1 of 46) of respondents strongly or somewhat agreed that they found 'Other' user friendly and helpful. Some of the 'other' responses made by markers included viewing students results, that it was annoying that students couldn't see the comment when checking results and that the little comment box was not easy to find on the screen.

71.7% (33 of 46) of marker survey respondents strongly or somewhat agreed that they had a positive experience with marking the digital practice exams.

When marker survey respondents were asked how likely they were to recommend or speak positively about NZQA based on the recent interactions and communication, 45.5% (15 of 36) of respondents were in the category of 'Promoter', 39.4% (13 of 36) in the 'Passive' category and 15.2% (5 of 36) in that of 'Detractor'.

2.2 The digital practice exam experience

2.2.1 Preparation

2.2.1.1 Students

The survey asked about whether and how students prepared for their digital practice exams.

Students responding to the survey said they prepared for their practice exams as follows:

22.5% (76 of 338) tried a past digital exam on the NZQA website to get ready for their digital practice exam. 18.0% of respondents (61 of 338) watched a video on the NZQA website; 21.6% (73 of 338) checked their device on the NZQA website; 58.0% (196 of 338) got ready by discussing the digital practice exam in class; 60.9% (206 of 338) created or checked their NCEA login; 10.1% (34 of 338) didn't prepare for their digital practice exam.

4.4% of respondents (15 of 338) used other techniques to prepare, such as studying for the exam e.g. practice essays or revising notes, participating in previous years' digital exams, practising past NCEA paper exams.

There was a significant difference in responses from Pacific and non-Pacific respondents as to whether they created or checked their NCEA login. There was a higher number than statistically expected¹ of Pacific respondents who did not indicate that they created or checked their NCEA login.

The student survey asked which social media platforms or websites respondents thought would be best to connect with students about things like digital practice exams or getting ready for NCEA.

61.8% of respondents (209 of 338) said that the Instagram social media platform would be best to connect with students.

18.9% (64 of 338) selected Facebook.

5.6% (19 of 338) selected Twitter.

26.9% (91 of 338) selected YouTube.

24.3% of respondents (82 of 338) said that they don't think NZQA should communicate through social media.

7.7% of respondents (26 of 338) said that the 'Other' social media platform would be best to connect with students. Other platforms suggested in the responses included Email, Tiktok, Snapchat, Discord, Minecraft and Reddit.

2.2.1.2 Administrators

The survey of those in an administrator role for the digital practice exams asked about how useful they found the kinds of support provided by NZQA.

Of the administrators who responded to the survey, 72.2% (26 of 36) strongly or somewhat agreed that they found the NZQA School Relationship Manager useful. 44.4% (16 of 36) strongly or somewhat agreed that they found the NZQA contact centre useful. 80.5% (29 of 36) strongly or somewhat agreed that they found the NCEA online emails useful. 86.2% (31 of 36) strongly or somewhat agreed that they found the Administrator Guide useful. 5.6% (2 of 36) strongly or somewhat agreed that they found 'other' support useful, citing school IT staff and video games.

58.3% (21 of 36) of administrator respondents reported having previewed the exam using the confidential login.

2.2.1.3 Supervisors

The survey of digital practice exam supervisors asked about how user friendly and helpful they found the range of preparation activities.

Of the supervisors who responded to the survey, 64.7% (33 of 52) strongly or somewhat agreed that they found watching the digital supervision video was user friendly and helpful preparation for digital supervision. 82% (41 of 52) strongly or somewhat agreed that they found using the digital supervisor guide user friendly and helpful preparation for digital supervision. 69.3% (36 of 52) strongly or

¹ The statistical expected value is based on the number of responses in the ethnicity group, the number that chose that answer and the total number of responses. This gives us an idea of what the overall distribution of the responses should look like if the ethnicity groups were independent.

(Total responses to the question in ethnicity group) (Total responses with that answer) / (total question responses)

somewhat agreed that they found preparing with other digital supervisors was user friendly and helpful preparation for digital supervision.

2.2.1.4 Markers

The survey of markers for the digital practice exams asked about how useful they found the kinds of support provided by NZQA.

Of the markers who responded to the survey, 34.8% (16 of 46) strongly or somewhat agreed that they found the NZQA school relationship manager useful. 21.8% (10 of 46) strongly or somewhat agreed that they found the NZQA contact centre useful. 76.1% (35 of 46) strongly or somewhat agreed that they found working with colleagues useful, and 10.8% (5 of 46) strongly or somewhat agreed that they found the other support they were given was useful.

2.2.2 During the exam

2.2.2.1 Students

67.2% of student survey respondents (227 of 338) reported using their own device to complete their digital exam, and 32.8 % (111 of 338) reported using a school-provided device.

There was a significant difference by ethnicity in terms of access to technology within the practice exam. 32.3% (10 of 31) of Pacific respondents and 70.7% (217 of 307) of non-Pacific respondents reported that they used their own device in the digital exam. Similarly, 44.2% (19 of 43) of Māori respondents and 70.5% (208 of 295) of non-Māori respondents reported using their own device in the digital practice exam.

The Student survey asked 'Did you experience any network or device problems while accessing or completing this digital exam?' 82.5% of respondents (279 of 338) reported experiencing no problems; 3.6% (12 of 338) reported experiencing a problem with their device; 6.2% (21 of 338) reported experiencing WiFi or network problems; 8.9% (30 of 338) selected the response 'Other'. Some of the 'other' problems experienced by respondents were: lock outs, not being able to login, false completion status, spell check errors, 'find' function was not working, not being entered for the practice exams, not all exam paper appearing, pop up ads² on the website which led to many errors, lag problems when navigating the website, and unclear instructions.

82.5% of respondents (279 of 338) strongly or somewhat agreed that it was easy to find their way around the digital exam.

81.7% of respondents (276 of 338) strongly or somewhat agreed that it was easy to enter their responses to the digital exam.

2.2.2.2 Administrators

The administrator survey asked about how straightforward they found certain aspects of their administrator role.

Of the administrators who responded to the survey, 83.4% (30 of 36) strongly or somewhat agreed that 'opting my school in to do digital practice exams' was straightforward. 86.1% (31 of 36) strongly or somewhat agreed that logging in to the system was straightforward. 88.9% (32 of 36) strongly or

² Pop-up 'ads' were not generated by NZQA's website. This problem could occur where a student's own device had not had pop-ups disabled prior to the practice exam. When a student navigates away from the digital exam, NZQA's standard warning appears, advising the student to return to the exam immediately or raise their hand to call the supervisor.

somewhat agreed that finding the access code was straightforward. 61.1% (22 of 36) strongly or somewhat agreed that allocating students to an exam room was straightforward. 83.3% (30 of 36) strongly or somewhat agreed that opening the exam was straightforward. 86.1% (31 of 36) strongly or somewhat agreed that closing the exam was straightforward. 86.1% (31 of 36) strongly or somewhat agreed that distributing login credentials of supervisors and markers was straightforward. 50% (18 of 36) strongly or somewhat agreed that resetting passwords was straightforward.

2.2.2.3 Supervisors

The supervisor survey asked about how straightforward they found certain aspects of their supervisor role.

Of the supervisors who responded to the survey, 80.8% (42 of 52) strongly or somewhat agreed that they found monitoring the dashboard straightforward. 73.1% (38 of 52) strongly or somewhat agreed that they found changing a student's status straightforward. 69.2% (36 of 52) strongly or somewhat agreed that they found using filters straightforward. 63.5% (33 of 52) strongly or somewhat agreed that they found dealing with notifications straightforward. 67.3% (35 of 52) strongly or somewhat agreed that finding the access code was straightforward. 38.4% (20 of 52) strongly or somewhat agreed that they found getting students logged in was straightforward.

2.3 Suggestions for improvement/feedback

2.3.1 Students

During the survey, student respondents were asked whether they had any feedback such as likes, dislikes and/or anything they thought should be included in the future.

The common suggestions from respondents were having the ability to adjust the text box sizes, adjust split screens, pin the planning box, view marker comments, improving the spell check, introducing a 'find' tool, improving the tool bar, and having a timer available on screen.

Some of the comments with suggestions are included below.

"Bigger text-boxes to enter my answers please. In the Unfamiliar text, it was not necessary to have the text visible the entire time - make it a clickable "Show / Hide" so there's more space for the expanse of the text box. Make the text formatting options like Bold and Italics pin to the top of the text box at all times, including when scrolling."

"Try and give a larger range of words in the spell check for, during my practice exam, I was trying to spell a word but it spell checked it to a word irrelevant to the context of the essay."

"When I was doing the practice exam, my laptop would not allow me to scroll down to the blank screen button for when I had to exit the exam. Please make the button easier to access."

"When you get your grades back, you do not get the teacher's response back with the grade. Student's like me would appreciate getting the teacher's response back, especially for our practice exams, so we can see how we can improve for our end of year exams."

“On the unfamiliar section, it would be much better if the writing space was all across the screen (like the essay) so we can easily see how much we have written. Also it would be good if we can see the word count for the unfamiliar section.”

2.3.2 Administrators

During the survey, administrator respondents were asked to comment on any specific difficulties they encountered or any improvements they would like to see.

The common suggestions from respondents were that they had trouble with logins, lockouts, the call centre was not helpful, there was too much information on different forms, not being entered correctly, not user friendly and they had a huge workload.

Some of the comments with suggestions are included below.

“Students being unable to login - there was no easy student-directed way to sort this out. This meant a lot of time was taken up trying to get students logged in using the back-door system. Having something on the webpage to help would have been useful for students. I think it could be a bit more user-friendly to populate students into rooms etc.”

“Trying to understand the complexity of how things work through just a document was time-consuming. I think I could have learnt the same with a simple less than one-hour webinar.”

“Students who took time to think were often locked out too quickly. Lack of marker access to marked scripts after marking has been completed.”

“While the information was useful, there were so many emails from NZQA and so many instructions to read through.”

2.3.3 Supervisors

During the survey, supervisor respondents were asked to comment on any specific difficulties they encountered or any improvements they would like to see.

The common feedback from respondents were difficulty with students logins and student lockouts, it was not user friendly, the instructions were too complex, communication needed to be improved, not being entered correctly for the online digital practice exams, the training was too late and there were technical difficulties.

Some of the comments with suggestions are included below.

“We had so many issues with logins - students forgetting passwords etc, struggling to find [usernames] that weren't already taken. The forgotten password function wasn't working - we even checked students spam etc. Teenagers are very reluctant to talk on the phone to adults so I found the only way I could get these issues rectified was to ring NZQA on my cell phone and sit with the students while they talked to someone on the line, then sit with them while they tested and tried their login. It took absolutely hours and frustration, particularly when one woman at the call centre was particularly impatient and rude to me. The students found her thick accent difficult to understand and she was also impatient with them “It was difficult for markers to view student results after marking. The "schedule report" button was hard to spot, and the My Queue page was very counter-intuitive. It was also unclear from the Guide if this could be done multiple times for a given assessment. It would be helpful if this was available to markers rather than administrators.”

“A [54-page] guide for teachers to supervise an exam is too much. Overwhelming for some. For our L1 English exam I had to boil it down to a 1 pager as it wasn’t a reasonable use of PL time to fully train teachers on using a piece of software for one or two times a year....”

Supervisor respondents were also asked during the survey if there was anything else, they found useful or helpful that was not already mentioned.

Come of the common responses given were the ‘backdoor’ access, that the interface and functionality was great, the support and the speed it was given, the student device check and that it was good practice for the students and built their confidence.

Some of the comments with suggestions are included below.

“I thought that it was great that the students were sitting a "live" NZQA practice exam. It should help their nerves when they do it for real at the end of the year.”

“It was really good that students could test their devices' capability and that they could see what the portal would look like for them in advance. Finding the passwords for logging in to see the previous year's exam (especially the Close Reading of Unfamiliar texts) was a challenge. The sandpit set up was helpful.”

“It was good that they had a practice ahead of November. They will be better able to use the system then.”

2.3.4 Markers

During the survey, marker respondents were asked to comment on any specific difficulties they encountered or any improvements they would like to see.

The common feedback from respondents were that it was inconvenient that the students couldn’t view the feedback given, the spreadsheet was not user friendly, the documentation was too long and it was difficult to find information.

Some of the comments with suggestions are included below.

“Students need to see the comments from markers. We have had to print all the students' work and all the comments, so they have something to work with for the externals. The spreadsheet isn't helpful for this, as we have 5 teachers and the students are not in classes.”

“It was difficult for markers to view student results after marking. The "schedule report" button was hard to spot, and the My Queue page was very counter-intuitive. It was also unclear from the Guide if this could be done multiple times for a given assessment. It would be helpful if this was available to markers rather than administrators.”

3. Lessons learned from this first limited offering of digital practice exams to schools

The NZQA team that delivered digital practice exams undertook a ‘lessons learned’ exercise to identify areas of success and those needing improvement for future delivery. Documented lessons include:

- A different process is required for enrolling in practice exams, e.g. enrol and create logins automatically.

- Revisit how user passwords are communicated for next year, including considering teachers' needs, time pressures, and password expiry
- Practice exams should be on a separate environment from the end of year exam environment, so changes do not affect the end of year exam process
- Timely introduction of new functionality is important, so that there is sufficient time to prepare supporting documents and communications.
- Prior experience from trials and pilots worked well for delivery.
- Provide a cheat sheet / summary / 'getting started' guide which summarises the detailed user guide
- Schools need a secure place to access all training materials, similar to how exam centre managers use the Learning Management System (LMS)
- Utilise outside sources for content for practice exams – be prepared to contract someone.
- Improve data collection in the survey.
- Digital practice exams required key contacts to call the Contact Centre, which is new behaviour for Principals Nominees (PNs). Early preparation and support, e.g. a few weeks before practice exams start as schools first start to prepare, so that key contacts are able to access support through Contact Centre.

Appendix One: Student Survey Questions

What school do you attend?

What ethnic group do you belong to?

- Asian
- European
- Māori
- Middle Eastern/Latin American/African
- Pacific Peoples
- Other ethnicity
- Prefer not to answer

Digital practice exam session(s) completed

	Level 1	Level 2	Level 3
Agricultural and Horticultural Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classical Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Te Reo Māori	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What device did you use to complete this digital exam?

School provided

My own device

Did you experience any network or device problems while accessing or completing this digital exam?

- No problems
- WiFi or network problems
- Problems with my device
- Other

How did you get ready for your digital practice exam?
(Select all that apply)

- Tried a past digital exam on the NZQA website
- Watched a video on the NZQA website
- Checked my device on the NZQA website
- Discussed digital practice exam in class
- Created or checked my NCEA login
- Didn't prepare
- Other

Based on your experience doing digital practice exams on the NZQA digital exam platform, please tell us how you feel about the following statements

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
It was easy to find my way around the digital exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy to enter my responses to the digital exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I preferred completing the exam digitally rather on paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My digital practice exam has made me more confident about doing my NCEA exams online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

Overall, I found doing my practice exam(s) digitally was a positive experience

Do you have any other feedback such as likes, dislikes, and/or anything you think should be included in the future?

Which social media platforms or websites do you think would be best to connect with students about things like digital practice exams or getting ready for NCEA?

- Instagram
- Facebook
- Twitter
- Youtube
- Other
- I don't think NZQA should communicate through social media

Thinking about all the recent interactions and communications you have had with NZQA, how likely are you to recommend and/ or speak positively about NZQA?

Not at all likely Extremely likely

0 1 2 3 4 5 6 7 8 9 10

Appendix Two: Student survey – Summarised Responses to Closed-Ended Questions

What device did you use to complete this digital exam?

Type of Device	Count	Percentage
School Provided	111	32.8
My own device	227	67.2
Total	338	

Did you experience any network or device problems while accessing or completing this digital exam? - Selected Choice

	Count	Percentage
No problems	279	82.5
Not Selected	59	17.5
Total	338	

	Count	Percentage
Problems with my device	12	3.6
Not Selected	326	96.4
Total	338	

	Count	Percentage
WiFi or network problems	21	6.2
Not Selected	317	93.8
Total	338	

	Count	Percentage
Other	30	8.9
Not Selected	308	91.1
Total	338	

**How did you get ready for your digital practice exam?
(Select all that apply) - Selected Choice**

	Count	Percentage
Tried a past digital exam on the NZQA website	76	22.5
Not Selected	262	77.5
Total	338	

	Count	Percentage
Watched a video on the NZQA website	61	18
Not Selected	277	82
Total	338	

	Count	Percentage
Checked my device on the NZQA website	73	21.6
Not Selected	265	78.4
Total	338	

	Count	Percentage
Discussed digital practice exam in class	196	58
Not Selected	142	42
Total	338	

	Count	Percentage
Created or checked my NCEA login	206	60.9
Not Selected	132	39.1
Total	338	

	Count	Percentage
Didn't prepare	34	10.1
Not Selected	304	89.9
Total	338	

	Count	Percentage
Other	15	4.4
Not Selected	323	95.6
Total	338	

Based on your experience doing digital practice exams on the NZQA digital exam platform, please tell us how you feel about the following statements - It was easy to find my way around the digital exam

	Count	Percentage
Strongly agree	119	35.2
Somewhat agree	160	47.3
Neither agree nor disagree	28	8.3
Somewhat disagree	23	6.8
Strongly disagree	8	2.4
Total	338	

Based on your experience doing digital practice exams on the NZQA digital exam platform, please tell us how you feel about the following statements - It was easy to enter my responses to the digital exam

	Count	Percentage
Strongly agree	160	47.3
Somewhat agree	116	34.3
Neither agree nor disagree	33	9.8
Somewhat disagree	15	4.4
Strongly disagree	14	4.1
Total	338	

Based on your experience doing digital practice exams on the NZQA digital exam platform, please tell us how you feel about the following statements - I preferred completing the exam digitally rather on paper

	Count	Percentage
Strongly agree	195	57.7
Somewhat agree	63	18.6
Neither agree nor disagree	49	14.5
Somewhat disagree	14	4.1
Strongly disagree	17	5
Total	338	

Based on your experience doing digital practice exams on the NZQA digital exam platform, please tell us how you feel about the following statements - My digital practice exam has made me more confident about doing my NCEA exams online

	Count	Percentage
Strongly agree	135	39.9
Somewhat agree	120	35.5
Neither agree nor disagree	49	14.5
Somewhat disagree	23	6.8
Strongly disagree	11	3.3
Total	338	

Based on your experience doing digital practice exams on the NZQA digital exam platform, please tell us how you feel about the following statements - Overall, I found doing my practice exam(s) digitally was a positive experience

	Count	Percentage
Strongly agree	142	42
Somewhat agree	121	35.8
Neither agree nor disagree	50	14.8
Somewhat disagree	10	3
Strongly disagree	15	4.4
Total	338	

Which social media platforms or websites do you think would be best to connect with students about t - Selected Choice

	Count	Percentage
Instagram	209	61.8
Not Selected	129	38.2
Total	338	

	Count	Percentage
Facebook	64	18.9
Not Selected	274	81.1
Total	338	

	Count	Percentage
Twitter	19	5.6
Not Selected	319	94.4
Total	338	

	Count	Percentage
YouTube	91	26.9
Not Selected	247	73.1
Total	338	

	Count	Percentage
Other	26	7.7
Not Selected	312	92.3
Total	338	

	Count	Percentage
I don't think NZQA should communicate through social media	82	24.3
Not Selected	256	75.7
Total	338	

Thinking about all the recent interactions and communications you have had with NZQA, how likely are you to recommend and/ or speak positively about NZQA?

Device	Count	Percentage
Promoter	47	13.9
Passive	153	45.3
Detractor	138	40.8
Total	338	

Appendix Three: Student Survey – Responses to Open-Ended Questions

Question		Number of responses	Percentage of responses
5	Did you experience any network or device problems while accessing or completing this digital exam? - Other - Text		

Other problems while accessing or completing this digital exam?

- Not entered error
- Not pressing blank page bottom and being logged out
- Lock out / Kicked off / log off errors
- Log on errors
- Website errors
- Not being able to open the exam
- Spell check errors
- Completion errors
- Popup ads
- Didn't have access to all papers
- Find function not working
- Not all papers available

Question		Number of responses	Percentage of responses
6	How did you get ready for your digital practice exam? (Select all that apply) - Other - Text		

Other ways you get ready for your digital practice exam?

- Not entered error
- Studied
- Practice Essay
- Revising notes
- Hard work
- Experience from past digital exams
- NCEA past paper

Question		Number of responses	Percentage of responses
8	Do you have any other feedback such as likes, dislikes, and/or anything you think should be included in the future?	114	33.7

Suggestions

- Clearer instructions e.g. login, switching between standards and how to finish the session
- Spell and grammar check improvements
- View markers comments
- Planning page on the side or displayed differently
- Making sure all students are enrolled
- Able to listen to music in exams
- More formatting options such as bold, highlighting find, copy and paste tools
- Faster saving time / autosave
- Easier access to past and present exams
- Word count in unfamiliar texts exams
- If the textbox when across the entire page / bigger textboxes / be able to go off split screen

Likes

- Auto correct
- Easier and faster than paper
- Could revisit sections and edit before submitting
- Well organised
- Greater confidence in work

Dislikes

- Split screen / Small textboxes
- Standard name or title not visible
- Long load time
- Spell check wasn't accurate
- Website and exam were not user friendly
- Blank screen button was hard to access
- Completion status errors – had not finished the exam but said you had and vis versa
- Being logged out and having to login constantly
- WiFi issues and work being lost
- The instructions were confusing
- Planning box disappearing when you typed

Question		Number of responses	Percentage of responses
9	Which social media platforms or websites do you think would be best to connect with students about t - Other - Text		

Other social media platforms or websites you think would be best to connect with students about

- Email
- Tiktok

- Discord
- Kik
- Snapchat
- Posters
- My space
- Minecraft
- Reddit

Appendix Four: Administrator Survey Questions

Your school

What role(s) did you do for digital practice exams at your school?
(Select all that apply)

Administrator

Marker

Supervisor

Thinking about your experience in the **administrator** role...
I found the following support useful

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Did not use
NZQA School Relationship Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NZQA Contact Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCEA Online Emails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrator Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (select 'Did not use' if not applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I previewed the exam using the confidential login

Yes

No

I found these tasks straightforward

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Did not use
Opting my school in to do digital practice exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logging in to the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the access code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocating students to an exam room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opening the exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closing the exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distributing login credentials to supervisors and markers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resetting passwords	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The timing of the digital practice exams suited my school

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

The digital practice exams were useful to

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Prepare my students for NCEA Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build my understanding about how NCEA Online works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase teacher confidence in NCEA Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gather evidence of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare school technology for end of year exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any specific difficulties you encountered or any improvements you would like to see.

Is there anything else you found useful or helpful that we have not mentioned in this survey?

Thinking about all the recent interactions and communications you have had with NZQA, how likely are you to recommend and/ or speak positively about NZQA?

Not at all likely					Extremely likely					
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input checked="" type="radio"/>									

If you would be interested in helping shape what digital practice exams might look like in the future, please provide your contact details here.

Name	<input type="text"/>
Email address	<input type="text"/>

Appendix Five: Administrator Survey – Summarised Responses to Closed-Ended Questions

I found the following support useful - NZQA School Relationship Manager

	Count	Percentage
Strongly agree	17	47.2
Somewhat agree	9	25
Neither agree nor disagree	2	5.6
Somewhat disagree	0	0
Strongly disagree	0	0
Did not use	8	22.2
Total	36	

I found the following support useful - NZQA Contact Centre

	Count	Percentage
Strongly agree	9	25
Somewhat agree	7	19.4
Neither agree nor disagree	6	16.7
Somewhat disagree	2	5.6
Strongly disagree	2	5.6
Did not use	10	27.8
Total	36	

I found the following support useful - NCEA Online Emails

	Count	Percentage
Strongly agree	16	44.4
Somewhat agree	13	36.1
Neither agree nor disagree	3	8.3
Somewhat disagree	1	2.8
Strongly disagree	1	2.8
Did not use	2	5.6
Total	36	

I found the following support useful - Administrator Guide

	Count	Percentage
Strongly agree	20	55.6
Somewhat agree	11	30.6
Neither agree nor disagree	1	2.8
Somewhat disagree	3	8.3
Strongly disagree	0	0
Did not use	1	2.8
Total	36	

I found the following support useful - Other (select 'Did not use' if not applicable)

	Count	Percentage
Strongly agree	0	0
Somewhat agree	2	5.6
Neither agree nor disagree	0	0
Somewhat disagree	0	0
Strongly disagree	0	0
Did not use	34	94.4
Total	36	

I previewed the exam using the confidential login

Type of Device	Count	Percentage
Yes	21	58.3
No	15	41.7
Total	36	

I found these tasks straightforward - Opting my school in to do digital practice exams

	Count	Percentage
Strongly agree	20	55.6
Somewhat agree	10	27.8
Neither agree nor disagree	0	0
Somewhat disagree	2	5.6
Strongly disagree	0	0
Did not use	4	11.1
Total	36	

I found these tasks straightforward - Logging in to the system

	Count	Percentage
Strongly agree	16	44.4
Somewhat agree	15	41.7
Neither agree nor disagree	1	2.8
Somewhat disagree	1	2.8
Strongly disagree	3	8.3
Did not use	0	0
Total	36	

I found these tasks straightforward - Finding the access code

	Count	Percentage
Strongly agree	20	55.6
Somewhat agree	12	33.3
Neither agree nor disagree	0	0
Somewhat disagree	2	5.6
Strongly disagree	1	2.8
Did not use	1	2.8
Total	36	

I found these tasks straightforward - Allocating students to an exam room

	Count	Percentage
Strongly agree	13	36.1
Somewhat agree	9	25
Neither agree nor disagree	2	5.6
Somewhat disagree	3	8.3
Strongly disagree	2	5.6
Did not use	7	19.4
Total	36	

I found these tasks straightforward - Opening the exam

	Count	Percentage
Strongly agree	23	63.9
Somewhat agree	7	19.4
Neither agree nor disagree	2	5.6
Somewhat disagree	1	2.8
Strongly disagree	0	0
Did not use	3	8.3
Total	36	

I found these tasks straightforward - Closing the exam

	Count	Percentage
Strongly agree	24	66.7
Somewhat agree	7	19.4
Neither agree nor disagree	2	5.6
Somewhat disagree	0	0
Strongly disagree	0	0
Did not use	3	8.3
Total	36	

I found these tasks straightforward - Distributing login credentials to supervisors and markers

	Count	Percentage
Strongly agree	24	66.7
Somewhat agree	7	19.4
Neither agree nor disagree	2	5.6
Somewhat disagree	0	0
Strongly disagree	0	0
Did not use	3	8.3
Total	36	

I found these tasks straightforward - Resetting passwords

	Count	Percentage
Strongly agree	10	27.8
Somewhat agree	8	22.2
Neither agree nor disagree	2	5.6

	Count	Percentage
Somewhat disagree	3	8.3
Strongly disagree	2	5.6
Did not use	11	30.6
Total	36	

The timing of the digital practice exams suited my school

	Count	Percentage
Strongly agree	19	52.8
Somewhat agree	10	27.8
Neither agree nor disagree	2	5.6
Somewhat disagree	4	11.1
Strongly disagree	1	2.8
Total	36	

The digital practice exams were useful to - Prepare my students for NCEA Online

	Count	Percentage
Strongly agree	26	72.2
Somewhat agree	8	22.2
Neither agree nor disagree	2	5.6
Somewhat disagree	0	0
Strongly disagree	0	0
Total	36	

The digital practice exams were useful to - Build my understanding about how NCEA Online works

	Count	Percentage
Strongly agree	26	72.2
Somewhat agree	7	19.4
Neither agree nor disagree	3	8.3
Somewhat disagree	0	0
Strongly disagree	0	0
Total	36	

The digital practice exams were useful to - Increase teacher confidence in NCEA Online

	Count	Percentage
Strongly agree	20	55.6
Somewhat agree	9	25
Neither agree nor disagree	4	11.1
Somewhat disagree	2	5.6
Strongly disagree	1	2.8
Total	36	

The digital practice exams were useful to - Gather evidence of student learning

	Count	Percentage
Strongly agree	18	50
Somewhat agree	11	30.6
Neither agree nor disagree	4	11.1
Somewhat disagree	2	5.6
Strongly disagree	1	2.8
Total	36	

The digital practice exams were useful to - Prepare school technology for end of year exams

	Count	Percentage
Strongly agree	24	66.7
Somewhat agree	7	19.4
Neither agree nor disagree	5	13.9
Somewhat disagree	0	0
Strongly disagree	0	0
Total	36	

The digital practice exams were useful to – Other

	Count	Percentage
Strongly agree	2	12.5
Somewhat agree	0	0
Neither agree nor disagree	7	43.8
Somewhat disagree	0	0
Strongly disagree	7	43.8
Total	36	

Thinking about all the recent interactions and communications you have had with NZQA, how likely are you to recommend and/ or speak positively about NZQA? – Group

Device	Count	Percentage
Promoter	15	45.5
Passive	13	39.4
Detractor	5	15.2
Total	36	

Appendix Six: Administrator Survey – Responses to Open-Ended Questions

Question	Number of responses	Percentage of responses
10 I found the following support useful - Other (select 'Did not use' if not applicable) - Text		

Other supports that were useful?

- Video Games
- In school IT department

Question	Number of responses	Percentage of responses
15 The digital practice exams were useful to - Other - Text		

Other ways the practice exams were useful?

- Testing school capacity
- Focus students' attention on allocation of time available

Question	Number of responses	Percentage of responses
8 Please comment on any specific difficulties you encountered or any improvements you would like to see.		

- Student login errors
- Room allocation is not user-friendly
- Clear instructions such as a webinar
- Login errors for managers and supervisors
- Being able to simulate students being locked out and letting them back in
- Call centre – frustrating and not helpful
- Communication pre exam – information stored in different places, email, website or in circulars- should be all in one place
- Too many emails
- Hard to locate access code
- Student lockouts
- No notification for unsaved work
- SRM had confirmed school was entered but was not. Had to entered/registered again
- overload of information for PN - covid changes, DCAT, digital exams and practice digital exam
- earlier exams
- I would like NZQA to make these digital practice exams as secure as the end of year ones
- Difficult to identify students without name labels. At end of year they have names clearly available.
- Giving out supervisor/ marker's codes from the original email from difficult as I couldn't cut and paste a line with the username and code. Our codes expired early
- Our data file didn't get processed before the exam was scheduled by our school, hence a few students had to be in a second 'batch' to sit the exam.
- Admin guide was overwhelming but in reality, everything was relatively simple to understand.
- Confusing verification codes
- Hard to get hold of someone who knew about the exams during the exams
- The process was difficult and confusing so did it through google classroom
- Exam wasn't displaying correctly
- Students passwords would not reset
- No absent option
- Too many emails and documents – not user-friendly
- Huge workload on administration
- Some exams didn't work – unfamiliar
- Mot access to all entered papers
- Backup log didn't work
- Locked out too quickly
- Markers access closing off was a surprise not well documented

Question		Number of responses	Percentage of responses
29	Is there anything else you found useful or helpful that we have not mentioned in this survey?		

- Having the back-door access to get students in.
- The verification login codes very helpful
- This has been a lot of extra work for me as PN in an already busy year with all of the Covid-19 changes.

Appendix Seven: Supervisor Survey Questions

Your school

What role(s) did you do for digital practice exams at your school?
(Select all that apply)

Administrator

Marker

Supervisor

Thinking about your experience in the **supervisor** role...
I found these supervision activities straightforward

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Did not use
Monitoring the dashboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing a student's status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using filters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with notifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the access code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting students logged in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I found the following to be user friendly and helpful to prepare me for digital supervision

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Did not use
Watching the digital supervision video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the digital supervisor guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing with other digital supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supervising a digital practice exam was easier than supervising paper practice exams

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any specific difficulties you encountered or any improvements you would like to see.

Is there anything else you found useful or helpful that we have not mentioned in this survey?

Thinking about all the recent interactions and communications you have had with NZQA, how likely are you to recommend and/ or speak positively about NZQA?

Not at all likely					Extremely likely					
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input checked="" type="radio"/>									

If you would be interested in helping shape what digital practice exams might look like in the future, please provide your contact details here.

Name

Email address

Appendix Eight: Supervisor Survey – Summarised Responses to Closed-Ended Questions

I found these supervision activities straightforward - Monitoring the dashboard

	Count	Percentage
Strongly agree	16	30.8
Somewhat agree	26	50
Neither agree nor disagree	2	3.8
Somewhat disagree	1	1.9
Strongly disagree	2	3.8
Did not use	5	9.6
Total	52	

I found these supervision activities straightforward - Changing a student's status

	Count	Percentage
Strongly agree	13	25
Somewhat agree	25	48.1
Neither agree nor disagree	1	1.9
Somewhat disagree	2	3.8
Strongly disagree	1	1.9
Did not use	10	19.2
Total	52	

I found these supervision activities straightforward - Using filters

	Count	Percentage
Strongly agree	21	40.4

	Count	Percentage
Somewhat agree	15	28.8
Neither agree nor disagree	4	7.7
Somewhat disagree	1	1.9
Strongly disagree	1	1.9
Did not use	10	19.2
Total	52	

I found these supervision activities straightforward - Dealing with notifications

	Count	Percentage
Strongly agree	12	23.1
Somewhat agree	21	40.4
Neither agree nor disagree	6	11.5
Somewhat disagree	7	13.5
Strongly disagree	1	1.9
Did not use	5	9.6
Total	52	

I found these supervision activities straightforward - Finding the access code

	Count	Percentage
Strongly agree	20	38.5
Somewhat agree	15	28.8
Neither agree nor disagree	7	13.5
Somewhat disagree	5	9.6
Strongly disagree	0	0
Did not use	5	9.6
Total	52	

I found these supervision activities straightforward - Getting students logged in

	Count	Percentage
Strongly agree	6	11.5
Somewhat agree	14	26.9
Neither agree nor disagree	5	9.6
Somewhat disagree	15	28.8
Strongly disagree	6	11.5

	Count	Percentage
Did not use	6	11.5
Total	52	

I found the following to be user friendly and helpful to prepare me for digital supervision - Watching the digital supervision video

	Count	Percentage
Strongly agree	10	19.6
Somewhat agree	23	45.1
Neither agree nor disagree	5	9.8
Somewhat disagree	2	3.9
Strongly disagree	0	0
Did not use	11	21.6
Total	52	

I found the following to be user friendly and helpful to prepare me for digital supervision - Using the digital supervisor guide

	Count	Percentage
Strongly agree	17	34
Somewhat agree	24	48
Neither agree nor disagree	3	6
Somewhat disagree	1	2
Strongly disagree	3	6
Did not use	2	4
Total	52	

I found the following to be user friendly and helpful to prepare me for digital supervision - Preparing with other digital supervisors

	Count	Percentage
Strongly agree	20	38.5
Somewhat agree	16	30.8

	Count	Percentage
Neither agree nor disagree	4	7.7
Somewhat disagree	1	1.9
Strongly disagree	0	0
Did not use	11	21.2
Total	52	

I found the following to be user friendly and helpful to prepare me for digital supervision - Other

	Count	Percentage
Strongly agree	0	0
Somewhat agree	0	0
Neither agree nor disagree	1	3.2
Somewhat disagree	0	0
Strongly disagree	0	0
Did not use	30	96.8
Total	31	

Thinking about all the recent interactions and communications you have had with NZQA, how likely are you to recommend and/ or speak positively about NZQA? – Group

Device	Count	Percentage
Promoter	8	16
Passive	26	52
Detractor	16	32
Total	50	

Appendix Nine: Supervisor Survey – Responses to Open-Ended Questions

Question		Number of responses	Percentage of responses
	I found the following to be user friendly and helpful to prepare me for digital supervision - Other - Text		

- Communication and guidance with past digital exam supervisor
- Technicians guidance

Question		Number of responses	Percentage of responses
8	Please comment on any specific difficulties you encountered or any improvements you would like to see.		

- Students unable to login
 - No easy way to fix this
 - Something on the website to help the students would have been great
 - Was easier to give temporary logins
 - The backup login didn't work
 - Students would be locked out
 - There should be a way to quickly emails students the backup instructions
- Not user friendly to populate the rooms
- The supervisors guide was too much
 - Extra instruction on what buttons to press
 - Needs to be simpler
- Being able to simulate students being locked out and letting them back in
- Call centre was frustrating for supervisors and students with their issues
- Communication leading up was very confusing, information was in different places
 - Dates were hard to find
 - Giving out supervisor's codes from the original emails from difficult as I couldn't cut and paste a line with the username and code
 - Codes expired quickly and were confusing
 - The timeliness of the support
 - Needed a quicker response
 - Changes had been made to the platform, but the information was sent out later
- Not user friendly and super clunky
- Logging in as a supervisor was difficult if lots of people were logging into the site
- Completed status wasn't working correctly
 - completed before started
- The not saved notification didn't work as it said it would
- Not registered as they said they were

- Not entered for digital exam
- Difficult to identify students without name labels
 - Notifications popping up were by number
- No absent option
- Internet wasn't good enough
- Technical difficulties
- It was disruptive and wasted time
- Should be earlier exam
- Training was too late
- Training in house staff would also be easier than bringing 'outsiders' in for training

Question		Number of responses	Percentage of responses
29	Is there anything else you found useful or helpful that we have not mentioned in this survey?		

- Having backdoor access to get students in
- The interface and functionality were great
- Was good practice for students to build their confidence and prepare them for future digital exams
- The immediate response when there were issues
- Students device check
- Sandpit set up was helpful

Appendix Ten: Marker Survey Questions

Your school

What role(s) did you do for digital practice exams at your school?
(Select all that apply)

Administrator

Marker

Supervisor

How would you rate your experience in the **marker** role...
Digital practice exam(s) marked

	Level 1	Level 2	Level 3
Agricultural and Horticultural Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classical Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Te Reo Māori	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I found the following support useful

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Did not use
NZQA School Relationship Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NZQA Contact Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (select 'Did not use' if not applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I had a positive experience with digital practice exam marking

Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

I found the following to be user friendly and helpful for digital marking

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Did not use
Adding formative feedback in the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the marker guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (select 'Did not use' if not applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>						

Please comment on any specific difficulties you encountered or any improvements you would like to see.

Is there anything else you found useful or helpful that we have not mentioned in this survey?

Thinking about all the recent interactions and communications you have had with NZQA, how likely are you to recommend and/ or speak positively about NZQA?

Not at all likely Extremely likely

0 1 2 3 4 5 6 7 8 9 10

If you would be interested in helping shape what digital practice exams might look like in the future, please provide your contact details here.

Name

Email address

Appendix Eleven: Marker Survey – Summarised Responses to Closed-Ended Questions

I found the following support useful - NZQA School Relationship Manager

	Count	Percentage
Strongly agree	11	23.9
Somewhat agree	5	10.9
Neither agree nor disagree	7	15.2
Somewhat disagree	1	2.2
Strongly disagree	1	2.2
Did not use	21	45.7
Total	46	

I found the following support useful - NZQA Contact Centre

	Count	Percentage
Strongly agree	5	10.9
Somewhat agree	5	10.9
Neither agree nor disagree	8	17.4
Somewhat disagree	5	10.9
Strongly disagree	1	2.2
Did not use	22	47.8
Total	46	

I found the following support useful - Working with colleagues

	Count	Percentage
Strongly agree	26	56.5
Somewhat agree	9	19.6
Neither agree nor disagree	5	10.9
Somewhat disagree	1	2.2

	Count	Percentage
Strongly disagree	0	0
Did not use	5	10.9
Total	46	

I found the following support useful - Other (select 'Did not use' if not applicable)

	Count	Percentage
Strongly agree	2	4.3
Somewhat agree	3	6.5
Neither agree nor disagree	2	4.3
Somewhat disagree	0	0
Strongly disagree	2	4.3
Did not use	37	80.4
Total	46	

I had a positive experience with digital practice exam marking

	Count	Percentage
Strongly agree	10	21.7
Somewhat agree	23	50
Neither agree nor disagree	5	10.9
Somewhat disagree	7	15.2
Strongly disagree	1	2.2
Total	46	

I found the following to be user friendly and helpful for digital marking - Adding formative feedback in the system

	Count	Percentage
Strongly agree	8	17.4
Somewhat agree	17	37
Neither agree nor disagree	2	4.3
Somewhat disagree	6	13
Strongly disagree	7	15.2
Did not use	6	13
Total	46	

I found the following to be user friendly and helpful for digital marking - Using the marker guide

	Count	Percentage
Strongly agree	10	21.7
Somewhat agree	17	37
Neither agree nor disagree	7	15.2
Somewhat disagree	4	8.7
Strongly disagree	2	4.3
Did not use	6	13
Total	46	

I found the following to be user friendly and helpful for digital marking - Other (select 'Did not use' if not applicable)

	Count	Percentage
Strongly agree	1	2.2
Somewhat agree	0	0
Neither agree nor disagree	0	0
Somewhat disagree	2	4.3
Strongly disagree	1	2.2
Did not use	42	91.3
Total	46	

Thinking about all the recent interactions and communications you have had with NZQA, how likely are you to recommend and/ or speak positively about NZQA? – Group

Device	Count	Percentage
Promoter	7	15.9
Passive	19	43.2
Detractor	18	40.9
Total	44	

Appendix Twelve: Marker Survey – Responses to Open-Ended Questions

Question		Number of responses	Percentage of responses
4	I found the following support useful - Other (select 'Did not use' if not applicable)		

Question		Number of responses	Percentage of responses
7	I found the following to be user friendly and helpful for digital marking - Other (select 'Did not use' if not applicable) - Text		

Other ways the practice exams were useful?

- Viewing students results
- Annoying that students could not see the comments when checking their results
- It was not easy to find the little comment box on the screen

Question		Number of responses	Percentage of responses
8	Please comment on any specific difficulties you encountered or any improvements you would like to see.		

Suggestions

- Manual was too long
- Was difficult to see students results after marking
- Hard to find the schedule report button
- The Queue page was very counter-intuitive
- it was also unclear from the Guide if this could be done multiple times for a given assessment, it would be helpful if this was available to markers rather than administrators.
- Students couldn't see their comments when they looked at their results
- The spreadsheet is pretty unwieldy for students to have to locate their comments. Would be nice if a whole set could be easily printed (we have one teacher with eyesight issues, that cannot mark easily onscreen)
- Aside from that, I was really pleased with the clear guides and I was able to take the English teachers through their supervising and marking duties quite well.
- Lack of marker access to marked scripts after marking has been completed.
- The date for closing off marker access was a big surprise, not a 'reminder' on the day!

- Documentation was an issue

“Students need to see the comments from markers. We have had to print all the students' work and all the comments, so they have something to work with for the externals. The spreadsheet isn't helpful for this, as we have 5 teachers and the students are not in classes.”

“It was difficult for markers to view student results after marking. The "schedule report" button was hard to spot, and the My Queue page was very counter-intuitive. It was also unclear from the Guide if this could be done multiple times for a given assessment. It would be helpful if this was available to markers rather than administrators.”

Question		Number of responses	Percentage of responses
29	Is there anything else you found useful or helpful that we have not mentioned in this survey?		

- Having the back-door access to get students in.
- More information on what students see when they come to view returned results would be helpful
- What does the show answers switch do?
- It would have been great to have the login details for the various roles at the same time the instructional booklets arrived. This way we could have re the instructional materials as we navigated through the Admin, supervisor and markers site
- Thank you for you haji on this derived grade exam provisions
- I really like that it is the same as the end of year experience, uses the students existing login information, and that there are no fees attached