

Guide to managing student assessment during COVID-19

NZQA will help schools develop effective plans for NCEA assessment and qualifications for students affected by COVID-19.

We will support your efforts to manage students' learning programmes to meet the assessment requirements if there are disruptions.

Our focus is to ensure fairness for students.

<u>Options available</u>	<u>Internal</u>	<u>External</u>
<p>The flexibility of the NCEA qualification enables a range of options.</p> <p>Students can be assessed against fewer standards than planned for in a normal school year, and still meet the requirements for NCEA.</p> <p>NZQA can provide schools with advice and guidance on programme planning. This includes reducing the assessment load without compromising curriculum and programme integrity, or the students' ability to gain qualifications.</p> <p>NZQA will continue to undertake Managing National Assessment reviews for 2020, if manageable by the school.</p>	<p>For students in self-isolation or at home for a period of time, internal standards can be assessed using remote assessment conditions.</p> <p>A simplified process is available for teachers to collect evidence for internal assessment.</p> <p>Teachers can use a template to identify evidence of achievement for both unit and achievement standards for the purpose of awarding grades.</p> <p>This will save valuable teaching and learning time by reducing the need for formal assessment.</p>	<p>Schools can use the Unexpected Event Grade process to report results as a back-up in cases where a student cannot sit examinations.</p> <p>This process was used successfully for Christchurch students in the 2010 examinations, following the earthquake events.</p> <p>The process is based on the collection of evidence of student achievement, and teachers' professional judgement. Schools can use the same template approach to collect evidence for external achievement standards. This could eliminate the need for practice examinations.</p>
<h2><u>Communications and support</u></h2>		
<p>NZQA School Relationship Managers are maintaining regular communication and contact with schools. This allows NZQA to provide personalised support and timely response for school personnel.</p> <p>Guidance and templates for collecting evidence are available for all teachers through the school's NZQA secure login. We will provide additional support to assist schools with entries, results, transferring students, and other data submission issues.</p>		

Remote Assessment of Standards - Credible Assessment Practice

Schools can continue assessing students against standards and reporting results, providing you maintain credible assessment practices. Reported results must be valid, authentic and verifiable.

<p><u>Validity</u></p> <p>Schools must collect sufficient, valid and standard-specific evidence in the remote environment. Methods available include written, digital, naturally occurring, photographic, audio-visual and portfolio.</p> <p>Schools must continue to apply policies for resubmissions, further assessment opportunities, appeals and breaches of the assessment rules.</p> <p>Performance criteria in a standard could be completed at different times of the year.</p>	<p><u>Authenticity</u></p> <p>In the remote environment authenticity of student work can be easily compromised, therefore:</p> <ul style="list-style-type: none">• Schools can only assess and report results using their provider code for students enrolled with them. A student cannot subsequently be enrolled for the sole purpose of assessment.• Teachers' knowledge of their students is a fundamental tool for maintaining authenticity in the remote environment.• Existing Memoranda of Understanding or subcontracting arrangements may continue, including the service level agreement with Te Kura.• The assessment opportunity must be part of a coherent programme of learning and assessment and not a one-off event. This allows teachers to professionally judge when students are ready to be assessed.• Your school should have authenticity strategies for assessment in place, including the use of digital tools.	<p><u>Verification</u></p> <p>Internal moderation of student assessment activities and work should continue. External moderation expectations remain in place, although they may be delayed. Samples of student work should continue to be adequately stored.</p>
<p><u>Reporting results</u></p> <p>If a student has an adequate assessment opportunity a result must be reported. Where possible, schools should report results through their School Management System or use the web entry facility on the NZQA website.</p>		
<p><u>Communication</u></p> <p>Teachers, students and whānau need clear and accurate information to support remote assessment practice; in particular authenticity requirements; deadline expectations; sufficiency of evidence collected; note that engagement with new external providers is not possible.</p>		

Evidence Gathering: Templates for Internal and External Assessment after an Unexpected Event

Attached are templates to help you record evidence of achievement for internally and externally assessed standards following an unexpected event.

NZQA has developed these templates to record student achievement suitable for reporting when more formal assessment has not been possible due to an unexpected event. The templates can be used to establish a grade for learner achievement at the achievement criteria or element level. Their use is optional and may be adapted by teachers to better suit their needs.

Evidence may be sourced from a range of formal and informal assessment types, including evidence from the learning process, prior learning, naturally occurring evidence and teacher professional judgement.

The template can record evidence of achievement as it occurs during teaching and learning. The collection and collation of evidence is not required but may be useful if students leave your school. The template and a portfolio of evidence could accompany them to their new school.

If an internal standard is subsequently selected for external moderation and no formal assessment took place, please advise the School Relationship Manager.

The procedure should not be applied when a single event assessment has taken place or where the Ministry of Education and NZQA are not the standard setting body.

Frequently asked questions

Can teachers rely on just professional judgement when awarding a grade for a standard?	No. There must be standard-specific evidence, but formal assessment does not have to take place and all other sources of evidence, partial evidence or similar evidence can be considered.
Does the performance need to be repeated, if required by the standard?	Teachers must be confident that in their professional judgement, sufficient evidence supports their observation/s that the student has met the requirements of the standard.
Do I need to assess each explanatory note or performance criteria?	No, as long as you have confidence in your professional judgements, based on the evidence gathered at the achievement criteria or element level. NZQA will respond to specific queries about collection and sufficiency of evidence.
Can I gather standard-specific evidence of achievement from work undertaken across a range of other standards?	Yes, if it meets the criteria for the standard being assessed, you may gather evidence from any valid and authentic work completed by the student. So, for example, if students have collected evidence for another assessment in another course, you may use the standard-specific evidence gathered from that course about a student's ability to collect evidence and begin your research assessment by providing them with research materials already collected on their behalf.
Do I need to complete a template for every student?	No, but you need to track that you have seen the evidence for every student. It may be more practical to do this on a spreadsheet or a mark book.
Can these templates be used for remote assessment opportunities?	Yes – the templates can be used to record evidence that is naturally occurring as part of teaching and learning or from assessment activities.
How do we manage standards with a practical or performance requirement?	NZQA National Assessment Moderators are developing guidelines this which we expect to have available during next week.