

# **New Zealand Qualifications Framework Levels 1 – 3, 2011**

## **English**

### **National Moderator's Report**

## National Moderator's Report for English

### General Guidance for Assessors

The purpose of external moderation is to provide reassurance that teacher judgements are at the national standard and are made on the basis of assessment materials that are fair and valid. All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- include an assessment schedule that gives evidence of appropriate student responses and clear judgements at all levels.

To help to ensure best assessment practice teachers need to access the Subject Specific Resources for English on the NZQA website: **[www.nzqa.govt.nz/english](http://www.nzqa.govt.nz/english)**

The resources on this webpage include:

1. annotated student exemplars
2. clarification of issues with the standards
3. newsletters - current and archived editions
4. previous national moderator reports
5. a link to the TKI resources

### Aligned standards

The aligned English achievement standards have been derived from the English curriculum achievement objectives and further clarified in the teaching and learning guide for English. The progression through curriculum levels 6-8 requires students to engage with increasingly sophisticated ideas and texts, using increasingly sophisticated skills. This progression underpins what is required at NCEA levels 1, 2 and 3. In the making meaning strand, this progression is seen as follows:

- At level 6, students will show a **developed** understanding.
- At level 7, this understanding needs to be **discriminating**.
- By level 8, this understanding, needs to be **discriminating and insightful**.

Clarifications and further exemplars will be provided throughout the year on:

<http://www.nzqa.govt.nz/subjects/english>

The creating meaning strand follows a similar pattern:

- At level 6, students will communicate **connected** ideas.
- At level 7, these ideas need to be **sustained**.
- By level 8, these ideas need to be **sustained and insightful**.

### Standard format

All standards at levels one, two and three now follow a similar format.

- The first explanatory note (EN1) links the standard to the specific curriculum learning area. References are given for both the appropriate level of the New Zealand Curriculum and the Teaching and Learning guide

- EN2 clarifies the criterion for each of the three levels of achievement. It is important that student work is assessed by working up through the levels starting from the achievement criterion as details are not repeated at each grade level. For example, 91105 (2.8), Use information literacy skills to form developed conclusion(s), requires that students carry out the steps outlined in the three bullet points for all levels of achievement, although the steps are not repeated at Merit and Excellence.
- The other ENs explain and clarify definitions and terminology used in the standard.
- The final EN refers teachers and students to the relevant Conditions of Assessment

**The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.**