



	Self-guided tutorial
Title:	Quality Assurance for school-based evidence for external assessment
Audience:	PNs and teachers
Objective:	To support schools to gather credible school-based evidence for external assessments
Topics to cover:	<ul style="list-style-type: none"> • Why gather evidence for external assessments? • How can evidence for external assessments be gathered? • How can this evidence be quality assured?
Resources:	Online meeting, PowerPoint slides: SRM talks to

Visual (example only)	Audio
<div style="text-align: center;">  <p>Quality assurance processes to support grades for externals derived <u>from school-based evidence</u></p>  </div>	<p>This guide is to support schools to provide credible evidence for external assessments.</p> <p>So why does NZQA strongly recommend that school gather evidence for external assessments?</p> <ul style="list-style-type: none"> • to ensure students have valid grades available, in circumstances when they are unable to sit an external exam or their preparation is affected <p>Schools can make their own decisions about carrying out practice external assessments to generate derived grades.</p> <p>Your school’s response may differ from others, depending on:</p> <ul style="list-style-type: none"> • the extent of the lockdown for your school • students’ access to devices, and • how your school usually does practice exams. <p>Evidence Gathering templates can provide an alternative to practice examinations.</p> <p>Whichever approach you take, Principal’s Nominees or senior leaders will still need to be monitoring that quality assurance is occurring.</p>

Awarding grades

Grades from school-based evidence for externally assessed standards must be derived from authentic evidence, specific to and covering all criteria of the standard.

Grades can not be predictive – evidence must exist.

What does this mean?

School based evidence for external standards must be


- **S**ufficient – have the depth and breadth to meet the requirements of the standard
- **A**uthentic – be the student’s own work (*refer to our guide*)
- **V**alid – being based on the criteria of the standard
- **V**erified or justified – so that the grade is reliable. I will explain this shortly.

Gathering assessment evidence

Standard-specific evidence

- meets the requirements of the standard
- need not be a single event
- could be gathered from
 - formal assessment activities e.g.
 - practice exam / end of topic test / assignment
 - activities from the learning process e.g.
 - homework task / classwork / workbooks
 - observations / conferencing
 - formative work (see slide 4)

Check the **Remote Assessment Matrix and Guidance on the Subjects page of the NZQA website** to see if the standard is recommended for remote assessment e.g.

 [History Remote Assessment Matrix and Guidance \(PDF, 109KB\)](#)

Evidence is

- recorded in a way that a second person could verify the judgement from the evidence gathered (see slide 7)
- or justified by secondary means (see slide 8).



How can you gather evidence?

- Evidence can be
 - gathered over time
 - be partial evidence
 - come from a single event.

It could be from an assessment event where the student records the evidence in writing, orally or visually

- through teacher-designed practice exam, end of topic tests or assignments

or a learning activity where the teacher records conversations or annotates evidence seen or heard

- during the teaching and learning process
- either in the classroom or from student learning from home.

Each subject’s **Remote Assessment Matrix and Guidance** provides direction on whether it is appropriate to assess standards remotely, and how best to approach this. Standards are coded green (suitable), blue (teacher facilitation and guidance needed) or red (issues of access to resources and equity for students).

Mathematics and Statistics: remote assessment is not an issue for externally assessed standards (blue or green coded)
Visual Arts: all external standards are red-coded as collaboration, interaction or specialist equipment is required.

Evidence from formative work

- gather evidence at any point in the learning process when you are confident of where a student is at
- your evaluation could change over time where their understanding improves after feedback
- we have confidence in the professional judgement of teachers.



What could formative evidence look like?

Quality Assurance is required

To provide confidence in the assessment gathering process and the grades awarded.



Why?

- so that the community can trust that the grades the school give their children are at the same standard as any other school
- an NCEA qualification received this year will open doors to study and work the same as an NCEA earned in any other year
- to ensure the integrity of the qualification and will enable students to achieve a valid and valued credential.

To quality assure these grades

Consider:

- What sources of evidence will you accept?
- What verification or justification process will you require to provide confidence in the grades?
- How to record the quality assurance process?



How do I quality assure this evidence?

Consider:

- should you accept where the evidence has come from? e.g. is it authentic?
- what process you use to confirm the accuracy of the grades?

This could include thinking about

- how to record the student evidence appropriately i.e. video recording, annotate, external evidence gathering templates
- how to record what method you used for the quality assurance and the outcome
- who checks on these processes?

External Evidence Gathering Templates

OVERALL RESULT RECORDING TABLE

*Insert the date the overall grade is awarded, below the grade result. Note that dates for final overall grades may differ between students as evidence is evaluated and assessed. 'Internal test' refers to a test developed by a teacher in the school.

Standard: AS12345	Achievement	Achievement with Merit	Achievement with Excellence	Source/s of evidence used and date	Grade Assured using:
Student One NSN:123456789			X 22 August 2021	Classroom exercises (10, 12 August 2021) Group project (21 August 2021)	(circle all that apply) Verification by a professional colleague
Student Two NSN:123456798	X 24 August 2021			Classroom exercises (10, 12 August 2021) Group project (21 August 2021) Closed book internal test (23 August 2021)	Justification o External marker o Practice and NZQA exam correlation
Learner Three NSN:123456987		X 23 August 2021		Classroom exercises (10,11 August 2021) Group project (21 August 2021) Closed book internal test (23 August 2021)	o External moderation history o Teacher use of assessment benchmark materials*
Student name					*includes NZQA exemplars and past student answer books
Student name					

Use MCAT exemplar



Evidence Gathering Templates are found on the subject pages on the NZQA website. Templates can be converted into a spreadsheet format for use with larger classes. Here is an example of how to record both student evidence and the quality assurance method.

Schools must retain copies of the templates or spreadsheets as part of NZQA's normal quality assurance process.

To quality assure these grades by verification

Where direct student evidence is available, the second pair of eyes:

- confirms the grade decision, using benchmarks, assessment schedules, NZQA exemplars and past student answer booklets to confirm grades are consistent with the standard if appropriate.



What is verification?

- using a subject or standard expert who can directly sight physical evidence or student work to check a sample of student marked work to provide feedback on the accuracy of the teacher's judgement

or

- where the assessor has seen or heard the evidence but does not have a copy: discussion with the assessor of:
 - is the evidence being gathered valid and sufficient? i.e. meets the requirements of the standard
 - is the way the evidence being gathered fit-for-purpose? i.e. the record they have kept of seeing or hearing sufficient evidence

To quality assure these grades by justification

Where direct student evidence is not available, the second pair of eyes will:

- recognise teacher involvement with external examination marking for this standard/subject/level
- confirm school-based grades correlate with your comparative profile of practice exam results against NZQA external examination grades achieved in previous years
- accept external moderation history where assessor judgements are consistent with the standard
- confirm that the teacher's use of assessment schedules, NZQA exemplars and past student answer booklets used as benchmarks is appropriate.



What is justification?

Recording grades for externally assessed standards to NZQA

These grades can be sent to us through:

- your regular **data files**
- **web entries**

Remember you can:

- change and update these grades
- send them to us as often as you like
- check we have received them from you
 - *School's Home Page / Reports / Unexpected Event Grade Report*



How do I report grades derived from school-based evidence?

Help sheets are available for SMS systems.