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**NCEA Level 3 English**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | English |
| **Domain** | English |
| **Level** | 3 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91475 English** **3.4** |
| **Title** | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas |
| **Number of Credits** | 6 |
| **Version** | 1 |

**Assessment opportunities**

Good assessment practice in writing includes providing multiple opportunities for students to draft, develop and craft several pieces in appropriate text types. Each writing assessment opportunity should include all of the following stages: planning, drafting, revising, proofreading, and editing. Assessment opportunities need to be flexible because the time required to complete these stages may vary for individual students.

Writing activities can be integrated with other parts of the English programme. For example, written reports developed to present connections across texts [AS 3.7] may be re-worked for assessment against this standard [AS 3.4].

**Good assessment practice**

Writing should not be treated as one or two short assessment events. Instead, programme design should ensure that a student’s writing is developed over the year, and then their best is submitted for summative assessment. This includes providing opportunities for students to draft, develop and craft several pieces of writing and pursue their own writing interests.

Teachers might consider using a ‘hands on, hands off’ approach in the writing programme:

* ‘hands on’: where the teacher indicates in detail the areas students should work on. The understanding shared by student and teacher is that this strategy is intended to directly target particular skills. This work would not be suitable for summative assessment.
* ‘hands off’: where as the programme progresses, the student has developed skills sufficiently so that the teacher has less input and therefore the writing can be presented for assessment because it is the student’s own work.

**Authenticity of student work**

If writing is to be presented for assessment, teachers should ensure that the extent of their input does not compromise assessment validity.

Refer also to the ‘hands on’, ‘hands off’ approach described above.

**Sufficiency**

In order to provide sufficient evidence, it is recommended that writing should be a minimum of 650 words at Level 3. Where significantly shorter poetry or prose pieces are included in the selection, students may need to produce more than two pieces to provide sufficient evidence for the standard.

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| **Achievement Standard Number** | **91476 English** **3.5** |
| **Title** | Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas |
| **Number of Credits** | 3 |
| **Version** | 1 |

**Assessment opportunities**

Good assessment practice in speaking includes providing a variety of opportunities for students to develop the skills required for assessment against this standard.

Oral presentation tasks can be integrated with other parts of the English programme. For example, material developed when closely reading a film [AS 3.9] may be presented for assessment against this standard [AS 3.5].

Presentation contexts could include speeches, seminars, oral histories, debates, and live or recorded presentations.

**Good assessment practice**

Teachers may guide students through the planning and preparation process and ensure that students are provided with a number of opportunities for constructive feedback.

During preparation and rehearsal work, equal attention should be paid to the development of ideas and presentation techniques. Ideas expressed and presentation techniques used should be appropriate to level 8 curriculum achievement objectives. Presentation techniques should be taught explicitly so that students are clear that simply reading out a presentation is not appropriate or effective.

Teachers should make an audio-visual recording of students’ texts to support their judgements and to inform their internal assessment processes.

**Sufficiency**

In order to provide sufficient evidence, it is recommended that oral texts should be a minimum of six minutes.

Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

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| **Achievement Standard Number** | **91477 English** **3.6** |
| **Title** | Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language |
| **Number of Credits** | 3 |
| **Version** | 1 |

**Assessment Opportunities**

Good assessment practice includes providing more than one opportunity for students to demonstrate their skills in combining verbal and visual language in a visual text.

Assessment activities can be integrated with other parts of the English programme. For example, a student might use material produced for assessment against AS 3.8 to create a documentary for assessment against this standard [AS 3.6].

## Good assessment practice

Teachers may guide students through the planning and preparation process and ensure that students are provided with a number of opportunities for constructive feedback.

Students should also be given opportunities to pursue their individual interests and to create texts using a range of media.

Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

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| **Achievement Standard Number** | **91478 English** **3.7** |
| **Title** | Respond critically to significant connections across texts, supported by evidence |
| **Number of Credits** | 4 |
| **Version** | 1 |

**Assessment opportunities**

Good assessment practice that supports students as they learn to make connections includes building into the English programme a variety of opportunities to respond critically to connections between texts.

Understandings derived from a study of connections can be integrated with other parts of the English programme. For example, material developed for this standard can be used when presenting evidence for assessment against AS 3.1 and 3.2 (externally assessed).

**Text selection**

Texts can be selected from one or several text types, either written, visual or oral. Texts chosen shouldenable students to meet the expected level of interpretations and judgements.

**Good assessment practice**

Teachers may guide students through the planning and preparation process and ensure that students are provided with a number of opportunities for constructive feedback.

Teachers should encourage students to choose texts based on their interests. The mode of presentation should be carefully chosen to ensure that sufficient depth of evidence can be presented to meet the criteria for assessment.

**Authenticity of student work**

Students should make independent interpretations and judgements about their connections.

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| **Achievement Standard Number** | **91479 English** **3.8** |
| **Title** | Develop an informed understanding of literature and/or language using critical texts |
| **Number of Credits** | 4 |
| **Version** | 1 |

**Assessment opportunities**

Good assessment practice includes providing a variety of opportunities for students to develop the skills required for assessment against this standard.

Understandings derived from using critical texts can be integrated with other parts of the English programme. For example, material developed for this standard can be used when presenting evidence for assessment against AS 3.1 and 3.2 (externally assessed).

**Good assessment practice**

Teachers may model how to use critical texts in an investigation. Teachers should provide a number of opportunities to practise skills and should offer constructive feedback.

Teachers should encourage students to choose texts and a focus the students particularly like. The mode of presentation should be carefully chosen to ensure that sufficient depth of evidence can be presented to meet the criteria for assessment.

**Authenticity of student work**

Students should arrive at understandings independently.

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| **Achievement Standard Number** | **91480 English** **3.9** |
| **Title** | Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence |
| **Number of Credits** | 3 |
| **Version** | 1 |

**Assessment Opportunities**

Good assessment practice that supports students as they learn to read visual and oral texts closely includes building into the English programme a variety of opportunities to develop this skill.

Critical responses derived from close reading can be integrated with other parts of the English programme. For example, material developed for this standard can be used when presenting evidence for assessment against AS 3.2 (externally assessed). In addition, material developed for this standard may be presented for assessment against AS 3.6.

**Good assessment practice**

Teachers may model how to closely read a visual or oral text. Teachers should provide a number of opportunities to practise skills and should offer constructive feedback.

**Assessment tasks**

* It is possible for evidence to be assembled from one or more visual/oral texts or a combination of these. Teachers could offer students a choice from a range of texts for close reading or students could select text(s) independently.
* The use of a written transcript of an oral text or storyboard from a visual text is only appropriate as a supporting document.