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**EXPIRED**

**NCEA Level 1 English**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | English |
| **Domain** | English |
| **Level** | 1 |

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** | **90052 English 1.4**  |
| **Title** | Produce creative writing |
| **Number of Credits** | 3 |
| **Version** | 5 |

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| **Achievement Standard Number** | **90053 English 1.5** |
| **Title** | Produce formal writing |
| **Number of Credits** | 3 |
| **Version** | 5 |

**Assessment opportunities**

Good assessment practice in writing includes providing multiple opportunities for students to draft, develop and craft several pieces in appropriate text types. Students should also be given opportunities to pursue their own individual writing interests. Each writing opportunity should include all of the following stages: planning, drafting, revising, editing and proofreading. 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, the ideas developed in presenting connections across texts [AS 1.8] could be reworked into a piece of writing used as part of the assessment evidence for this standard [AS 1.5]. In all cases, teachers should take careful note of the relevant standard, including Explanatory Notes, as material may need to be reworked to meet the criteria for other standards.

**Good assessment practice**

Teachers may guide students through the writing process, and ensure that students are provided with a number of opportunities for constructive feedback. Teachers might demonstrate how the techniques used in samples can be applied to the students’ own writing.

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.

Spreading the writing programme over an extended period is essential. This approach may involve developing some pieces of writing to an early draft stage only, then ‘parking’ this writing to be revisited later when writing skills have developed further. Writing may be parked at any stage of the planning, drafting, revising, editing, and proofreading process.

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**

Where writing is to be presented for assessment, teacher/peer feedback should not compromise authenticity but may include suggestions about areas where further developments are needed. As students develop their final drafts, teachers may offer appropriate guidance that the writing may need further work on ideas, language, structure or accuracy in grammar, spelling, punctuation or paragraphing. Teachers should not correct errors, rewrite sentences or make detailed written annotations or give verbal feedback identifying and commenting on individual errors throughout whole pieces of writing.

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 350 words. While poetry may not reach this minimum, a poem considered for assessment must be of sufficient length to demonstrate depth of ideas, control of language and form. Where significantly shorter poetry or prose pieces are included in the selection, students may need to produce two pieces to provide sufficient evidence for the standard.

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| **Achievement Standard Number** | **90857 English 1.6** |
| **Title** | Construct and deliver an oral text |
| **Number of Credits** | 3 |
| **Version** | 2 |

The intention of this standard is that the oral presentation is primarily spoken and can include appropriate presentation techniques and supporting materials. Although other languages can be included in the presentation as appropriate (eg as an introduction or greeting), the presentation must be mainly in English.

**Assessment opportunities**

Good assessment practice in speaking includes providing a variety of opportunities for students to develop skills required in a number of different types of oral presentations.

Oral presentations can be integrated with other parts of the English programme. For example, material developed to form personal responses to independently read texts, supported by evidence [1.10] could be assessment against this standard. In all cases, teachers should take account of the relevant standard, including Explanatory Notes, as material may need to be reworked to meet the criteria for other standards.

Presentations could be live or recorded.

**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 6 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 oral work to support their judgements and to inform their internal assessment processes.

**Sufficiency**

In order to provide sufficient evidence, it is recommended that an oral presentation should be a minimum of three minutes.

In any group presentation, each student must be able to provide sufficient evidence for the assessment of their individual contribution.

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| **Achievement Standard Number** | **90855 English 1.7** |
| **Title** | Create a visual text  |
| **Number of Credits** | 3 |
| **Version** | 2 |

The intention of this standard is that the presentation is primarily visual.

**Assessment opportunities**

Good assessment practice includes providing more than one opportunity for students to demonstrate their skills in combining visual with written and/or oral modes in a visual text.

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

Texts created for assessment against this standard could be integrated with other parts of the English programme. For example, creating a visual and verbal text could form part of a text study to measure student understanding of key themes, symbols, or character motivations. In all cases, teachers should take account of the relevant standards including the Explanatory Notes.

**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.

Equal attention should be paid to the development of ideas and presentation techniques. Ideas and presentation techniques used should be appropriate to Level 6 curriculum achievement objectives.

**Authenticity of student work**

Where work is to be presented for assessment, teacher/peer feedback should not compromise authenticity but may include suggestions about areas where further developments are needed. As students develop their final texts, teachers may offer appropriate guidance that the text may need further work on ideas, structure, language features or on how the visual elements are combined with the written and/or oral elements.

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| **Achievement Standard Number** | **90852 English 1.8** |
| **Title** | Explain significant connection(s) across texts using supporting evidence  |
| **Number of Credits** | 4 |
| **Version** | 2 |

The intent of this standard is that students read, watch and/or listen to at least four texts, then explain significant connections across the texts in a written, visual, and/or oral form.

**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 identify, discuss, and explain connections between texts. Students must be given opportunities to include text(s) that they have independently selected.

Opportunities to explore individual texts should occur throughout the programme. Work towards this standard could form an important part of students’ literary studies prior to external assessment forstudied written texts [AS1.1], or visual or oral texts [AS1.2].

Understandings derived from the study of connections can be integrated with other parts of the English programme. Explanations can be presented in written, visual and/or oral modes, or using a combination of these. These explanations could be assessed against other standards such as writing [1.5] and oral presentation [1.6] standards. In all cases, teachers should take account of the relevant standards including the Explanatory Notes.

**Text selection**

Texts can be selected from one or several text types: written, visual or oral. Texts chosen shouldbe appropriate to Level 6 curriculum achievement objectives, or have characteristics that enable students to meet the expected quality of explanation.

**Good assessment practice**

Teachers may guide students to think more deeply and critically about texts, 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**

Where student work is to be presented for assessment, constructive feedback should not compromise authenticity but can validly include suggestions about areas where further developments are needed. Students should have the opportunity to receive feedback, edit, revise and polish their work before assessment judgements are made.

It is essential that students make their own connections across texts. Teachers must ensure that the extent of their input does not compromise assessment validity.

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| **Achievement Standard Number** | **90853 English 1.9** |
| **Title** | Use information literacy skills to form conclusion(s) |
| **Number of Credits** | 4 |
| **Version** | 2 |

The intent of this standard is that students use information literacy skills to identify information needs, to locate, evaluate and select information and then to use this information to create new understandings and knowledge.

**Assessment opportunities**

Good assessment practice includes providing a variety of opportunities for students to actively develop information literacy skills and use information to form conclusions.

This work could be integrated with many parts of an English programme. Valid and suitable topics for enquiry, where information literacy skills could be applied, could develop from questions or issues arising in the contexts of personal independent reading, writing, class discussion, working on studied texts or discussing connections between texts. Understandings derived from using information literacy skills can be integrated with other parts of the English programme. For example, material developed for this standard could be used when presenting evidence for assessment against AS 1.1 and 1.2 (externally assessed), writing [1.5], and oral presentation [1.6] standards. In all cases, teachers should take account of the relevant standards including the Explanatory Notes.

**Good assessment practice**

Teachers may guide students through the planning process and model the information literacy process. They should ensure that students are provided with a number of opportunities for constructive feedback.

Students must independently frame an enquiry, then seek, locate, select, record and evaluate information themselves. They must also independently express new understandings connected to the purpose of their enquiry. When forming their conclusions, students should focus on transforming the information they have collected into understandings that are new to them and can be supported by the information collected.

Information and understandings may be presented in written, visual, or oral forms, or in a combination of modes that allows students to work within their area of strength using information and communication technologies as appropriate.

**Authenticity of student work**

Teachers should ensure that the extent of their input does not compromise assessment validity.

Evidence of the student’s use of the information literacy process including evaluation of sources must be included in work submitted for assessment and moderation.

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| **Achievement Standard Number** | **90854 English 1.10** |
| **Title** | Form personal responses to independently read texts, supported by evidence |
| **Number of Credits** | 4 |
| **Version** | 2 |

The intent of the standard is that students form personal responses to the independent reading they have undertaken for enjoyment and personal fulfilment.

**Assessment opportunities**

Good assessment practice in reading independently, and responding to the reading, includes integrating frequent opportunities for the independent reading of written, oral, and visual texts.

Independent reading can be integrated with many other parts of the English programme, including reading completed as part of the writing programme [AS 1.4, 1.5], connections across texts [AS 1.8], or information literacy [AS 1.9].

Responses to reading could be assessed against other standards such as writing [1.5] and oral presentation [1.6] standards. In all cases, teachers should take account of the relevant standards including the Explanatory Notes, as material may need to be reworked to meet the criteria for other standards.

**Text selections**

Written, visual, or oral texts selected must be at the appropriate curriculum level. It is important to be aware of the expectations associated with the curriculum level in terms of the appropriateness of the texts selected. Teachers and students could consider a combination of the following factors in determining whether a written, visual, or oral text is at curriculum level 6:

* what does the text deal with? (eg: ideas, themes, storyline, content)
* who does the text feature? (eg: key characters/people, their situations and ages)
* how is the text written? (vocabulary, language, syntax, style, narrative perspective)
* for whom is the text intended? (readership age, interest).

All written texts must be selected by the student.

Written texts read to the class could be included as oral texts, but not as written texts. Students must read all written texts themselves.

If visual and/or oral texts are included, these texts can be read as part of the in-class programme by the whole class, or outside of class time.

**Responses**

Responses can be presented in written, visual, and oral forms or in a combination of those forms.

Students could respond to one or more aspect of the text and then support the response with at least one specific relevant detail. Details can include quotations or specific descriptions and must be relevant and directly linked to the response.

Technical or stylistic accuracy of written responses is not being assessed, nor is the production quality of oral responses. However, the quality of the response should be such that the meaning conveyed by the response in showing understanding is clear.

**Good Assessment Practice**

Reading strategies and appropriate ways of creating written or oral responses should be modelled. It is recommended that early responses are completed in class time. This process would provide opportunities for the teacher to become familiar with students’ authentic response styles and to provide constructive feedback.

Evidence towards this standard should be gathered throughout the programme.

Responses to texts should be regularly submitted for assessment as the programme progresses rather than in one submission.

**Authenticity of student work**

Regular discussions and checkpoints ensure that students have read texts independently and that the responses are authentic. Where work is to be presented for assessment, teacher feedback should not compromise authenticity.

**Sufficiency**

The standard requires student responses to at least six texts. Teachers need to be confident that the student has met the achievement criterion relating to the grade that is awarded. They need to make a holistic judgement across all the evidence presented that the student meets the requirements of the standard, and in particular of the requirements set out in Explanatory Notes 2 and 5.

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| **Achievement Standard Number** | **90856 English 1.11** |
| **Title** | Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence |
| **Number of Credits** | 3 |
| **Version** | 2 |

The intention of this standard is that students show understanding of text(s) by independently exploring ideas and text conventions in visual and/or oral texts.

**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.

To support the development of convincing and/or perceptive close readings, teachers are encouraged to scaffold questions that lead to these kinds of response. However, teachers should avoid designing assessment tasks that are a series of questions and answers or that are timed tests, because such activities are not conducive to the depth of analysis required for the standard. Responses may be presented in appropriate written or oral forms. It is not expected that written responses be in essay form.

Understandings derived from close reading can be integrated with other parts of the English programme. For example, material developed for this standard could be used when presenting evidence for assessment against AS 1.2 (externally assessed) or integrated with studies into connections across texts [AS 1.8]. Ideas developed for this standard may be reworked and presented for assessment against other standards such as writing [1.5] or oral presentation [1.6] standards. In all cases, teachers should take account of the relevant standards including the Explanatory Notes as material will need to be reworked to meet the criteria for other standards.

**Good assessment practice**

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

**Assessment tasks**

It is possible for evidence to be assembled from one or more visual/oral texts. Teachers could offer students a choice from a range of texts for close reading that best suit their class and chosen area of study. If appropriate, close reading responses could be drawn from at least one oral text, or one visual text, or a combination of visual and oral texts.

The use of a written transcript of an oral text or storyboard from a visual text is only appropriate as a supporting document – ie the text that is used in the assessment activity must be visual/oral.

Teachers can identify the text conventions for consideration but students must close read meanings and effects independently.

Texts used for assessment may be whole texts or extracts from larger texts.

Students should ensure that the idea(s) and text convention(s) are significant features within the text and therefore can be supported by relevant and specific supporting details.

**Authenticity of student work**

While students may have studied similar texts or the larger text from which an extract has been taken, the specific text or extract used for assessment must not have been previously studied. If students are using an ‘unstudied’ extract from a previously studied film the material presented for assessment must demonstrate the students’ own close reading skills.

Where work is to be presented for assessment, teacher feedback should not compromise assessment validity.

**Sufficiency**

The expectation is that students will closely read one or more visual and/or oral texts and respond to at least four significant text aspects.

Evidence towards achievement can be collected from authentic assessment opportunities during the year’s programme. At the time of final assessment, the teacher will consider all evidence and award a grade that best reflects the student’s achievement. In the situation where there are varying grades, a student’s final grade should be a reflection of what he/she is capable of as evidenced through close reading assessment tasks collected over the year.