

# Get prepared for assessment

A suggestion for implementing the strategy  
'Supporting literacy and numeracy in NCEA'  
from the Guide: [Dyslexia and learning](#)

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## Includes:

- Check student readiness
- Practice the task type
- Familiarise ākonga with the digital platform
- Identify a quiet space and allow for additional time
- Build understanding of SAC
- Useful resources

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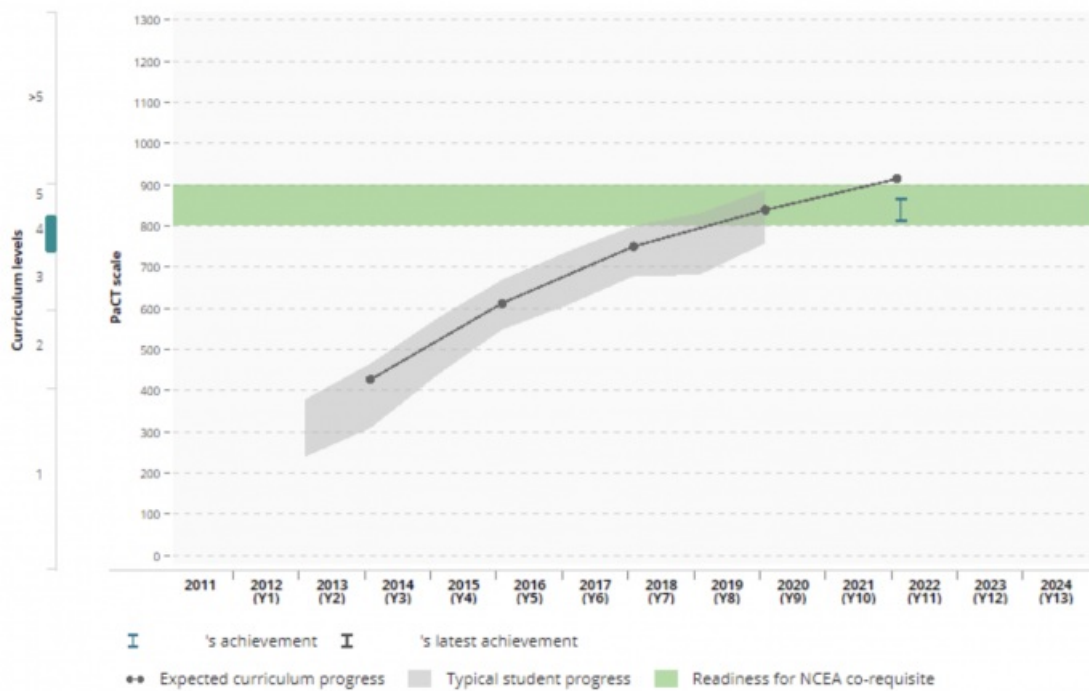
Date

09 May 2024

Link

[inclusive.tki.org.nz/guides/dyslexia-and-learning/get-prepared-for-assessment](https://inclusive.tki.org.nz/guides/dyslexia-and-learning/get-prepared-for-assessment)

## Check student readiness



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://curriculumprogresstools.education.govt.nz/support/latest-news/?ID=14>

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## Practice the task type

Practise the skills needed in assessments, review together, reflect on learning and progress.

- ✓ Give self-monitoring checklists and guiding questions for reading comprehension.
- ✓ Practice highlighting key words and ideas on tests.
- ✓ Show examples of correct and completed tests to serve as a model. Sample common assessment activities (CAA) for [reading](#), [writing](#), and [numeracy](#) are accessed from the 2021 Pilot on the NCEA website.
- ✓ Provide sentence starters that show how to begin a written response.
- ✓ Use the [digital exam preparation for students](#) to get familiar with the platform and structure of the assessments.
- ✓ Offer opportunities to review past paper-based assessments.
- ✓ Build familiarity with task types in preparation for the assessment, review together, reflect on learning and progress.

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## Familiarise ākonga with the digital platform

Introduce ākonga to the digital platform and its support options, such as text-to-speech and note taking tools.

Support repeated practice to build familiarity.

- ✓ [Digital exam preparation for students](#)
- ✓ [Find past digital external assessments](#)
- ✓ [Digital Practice Exams Student Checklist 2022](#)

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## Identify a quiet space and allow for additional time

The Common Assessment Activities (CAA) are designed to be completed in 60 minutes, but schools and kura should allow as much time as necessary for candidates to complete the assessment in one session.

Plan ahead for:

- a space where ākonga can work quietly for an extended length of time
- extended supervision for external assessments.

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## Build understanding of SAC

Ensure all ākonga are aware of SAC and their purpose.

Also ensure SACs are embedded in teaching and learning throughout the year, so all ākonga can trial various options.

All ākonga have a right to access and participate in fair and valid assessment.

As the design of the assessment may create barriers for some ākonga, SACs provide alternative access and participation options.

### School/kura will approve SAC, not NZQA.

In 2023, schools and kura will approve SACs for their own ākonga in Literacy and Numeracy | Te Reo Matatini me te Pāngarau assessments.

To assess ākonga eligibility for SACs schools and kura are required to follow an evaluation process using the following guidelines from NZQA:

- [SAC – Potential barriers and potential SAC support](#)
- Coming soon: Guidelines to support schools and kura in the trialling and administration of SAC for the 2023 Literacy and Numeracy | Te Reo Matatini me te Pāngarau assessments.

**NB. NZQA will not play a role in the approvals process however they can be contacted if schools and kura need guidance regarding ākonga eligibility.**

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## Useful resources



### Digital exam preparation for students

This section of the NZQA site gives students access to “Digital Exam Practice”, past digital exams, and a checklist to prepare for digital exams.

Publisher: New Zealand Qualifications Authority

[Visit website](#)



### Supporting Teaching and Learning in Te Reo Matatini me te Pāngarau | Literacy and Numeracy

Read time: 2 min

There are many tools for kaiako to assess whether ākonga are at the right level for assessment. Read descriptions of each tool. Some of these tools are diagnostic, some are judgement based. Please ensure you use the right tool(s) for you and your ākonga.

[Visit website](#)



## Assistive Technology Inventory Research Summary: NCEA Online Programme (November 2020)

Read time: 38 min

This research was undertaken as part of the NCEA Online Research and Innovation Trials to support students who require additional support in assessments. It includes Information on assistive technology tools being used by NZ students and the appropriateness of each tool in an assessment setting.

Publisher: New Zealand Qualifications Authority

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