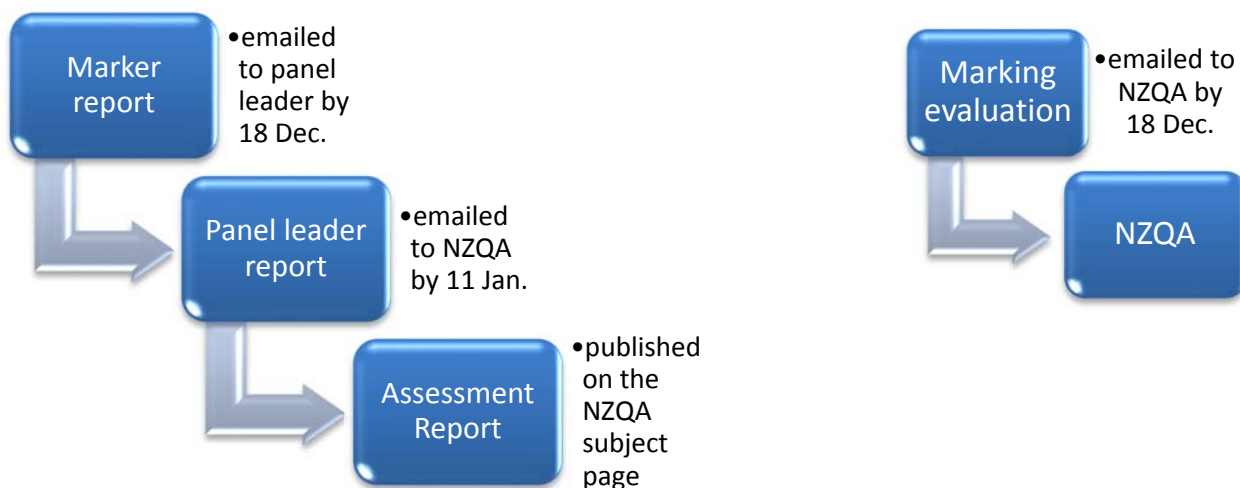


Writing Reports Guidelines

The reports and evaluations completed by markers and panel leaders are valuable in providing feedback on processes, the examination, and candidate performance.

The examiner prepares the published assessment report which is based on the panel leader reports, which, in turn are based on marker feedback in the marker reports.

The marking evaluation helps NZQA in their quality improvement process.



Panel leader report summarises information from individual marker reports. Both reports are in two parts. Part A is feedback to NZQA on processes and support. Part B is on the examination and candidate performance, and this is used by the examiner to review the examination and prepare the assessment report.

Part B 2 of the report is on the performance of candidates in relation to the standard – it should not mention teaching programmes or what teachers did or did not do.

Candidates' performance in relation to the standard as a whole or aspects that are not specific to grades are to be reported in the standard specific comments section

Panel leader reports should not include a question-by-question analysis. Reference should be made to particular questions and responses only to support general comments. For assessments with more than one question markers report question by question because they do not know the overall grade until the cut scores have been set.

Language

Because the assessment report is a formal report for publication use formal language and check the spelling of any technical terms. Be concise and, where possible, provide relevant examples. Panel leaders may need to make changes to the style and language used by markers in their reports.

The language should be in the past tense – the report is about how candidates performed in the examinations in the previous year.

Style

In the bulleted statements for each grade **do**:

- use the past tense
- start each statement with a verb, using lower case
- keep the statements short
- refer to “questions” rather than “the question”
- use a full stop at the end of the last bullet point in a list.

In the bulleted statements for each grade **do not**:

- state the obvious - e.g. “answered sufficient questions” or “correctly calculated”
- repeat the achievement criteria that are in the standard
- use colloquialisms
- comment on the performance of only a few candidates
- use bold or italics (except for italics used with foreign languages)
- make comparisons with previous years or refer to previous reports – e.g. “as noted last year”
- repeat in the standard specific comments section any point(s) made previously.