

NCEA English Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

Supporting Evidence

Students will need access to the internet to undertake the research needed to complete the internal standards identified in the green cells below. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

English Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 1		Level 2		Level 3	
AS 91924	1.1	AS 91098	2.1	AS 91472	3.1
Internal (5 credits)		External (4 credits)		External (4 credits)	
Demonstrate understanding of how context shapes verbal language use		Analyse specified aspect(s) of studied written text(s), supported by evidence		Respond critically to specified aspect(s) of studied written text(s), supported by evidence	
Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. Source material could include using primary sources found online (speeches, interviews, extracts from texts). A collection of sources can be collated and supplied digitally by the teacher, from which the students can make their source selection. For authenticity purposes, each student could be required to select a different context for their assessment. Where students are using the same context (which may have been used as a class context during the teaching and learning), teachers could also require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work. Check points and verbal conferencing with		These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.		These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.	

Level 1	Level 2	Level 3
students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found in the exemplar documents, Conditions of Assessment and Subject Learning Outcomes. These can be found on the English page of the NCEA website.		
AS 91925 1.2 External (5 credits) Demonstrate understanding of specific aspects of a studied text These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.	AS 91099 2.2 External (4 credits) Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.	AS 91473 3.2 External (4 credits) Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
AS 91926 1.3 Internal (5 credits)	AS 91100 2.3 External (4 credits)	AS 91474 3.3 External (4 credits)

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Develop ideas in writing using stylistic and written conventions Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence must be presented in writing, either handwritten or digital. For handwritten evidence, a scan or photo of the evidence can be provided to the teacher for assessment. For authenticity purposes, teachers should require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work. Regular checkpoints are needed during the assessment period. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found in the Conditions of Assessment available on TKI, and in the exemplar documents, National Moderator's Report and Alternative Evidence Gathering Templates on the NZQA English page.	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
AS 91927 1.4 External (5 credits)	AS 91101 2.4 Internal (6 credits)	AS 91475 3.4 Internal (6 credits)

Level 1	Level 2	Level 3
Demonstrate understanding of significant aspects of unfamiliar texts These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.	Produce a selection of crafted and controlled writing Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence must be presented in writing, either handwritten or digital. For handwritten evidence, a scan or photo of the evidence can be provided to the teacher for assessment. For authenticity purposes, teachers should require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work. Regular checkpoints are needed during the assessment period. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence must be presented in writing, either handwritten or digital. For handwritten evidence, a scan or photo of the evidence can be provided to the teacher for assessment. For authenticity purposes, teachers should require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work. Regular checkpoints are needed during the assessment period. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.
	AS 91102 2.5 Internal (3 credits) Construct and deliver a crafted and controlled oral text	AS 91476 3.5 Internal (3 credits)

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	Assessors can facilitate assessment of this standard by providing remote guidance. Adaptation of earlier planning may be required by students so that their oral text is appropriate to the selected audience and purpose, and enables the use of oral language features. Assessors need to ensure that students have access to a suitable environment, technology and equipment to record their oral text. Assessors may also choose to introduce a new mode to better suit students' personal circumstances and their access to technology. This may mean supporting students to present oral texts that do not require a live audience, for example modes such as podcasts or oral histories. For authenticity purposes, check points and verbal conferencing with students is recommended during the planning and writing component of the assessment period. An early checkpoint to ensure written drafts of the oral text reflect ideas appropriate to level 7 of the curriculum is also recommended. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas Adaptation of earlier planning may be required by students so that their oral text is appropriate to the selected audience and purpose, and enables the use of oral language features. Assessors need to ensure that students have access to a suitable environment, technology and equipment to record their oral text. Assessors may also choose to introduce a new mode to better suit students' personal circumstances and their access to technology. This may mean supporting students to present oral texts that enable audience interaction remotely, for example a live online seminar with classmates or a debate. Recorded options such as presentations, oral histories or podcasts are also appropriate. For authenticity purposes, check points and verbal conferencing with students is recommended during the planning and writing component of the assessment period. An early checkpoint to ensure written drafts of the oral text reflect ideas appropriate to level 8 of the curriculum is also recommended.

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		Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.
	AS 91103 2.6 Internal (3 credits) Create a crafted and controlled visual and verbal text Suitable for distance learning and assessment using digital platforms for word processing or sharing static art materials. The evidence can be presented digitally or as a hard copy artefact. A scan or photo of the evidence can be provided to the teacher for assessment. An early checkpoint is recommended prior to the beginning of the assessment to ensure the student's ideas are appropriate to level 7 of the curriculum. Checking that the focus is on visual, rather than verbal, language features is also recommended. For authenticity purposes, teachers should require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake	AS 91477 3.6 Internal (3 credits) Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language Suitable for distance learning and assessment using digital platforms for word processing or sharing static art materials. The evidence can be presented digitally or as a hard copy artefact. A scan or photo of the evidence can be provided to the teacher for assessment. An early checkpoint is needed during the assessment period to ensure ideas are appropriate to level 8 of the curriculum. For authenticity purposes, teachers should require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

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	module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.	Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.
	AS 91104 2.7 Internal (4 credits) Analyse significant connections across texts, supported by evidence Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. Regular checkpoints are needed during the assessment period. This could include early approval of the four texts selected, which can be written, oral, visual, short or extended adult fiction or non-fiction texts at level 7 of the curriculum. One text must be student selected. For authenticity purposes, teachers should require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake	AS 91478 3.7 Internal (4 credits) Respond critically to significant connections across texts, supported by evidence Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. Regular checkpoints are needed during the assessment period. This could include early approval of the four texts selected, which can be written, oral, visual, short or extended adult fiction or non-fiction texts at level 7 of the curriculum. One text must be student selected. For authenticity purposes, teachers should require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work. For further advice on how to manage authenticity when assessing during

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	module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.	uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.
	AS 91105 2.8 Internal (4 credits) Use information literacy skills to form developed conclusion(s) Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. A range of sources such as articles, websites and other digital information are available online. Supporting students to undertake the "systematic exploration" required for this standard may require the use of frameworks or scaffolds during the assessment period. Regular checkpoints are recommended to ensure key milestones in the process have been met. The final assessment product should include all materials that demonstrate the different stages of the process.	AS 91479 3.8 Internal (4 credits) Develop an informed understanding of literature and/or language using critical texts Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. A range of sources such as academic journal articles, websites and other digital information is available online. Students could be provided with access to databases such as EPIC. All critical texts used for this standard must be student selected. Early checkpoints are needed to ensure that the investigation is focused on a literature or language topic from the English learning area.

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	For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.	The final assessment product should include all materials that demonstrate the different stages of the investigation. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.
	AS 91106 2.9 Internal (4 credits) Form developed personal responses to independently read texts, supported by evidence Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. Regular checkpoints are needed during the assessment period. This could include early approval of the six texts selected, which can be written, oral, visual, short or extended adult fiction or non-fiction texts at level 7 of the curriculum. All texts must be student selected. Four of which must be	

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	written and include at least two extended texts. For authenticity purposes, teachers could interview students as part of the final assessment to ensure all evidence is the student's own work. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.	
	AS 91107 2.10 Internal (3 credits) Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. Regular checkpoints are needed during the assessment period. Text(s) or extracts from text(s) must not have been previously studied, and can be teacher or student selected. Selected texts need to be at level 7 of the curriculum. This could include any	AS 91480 3.9 Internal (4 credits) Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence Suitable for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding. Regular checkpoints are needed during the assessment period. Text(s) must not have been previously studied, but can be teacher or student selected. Selected texts need to be at level 8 of the curriculum. This

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	one text, or a combination of oral or visual and short or extended literary texts. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.	could include any one text, or combination of oral or visual, and short or extended literary texts. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work. Further support can be found on TKI, and in the exemplar documents, clarifications and Alternative Evidence Gathering Templates on the NZQA English page.