

# NZQA Utilities with Classroom Manager User Guide

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## Conventions used in this user guide

Most of the examples used in this manual are from a database of fictitious students. Occasionally examples are from actual schools and actual students. In these cases a black rectangle has been used to obscure names.

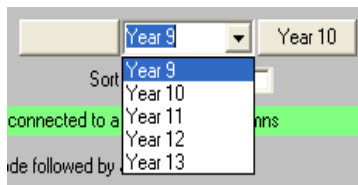
<Enter> means 'Press the Enter key'

'Ctrl' refers to the Control key, which probably has 'Ctrl' on your keyboard.

'Alt' refers to the 'Alt' key on your keyboard.

'CM' refers to Classroom Manager

Either search for your required topic using Ctrl-F (quickest way); use the links from the Table of Contents, or use the PDF View bookmarks to find the area in which you are interested.



These are popup lists, even though they pull down.

This user guide is available from the Help menu.

## Contacting MUSAC and Agents

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# 1 Overview of NZQA Utilities

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What is covered in this chapter?

Overview - tasks involved in administering the NZQA utilities  
The structure behind Classroom Manager

## 1.1 Overview - tasks involved in administering the NZQA utilities

NCEA basic requirements have been specified once each year, there have also been changes during a year, sometimes involving changes of policy and sometimes resulting from clarifications of the specifications.

MUSAC has attempted to minimise efforts required by the classroom teacher. This has been achieved by incorporating the results of the standards into electronic markbooks. Generally each school has at least one member of staff who is responsible for the administrative processes required 'behind the scenes'. This manual is for the NCEA person with those responsibilities.

These notes include processes involved for the classroom teacher, and the administrator's processes.

MUSAC distributes a CM user guide for the administrator as s/he gets the year under way, the most current is available on our website [www.musac.co.nz](http://www.musac.co.nz).

The main screen used by the NZQA Administrator is accessed via the 'NZQA Utilities' button on the front menu of CMAAdmin. Primary schools see an 'Assessment Tool Selector'.



This leads to the following main NZQA Utilities screen.

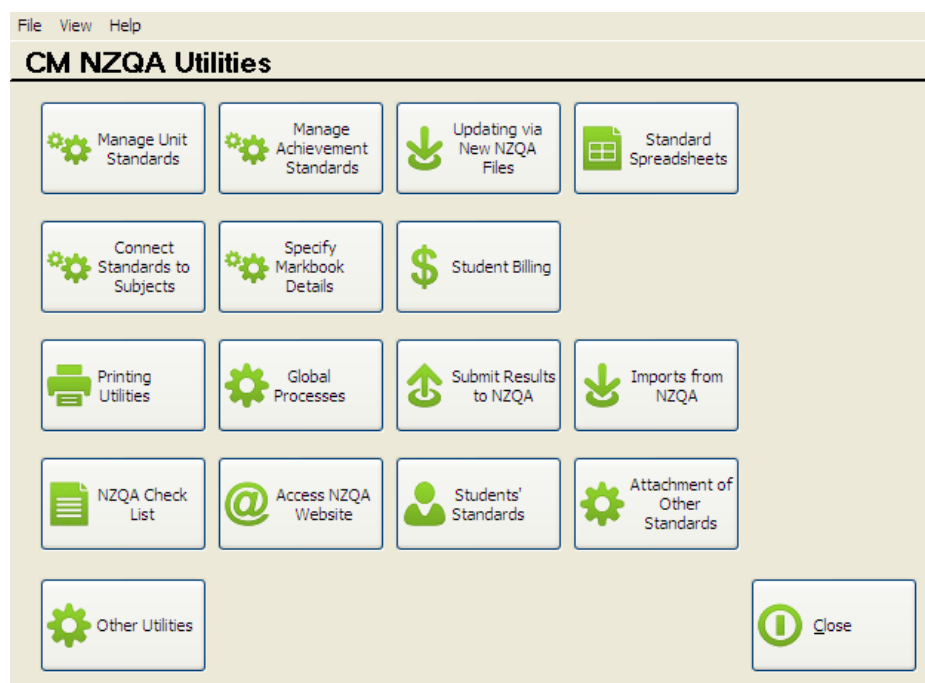


Illustration 1 : The NZQA Utilities screen

The tasks for the administrator and the buttons via which they are accessed are:

1. The preparation of the options and markbooks for the new year.  
See 'The management of options and markbooks'
    - a) Create the option columns for the new year which will hold the students' subject choices and their markbook results and link these to the option sets. Click 'School details'.
    - b) Maintain the new year's option structures i.e. the sets of option lines from which students will make their choices.
    - c) Create the markbooks for the new year, based on the imported option structure. Click 'Specify Markbook Details'.
    - d) Allocate students to their chosen subjects  
Both this step and the next are usually done in conjunction with MUSAC's Timetable Suite software.
    - e) Attach students to their markbooks – 'Specify Markbook Details'.
  
  2. The maintenance of the database of unit and achievement standards  
See 'The maintenance of the database of standards'  
There are three utilities used to perform this task
    - a) Unit standards  
Click 'Manage Unit Standards'
    - b) Achievement standards  
Click 'Manage Achievement Standards'
    - c) Updating via new NZQA files  
  
Click 'Updating via new NZQA files'
  
  3. The connection of the standards to the subjects via which they are offered.  
Click 'Connecting standards to subjects'
  
  4. The connection of each of the standards attached to an option to a column in that options' markbook and the creation of dossiers for each of the subject teachers.  
  
See 'Connecting standards to columns and the creation of teachers' dossiers'.  
Click 'Specify Markbook Details'.
  
  5. Student billing – for the fees associated with NZQA qualifications  
See 'Student billing'.
  
  6. The maintenance of students' results and various other related details  
See 'Students' standards'.
  
  7. The submission of students' results to the NZQA  
See 'Submitting results to NZQA'.
- These are the main processes. There are several others available which may be used. These are:
8. Global processes associated with the NCEA results and utilities



See 'Global processes' including:

The removal of standards from students

- Updating the database from the markbooks
- Identifying unattached standards
- Identifying 'Phantom' standards
- Changing a version number
- Global zaps – which include
  - the zeroing of all fees for the new year
  - the setting of the 'Withdrawn from all standards' flags to 'Not withdrawn'
  - the removal of benefit information from all students
  - the setting of all leavers to 'Withdrawn from all standards'
- Context checks
- Printing financial assistance application forms

9. The printing of lists and analyses for students' results

See 'Printing Utilities'

The final three topics are all dealt with in the same section.

10. The importation of data from files received from the NZQA

See 'Imports, Checks and the NZQA website'

Click 'Imports from NZQA'

11. The checking of the validity of a range of settings

See 'Imports, Checks and the NZQA website'

Click 'NZQA Checklist'.

12. Accessing the NZQA website

See 'Imports, Checks and the NZQA website'

Click 'Access NZQA website'

Other processes relate to CMTeacher and these are :

- The design of NCEA reports in CMTeacher
- How the teacher uses CMTeacher to enter results

## 1.2 The structure behind Classroom Manager

This section describes CM background functions and how information is stored in Classroom Manager. This version of Classroom Manager is based on several Microsoft Access databases which are:

**cm.mdb** which incorporates:

- all of the CM data relating to students, including their NCEA results
- the columns structures which form the basis of this data
- the results held in markbooks
- the option structures and option lines
- the markbook definitions

**subjects.mdb** which holds:

- The subjects taught by the school
- The options to which they are attached
- The standards which are attached to these options

**units.mdb** which holds:

- The definitions of the unit and achievement standards
- their domains
- their fields
- their subfields
- the 'providers' involved in their delivery

**sm.mdb** in conjunction with Student Manager, holds:

further information relating to students but which does not directly affect the requirements of the NZQA except for the optional storage of financial details involved in the billing

The students' results relating to their NCEA standards are stored (for extra security) in two places within the database.

Firstly, they are stored in the markbook columns which are attached to the students' subjects (their options and their core subjects). The markbooks' column headings hold the codes of the standards and the columns of the markbooks hold the individual students' results.

Secondly, they are also stored in a separate table which holds details relating to each standard taken by each student. As a result when it is entered into a markbook both sections of the database are immediately updated. As a security measure, every so often as a teacher exits from a markbook, its entire results are cross-checked back against the NCEA table within the database.

The tasks fall into several categories which correspond to the processes and buttons listed above. At various stages of the year the Administrator must carry out these tasks. This user guide goes through each of these tasks in detail.

## 2 The Teacher's View

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What's in this Chapter?

Overview - What a teacher does to use CM

Signing on

Selecting a dossier

Electronic Markbooks

Documents

### 2.1 Overview - How teachers use CM

ClassRoom Manager was designed to make the entry of student results as easy as possible for teachers.

This section looks at the basic processes which teachers use daily in ClassRoom Manager for recording NZQA results. Briefly the main processes are covered; and a dossier containing both a document, and an electronic markbook.

### 2.2 Signing on

The teacher must first log in entering their entry code and password as shown in the illustration below.

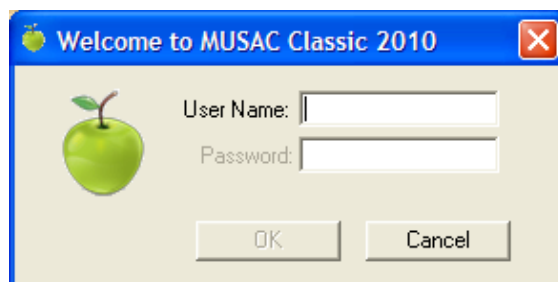


Illustration 1 : Signing on

The fastest way to do this is to type in entry code, press <Tab> , type their password, then press the <Enter> key twice (once to approve the password and once to proceed).

Click on the puzzle icon above the Absences tick on the left side bar. After a moment or two the main screen for CMTeacher will be displayed, as follows.

Once through to the main screen the teacher will see their personal dossiers listed in the top left corner. This teacher has a single dossier.

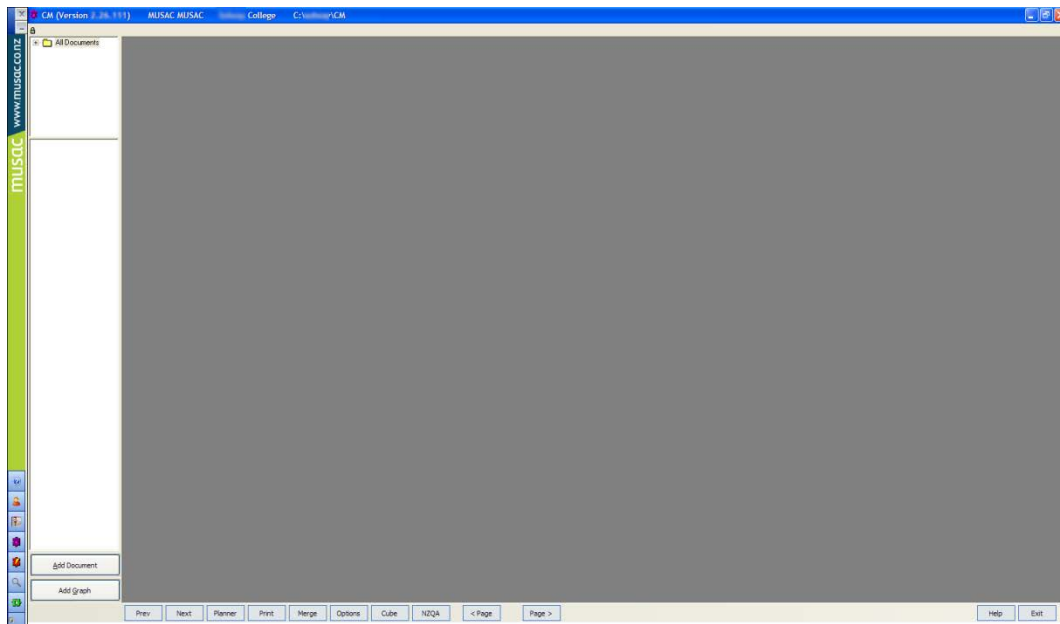


Illustration 2 : The main CM screen

### 2.3 Selecting a dossier

Teachers dossiers can be automatically created. These include their own students' assessment entry documents that were selected in CM Admin > Assessment Tool Selector. The illustration below displays the top left hand corner of the main screen. This teacher has one dossier, named 12 Maths results 2004.

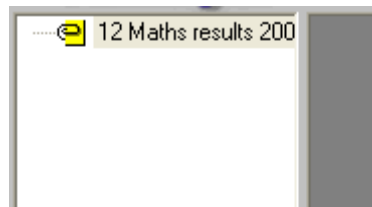


Illustration 3 : Selecting a dossier

You can see the full name of the dossier either by hovering over it or by widening the left hand menu strip by dragging its edge further out into the screen (see below). Once the dossier has been selected its contents are displayed in the second panel, as shown below.

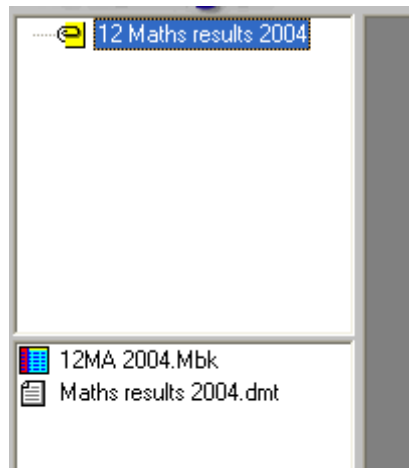


Illustration 4 : The dossier contents are displayed

Focus on the first entry in the dossier, the electronic markbook 12MA 2004.

## 2.4 Electronic Markbooks

To enter this markbook, click on its name in the list of items in this dossier on the left of the screen. The markbook is shown below.

CM Electronic Markbook : 12MA 2004 (10 students)						
Number	Tchr	9 (lock_h) 10	11 (lock_h) 12	13 (lock_h) 14	15 (lock_h) 16	17 (lock_h) 18
Test		MATH2.1	MATH2.2	MATH2.3	MATH2.4	MATH2.5
Date		9028401E	9028501E	9028601E	9028701E	9028801E
Maximum						
Weight		External	External	External	External	Internal
Formula						
ARNOTT, LEIGH HELEN	BT					
CLEATOR, RICHARD ANTHONY	BT					
CRUSE, TERESA DOROTHY	BT					
FINLAY, DANIEL	BT					
HOPKINS, JUSTIN WILLIAM	BT					
JENNINGS, CLARE GWYNETH	BT					
MALLON, CAROLL LORENA	BT					
<b>MCGILL, NATHAN GILMER</b>	BT					
MCNEILLY, JOANNE MARIE	BT					
SINCLAIR, STEVIE DIANE	BT					

Illustration 5 : The electronic markbook for 12MA 2004

In the design of the dossier the request was made to include only the students in BT's 12MA option and, as a result, the ten (unusual yes) students are displayed, and, by sliding the horizontal scroll at the bottom of the screen to the right, some of the achievement standard columns are visible.

When the standards were attached to markbook columns we left a gap of a single column between each. We'll return to the reason for that in the last chapter which deals with the various NCEA report formats in CMTeacher. In the bottom left hand corner of the screen is a button labelled 'Hide'. This can be used to hide the columns which do not have titles. The effect of this is shown below.

CM Electronic Markbook : 12MA 2004 (10 students)										
Number	Tchr	(lock_h) 10	(lock_h) 12	(lock_h) 14	(lock_h) 16	(lock_h) 18	(lock_h) 20	(lock_h) 22	(lock_h) 24	(lock_h) 26
Test		MATH2.1	MATH2.2	MATH2.3	MATH2.4	MATH2.5	MATH2.6	MATH2.7	MATH2.8	MATH2.9
Date		9028401E	9028501E	9028601E	9028701E	9028801E	9028901E	9029001E	9029101E	9029201E
Maximum										
Weight		External	External	External	External	Internal	Internal	External	Internal	External
Formula										
ARNOTT, LEIGH HELEN	BT									
CLEATOR, RICHARD ANTHONY	BT									
CRUSE, TERESA DOROTHY	BT									
FINLAY, DANIEL	BT									
HOPKINS, JUSTIN WILLIAM	BT									
JENNINGS, CLARE GWYNETH	BT									
MALLON, CAROLL LORENA	BT									
<b>MCGILL, NATHAN GILMER</b>	BT									
MCNEILLY, JOANNE MARIE	BT									
SINCLAIR, STEVIE DIANE	BT									

Illustration 6 : Just the titled columns are displayed

The teacher can now enter their students' results by typing the letter of the result into the relevant columns. If an invalid letter is entered then the small panel displayed below will appear, prompting for a correct entry.

CM Electronic Markbook : 12MA 2004 (10 students)										
Number	Tchr	(lock_h) 10	(lock_h) 12	(lock_h) 14	(lock_h) 16	(lock_h) 18	(lock_h) 20	(lock_h) 22	(lock_h) 24	(lock_h) 26
Test		MATH2.1	MATH2.2	MATH2.3	MATH2.4	MATH2.5	MATH2.6	MATH2.7	MATH2.8	MATH2.9
Date		9028401E	9028501E	9028601E	9028701E	9028801E	9028901E	9029001E	9029101E	9029201E
Maximum										
Weight		External	External	External	External	Internal	Internal	External	Internal	External
Formula										
ARNOTT, LEIGH HELEN	BT					A				
CLEATOR, RICHARD ANTHONY	BT									
CRUSE, TERESA DOROTHY	BT									
FINLAY, DANIEL	BT									
HOPKINS, JUSTIN WILLIAM	BT									
JENNINGS, CLARE GWYNETH	BT									
MALLON, CAROLL LORENA	BT									
MCGILL, NATHAN GILMER	BT									
MCNEILLY, JOANNE MARIE	BT									
SINCLAIR, STEVIE DIANE	BT									

Achievement Standard Codes

N = No credit  
 A = Achieved  
 M = Merit  
 E = Excellence  
 F = Failed to sit exam  
 X = Withdrawn  
 blank = Not yet assessed

Illustration 7 : The entry of valid results

If a student is not taking a particular standard (e.g. they arrived part way through the year) then recording an 'X' against them indicates that they have 'Withdrawn'.

CM Electronic Markbook : 12MA 2004 (10 students)							
Number	Tchr	(lock_h) 10	(lock_h) 12	(lock_h) 14	(lock_h) 16	(lock_h) 18	(lock_h) 20
Test		MATH2.1	MATH2.2	MATH2.3	MATH2.4	MATH2.5	MATH2.6
Date		9028401E	9028501E	9028601E	9028701E	9028801E	9028901E
Maximum							
Weight		External	External	External	External	Internal	Internal
Formula							
ARNOTT, LEIGH HELEN	BT					A	
CLEATOR, RICHARD ANTHONY	BT					N	
CRUSE, TERESA DOROTHY	BT					E	
FINLAY, DANIEL	BT					M	
HOPKINS, JUSTIN WILLIAM	BT					A	
JENNINGS, CLARE GWYNETH	BT					A	
MALLON, CAROLL LORENA	BT					M	
MCGILL, NATHAN GILMER	BT						
MCNEILLY, JOANNE MARIE	BT					X	
SINCLAIR, STEVIE DIANE	BT						

Illustration 8 : A student is not taking one standard

N.B. The 'Maximum' row in the titles has been used to report the number of credits associated with each standard. An example of this is shown below.

62 (lock_h) 63	64	65 (lock_h) 66	67	68 (lock_h) 69
1.1 MATH1.1		1.2 MATH1.2		MATH1.3
9014702E	Progress	9014802E		9014902E
0 Credits : 4		0 Credits : 3		Credits : 3
0 External		0 External		Internal
	A		A	M

Illustration 9 : The credits for each standard in the 'Maximum' row

From the entry of results for students' standards to the entry of report comments. At the bottom of the screen is a button labelled 'Individual details'. Select a student by clicking on their name in the left hand column of the markbook, then click 'Individual details'. The following shows the eight possible report comments.

The screenshot shows the 'CM Electronic Markbook : 12MA 2004 (10 students)' interface. At the top, the student's name 'ARNOTT, LEIGH HELEN' is highlighted in green. Below the name are input fields for 'NZQA Score', 'NZQA Grade', 'Subject' (12MA), 'Teacher' (BT), and 'Examination'. The main area contains eight comment boxes arranged in two columns. The first box is labeled 'Midyear' with a character limit of 180. The remaining seven boxes are labeled 'Comment 2' through 'Comment 8', each with a character limit of 'no limit'. At the bottom of the interface are three buttons: '< Back', 'Next >', and 'Exit'.

Illustration 10 : A student's individual details

To enter a report comment for the midyear report and, as can be seen above, the first comment has been given the title 'Midyear', along with a maximum number of characters (180). (This maximum has been set as an example for this user guide).

To enter a comment, click in the comment area, and the word processor will appear as shown below. You have five possibilities here.

1. Type in the comment.
2. You can cut and paste a comment prepared elsewhere e.g. in another word processor.
3. If you have been supplied with a bank of comments then you can select it by clicking on the '...' button at the top of the word processor
4. Again, if you have been supplied with a comment bank and you know the code(s) of the comments then you can hold down Ctrl and type the required code(s) to have the comments corresponding to the entered code(s) appear.
5. Any combination of the above.

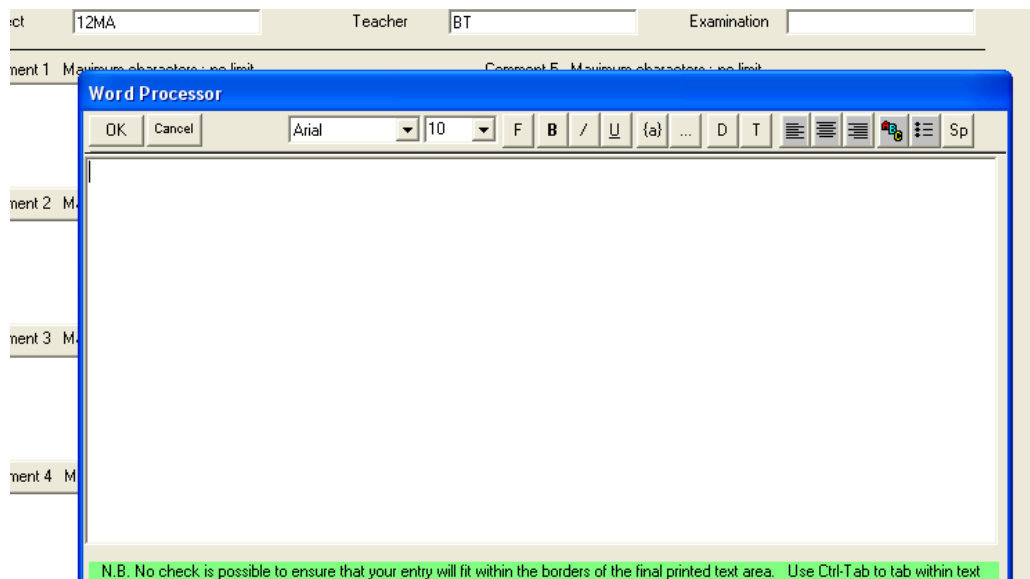


Illustration 11 : The word processor awaits

Type your comment (or use one of the other methods) into the word processor, as shown below, and, when you have finished, click the 'OK' button in the top left hand corner of the word processor window. The student's preferred name can be entered into a comment by pressing Ctrl-N.

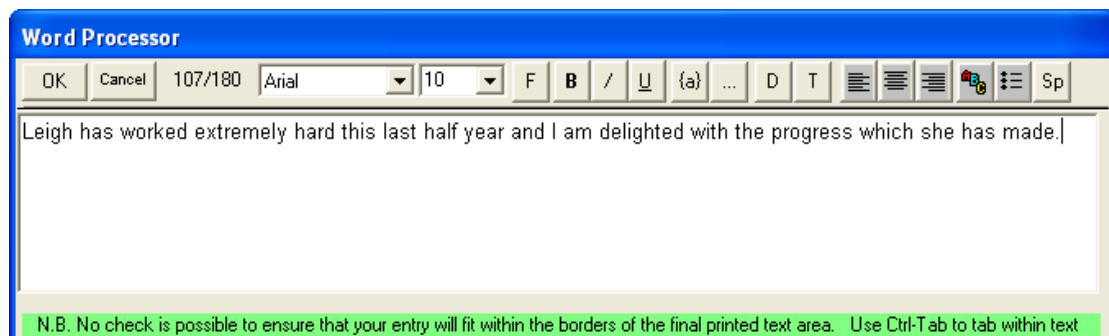


Illustration 12 : A comment is entered

Once you have finished, and clicked 'OK', the word processor window will disappear again and the comment will appear in its slot on the markbook screen, as shown below.

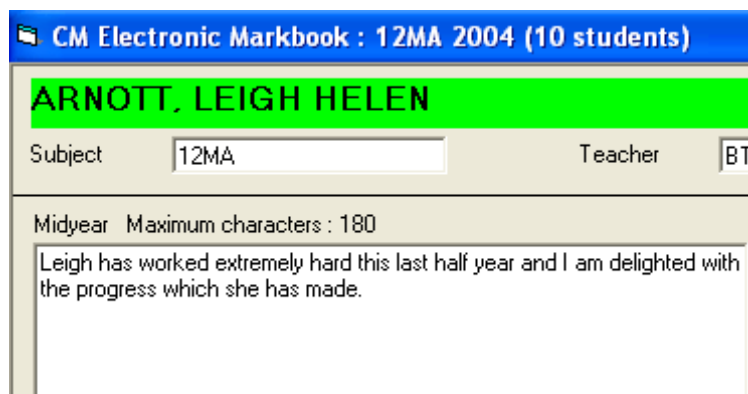


Illustration 13 : The comment is displayed in the markbook



## 2.5 Documents

The second item in this teacher's dossier is a document titled 'Maths results 2004.dmt'.

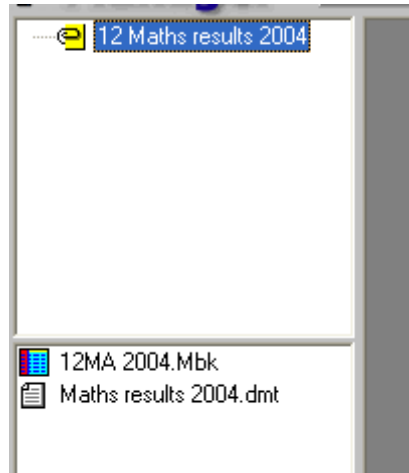


Illustration 14 : The dossier contents

Click on the document in the left hand menu and it will be displayed on the screen.

Illustration 15 : The document in 'document mode'

This view of the document is known as 'document mode' as the document itself is visible displaying the results for a single student. This document has been designed to display selected results from the 12MA 2004 markbook. As can be seen in the next illustration, the teacher can simply enter the student's results directly into the document. This causes the results to be stored directly back into the markbook and, in the case of NZQA standards result, also back into the NZQA section of the database.

12MA 2004 MATH2.1	M
12MA 2004 MATH2.2	E
12MA 2004 MATH2.3	N
12MA 2004 MATH2.4	E
12MA 2004 MATH2.5	A

Illustration 16 : The entry of results via the document

At the bottom of the document is the comment, extracted from the markbook. To enter it (or to edit it) click on the comment in the document and the word processor will appear, displaying the existing comment, as shown below.

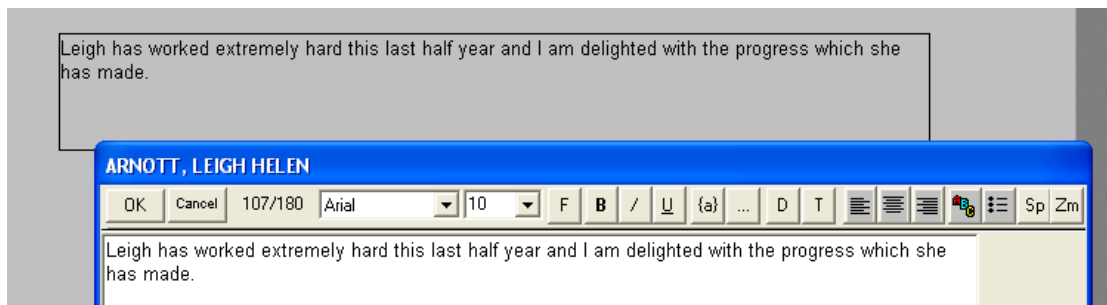


Illustration 17 : The entry of the comment via the document

That's all there is to entering results in a document. At the left hand bottom of the screen is a dotted button, shown below, which leads to the display of the document in 'grid mode'.

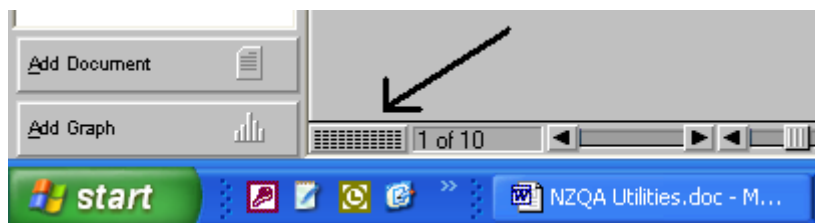


Illustration 18 : The button to 'grid mode'

'Grid mode' is where all of the columns from the document are displayed in a table, along with all of the students in the dossier. (In this case – the students from the 12MABT option class.) Results can be entered directly into the grid. At the right hand end of the grid is the 'comment' columns and our first student has a comment, as indicated by the '( ... )' showing in the cell below.

Configure	Filter	12MA 2004 MATH2.4	12MA 2004 MATH2.5	12MA 2004 MATH2.6	12MA 2004 MATH2.7	12MA 2004 MATH2.8	12MA 2004 MATH2.9	12MA 2004 Midyear
ARNOTT, LEIGH			A					(...)
CLEATOR, RICHARD			N					
CRUSE, TERESA			E					
FINLAY, DANIEL			M					
HOPKINS, JUSTIN			A					
JENNINGS, CLARE			A					
MALLON, CAROLL			M					
MCGILL, NATHAN								
MCNEILLY, JOANNE			X					
SINCLAIR, STEVE								

Illustration 19 : The document in 'grid mode'

To adjust the comment in 'grid mode' click in the relevant cell and, once again, the word processor will appear, displaying the comment, where, once again it can be entered or edited.

Configure	Filter	12MA 2004 MATH2.4	12MA 2004 MATH2.5	12MA 2004 MATH2.6	12MA 2004 MATH2.7	12MA 2004 MATH2.8	12MA 2004 MATH2.9	12MA 2004 Midyear
ARNOTT, LEIGH			A					(...)
CLEATOR, RICHARD			N					
CRUSE, TERESA								
FINLAY, DANIEL								
HOPKINS, JUSTIN								
JENNINGS, CLARE								
MALLON, CAROLL								
MCGILL, NATHAN								
MCNEILLY, JOANNE								
SINCLAIR, STEVE								

**ARNOTT, LEIGH HELEN**

OK Cancel 107/180 Arial 10 F B / U {a} ... D T [List Icons] Sp Zm

Leigh has worked extremely hard this last half year and I am delighted with the progress which she has made.

Illustration 20 : Entering a comment in 'grid mode'

Finally, you will remember that the comment had, in this case, a maximum of 180 characters. As the comment is typed, the number of characters used is displayed at the top of the word processor, as shown below. A limit of zero characters is equivalent to no limit at all, and it is understood, that the actually limit in this case is some 23 billion characters.

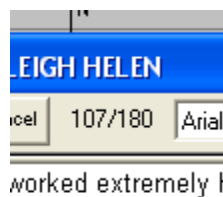


Illustration 21 : The number of characters entered

If, instead of typing in a comment, the teacher had selected a previously designed comment supplied to them via a comment bank, then the following illustrates the process. When this dossier was created it included a Mathematics comment bank and we shall select a comment from the bank. If we knew the 'Link' code of the comment we wished to use we could simply hold down the 'Ctrl' key and type the comment link (e.g. M102) and the comment would appear in the word processor.

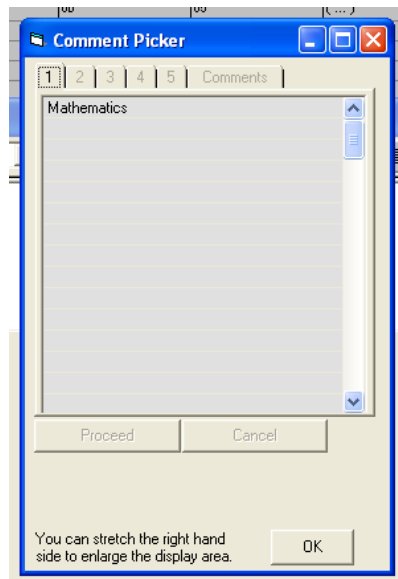


Illustration 22 : The comment selector

However, not knowing the comment links we must click on the 'three dots' button (labelled '...') in Illustration 19 above, and the comment selector will appear, displaying the name of any available comment banks. Click on 'Mathematics' and the relevant bank of comments will appear. The small message at the bottom of the comment selector's first screen is a reminder for using the mouse to resize the window.

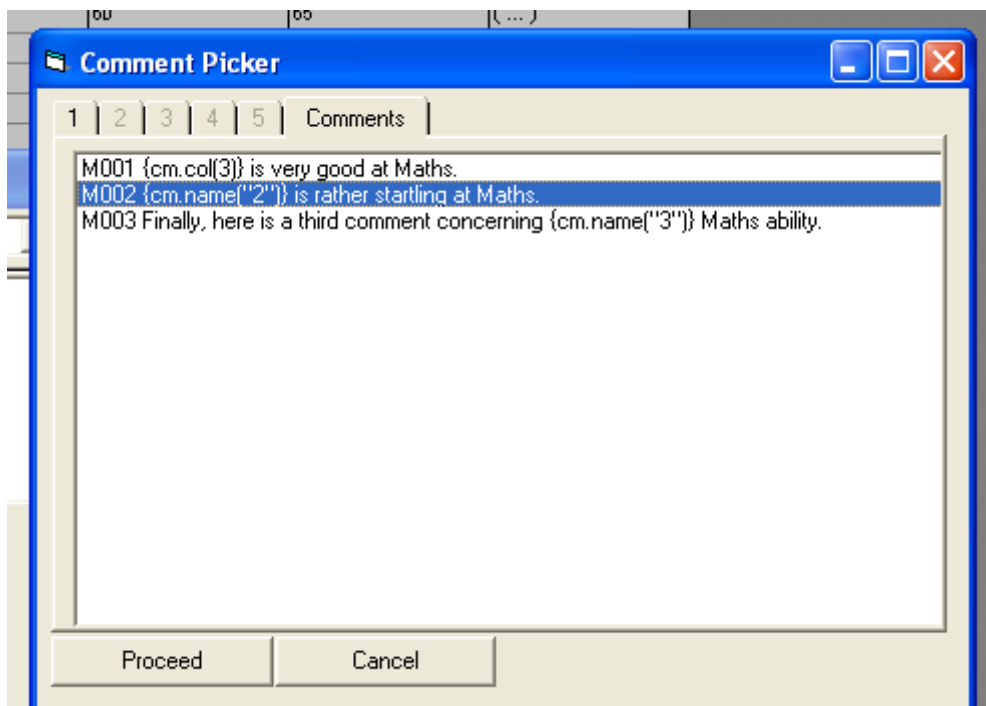


Illustration 23 : Selection of one or more comments.

One comment above has been selected and, after clicking 'Proceed', the selected comment is added to the word processor, as shown below.

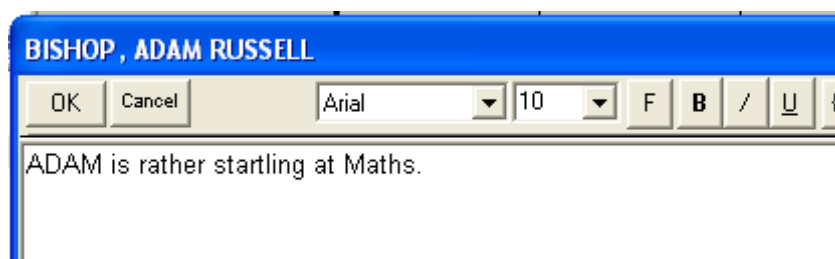


Illustration 24 : The selected comment

To add to this basic comment:

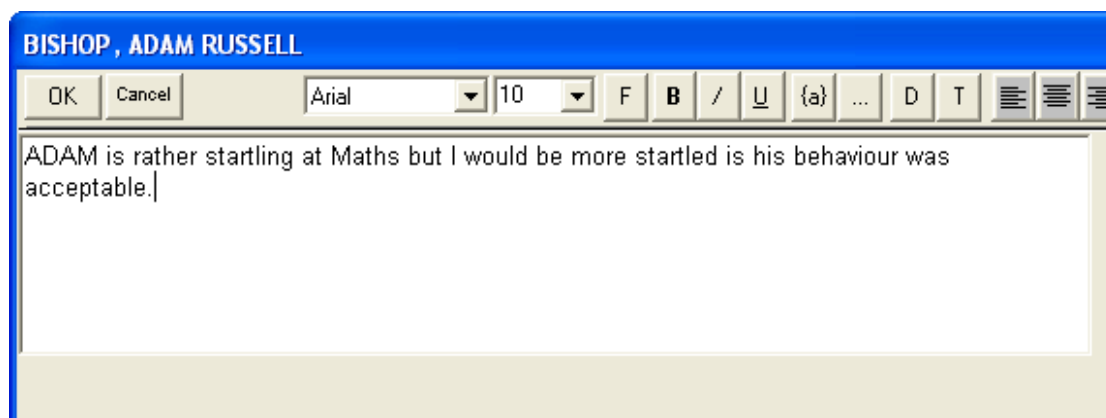


Illustration 25 : An altered comment

Subject to the allocation of rights, the teacher can do a whole lot more in CMTeacher.

It is most important to exit correctly. If you turn your computer off then you run the very definite risk of damaging the database. Please ALWAYS exit politely. Please use the exit button. This will ensure that the database is closed correctly.

## 3 Management of Options and Markbooks

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What is covered in this chapter?

Overview of the tasks involved  
Overview of options and columns  
    Option columns  
    Maintaining option structure(s)  
    Delete a set  
    Creating the year's markbooks  
    Allocation of subjects to students  
    Linking students to their markbooks

### 3.1 Overview of the tasks involved

Your **goal** is to have the options in place and attached to students who will then appear in the associated markbooks.

Your **tasks** are :

- to put in place the option structure or structures for the new year
- to create the necessary option columns which will hold the student's choices
- to allocate students to their choices from these options
- to prepare the new markbooks for the year
- to attach students to their markbooks

### 3.2 Overview of options and columns

From the Student Manager Configure Settings menu, click 'Timetable Option Details'. This is where secondary schools (and some intermediates and primaries, who use core classes to generate electronic markbooks for the purposes of Classroom Manager) set up their sets of option lines.

This section is also dealt with in the Classroom Manager user guide which deals with the same topic.

#### 3.2.1 Options – structures and students' columns

Should primary and intermediate schools read this? It is not uncommon for these schools, once they see the usefulness of electronic markbooks to wish to have the same facility. If this is the case then read on.

In a secondary school students take some subjects where they remain in their form class groups.

These are normally the 'compulsory' subjects, such as 'English, Mathematics, Science, Social Studies, Art, Music, Physical Education and others at year 9 and year 10. These are known as '**Core**' subjects. These can vary from school to school.

Students also take subjects which they choose from a list of available possibilities, such as History, Information Technology, Home Economics, Biology. These are known as '**Option**' subjects.

In some schools the boundaries are blurred. Some ensure that ALL junior students take a wide range of 'compulsory' subjects in their form class groups while others split into different groupings (via streaming) for subjects such as English and Mathematics.

There are some 'golden rules' for the successful management of students' subjects in Classroom Manager and Student Manager.

If ALL students remain in their form class for a particular subject and remain in that group throughout the school year then it is safe to treat this subject as a '**Core**' subject.

However if even one student is separated off into other than their form class for a particular subject, it is safest to consider this as an 'Option' for ALL students at that level.

Many schools have their students in one selection of subjects for part of the year and allow students to change to a different selection at another time. Some schools allow for this sort of change several times each year.

When students select their subjects from lists of possibilities, on subject from each list, then these lists are known as 'option lines' and a particular set of lists which operates at a particular time is known as a 'set of option lines' or a 'set of options'

Some schools operate more than one set of options in a year, sometimes changing at mid-year and sometimes changing each term. Generally, the 'Core' subjects remain fixed throughout these option changes.

Students take 'Core' subjects and they also take 'Option' subjects. At the senior levels it is not uncommon for every subject which a student takes to be selected from option lines. These students take no 'Core' subjects. (They may take compulsory subjects (such as English) but they do so by choosing from option lines.)

### 3.2.2 *Option columns*

The creation of suitable set(s) of columns to hold students' choices is dealt with later in this section.

In Classroom Manager the core classes taken at each level are treated as an extra set of options, in that a set of columns must be created for them and the students core subjects imported into these columns.

The plural 'sets' has been used frequently above. It is, however, the norm for a secondary school to have ONE set of options which lasts all year. Students' choices in this option set are imported in to a single set of option columns.

Option columns are a little different to ordinary columns in the amount of information which can be stored in them. They can actually hold up to two hundred results and eight report comments for each student.

Only one set of options can, at any one time, be the **CURRENT** set. More than one set, however, can be currently **active**. Half way through a year in which you plan to use four sets of options you may have two sets which have been activated and, probably, the second set will also be the current set.

The main screen is shown below.

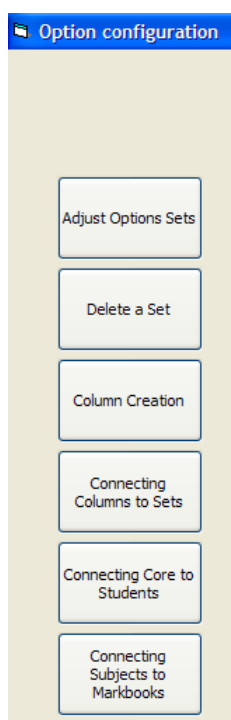


Illustration 11 : The option configuration buttons

On the way in you may receive the following warning:

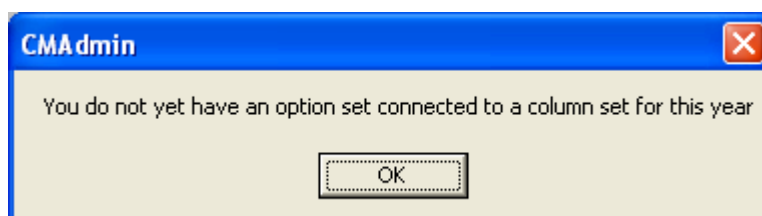


Illustration 12 : Upon entering Option configuration

This indicates that you have not yet completed your work in this area, and need to take the following steps to prepare for the new year.



To create one or more sets of columns to hold the student's subjects, click on the third button on the left. This brings us to the column creation screen, shown below.

**Assigning sets of option lines to sets of students' option columns**

During a year you may operate more than one set of options. Each set should be stored in its own set of option columns.

Year

Option column set...	...is connected to..	Status
Set 1	Blank Lines 2011	Active
Set 2	2011 Semester 2	Active

Blank Lines 2011  
Options 2011  
2011 Semester 2

To specify a connection, select the column set on the left hand display, then select the option set from the right hand display.

[Help! Explain all This!](#)

N.B. Only those sets which have been connected to column sets will be available on each students option-attachment screen. To create a new column set click on the third button at the left of this screen.

Illustration 13 : The column set creation screen

Ensure that the number of sets requested is correct. This is done in the centre of the screen, as shown below.

Total no. of sets : 2 Change to :

Year :

Year category : 2011 FOUND

Once done, click on the buttons and the sets will be created, as shown below.

Sets found for 2011

Set 1 (Linked to Blank Lines 2011)  
Set 2 (Linked to 2011 Semester 2)  
Set : core

Illustration 15 : The sets have been created

Now that we have our columns, (required later), move to the sets of option lines from which students make their subject choices.

### 3.2.3 Maintaining option structure(s)

Most schools use MUSAC's Timetable Assistant to design their timetable and our program exports the finalised design(s) directly into the Student Manager database, the same one as that used by Classroom Manager.

So, if you've already done all that then skip this step.

#### Adjust option sets

From the Configure Settings menu > Timetable Option details, click on 'Adjust option sets', and the following screen will be displayed.

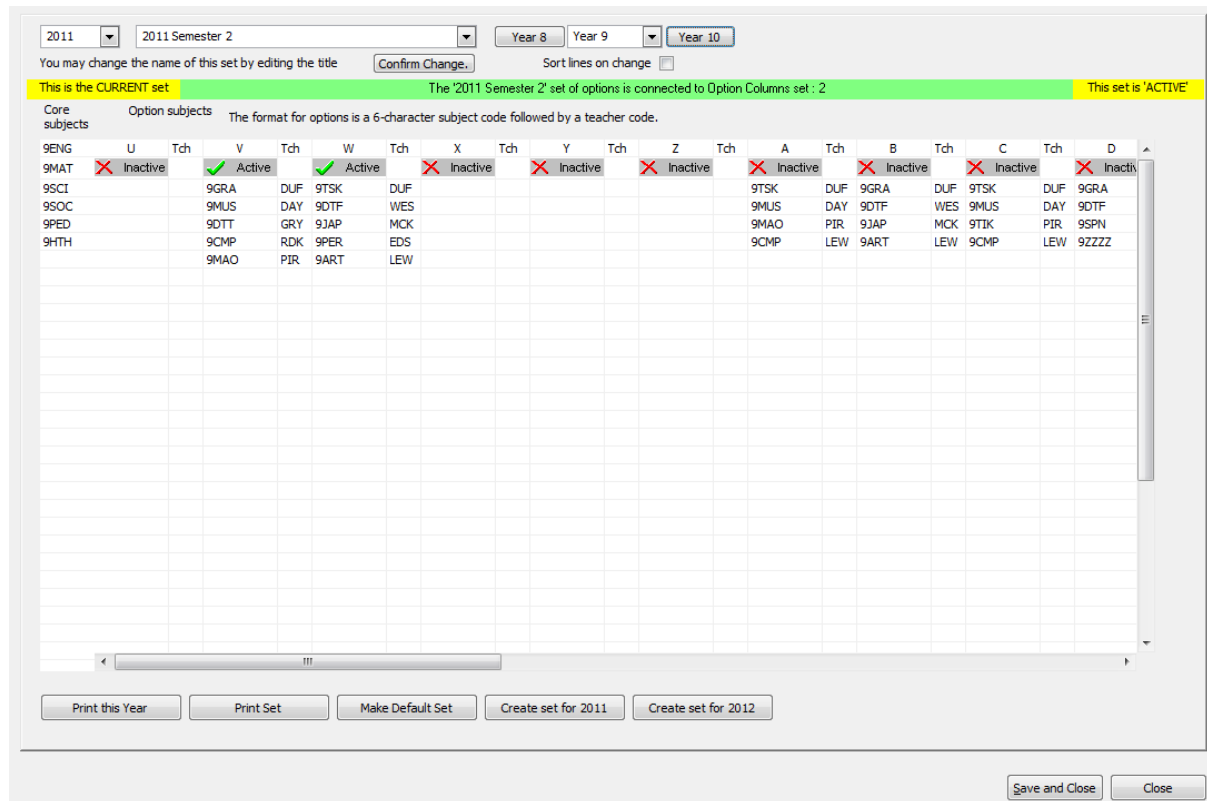


Illustration 16 : The main option maintenance screen

This is the main option maintenance screen. On it are displayed the 'default' or 'current' set of options.

At the top of the screen are three popup lists from which you can select:

1. The year for which you wish to examine options

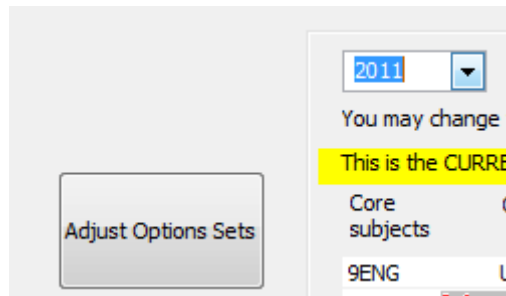


Illustration 17 : Selecting the year

2. The set of options from that year

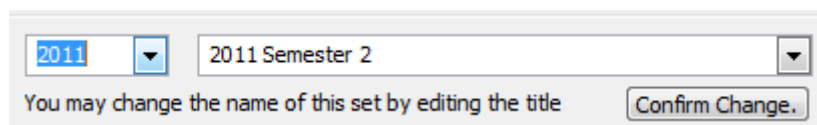


Illustration 18 : Selecting a set of options for the selected year

3. The students' year level which you wish to view.

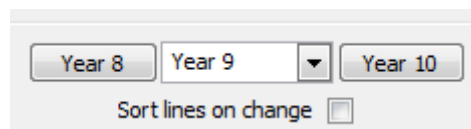
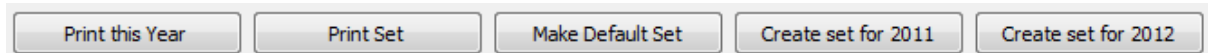


Illustration 19 : Selecting the year level

And, at the bottom of the screen, the buttons:



If your second of the popups, the option set, is blank then you have not yet created any sets for the current year and you have two possibilities open to you:

1 If you have a suitable set of options from the previous year then you can copy them to the new year. Set the 'Year' popup at the top of the screen to the previous year, select the set you wish to copy from the second popup, then click on the fourth button at the bottom of the screen. Choose to duplicate the currently displayed set, or begin with a new blank set.

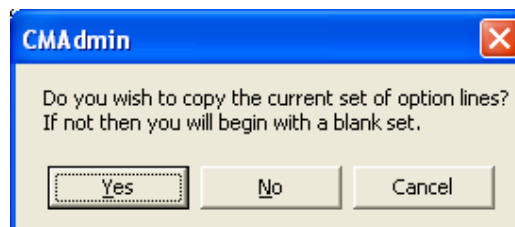


Illustration 21 : Copying a set for the current year

Click 'Yes' to proceed and the new set will be displayed, and you should then, at the top of the screen, give it a suitable name.

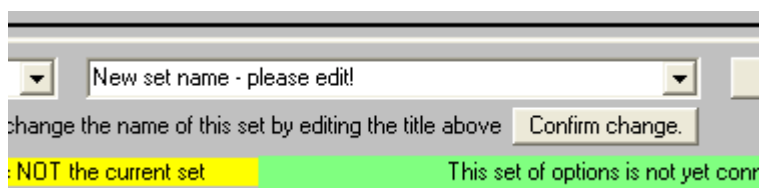


Illustration 22 : The new set needs a name

Type in the new name and click 'Confirm change'.

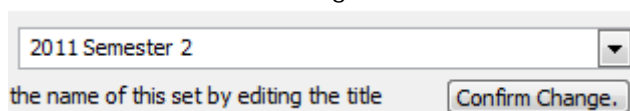


Illustration 23 : The new set has a name

2 Your second option is to click the same button WITHOUT returning to the new year to retrieve a previous set of options. The same choices will be presented to you (although it would make sense to select the second option – to start with a blank set of option lines) and , having created the set, you should name it as shown above.

Each set of options consists of twenty five columns (lines) of possibilities for each of your specified year levels.

The lines are named using single letters of the alphabet, as shown in the illustration below, which also shows that you can turn individual lines at each level either on or off – active or inactive.

Each option line consists of a 6-character subject code followed by a teacher code.

Tch	C	Tch	D	Tch	E	Tch	F	Tch	G	Tch
	✓ Active		✗ Inactive		✗ Inactive		✗ Inactive		✓ Active	
PS	9TE	ST								
WS										

Illustration 24 : Active and inactive option lines

Inactive options can be excluded from multi-option reports. Many schools do rotate their options during a year, particularly for junior classes, but do so using just a single set of options for the whole year. During the year particular lines are made inactive while others are made active.

Enter each of the possible options into the grid. Each option consists of a subject code (up to six characters in length) and the code of the teacher teaching it (two or three characters – it pays to use one or the other consistently throughout your school).

An example of a set of year 11 options is shown below.

A	Tch	B	Tch	C	Tch	D	Tch	E	Tch	F	Tch
✓ Active		✓ Active		✓ Active		✓ Active		✓ Active		✓ Active	
11MA	NU	11MU	OA	11HE	MC	11MM	BT	11AT	KA	11CP	BT
11EG	PK	11MS	MA	11EC	WS	11MD	PA	11HO	JS	11AT	KA
11WW	PA	11CL	MC	11AS	MK	11MD	HP	11SS	ED	11MA	RA
11EG	RT	11TD	DV	11GE	ST	11MD	MO	11TY	PS	11LE	PT
11GE	PT	11EG	HG	11LM	MO	11MD	DN	11EG	AK	11HE	JA
11HI	MO	11EG	GI	11EG	SK	11MD	DV	11EG	ST	11GE	TH
11MW	DV	11SS	SM	11SS	TH	11MD	PK	11LM	TM	11AC	HG
11SC	DN	11MA	CL	11MA	NU	11MD	RA	11MA	SM	11SC	DN
11MA	RA	11SC	MK	11SC	RY	11MD	PT	11SC	TY	11EG	FO
11TY	WK	11AC	AS	11TW	WT	11EG	AK	11GE	GP	11ES	AS
11MA	BT	11TW	WT	11MD	PN						

Illustration 25 : A set of option lines at year level 11

On the left where any 'core' subjects are to be listed, remember, a 'core' subject is one taken by EVERY student in the given year level, generally in their form class groups. If a SINGLE student takes the subject outside of their core group then you should make the subject an option and provide it with a new line of its own.

In the example below the core subjects for year 9 have been listed. However, a potential problem has been created. 9MU has been listed as a core subject, but you can also see it in the first option column. Clearly, this will cause confusion, certainly at the time of Ministry returns – where ALL students take 9MU by virtue of it being a core subject, but some also take it as an option. If this is, indeed, your situation, then you should rename the option to something which will distinguish it from the core.

Core subjects	Option subjects
9EG	A
9MA	✓ Active
9SS	9TD
9SC	9WW
9PE	9TY
9AT	9CL
9ES	9MW
9MU	9MU
	9TY

Illustration 26 : Addition of the core subjects

At the top of the screen is an information line giving you further information about the status of a particular set.

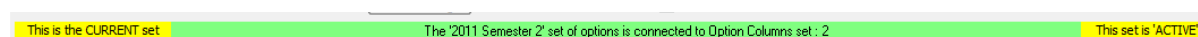


Illustration 27 : The information line

Once you have your first set of option lines, you should first click 'Save changes' at the bottom of the screen. If you receive the following warning then the duplication of one or more subjects between the core and the option lines has been identified.

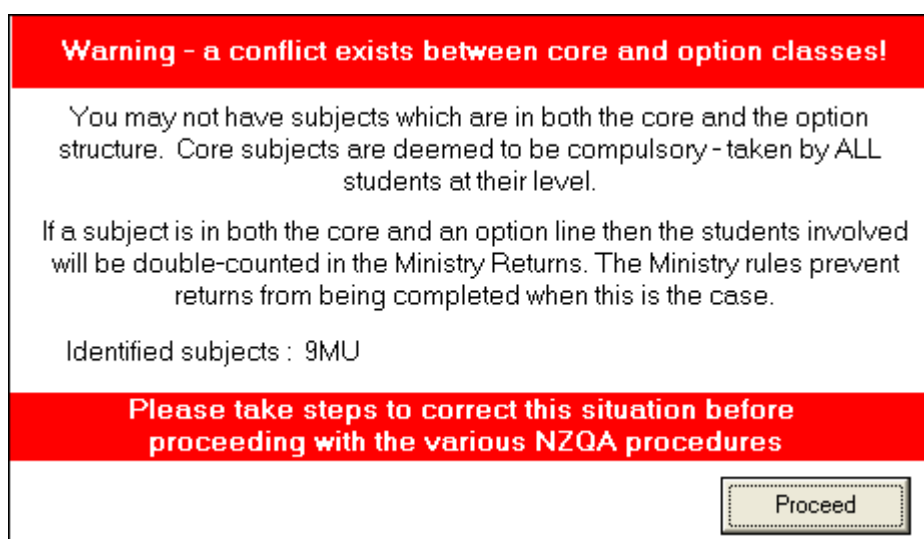


Illustration 28 : A clash is found

After clicking 'Proceed', you will be given the chance to have the offending code(s) removed from the core, as shown below.

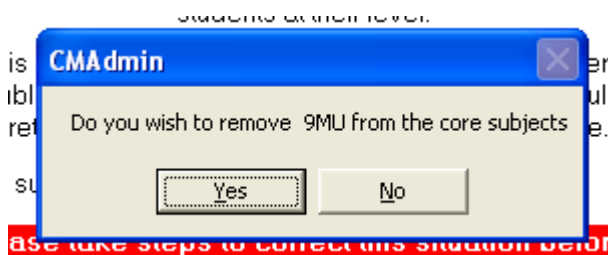


Illustration 29 : The offer to remove the clash(es)

Options cannot be saved while one or more option subjects also appear in the core list.

Once the set has been saved, you can still not make it the 'current' (or 'default') set. Before you can do this, it must be connected to a set of option columns. This is why we created our column set(s) in step 1 above.

To make the connection between our newly designed set of option lines and the previously created set of option columns, click on the fourth button on the left of the screen and you will arrive at the connection screen which is shown below. In the example I have two sets of option columns shown on the left, Set 1 and Set 2, and two sets of option lines have been created, named '2004 options – first half year' and '2004 options – second half year', and we shall establish both connections.

### Assigning sets of option lines to sets of students' option columns

During a year you may operate more than one set of options. Each set should be stored in its own set of option columns.

Year

Option column set...	...is connected to..	Status
Set 1	Blank Lines 2011	Active
Set 2	2011 Semester 2	Active

Blank Lines 2011  
 Options 2011  
 2011 Semester 2

To specify a connection, select the column set on the left hand display, then select the option set from the right hand display.

N.B. Only those sets which have been connected to column sets will be available on each students option-attachment screen. To create a new column set click on the third button at the left of this screen.

[Help! Explain all This!](#)

Illustration 30 : The connection screen

Establish the connections between the sets of columns, shown on the left, with the unconnected sets of options, shown on the right. To do this, first click in an empty space alongside one of the sets of columns, then select the set of options which you wish to connect to that set, as shown below.

When you click on a column set on the left, the only option sets displayed on the right will be that one already connected to it, along with any currently unconnected sets.

Finally, all that remains is to return to the first button to re-establish that the current set is

actually active. Return to the first screen and click the button



As a result, the current set will now also be active, confirmed in the top line.



Illustration 34 : Our set is now active

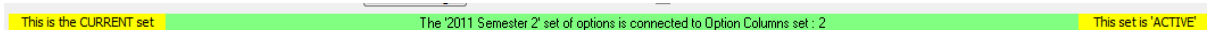


Illustration 35 : The information line

Buttons in the bottom row, and on the left side allow you to :

- Print the currently displayed set of options for just the year level selected.
- Print the currently displayed set of options for all year levels

### 3.2.4 *Delete a set*

Set/s of options which you do not intend to use during the year can be deleted. If so, click the second button on the left of the screen; select the set to be deleted from the popup list which will be displayed, as shown below.

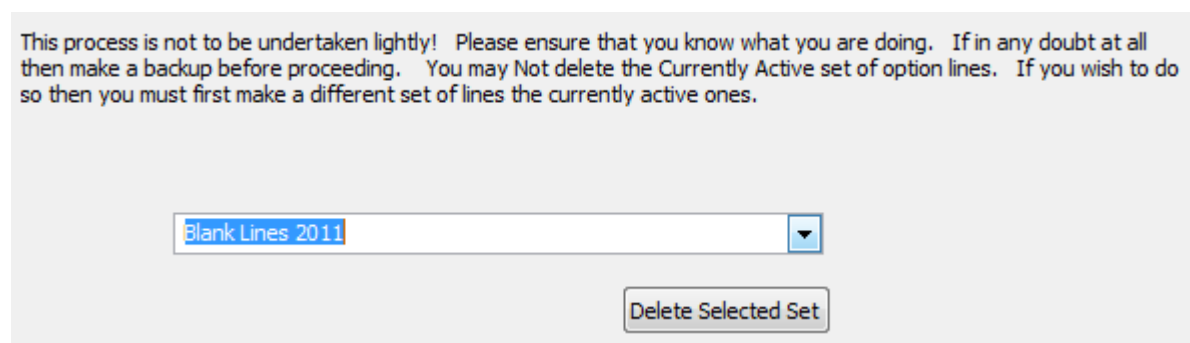


Illustration 36 : Deleting a set of options

Delete the spurious set created earlier and confirm the deletion by typing 'yes' in full.

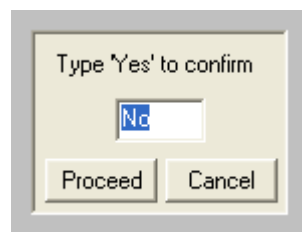


Illustration 37 : The final confirmation

### 3.2.5 *Creating the year's markbooks*

The next task is to create the markbooks for the new year. Click 'Specify Markbook Details'. Each markbook consists of a number of its parameters e.g. :

- name (e.g. 12MA 2004)
- connected options (e.g. 12MA)
- reporting title (e.g. 12 Mathematics)
- comment names (e.g. Mid-year)
- border colour (e.g. orange)

Click 'Specify Markbook Details' for the markbook management screen, shown below.



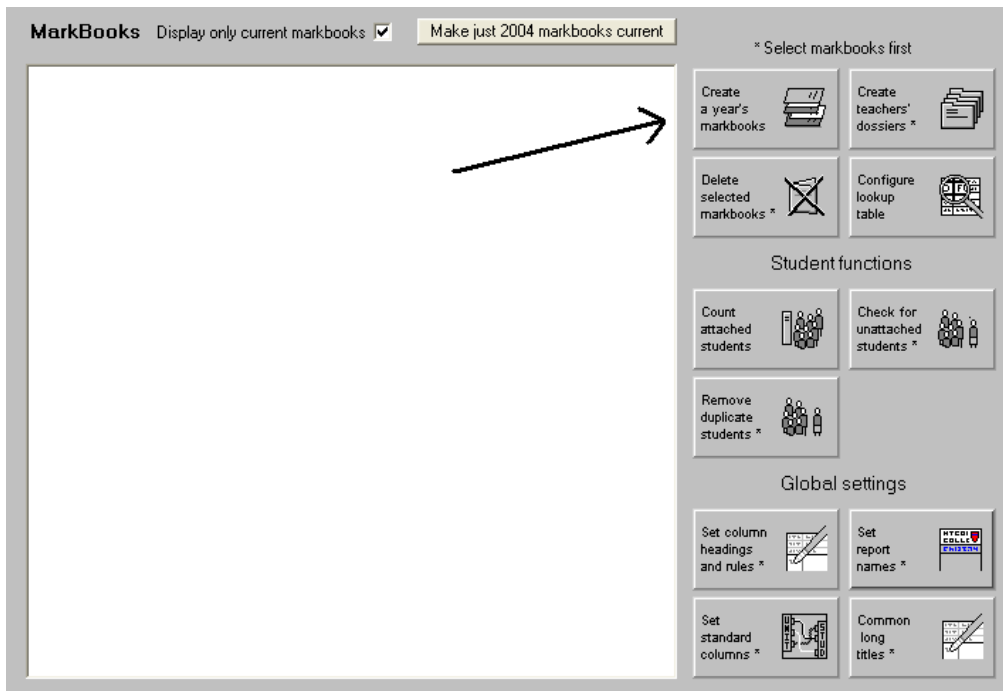


Illustration 78 : Create a year's markbooks

See 'Create a year's markbooks'. Note that the left side of the screen is empty as no markbooks have yet been created for the new year. Click on the indicated button to display the markbook creation screen.

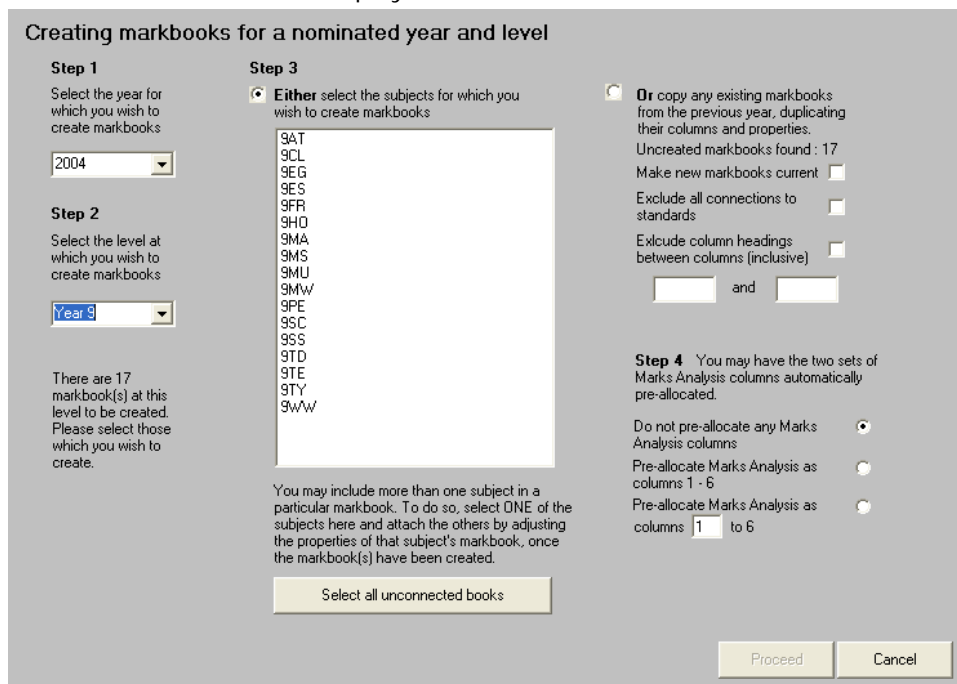


Illustration 79 : The markbook creation screen

On the screen above the correct year has been selected, as has the first of the year levels for which markbooks are to be created. The subjects found (in the current option set imported recently) are listed. These include both core and option subjects.

All you have to do to create the markbooks is to click on the 'Select all' button, then click 'Proceed'. The markbooks will be created and a short confirmation will appear.

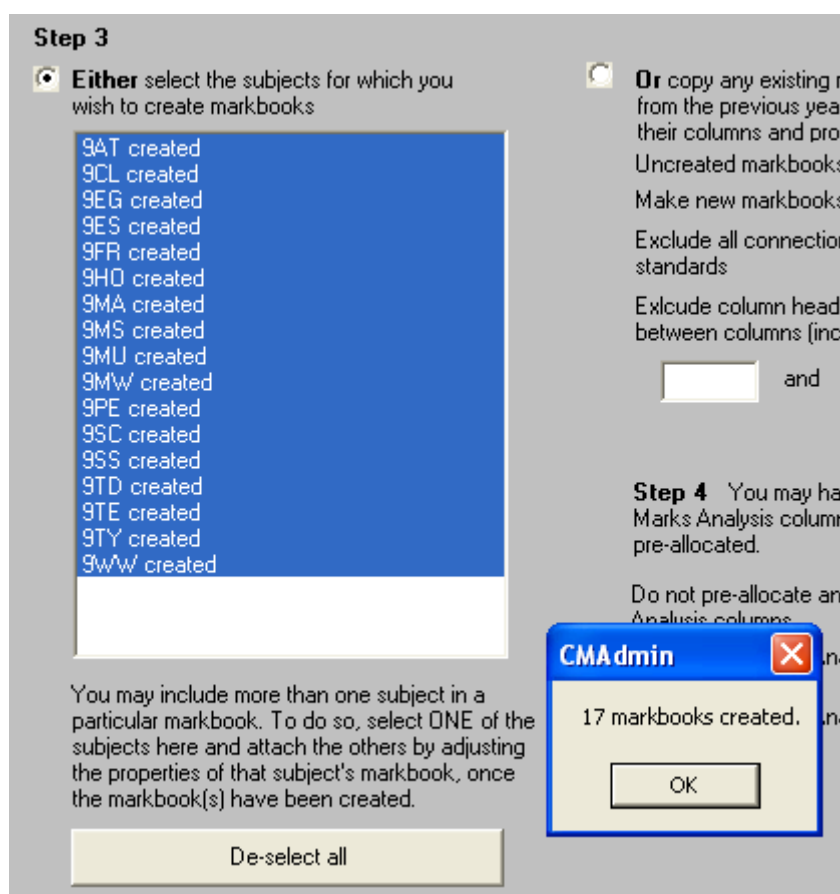


Illustration 80 : The markbooks are created

Repeat the process for the other year levels, and you have completed your third task for the start of the year.

In the illustration above we took the quickest route. However, it can be quicker by selecting the option on the right of the screen, to copy the definitions of last year's markbooks for the matching subjects. In the screen below you can see that, at year 10, there were twelve matching markbooks from the previous year.

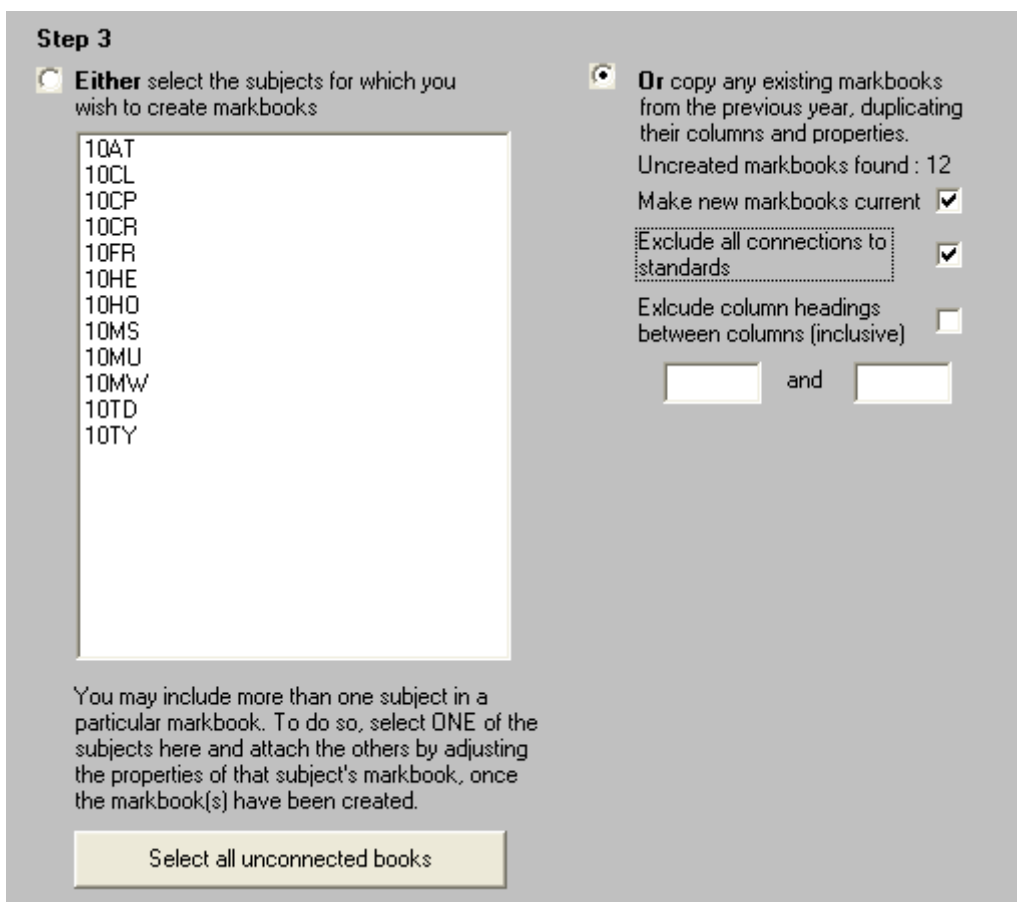


Illustration 81 : The duplication option

To copy these, including all of their column definitions (a big time saver!), click on the option button at the top right section, make your selection from the choices shown :

- Make the new markbooks current
- Exclude all connections to NZQA standards
- Exclude column headings between two nominated columns

Once you have made your choices, click 'Proceed' and the markbooks will be created.

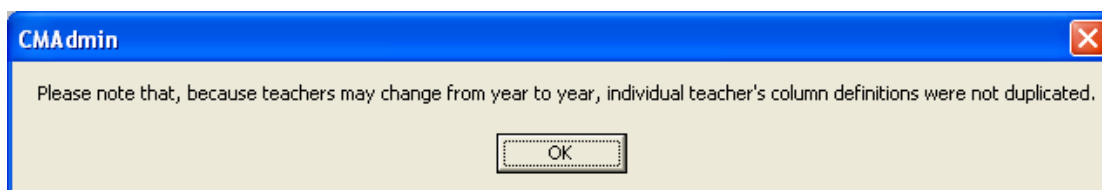


Illustration 82 : Teacher-specific columns not copied

The message above, which appeared after the markbooks were copied, informs teacher-specific column headings were not copied – as teachers generally change from year to year, and those remaining almost certainly would wish to use a new set of column headings.

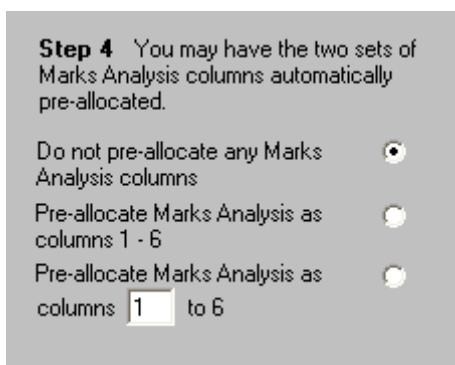


Illustration 83 : Creating Marks Analysis links

A further option remains on the markbook creation screen – one which the vast majority of schools will ignore. You can elect to pre-allocate the six Marks Analysis columns used for that purpose in a few schools.

Finally, before leaving this section, lets assume that there are TWO year 11 subjects which we wish to include in the ONE markbook. They are, e.g. 11MA and 11MM. Unfortunately, we've already created a separate markbook for both, as we selected both when the markbooks were created. The first step is to delete one of the definitions, and it's going to be 11MM.

Select 11MM from the list of markbooks and click on the 'Delete selected markbooks' button near the top of the screen, as shown below.

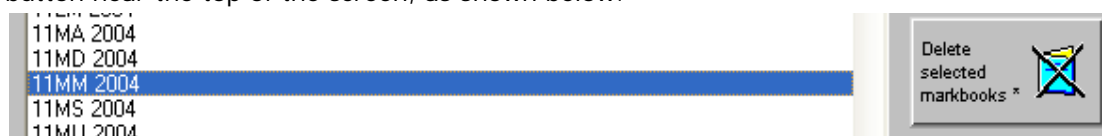


Illustration 84 : Deletion of the 11MM markbook

Before the markbook is deleted, a check is made to count the number of students currently attached to it. While it is possible to successfully delete a markbook which has students attached (temporarily leaving their subjects and their results) floating unattached, then subsequently attach the subject to another markbook and have the students and their marks reappear in the new markbook, it's always better to avoid the risk of losing connections by thinking ahead. The following warning appears before the deletion proceeds, allowing you to cancel.

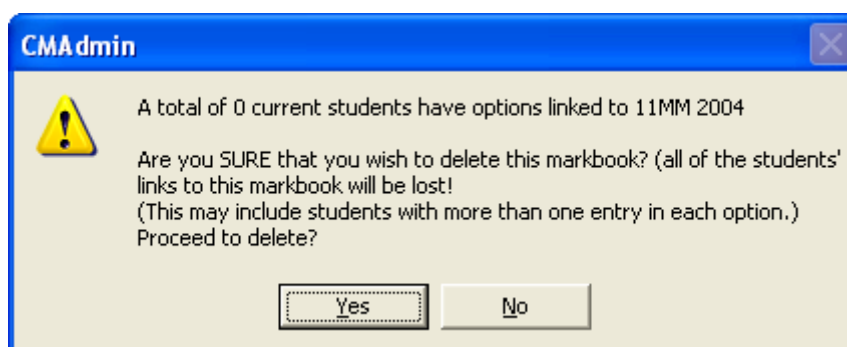


Illustration 85 : A warning about selected students

Clicking 'Yes' will cause the 11MM markbook to be deleted. Now we have to add 11MM to the definition of the 11MA markbook. To do this select the 11MA markbook from the list



Illustration 86 : Selection of the 11MA markbook

Next, click on the 'Next' button at the bottom of the screen. This button becomes visible once a markbook has been selected from the list. It provides access to the various parameters which make up the definition of the last markbook selected.

The first screen, shown below, is the one in which we are interested at this stage.

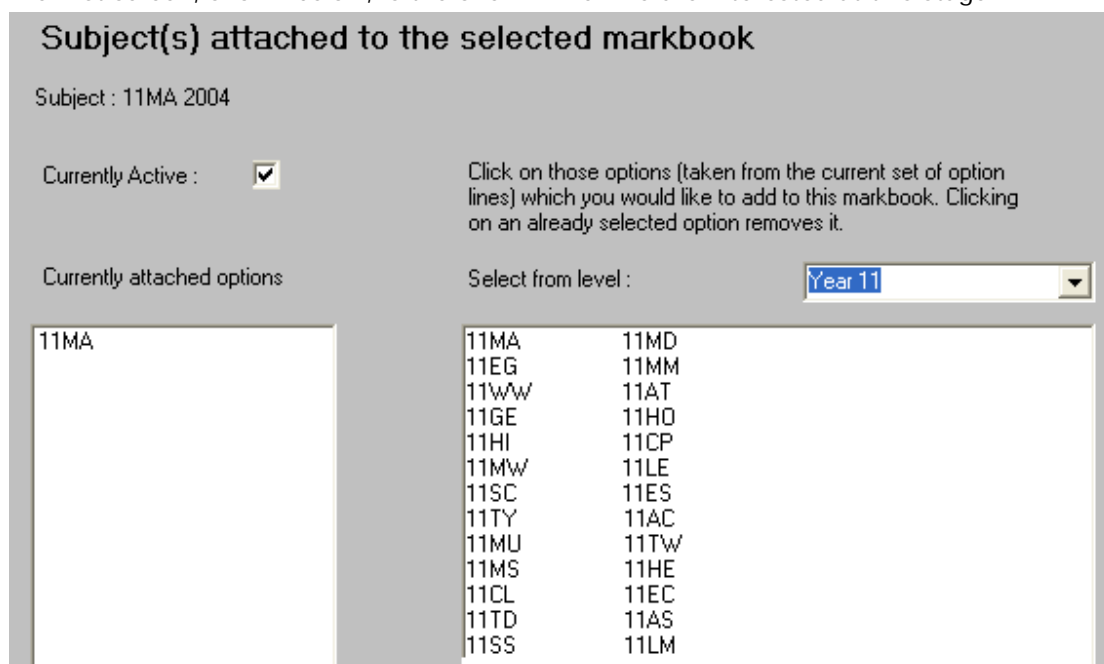


Illustration 87 : Selection of the connected options

This screen shows that only 11MA is connected to the 11MA markbook. By clicking on 11MM, it is subsequently attached to the 11MA markbook as well, as shown below.

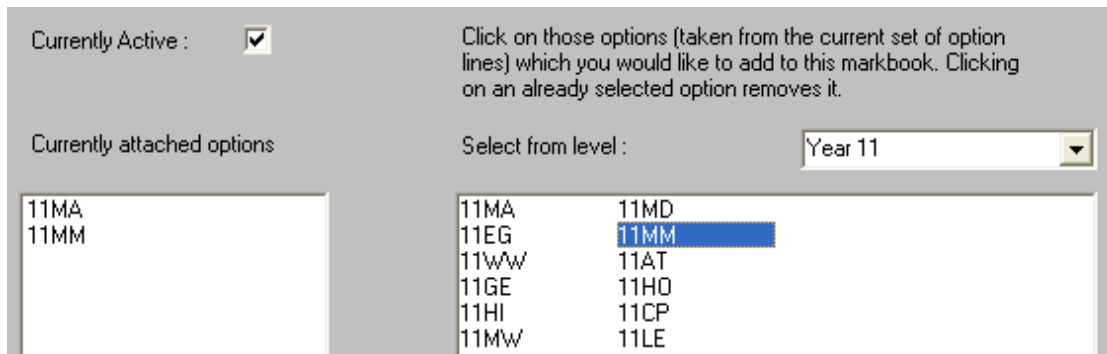


Illustration 88 : The 11Maths markbooks is now connected to two options

This brings us to the end of our discussion of the creation of markbooks for the new year and completes your third task.

### 3.2.6 Allocation of subjects to students

Most schools have already done this using our Timetable Assistant. If not, then, in Student Manager, you must visit each student and attach to them their particular choices for the current year, or part thereof. This task is described in full in the Student Manager manual. The screen below is the one with which you will become familiar.

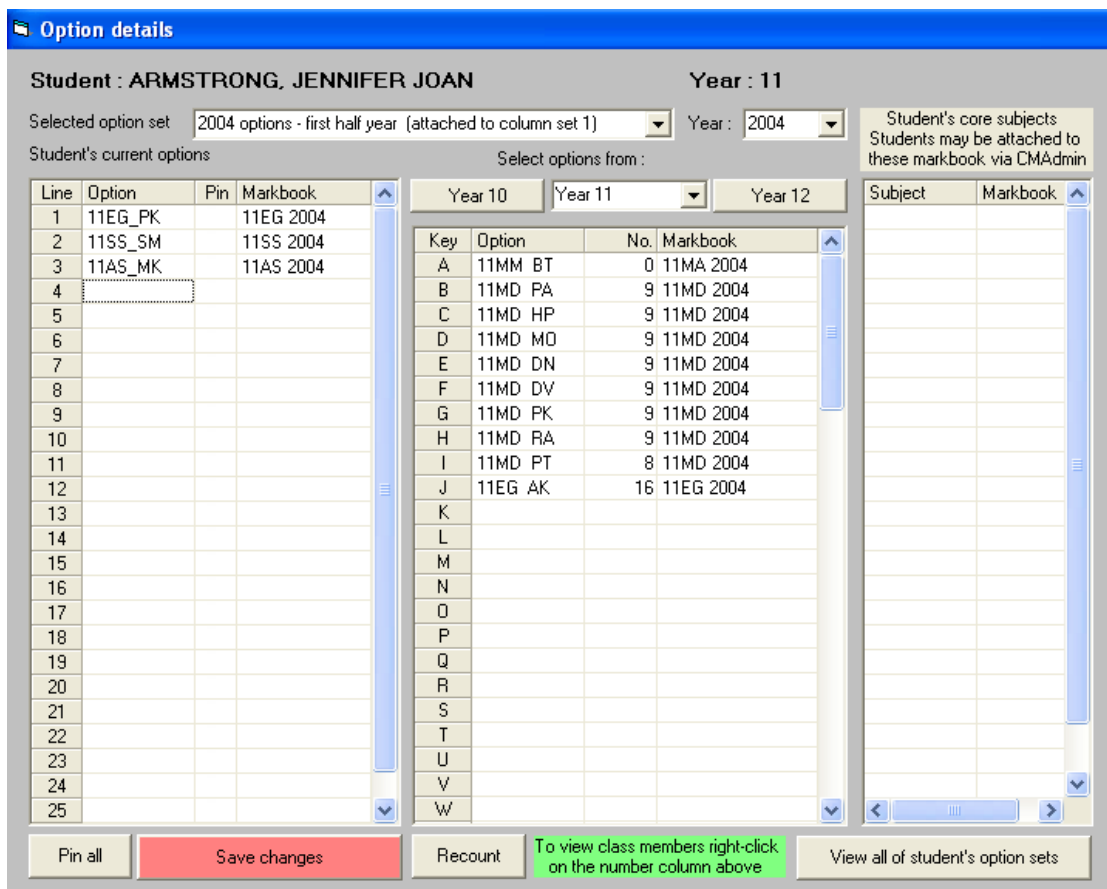


Illustration 89 : The option entry screen from Student manager

In the screen above you can see that we are part way through the process of attaching Jennifer's options. There are three ways to enter these options.

The slowest way to do this is to click in the empty option spot displayed on the left. Option 4 has been clicked – causing the Year 11 options from the fourth line to be displayed in the centre panel. Then click on her chosen option from this line. It will be added to the display on the left and, at the same time, the markbook connected to the selected option will be displayed in the fourth column of the left grid.

A faster way to make these entries is to have produced them in terms of the option line NUMBER (rather than its letter) and the student's choice in each line as a letter. These correspond to the number and letters in the left hand side of each of the displays above. To enter a set of options simply type the number/letter combinations, e.g. 1G2E3A4F.... etc.

The quickest is to have had them allocated using MUSAC's Timetable Assistant, in which case the export process from that package will have already caused them to appear on each student. Whether or not each was linked to its relevant markbook depends on whether or not you had made the option set 'Active' at the time of the export from Timetable Assistant.

If your set was NOT active then you must proceed to step 5 below.

You must proceed to step 5 anyway, as the core subjects are NOT automatically attached to their markbooks as it is simply assumed that each student at a particular level is taking all of the core subjects specified at that level.

### 3.2.7 *Linking students to their markbooks*

Return to the fifth button on the main option maintenance screen, which we bypassed earlier in this section. This button accesses a utility provided in Student Manager and is also provided elsewhere in CMAAdmin – under the 'Specify Markbook Details' button which appears both on the 'NZQA Utilities' screen and the 'Other Utilities' screen.

Clicking on the fifth button on the Option Maintenance screen you will reach the connection screen displayed below, which has three buttons.

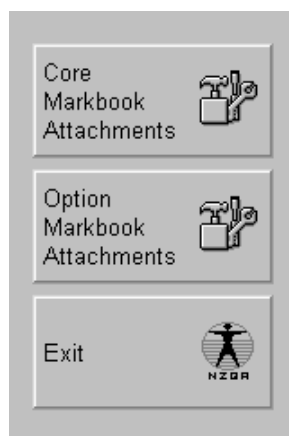


Illustration 90 : The options for connecting subjects to markbooks

#### **1. The connection of core subjects to their markbooks.**

To demonstrate this I disconnected my students from their markbooks for both core and options and after several minutes of typing zeros I decided a sample was sufficient.

The screen below shows the results. There are now a number of year nine students not

connected to their markbooks.

**Markbook attachments for Core subjects in 2004**

Current situation      Current set : 2004 options - first half year in 2004

Select those subjects which you would like to process

Level	Subject	Markbook	Attached	Unattached
9	9EG	9EG 2004	71	0
9	9MA	9MA 2004	71	0
9	9SS	9SS 2004	71	0
9	9SC	9SC 2004	71	0
9	9PE	9PE 2004	57	13
9	9AT	9AT 2004	0	70
9	9ES	9ES 2004	50	20

In order to be able to identify the teachers of each core class, a link must have been established to a current timetable.

Timetable path : C:\TT\

Timetable number : 4

Alter timetable link

Proceed to (re)attach unattached students

Illustration 91 : The core subjects have some unconnected students

To connect them, click on the 'Proceed to (re)attach unattached students' button. But, before you do so, you should ensure that you are correctly connected to the current timetable in Student Manager. The connection is shown on the right hand side of the screen and, if it is not correct, click on the 'Alter timetable link' button.



This will lead you to the timetable link window, shown below.

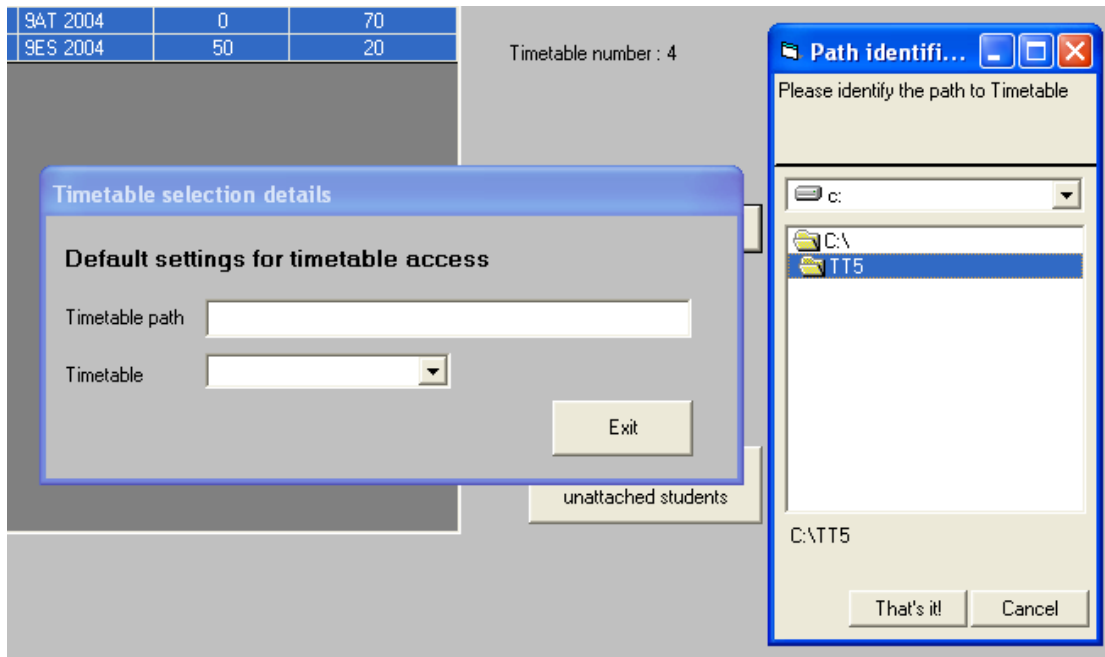


Illustration 92 : Linking to the current timetable directory

Identify the timetable path. Once you have established the path (\ttsm), the timetables found at that location will be displayed, and you can make your selection, shown below.

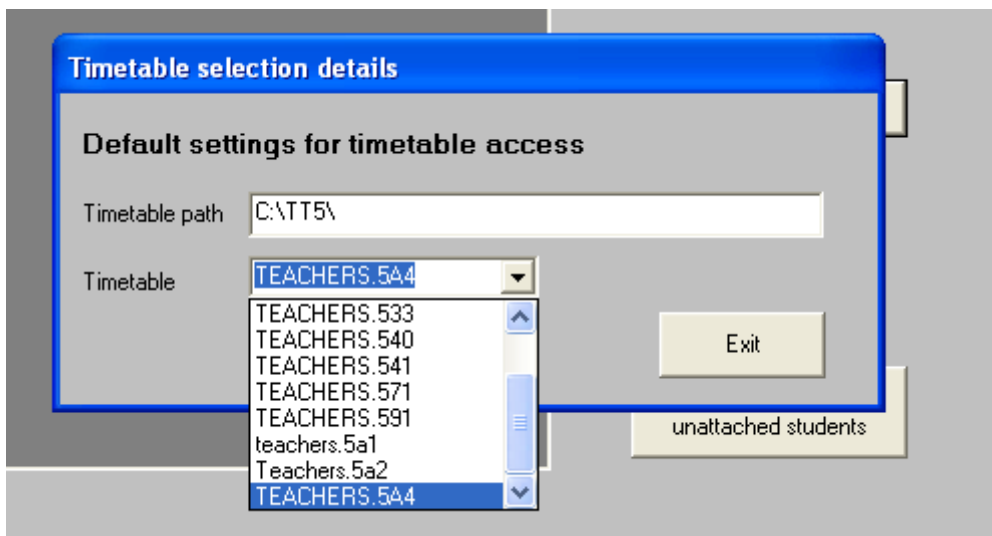


Illustration 93 : Selecting the timetable

Now you can proceed to attach your disconnected core subjects, below.

**Markbook attachments for Core subjects in 2004**

Current situation      Current set : 2004 options - first half year in 2004

Select those subjects which you would like to process

Level	Subject	Markbook	Attached	Unattached
9	9EG	9EG 2004	71	0
9	9MA	9MA 2004	71	0
9	9SS	9SS 2004	71	0
9	9SC	9SC 2004	71	0
9	9PE	9PE 2004	127	0
9	9AT	9AT 2004	70	0
9	9ES	9ES 2004	120	0

In order to be able to identify the teachers of each core class, a link must have been established to a current timetable.

Timetable path : C:\TT5\

Timetable number : 4

Alter timetable link

9ES

Proceed to (re)attach unattached students

Illustration 94 : The core subjects have now been attached

The core are now all in their markbooks.

## 2. Connection of option subjects to their markbooks

When you click on the second button you will receive the following message as the main screen is displayed. It draws your attention to the fact that you can right-click on numbers on the option attachment screen.

Illustration 95 : An alert concerning the use of the following screen

**Option Markbook attachments**

Year  Level  Attach unattached to 2004 options - first half year

Option	Markbook	Col Set 1		Col Set 2	
		2004 options - first half year	2004 options - second half year	Attached	Unattached
		0	0	0	0
11AC	11AC 2004	17	0	0	0
11AR	11MW 2004	7	5	0	0
11AS	11AS 2004	2	3	0	0
11AT	11AT 2004	10	1	0	0
11CL	11CL 2004	3	0	0	0
11CP	11CP 2004	17	0	0	0
11EC	11EC 2004	0	0	0	0
11EN	11MA 2004	59	20	0	0
11EO	11EG 2004	65	32	0	0
11ES	11ES 2004	8	1	0	0
11FO	11TY 2004	7	8	0	0
11FR	11MU 2004	16	0	0	0
11GD	11WW 2004	1	2	0	0
11HE	11HE 2004	8	3	0	0
11HO	11HO 2004	8	0	0	0
11JA	11GE 2004	31	5	0	0
11LE	11LE 2004	1	0	0	0
11LM	11LM 2004	10	4	0	0
11MD	11MD 2004	17	70	0	0
11MM	11MA 2004	0	0	0	0
11PE	11MS 2004	10	0	0	0
11SS	11SS 2004	33	6	0	0
11TD	11TD 2004	11	0	0	0
11TW	11TW 2004	0	0	0	0
11WP	11HI 2004	3	2	0	0
11WT	11SC 2004	52	11	0	0

Illustration 96 : There are several unattached options in the first set.

To see a particular year level's option connections, select the required level at the top of the screen. The connections for all of your sets of columns will be displayed. In the illustration above, no students have yet had options recorded in the second set for the year. Shown below is the small popup menu enabling you to identify students in each cell of the grid.

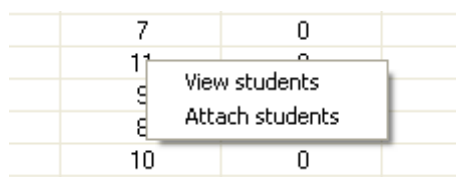


Illustration 97 : The popup menu accessed by right-clicking a number

Once you are ready to proceed, click on the green button at the top right corner of the screen, and the various connections to markbooks will be made, after which the green button will change, allowing you to use it to identify a further year level. Shown below is the result of the connection process.

**Option Markbook attachments**

Year  Level

Option	Markbook	Col Set 1		Col Set 2	
		2004 options - first half year		2004 options - second half year	
		Attached	Unattached	Attached	Unattached
		0	0	0	0
11AC	11AC 2004	17	0	0	0
11AR	11MW 2004	12	0	0	0
11AS	11AS 2004	5	0	0	0
11AT	11AT 2004	11	0	0	0
11CL	11CL 2004	3	0	0	0
11CP	11CP 2004	17	0	0	0
11EC	11EC 2004	0	0	0	0
11EN	11MA 2004	79	0	0	0
11EO	11EG 2004	97	0	0	0
11ES	11ES 2004	9	0	0	0
11FO	11TY 2004	15	0	0	0
11FR	11MU 2004	16	0	0	0
11GD	11Ww 2004	3	0	0	0
11HE	11HE 2004	11	0	0	0
11HO	11HO 2004	8	0	0	0
11JA	11GE 2004	36	0	0	0
11LE	11LE 2004	1	0	0	0
11LM	11LM 2004	14	0	0	0
11MD	11MD 2004	87	0	0	0
11MM	11MA 2004	0	0	0	0
11PE	11MS 2004	10	0	0	0
11SS	11SS 2004	39	0	0	0
11TD	11TD 2004	11	0	0	0
11Tw	11Tw 2004	0	0	0	0
11wP	11HI 2004	5	0	0	0
11wT	11SC 2004	63	0	0	0

Illustration 98 : All unattached options are now attached

Now we have reached the stage where all of the options have been configured, all of the students have been allocated their options, all of the markbooks have been set up for the year, and all of the students are connected to both their core and option subjects markbooks.

You have completed your first major set of tasks for the year.

## 4 Maintaining the database of standards

---

What is covered in this chapter?

Overview of the tasks involved

Managing unit standards

Managing Achievement Standards

Updating standards file links and accreditation statuses

### 4.1 Overview of the tasks involved

Your goal in this section is to ensure that your school has in its database of standards, the latest versions of both the unit standards and achievement standards, and that any changes made by NZQA have been recognised. NCEA Level 1 literacy is gained with a minimum of specified credits through either:

- Unit standards – required number of literacy unit standards; or
- Achievement standards – Specified achievement standards available through a range of subjects (minimum number of credits)

The requirements for NCEA Level 1 Numeracy were changed from 2014 and the current required credits are met through either:

- Unit standards – numeracy unit standards specified; or
- Achievement standards – Specified achievement standards available through a range of subjects (minimum number of credits)

Where te reo Māori is used, identify current requirements for standards aligned with the curriculum from 2012. New achievement standards developed for te reo Māori will be eligible to count to the literacy requirement for NCEA Level 1. On the School Results Summary and the Results Notice a statement will show that the requirement has been met by achievement, or unit, standards – and whether the numeracy requirement was met by **achievement** standards, or met by **unit** standards. Where the requirements have been met by the student through **both** the unit and achievement standards methods, the statement shows the requirement was met by achievement standards. Current information is available from the [NZQA site](#):

[Level 1 literacy and numeracy requirements 2014 > NZQA](#)

and for literacy requirements for university entrance:

[Literacy requirements for university entrance > NZQA](#).

There are three tasks to be completed and each is accessed via one of the buttons in the top row of the NZQA utilities screen :

The three utilities used to perform these tasks, and their buttons, are

1. Manage unit standards
2. Manage achievement standards
3. Updating via new NZQA files

## 4.2 Managing unit standards

Many schools offer NZQA unit standards and these fit into the same database with the same structure as achievement standards.

The NZQA supplies MUSAC with a text file of all of the currently available unit and achievement standards, and updated versions are released as and when necessary – usually about four or five times each year. Unit standards are constantly being modified, with old standards lapsing and new versions being released.

The file supplied by NZQA contains all of the standards in order of their code and version. There are thousands of unit standards and, to make your task manageable, Classroom Manager enables you to extract just those which your school offers to your students. To enable you to quickly find a particular unit standard you might wish to add to those offered by your school MUSAC also supplies a ‘random access’ version of the same file. This file makes searching for a standard very fast, finding any standard in about 10 ‘looks’ rather than wading through them all until you eventually come to the one you want.

The main unit standards screen follows.

Illustration 1 : The unit standards utilities tray

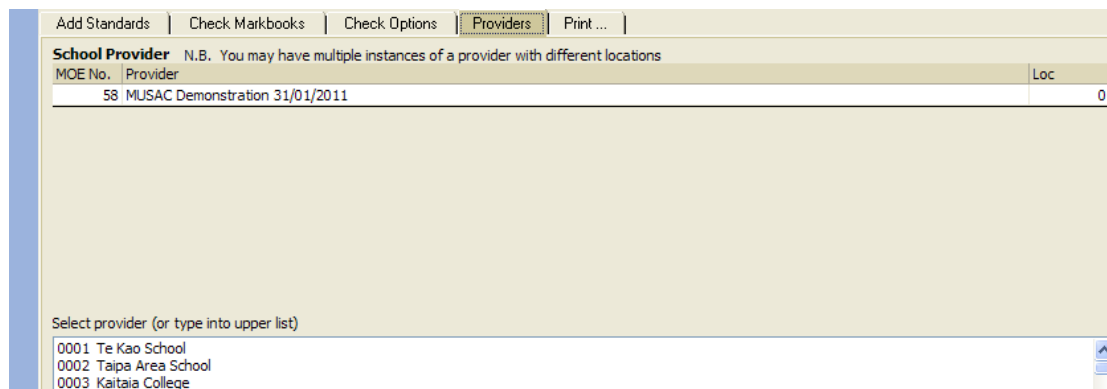
On the left of the screen are the unit standards currently in your school's database of standards (The name of the database is units.mdb)

The right of the screen displays the various details relating to the currently selected standard. You select a standard by clicking on its title in the left list. Some of the areas have a cream background. You may NOT alter these. You may alter those settings which

have a white background. You can add or delete standards, and identify standards whose description includes a nominated word or phrase.

The 'Language' of each standard is not displayed (except in a few cases where its presence is used to distinguish standards from other text entries – e.g. in markbooks.) For example – you will frequently see a standard referred to as e.g. 1233101E – the E representing English.

In most cases your school will be the provider of each unit standard but, often your school may submit results for students where the standard is offered by another provider eg. Red Cross, or another school. Where this is the case you must nominate the alternative provider by clicking the Utilities Tray panel with appropriate tabs and save the settings.



In the case where some but not all of your students taking a particular standard are 'provided' by your school then enter your school as the 'default' provider here. Later, as you will see, it is possible to have a different provider specified for individual students for particular standards. It's also possible to import results previously assessed and submitted by other providers.

You can either select providers from the list of schools, or you can type the new provider's name into the grid on the left, along with their official MOE number, which you MUST obtain either from them or from the Ministry – and their location number. Each provider may appear more than once on the list – each with a different location number, should this situation be required.

You cannot manually alter the 'Accredited' status. This is done using the third utility in this chapter – 'Updating using new NZQA files'

Click on the 'Add standards' button, the following window will appear on the left side of the screen. You have two alternative ways of adding new standards to those already in your school's database of standards.

1. You can type the number and version of the required unit (or run of consecutive units) into the places provided on this screen.
2. You can select from those listed in your 'Accreds' (or Consents) file.

An example of a request is shown below with the result

that the new standard is added to your list.

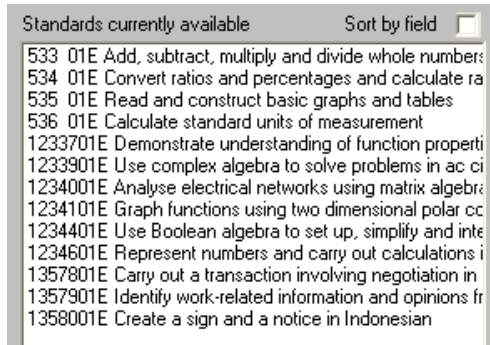


Illustration 6 : The new standards are in place

The alternative method is to select standards from your school’s file of ‘standards for which you have consent to offer’. This file is available to be downloaded from the NZQA website. It is named according to you school’s MOE number e.g. accredsnnn.txt.

If the program cannot find this file, an alternative file released earlier to all schools, is offered. It is recommended you obtain your own file, to avoid being out of date. In either case the list of available standards is displayed, as shown below.

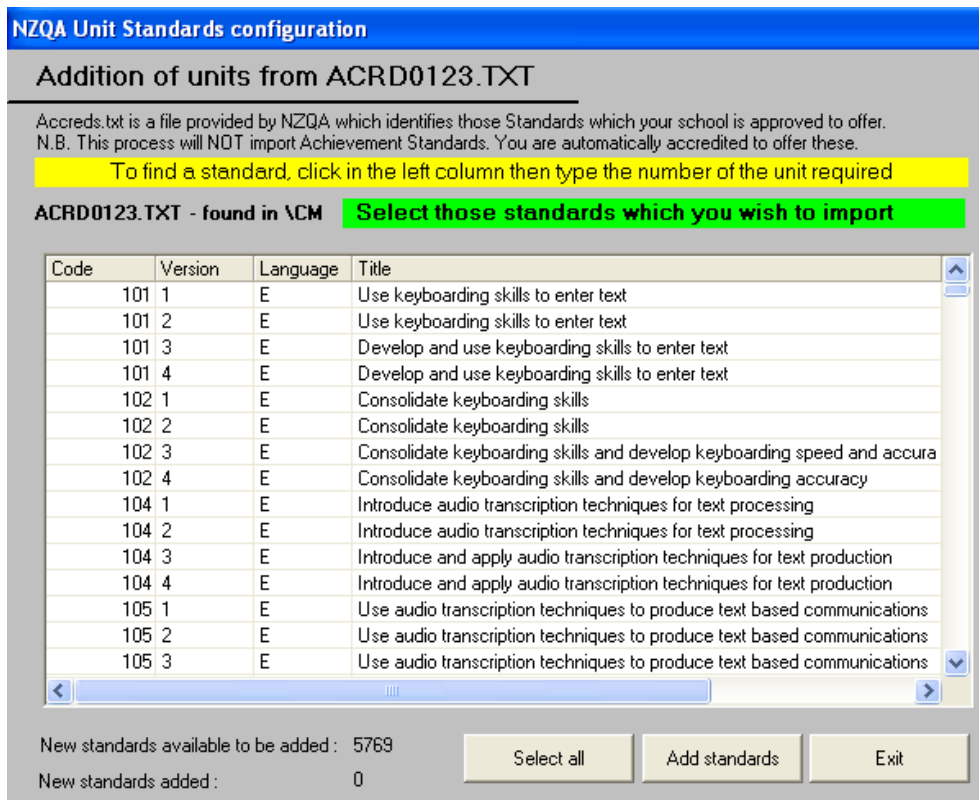


Illustration 8 : Standards listed in the Accreds file



Make your selection by clicking on the required standards, as shown below.

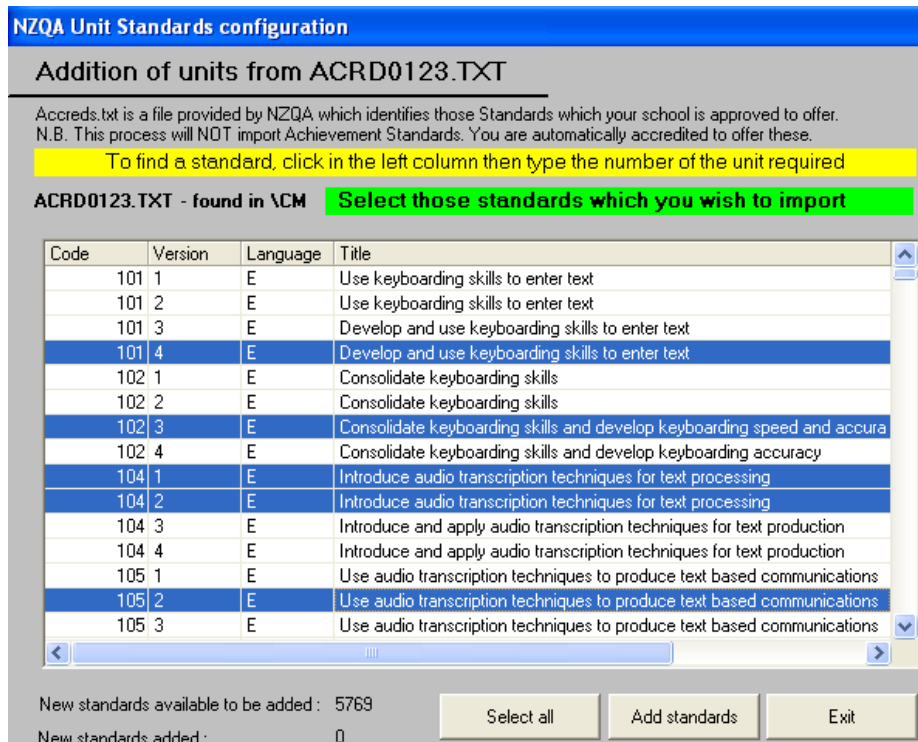


Illustration 9 : Selecting standards from the Accreds file

Once you have done this, click 'Proceed' and the new standards will be added to your database as shown below.

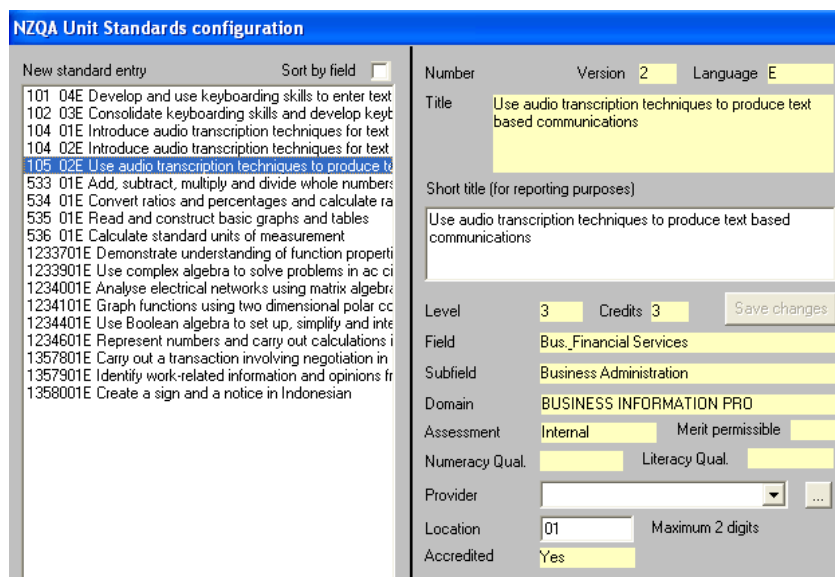


Illustration 10 : A unit standard's details

The next function you may need to perform, is the deletion of one or more standards from your database. You should NOT do this while there are students still attending your school who have taken these standards as it would no longer be possible to print correct historical records for them. Of course, their entries against these standards are still in the database but only the standards' codes, versions and languages are stored. The reporting process, which extracts the titles from the standards database would no longer be able to find the

descriptions and these would be blank.

The deletion screen follows. Select the standard or standards which you wish to delete then click on the 'Delete' button and the following screen will appear.

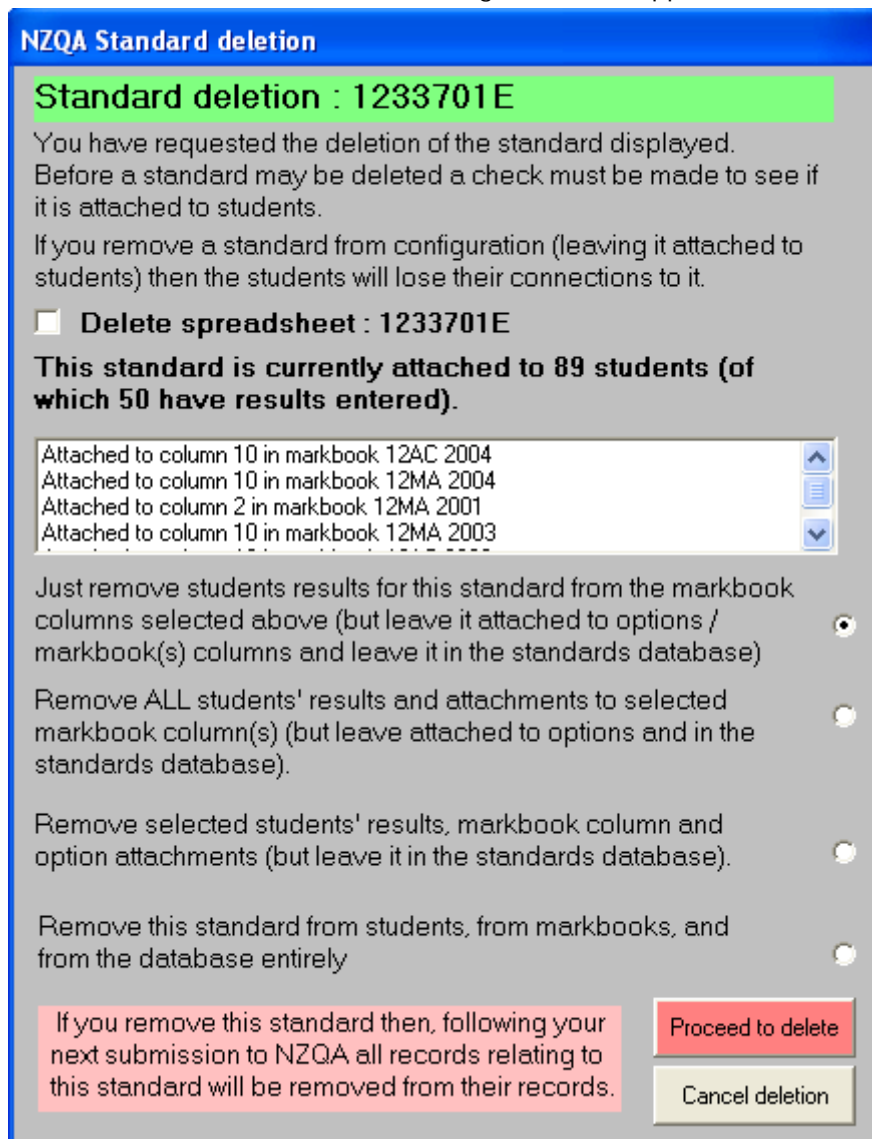


Illustration 11 : Deleting a standard

Each standard selected for deletion will be processed in turn, and for each you will be given the choices displayed above. The list in the centre of the panel displayed the connections of the standard to various markbook columns which have been made over the years.

Finally, if you wish to find a particular unit standard, using a word or phrase found in its title, then you can do that by entering the required word or phrase into the area at the bottom of the screen then

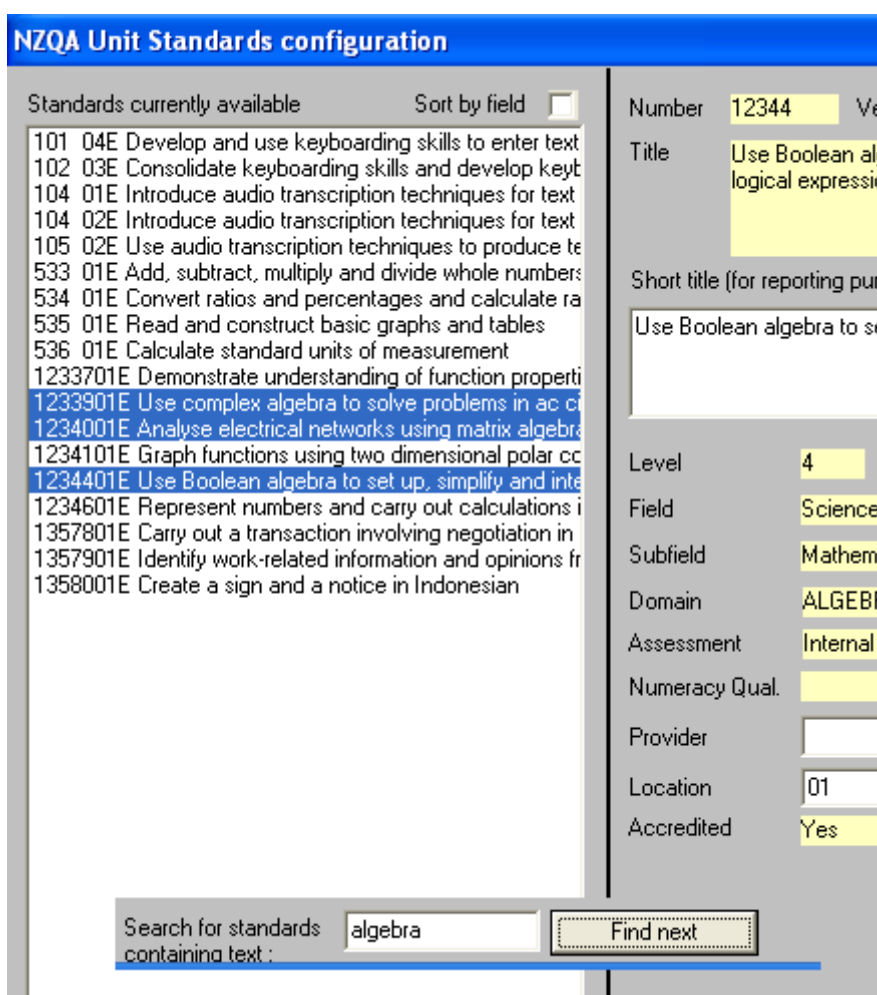


Illustration 12 : Finding a word or phrase in a title

Repeated clicking of the 'Find next' button will find any further standards whose description includes your request.

### 4.3 Managing Achievement Standards

NCEA evolved to level 3 and there are ordinary achievement standards, Scholarship standards, and the general and locally approved standards.

When you import the achievement standards into your database ALL of the ordinary achievement standards and Scholarship standards are automatically brought in, along with any particular SFC standards which your school offers.

The main achievement standards screen is shown below.

**National Certificate of Educational Achievement Utilities**

### NCEA Achievement Standards

Currently available Achievement Standards  
(click in column headings to sort)

Code	V	L	Detail
90001	1	E	DANC1.1 - Compose movement seque
90001	2	E	DANC1.1 - Compose movement seque
90002	1	E	DANC1.2 - Perform dance sequences
90002	2	E	DANC1.2 - Perform dance sequences
90003	1	E	DANC1.3 - Perform a dance as a memt
90003	2	E	DANC1.3 - Perform a dance as a memt
90004	1	E	DANC1.4 - View, interpret and respond
90004	2	E	DANC1.4 - View, interpret and respond
90005	1	E	DANC1.5 - Demonstrate knowledge of
90005	2	E	DANC1.5 - Demonstrate knowledge of
90006	1	E	DRAM1.1 - Use drama techniques
90006	2	E	DRAM1.1 - Use drama techniques
90007	1	E	DRAM1.2 - Use elements and convent
90007	2	E	DRAM1.2 - Use elements and convent
90008	1	E	DRAM1.3 - Demonstrate knowledge of
90008	2	E	DRAM1.3 - Demonstrate knowledge of
90009	1	E	DRAM1.4 - Perform an acting role
90009	2	E	DRAM1.4 - Perform an acting role
90010	1	E	DRAM1.5 - Perform a technical or prod

Import/update standards    Delete selected standard

Who is taking this standard?

Exclude inactive standards from the display

#### Selected standard details

Number     Version     Expiry date

Subject

Title

Short title (for reporting purposes)

Level     Credits    

Field

Subfield

Domain

Assessment     Merit permissible

Numeracy Qual.     Literacy Qual.

Provider

Location     Location set via provider

Accredited    

Illustration 13 : The achievement standards screen

Those imported also include standards from previous years which are no longer available for you to offer. These are brought in to enable the program to accurately list individual student's histories, which, of course, may well include standards no longer found in the NZQA file.

If you click on a standard from the list on the left, details are displayed on the right of the screen, as shown below. In fact, the display below shows an achievement standard which is no longer active.

**National Certificate of Educational Achievement Utilities**

### NCEA Achievement Standards

Currently available Achievement Standards  
(click in column headings to sort)

Code	V	L	Detail
90001	1	E	DANC1.1 - Compose movement seque
90001	2	E	DANC1.1 - Compose movement seque
90002	1	E	DANC1.2 - Perform dance sequences
90002	2	E	DANC1.2 - Perform dance sequences
90003	1	E	DANC1.3 - Perform a dance as a memb
90003	2	E	DANC1.3 - Perform a dance as a memb
90004	1	E	DANC1.4 - View, interpret and respond
90004	2	E	DANC1.4 - View, interpret and respond
90005	1	E	DANC1.5 - Demonstrate knowledge of
90005	2	E	DANC1.5 - Demonstrate knowledge of
90006	1	E	DRAM1.1 - Use drama techniques
90006	2	E	DRAM1.1 - Use drama techniques
90007	1	E	DRAM1.2 - Use elements and convent
90007	2	E	DRAM1.2 - Use elements and convent
90008	1	E	DRAM1.3 - Demonstrate knowledge of
90008	2	E	DRAM1.3 - Demonstrate knowledge of
90009	1	E	DRAM1.4 - Perform an acting role
90009	2	E	DRAM1.4 - Perform an acting role
90010	1	E	DRAM1.5 - Perform a technical or prod

Import/update standards    Delete selected standard

Who is taking this standard?

Exclude inactive standards from the display

#### Selected standard details

Number 90004    Version 1    Expiry date

Subject Graphics

Title DANC1.4 - View, interpret and respond to a dance performance

**Not active**

Short title (for reporting purposes)  
View, interpret and respond to a dance performance

Level 1    Credits 4    [Save change](#)

Field ARTS AND CRAFTS

Subfield Dance

Domain DANCE PERSPECTIVES

Assessment External    Merit permissible N

Numeracy Qual. N    Literacy Qual. N

Provider ...    Tuatapere Community College (Loc. 01)

Location 01    Location set via provider

Accredited    [Specify IRN distribution](#)

Illustration 14 : An inactive achievement standard

As with unit standards, there are some ‘white background’ areas on the right side which you can alter, including providers – dealt with in full in the previous section of this chapter.

In the bottom right hand corner of the details area is a button ‘IRN distribution’. Clicking this button allows you to specify the proportion of students who score each of the four possible categories (Not achieved, Achieved, Merit, Excellence) in the displayed standard. This distribution is optionally used in the generation of the ‘Interim results Notice’ - dealt with in full later in this manual.

Click on the button and the following screen will appear.

The Iterim Results Notice displays the background distribution of results for each Achievement Standard. You may specify this distribution here. Please ensure that you entries total 100.

No credit

Credit

Merit

Excellence

Total percentage      Total

These details will be saved automatically when they total 100.

Illustration 15 : Setting up the IRN distribution

The default settings are 25% in each category and, if you alter them, you can then apply the changed distribution to ALL achievement standards or to just those in the current standard's subject.

You have two options for the display of the standards. You can display them in either code-order or title-order. The previous illustrations in this section have shown this in code order. The illustration below shows them sorted into title order.

Code	V	L	Detail
90022	1	E	ACCO1.1 - Demonstrate an understand
90022	2	E	ACCO1.1 - Demonstrate an understand
90023	1	E	ACCO1.2 - Describe a method of proc
90023	2	E	ACCO1.2 - Describe a method of proc
90024	1	E	ACCO1.3 - Process financial informati
90024	2	E	ACCO1.3 - Process financial informati
90025	1	E	ACCO1.4 - Demonstrate an understand
90025	2	E	ACCO1.4 - Demonstrate an understand
90026	2	E	ACCO1.5 - Prepare financial statemen
90026	1	E	ACCO1.5 - Report financial informatio
90027	2	E	ACCO1.6 - Report financial informatio
90027	1	E	ACCO1.6 - Report financial informatio
90028	1	E	ACCO1.7 - Analyse and explain financ
90028	2	E	ACCO1.7 - Analyse and interpret infor
90029	1	E	ACCO1.8 - Use a decision-making pro
90220	1	E	ACCO2.1 - Explore the conceptual ba
90221	1	E	ACCO2.2 - Process financial informati
90222	1	E	ACCO2.3 - Investigate and report on e
90223	1	E	ACCO2.4 - Demonstrate an understand
90224	1	E	ACCO2.5 - Report financial informatio

Illustration 16 : Sorted on code

To the process of importing the latest file of achievement standards. Click on 'Import/Update standards' on the bottom left list and the importation process will automatically proceed. ALL achievement standards will be imported, including ALL of

those standards which are now obsolete. (These have to be in your database as they will have been taken by existing students in previous years. They must be there in order that student's achievements can be reported accurately.)

You may delete a standard, but it will be reimported the next time that you perform the import process. However, you may still have old Sixth Form Certificate standards in your database which are indeed no longer required. These will NOT be automatically reimported.

If you DO wish to delete one or more standards (presumably SFC standards) then select them from the list on the left then click the 'Delete' button at the bottom of the screen. As for unit standards in the last section, the standard deletion screen will appear, as shown below, where the same confirmation process applies.

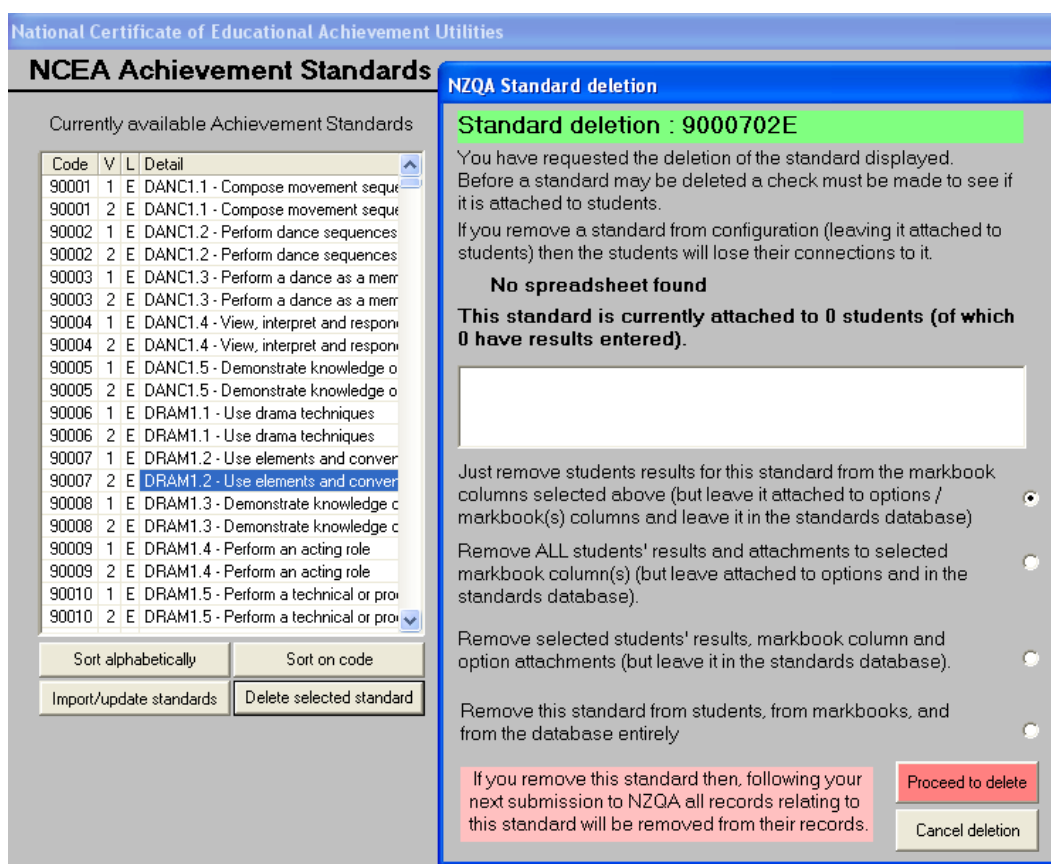


Illustration 18 : Deleting standards

#### 4.4 Updating standards file links and accreditation statuses

Click 'Updating via new NZQA files'. This utility offers two processes.

1. The updating of the standards categories.

Each standard is categorised under a three tier structure :

- Field : eg. Humanities
- Subfield : eg. Languages
- Domain eg. Chinese

From time to time the entries in each of these categories are changed. These changes are recognised and imported into the standards database by using this utility to analyse and collate the possibilities found in the latest standards file.

Clicking the above button reveals the screen shown below.

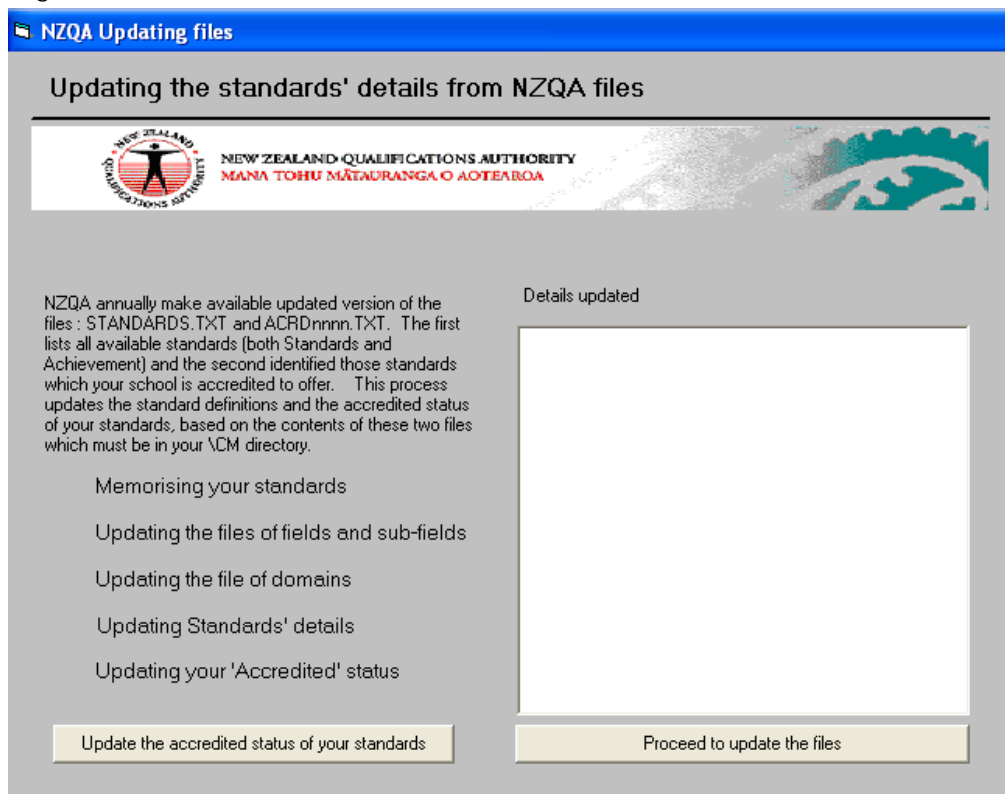


Illustration 19 : The updating screen



### 1. Updating the accredited status of your standards

You are automatically accredited to offer ALL achievement standards. This process, which is begun by clicking on the button at the bottom left hand corner of the screen, labelled 'Update the accredited status of your standards', results in each unit standard being checked against your school's 'Accreds' file. This file is named according to your school's MOE number, e.g. ACRD0123.TXT, and can be downloaded from the NZQA web site. This results in a display such as that shown below.

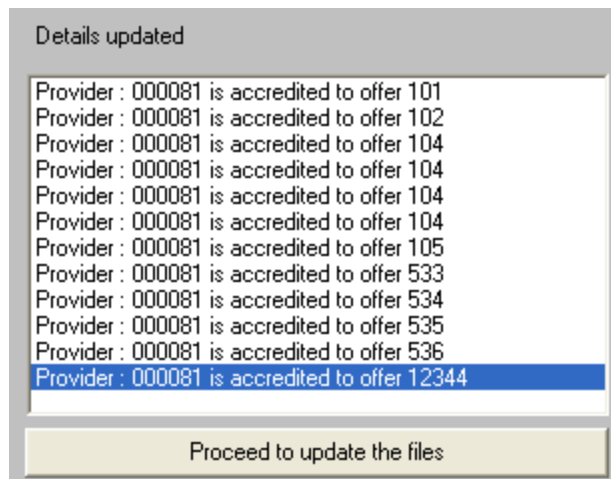


Illustration 22 : Accreditation update is complete

### 2. Updating the standards' categories

At the bottom right is the button which updates the categories, labelled 'Proceed to update the files'. Clicking this button causes the file to be scanned, identifying any changes to the categories. At the completion of the process the screen will display the following message.

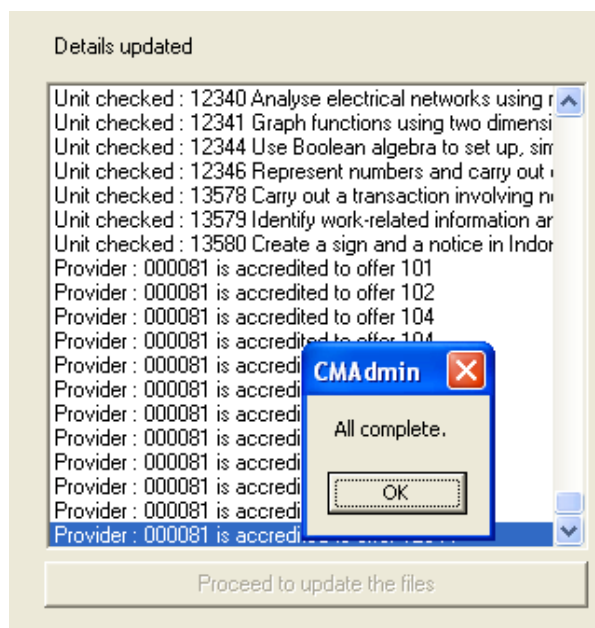


Illustration 20 : The completed process

This completes the standards database management tasks.

## 5 Connecting standards to subjects

---

What is covered in this chapter?

Overview of the tasks involved

Managing subjects, options and standards

- Options

- The setting of subject hours

- Unattached options

- Course Endorsement

- Calculating a course endorsement

- Associate students' entries with a course – Option Class Course OR Virtual Course

- Course Set-Up

- Course Endorsement Details

- The Selected Course on the Student's Standards screen

- Printing lists of subjects, options and their standards

- Reporting course information to NZQA

- What you need to do in CAdmin

### 5.1 Overview of the tasks involved

Your goal in this section is to ensure that each subject, its options and their standards are connected to each other correctly. Course endorsements also need to be set up.

The various tasks are accessed via the 'Connect standards to subjects' button, and also available via Student Manager Configuration > 'Subject details'.

The process is important for setting complete information regarding students' NZQA options, courses and standards with the aim of reporting back to NZQA.

### 5.2 Managing subjects, options and standards

Click 'Connect standards to subjects' and the following screen will be displayed.

Here the tasks associated with NZQA are discussed and it is possible you already have all of your subjects and options set up from the previous year. If so, move ahead to NZQA standards.

Illustration 1 : The subject connection screen

1. Displayed is the official list of subjects from the Ministry of Education. Your school will offer most, if not all, of these subjects.
2. Details relating to the currently selected subject are also displayed together with a list of the option or core subject codes by which they are recognised within your school.
3. The remaining area displays the details relating to the currently selected option from the options list. (Rather than constantly referring to 'core' subjects and 'options', for the purposes of this section, refer to them all as 'options'.)

For examples in this chapter use 'English'. Details are displayed in the top panel, as follows.

Illustration 2 : The subject details for 'English'

Each subject MUST have a 'Default Learning Area' selected from the list supplied by the Ministry of Education. The popup listing these possibilities is shown below.

Illustration 3 : The Learning Areas popup

The Learning Area for English is 'Language and Languages / Nga Reo'. Each subject must subsequently correspond to one of the 'MOE Subject names', which come under the heading of the Learning Area category. For 'Language and Languages / Nga Reo' some of the possibilities are visible in the popup shown below.

Illustration 4 : The Default MOE subject

The default MOE code 'ENGL' is automatically displayed and may not be edited. You may, on the other hand, edit your school code, displayed in the bottom right hand corner of the panel. In this case, the school is using the code 'ENG' for its English classes. Once you are satisfied with the entries for a particular subject, click on the button labelled 'Record subject changes'.

### 5.2.1 Options

Turning our attention to the final two panels, we see below the specifications for the selection option '10ENG' – presented on the first tab in the panel.

Illustration 5 : The option details

The code, 10ENG has been entered, but the 'Hours as if for full year' is still set at zero. These are completed globally.

The 'Mode of instruction' is selected from the possibilities supplied by the Ministry and revealed via the popup shown below.

Illustration 6 : The Mode of instruction possibilities

The Ministry of Education requested a further field titled 'Predominant mode' is field. In the meantime it has been disabled.

Instructional year level is generally the level at which the option is taught. Having extracted the options from the current option set, at which the levels are known, this entry should automatically be correctly entered for you, as shown below.

Illustration 7 : The Learning Zone possibilities

Finally, it is possible for a particular option to be 'Integrated' – i.e. split over two different Learning Areas. If this is the case then, as shown below, click on the option 'Integrated' and complete the four specifications for the second learning area. The last of these is automatically derived from the previous two selections (which correspond to those in the 'Subject Details' are discussed earlier). An example is shown below.

Illustration 8 : Details for an 'Integrated' subject

### Attaching standards to options

The second tab reveals the option's connections to unit and achievement standards and is the most important section of this chapter.

Illustration 9 : The standards attached to an option – none yet!

The option 13ENG is displayed above and has no standards yet attached.

At the top of this screen you can have the attached standards sorted either unit standards

or achievement standards first.

You can also sort the selection list by code or by title using the left hand button above the list.

The second button in the same area allows you to elect to display just the LATEST version of each active standard.

Below these two buttons are two options which allow you to toggle the display between unit standards and achievement standards.

You can attach selected individual standards to a particular standard by clicking on the required standard in the list of available standards on the right. It would take you quite some time to attach all of the standards to all of the options. There is also a global method accessed via the button below the standards list.

However, before you do this you might wish to use the other button at the bottom of the screen to 'Remove ALL Achievement Standard connections' to your options. This allows you to start with a clean slate, which also includes the removal of now-obsolete standards from your options. This is a recommended step. The resulting confirmation message is shown below.

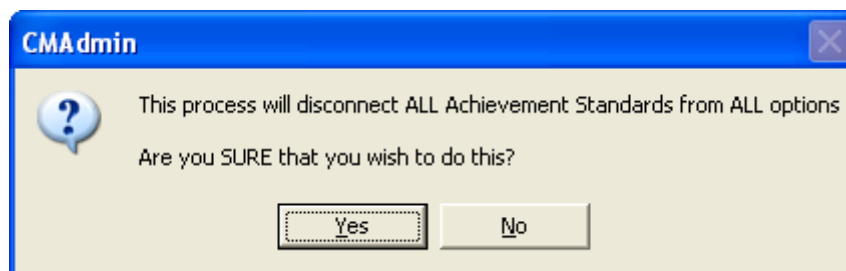


Illustration 10 : The confirmation message

Once you are ready to proceed with the attachment process, click 'Global attachment of standards to options'.

The program has checked your currently active option lines and has identified the achievement standards which, in normal circumstances, would be attached to each of your options. These are all displayed on the screen below.

Note the message at the bottom of the screen – If you find that one or more options are missing from this list then you might like to check your currently active option lines, for it is from them that the display was generated, matching standards using the MOE subject codes attached to each subject.

### Global attachment of standards to options

For each option (centre column) those achievement standards which are currently unattached are shown in the left hand column and attached standards are shown in the right.

Please note : Only the LATEST VERSIONS of those standards prefaced by Ministry codes are listed below. Those prefaced by SFC- or Scholarship or a Ministry code OTHER than that belonging to a particular option (e.g. AGHO) and EARLIER versions will NOT be displayed and must be attached manually.

Either ...

Select ALL unattached standards

... or click (and highlight) those standards which you wish to transfer from either unattached to attached or vice versa. Once you have made you selection(s) click the 'Transfer' button below.

Transfer

Once you are satisfied with the attachments, click the 'Save changes' button to have these recorded in the database.

Save changes and exit

Unattached	Options	Attached
	11AC	
ACCD1.1		
ACCD1.2		
ACCD1.3		
ACCD1.4		
ACCD1.5		
ACCD1.6		
ACCD1.7		
ACCD1.8		
	12AC	
ACCD2.1		
ACCD2.2		
ACCD2.3		
ACCD2.4		
ACCD2.5		
ACCD2.6		

A missing option? Is it in your option lines?

Illustration 11 : The standards are currently all unattached

Click 'Select all unattached standards' for all options for all subjects and they will be selected, as shown below.

Please note : Only the LATEST VERSIONS of those standards prefaced by Ministry codes are listed below. Those prefaced by SFC- or Scholarship or a Ministry code OTHER than that belonging to a particular option (e.g. AGHO) and EARLIER versions will NOT be displayed and must be attached manually.

Either ...

Deselect ALL unattached standards

... or click (and highlight) those standards which you wish to transfer from either unattached to attached or vice versa. Once you have made you selection(s) click the 'Transfer' button below.

Transfer

Once you are satisfied with the attachments, click the 'Save changes' button to have these recorded in the database.

Save changes and exit

Unattached	Options	Attached
	11AC	
ACCD1.1		
ACCD1.2		
ACCD1.3		
ACCD1.4		
ACCD1.5		
ACCD1.6		
ACCD1.7		
ACCD1.8		
	12AC	
ACCD2.1		
ACCD2.2		
ACCD2.3		
ACCD2.4		
ACCD2.5		
ACCD2.6		

Illustration 12 : Standards selected for attachment

Click 'Transfer' and the selected standards will be transferred from the left side of the screen (Unattached) to the right side (Attached), as follows.



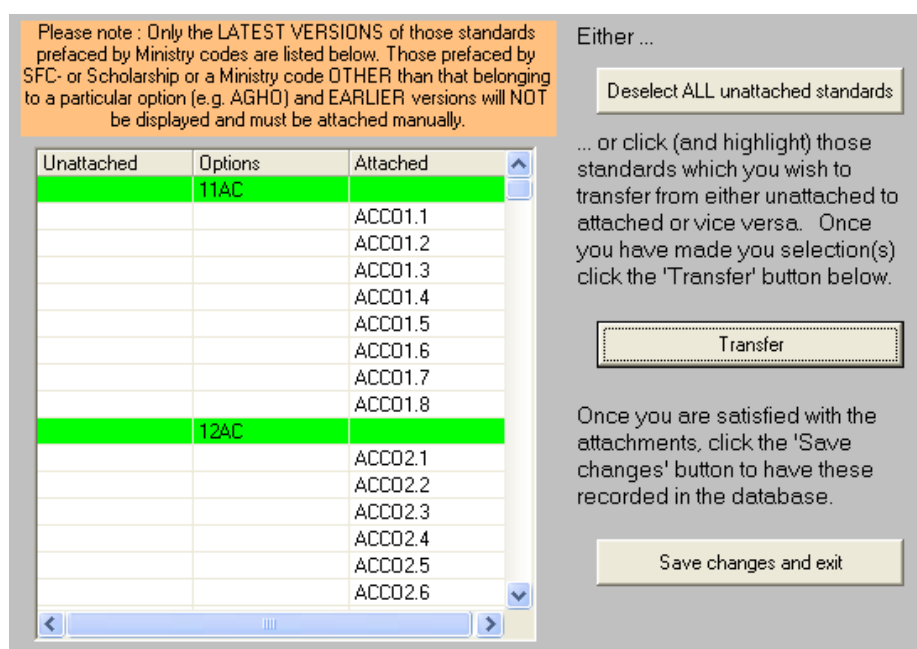


Illustration 13 : Transfer and ready for saving

Finally, click 'Save changes and exit' and all of the attachments will be made, and you will be returned to your options screen as shown below, this time with achievement standards connected to each of your options.

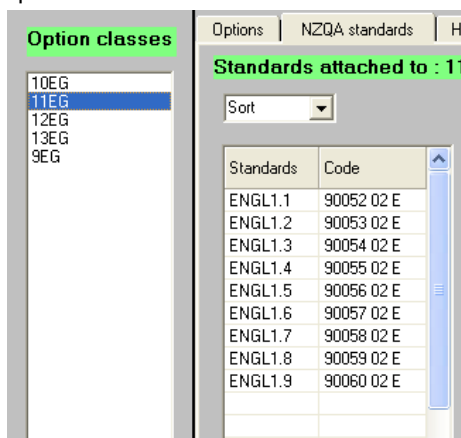


Illustration 14 : The standards are now attached

You might well have some individual adjustments to make, such as the attachment of unit standards to options (The global removal detailed above does not remove these), and the addition or removal of individual standards from individual options in your school's special cases. This completes connecting standards to options.

### 5.2.2 The setting of subject hours

The tedious task of individually specifying the hours occupied by each subject at each level is simplified using the 'Hours' tab on the 'Standards' panel. When you click this tab then panels will reposition themselves on the screen to allow for more room for this process. The screen for the process is shown below.

Options | NZQA standards | Hours | Unattached options | Print list

**Default hour settings**

The Ministry of Education (from 2003) requires schools to provide information relating to the number of hours students spend in each subject during the year.

Enter here the number of hours which would be spent in each option if the option was taken for the FULL year.

If you rotate timetables (e.g. students move through (say) three sets of options per year then these entries will be adjusted automatically for this scenario for Ministry returns.

Option	Hours
10AT	0
10CL	0
10CP	0
10EG	0
10ES	0
10FR	0
10HE	0
10HO	0
10MA	0
10MS	0
10MU	0
10MU	0
10PE	0
10SC	0
10SS	0
10TD	0
10TY	0
11AC	0
11AS	0
11HO	0
11MA	0

Either enter the hours for each options separately...

... or select options from the table, enter the hours below, and click 'Set hours'

Hours :

Illustration 15 : The global specification of hours

All of the options are listed and you can process them in groups which have a common number of hours.

**Note:** It is MOST important that you enter the number of hours for which the option would occur if the option set to which it belongs is taught for the FULL year.

For those schools which operate a single set of options for the full year this is straightforward.

For those who rotate sets of options, you will need to adjust the number of hours as if the set lasted all year. This enables the Ministry of Education returns to calculate the correct figures, based on the proportions of the year each set occupies.

In the example below all of the year 10 options have been selected and the figure of 116 hours has been entered.

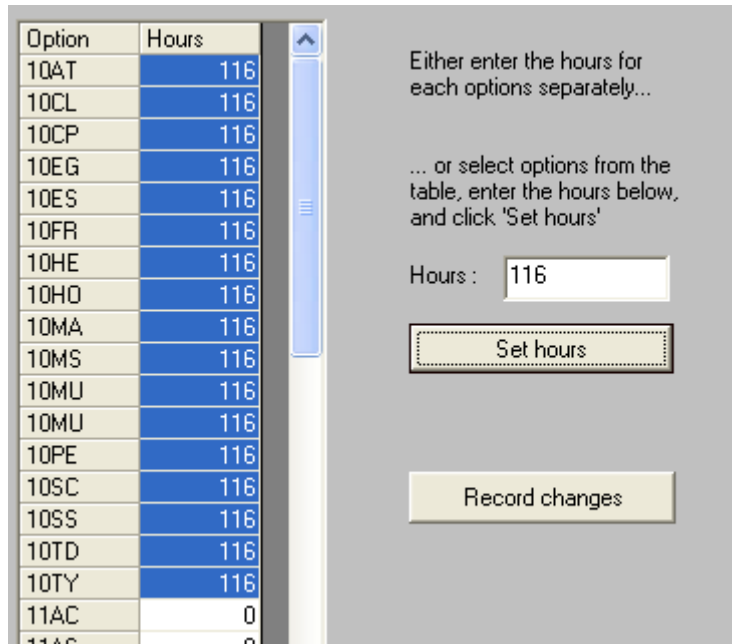


Illustration 16 : The Year 10 hours have been set ...

When the 'Set hours' button is clicked, the specified number is applied to each of the selected options.

These entries can now be adjusted, as shown below, to reflect the correct values for each. Complete the process for all options, then click the button labelled 'Record changes'.

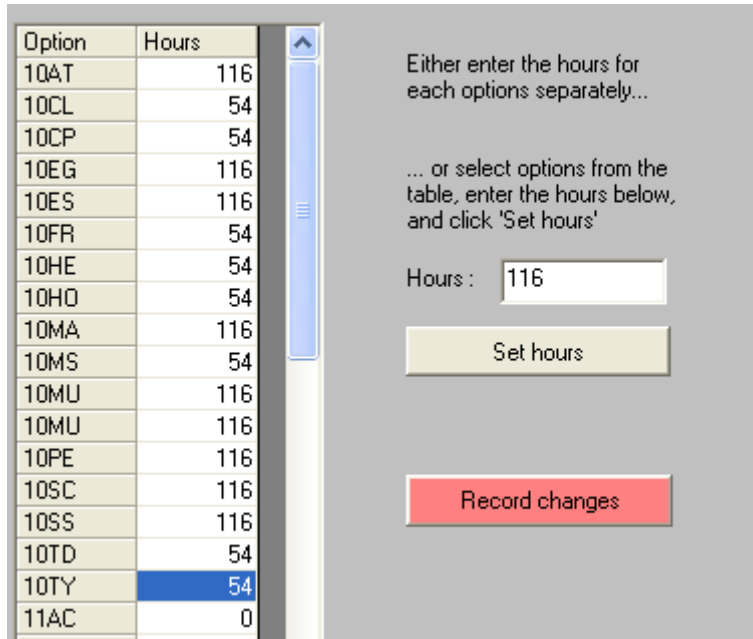


Illustration 17 : and have been individually adjusted

The results of the process are shown in the example below, where 10EG now has its total of 116 hours displayed.

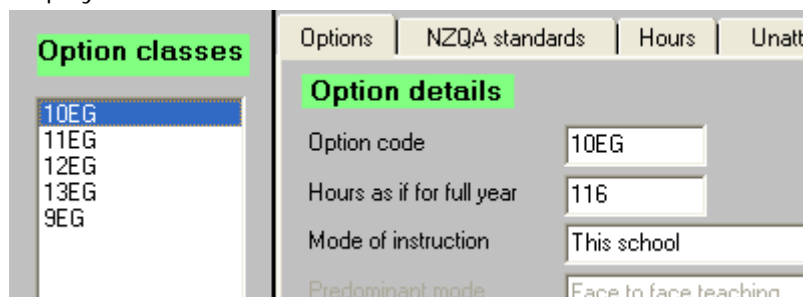


Illustration 18 : An example of the newly specified hours

### 5.2.3 Unattached options

It is important that every subject in your set of options is attached to a subject. This utility identifies those options not currently attached to subjects, shown below. This is accessed by clicking on the 'Unattached options' tab of the 'Standards' panel.

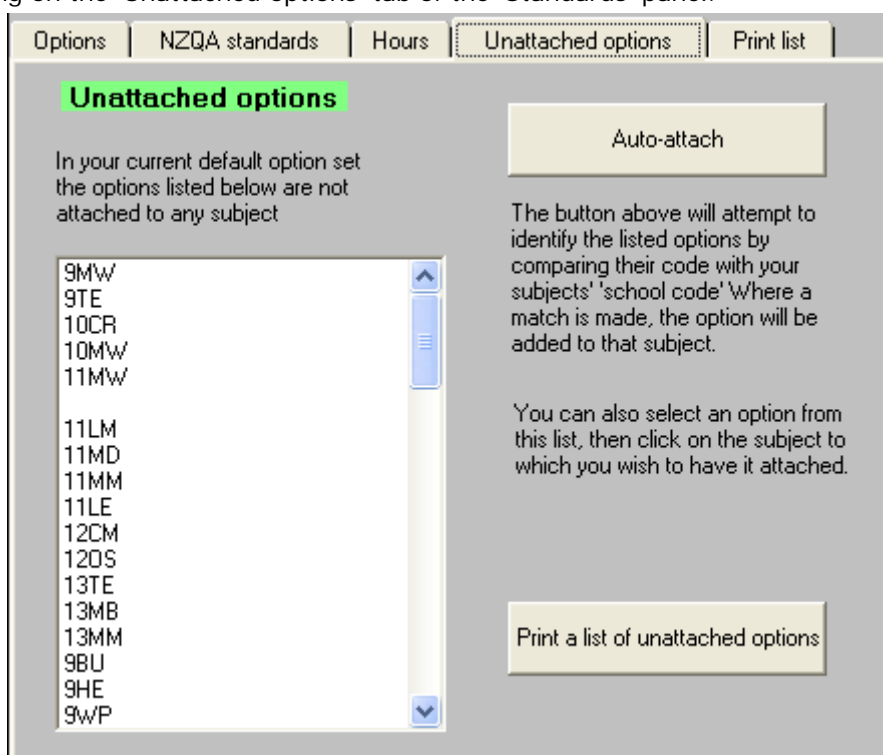


Illustration 19 : Unattached options identified

The button at the top right of the screen allows you to have as many as possible of these unattached options connected to their subjects. This is done by matching the option codes against those specified earlier in the chapter as the default code for each subject. The results of the auto-attachment are shown below.

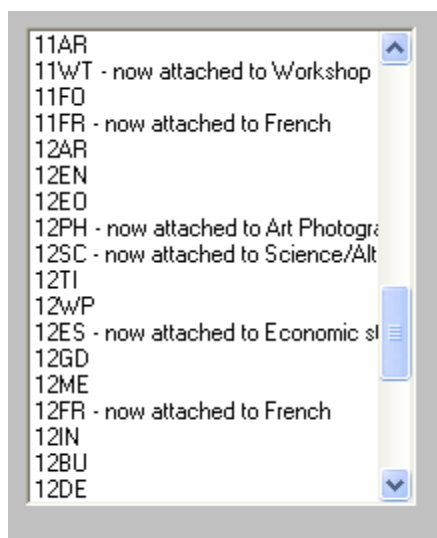


Illustration 20 : Some have been auto-attached

You should now complete the process manually, using the option to print the list as an aid.

#### 5.2.4 *Course Endorsement*

Functionality is available to record course endorsement providing recognition for students who perform exceptionally well in individual courses, this can be gained independently of a qualification. For example, a student may gain a Merit endorsement for their Level 2 Mathematics course without achieving the NCEA Level 2 qualification. A guide is available from NZQA [Course Endorsement Guide » NZQA](#) detailing the latest requirements included in your software:

#### 5.2.5 *Calculating a course endorsement*

- 1 A course will be endorsed with Excellence when the student achieves the required credits with Excellence in the course.
- 2 A course will be endorsed with Merit when a student achieves those credits with Merit or Excellence in the course.
- 3 These credits must include the required minimum of internally and externally assessed credits.  
Exempted from this rule are courses that include the required number of credits in Physical Education or Religious Studies or Level 3 Visual Arts. A course will be endorsed:
  - a. if the required credits are achieved with Merit or Excellence from internally assessed Physical Education or Religious Studies standards
  - b. if the required number of credits are achieved with Merit or Excellence from one of the externally assessed Level 3 Visual Arts standards *or* the credits are achieved with Merit or Excellence from internally assessed Level 3 Visual Arts standards.
- 4 The course must be completed within one school year.
- 5 All exclusions will apply. Where two or more standards assess the same learning outcome they are mutually exclusive for all NCEA qualifications and endorsements.
- 6 A course endorsement is gained at the level of the lowest-level standard making up the eligible credits.

- 7 Courses may include unit standards, but only unit standards with Merit and/or Excellence criteria will contribute to an endorsement.
- 8 The result for any standard can be used in only one course endorsement in the year it is reported.
- 9 Course endorsement does not include Scholarship.

#### 5.2.6 *Associate students' entries with a course – Option Class Course OR Virtual Course*

It is necessary to enter the code for the course each standard belongs to. In CM Admin the course code is required to be entered in the system.

Courses are divided into two types:

- 1 Option Class Courses and
- 2 Virtual Courses

A 'Virtual Course' is a course not necessarily taught in one option class, but which can consist of a set of standards selected from various subject areas, (eg. 'Performing Arts' could be a virtual course, with standards selected from Drama and from Performance Music.)

Where previously Subjects and Courses were considered to be one and the same, an Option Class Course now consists of the standards taught in a specific Option Class for that Subject. (This means that 11Maths with Mrs Smith is a different course from 11Maths with Mr Wilson, and they need not have exactly the same set of standards.)

#### 5.2.7 *Course Set-Up*

Basic course set-up happens automatically, a course will be created for each Option Class, and it will be specified as an Option Class Course. Virtual Courses must be added specifically in CMAAdmin >NZQA Utilities >Connect Standards to Subjects >Add New Subject/Course.

When a new Virtual Course is added, a unique School Code is required. Where a subject already exists which doesn't have option classes, it can be turned into a Virtual Course by selecting the 'Virtual Course' option in the Subject/Course details section, or Option Classes can be added. Option classes must be removed to convert an Option Class Course to a Virtual Course. (It can't be done if the course is the selected course for any student on any standard.)

#### 5.2.8 *Course Endorsement Details*

The Course Endorsement Details tab (In CMAAdmin, >NZQA Utilities >Connect Standards to Subjects) has been changed to accommodate Option Class Courses.

**Subject/Course details**

Subject / Course name:  School code:   Option class course  
 Virtual course

Default learning area:  ... for each associated option

Default MOE subject:

Default MOE Code:

---

Options | **Course Endorsement Details**

**Course - Music**

Option Class -

Course Standards: derived from Option Classes -

Option Class	Standard	Code	Level	Int/Ext	Credits
13MU	MUSP3.6	90775 1 E	3	I	8
13MU	MUSC3.6	90527 2 E	3	I	4
13MU	MUSP3.5	90530 2 E	3	E	3
13MU	MUSC3.3	90498 2 E	3	E	8

To remove Standards from this list, they must be removed from the Option Class.

Add an additional Achievement Standard to this Course -

Add an additional Unit Standard to this Course -

Additional Course Standards -

Standard	Code	Level	Int/Ext	Credits

Click the Standard to remove it from this list.

Course Credit Summary -

Level	Internal	External	Totals
1			
2			
3	12	11	23
	12	11	23

This course meets the NZQA criteria for Course Endorsement.  
 Endorseable

Illustration 21 : Course endorsement details tab

Select the required Option Class from the dropdown to display the standards for this Option Class Course. Different additional standards can be added for each Option Class Course.

The credits summary shows how many credits, both internal and external, from the option class standards plus additional standards, can be gained in this course. Where the course meets the NZQA's requirements to be endorseable, the 'Endorseable' check-box is enabled by default but can be changed. If some standards are removed from a course so that it no longer meets NZQA requirements for endorsement, the check-box will be un-checked and disabled. If another standard is then added, the software recognises the course now meets the requirements again, but the course must be set to endorseable, ie. the automatic setting of the course happens once only for courses which currently exist. For creating a new course, the box must be specifically checked.

A Virtual Course will only have additional standards. The Option Details will not be displayed for a Virtual Course.

**Subject/Course details**

Subject / Course name  School code   Option class course  
 Virtual course

---

Course Endorsement Details

**Course - Languages and Culture**

Add an additional Achievement Standard to this Course -

Add an additional Unit Standard to this Course -

Additional Course Standards -

Standard	Code	Level	Int/Ext	Credits
CHIN2.5	90386 2 E	2	E	3
SPAN1.3	90127 4 E	1	I	3
SOST2.3	90273 1 E	2	I	6

Click the Standard to remove it from this list.

Course Credit Summary -

Level	Internal	External	Totals
1	3		3
2	6	3	9
3			
	9	3	12

Endorseable

Illustration 22 : Virtual Course display



5.2.9 The Selected Course on the Student's Standards screen

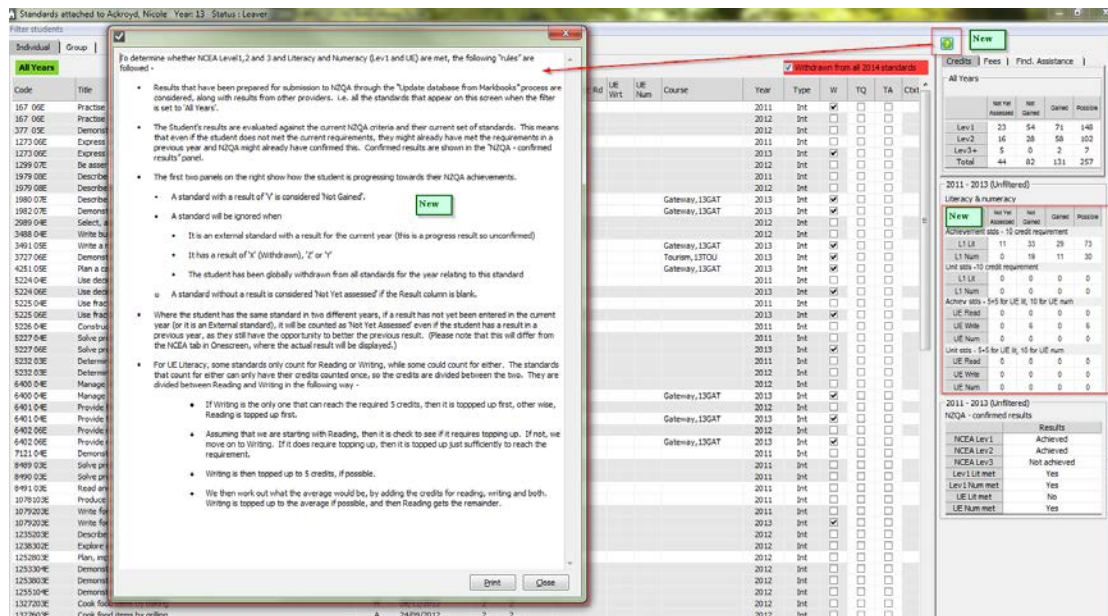


Illustration 23 : Student standards screen

Further clarification from the ? symbol on the right is provided around the rules; and columns provided as required for update to credits in 2014.

The student's standards and results are transferred from markbooks to the Student's Standards page via CMAdmin, >NZQA Utilities >Global Processes >Update Database from Markbooks, for the selected mark books. This process also attempts to update the Course on each of the student's standards, assigning a course wherever possible. A default course will be set where the course is missing, if it is possible for the current year only. If changes are made to the course set-up or new standards are added to a course, these will be accommodated with the next global update.

On the Student's Standards screen, the course is displayed in the Course column for each standard. Where a standard appears in more than one course, select a different course for that standard from the drop down (indicated by the green triangle) in the course column. The NZQA allows each standard to be used for one course only for the purposes of course endorsement.

Option Class Courses: both the Subject and the Option class will be displayed

Virtual Courses: only the course name will be displayed.

All possible courses are shown, even if the course is currently not able to be endorsed.

Each course is identified by a course code and a course name. Course names, eg. as published in the school's curriculum handbooks and reports to parents, will be included in students' result notices.

Some points to note:

- Course endorsements are gained at the level of the lowest level standard included in the eligible credits. Therefore care should be taken with a course name that

contains a level number and which has assigned to it one or more standards from another level. A student's result notice could state, for example, *Level 3 Applied Mathematics Endorsed with Excellence at Level 2*, if the 14 eligible credits include one or more Level 2 standards.

- Courses can be tailored for individual students. They may be entered for different combinations of standards for the same course.
- It is not mandatory for all courses to be endorseable (that is, to contain more than 14 credits with a minimum of 3 internally assessed and 3 externally assessed credits).
- It is not mandatory for all entries to be assigned to a course, e.g. some Gateway or first aid standards.
- Standards assessed in a previous year and reported to NZQA in the current year do not count towards a current year's endorsement. For example, a Level 1 Mathematics standard assessed last year in Year 10 should not be added to the student's Level 1 Mathematics course in the current year. It must be reported unassigned to a course.

Where students transfer, the new school will be responsible for setting up the student's new courses to accommodate standards already achieved, wherever possible. Functionality to track and customise course endorsement information will be progressively included in our software following the release of MoE specifications.

### 5.2.10 Printing lists of subjects, options and their standards

The Print List tab allows you to print lists in various formats of the connections between your subjects, their options and, in turn, their attached standards. An example of the printing process, and the options available, is shown below.

The screenshot shows a software window titled 'Options | Course Endorsement Details'. The 'Print List' tab is active. On the left, under 'Printing options', there are three checked options: 'Include options connected to each subject', 'Include options and MOE proportions relating to each', and 'Include the standards connected to each option'. Below these are two 'Or' sections with unchecked options: 'Include just the standards connected to each subject' and 'List standards connected to more than one option'. A 'Print' button is at the bottom left. On the right, a preview window shows a table with columns for 'Subject', 'MOE code', and 'Local code'. The table is divided into sections: 'Subject', 'Options', 'Standards', 'New Zealand Studies', and 'Visual Arts'. Each section lists various options with their respective MOE and local codes.

Illustration 24 : The various printing options

### 5.2.11 Reporting course information to NZQA

Information on the Achievement 2013-2017 project is referred to in the Classroom Manager User Guide under the heading Achievement 2013-2017 Export for the Ministry's purposes.

For course endorsement NZQA requires assigning courses to entries in the first file in the year. NZQA will contact any schools which have not provided this information by their 1 July file. These can't be changed after 1 October.

- 1 A course list: all course codes and course names for the school year. An entry may not be assigned to a course if it is not on the course list.
- 2 The course code associated with an entry: the school needs to enter a course code against all entries to make them eligible for course endorsement.

5.2.12 *What you need to do in CMAdmin*

After the course is set up, NZQA Utilities > Connect Standards to Subjects > Course Endorsement Details, on the Subject Specifications form the Course Endorsement Details tab enables school subjects offered to populate with each option class aligned with the selected course. A summary table provides a breakdown of the number of credits attached to the course divided into level, internal/external, and includes totals.

Note: A standard can be attached to more than one course, but a student can only use that standard to endorse one course.

**Course Standards derived from Option Classes -**

Option Class	Standard	Code	Level	Int/Ext	Credits
11FREN	FREN1.1	90878 1 E	1	E	5
11FREN	FREN1.2	90879 1 E	1	I	4
11FREN	FREN1.3	90880 1 E	1	I	5
11FREN	FREN1.4	90881 1 E	1	E	5
11FREN	FREN1.5	90882 1 E	1	I	5
11FREN	FREN1.6	90089 4 E	1	I	3
13FREN	FREN3.1	90558 2 E	3	E	6
13FREN	FREN3.2	90559 2 E	3	I	3
13FREN	FREN3.3	90560 2 E	3	I	3
13FREN	FREN3.4	90561 2 E	3	E	6
13FREN	FREN3.5	90562 2 E	3	E	3
13FREN	FREN3.6	90563 2 E	3	I	3

**Course Credit Summary -**

Level	Internal	External	Totals
1	17	10	27
2			
3	9	15	24
	26	25	51

Illustration 25 : Course standards breakdown

## 6 Connecting standards to markbook columns and the Creation of teachers' dossiers

---

What is covered in this chapter?

Overview of the tasks involved  
 Making the column connections  
 Creating dossiers for subject teachers  
 Updating the database from the markbooks

### 6.1 Overview of the tasks involved

Ensure that each markbook correctly displays in its columns the standards connected to the option associated with the markbook and to make it easy for teachers to access their markbook(s) in order that they may enter students' results. Both of these processes are accessed via 'Specify Markbook Details'.

In order to enable teachers to easily enter their students' results in the NCEA into their subject markbooks, each of the standards attached to the option must be set as a column heading in the option's markbook. This is achieved via this button providing access to the various processes associated with the creation and maintenance of markbooks. These processes were described in detail in the CM user guide – except this process. ALL of this section is important so the red line will not be continued throughout.

### 6.2 Making the column connections

To access this process, click on the button above and you will enter the markbook maintenance screen. The utility we require is accessed via 'Set standard columns' shown below.



Illustration 1 : The button to setting standards' columns

First select those markbooks for which you wish to allocate columns for the unit and achievement standards. In the example below all year 11, 12 and 13 markbooks have been selected.

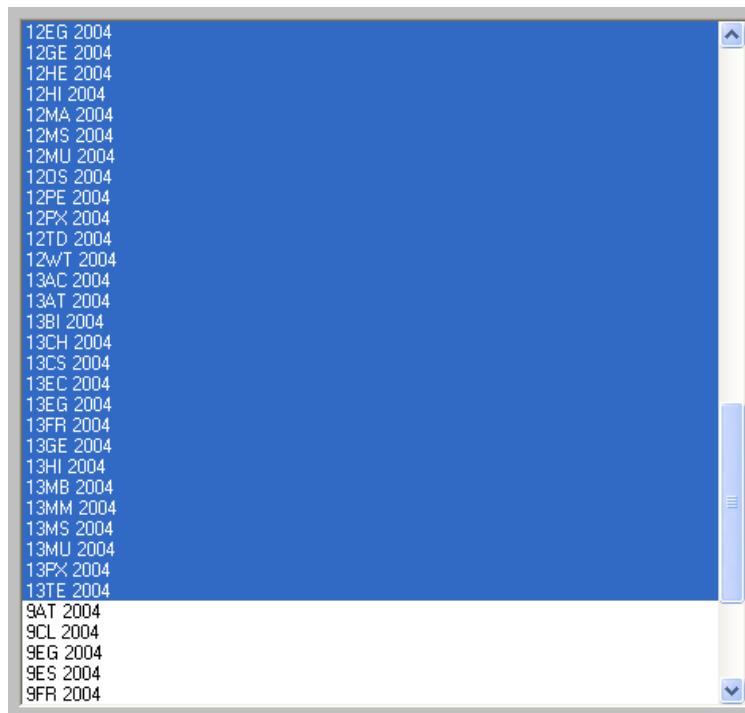


Illustration 2 : Selecting the markbooks concerned

Now click 'Set standard columns', which will take you to the following screen.

**Global specification of NCEA columns**

In order to record FINAL results for each Achievement Standard (or Unit Standard), you must specify which column in a markbook holds that final result.

An excellent practice is to use the SAME set of columns in each markbook for the final result for each standard attached to that subject. This makes the generation of 'generic' subject reports feasible.

You may or may not wish to leave intervening columns free for the measurement of progress towards each standard.

Markbook	Stnds	Click to see standards list	Unit	MBk column
11AC 2004	8	ACCD1.1(E),ACCD1.2(E)		
11AS 2004	0			
11AT 2004	4	ARTC1.1(I),ARTC1.2(I)		
11CL 2004	0			
11CP 2004	0			
11EC 2004	7	ECON1.1(E),ECON1.2(E)		
11EG 2004	9	ENGL1.1(I),ENGL1.2(E)		
11ES 2004	0			
11GE 2004	7	GEOG1.1(E),GEOG1.2(E)		
11HE 2004	6	HOME1.1(I),HOME1.3(I)		
11HI 2004	6	HIST1.1(I),HIST1.2(I),HI		
11HO 2004	3	HORT1.7(E),HORT1.6(E)		
11LE 2004	0			
11LM 2004	0			
11MA 2004	9	MATH1.1(E),MATH1.2(E)		
11MD 2004	0			
11MC 2004	0			

Select all options with standards to attach

This is a GLOBAL process, designed to do the initial attachment of all standards to a set of columns across several options in several markbooks.

You may adjust column connections for individual markbook's either via that markbooks individual settings or via the markbook itself.

Select those markbooks for which you wish to specify columns from the left hand table, then set the relevant columns on the right hand columns.

If you specify column numbers for more standards than a subject has then these will be ignored.

Lock all attached column headings

Proceed

**Warning!** If you select ONE markbook and alter existing columns then the data in the markbook will be moved too. If you select MORE THAN ONE markbook and alter existing columns then data will NOT be moved. Only set multiple markbook columns if NO DATA has been entered.

Illustration 3 : The attached standards have been identified

On this screen are listed all of the selected markbooks and, alongside each, all of the standards found connected to the option or options associated with each markbook. Select the markbooks which you wish to process, shown below.

Markbook	Stnds	Click to see standards list	Unit	MBk column
11AC 2004	8	ACCO1.1(E),ACCO1.2(E)	1	
11AS 2004	0		2	
11AT 2004	4	ARTC1.1(I),ARTC1.2(I),	3	
11CL 2004	0		4	
11CP 2004	0		5	
11EC 2004	7	ECON1.1(E),ECON1.2(E)	6	
11EG 2004	9	ENGL1.1(I),ENGL1.2(E)	7	
11ES 2004	0		8	
11GE 2004	7	GEOG1.1(E),GEOG1.2(E)	9	
11HE 2004	6	HOME1.1(I),HOME1.3(I),		
11HI 2004	6	HIST1.1(I),HIST1.2(I),HI		
11HD 2004	3	HORT1.7(E),HORT1.6(E)		
11LE 2004	0			
11LM 2004	0			
11MA 2004	9	MATH1.1(E),MATH1.2(E)		
11MD 2004	0			
11ME 2004	0			

Select all options with standards to attach

Illustration 4 : Selection of the markbooks

The selection above was made using the button below the display to select ALL of the markbooks for which attached standards had been found. To the right of this display is a small grid with the numbers from 1 up to the maximum number of standards found attached to any of the markbooks. In the example above, the maximum number of standards attached to any markbook was found to be nine.

Now you can enter the numbers of the columns in the markbooks which you wish to correspond to the standards. In the example below even numbers from ten onwards have been allocated to the standards. This leaves room between each for a 'Progress' column, of which more later.

Standard	MBk column
1	10
2	12
3	14
4	16
5	18
6	20
7	22
8	24
9	26

Illustration 5 : Specifying the columns

Once you have entered the required column numbers, click 'Proceed'.

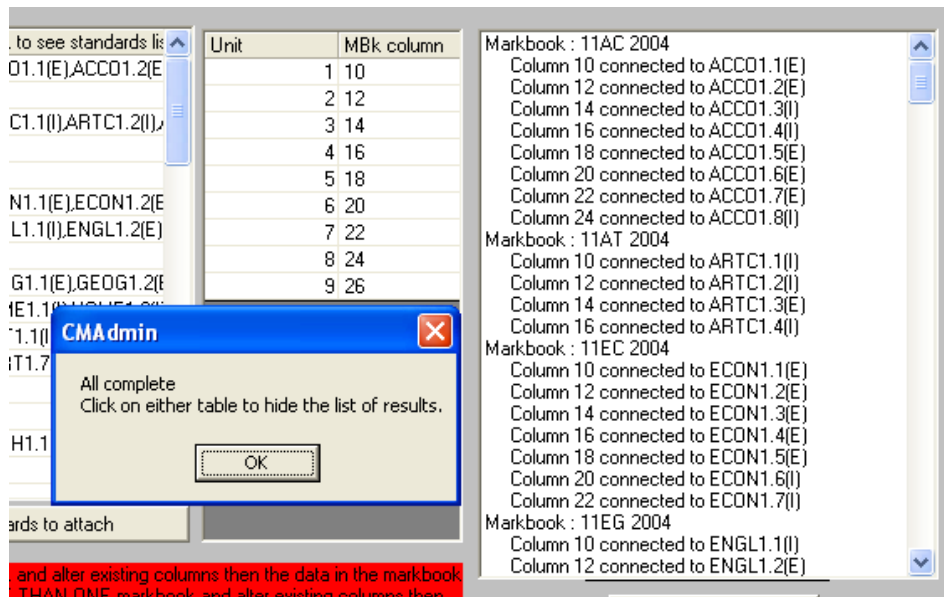


Illustration 6 : The columns have been attached

Once completed a message informs how to hide the display of allocated columns shown on the right. You may print the list of allocated columns and their attached standards. To check that all has proceeded smoothly, return to the main markbook maintenance screen and select an individual markbook. In the example below 12MA 2004 has been selected.

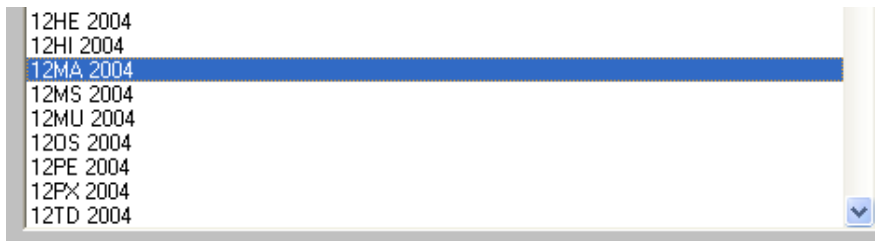


Illustration 7 : Selecting a particular marbook

Now click 'Next' at the bottom of the screen TWICE and the connected columns will be displayed.

**Column headings for the selected markbook**  
N.B. You may, if you prefer, specify column headings directly within each markbook.

No.	Title	Maximum	Date	Weight	H	C	Rules
8					🔒	🔒	
9					🔒	🔒	
10	MATH2.1		9028401E	9999	🔒	🔒	
11					🔒	🔒	
12	MATH2.2		9028501E	9999	🔒	🔒	
13					🔒	🔒	
14	MATH2.3		9028601E	9999	🔒	🔒	
15					🔒	🔒	
16	MATH2.4		9028701E	9999	🔒	🔒	
17					🔒	🔒	
18	MATH2.5		9028801E	8888	🔒	🔒	
19					🔒	🔒	
20	MATH2.6		9028901E	8888	🔒	🔒	
21					🔒	🔒	
22	MATH2.7		9029001E	9999	🔒	🔒	
23					🔒	🔒	
24	MATH2.8		9029101E	8888	🔒	🔒	
25					🔒	🔒	
26	MATH2.9		9029201E	9999	🔒	🔒	
27					🔒	🔒	
28					🔒	🔒	
29					🔒	🔒	
30					🔒	🔒	

Illustration 8 : The connected columns

The example above also illustrates that each standard’s code, version and language are stored as a single entry in the ‘Date’ field of each markbook column. Stored in the ‘Weighting’ column is either 8888 – indicating an internally assessed standard, or 9999 – indicating an externally assessed standard.

### 6.3 Creating dossiers for subject teachers

For teachers to access their markbooks you must create a dossier for each teacher. Each dossier will provide access to one markbook.

From the markbook maintenance screen, select those markbooks for which you wish to have dossiers created, and click on the ‘Create teachers’ dossiers’ button in the top right hand corner of the screen. This button is shown, in its group, below.

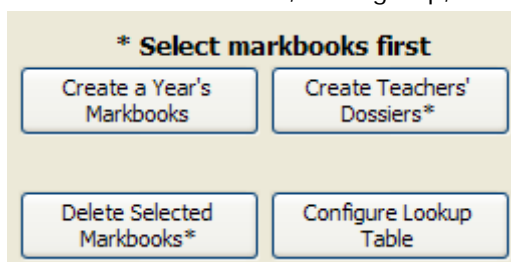


Illustration 9 : The button to create teachers’ dossiers

The dossier creation screen thus accessed, is shown below.



### Dossier creation

The following teachers have been identified as teaching classes in the selected markbooks. Individual dossiers will be created for each of these teachers.

**Heads of Departments**

If you SELECT particular teachers from the list below then they will be treated as heads of departments - ALL students taking the SUBJECT will be included in their dossier(s).

10FRE1Te	Line(s) 1A
10FRE2Pl	Line(s) 1I
10FRE2Te	Line(s) 1H
10GRAPTa	Line(s) 1A 1I
10HEEDBa	Line(s) 1J
10HEEDJa	Line(s) 1J
10HEEDTa	Line(s) 1J
10MATXCa	Line(s) 1E
10MATYAv	Line(s) 1E
10MATZAv	Line(s) 1C
10MTECKn	Line(s) 1H
10MUS1Hu	Line(s) 1D
10PHEDBa	Line(s) 1K
10PHEDJa	Line(s) 1K
10PHEDTa	Line(s) 1K
10SCIEKe	Line(s) 1F
10SCIEWo	Line(s) 1F
10SCIEWa	Line(s) 1F
10SOSTAv	Line(s) 1B
10SOSTWk	Line(s) 1B
10SOSTRo	Line(s) 1B
10SPA1Te	Line(s) 1D
10SPA2Te	Line(s) 1I
11ACCOdn	Line(s) 1B

Select All

Proceed    Cancel

**N.B.** To be successful, this process relies on identifying students in these markbooks. If no students are yet attached to the markbooks then no dossier will be created for each such instance.

**Separate dossiers - non HOD**

Where a teacher has more than one class in a subject :

Create a single dossier containing all classes

Create a separate dossier for each class

Base the student filter on the 'Current option set'  
In this case a) one dossier should last all year provided that the option column does not change and b) you will not be able to EDIT the dossier filter

Base the filter for CORE classes on :

Form Classes classes     Room classes

**Separate dossiers - HOD**

For each HOD (i.e. teachers selected from the list shown) :

Create one single dossier containing all classes

Create a single dossier containing all classes and a separate dossier for each of his or her classes

Illustration 10 : The identified options displayed

On the left side of the screen is a list of the identified subjects involved in the selected markbooks, and each teacher and their option line or lines is displayed, as shown below. On this screen you must indicate, by selecting them, which of the teachers are HODs. Their dossiers will contain all students attached to the relevant markbook.

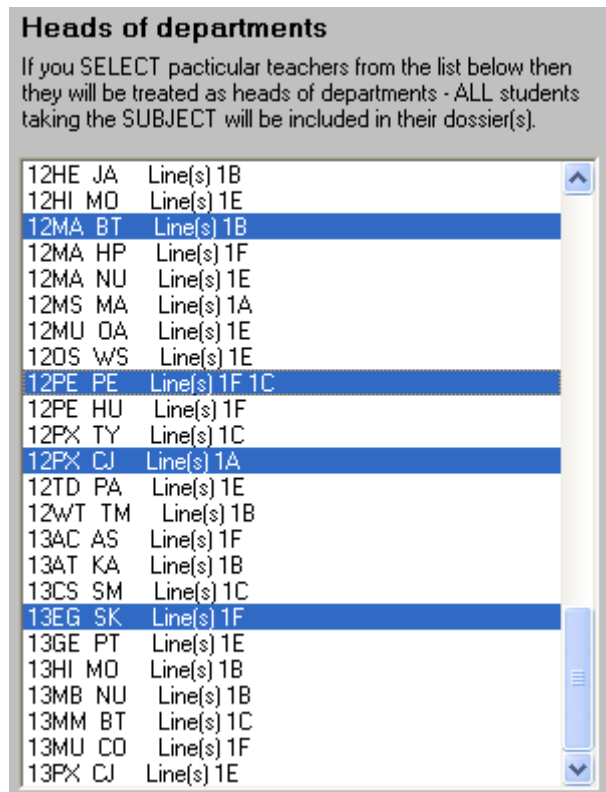


Illustration 11 : Selection of HODs

You do not need to select the others, the non-HODs, as dossiers will be created for EVERYONE listed.

On the right side you have choices to make concerning the dossiers. These are divided into two groups. The first group –the non-HODs – have two options – to have a single dossier for each option class or a single combined one for all of their option classes within a particular subject.

A year-long dossier has been provided allowing for changed option sets. This dossier looks at the 'current' record set to identify students but does not expect that the option in question will be in the same option line throughout the year.

**Separate dossiers - non HOD**

Where a teacher has more than one class in a subject :

Create a single dossier containing all classes

Create a separate dossier for each class

Base the student filter on the 'Current option set'  
In this case a) one dossier should last all year provided that the option column does not change and b) you will not be able to EDIT the dossier filter

Base the filter for CORE classes on :

Form classes       Group classes

---

**Separate dossiers - HOD**

For each HOD (i.e. teachers selected from the list shown) :

Create one single dossier containing all classes

Create a single dossier containing all classes and a separate dossier for each of his or her classes

Illustration 12 : The dossier creation options

In addition, if the dossier is for a CORE subject (in which case all of the students in a particular class will be included, then you must select whether the core classes are based on your school's horizontal groupings (e.g. form classes) or on vertical groupings (e.g. tutor groups).

Finally, for the HODs, you have the option of creating either one single dossier with all classes in the subject, or the same (one single dossier) plus a further dossier containing just the HOD's class or classes. Once you have made your decisions, click on the 'Proceed' button and the dossiers will be created.

At the conclusion of the process you might receive the following message indicating that it was not possible to create dossiers for one or more staff members as they were not identified in the staff database. (Each dossier includes the teacher's details from the database which include their logon (entry) code and their password. If these cannot be found then a dossier cannot be created).

At the bottom of this list are two buttons. The one on the left will cause a list of the unidentified teachers to be printed. The 'No' button will simply hide the message.

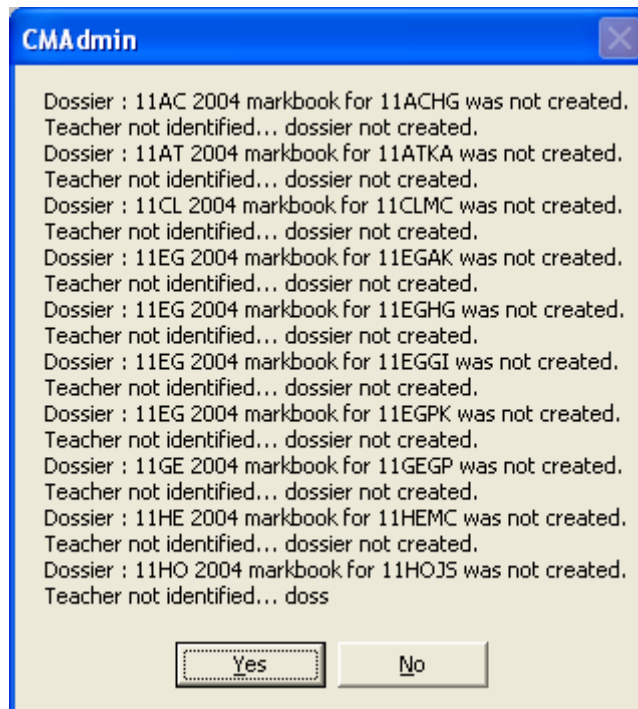


Illustration 13 : Unidentified teachers!

The list of dossiers created is displayed in the left hand panel, as shown below.

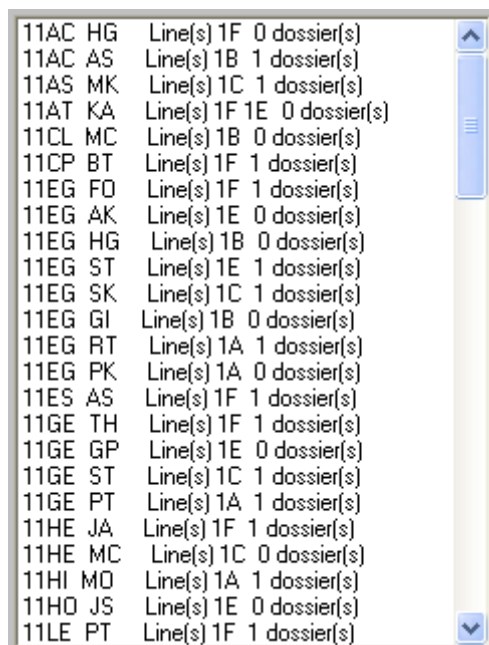


Illustration 14 : Dossiers have been created

Returning to 'teachers and their dossiers' you can visit a particular teacher's dossier list and the new ones will be in evidence. An example of such a list is shown below.

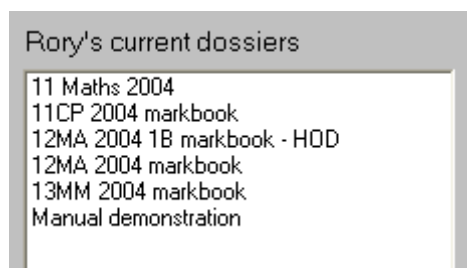


Illustration 15 : One teacher's list

## 6.4 Updating the database from the markbooks

So far, all of the options for the year are in place, and students have had their individual choices allocated. These are now stored in columns in the database. We have attached standards to options and options to subjects. The markbooks have been created (ensuring that all students are connected to their markbooks) to which we have also attached the standards by way of the markbook columns. So, as a result, each student is 'connected' via the markbooks to all of his or her standards.

A final step remains: to have each student's standards 'registered' under their name in the NZQA section of the database. While this is done automatically whenever a result is entered for a standard in a markbook for a student, the 'registrations' are not yet done. Every so often, as a teacher leaves a markbook, an automatic check is performed to ensure that all 'registrations' are up to date for that markbook.

The process to 'register' all standards from all markbooks for all students into the NZQA section of the database is done via the 'Global Processes', described later in 'Submitting results to NZQA'. We shall include the small relevant part of that chapter here to allow you to complete the initial tasks for the year.

The main screen for this purpose follows, and you will see the markbooks for the year listed down the left hand side of the screen. Select one or more of the markbooks (you'll probably select them all) and click on the 'Proceed' button.

Each markbook will be processed in turn and the results of the process will be displayed in the list on the right hand side of the screen. This lists the standards attached to each markbook, followed by each student within the markbook, showing their result previous to the update, and the result subsequent to the update. The two columns should, or course, always be the same as, when a result is recorded in a markbook, it is automatically updated into the NZQA section of the database at the same time.

The following two illustrations show both the selection and updating processes.

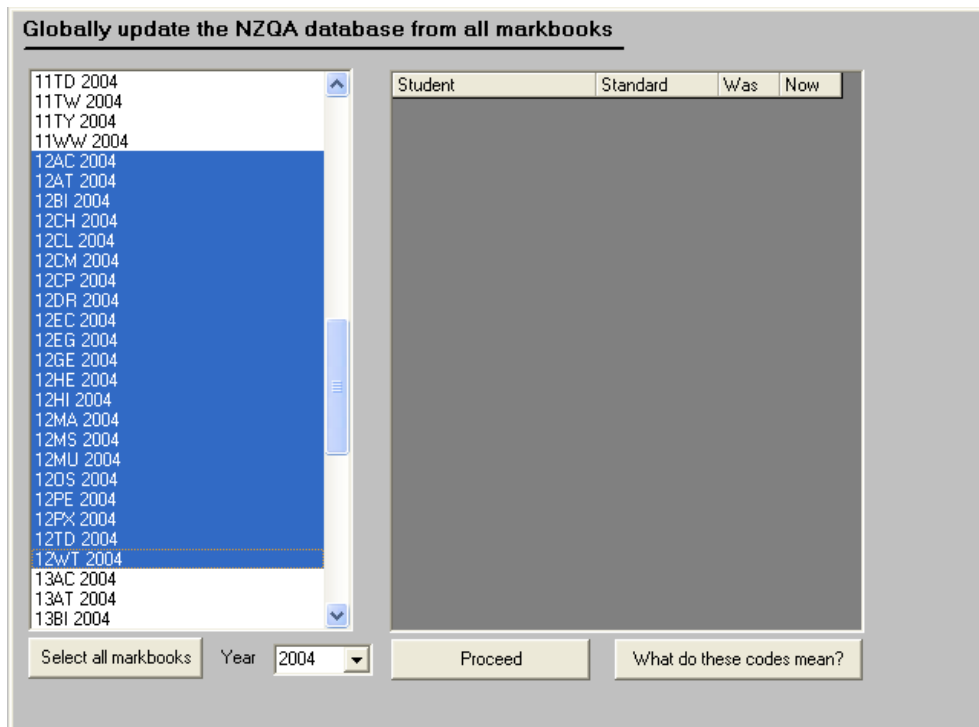


Illustration 16 : The selection of markbooks for processing

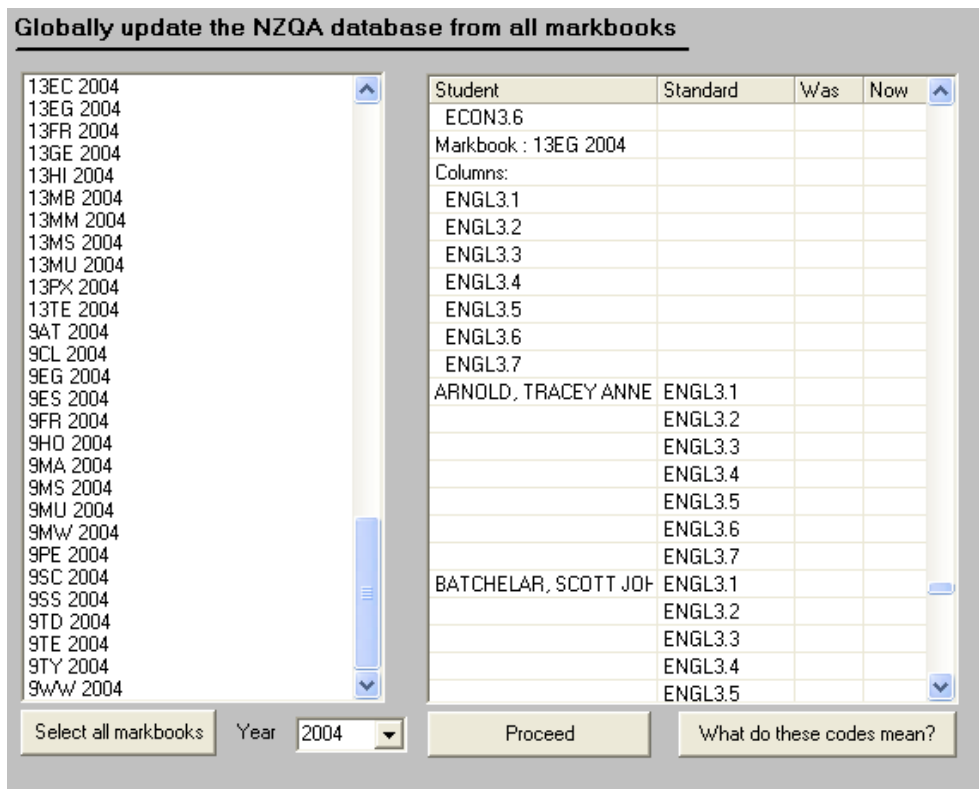


Illustration 17 : The updating processed displayed

## 7 Student NZQA Fee billing

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What is covered in this chapter?

Overview of the tasks involved  
 Clearing out the previous year's details  
 Clearing details using global zaps  
 Clearing details via the NZQA 2004 Financial document  
 Billing students for their NZQA fees

### 7.1 Overview of the tasks involved

Your goal here is to have the various NZQA fees correctly identified for each student and to obtain suitable documents (invoices / summaries) to meet your school's needs. Click 'Student billing'.

The tasks involved are:

- Clearing out the previous years' fees from students' records
- Making the various decisions concerning the printing of invoices or summaries
- Carrying out the printing process.

Once again, the use of the red line to indicate sections of importance has not been used as, in this section, all of the steps are important.

### 7.2 Clearing out the previous year's details

During the year, as fees are determined, and payments received – information concerning these amounts is recorded against each student and held in the database. The first step, before going into the billing routine is to ensure that any remaining details from the previous year have been cleared away in readiness for the new year.

This can be done in two ways.

1. Under the area of 'Global utilities' there are some processes available to assist you in this regard.
2. Alternatively, you can visit the document in CMTeacher titled 'NZQA 2004 Financials' (or its equivalent for the current year) and, via grid mode, remove the obsolete information.

#### 7.2.1 *Clearing details using global zaps*

The global zaps are accessed via the following button on the NZQA Utilities screen. Click 'Global processes'.

Down the left side of the global processes screen are several buttons. Near the bottom click 'Global zaps' to access the 'Global zaps' screen. This screen, shown below, offers several rapid processes to treat all students in one step.

The first three 'zaps' are shown below and this first, in particular is very useful to you in removing all details relating to students' NZQA fees from the previous year. Do NOT run it

DURING a year after fees for the current year have been entered as these too will be removed.

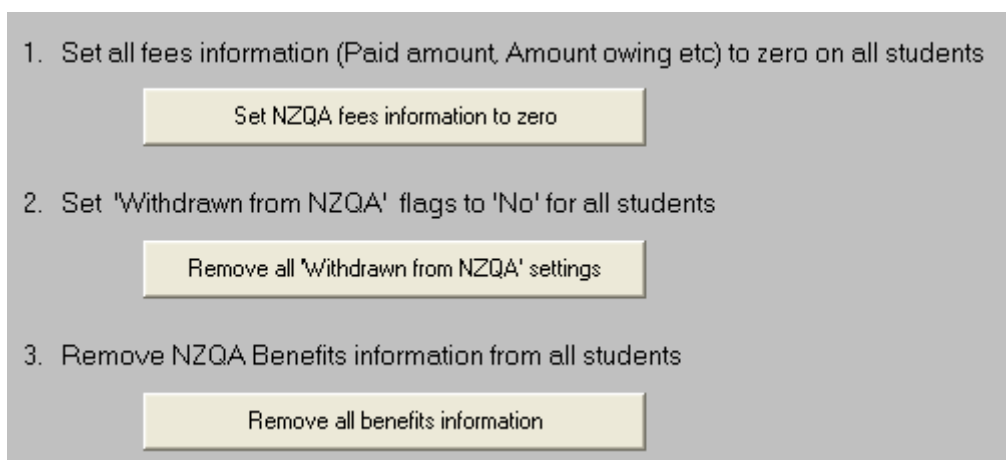


Illustration 2 : Three useful 'zaps'

You may wish to apply the other two 'zaps' shown, as they clear the way for the new year's information too.

7.2.2 *Clearing details via the NZQA 2004 Financial document*

IF you are familiar with the use of documents in CMTeacher you might prefer the following method of removing data globally because, in this process, you can see the data you are about to remove.

Enter CMTeacher and identify the NZQA 2004 document (or its equivalent for the current year). An arrow points out the document in the following illustration.

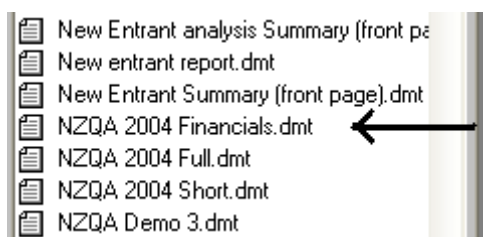


Illustration 3 : The CMTeacher document

Click on the document title and it will be displayed for the first student in the current filter, an example of which is shown below. You should, of course, enter CMTeacher with the right to view 'All documents' and you should NOT select a dossier, as you will wish the following process to apply to all students.



## NZQA Financial details

**Student : ALDERTON, KELVIN GEOFFREY**

**Status : Full time**  
**This year : 11**

---

**Financial assistance details**

Financial Assistance type:

Benefit Number:

Application ID:

**Billing details**

Fees billed:

Fees paid:

Fees owing:

NZQA Fee:

NZQA Fee lock:

**Historical details**

NZQA Billing 2002:

NZQA Billing 2003:

Illustration 4 : An example of the document

Click in the small 'Grid' button in the bottom left hand corner of the screen below the document and you will enter 'grid mode' where all of the students are listed down the side of the screen and all of the columns for the document are displayed across the top of the screen.

Next, column by column, right-click in the column heading and select the menu trail shown below. Using this utility you can remove all data from students in the selected column.

Fees owing	NZQA Fee	NZQA Fee lock	Application ID
150.00	150.00		
75.00	75.00		
150.00	150.00		
.00	.00		
.00	.00		

- Ascending Sort ▶
- Descending Sort ▶
- Standard Sorts ▶
- Apply Quick Filter
- Reset Sorts and Filters
- Column data functions ▶
- Hide Column
- Show All Hidden
- Insert Blank Column
- Edit Lock
- Edit Lock ALL columns

- Fill this column with...
- Clear this column**
- Apply a formula to this column
- Copy a conversion from another column
- Reapply ALL formulae
- Display column statistics
- Copy column heading to clipboard

Illustration 5 : Clearing data from a column in grid mode

The columns which you should clear are the five on the right hand side of the document :

- Fees billed
- Fees paid
- Fees owing
- NZQA fee
- NZQA Fee lock

Once you have done this you are ready to proceed with billing students for their NZQA fees for the new year.

### 7.3 Billing students for their NZQA fees

The screen for this process, accessed via 'Student billing', is shown below. See the end of this section for details of printing for window envelopes, and the removal of the step numbers.

Illustration 6 : First view of the billing screen

Down the left side are the various steps, which include :

- Whether or not you wish to have the fees recorded into either Pupil Files or Student Manager as students' debts.
- The format of the printed results
- Which students are to be printed.
- The order of printing.

N.B. Depending on your selection of various options, the step numbers may change as some steps are either removed or inserted. As a result, the step numbers below may not match those on your screen

#### Steps 1 and 2 – Recording debts in Student Manager

If you wish to have students' fees recorded in your student financial system, then click in the 'Yes' option button in step one.

This will cause the relevant list of billable items to be displayed, from which you should select the item corresponding to NZQA fees. Example of each are shown below.

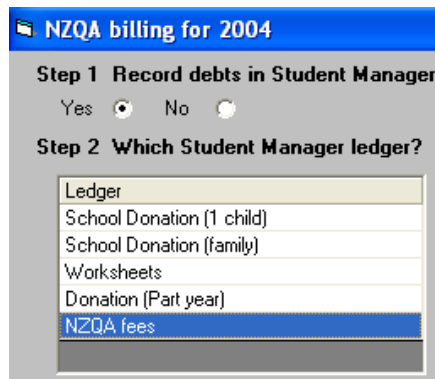


Illustration 7 : Connecting to Student Manager

NOTE: A new step has been inserted at step 3 which, if you have elected to print individual student invoices, allows you to have these printed with the students address in the correct position for a window envelope. See the end of this chapter for further details.

**Step 3 – the selection of the billing format**

There are six possibilities, shown below.

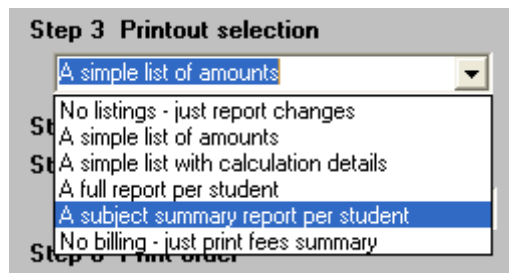


Illustration 8 : Selection of billing format

The fourth and fifth will result in the printing of an individual document (invoice) for each student. The others produce summary lists in a single document. Examples of these are provided later.

**Step 4 - Only print if the amount has changed**

Ticking this option allows you to complete an entire billing run, generating new invoices just for those for whom the total fee has changed.

**Step 5 - Process which students**

The popup menu shown below lists all year levels and, in addition, offers four further choices. 'Bill individual students' allows you to select one or more particular students for billing.

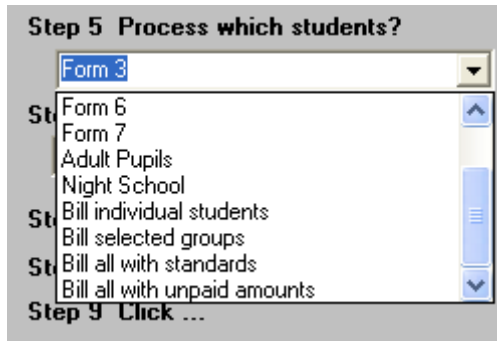


Illustration 9 : Selection of students

**Step 6 – Print order**

This step, shown below, will not be available if you have, in the previous step, chosen to bill either individual students or individual groups.

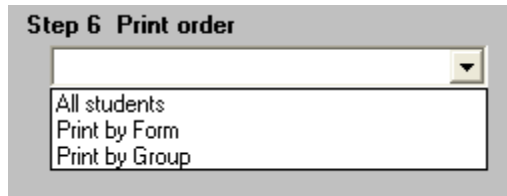


Illustration 10 : Selection of print order

**Step 7 – The addition of notes**

It is possible for you to have a common note before the invoicing details on the document, or after them, or both.

If you click on the small white area to the right of this step then a window will appear via which you can specify the note or notes which you wish to appear on the printed invoices.

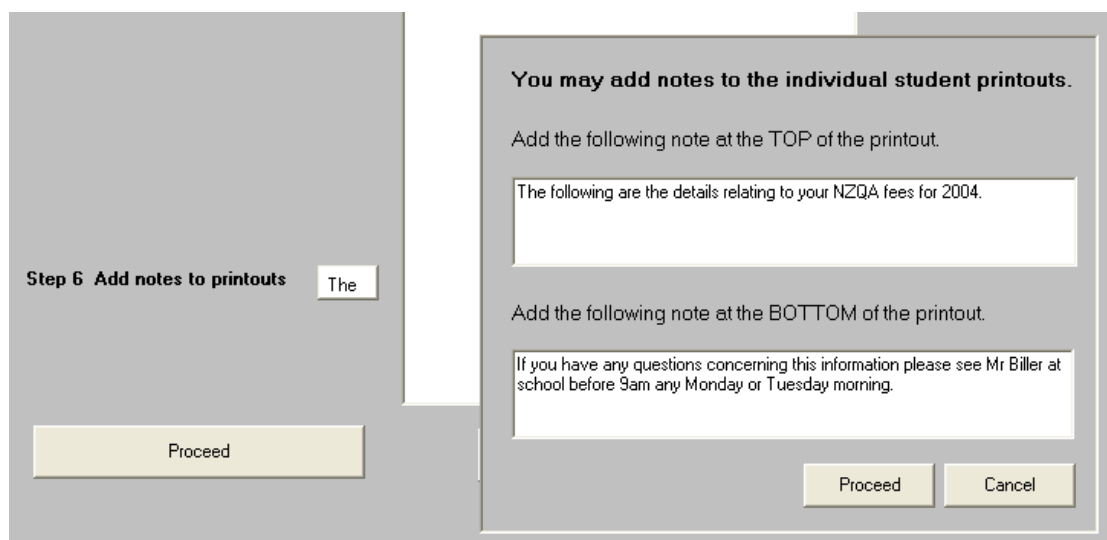


Illustration 11 : Entry of notes to appear on bills

**Step 8 – Proceed**

Once you reach this step, and click 'Proceed' the following message will appear, allowing you to confirm your intentions.

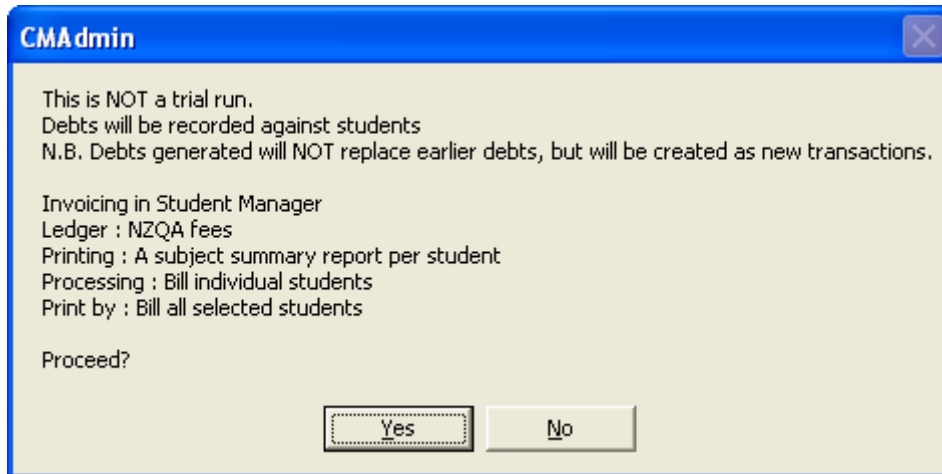


Illustration 12 : A cross-check before proceeding

If you have elected to print for individual students then a list of them will appear from which you can make your selection.

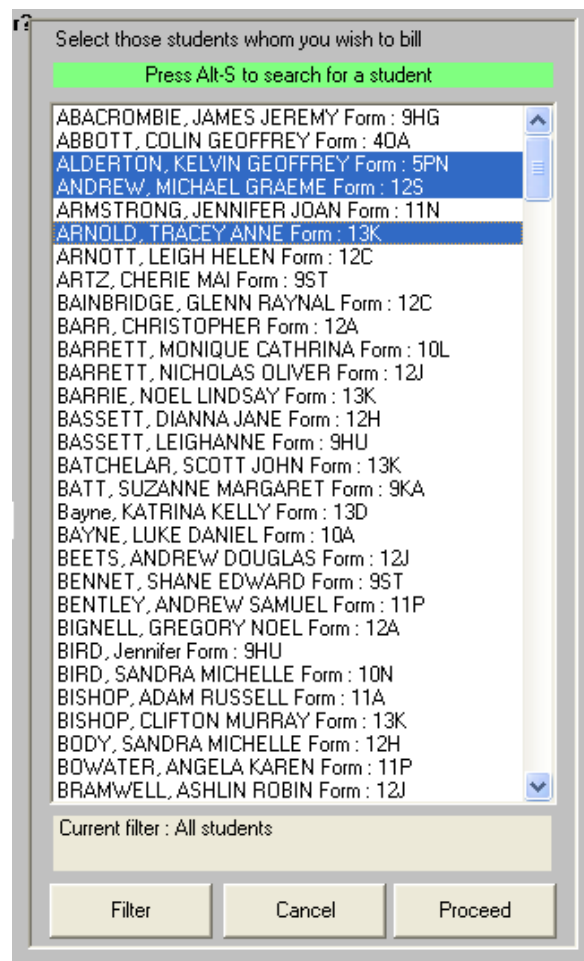


Illustration 13 : Selection of individual students

The button on the left below this list allows you to apply a filter to it in order to reduce the number from whom you are selecting to a manageable amount. The filter appears, as shown below.

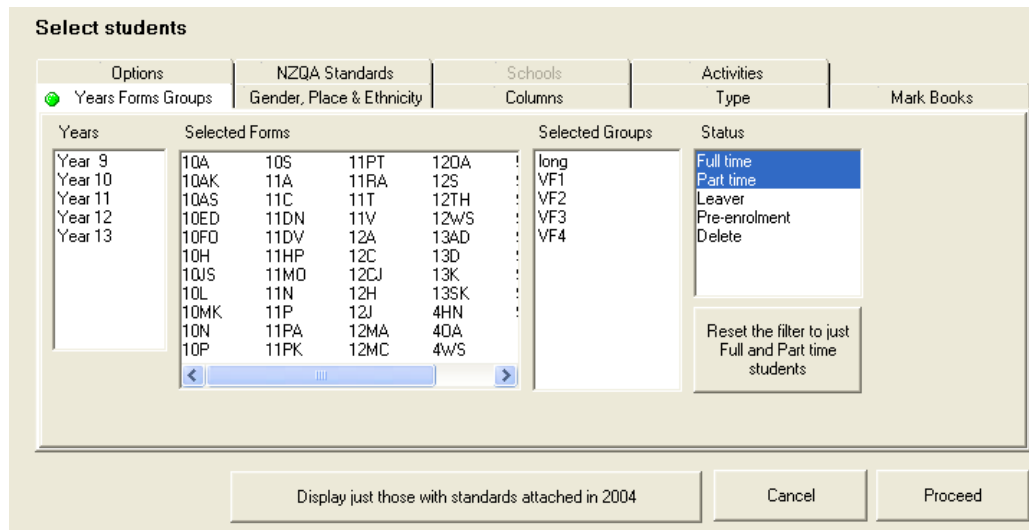


Illustration 14 : The student filter

During the printing process a list will be displayed, showing the details of each student as they are processed. An example of this list is shown below.

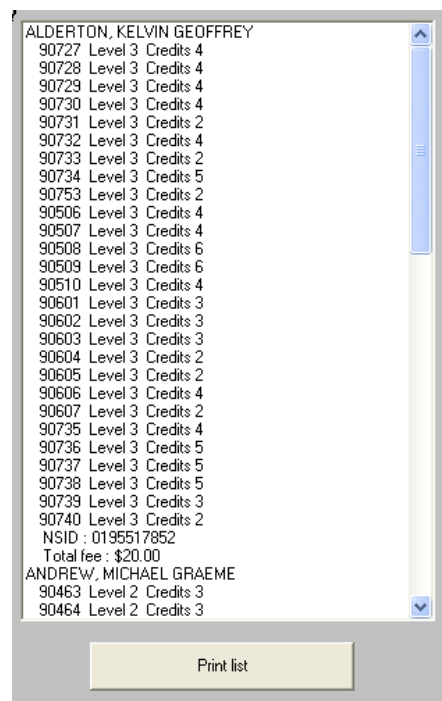


Illustration 15 : The progress report

The following are examples of the document you can produce.

1. An individual student's invoice, including subject summary. (Note the bracketed line concerning financial assistance)

**Student : ALDERTON, KELVIN GEOFFREY**

NZQA NSI : 0195517852  
 Level : 15  
 New Zealand resident : Yes  
 Form : 5PN  
 Group : VF1  
 D.O.B. : 09/12/1982  
 Address : 14 HADFIELD STREET , LEVIN

The following are the details relating to your NZQA fees for 2004.

Subject summary

Subject	Level	Credits
13BI	3	31
13EC	3	24
13GE	3	19
13HI	3	24

Total NCEA credits	98	\$20.00
Total NZQA charge		\$20.00
<b>Total Amount Due (includes G.S.T.)</b>		<b>\$20.00</b>

(The above totals have been adjusted for financial assistance rebates)

If you have any questions concerning this information please see Mr Biller at school before 9am any Monday or Tuesday morning.

Illustration 16 : An example of an invoice

2. A portion of an invoice without financial assistance.

Subject summary

Subject	Level	Credits
12BI	2	24
12EG	2	24
12PE	2	24

Total NCEA credits	72	\$150.00
Total NZQA charge		\$150.00
<b>Total Amount Due (includes G.S.T.)</b>		<b>\$150.00</b>

Illustration 17 : the Subject summary

3. A portion of a 'Full report' student's invoice.

The following are the details relating to your NZQA fees for 2004.

Code	Title	Subject	Level	Credits	Type
90018	ARTC1.1 - Research art and artworks from Māori and European traditions and their contexts	11AS	1	3	A/S
90019	ARTC1.2 - Use drawing processes and procedures	11AS	1	5	A/S
90020	ARTC1.3 - Generate and develop ideas in making artworks	11AS	1	12	A/S
90021	ARTC1.4 - Extend ideas in other media and techniques	11AS	1	4	A/S
90052	ENGL1.1 - Produce creative writing	11EG	1	3	A/S
90053	ENGL1.2 - Produce formal writing	11EG	1	3	A/S
90054	ENGL1.3 - Read, study and show understanding of extended written text(s)	11EG	1	2	A/S
90055	ENGL1.4 - Read, study and show understanding of a number of short written texts	11EG	1	2	A/S
90056	ENGL1.5 - View/listen to, study and show understanding of a visual or oral text	11EG	1	2	A/S
90057	ENGL1.6 - Read and show understanding of unfamiliar texts	11EG	1	3	A/S
90058	ENGL1.7 - Deliver a speech in a formal situation	11EG	1	3	A/S
90059	ENGL1.8 - Produce a media or dramatic presentation	11EG	1	3	A/S
90060	ENGL1.9 - Research, organise and present information	11EG	1	3	A/S

Total NCEA credits	48	\$75.00
Total NZQA charge		\$75.00
<b>Total Amount Due (includes G.S.T.)</b>		<b>\$75.00</b>

Illustration 20 : Part of a detailed individual invoice

4. At the conclusion of the printing run, a list of the beneficiaries involved is printed.

Beneficiaries	
ALDERTON, KELVIN GEOFFREY	Benefit (Number = 999111)

Illustration 18 : The list of beneficiaries

5. A summary-only printout.

Student	NSN	Level	Form	Group	Bnft	NCEA credits	SFC subjs	Sch subjs	Total Fee
ANDREW, MICHAEL GRAEME	0092847562	12	12S		No	72			\$150.00
ARNOTT, LEIGH HELEN		12	12C	VF1	No	33			\$75.00
BAINBRIDGE, GLENN RAYNAL		12	12C		No	33			\$75.00
BARR, CHRISTOPHER		12	12A		No	33			\$75.00
BARRETT, NICHOLAS OLIVER		12	12J		No	33			\$75.00
BASSETT, DIANNA JANE		12	12H		No	33			\$75.00
BEETS, ANDREW DOUGLAS		12	12J		No	33			\$75.00
BIGNELL, GREGORY NOEL		12	12A		No	33			\$75.00
BODY, SANDRA MICHELLE		12	12H		No	33			\$75.00
BRAMWELL, ASHLIN ROBIN		12	12J		No	33			\$75.00
BROOKIE, DONELLA ELIZABETH		12	12S		No	33			\$75.00
BURNS, LAUREN MEREDITH		12	12A		No	33			\$75.00

Total amount billed : \$975.00

Illustration 19 : A billing summary

A recent change has been the inclusion of the ability to print student invoices ready for window envelopes. The main screen has been modified, as shown below.



**Printout selection**

A full report per student

**Print for window envelope**

**Only print if amount changed**

Illustration 20 : The envelope printing option

This option only appears if you have selected either a full report per student or a subject summary report per student in the printout selection above.

As this selection, and other in other steps, causes one or more steps to be hidden, it was decided to remove the step numbers from each line on the screen.

An example of a document produced for a window envelope is shown below.

**To the Parent(s)/Guardian(s) of  
ARMSTRONG, JENNIFER JOAN  
26 STRATHMORE AVENUE  
LEVIN**

---

**Student : ARMSTRONG, JENNIFER JOAN**

NZQA NSI:  
Level : 11  
New Zealand resident : Yes  
Form :  
Group : VF 1  
D.O.B. : 21/05/1988  
Address : 26 STRATHMORE AVENUE, LEVIN

Subject summary

Subject	Level	Credits
11AC	1	28
11GE	1	24
11MA	1	24
11MU	1	24
Standards not attached to subjects	1	48

Total NCEA credits	148	\$150.00
Total NZQA charge		\$150.00
<b>Total Amount Due (includes G.S.T.)</b>		<b>\$150.00</b>

Illustration 21 : An example of an invoice printed for a window envelope

## 8 Students' standards

What is covered in this chapter?

Overview of the tasks involved

Accessing students' standards via CMAAdmin

Accessing students' standards via CMTeacher

### 8.1 Overview of the tasks involved

Your goal here is to ensure that the information relating to an individual student with respect to their NZQA details is correct.

The tasks involve :

- Monitoring the standards attached to each student and their results
- Managing their submission status for all or individual standards
- Monitoring their financial fees and assistance details
- Ensuring that the provider of each standard is correct
- Ensuring that any requests for Te Reo papers or answers are correct

### 8.2 Accessing students' standards via CMAAdmin

Generally the individual subject teachers ensure they have entered the correct result against students' standards via either their markbooks, or via documents which display information from the markbooks. However, as Administrator, use 'Students' standards' to monitor this process.

Access students' records in CMAAdmin via 'Students' Standards', and the main screen for this purpose is shown below.

Illustration 1 : The NZQA screen for an individual student

This summary reflects updated changes for UE requirements in 2014 including 10 credits (formerly 8). The student's NZQA enrolment can be removed also from this screen. On the left of the screen are the student's standards. On the right is a panel containing information tabs and buttons. At the far right is a vertical bar titled 'Utilities tray'.

Firstly, as all of this student's standards are displayed including standards from several years, use 'Apply a filter to the display' towards the bottom right of the screen. This causes the following window to appear, via which you have a wide range of choices enabling you to identify particular categories of standards.

See 'Year' filter in the top right corner and request just those standards taken in 2013. Some of the following screen captures relate to the screen as it used to be, and new columns have been added.

You can filter on standards at particular levels, on unit and/or achievement standards, on those for which certain results have been achieved, and for those attached to a certain option or subject.

Illustration 2 : Applying a filter to the standards

As a result of the filter, only standards for that year are now displayed for our student. (The display will show the chosen year's standards – and changes to reflect eg. new result codes)

There are several columns containing information relating to the standards. One in particular, headed 'W', allows you to withdraw the standard from the student's submission to NZQA. Click in this column and, as shown below, individual standards receive ticks indicating that they have been withdrawn.

9043401E	PHED2.3 - Describe principles and methods of train	2	2	123	2004	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9043501E	PHED2.4 - Describe and apply principles of skill lea	2	2	123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9043601E	PHED2.5 - Demonstrate performance in two contra	2	5	123	2004	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9043701E	PHED2.6 - Investigate the sociological significance	2	3	123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9043801E	PHED2.7 - Explore leadership strategies in a group	2	3	123	2004	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9043901E	PHED2.8 - Demonstrate knowledge of safety issue:	2	3	123	2004	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9045701E	BIOL2.1 - Carry out a practical biological investigati	2	3	123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9045801E	BIOL2.2 - Research an applied biology technique	2	2	123	2004	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9045901E	BIOL2.3 - Describe concepts and processes that re	2	3	123	2004	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9046001E	BIOL2.4 - Investigate an interrelationship or pattern	2	3	123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9046101F	BIOL2.5 - Describe concepts and processes relat	2	2	123	2004	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Illustration 4 : Individual standards are withdrawn

At the top right corner are two check boxes. Click the green question mark for additional help in this area.

The screenshot shows the 'Filter students' window. At the top right, there are two checkboxes: 'No NZQA Enrolment in 2014' (checked) and 'Withdrawn from all 2014 standards' (unchecked). Below the table, a summary table shows the following data:

	Not Yet Assessed	Not Gained	Gained	Possible
Lev1	0	0	157	157
Lev2	0	0	0	0
Lev3+	0	0	0	0
Total	0	0	157	157

Illustration 4a : No NZQA Enrolment in [current year] field

The first checkbox “No NZQA Enrolment in [current year]” enables the removal of a student’s NZQA enrolment via the submission process, if it was created in error.

The second enables you to withdraw ALL standards for the student. Tick in this box and, as shown below, all standards will be withdrawn.

Prov.	Year	Type	W	TQ	TA	Ctxt
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
123	2004	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Illustration 5 : All standards have been withdrawn.

Withdrawn standards are still submitted to NZQA during a submission run, but they have their 'Withdrawn' flags set to 'True'. Fortunately, re-clicking in this box causes the previous action to be undone, leaving just those standards which were previously individually withdrawn with their ticks in the 'W' column.

Columns headed 'TO' and 'TA', allow you to request that the paper for this student be in Te Reo, and that his or her answers will be in Te Reo respectively. These two pieces of information are forwarded to NZQA via the submission process. Those standards which qualify have highlighted boxes around the entries, as shown below.

84 2005	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
84 2005	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
84 2005	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
84 2005	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84 2005	Ext	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
84 2005	Int	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
84 2005	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Illustration 6 : The two Te Reo columns

Two columns in the centre of the display allow you to enter the results for individual standards for this student. Of course, this process is normally done via the markbook but a student can take individual standards which are not attached to markbooks. Their dates of completion are automatically added at the same time.

id	code	date	2	3
mal t	A	03/06/2004	2	3
writi	A	03/06/2004	2	3
en te	A	03/06/2004	2	3
visi	A	03/06/2004	2	3
re id	N	03/06/2004	2	3
opic	N	03/06/2004	2	3
lar e	N	03/06/2004	2	3
ncipl	E	03/06/2004	2	3
trair	E	03/06/2004	2	2
lllea	E	03/06/2004	2	2
ntra	M	03/06/2004	2	5
ance	M	03/06/2004	2	3
oup	M	03/06/2004	2	3
sue:	M	03/06/2004	2	3
igati	X	03/06/2004	2	3
ue	F	03/06/2004	2	2
st re			?	?

Illustration 7 : The entry of standard's results

Two other columns relate to the provider and their location. Normally this will be your own school and the location will be 01. Where you need to specify a different provider/location combination for a particular standard being taken by an individual student, record details here. The provider/location combination required can be selected from the pulldown menu, as shown below.

1	4	217	1	2006	Int	<input type="checkbox"/>
1	2	217	1	2006	Int	<input checked="" type="checkbox"/>
1	4	7642		Carter Observatory	1	
1	4	498		Correspondence School	1	
1	3	6007		E.I.T. Hawkes Bay	1	
1	4	8698		FutureCol	1	
1	4	9436		G & H Training Ltd	1	
1	4	8896		N.Z. Red Cross	1	
1	5	217		Napier Girls High School	1	
1	6	6013		Otago Polytechnic	1	
1	3	8224		Porse	1	
1	6	7385		Salty Rock Adventure	1	
1	6	8693		Workforce Consultants	1	
1	3	217	1	2006	Ext	<input type="checkbox"/>
1	2	217	1	2006	Ext	<input type="checkbox"/>
1	4	217	1	2006	Int	<input type="checkbox"/>

Illustration 7a : The selection of provider / location

The specification of the providers can be done via the utilities tray see later in this section. On the right of the screen, and in particular to the small green information panel at the top are three tabs.

The first tab displays the total credits situation for this student, and includes the total credits gained at Level 1 for Literacy and for Numeracy. This display will be expanded in due course to cover other levels.

Credits   Fees   Fincl. Assistance				
All Years				
	Not Yet Assessed	Not Gained	Gained	Possible
Lev1	0	27	113	140
Lev2	4	21	107	132
Lev3+	0	0	0	0
<b>Total</b>	<b>4</b>	<b>48</b>	<b>220</b>	<b>272</b>
-2012 - 2013 (Unfiltered)				
Literacy & numeracy				
	Not Yet Assessed	Not Gained	Gained	Possible
Achievement stds - 10 credit requirement				
L1 Lit	0	46	80	126
L1 Num	0	3	37	40
Unit stds -10 credit requirement				
L1 Lit	0	0	0	0
L1 Num	0	0	0	0
Achiev stds - 5+5 for UE lit, 10 for UE num				
UE Read	0	6	8	14
UE Write	0	2	8	10
UE Num	0	3	35	38
Unit stds - 5+5 for UE lit, 10 for UE num				
UE Read	0	0	0	0
UE Write	0	0	0	0
UE Num	0	0	0	0
-2012 - 2013 (Unfiltered)				
NZQA - confirmed results				
	Results			
NCEA Lev1	Achieved			
NCEA Lev2	Achieved with Merit			
NCEA Lev3	Not achieved			
Lev1 Lit met	Yes			
Lev1 Num met	Yes			
UE Lit met	Yes			
UE Num met	Yes			

Illustration 8 : The student's total credits

Note NZQA literacy and numeracy UE requirements updated to 10 credits in 2014 for. Explanations of the short column headings where necessary display when hovered over (see 'Context').

The Fees tab displays information relating to the fees calculated for, paid by or due from this student for the current year. If you wish to have the fees recalculated click 'Recalculate'. A message indicates that you can print a fees invoice via the 'Utility tray'. You can also check 'NZQA Fee Locked' which will set the NZQA fee displayed and prevent it from being changed.

The 'Fincl. Assistance' tab relates to Financial Assistance. Students are eligible for financial assistance on three counts : Benefit, Income or Family. To receive financial assistance each student must make an application to the NZQA and this MUST be done using an official Application Form which contains an Application ID which is unique to the student's family.

If several members of one family, even if they are attending different schools, wish to apply for financial assistance then they MUST do so using the SAME form.

On the financial assistance tab, shown below, is a button which allows you to print an official application form to allow this student (and other members of his or her family) to apply for financial assistance.

Illustration 10 : The Financial Assistance tab

As the form is printed a new, unique application ID will be allocated, unless the student already has an Application ID obtained from a sibling either at the same school or at another school. In this case you can simply type the Application ID number directly into the last space on the tab.

If you then print the Application form (you should not have to – as one will have been printed for the sibling and the same form must be used for all members of the family), it will include this Application ID.

Illustration 11 : Selecting the benefit type

Alternatively, select the particular benefit from the popup list and a form will be printed. The first step is a window for entering the Application ID, if already known. This window is shown below.



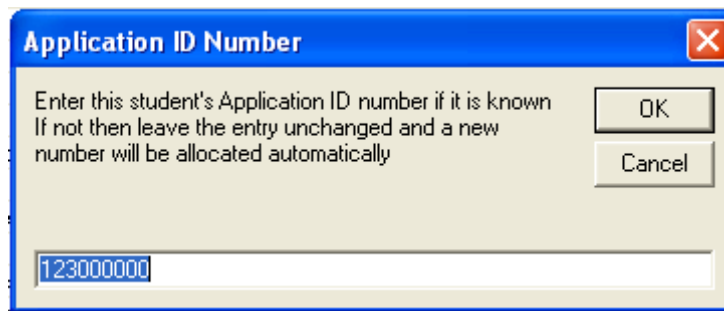


Illustration 12 : Do you already have an Application ID?

If you do NOT already have an ID click 'OK' without changing the existing number displayed. This is NOT the next number which will be issued. If you DO have an existing Application ID for this student, even if it was obtained from a sibling at another school, enter it here.

Click 'OK' to print, with the newly issued number being displayed in the correct position on the tab, as shown below.

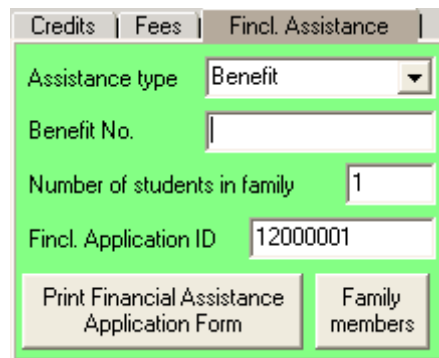


Illustration 13 : The Application ID is displayed

N.B. At this point you should also provide the Benefit number or the Community Card number for the student.

A message reports the successful printing of the document, which can be viewed via the 'Utilities tray', and sent to the printer.

An example of the printed Application Form is shown on the next page. You will notice that it has the student's name printed already, as well as the Application ID in the top right corner.

It is possible to print a number of 'blank' application forms via Global Utilities. These forms will have Application IDs issued and printed on the forms. If you have already printed some then, when you use one for a student, the Application ID on that form is the one which you should enter in the Application ID window above.

### APPLICATION FOR FINANCIAL ASSISTANCE (2004) for National Secondary School Qualifications

**Application number**

**Section A : APPLICANT DETAILS (Parent or Caregiver)** 1 2 3 0 0 0 0 0 1

**Name**    
First Name Surname

**Address**  54 RIMU STREET  
 LEVIN

---

**Section B : CANDIDATE**

Complete this section for all members of your family\* for whom you are applying for financial assistance. Financial assistance is not available for foreign fee paying students.

First Name	Surname	School	Date of Birth	NSN
MICHAEL GRAEME	ANDREW	0123	27/01/1991	0092847562

**Complete only one of the following sections, sign the declaration and send to the first school listed above**

**Section C : BENEFICIARY-BASED APPLICATION**

Complete this section if you are applying for financial assistance on the basis that you receive a Work and Income or Study Link benefit as your main source of income. Note that an administration fee of \$20.00 per candidate or \$30.00 per family is still payable.

**Write your benefit number here**      =>

**Section D : INCOME-BASED APPLICATION**

Complete this section if you are applying for financial assistance on the basis that your joint family income is below the levels set for receiving the Community Services Card. Note that an administration fee of \$20.00 per candidate or \$30.00 per family is still payable.

**If your joint family income would qualify you to receive a card then indicate here**      =>       (tick)

**If applicable write your Community Services card number here**      =>

**Section E : FAMILY-BASED APPLICATION**

Complete this section if you do not qualify for beneficiary or income-based financial assistance but you are applying on the basis that you have more than one candidate in your family\* entering for senior secondary school qualifications.

**Indicate here if you wish to apply for a family benefit remission**      =>       (tick)

**DECLARATION:**

I declare that the information above is correct and that I am eligible to apply for financial assistance. I further agree to provide NZQA with evidence of my income if requested and agree to advise NZQA in writing of any change in circumstance that would render this application invalid

**Signed**       **Date**

\* Refer to the information sheet for the definition of a 'family' for the purpose of claiming financial assistance.  
Printed via MUSAC's Classroom Manager software

Illustration 15 : An Application form for Financial Assistance  
If you have other siblings from your school wishing to be included in the application then it

is a good idea to identify them before printing the form as they will then automatically be included on the printed document. To identify other siblings, click on the button labelled 'Family members' on the tab. This will cause the following screen to appear, from which you can select other siblings.

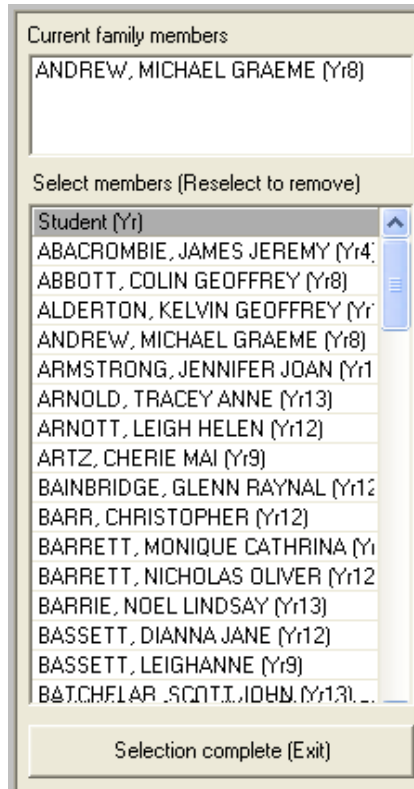


Illustration 16 : Selection of siblings

As a result the small window at the top will display the family members, as shown below.

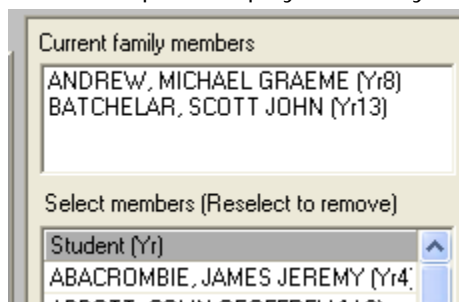


Illustration 17 : Two siblings

Then when you print the application form, both names will appear.

**Section B : CANDIDATE :**  
Complete this section for all members of your family\* for whom financial assistance is not available for foreign fee paying students.

First Name	Surname
MICHAEL GRAEME	ANDREW
SCOTT JOHN	BATCHELAR

Illustration 18 : Both names on the form.

Complete the details on the tab, including the benefit number (if and when it is known) if the assistance is of type 'Benefit', or the Community Card number (if the assistance is of type 'Income'). No entry is required if the assistance is of type 'Family'. An example of the completed tab is shown below.

Credits | Fees | **Fincl. Assistance**

Assistance type: Benefit

Benefit No.: 1357642

Number of students in family: 2

Fincl. Application ID: 123000001

Print Financial Assistance Application Form | Family members

Key  
D = Has withdrawn this standard  
TQ = Te Reo Maori Questions  
TA = Te Reo Maori Answers  
Ctxt = Standard context

Utilities Tray

Illustration 19 : Benefit details are complete.

Now let's turn our attention to the 'Utilities tray', which can be seen as a vertical yellow bar in the illustration above. If you click on the bar then the 'Tray' will slide out across the right hand side of the screen as shown below.

A search is included in the Standards grid in the Utilities tray. Click into one of the two columns shown as follows [Code, Detail] and start typing, and the results are displayed. Click in the header to sort, and a column to search.

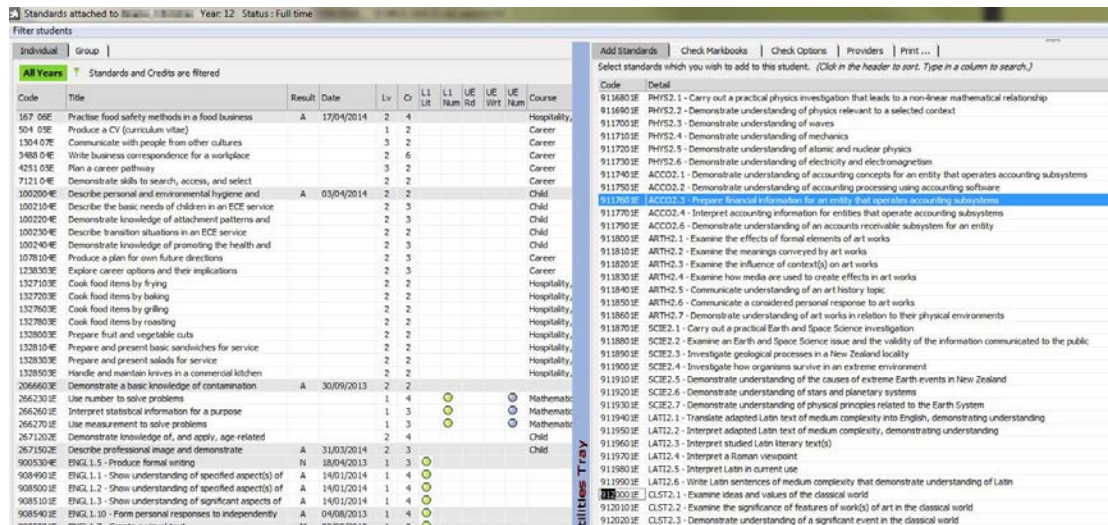


Illustration 20 : the 'Utilities tray' clicked open

Use the first tab on the tray, 'Add standards', to manually add a new standard to the student. From the displayed list I've selected the standard in question : Technology 2.4, as shown below.

3	9034901E	INTE2.2 - Develop and implement a one-off solution in information and communic
4	9035001E	MTEC2.2 - Develop and implement a one-off solution in materials technology
3	9035101E	STME2.2 - Develop and implement a one-off solution in structures and mechanisr
3	9035201E	TECN2.3 - Develop a solution in technology and a process for its on-going produ
5	9035301E	BITE2.3 - Develop a solution in biotechnology and a process for its on-going proc
4	9035401E	ELTE2.3 - Develop a solution in electronics and control technology and a proces
6	9035501E	FOTE2.3 - Develop a solution in food technology and a process for its on-going p
4	9035601E	INTE2.3 - Develop a solution in information and communications technology and
5	9035701E	MTEC2.3 - Develop a solution in materials technology and a process for its on-go
5	9035801E	STME2.3 - Develop a solution in structures and mechanisms and a process for its
5	9035901E	TECN2.4 - Describe technological principles and operating practices
3	9036001E	TECN2.5 - Characterise a technological production process

Illustration 21 : Manually adding a standard

When you close the tray by clicking on its blue edge, the new standard has been added to the student's list. Before proceeding to do this however, the program asks you whether or not you wish to have such manually added standards 'tagged' to indicate that you recognise them as belonging to this student even though not connected to a particular subject. The popup question appears as shown below

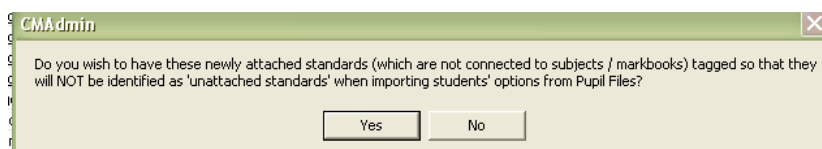


Illustration 22 : 'Tagging' individually attached standards

This has ramifications for the utility (described later) which can be used to identify unattached standards. Proceeding, we find that the newly selected standard is now appearing in the student's list.

Code	Title	Result	Date	Lv	Cr	Prov.	Year	Type	W	TQ	TA	Ctxt
9035901E	TECN2.4 - Describe technological principles and op			2	3	123	2004	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9050601E	LAT13.1 - Translate unfamiliar Latin prose into Engli			3	4	123	2004	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9050701E	LAT13.2 - Translate unfamiliar Latin poetry into Engl			3	4	123	2004	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9050801E	LAT13.3 - Translate and analyse a familiar literary La			3	6	123	2004	Ext	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9050901E	LAT13.4 - Analyse familiar literary Latin passages on			3	6	123	2004	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Illustration 23 : The new standard is listed

Technology 2.4 was selected for a very good reason. It is one of the few standards which require a 'Context' to be specified. The standard's context, i.e. the particular area relating to the standard being studied by this student, can be selected from the popup list which appears when you click in the right hand column of the display.

The popup list is shown below, listing the official NZQA abbreviations for the possible contexts for this standard.

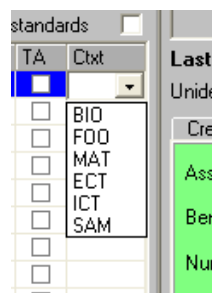


Illustration 24 : The selection of a context

Contexts can be managed globally via Global Utilities.

The next tab allows you to adjust the popup list of providers, and follows.

**School Provider** N.B. You may have multiple instances of a provider with different locations

MDE No.	Provider	Loc
217	Napier Girls High School	01
498	Correspondence School	01
6007	E.I.T. Hawkes Bay	01
6013	Otago Polytechnic	01
7385	Salty Rock Adventure	01
7642	Carter Observatory	01
8224	Porse	01
8693	Workforce Consultants	01
8896	N.Z. Red Cross	01
9436	G & H Training Ltd	01
9999	FutureCol	01

Select provider (or type into upper list)

0001	Te Kao School
0002	Taipa Area School
0003	Kaitaia College
0004	Whangaroa College
0005	Kerikeri High School
0006	Broadwood Area School
0007	Okaihau College
0008	Bay of Islands College
0009	Northland College
0010	Te Kura Taumata O Pangur
0011	Opononi Area School
0012	Tauraroa Area School

Illustration 27 : Adjusting the providers popup members

Add further providers to the popup list by selecting them from the list below. You will notice that the right hand column indicates the location code for each provider. It is entirely possible that a particular provider uses more than one location code. As an example (below) I've selected Kamo High School TWICE from the list and it subsequently appears TWICE on the list of selections – with locations 02 and 03. You may edit the location codes to your own requirements.

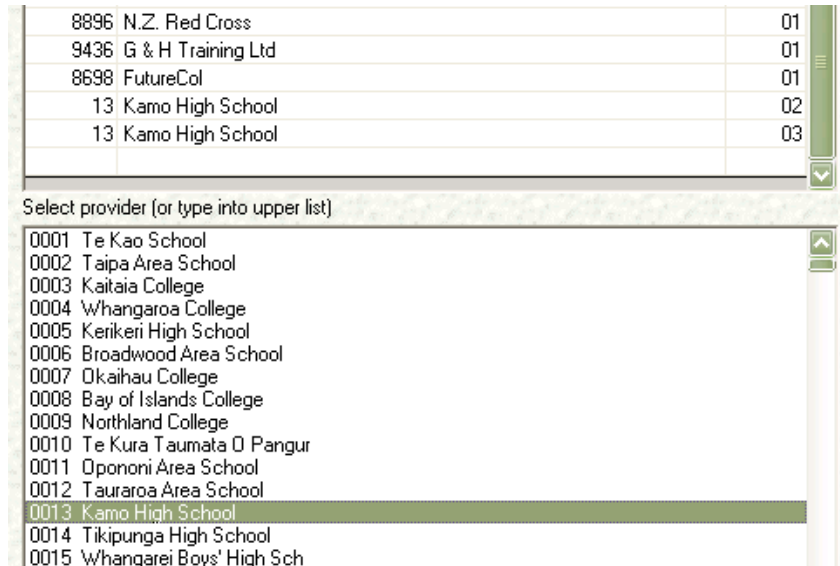


Illustration 27a : Multiple location codes

The Print tab enables you to preview and/or print either a Financial Assistance application form or an NZQA fees invoice, shown below.

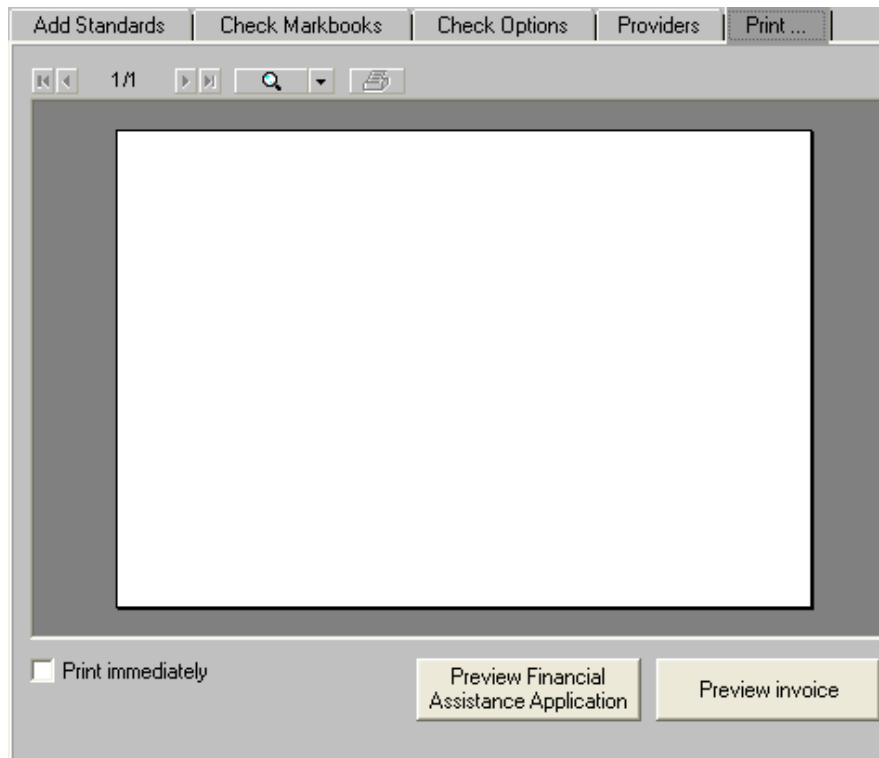


Illustration 28 : The print options

Check the small box on the left to avoid the preview stage and send the document straight to the printer. Alternatively, the preview will be displayed in the main area of the screen, where it can be enlarged, reduced and 'dragged around', before deciding whether or not to print. To print click on the small printer button at the top of the screen.

An example of an Application for Financial Assistance follows.

**APPLICATION FOR FINANCIAL ASSISTANCE (2004)**  
**For Māori and Secondary School Qualifications**

**Application number**

**Section A: APPLICANT DETAILS (Surname + Christian)**  **Print immediately**

1	2	3	0	0	0	0	0	1
---	---	---	---	---	---	---	---	---

**Name:**

First Name Surname

**Address:** 14 RIMU STREET

LEVIN

---

**Section B: CANDIDATE:**

Complete this section for all members of your family\* for whom you are applying for financial assistance. Financial assistance is not available for foreign fee-paying students.

First Name	Surname	School	Date of Birth	RFID
MICHAEL	ANDREW	0123	27/01/1991	001234567
SCOTT	RAICHELAR	0123	21/03/1994	

**Section C: BENEVOLENT ASSESSMENT APPLICATION**

Complete this section if you are applying for financial assistance on the basis that you are a Work and Income or Study Link benefit recipient and your net annual income (before tax) is less than \$10,000 per candidate or \$10,000 per family (whichever is applicable).

Write your benefit number here      =>     

---

**Section D: INCOME-BASED APPLICATION**

Complete this section if you are applying for financial assistance on the basis that your total family income is below the levels set for receiving the Community Services Card. Note that an administration fee of \$20.00 per candidate or \$30.00 per family is still payable.

If your joint family income would qualify you to receive a card then indicate here =>  (tick)

If applicable write your Community Services card number here =>

---

**Section E: FAMILY ASSESSMENT APPLICATION**

Complete this section if you do not qualify for beneficiary or income-based financial assistance but you are applying on the basis that you have more than one candidate in your family\* entering for senior or secondary school qualifications.

Indicate here if you wish to apply for a family benefit reduction      =>       (tick)

---

**DECLARATION:**

I declare that the information above is correct and that I am eligible to apply for financial assistance. I further agree to provide NZQA with evidence of my income if requested and agree to advise NZQA in writing of any change in circumstance that would render this application invalid.

Signed:  Date:

\* Refer to the information sheet for the definition of a 'family' for the purpose of claiming financial assistance.  
Printed via MUSAC's Classroom Manager software

Print immediately

Preview Financial Assistance Application

Preview invoice

Illustration 29 : Previewing before printing

The following page displays a preview of a student's fees invoice.



**Student : ANDREW, MICHAEL GRAEME**

NQA NSR : 0092847962  
Level : 8  
Financial Assistance Application ID : 123000001  
Sensory number :  
New Zealand resident : Yes  
Plan :  
Group :  
D.O.B. : 27/01/1991  
Address : 54 POWI STREET, LEVIN

Code	Title	Subject	Level	Credits	Type
ENGL14	ENGL1.7 - Deliver a presentation using oral and visual language techniques		2	3	Ass
ENGL15	ENGL1.1 - Produce creative writing		2	3	Ass
ENGL16	ENGL1.2 - Produce crafted and developed creative writing from sections of writing		2	3	Ass
ENGL17	ENGL1.3 - Read, study and analyse extended written texts		2	3	Ass
ENGL18	ENGL1.4 - Read, study and analyse short written texts		2	3	Ass
ENGL19	ENGL1.5 - View, listen to, study and analyse a visual or oral text		2	3	Ass
ENGL20	ENGL1.6 - Read unfamiliar texts and analyse the ideas and language features		2	3	Ass
ENGL21	ENGL1.8 - Investigate a language or literature topic and present information in written form		2	3	Ass
PHYS13	PHYS1.2 - Formulate, evaluate, examine how principles of anatomy and biomechanics relate to physical activity		2	3	Ass
PHYS14	PHYS1.3 - Describe perception and methods of training and apply these to participation in physical activity		2	2	Ass
PHYS15	PHYS1.5 - Demonstrate performance in two contrasting physical activities		2	3	Ass
PHYS16	PHYS1.7 - Explain leadership strategies in a group or team physical activity		2	3	Ass
PHYS17	PHYS1.9 - Demonstrate knowledge of safety issues and apply safety management procedures in a physical activity		2	3	Ass
PHYS18	PHYS1.2 - Research an applied biology technique		2	2	Ass
PHYS19	PHYS1.5 - Describe concepts and processes relating to ecology		2	2	Ass
PHYS20	PHYS1.6 - Describe diversity in the structure and function of animals		2	3	Ass
PHYS21	PHYS1.7 - Describe diversity in the structure and function of plants		2	3	Ass
PHYS22	PHYS1.9 - Describe cell structure and function		2	3	Ass
PHYS23	PHYS1.9 - Describe the impact of human activities on an ecosystem		2	2	Ass

Total NQA credits	28	3.0000
<b>Total NQA charge</b>		<b>\$ 15.00</b>
<b>Total Amount Due (include GST.)</b>		<b>\$ 15.00</b>

(The above totals have been adjusted for financial assistance status)

Illustration 30 : A student's invoice – previewed

The final function available to you in this section is the ability to view all of the students who take a particular standard. Selecting the standard in question, on a student who does take it, click on the 'Group' tab in the top left corner of the main screen.

An example of the selection of a standard follows.

9002103E	ARTC1.4 - Extend ideas in media and techniques to prod			1	4			2010	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		188	1
9005203E	ENGL1.1 - Produce creative writing	N	28/07/2010	1	3			2010	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		189	1
9005403E	ENGL1.3 - Read, study and show understanding of exte			1	2			2010	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		188	1
9005603E	ENGL1.5 - View/listen to, study and show understanding			1	2			2010	Ext	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		188	1
9005803E	ENGL1.7 - Deliver an oral presentation in a formal situat	A	28/07/2010	1	3			2010	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		189	1
9005903E	ENGL1.8 - Produce a media or dramatic presentation	N	28/07/2010	1	3			2010	Int	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		189	1
9014303E	HOME1.3 - Identify cultural influences on food choices, c	X	11/10/2010	1	4			2010	Int	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		188	1

Illustration 31 : Selecting a standard

The resulting 'Group' tab display, in the top left of the illustration above, follows.

All students enrolled for standard 9005603E in 2010 (ENGL1.5 - View/listen to, study and show understanding of visual or oral text(s))

Filter students

Individual **Group**

Select All

Surname	Firstname	Tch	Year	Ach	TestDate	Provider	Location
A	K	in Racheal	JHN	2010			188
A	A		JHN	2010			188
A	M		JHN	2010			188
A	ana	J	JHN	2010			188
B	B		JHN	2010			188
B	S		JHN	2010			188
B	A		JHN	2010			188
B	C	beth	JHN	2010 X	25/08/2010		188
C	A	bie	JHN	2010			188
C	J	h	JHN	2010			188
C	R	weth	JHN	2010			188
C	a	L	JHN	2010			188
D	ey	C	JHN	2010 X	25/08/2010		188
D	ey	C	JHN	2010			188

Illustration 32 : The students taking the selected standard.

The purpose of this screen is for viewing only. Individual alteration can only be made via an individual student's display.

### 8.3 Accessing students' standards via CMTeacher

In CMTeacher you can access exactly the same window and have full access to exactly the same functions as those described in 'Clearing out the previous year's details' above.

There are three documents of interest to be found in the documents menu, shown below.

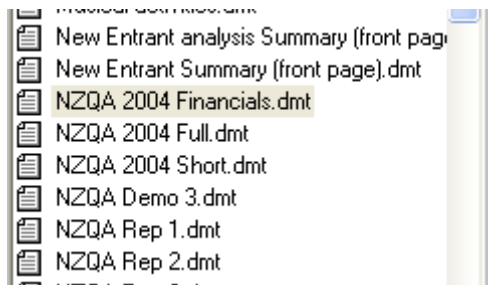


Illustration 33 : The NZQA 2004 documents in CMTeacher.

It displays the NZQA financial details for each student. This document is displayed below.

NZQA Financial details			
<b>Student : ALDERTON, KELVIN GEOFFREY</b>		<b>Status : Full time</b>	
		<b>This year : 11</b>	
<b>Financial assistance details</b>		<b>Billing details</b>	
Financial Assistance type	Benefit	Fees billed	35.00
Benefit Number	999111	Fees paid	
Application ID		Fees owing	35.00
<b>Historical details</b>		NZQA Fee	35.00
NZQA Billing 2002		NZQA Fee lock	
NZQA Billing 2003			

Illustration 34 : The student's NZQA financial details

However, we are concerned with the students' standards, and now focus on the other two documents. The documents NZQA2004 Full and NZQA 2004 Short are slightly different versions of the same document. The only difference between them is that the 'Short' version allows the bottom area of the document to be visible on the screen without scrolling. The 'Full' version is designed for those who wish to print the document – as it does provide a full list of each student's standards. The standards listed are subject to the standard filter in both documents.

The 'Short' version follows.

### New Zealand Qualification Authority Standards

**Student : JAMES JEREMY ABACROMBIE**

National Student No.

Previous name

**Financial Assistance details**

Financial Assistance : Benefit

Benefit No./ Com Card : 32334445

Number of students :

Application ID :

Adjust financial assistance details

Lev 1 Literacy credits gained : 0

Lev 1 Numeracy credits gained : 0

Fees billed

NZQA Fee

Fees Paid

Fees due

Enrolment date

Leaving date

Tert. release approval

Withdrawn from ALL standards

Overseas address  Yes  Citizen  Yes

NZQA Address choice

NZQA Address1

NZQA Address2

NZQA Address3

NZQA Address4

Destination

Standard	Description	I/E	Year	Lv	Cr	Result	Status

Filter
Sort
View / Edit
Standards : 0
< Back
Next >

Illustration 35 : The NZQA 2004 Short document

The top section of this document is devoted to the student’s column data which relates to NZQA. This data is editable. It includes the student’s ‘NZQA address’ – which we shall discuss in more detail in the chapter on the submission of results to NZQA. It also includes a panel providing details of the student’s financial assistance. You can edit these details by clicking on ‘Adjust financial assistance details’ just below the panel.

The following message appears where you will recognise as the ‘Financial assistance’ tab described in detail earlier in this section.

**NZQA Financial Ass...**

Assistance type

Benefit number

Number of students in family

Fincl. application ID

Print Financial Assistance  
Application Form

Family  
members

Exit

Illustration 36 : Adjusting financial details

The display at the bottom is the result of an object being placed on the document at design time. Full details of this process are provided in the CM manual. The alternative column formats are detailed in that manual. It is the 'List' object shown below.

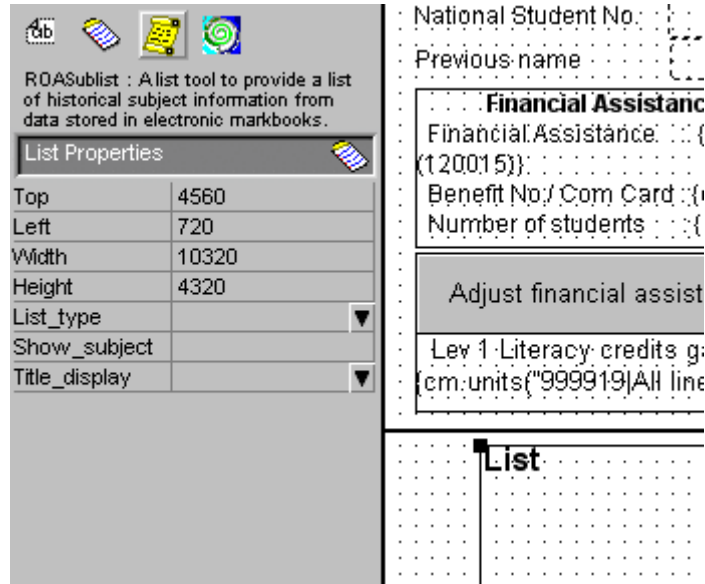


Illustration 37 : The 'List' object placed on a document

The bottom section displays the student's standards. You may scroll up and down though the list using the '<Back' and 'Next>' buttons. You can apply the filter (shown previously in this chapter) to the display of the standards.

You can sort the display using the 'Sort' button, shown below.

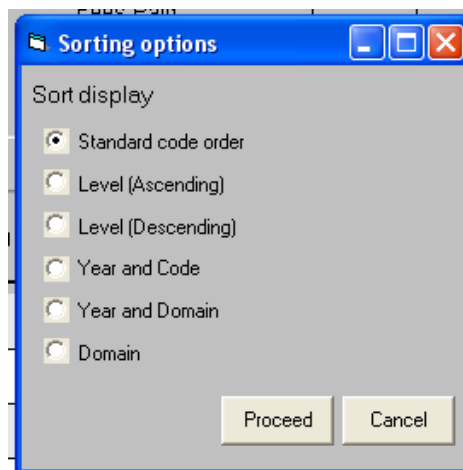


Illustration 38 : Sorting the display of standards

To the most important button of all, 'View/Edit'. Click this and the screen discussed above is displayed via which you can carry out the same processes as those detailed earlier in this chapter.

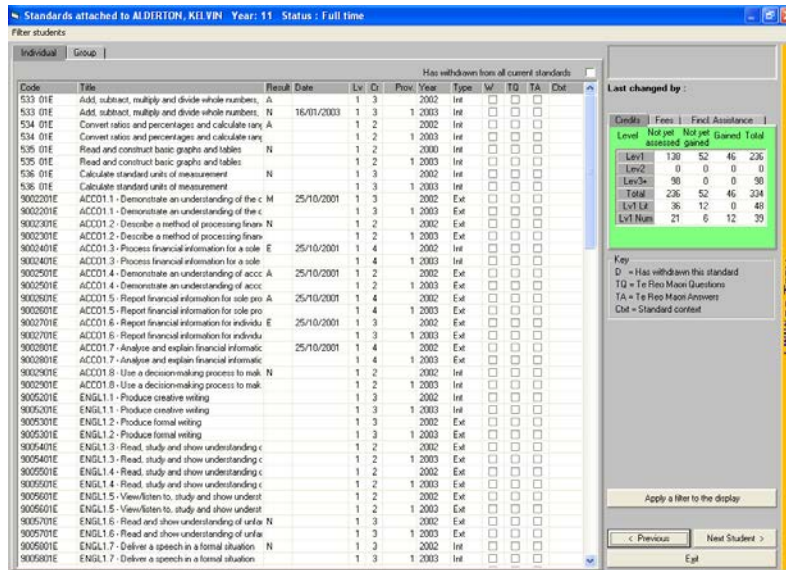


Illustration 39 : The NZQA screen for an individual student

Before concluding this section we should review the way of moving from one student to another. The first method is to use the '< Previous' and 'Next student >' buttons in the bottom right corner of the screen.

Alternatively, if you wish to 'jump' to another student, press Alt-S, and the student search window will appear, shown below.

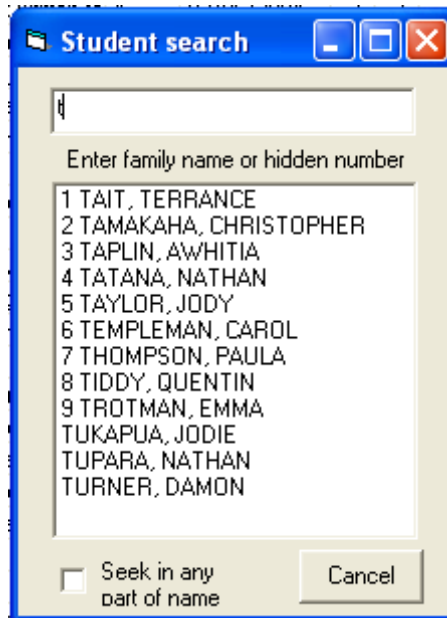


Illustration 40 : The student search tool

To move to another window, begin typing the name of the student to move to. As you type, all students whose family name begins with the letters you have typed will be displayed. The first nine of those displayed will have the number in front as shown below. You can access the required student by either typing the number to which they correspond or by clicking on their name in the list.

In the example above just the letter 'T' has been typed. If it was followed by the letter 'A' then the display would be reduced to just five matching students.

## 9 Submitting results to NZQA

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What is covered in this chapter?

Overview of the task involved

Random selection of assessed work (guidelines for moderation)

Submitting results to NZQA

Exchanging results for common students with another school

### 9.1 Overview of the task involved

From time you time you are required to submit your results for the current year to the NZQA. This process involves the scanning of all students and their standards to ensure that all of the necessary information is both present and valid.

Once the data has been validated then the submission file is made available for you to submit to the NZQA.

The final process discussed is the means of one school sending information relating to the NZQA results of its students who are primarily enrolled at another school to that other school, and the means the second school uses to receive those results.

Both processes are accessed via the 'Submitting results' button.

### 9.2 Random selection of assessed work (guidelines for moderation)

NZQA requires a method to randomly select assessed work for moderation, and this is automated in CMAAdmin, to create a random list of students who have taken an internal standard – unit or achievement. The automated draw generates a random sample listing students whose work is to be kept for moderation. School files are required for audit purposes to document and record the 'numerical selection' process for selection, where this is chosen. The random list selects 4 students for each unit standard, and 8 for each achievement standard, and a different list each time is generated (of internal or external standards).

From NZQA Utilities > Printing Utilities > Random List, make the printing selections and click 'Select Standards' to filter for requirements, then generate the list(s).

### 9.3 Submitting results to NZQA

It is wise to have the latest full MUSAC Classic release available when you submit to the NZQA.

We now revert to the use of the red line to indicate the most important parts of this chapter as there is a section which will apply to only a few schools.

Click 'Submit results to NZQA' and you will have the following screen displayed, showing



step one of the submission process.

Illustration 1 : The main submission screen – Step 1

The screen is separated into two sections, and we are primarily concerned with the left hand side. The first steps of the submission process are listed on the left side.

1. You can nominate a sort key. When advice notes, admission slips etc are printed and returned by NZQA, they will be sorted based on the key you specify here. The choices are shown below.

Illustration 2 : Selecting the sort key

This information on each student is included in the submission and used by NZQA when preparing to return information to you.

Now select the submission address. As you will have seen at the end of the previous chapter, each student can have an 'NZQA address' specified via the NZQA 2004 document in CMTeacher. This is the default address which will be included in the submission. If a student does NOT have an address specified here, their address will be taken from the selection made below.

Students have several addresses stored in Student Manager; a physical address, postal address, the first caregiver's physical address, and the first caregiver's postal address.

Use the selection shown below to indicate where a student's address is to be extracted from IF THEIR NZQA ADDRESS IS BLANK.

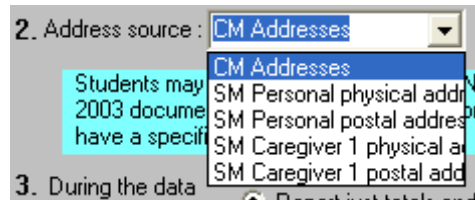


Illustration 3 : Selecting the submission address

Students require an address to be returned which can be used by NZQA for the mailing of results (if and when that occurs). Sometimes the address will be e.g. a home address in China, or it may even be the school's own address.

Step 3 allows you to choose what is displayed in the on-screen list during the data validation process. You can elect to have ALL information reported, or just the errors found.

Option 4 provides for exclusion of internal standards for which there is no result.

Option 5 allows for the inclusion of external standards, to be used as Emergency Grades.

Once you have made these decisions (which will be remembered by the program for subsequent submissions), click the green 'Proceed ...' button and the data validation process will begin. This is carried out on a second window, an example of which is shown below.

You can see that, immediately, two errors have been identified. One student has qualified for financial assistance but their benefit number has not been specified.

A second student is submitting a standard for which a context is required, but no context has, as yet, been entered.

At the end of the validation process you can print a list of the errors found then return to the students' data screen to make the necessary corrections.

**Submission process - Step 2**  
**The identified data and its validity check**

ALDERTON, KELVIN GEOFFREY : completed with 27 standards	Number of students found : 20 Number of standards found : 289 Number of errors found : 2
ANDREW, MICHAEL GRAEME	
No Benefit number specified	
ARMSTRONG, JENNIFER JOAN : completed with 7 standards	Identifying students
ARNOLD, TRACEY ANNE	
Standard 90359 requires a context	Some errors may be repaired directly by clicking on them. However, errors such as invalid unit numbers will require repair at a higher level.
BARR, CHRISTOPHER : completed with 13 standards	
BARRETT, NICHOLAS OLIVER : completed with 13 standards	Print options <input checked="" type="radio"/> Print just errors <input type="radio"/> Print all names <input type="radio"/> Print full list including standards Print list Externally assessed standards identified 0 Print externals Cancel
BASSETT, DIANNA JANE : completed with 13 standards	
BEETS, ANDREW DOUGLAS : completed with 13 standards	
BENTLEY, ANDREW SAMUEL : completed with 13 standards	
BISHOP, ADAM RUSSELL : completed with 12 standards	
BODY, SANDRA MICHELLE : completed with 13 standards	
BOWATER, ANGELA KAREN : completed with 12 standards	
BRAMWELL, ASHLIN ROBIN : completed with 13 standards	
BRIND, DAKIN NEIL : completed with 12 standards	
BROOKIE, DONELLA ELIZABETH : completed with 13 standards	
BURNHAM, SOPHIA HEATHER : completed with 12 standards	
BURNS, LAUREN MEREDITH : completed with 13 standards	
CHRISTIE, KAREN : completed with 13 standards	
CLEATOR, BRENT DOUGLAS : completed with 12 standards	
CLEATOR, RICHARD ANTHONY : completed with 13 standards	

Illustration 4 : Some errors have been found

This is a substantial list of items which are checked during the submission process in order to meet the validation criteria specified by the NZQA. These include, for example :

- Checking that a student's NSN number is not duplicated on another student
- Checking that students DO have both family name and first names. (The Department of Internal Affairs confirms that it is legitimate (for cultural reasons) for a student to have no first names - and in this case a full-stop can be used to indicate the lack of a name.
- Students' dates of birth must be such that their age falls between 5 and 100 years.
- During the submission process the student's status (maybe a Leaver) and their destination (if they are a leaver) are both determined early on in the process. If they are a leaver AND their destination is that detailed above then their withdrawn flag is set to 'Y' regardless of what is in the database, and each individual standard for the current year also has its status set to withdrawn.
- Checking that no obsolete standards are included.

If errors are found then the right panel shown below, can be used to request a printed list of the faults.

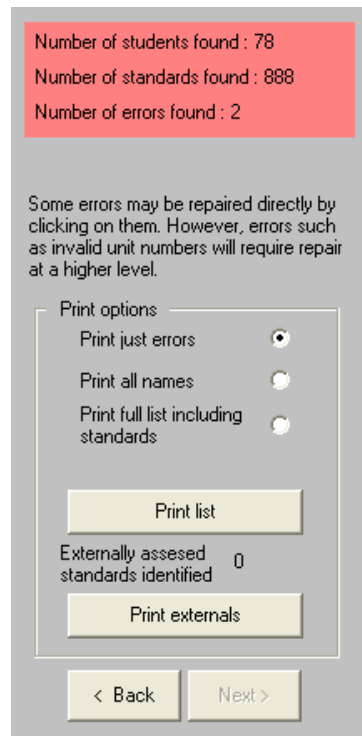


Illustration 5 : The printing options

Once all of the faults have been repaired, you will be able to reach a version of the right hand panel which reports no errors, as shown below.

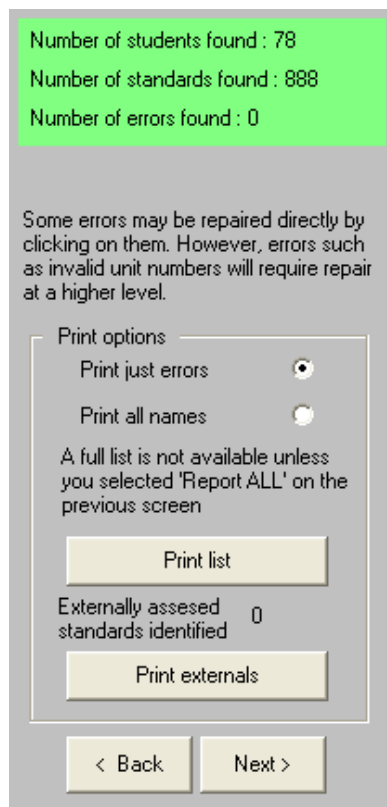


Illustration 6 : No errors remain

Now the 'Next' button is available for you to move to the final phase. As you click the 'Next' button the following message will appear.

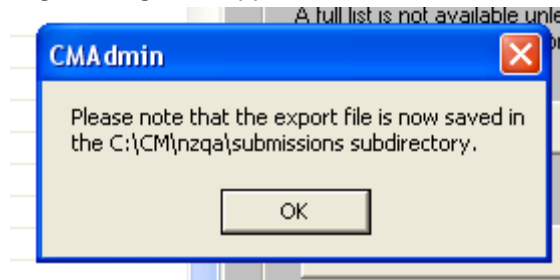


Illustration 7 : The file is now available

This message tells you that the submission file has been saved in the \cm\nzqa\submissions directory.

There are, THREE new files in that directory, as explained on the screen below.

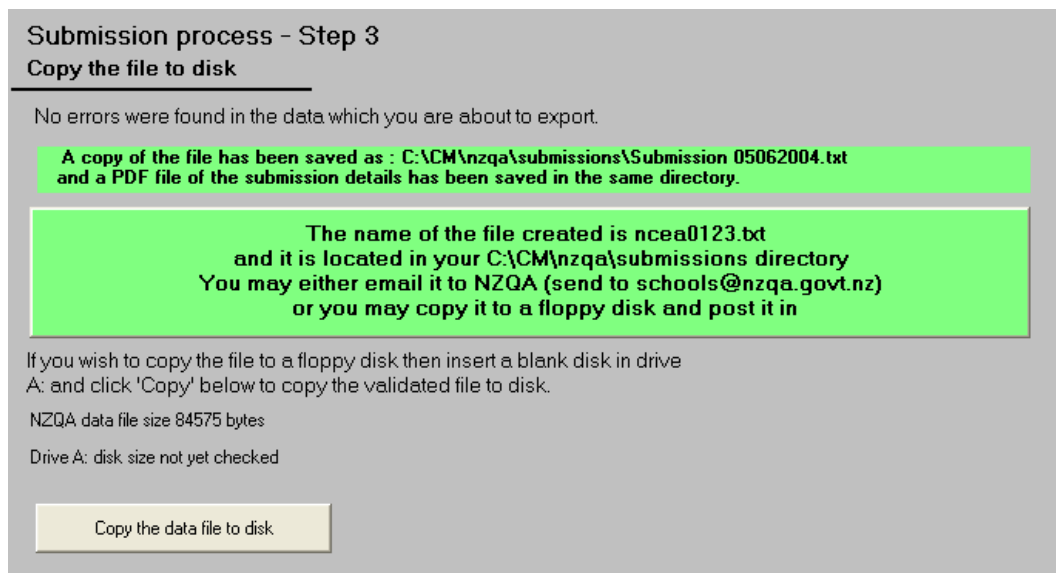


Illustration 8 : The alternative methods of sending the file

The name of the file which you must send the NZQA is NCEA0xxx.TXT where xxx is your MOE school number. In the example above, the file name is ncea0123.txt.

As mentioned above, there are two further files saved. They are :

1. A copy of the submission file, named e.g. 'Submission 05062004.txt' – which is an exact copy of the submission file.
2. A pdf file name 'Submission 05062004.pdf' which has a summary of the information submitted for each student.

The directory listing for \cm\nzqa\submissions\ will appear similar to that shown below.

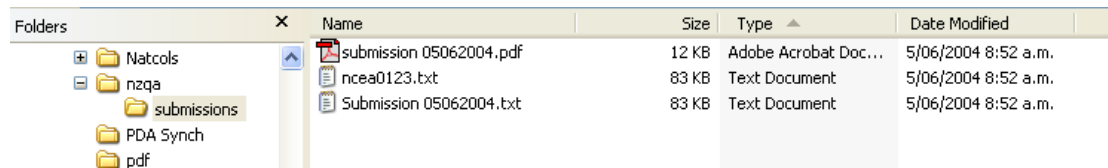


Illustration 9 : Three files in the submissions directory

The first file listed is the .pdf file, an excerpt from which is displayed below.

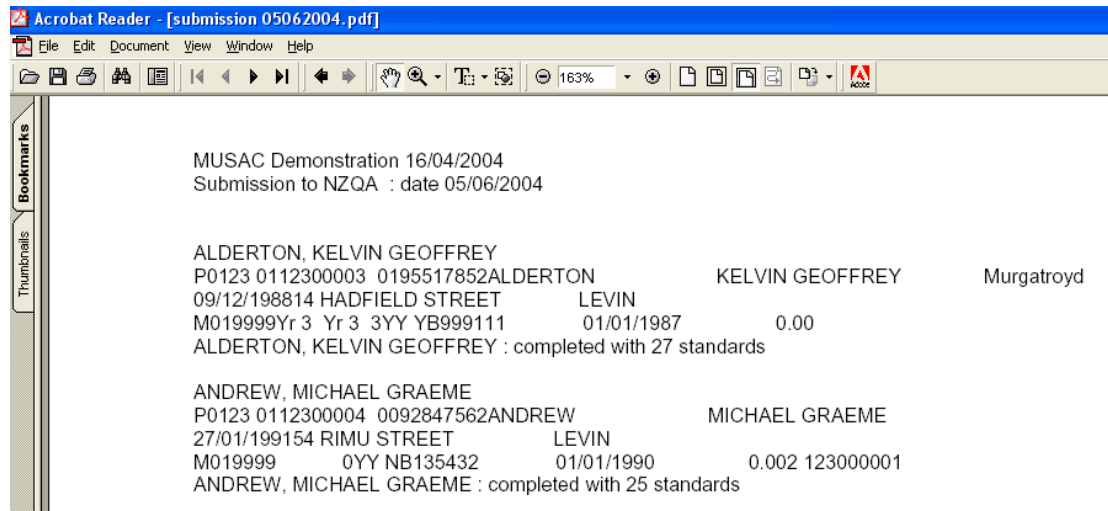


Illustration 10 : The pdf file created during the submission process

The second file is the submission file itself, and the third is the copy of the submission file, a small section of which is shown below.

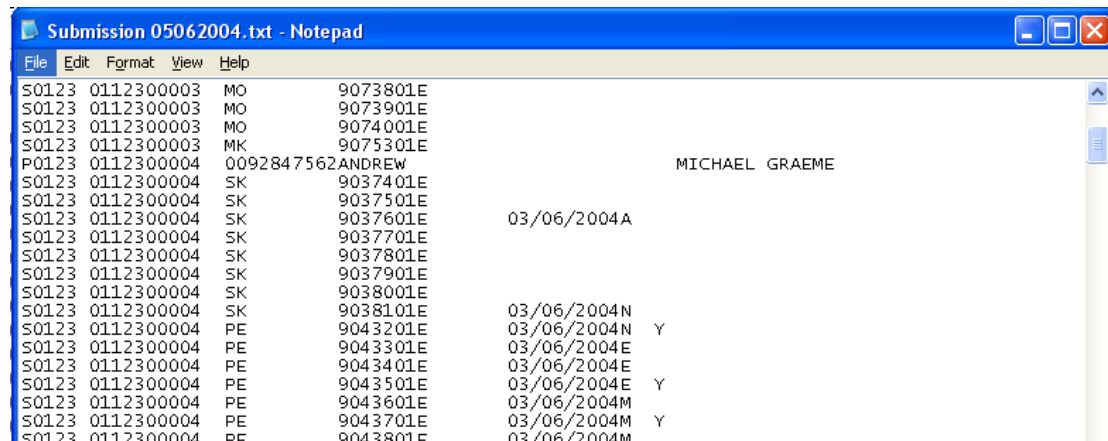


Illustration 11 : The copy of the submission file

Now, you have two alternatives available to get the file to nzqa.

1. The most common method is to send an email with a copy of the file attached.

The file should be sent to [schools@nzqangovt.nz](mailto:schools@nzqangovt.nz)

2. The alternative method is to copy it to a pen drive, using the button provided on the screen shown in illustration 8 above, and to post it to the NZQA.

Finally, the submission process includes ALL standards for ALL students, regardless of whether or not the students have 'Withdrawn from all standards'.

Results are also submitted whether or not your school has been accredited to teach a particular standard. The filtering is done 'at the NZQA end' of the process. It is possible for particular results to be provided by another provider accredited to teach a particular standard.

## **N.B. Submission of obsolete standards**

Some schools, in preparation for the new year, simply rolled over their markbook setups from the previous year. This leaves the previous year's standards attached to particular columns and some of these may have been replaced, in the new year, by more recent versions. Please ensure that these ARE updated to the new versions.

If, during the submission process, obsolete standards are found being submitted then these WILL be submitted, your attention will be drawn to this fact during the submission test scan, and, at the end of the process a printed list will be produced of the standards concerned. If you have some obsolete standards identified then these may be updated to the correct versions using the Global utility to 'Change standard versions'.

## **9.4 Exchanging results for common students with another school**

The final process available via the submission process is the ability to forward students result to another school. This occurs where students of one school have one or more of their standards provided by another school. This situation is not uncommon between pairs of single-sex schools.

For example : The local girls' high school might teach students from the local boys' high school in one subject while students travel the other way for another subject. The school at which a student is primarily enrolled is responsible for the submission of ALL results for its students, even if some of those results are generated by another provider.

## 10 Global processes

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What is covered in this chapter?

Overview of the task involved

The removal of standards from students

Updating the database from the markbooks

Identifying unattached standards

Identifying 'Phantom' standards

Changing a version number

Global zaps

Context checks

Printing Financial Assistance Application Forms

Globally attaching standards to students

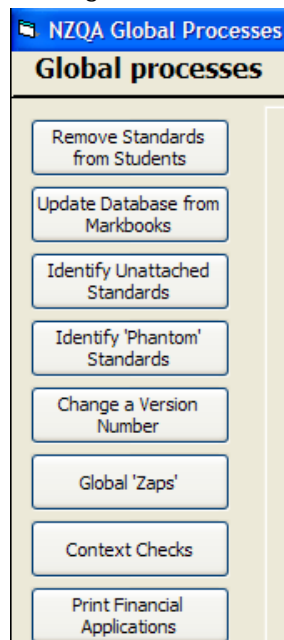
The STAR Import process

### 10.1 Overview of the task involved

This chapter details a number of global processes which enable you to perform some function which will automatically apply to all students and/or their standards. The various processes are listed above as the section headings. You should become familiar with their purpose in case you are ever required to use them.

They are accessed via 'Global processes'.

Clicking reveals the following buttons down the left side of the screen.



The more important processes are 'red-lined'.



## 10.2 The removal of standards from students

From time to time it may become necessary to remove particular standards from one or more students. For example : Perhaps at the beginning of the year it was decided that a particular option course would include nine standards. These were attached to the option and columns were created in the markbook. Consequently, as the markbook was used, the nine standards were entered against each of the students in the NZQA section of the database.

Later in the year it was decided to teach only eight of the standards. It becomes necessary to remove these standards from the students. This is the purpose of this global utility. (Note : The standards might well have already been submitted (without results) to the NZQA. Their later omission from the submission process will be recognised by NZQA and taken to mean that the student is no longer taking the standard.)

In the example below, for the sake of an example, standard 90292 Maths 2.9 has been selected. The list on the right hand side of the screen indicates that sixteen standards are currently recognised as taking that standard and that none of them yet have results. You may select individual students, or you may click the 'Select all' button at the bottom of the list to have all students on the list selected. If you then click on the 'Proceed' button, the standard will be removed from all of the selected students.

**Removal of standards from students**

Attached in year : 2004

Select standard

Select student(s)

9027501E SOST2.5 - Plan social action in relation to a social issue  
 9027601E MEST2.1 - Demonstrate understanding of media audio  
 9027701E MEST2.2 - Close read unfamiliar media text  
 9027801E MEST2.3 - Demonstrate understanding of messages, v  
 9027901E MEST2.4 - Undertake a media genre study  
 9028001E MEST2.5 - Explain the use of narrative conventions in  
 9028101E MEST2.6 - Design and produce a media product  
 9028201E MEST2.7 - Utilise technology in the production of a me  
 9028301E MEST2.8 - Demonstrate understanding of media produ  
 9028401E MATH2.1 - Manipulate algebraic expressions and solv  
 9028501E MATH2.2 - Sketch and interpret non-linear graphs  
 9028601E MATH2.3 - Find and use straightforward derivatives ar  
 9028701E MATH2.4 - Solve problems using a coordinate geomet  
 9028801E MATH2.5 - Select a sample and make inferences from  
 9028901E MATH2.6 - Simulate probability situations, and apply th  
 9029001E MATH2.7 - Solve straightforward problems involving se  
 9029101E MATH2.8 - Solve practical trigonometry problems  
 9029201E MATH2.9 - Solve straightforward trigonometric equatio  
 9029301E DANC2.1 - Choreograph a section of dance for a group  
 9029401E DANC2.2 - Choreograph a solo dance  
 9029501E DANC2.3 - Perform ethnic or social dance  
 9029601E DANC2.4 - Perform in a theatre dance work  
 9029701E DANC2.5 - Analyse and respond to dance performance  
 9029801E DANC2.6 - Demonstrate knowledge of influences on a  
 9029901E DRAM2.1 - Apply drama techniques in an improvised g  
 9030001E DRAM2.2 - Apply drama techniques in a group within a  
 9030101E DRAM2.3 - Use elements and conventions to structure

BARR, CHRISTOPHER ()  
 BARRETT, NICHOLAS OLIVER ()  
 BASSETT, DIANNA JANE ()  
 BEETS, ANDREW DOUGLAS ()  
 BODY, SANDRA MICHELLE ()  
 BRAMWELL, ASHLIN ROBIN ()  
 BROOKIE, DONELLA ELIZABETH ()  
 BURNS, LAUREN MEREDITH ()  
 CLEATOR, RICHARD ANTHONY ()  
 COCKBURN, PAUL RAYMOND ()  
 CORBETT, JASMINE CRYSTAL ()  
 DE VRIES, LARA DEANNE ()  
 DOWD, BRENDAN JAMES ()  
 FINLAY, DANIEL ()  
 GARDINER, KIRSTEN REBECCA ()  
 GRAY, VERONICA MARY ()

Only display those who are :  
 Not achieved (Unit standards)   
 No result (Achievement standards)

Select all Proceed

Illustration 1 : The removal of a standard from selected students

N.B. It is not sufficient to simply remove the standard from the students. If the students are members of a markbook which has the standard connected to a column then the students will automatically be reattached as the markbook is used.

In order to removed INDIVIDUAL students, you must go to the markbook, or to their NZQA data screen, and record a result of X against them. This indicates that these individuals are not taking the standard.

In order to remove the standard from ALL students you should consider both removing it from the markbook (where it is attached to a column) and from its connection to the option. These two steps are shown below.

**1. To remove the standard from the markbook**

First, visit the 'Specify Markbook Details' button and select the markbook in question, as shown below.

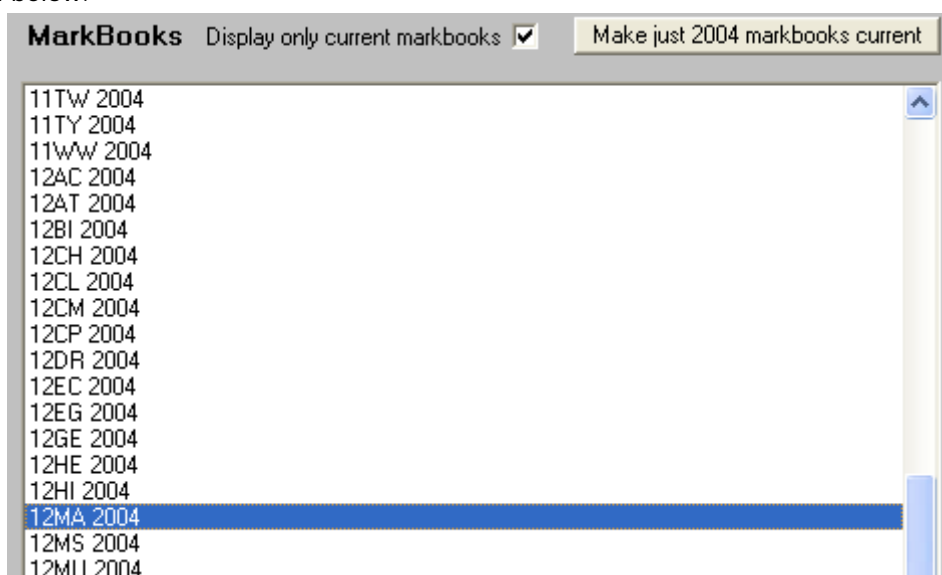


Illustration 2 : Selection of the markbook

Once selected, click on the 'Next' button twice to reach the markbook columns screen, where you should identify the standard in question, as shown below.

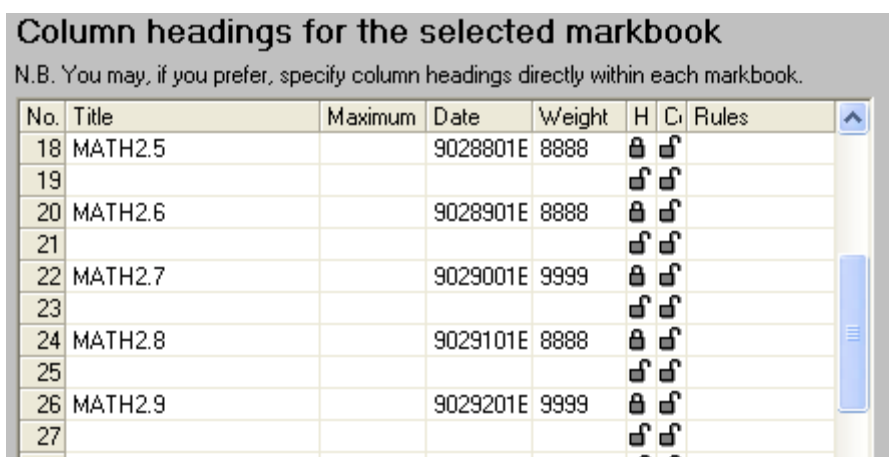


Illustration 3 : Finding the column connection to be deleted

Remove the standard by deleting its title from the left hand column and then saving the change using the button for this purpose at the bottom of the screen.

**2. The removal of the standard from the option.**

Visit the 'Subject connections' button and select the subject from the left hand side of the main screen, which is shown below.

Follow this by selecting the option in question from the list of option classes associated with the selected subject.

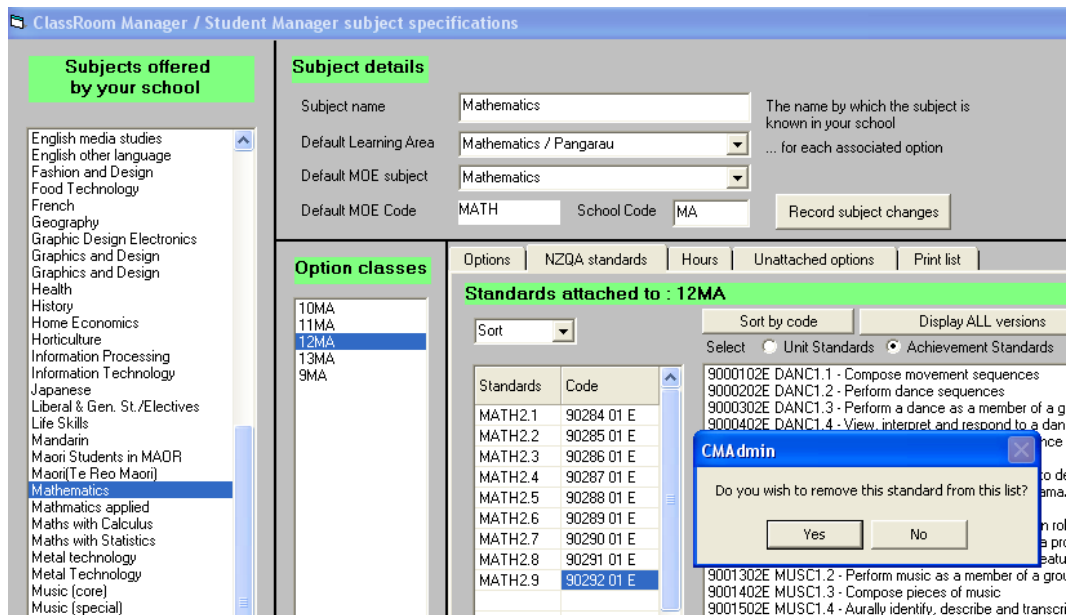


Illustration 4 : The removal of a standard from an option

Once the option is selected, its connected standards will be displayed (you may have to select the 'NZQA standards' tab in order to see the standards connected.)

Click on the standard to be removed and the small window, shown above, will ask to whether or not you wish to remove the standard.

**10.3 Updating the database from the markbooks**

This process may be carried out early in the year to ensure that all standards attached to each markbook are recorded in the NZQA section of the database under each of the students in each markbook.

The main screen for this purpose is shown below, and you will see the markbooks for the year listed down the left hand side of the screen. Select one or more of the markbooks (you'll probably select them all) and click on the 'Proceed' button.

Each markbook will be processed in turn and the results of the process will be displayed in the list on the right hand side of the screen. This will list the standards attached to each markbook, followed by each student within the markbook, showing their result previous to the update, and the result subsequent to the update. The two columns should, of course, always be the same as, when a result is recorded in a markbook, it is automatically updated into the NZQA section of the database at the same time.

The next page illustrates both the selection and updating processes.

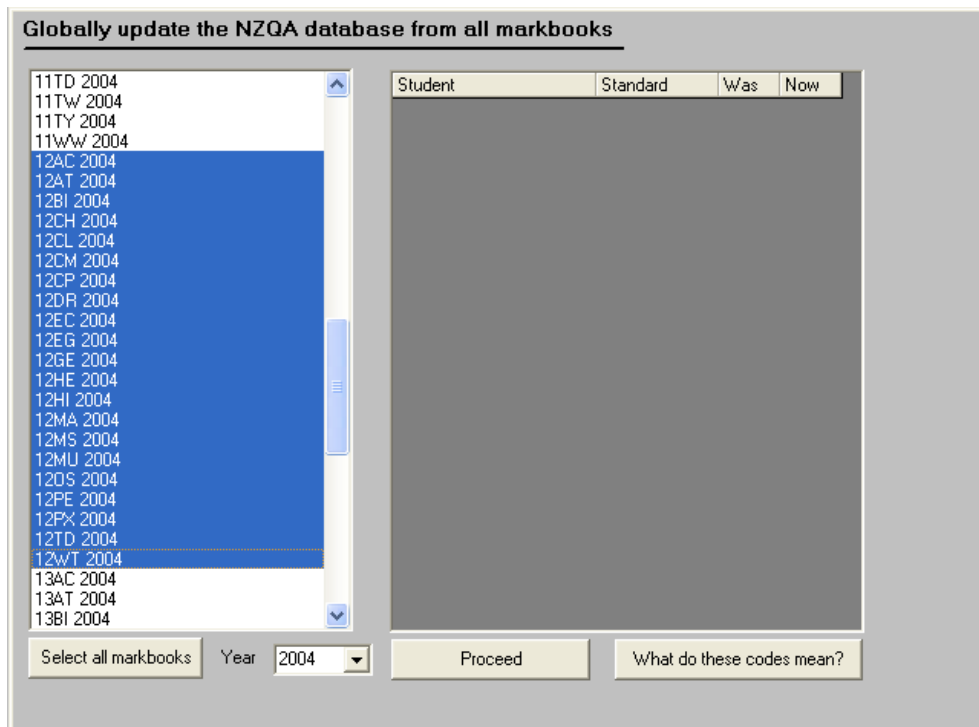


Illustration 5 : The selection of markbooks for processing

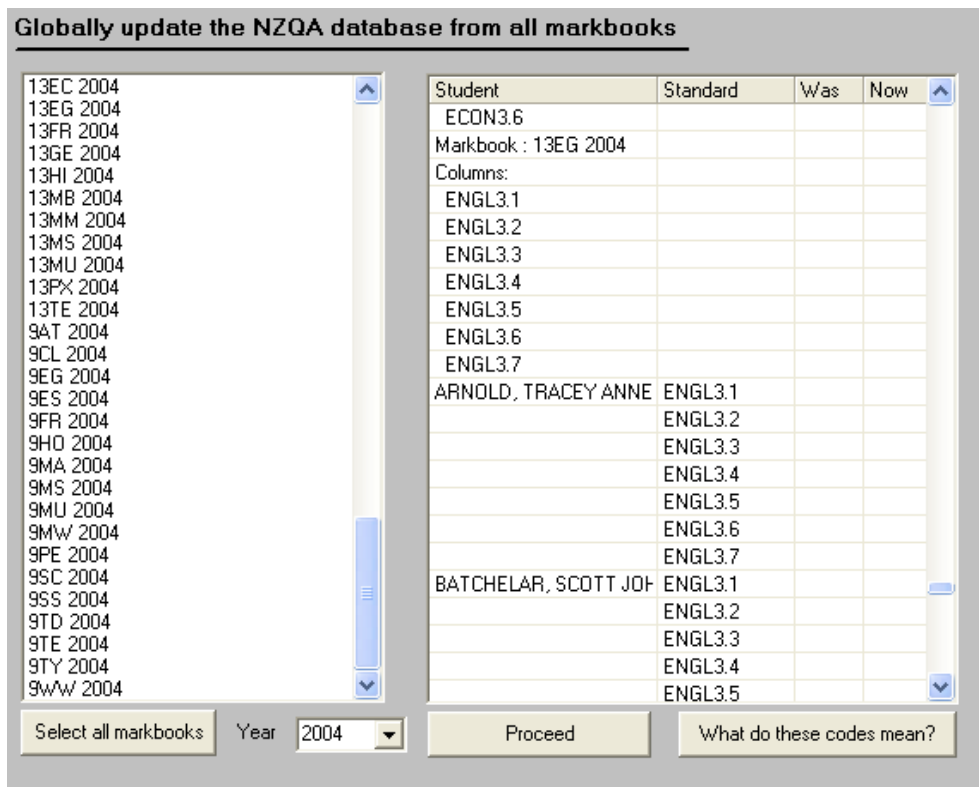


Illustration 6 : The updating processed displayed

### 10.4 Identifying unattached standards

It is possible to arrive at a situation where students have standards attached to them in

the NZQA section of the database, yet the standards are not attached to the students' subjects. This may be intentional but, if not, then you identify and rectify the situation. Clicking the button for this utility reveals the following screen, where the 'Search' button has already been clicked to perform the check.

**Identify students with unattached standards** Year

It is possible for students to have standards which are not attached to their subjects. These should be 'tagged' if they are intentional. If not then this utility allows you to remove such attachments. Exclude already assessed standards   
Exclude externally provided standards   
Hide 'Tagged' standards

Once the search is complete you may click/drag in the 'Tagged' column to request removal. Alternatively, use the RIGHT mouse button to tag standard as correctly attached.

Student	Standard	Assmnt	Tagged?
Ab <input type="text" value=""/>	nr 102 04E Consolidate keyboarding skills and develop keyboarding accur		Yes
	102 01E Consolidate keyboarding skills		Yes
	101 03E Develop and use keyboarding skills to enter text		Yes
	57 03E Provide customer service in given situations		Yes
	9614301E SFC-Japanese (Second Language)		Yes
	9612901E SFC-History		Yes
All <input type="text" value=""/>	ny 8990 02E Examine and apply sociological theories to an explanation of h		Yes
	8994 02E Examine a social institution and explain its influence on people		Yes
	8998 02E Examine a social structure and explain its influence on people		Yes
	9002 02E Conduct a quantitative sociological enquiry with supervision		Yes
	9006 02E Conduct a qualitative sociological enquiry with supervision		Yes
	9010 02E Organise and communicate sociological ideas and evidence in		Yes
	9037402E ENGL2.7 - Deliver a presentation using oral and visual langua		Yes
	9037602E ENGL2.2 - Produce crafted and developed formal transaction		
	9037802E ENGL2.4 - Analyse short written texts		
	9037902E ENGL2.5 - Analyse a visual or oral text		

Illustration 7 : The identification of unattached standards.

Should you click on the 'Remove ALL' button, you will be asked whether or not you wish to include 'Tagged' standards in the removal process. If not, then only the untagged will have the word 'Remove' added to the 'Tagged' column.

You can also process individual standards. Use the left-mouse button to click or drag over standards which you wish to have removed and use the right-mouse button to click or drag over standards which you wish to tag.

**Identify students with unattached standards** Year

It is possible for students to have standards which are not attached to their subjects. These should be 'tagged' if they are intentional. If not then this utility allows you to remove such attachments. Exclude already assessed standards   
Exclude externally provided standards   
Hide 'Tagged' standards

Once the search is complete you may click/drag in the 'Tagged' column to request removal. Alternatively, use the RIGHT mouse button to tag standard as correctly attached.

Student	Standard	Assmnt	Tagged?
Al [ ] nt	102 04E Consolidate keyboarding skills and develop keyboarding accur		Yes
	102 01E Consolidate keyboarding skills		Yes
	101 03E Develop and use keyboarding skills to enter text		Yes
	57 03E Provide customer service in given situations		Yes
	9614301E SFC-Japanese (Second Language)		Yes
	9612901E SFC-History		Yes
Al [ ] y	8990 02E Examine and apply sociological theories to an explanation of h		Yes
	8994 02E Examine a social institution and explain its influence on people		Yes
	8998 02E Examine a social structure and explain its influence on people		Yes
	9002 02E Conduct a quantitative sociological enquiry with supervision		Yes
	9006 02E Conduct a qualitative sociological enquiry with supervision		Yes
	9010 02E Organise and communicate sociological ideas and evidence ir		Yes
	9037402E ENGL2.7 - Deliver a presentation using oral and visual langua		Yes
	9037602E ENGL2.2 - Produce crafted and developed formal transaction		Remove
	9037802E ENGL2.4 - Analyse short written texts		Remove
	9037902E ENGL2.5 - Analyse a visual or oral text		Remove

Illustration 8 : Some unattached standards have been selected for removal.

Subsequently clicking on the 'Save changes' button will cause ALL 'Remove' standards to be removed from their owners – i.e. the students to whom they were attached. Be careful, as it is perfectly acceptable, in some cases, for students to be taking standards which are, indeed, not attached to any of their subjects.

### 10.5 Identifying 'Phantom' standards

A 'Phantom' standard is one found attached to one or more students, yet is not found in the database of standards.

To illustrate this, two standards were purposely deleted from the database of standards. When the process was carried out, via the screen shown below, the two were identified.

**The identification of 'phantom' standards**

If you have incorrectly deleted standards from your database when they are still attached to students then you can identify these via this process, and have the missing definitions added back to your database of standards.

Year

Standard	Students
1233701E Demonstrate understanding of function properties and apply th	16
1234101E Graph functions using two dimensional polar coordinates and t	16

Students taking 1233701E

BARR, CHRISTOPHER  
 BARRETT, NICHOLAS  
 BASSETT, DIANNA  
 BEETS, ANDREW  
 BODY, SANDRA  
 BRAMWELL, ASHLIN  
 BROOKIE, DONELLA  
 BURNS, LAUREN  
 CLEATOR, RICHARD  
 COCKBURN, PAUL  
 CORBETT, JASMINE  
 DE VRIES, LARA  
 DOWD, BRENDAN  
 FINLAY, DANIEL  
 GARDINER, KIRSTEN  
 GRAY, VERONICA

Illustration 9 : The identification of 'Phantom' standards

In the example above, one of the standards has been selected and the students connected have been displayed on the right side of the screen. This display is for your information only and is not used for any further purpose.

The 'further purpose' which IS available is the facility to have the missing standards added back to your database. Click on the suitably labelled button at the bottom of the screen and all of the missing standards will be sought in the NZQA file and, if found, added back to your database.

### 10.6 Changing a version number

If the occasion were to arise where you had begun the year teaching one version of a standard and then, part way through the year, you decided to change to a later version of the same standard then this global process allows you to achieve that.

The screen for this process is shown below.

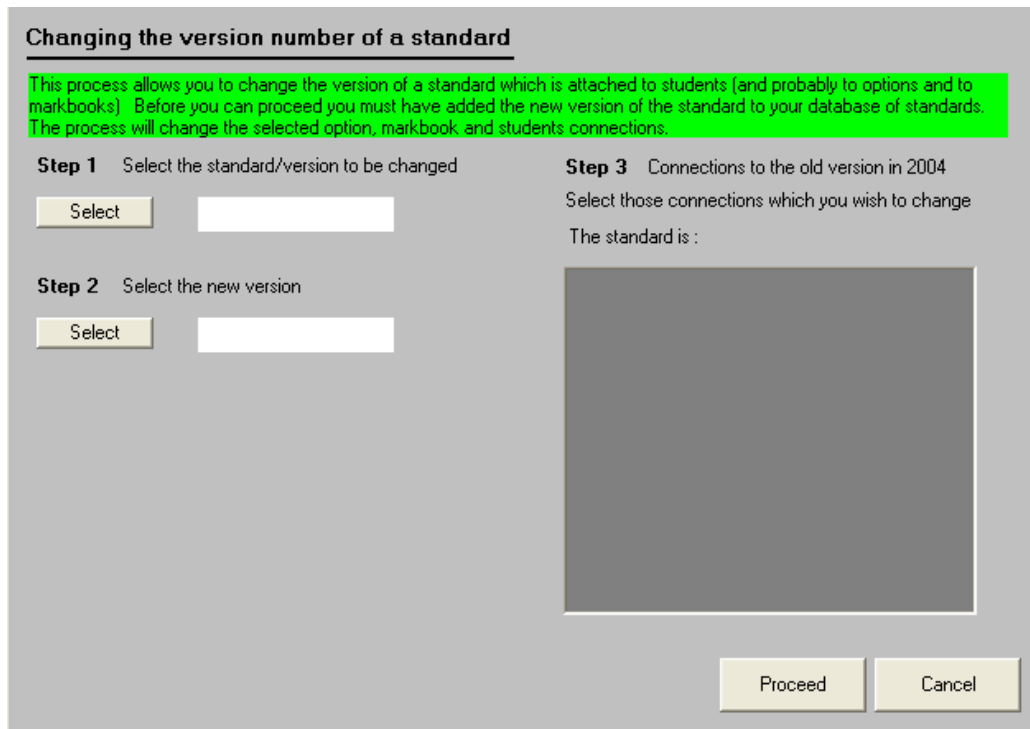


Illustration 10 : Changing the version number of a standard

The first step is to click on the first 'Select' button to identify the standard for which you wish to change the version number. A list of standards will appear from which you may make your choice, which will then be displayed as shown below.

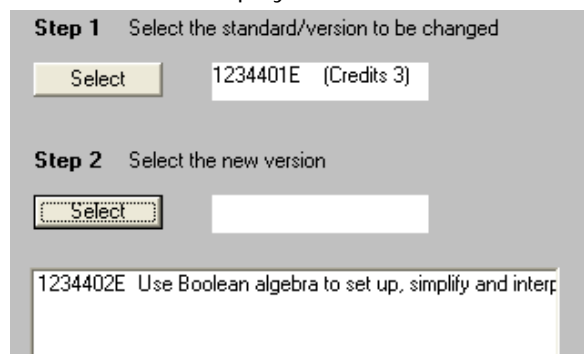


Illustration 11 : Selecting the replacement standard

Once you have made the first choice, the list below the second choice area will display any later versions of the chosen standard. Select the one from the list which you wish to have replace the first, and it will appear in the second selection area, as shown below.

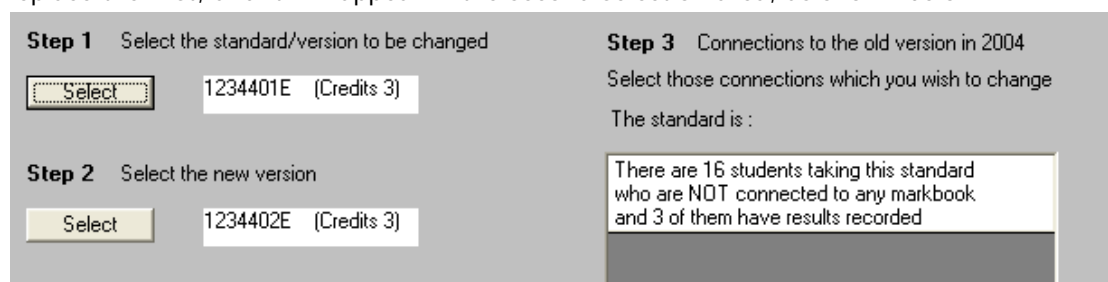


Illustration 12 : the replacement has been selected



Once you have the replacement standard selected, the program will identify all students taking the first standard, and these will be displayed on the right hand side of the screen, as shown below.

There may be more than one possibility here. Select the possibilities which you wish to have changed from the right hand panel. In the example below the one possibility displayed has been selected.

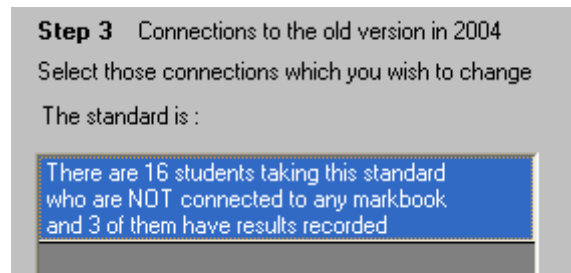


Illustration 13 : Selection of the group to be changed

Finally, click 'Proceed' and the change will be made on each of the students identified.

## 10.7 Global zaps

We have already met the global zaps, at the beginning of the chapter on student billing, but we shall repeat the details here.

A 'Zap' is a single process which deals with ALL relevant entries in the database. Given the nature of an access database the process can take a very short time indeed, as access databases are designed for this sort of process. The main zaps screen is shown below.

### A selection of global zaps

This utility allows you to apply global processes to all (qualifying) students

1. Set all fees information (Paid amount, Amount owing etc) to zero on all students

Set NZQA fees information to zero

2. Set 'Withdrawn from NZQA' flags to 'No' for all students

Remove all 'Withdrawn from NZQA' settings

3. Remove NZQA Benefits information from all students

Remove all benefits information

4. Set all Leavers to 'Withdrawn from NZQA'

Set leavers to 'Withdrawn from NZQA'

Illustration 14 : The global 'zaps'

The first three 'zaps' were dealt with earlier and are useful in removing all details relating to students' NZQA fees from the previous year. Do NOT run it DURING a year after fees for the current year have been entered as these too will be removed.

The final zap sets the 'Withdraw from all standards' flag to 'Yes' for all students whose status in the database is 'Leaver'.

## 10.8 Context checks

Some standards have alternative 'contexts'. For example Standard 90656 History has two contexts :

- Tudor History
- New Zealand History

Standards 90359 and 90360 both have six contexts :

- Biotechnology
- Food technology
- Materials technology
- Electronics and control technology
- Information and communications technology
- Structures and mechanisms

Each student taking a standard with alternative contexts must have their choice recorded, and it may well be that, within a single school, more than one context is provided. The screen, shown below, allows you to allocate these from one central spot.

**Step 1 Select the standard**

Selected standard :

Standard	Detail	Students
9035901E	TECN2.4 - Describe technological princip	1
9036001E	TECN2.5 - Characterise a technological p	0
9062801E	TECN3.6 - Demonstrate understanding of	0
9065601E	HIST3.3 - Analyse and evaluate evidenc	7
9065701E	HIST3.4 - Examine a significant decision	7
9065801E	HIST3.5 - Examine a significant issue in tl	7
9067601E	TECN3.4 - Discuss how social responsibi	0
9067701E	TECN3.5 - Analyse existing production pr	0
9330201E	Scholarship Visual Arts	0
9340301E	Scholarship History	0

**Step 2 Select the student(s)**

Hold down Ctrl to multi-select (or use the button below)

Student	Context

Select all students

**Step 3 Select the context** which you wish to apply to the selected students

Illustration 15 : The allocation of contexts

There are three steps to the process; follow the steps in the correct order.

1. Select the standard for which you wish to allocate contexts from the top left hand list. In the illustration below, 90657 Hist 3.4 has been selected and, as a result, the students taking this standard have been identified and displayed in the right hand panel under Step 2.

**Step 1 Select the standard**

Selected standard :

Standard	Detail	Students
9035901E	TECN2.4 - Describe technological princ	1
9036001E	TECN2.5 - Characterise a technological p	0
9062801E	TECN3.6 - Demonstrate understanding of	0
9065601E	HIST3.3 - Analyse and evaluate evidenc	7
9065701E	HIST3.4 - Examine a significant decision	7
9065801E	HIST3.5 - Examine a significant issue in tl	7
9067601E	TECN3.4 - Discuss how social responsibi	0
9067701E	TECN3.5 - Analyse existing production pr	0
9330201E	Scholarship Visual Arts	0
9340301E	Scholarship History	0

**Step 3 Select the context** which you wish to apply to the selected students

TUD-Tudor History

NZH-New Zealand History

**Step 2 Select the student(s)**

Hold down Ctrl to multi-select (or use the button below)

Student	Context
CHRISTIE, MICHAEL	
COMBER, NIKKOLE	
DE VRIES, SANDRA	
EASTERBROOK, SUSAN	
HALBERG, SUE	
HIRINI, BELINDA	
INGLE, JENINE	

Select all students

Illustration 16 : A standard requiring contexts to be specified

The empty column on the right of step 2 indicates that no contexts have yet been allocated to these students.

2. Select those student from the right hand list for whom you wish to specify a particular context. In the illustration below four students have been selected.

**Step 1 Select the standard**

Selected standard :

Standard	Detail	Students
9035901E	TECN2.4 - Describe technological princ	1
9036001E	TECN2.5 - Characterise a technological p	0
9062801E	TECN3.6 - Demonstrate understanding of	0
9065601E	HIST3.3 - Analyse and evaluate evidenc	7
9065701E	HIST3.4 - Examine a significant decision	7
9065801E	HIST3.5 - Examine a significant issue in tl	7
9067601E	TECN3.4 - Discuss how social responsibi	0
9067701E	TECN3.5 - Analyse existing production pr	0
9330201E	Scholarship Visual Arts	0
9340301E	Scholarship History	0

**Step 2 Select the student(s)**

Hold down Ctrl to multi-select (or use the button below)

Student	Context
CHRISTIE, MICHAEL	
COMBER, NIKKOLE	
DE VRIES, SANDRA	
EASTERBROOK, SUSAN	
HALBERG, SUE	
HIRINI, BELINDA	
INGLE, JENINE	

Illustration 17 : The selection of students.

3. In the list at the bottom left of the screen are the possible contexts for the selected standard. Click on the one which you wish to allocate to the selected students and its abbreviation will be added to the second column, alongside the students' names, as shown below.

**Step 1 Select the standard**

Selected standard :

Standard	Detail	Students
9035901E	TECN2.4 - Describe technological princip	1
9036001E	TECN2.5 - Characterise a technological p	0
9062801E	TECN3.6 - Demonstrate understanding of	0
9065601E	HIST3.3 - Analyse and evaluate evidenci	7
9065701E	HIST3.4 - Examine a significant decision	7
9065801E	HIST3.5 - Examine a significant issue in tl	7
9067601E	TECN3.4 - Discuss how social responsibi	0
9067701E	TECN3.5 - Analyse existing production pr	0
9330201E	Scholarship Visual Arts	0
9340301E	Scholarship History	0

**Step 2 Select the student(s)**

Hold down Ctrl to multi-select (or use the button below)

Student	Context
CHRISTIE, MICHAEL	TUD
COMBER, NIKKOLE	TUD
DE VRIES, SANDRA	
EASTERBROOK, SUSAN	
HALBERG, SUE	TUD
HIRINI, BELINDA	
INGLE, JENINE	TUD

**Step 3 Select the context** which you wish to apply to the selected students

TUD-Tudor History
NZH-New Zealand History

Illustration 18 : The context 'TUD' has been selected.

Now repeat the process for the next bunch of students, and repeat as often as required until, as shown below, all students have a context specified.

**Step 1 Select the standard**

Selected standard :

Standard	Detail	Students
9035901E	TECN2.4 - Describe technological princip	1
9036001E	TECN2.5 - Characterise a technological p	0
9062801E	TECN3.6 - Demonstrate understanding of	0
9065601E	HIST3.3 - Analyse and evaluate evidenci	7
9065701E	HIST3.4 - Examine a significant decision	7
9065801E	HIST3.5 - Examine a significant issue in tl	7
9067601E	TECN3.4 - Discuss how social responsibi	0
9067701E	TECN3.5 - Analyse existing production pr	0
9330201E	Scholarship Visual Arts	0
9340301E	Scholarship History	0

**Step 2 Select the student(s)**

Hold down Ctrl to multi-select (or use the button below)

Student	Context
CHRISTIE, MICHAEL	TUD
COMBER, NIKKOLE	TUD
DE VRIES, SANDRA	NZH
EASTERBROOK, SUSAN	NZH
HALBERG, SUE	TUD
HIRINI, BELINDA	NZH
INGLE, JENINE	TUD

Illustration 19 : A completely specified standard

Repeat the process for each standard which has students attached. You can specify a context for a particular student back on their individual data screen, as shown in chapter seven.

## 10.9 Printing Financial Assistance Application Forms

This process, while hardly 'global', does allow you to print Financial Assistance Application Forms independent of students. The screen is shown below.

**Printing copies of the Financial Assistance Application form**

This utility allows you to print multiple copies of the financial assistance application form. Each form will be allocated a new Financial Application number and this must NOT be duplicated. The number MUST be unique.

If you are using a form for a student at your school who has qualifying siblings at another school then the form must be sent to the other school, when appropriate, for completion by the siblings. The 'other' school must be informed of the Application number.

**N.B. Each form will be allocated the next available Application ID Number**

How many copies of the form do you wish to print?

Illustration 20 : Printing spare application forms

The purpose of this process is to allow you to print a specified number of 'spare' application forms so that you do not have to have access to the computer each time an individual student makes an application.

To bear in mind, however, that, for each form, a unique number is allocated and will never be allocated again. This is also detailed for you on the screen.

## 10.10 Globally attaching standards to students

Click on 'Attachment of other standards', and the first step of the attachment process will appear, as shown below. The illustration shows a red button relating to a STAR import. This will be detailed shortly.

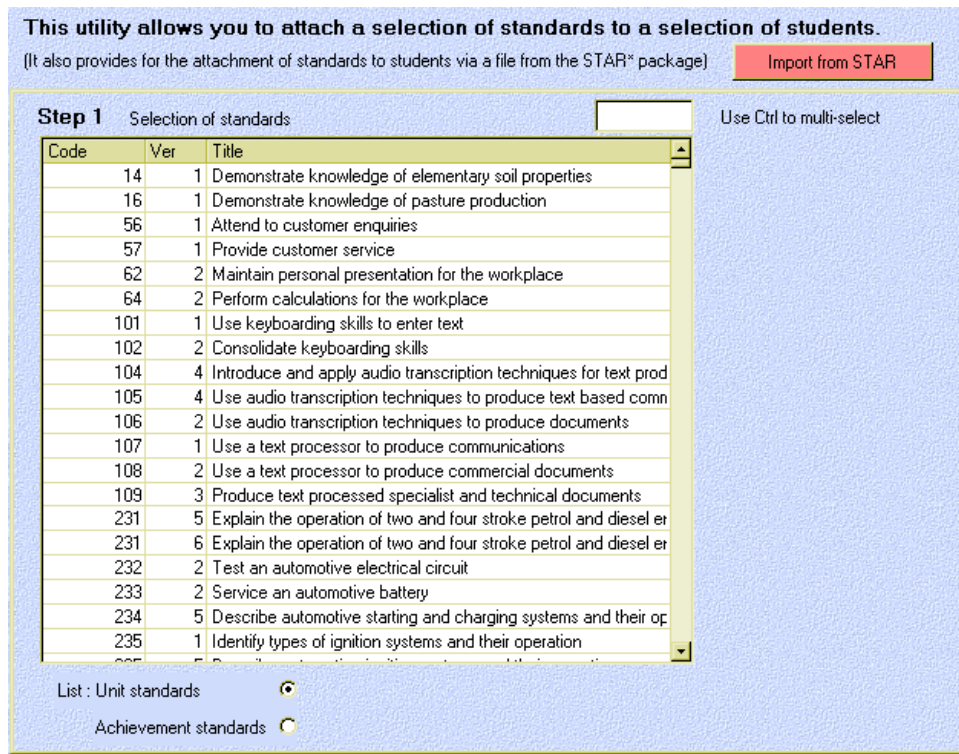


Illustration 21 : Selection of standards

The first step in the process is to select the standards involved. As it is most likely that these will be unit standards it is unit standards which will be first offered for selection. You can switch to achievement standards but selecting that option at the bottom of the screen.

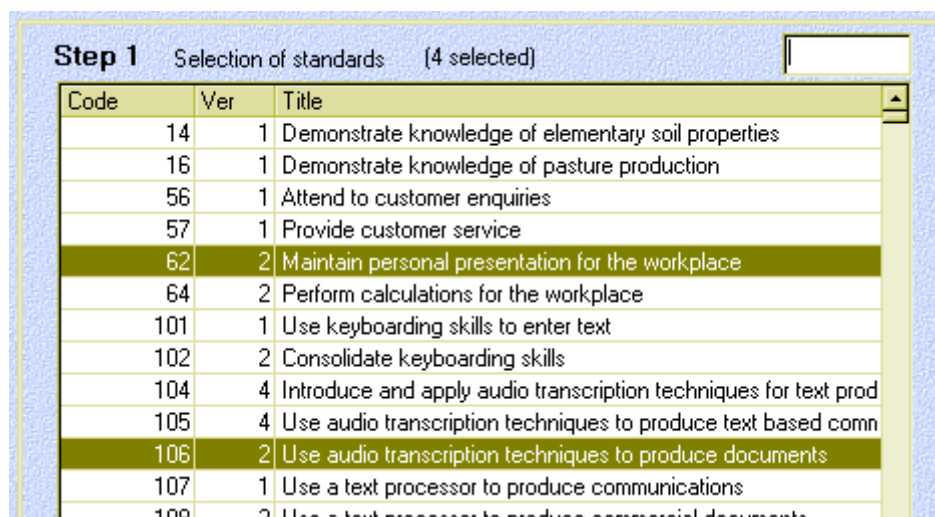


Illustration 22 : Selected standards

To select standards, hold down the Control key and click on each standard required. A small text window at the top of the screen allows you to 'type ahead' to search for a particular standard.

Once you had made your selection of standards, click the 'Next' button to proceed to the selection of students. This screen is shown below.

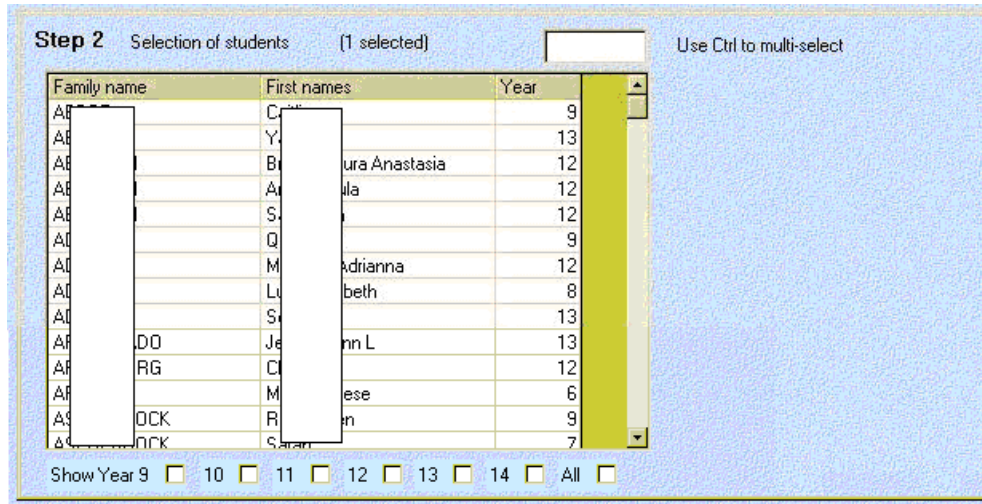


Illustration 23 : The student selection screen

Initially all students are displayed. At the bottom of the screen is a row of check boxes which enable you to filter the displayed students by year level. Again, at the top of the screen is a small text box which you can use to 'type ahead' to search for a particular family name.

Again, hold down the Control key to multi-select the students concerned. A selection of students is shown below.

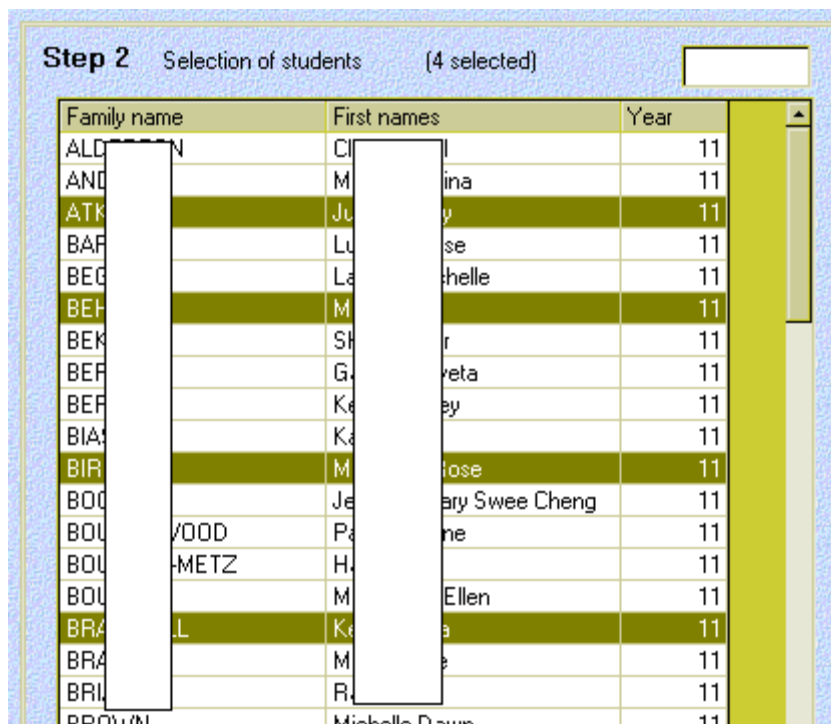


Illustration 24 : Selected students



Once you are satisfied with your selection, click on the 'Next' button to proceed to the final confirmation screen. This screen shown below, will list the selected standards and the selected students.

Selected standards (4)			Selected students (4)		
Code	Ver	Title	Family name	First names	Year
62	2	Maintain personal presentation fo	ATK	Justin	11
106	2	Use audio transcription techniqu	BEH	Miche	11
231	4	Explain the operation of two and	BIR	Mishe	11
233	2	Service an automotive battery	BR	Keith	11

Illustration 25 : Selected standards and students

If you are not satisfied with your selection, you may use the 'Back' button which appears at the bottom of each step to return to a previous step to modify your selection. Once you are satisfied, click the 'Finish' button in the bottom right hand corner of the screen, and a confirmation window will appear, as shown below. Replace the initial 'No' by typing 'Yes' and click OK.

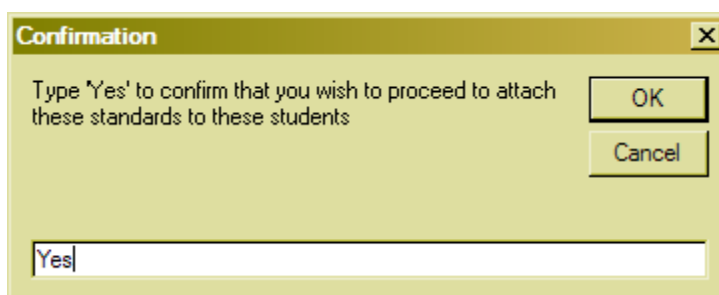


Illustration 26 : Final confirmation

The standards selected will be attached to the students selected and will subsequently appear in each student's list of standards.

### 10.11 The STAR Import process

STAR is a new package used to manage your school's STAR (Secondary Tertiary Alignment Resourcing) courses, where students pursue courses offered by other providers, frequently at venues other than the school. As a result many students pursue unit standards via courses which fall outside the normal school curriculum. These standards and the associated results may be imported from the STAR package into your Classroom Manager database. The STAR package includes the ability to generate a text file of standards and results. If such a file is found in your \cm directory then, on selecting the NZQA Utilities menu button, the following message will be displayed in CMAdmin.

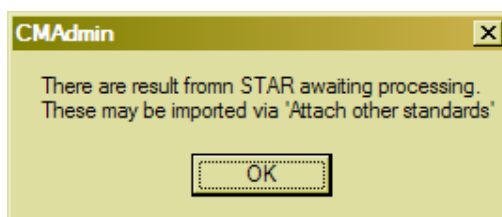


Illustration 27 : The importation of STAR data alert

On entering the new button, a STAR button will be highlighted in red at the top of the screen, as shown in the second illustration above. Clicking that button will take you directly to the STAR import screen, as shown below.

**Import from STAR**

The following standards and/or student results have been sent from the STAR software and may be added to your CM database in order to maintain a full list of students' achievements.

Standards					Student results				
Code	Ver.	Lev.	Cr.	Title	Student	Standard	Ver.	Result	Prct
12345	2	6	2	Apply mathematical me	Arbuckle, Fatty	1121	1		
12344	4	4	3	Use Boolean algebra to	Arbuckle, Fatty	1120	1		
1122	1	3	3	Establish levels and gra	Arbuckle, Fatty	2110	3		
1121	1	3	8	Select, use and mainta	Arbuckle, Fatty	2109	4 A		
1120	1	3	4	Select, use and mainta	Arbuckle, Fatty	2108	2 A		
2110	3	6	40	Produce production dra	Arbuckle, Fatty	16805	2 A		
2109	4	5	30	Produce product rende	Morecombe, Alan	2110	3 A		
2108	2	5	30	Produce illustrations us	Morecombe, Alan	2109	4 A		
12467	1	6	10	Apply management pra	Morecombe, Alan	2108	2 A		
12468	1	7	15	Interpret from Maori to	Morecombe, Alan	16805	2 A		
					Muggins, Jim	12345	2 A		
					Muggins, Jim	12344	2 A		
					Muggins, Jim	1121	1 A		
					Muggins, Jim	1120	1 A		
					Muggins, Jim	2110	3		
					Muggins, Jim	2109	4 A		
					Muggins, Jim	2108	2 A		
					Muggins, Jim	16805	2 A		
					Wise, Ernie	2110	3 A		
					Wise, Ernie	2109	4 A		
					Wise, Ernie	2108	2 A		
					Wise, Ernie	16805	2 A		
					Allen, Jeremy Williar	12345	2		
					Allen, Jeremy Williar	12344	4		
					Allen, Jeremy Williar	12467	1 A		
					Allen, Katy Elizabet	12345	2		

Pre-check prior to import      Proceed to import

Illustration 28 : Data ready to be imported from STAR

This screen displays, in the left hand table, any unit standards studied by the students. These units may or may not be already in your database of standards. The right of the screen lists the students taking these standards and their current results, if any. Again, these results may or may not be already in your database.

In order to check for the pre-existence of the standards and results, click on 'Pre-check prior to import'. This tests the incoming information to see whether or not it is required. If not, it will be removed from the table. In the example below, all of the standards were found to be already in the database, and a message to that effect is displayed.

Standards					Student results				
Code	Ver.	Lev.	Cr.	Title	Student	Standard	Ver.	Result	Prct
					Arbuckle, Fatty		1121	1	
					Arbuckle, Fatty		1120	1	
					Arbuckle, Fatty		2110	3	
					Arbuckle, Fatty		2109	4	A
					Arbuckle, Fatty		2108	2	A
					Arbuckle, Fatty		16805	2	A
					Morecombe, Alan		2110	3	A
					Morecombe, Alan		2109	4	A
					Morecomb				
					Morecomb				
Muggins, J									
Muggins, J									
Muggins, J									
Muggins, Jim			2110	3					
Muggins, Jim			2109	4	A				

Illustration 29 : The result of the pre-import check

Once you have performed the check you may proceed to click on the second button – ‘Proceed to import’. The process will proceed and the two tables will be emptied as each entry is processed, eventually arriving at the following screen, which indicates that the process is complete.

**Import from STAR**

The following standards and/or student results have been sent from the STAR software and may be added to your CM database in order to maintain a full list of students' achievements.

Standards					Student results				
Code	Ver.	Lev.	Cr.	Title	Student	Standard	Ver.	Result	Provi

Illustration 30 : The completed importation process

## 11 The NZQA Printing Options

What's in this chapter?

Overview of printing options

The various selections and outputs

The table of students and their results

The table of students and their credits

The credit tables

The Student Summary Report

### 11.1 Overview of printing options

Via NZQA Utilities click 'Printing utilities' to access a wide range of printing utilities concerned with NZQA progress and results.

The main printing screen, shown below, has a panel with buttons displayed on the left side and the usual MUSAC printing screen on the right.

Once a document is displayed on the printing screen you may :

- Enlarge, by double-clicking on the document
- Reduce, by double right-clicking on the document
- Drag it around – using the mouse once it is enlarged
- Print – by clicking on the printer button at the top of the display.



Illustration 1 : The NZQA Printing Utilities screen

The printing process follows the same pattern for most of the processes. i.e. Once you

have selected your required 'list' the left hand panel is replaced by a specification panel which will offer you a variety of choices concerning the format of your requested list. Only a sample of the lists is presented here as it would take many many pages to demonstrate all of the possible combinations.

When printing these lists the 'Print' button, when clicked, will change it's caption to 'Cancel' – where you can cancel the printing process, which can be quite time consuming if, for example, you elect to print a general NCEA analysis for each of 1000 individuals!

## 11.2 The various selections and outputs

### 1. The list of available standards

This button allows you to print a list of the standards offered by your school.

Include short title  or long title

Sort on code  or on sub-field

Print full details of each standard

Include evaluations

Include unit standards

Include achievement standards

Selected fields

Agriculture  
 Bus. & Financial Services  
 Community & Social Services  
 Computing & Information  
 Core Generics  
 Early Childcare  
 Engineering & Technology  
 Health  
 Humanities  
 Law and Security

Select all fields

Generate list(s)

Illustration 2 : The printing options

Example of the resulting printout.

MUSAC Demonstration 16/04/2004

Unit code : 90022	Version : 1	Language : E	Status : I
Demonstrate an understanding of the conceptual basis of accounting			
From : //20	To : //20	Accredited : Yes	Trial Unit : No
Field : Bus.& Financial Services	Subfield : Accounting	Domain : ACCOUNTING - GENERIC	
Level : 1	Credits : 3	Hours : 0	Subjects : 20 30 40 10!
Provider : College	Location : 01		

Unit code : 90022	Version : 2	Language : E	Status : A
Demonstrate an understanding of the conceptual basis of accounting			
From : //20	To : //20	Accredited : Yes	Trial Unit : No
Field : Bus.& Financial Services	Subfield : Accounting	Domain : ACCOUNTING - GENERIC	
Level : 1	Credits : 3	Hours : 0	Subjects : 25 25 25 25!
Provider : College	Location : 01		

Unit code : 90023	Version : 2	Language : E	Status : A
Describe a method of processing financial information and analyse transactions			
From : //20	To : //20	Accredited : Yes	Trial Unit : No
Field : Bus.& Financial Services	Subfield : Accounting	Domain : ACCOUNTING - GENERIC	
Level : 1	Credits : 3	Hours : 0	Subjects : 25 25 25 25!
Provider : College	Location : 01		

Illustration 3 : The standards offered by your school

**2. A standard list of students**

This option provides a list of the students taking each standard and could be useful e.g. at the time of internal or external examinations.

The two selections involved are :

**Include those students who have :**

Achieved standards

Unachieved standards

**Standards attached in :**  ▼

**Print their :**

Full name  Preferred name

**Print using fontsize :**  ▼

Illustration 4 : The selection options

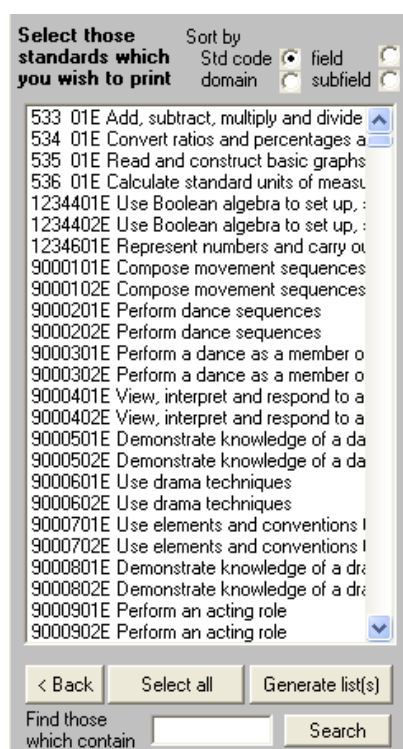


Illustration 5 : The selection of standards

An example of the resulting list is shown below.

MUSAC Demonstration 16/04/2004

9005202E

Student	Achieved	Date
BENTLEY, ANDREW SAMUEL	Not achieved	
BRIND, DAKIN NEIL	Not achieved	
BURNS, LAUREN MEREDITH	Not achieved	
CAMPBELL, DUANE GARY	Not achieved	
COLLINS, SALATIELA	Not achieved	
Conroy, NIGEL WILLIAM	Not achieved	
CORSKIE, SHANE DAVID	Not achieved	
DELLABARCA, JARROD EVAN	Not achieved	
DOWD, BRENDAN JAMES	Not achieved	
EDER, SAMSON	Not achieved	
FOOTHEAD, MARK	Not achieved	
GRAHAM, DARREN JAMES	Not achieved	
GRAY, SHALENE TRUDIE	Not achieved	
HANNAH, CAREY RICHARD	Not achieved	
HAYNE, Mrs Paddy	Not achieved	
HAZLEHURST, GRAEME TIMOTHY	Not achieved	
HEKE, VINCENT WIKI	Not achieved	
HUNIC, TARAUNA ERIC	Not achieved	

Illustration 6 : The students taking a particular standard

## 2. The standards taken by each student

Click 'Students and their standards'. This option allows you to print lists of the standards taken by each student, and allows the following possibilities.

**Include**

Unit Standards  
 Achievement Standards  
 Both

Include 'lost' standards [Explain!](#)  
 List duplicated standards [Explain!](#)

**Not yet assessed standards**

Include  Exclude

**Include**

Standard title  
 Code and details  
 Both

**Include**

Internally assessed  
 Externally assessed

**Print format**

One page per student  
 Continuous

Standards attached in

Printing will be grouped according to the selection you make in the filter - by option class, by form group, by level etc

[First select students .....](#) [... then select standards](#)

Illustration 7 : The format possibilities

The two buttons at the bottom of this screen allow you to select :  
 First the students – using the CM Student filter, shown below.

**Selection of students**

Select those students for whom you wish to print units. Printing will be group according to your selection. i.e. If you select option classes, then each option class will be printed

Activities		Options		NZQA Standards		Schools	
Mark Books		Gender, Place & Ethnicity		Columns		Type	
<input checked="" type="radio"/> Years	Forms						
	Groups						
Years	Selected Forms	Selected Groups		Status			
Year 9	10AK 11PT 9KA	long	Full time				
Year 10	10AS 11RA 9ML	Rm 1	Part time				
Year 11	10ED 12CJ 9NU	Rm 10	Leaver				
Year 12	10FO 12MA 9PE	Rm 11	Pre-enrolment				
Year 13	10JS 12MC 9ST	Rm 12	Delete				
	10MK 12QA Yr 1	Rm 2					
	11DN 12TH Yr 2	Rm 3					
	11DV 12WS Yr 3	Rm 4					
	11HP 13AD Yr 4	Rm 5					
	11MO 13SK Yr 5	Rm 6					
	11PA 9HG Yr 6	Rm 7					
	11PK 9HU	Rm 8					
		Rm 9					

[Reset the filter to just Full and Part time students](#)

Illustration 8 : The student filter



Secondly the standards, as shown below.

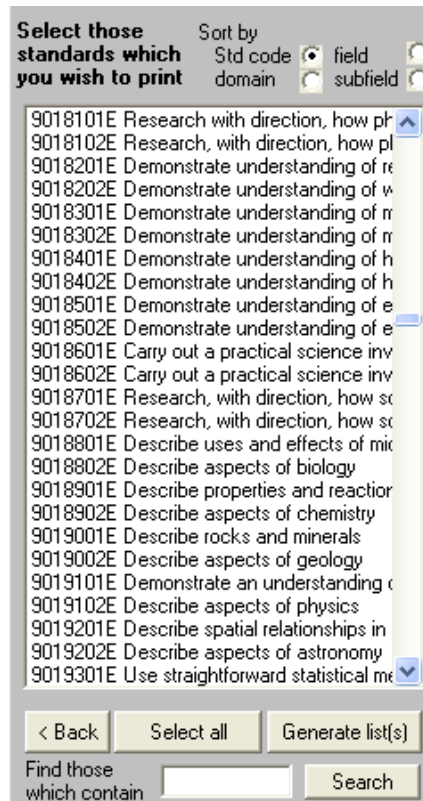


Illustration 9 : The selection of standards

The resulting output will appear, depending on your choice of format, as shown below.

MUSAC Demonstration 16/04/2004

11

Student	Achieved	Date
<b>ALDERTON, KELVIN</b>	<b>Year : 11</b>	<b>Form : Yr 3</b>
<b>Group : Rm 7</b>		
9002202E ACCO1.1 - Demonstrate an understanding of the conceptual basis of accounting		
9002302E ACCO1.2 - Describe a method of processing financial information and analyse transactions		
9002402E ACCO1.3 - Process financial information for a sole proprietor		
9002502E ACCO1.4 - Demonstrate an understanding of accounting systems for entities		
9002602E ACCO1.5 - Prepare financial statements for sole proprietors		
9002702E ACCO1.6 - Report financial information for an individual or household, and community organisations		
9002802E ACCO1.7 - Analyse and interpret information for a sole proprietor(s)		
9002901E ACCO1.8 - Use a decision-making process to make a recommendation for entities		
9020202E GEOG1.1 - Examine an extreme natural event and the human response		
9020302E GEOG1.2 - Examine population patterns, processes and issues		
9020402E GEOG1.3 - Examine resource use in a farming or mining context		
9020502E GEOG1.4 - Apply skills and ideas with direction in a geographic context		
9020602E GEOG1.5 - Carry out and present directed geographic research		

Illustration 10 : An individual student's standards

### 5. The printing of credit tables

Click 'Credit tables'. The options for this list are as shown below. Two examples will be generated, both of a single option class. The first will 'Display credits gained', as selected below.

The screenshot shows a web-based utility titled "NZQA Printing utility" with a sub-header "Print various standards lists". The interface includes the following elements:

- Instructions:** "This process will generate a chart of the selected standards and selected students and will display, in the cells, the credits, result or submission status. Fairly obviously, if you select too many students or too many standards then time and paper may well be compromised."
- Select year:** A dropdown menu currently set to "2014".
- Display options (Left):**
  - credits gained
  - grade
  - submission status
- Display options (Right):**
  - Standard code (e.g. ENGL 1.3)
  - Standard number (e.g. 90048 01E)
- Exclude externally assessed standards:** An unchecked checkbox.
- Either:** A button labeled "Select an option class".
- or:** Two stacked buttons labeled "Select students" and "Select standards".
- Empty field:** A large empty rectangular box at the bottom.

Illustration 11 : The 'Credit table' printing options

The selection of the option classes is shown below. You can select multiple classes by clicking on them.

**Selection of option classes**

Year  Option set

Year	A	B	C	D	E	F	G	H	I
11	11MA PG	11MA 6F	11AC 6R	11AC CB	11AC CJ	11EN 6D	11PE 6L	11PE DL	1
	11MA PJ	11MA 6J	11AC CZ	11AR TG	11AC CN	11EN 6H	11PE 6P	11PE DN	
	11MA TC	11MA 6S	11EC SB	11EC 6W	11AR TF	11EN 6L	11PE 6S	11PE DP	
	11MA TS	11MA TA	11EN AM	11EC ST	11EC SW	11EN 6M		11PE DS	
	11MA TY	11MA TL	11EN GL	11EN GH	11ES LP	11PE DD		11PE DW	
	11SC 6B	11MA TR	11EN GL	11EN GM	11FO TP	11PE DG			
	11SC 6D	11MA TS	11EN GM	11EN GM	11FR EM	11PE DL			
	11SC 6M	11MA TS	11EN GT	11EN GS	11GD NP	11PE DP			
	11SC 6W	11MA TV	11EN GZ	11EN GZ	11GE OA	11PE DW			
	11SC 6Z	11SC 6Z	11EO LJ	11EO LD	11GE OP				
	11SC IB	11SC AB	11ES LP	11ES LP	11JA PC				
	11SC IK	11SC IB	11GD NB	11GD 6G	11MA ON				
	11SC IL	11SC IL	11GE 6H	11GE OW	11MU SD				
	11SC IM	11SC IL	11GE OZ	11HI 6G	11WP ID				
	11SC IR	11SC IR	11HI SH	11WP IM	11WP IM				
	11SC IZ	11SC IT	11JA 6R	11WT FH	11WT ES				
		11SC IZ	11WP IN	11WT WP	11WT MB				

Illustration 12 : Selecting option classes

An example of the resulting printout is shown below.

**MUSAC Demonstration 16/04/2004** **12MA BT**

	9028401E	9028501E	9028601E	9028701E	9028801E	9028901E	9029001E	9029101E	9029201E	Total
Credits	4	3	4	2	3	2	2	2	2	
Level	2	2	2	2	2	2	2	2	2	
Student	Form									
ARNOTT, LEIGH HELEN						2		2		4
CLEATOR, RICHARD ANTHONY					3	2				5
CRUSE, TERESA DOROTHY					3			2		5
FINLAY, DANIEL					3					3
HOPKINS, JUSTIN WILLIAM					3	2		2		7
JENNINGS, CLARE GWYNETH						2		2		4
MALLON, CAROLL LORENA					3			2		5
MCGILL, NATHAN GILMER					3	2		2		7
MCNEILLY, JOANNE MARIE						2		2		4
SINCLAIR, STEVIE DIANE						2				2

9028401E	Manipulate algebraic expressions and solve equations
9028501E	Sketch and interpret non-linear graphs
9028601E	Find and use straightforward derivatives and integrals
9028701E	Solve problems using a coordinate geometry method
9028801E	Select a sample and make inferences from the data
9028901E	Simulate probability situations, and apply the normal distribution
9029001E	Solve straightforward problems involving sequences
9029101E	Solve practical trigonometry problems
9029201E	Solve straightforward trigonometric equations

Illustration 13 : The 'Credits gained' version

The second illustration for this 'list' shows the 'Grade' version.

MUSAC Demonstration 16/04/2004		12MA BT									
		9028401E	9028501E	9028601E	9028701E	9028801E	9028901E	9029001E	9029101E	9029201E	Total
Credits		4	3	4	2	3	2	2	2	2	
Level		2	2	2	2	2	2	2	2	2	
Student	Form										
ARNOTT, LEIGH HELEN						N	A		E		
CLEATOR, RICHARD ANTHONY						E	A		N		
CRUSE, TERESA DOROTHY						A	N		M		
FINLAY, DANIEL						A	N		N		
HOPKINS, JUSTIN WILLIAM						E	M		A		
JENNINGS, CLARE GWYNETH						N	M		A		
MALLON, CAROLL LORENA						A	N		E		
MCGILL, NATHAN GILMER						M	E		A		
MCNEILLY, JOANNE MARIE						N	A		E		
SINCLAIR, STEVIE DIANE						N	E		N		

Illustration 14 : The 'Grades achieved' version

### 6. Option class sheets

Click 'Option class sheets'.

**Print various standards lists**

**Printing option class sheets**

Include standards' short titles

Display  current achievement      Display  Standard code (e.g. ENGL 1.3)  
 credits gained       Standard number (e.g. 90048 01E)

**Optional extra columns**

Blank column heading 1

Blank column heading 2

Blank column heading 3

Linked column 1

Linked column 2

Indicate Leavers

Select option classes to print

Generate sheets

These are almost identical to the previous printouts, with the exception that the assessment of each standard, internal or external, is shown at the top of the sheet, as shown below.

	Form	Teacher	MATH21	MATH22	MATH23	MATH24	MATH25	MATH26	MATH27	MATH28	MATH29
Credits			4	3	4	2	3	2	2	2	2
Level			2	2	2	2	2	2	2	2	2
Assessment			Ext	Ext	Ext	Ext	Int	Int	Ext	Int	Ext

Illustration 15 : The top of an option class sheet.

**7. Internal assessment progress**

Click 'Internal assessment progress'. This printout allows the HOD to determine what proportion of the necessary internal assessments have been completed by his or her staff. A small portion of the progress report for Mathematics is shown below.

Internally Assessed proportions				06/06/2004
<b>Subject : 11MA 2004</b>				
Standard	Option	Required	Assessed	Percentage
MATH 1.3	11MA SM	11	4	36
MATH 1.4	11MA SM	11	5	45
MATH 1.5	11MA SM	11	0	0
Teacher : SM		33	9	27
MATH 1.3	11MA CL	11	5	45
MATH 1.4	11MA CL	11	5	45
MATH 1.5	11MA CL	11	4	36
Teacher : CL		33	14	42
MATH 1.3	11MA NU	23	21	91
MATH 1.4	11MA NU	23	14	61
MATH 1.5	11MA NU	23	4	17
Teacher : NU		69	39	57

Illustration 16 : A portion of the progress report

**8. The analysis of results**

Click 'Analysis of results'. This section of the printing options almost deserves a chapter of its own. It is intended to allow you to obtain a 'master analysis' of a year's results in a variety of formats.

In this case the screen alters from the procedure for the preceding processes. Instead, it is replaced by a list of the alternatives available, as shown below.

N.B. Some of the examples in this area are from a real school and students have been obscured.

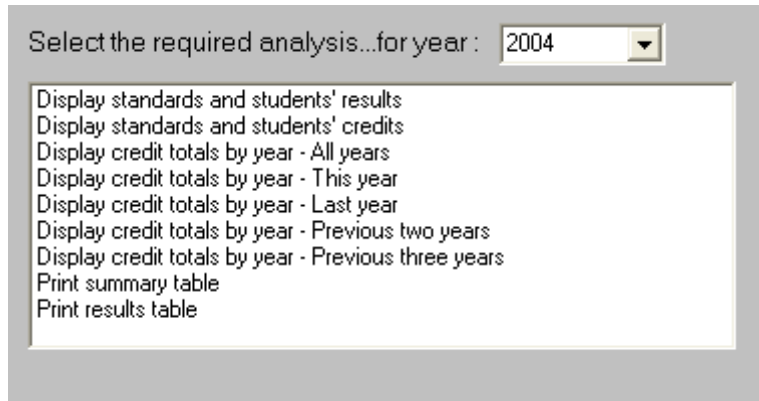


Illustration 17 : The analysis alternatives

### 11.3 The table of students and their results

The following table displays all students and their results in all standards

Illustration 18 : Standards and students' results

At the bottom of this screen are buttons which allow you to :

- Hide standards which have not students with results – or display all standards
- Filter the students – using the standard CM student filter tool.
- Select a particular level
- Select a particular subject

While it is not possible to send this report to the printer (Do you really wish to print a table that is hundreds of columns wide and hundreds of students deep!?), it is possible to print

the details for an individual student or all displayed students. To do this, right-click on the student for whom you wish to print and the following panel will appear.

**Include in report :**

- Standard long title
- Standard short title
- Neither standard title
- Year
- Level
- Credits
- Date of assessment
- Last changed by....
- Date of last change

Generate reports for all displayed students      Generate report

Return to the main screen

Illustration 19 : Printing options

Note that the buttons at the bottom allow you to print for just the currently selected student, or all students in the current display. (Remember that you can filter the students if you so wish using the button at the bottom of the main display screen.)

An example of a student's report (truncated for this display) follows, and below that literacy and numeracy information can be included.

Standard	Title	Year	Level	Credits	Result	Last assessed
5043 E	Produce a CV (curriculum vitae)	2004	1	2		
5054 E	Manage personal physical fitness	2003	1	3	X	04/11/2003
5432 E	Start work in a new workplace	2003	1	2	A	22/10/2003
12773 E	Communicate information in a specified workplace	2003	2	3	X	03/11/2003
12993 E	Be assertive in a range of specified situations	2003	2	4	X	03/11/2003
19782 E	Identify basic employment rights and responsibilities, and sources of information and assistance	2003	1	2	X	03/11/2003
29772 E	Read texts for practical purposes	2003	1	4	X	03/11/2003
29892 E	Read and assess texts to gain knowledge	2003	2	4	X	03/11/2003
42493 E	Demonstrate care and timeliness as an employee	2003	1	3	A	28/11/2003
52233 E	Use formulae and equations to solve problems	2003	1	2	X	04/11/2003
52243 E	Use decimals and percentages to solve problems	2003	1	2	X	24/06/2003
52253 E	Use fractions, ratio, and proportion to solve problems	2003	1	2	X	24/06/2003
52263 E	Construct and use tables and graphs	2004	1	2		
52273 E	Solve problems involving time and money	2003	1	3	X	24/06/2003
52283 E	Take measurements and use them in calculations to solve problems	2004	1	2		
52293 E	Use geometry to describe situations and solve problems	2004	1	2		
52303 E	Carry out a statistical investigation and interpret data	2003	1	3	X	04/11/2003
52313 E	Use constructions and drawings	2004	1	2		
52322 E	Determine probabilities in practical situations	2003	1	2	X	04/11/2003
64012 E	Provide first aid	2003	2	1	X	22/04/2003
66342 E	Demonstrate knowledge of basic human nutrition	2003	1	3	X	22/04/2003
66461 E	Develop a food product	2003	2	3	X	05/11/2003
71231 E	Demonstrate knowledge of problem solving and apply a problem solving technique to a problem	2004	2	2		
75221 E	Select and use materials to make products or prototypes	2003	1	4	X	22/04/2003
75351 E	Create and carry out a project plan in process technology	2003	1	3	X	22/04/2003
84892 E	Solve problems which require calculation with whole numbers	2003	1	2	A	26/11/2003
84902 E	Solve problems using calculations with numbers expressed in different forms	2003	1	2	X	03/11/2003
84912 E	Read and interpret information presented in tables and graphs	2003	1	2	A	03/11/2003
84922 E	Use standard units of measurement	2003	1	3	X	04/11/2003
88082 E	Read an inclusive range of written texts and record the reading experience	2003	1	3	X	22/04/2003
88083 E	Read an inclusive range of written texts and record the reading experience	2003	1	3	X	04/11/2003
Credits gained	Level 1 : 88	Level 2 : 5	Level 3+ : 0			

Credits gained	Level 1 : 24	Level 2 : 0	Level 3+ : 0
Literacy credits gained	Level 1 : 0	Level 2 : 0	Level 3+ : 0
Numeracy credits gained	Level 1 : 12	Level 2 : 0	Level 3+ : 0

Illustration 20 : An individual students summary

### 11.4 The table of students and their credits

The following table is the same as that above, except that it displays all students and their credits gained in all standards. The same buttons operate at the bottom of the screen.

The ability to print for individual students (or all displayed students) is the same as for the previous table.



Illustration 19 : Standards and students' credits gained

### 11.5 The credit tables

The choices from 3 to 7 allow you to generate tables of overall credit summaries for various years. The same buttons operate at the bottom of the screen, with the addition of a button which enables you to print the first five columns of the selected display.

NSN	Credits in 2014											Gained Across All Years											
	W Int & Ext	NYA Int & Ext	N Int	A Int	M Int	E Int	Poss Total	Poss Ext	Poss Int	Gained Int	% of Int Gained	L1	L2	L3+	Lit L1 8 Reqd	Num L1 8 Reqd	Lit L1 10 Reqd Achv	Num L1 10 Reqd Achv	Lit L1 10 Reqd Unit	Num L1 10 Reqd Unit	UE Rdg 4 Reqd	UE Wrt 4 Reqd	UE Num 14 Reqd
9309416	0	0	0	0	0	0	0	0	0	0	74	0	0	0	0	26	12	0	0	0	0	0	20
5586311	0	0	0	0	0	0	0	0	0	0	35	0	0	0	0	9	0	0	0	0	0	0	0
9748730	0	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0
0418497	0	0	0	0	0	0	0	0	0	0	63	0	0	0	0	36	16	0	0	0	0	0	24
5591510	0	0	0	0	0	0	0	0	0	0	67	0	0	0	0	15	12	0	0	0	0	0	20
0301268	0	0	0	0	0	0	0	0	0	0	51	0	0	0	0	13	9	0	0	0	0	0	17
5584931	0	0	0	0	0	0	0	0	0	0	55	0	0	0	0	17	10	0	0	0	0	0	18
0125983	0	0	0	0	0	0	0	0	0	0	36	0	0	0	0	9	5	0	0	0	0	0	5
8113588	0	0	0	0	0	0	0	0	0	0	67	8	0	0	0	32	24	0	0	0	0	0	24
0704455	0	0	0	0	0	0	0	0	0	0	34	0	0	0	0	24	0	0	0	0	0	0	2
0122282	0	0	0	0	0	0	0	0	0	0	67	0	0	0	0	26	12	0	0	0	0	0	20
3506007	0	0	0	0	0	0	0	0	0	0	68	0	0	0	0	39	16	0	0	0	0	0	24
0023214	0	0	0	0	0	0	0	0	0	0	36	0	0	0	0	0	0	0	10	0	0	0	0
5592410	0	0	0	0	0	0	0	0	0	0	55	0	0	0	0	8	5	0	7	0	0	0	7

Illustration 20 : Credit summaries for selected years

### 11.6 The Student Summary Report

A summary of the progress including total credits gained at each level by students from each year level is available. The NCEA results summary grid in NZQA Utilities > Printing Utilities (also available in CMTeacher > NZQA), aids identification of students lacking sufficient credits on their course, or within literacy or numeracy. Conversely, students excelling in individual subjects or across the board can also be recognised – this grid can be sorted and printed. A credit summary table and graphics providing a comprehensive credit summary overview is available in the NCEA tab in OneScreen.

Illustration 21 : The Summary table

### 11.7 The results table

This table provides a student by student summary of the total credits gained at each level. The panel below provides several alternatives for the generation of the table.

- Include Level 1 results
- Include Level 2 results
- Include Level 3+ results
- Include 'Totals' column(s)

First year to print:

Last year to print:

Illustration 22 : The Results table options

A small portion of the resulting table is shown below.

Kairakau College

Student	Form	Lev 1 Total	Lev 2 Total	Lev3+ Total	2000 Lev1	2000 Lev2	2000 Lev3+	2001 Lev1	2001 Lev2	2001 Lev3+	2002 Lev1	2002 Lev2	2002 Lev3+	2003 Lev1	2003 Lev2	2003 Lev3+	2004 Lev1	2004 Lev2	2004 Lev3+	
AL George		109	5											109						
AN Eymour																				5
AP a		25												23			2			
AT d Gerard																				
AZ		9															9			
BA i Peta		26	23								14			12	23					
BA i Michael		46												44			2			
BA even																				
BE i Cory Clark		2															2			
BE		8															8			
BE				5																5
BE i Danielle Jacqui		16															16			
BE i nes		21															21			
BU i Philip		9	14														9		14	
BU																				
BR		8	6														8	6		
BR Marama		54	57	19							54				57	14				5
BR		31	35											31	35					
BR i en		64	24											62	18		2	6		
BR i lia																				
BR i avie		37	24											35	18		2	6		
BU		32	3											2	3					
BU i Kapapawhiro		51	12	10							30			12	10		27			
BU i hanawat		46	5	5							24			46	5					5
CA		27																	27	
CA i Anne		32	6														32	6		
CA		32	3												3					
CA i an		25															25			

Illustration 23 : An example from the results table

9. Numbers taking standards

Click 'Numbers taking standards'. This list is intended for those preparing for examinations to let them know the numbers of students expected for each standard.

This list displays the number of students taking each standard - those who are submitting, those who are not, and the total.

List

- Externally assessed standards
- Internally assessed standards
- All standards

Which standards

- Unit standards
- Achievement standards
- All standards

Proceed

Illustration 24 : The printing options.

An example of the resulting printout is shown below.

Standard			Numbers		
Code	Title	Assess	Submitting	Not submitting	Total
9001502E	Aurally identify, describe and transcribe music elements from simple music	Ext.	16	0	16
9001602E	Identify and describe fundamental materials of music	Ext.	16	0	16
9002001E	Generate and develop ideas in making artworks	Ext.	3	0	3
9002002E	Generate and develop ideas in making artworks	Ext.	11	0	11
9002202E	Demonstrate an understanding of the conceptual basis of accounting	Ext.	17	0	17
9002302E	Describe a method of processing financial information and analyse transactions	Ext.	17	0	17
9002602E	Prepare financial statements for sole proprietors	Ext.	17	0	17
9002702E	Report financial information for an individual or household, and community organisations	Ext.	17	0	17
9002802E	Analyse and interpret information for a sole proprietor(s)	Ext.	17	0	17
9005302E	Produce formal writing	Ext.	64	0	64
9005301E	Produce formal writing	Ext.	1	0	1
9005401E	Read, study and show understanding of extended written text(s)	Ext.	1	0	1
9005402E	Read, study and show understanding of extended written text(s)	Ext.	64	0	64

Illustration 25 : A sample printout of the 'Numbers' list

### 10. Summary of assessment in standards

Click 'Summary of assessments in standards'. This summary shows the results attained by students in each of the selected standards for the selected year. The following illustration shows the two steps to be taken on the path to generating the table.

Illustration 26 : The printing choices for the results table

A small excerpt from the resulting table is shown below.

ALL Numbers Results Summary for 2003

Standard	Title	Assess	Submitted Results					Withdrawn Results					Total			
			NA	N	A	M	E	NA	X	N	A	M		E		
9018601E	SCIE1.1 - Carry out a practical science investigation with direction	Internal	0	0	19	10	0	29	0	14	0	1	0	0	15	44
9018701E	SCIE1.2 - Research, with direction, how science and technology are related	Internal	0	0	10	4	1	15	0	28	0	0	0	0	28	43
9018801E	SCIE1.3 - Describe uses and effects of micro-organisms and the transfer of genetic information	External	4	22	8	2	1	37	3	3	0	0	0	0	6	43
9018901E	SCIE1.4 - Describe properties and reactions of groups of related substances	External	0	25	10	2	0	37	1	3	2	0	0	0	6	43
9019001E	SCIE1.5 - Describe rocks and minerals	External	1	0	0	0	0	1	0	41	2	0	0	0	43	44
9019101E	SCIE1.6 - Demonstrate an understanding of physical systems	External	0	32	4	0	0	36	1	4	2	0	0	0	7	43
9019201E	SCIE1.7 - Describe spatial relationships in astronomy and their effects on space exploration	External	0	14	19	3	1	37	1	3	2	0	0	0	6	43

Illustration 27 : The summary of assessments

### 11. Adapt analysis

Click 'ADAPT analysis in standards'. This process generates horizontal bar analyses of individual standards in the CMAdmin and CMTeacher user guide. An example of a printout from 'Adapt' is shown below.

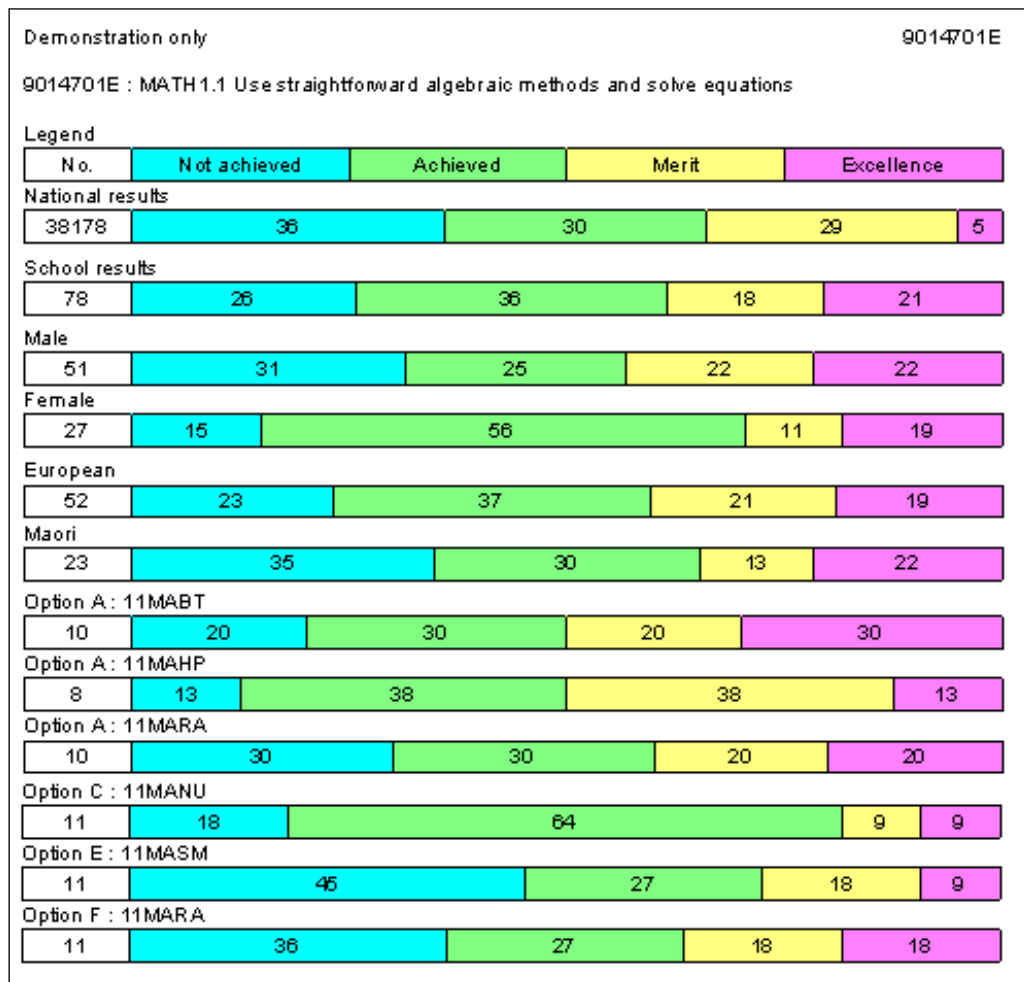
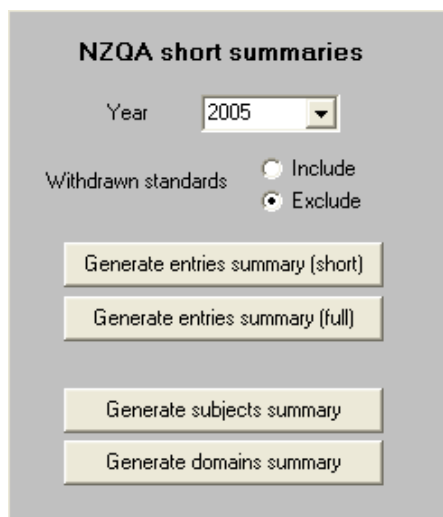


Illustration 28 : An example from 'Adapt'

## 12 NZQA Short summary

Click 'NZQA short summary'. This option provides a short analysis of your school's results for a particular year. An example of such an analysis is shown below.

This analysis offers two alternatives (each of which has two alternatives!) via the generation panel displayed below.



The screenshot shows a web interface titled "NZQA short summaries". It features a "Year" dropdown menu set to "2005". Below this, there are radio buttons for "Withdrawn standards": "Include" (unselected) and "Exclude" (selected). At the bottom, there are four buttons: "Generate entries summary (short)", "Generate entries summary (full)", "Generate subjects summary", and "Generate domains summary".

Illustration 29 : The 'Short summary' options

An example of the 'Short' version of the Entries summary is shown below.

Kairakau School		Overall position	
<b>Overall position for year 2005 as at 05/07/2005</b>			
<b>Withdrawn students and standards excluded</b>			
<b>Includes any nonaccredited standards</b>			
	<b>Candidates</b>	<b>Entries</b>	
Totals	359	20735	
NQF Level 1	251	11912	
NQF Level 2	313	6621	
NQF Level 3	139	2201	
NQF Level 4	1	1	
NZ Scholarship	0	0	
<b>Financial Assistance Applications</b>			
Benefit	1		
Income	12		
Family	2		
<b>Externally Assessed Standards for 2005</b>			
Te Reo Translated Paper requests	0	0	
Answer in Te Reo Applications	0	0	
<b>Unaccredited entries</b>			
<b>Standard</b>	<b>Ver</b>	<b>Title</b>	<b>Entries</b>
225	07E	Identify the occupational areas and structure of the New Zealand Automotive Industry	16
228	07E	Select and use hand tools and workshop equipment for an automotive application	16
229	06E	Identify the functions and general locations of motor vehicle systems and components	16
231	07E	Explain the operation of two and four stroke petrol and diesel engines	26
237	07E	Describe automotive brake, steering, and suspension systems, and their operation	1
240	07E	Demonstrate knowledge of petrol fuel systems	10

Illustration 30: The 'Short' entries summary

The following example is of the 'Full' entries summary.

Kairakau School		Overall position			
<b>Overall position for year 2005 as at 05/07/2005</b>					
<b>Withdrawn students and standards excluded</b>					
Overall position	Candidates	Entries	Achieved	Not achieved	Percentage
NCEA Level 1 entries Live	251				
Internal live		9021	1680	7341	18.6
External live		2891	0	2891	0
NCEA Level 2 entries Live	313				
Internal live		5290	1166	4124	22.
External live		1331	0	1331	0
NCEA Level 3 entries Live	139				
Internal live		1574	224	1350	14.2
External live		628	0	628	.
SFC Transation	0				
Live		0	0	0	.
University Bursary Entries	0				
Live		0	0	0	.
Higher School Certificate	0	0			
Year 13+ Candidates without HSC	73	0			
<b>Total fees (NZQA)</b>	<b>\$25945.00</b>		<b>Paid</b>	<b>\$0.00</b>	
Financial Assistance Applications					
Benefit		1			
Income		12			
Family		2			
<b>Externally Assessed Standards for 2005</b>		<b>Candidates</b>	<b>Entries</b>		
Te Reo Translated Paper requests		0	0		
Answer in Te Reo Applications		0	0		

Illustration 31: The 'Full' entries summary



An excerpt from the third, the 'Subjects summary' is shown below.

Kairakau School		Subject summary for 2005		
Subject	Level	Candidates	Internal entries	External entries
Accounting	1	27	54	135
Accounting	2	15	30	60
Accounting	3	9	7	45
Accounting	Totals	51	91	240
Agriculture	Totals			
Agriculture and Horticulture	Totals			
Art	1	54	108	54
Art	Totals	54	108	54
Art - Design Year12	2	16	32	16
Art - Design Year12	Totals	16	32	16
Art - Design Year13	3	11	22	11
Art - Design Year13	Totals	11	22	11
Art - History of Art	Totals			
Art - Painting Year 12	2	15	27	13
Art - Painting Year 12	Totals	15	27	13

Illustration 32: The 'Subject' summary

The final example is of the 'Domain summary'

Kairakau School		Subject summary (by domain) for 2005	
	Subject	Entries	
1758	Unrecognised Domain	403	
1248	Accounting - Generic	331	
1087	Agricultural And Horticu	13	
1047	Algebra	1202	
921	Apparel Cutting And Sewing	16	
555	Automotive Administration	16	
558	Automotive Fuel Systems And Exhaust	10	
559	Automotive Preventative Maintenance	17	
561	Automotive Workshop Engineering	27	
1170	Biology	837	
1142	Business Information Pro	72	
829	Calculus	160	
584	Canoeing - Kayaking	28	

Illustration 33: The 'Domain' summary

### 13 Markbook by Teacher analysis

Click 'Markbook by teacher analyses'. The purpose of this analysis is to provide a comparison of the results for each teacher within a particular subject (markbook).

The settings are as shown below.

**Markbook by Teacher analyses**

1. Select year

2. Select markbook(s)

- 10ACL 2004
- 10ART 2004
- 10DRA 2004
- 10ECO 2004
- 10EN1 2004
- 10EN4 2004
- 10FRE 2004
- 10GRA 2004
- 10HOR 2004
- 10JAP 2004
- 10MA1 2004
- 10MA4 2004
- 10MAD 2004

3.

4.  Include Leavers

Illustration 32 : Markbook by Teacher analysis

Select the year and the relevant markbooks which you wish to analyse. Then set the GPA settings. Clicking the GPA button will lead to the following window, via which you can select the settings which you wish to apply when calculating Grade Point Averages for individual students or for groups of students.

### Grade point average settings

Several of the available printouts allow for the calculation of grade point averages. The following settings will be applied whenever these are calculated.

**Standards**

Unit standards Include

Achievement standards : always included

**Result values**

Unit standards N = 0 A = 2

Achievement standards N=0 A=2 M=3 E=4

Blank (Not yet assessed) Include

F (Failed to sit) Include

**Progress offsets**

Results are extracted from markbooks which can be set up to allow for 'Progress results'

Internals  Externals

Illustration 33 : The G.P.A. settings

You have a variety of choices.

1. You may include or exclude unit standard results from the calculation.
2. You can set various values to be allocated to the students' results.

For unit standards the choices are :

N = 0 A = 2
N = 0 A = 4
N = 1 A = 2
N = 1 A = 4

Illustration 34 : The Unit standard choices for G.P.A.s

(Note : A very few unit standards may also have a Merit and Excellent result. For the purposes of GPA calculations these are treated the same as 'Achieved')

For achievement standards the choices are :

N=0 A=2 M=3 E=4
N=1 A=2 M=3 E=4

Illustration 35 : The Achievement standard choices for G.P.A. s

You can include or exclude both blank and (F)ailed to sit results.

3. You can allow for results contained in progress columns to be used instead of final results, by setting a 'Progress offset' for either / or Internally and externally assessed standards.

Once you have made your selections, click on the 'Save settings' button to return to the previous screen, where the final decision before proceeding is to decide whether or not you wish to have leavers included in the analysis.

An example of a resulting analysis is shown below.

The results for three teachers are shown and the option line in which they teach the class is shown after their name.

The results for each standard attached to the markbook are shown, along with overall totals. These are followed by the results for each gender and each of the MOE five ethnicity groups. At the bottom of the table are the grade point averages for each class.

Kairakau College

12MAT 2004

**Analysis of markbook : 12MAT 2004**

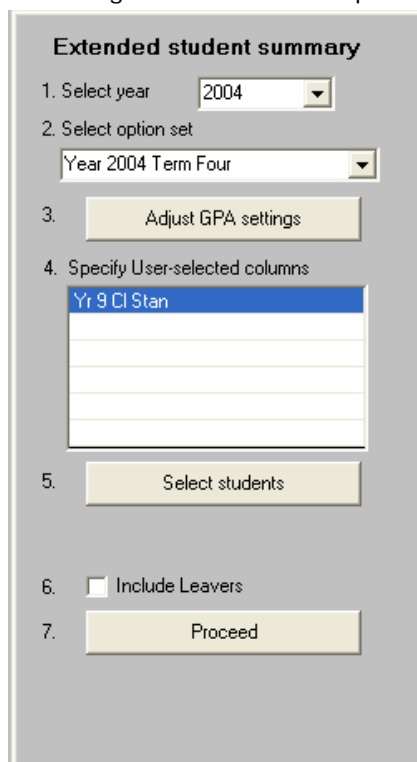
Teacher	H M E N Y A Total											T M E N Y A Total											C M E N Y A Total										
	Standard	IE	Lev	Crds	No.	N	A	M	E	NYA	Total	No.	N	A	M	E	NYA	Total	No.	N	A	M	E	NYA	Total								
9026401E	1	2	4							0								0							0								
9026501E	1	2	3							0								0							0								
9026601E	1	2	4							0								0							0								
9026701E	1	2	2							0								0							0								
9026801E	1	2	3			4	5			9			7	5			12								15								
9029001E	1	2	2							0								0							0								
9029101E	1	2	2		2	4	5			11			5	3	5		13								18								
9029201E	1	2	2							0								0							0								
5244 08E	1	2	2							0								0							0								
5245 08E	1	2	2		7	4				11			9	5			14								17								
5248 08E	1	2	2							0								0							0								
5251 08E	1	2	3							0								0							0								
5253 08E	1	2	3							0								0							0								
5260 08E	1	3	2							0								0							0								
5261 08E	1	3	2							0								0							0								
5264 08E	1	3	3							0								0							0								
Totals			41		7	9	12	10	0	31		15	9	28	8	5	0	50		18	20	21	9	0	50								
Males					4	3	8	10		21		10	6	22	2	3		33		4	5	4	2		11								
Females					3	6	4			10		5	3	6	6	2		17		14	15	17	7		39								
European					9	5	12	10		27		14	8	26	8	5		47		14	15	17	8		40								
Maori					2	4				4		1	1	2				0		3	4	4			8								
Polynesian										0								0							0								
Asian										0								0							0								
Other										0								0							0								
Total in class					11	9	12	10	0	31		15	9	28	8	5	0	50		18	20	21	9	0	50								
Class grade point average										46.13								51.12							38.04								

Illustration 36 : An example of the markbook by teacher analysis

## 14 Extended student summary

For a complete summary open OneScreen and see NCEA tab for a comprehensive individual student overview.

Click 'Extended student summary'. The purpose of this analysis is to provide a full markbook by markbook analysis of each student. The following window provides the settings which you may make in the generation of this report.



**Extended student summary**

1. Select year

2. Select option set

3.

4. Specify User-selected columns

Yr 9 Cl Stan

5.

6.  Include Leavers

7.

Illustration 37 : The student analysis settings

Select the year and the option set required.

Set the Grade Point Average calculation settings – which will be memorised from the settings made previously, either here or in the previous or next report.

Next, specify up to six other data columns, the results from which you wish to display on the analysis. In the example above the Yr 9 Maths Class Stanine has been selected – and the title renamed to a maximum of twelve characters (to preserve the appearance of the resulting report).

To select a column click in one of the six rows and the column selection dialogue will appear. If necessary, the title will be truncated to 12 characters and the titles can be edited by right clicking on each.

Finally select your students and include or exclude leavers.

The following is an illustration of two students' analyses – which can generally be produced three to a page.

Kairaraku College		Student details												
All in	Other results	Subject totals												
		Subject	Tchr	Credits Attempted	Credits Gained	Gained %	G.P.A.	N grades	A grades	M grades	E grades	Crds attempted	Crds gained	% gained
Year : 13 Form : 13CR House : Ru Gender : Female Ethnicity : Other European Enrol No : P04471	Yr 9 CI Stan 8	13CSK 13ENG	EN BE	4 4	4 4	100.0% 100.0%	50.0 8.3	2	0	0	8	8	100.0%	4.0
Year : 13 Form : 13CR House : Ta Gender : Female Ethnicity : NZ European/Pakeha Enrol No : P01204	Yr 9 CI Stan 6	13CLA 13ENG 13TOU 13HIS	GE BE LO GE	6 7 30 9	6 4 30 9	100.0% 57.1% 100.0% 100.0%	18.8 8.3 37.5 28.1	1	8	3	52	49	94.2%	25.2
Other results		Standard totals												

Illustration 38 : An example of the individual student analysis

The first column lists the student’s basic information. The second reports the results from the selected columns.

These are followed by a section which summarises the student’s results in each of their subjects – ending with a GPA for each.

The final column displays the overall results for the student in terms of numbers of each

level of attainment reached and an overall GPA result.

It is possible to generate all but the left hand column of this analysis as an 'NCEA report' for a nominated year in a document – via NCEA report format 7.

### 15 Option class student summary

Click 'Option class student summary'. The purpose of this analysis is to provide a list of all of the students in a particular option class, reporting their overall results. The window via which you may select your settings is shown below. This is similar to the previous report, except that, in this case the (maximum of) four extra columns do NOT require abbreviated names.

**Option class analyses**

1. Select year

2. Select option set

3. Select up to four other columns (e.g. Pat results) which you wish to include

Class Stanine ListComp Yr9
Class Stanine ReadComp Yr9
Class Stanine ReadVoc Yr9

4.

5.

Classes selected :

7.  Include Leavers

8.

Illustration 39 : The student analysis settings



An example of a summary is shown below.

Kairakau College

Analysis of 11ENG (A)

Student	Year	Teach	Form	Class Stanine List Comp Yr9	Class Stanine Read Comp Yr9	N	A	M	E	Credits attempted	Credits gained	% gained	G.P.A.
AI	11	11	11KA	2	5	0	1	2	0	9	9	100.0%	28.6
BS	11	11	11KB	3	3	0	2	1	0	9	9	100.0%	25.0
BR	11	11	11KB	5	6	0	3	0	0	9	9	100.0%	21.4
BU	11	11	11HB			0	1	1	1	9	9	100.0%	32.1
CE	11	11	11KT	2	4	0	1	0	2	9	9	100.0%	35.7
DI	11	11	11KA			0	3	0	0	9	9	100.0%	21.4
DI	11	11	11WT	5	5	0	3	0	0	9	9	100.0%	21.4
FL	11	11	11KB			0	1	2	0	9	9	100.0%	28.6
G	11	11	11KT	7	3	0	2	1	0	9	9	100.0%	25.0
G	11	11	11KT	6	5	0	0	2	1	9	9	100.0%	35.7
H	11	11	11WT	6	6	0	2	1	0	9	9	100.0%	25.0
H	11	11	11KA			0	2	0	1	9	9	100.0%	28.6
JC	11	11	11PB			1	2	0	0	9	6	66.7%	14.3
K	11	11	11KB	3	2	0	3	0	0	9	9	100.0%	21.4
LE	11	11	11PB			0	3	0	0	9	9	100.0%	21.4
M	11	11	11NS	5	6	0	3	0	0	9	9	100.0%	21.4
M	11	11	11KB	4	5	0	0	2	1	9	9	100.0%	35.7
M	11	11	11HB	5	5	0	1	1	1	9	9	100.0%	32.1
M	11	11	11PB	6	7	0	1	1	1	9	9	100.0%	32.1
O	11	11	11KB	7	5	1	1	0	1	9	6	66.7%	21.4

Illustration 40 : The option class summary

Each student is listed, along with their class details and the requested columns. These are followed by their totals at each level of attainment, their credit attempted, credits gained, their percentage gained and their overall GPA.

### 16 Gender by Ethnicity analysis

The purpose of this analysis is to provide a table showing the overall G.P.A. of students in three formats :

- Ethnicity by gender
- Ethnicity by level
- Level by gender

The ethnicity analysis can use either the MOE 5 (European, Maori, Polynesian, Asian and Other) or the full breakdown of all MOE specified ethnicities.

**Gender-ethnicity-level analyses**

1. Select year

2.

3.  Include Leavers

4. Select required analysis

- Ethnicity by gender
- Ethnicity by level
- Level by gender

5. Ethnicities :  MOE 5  All

6.

Illustration 41 : The Ethnicity / gender / level options

Examples of each of the three analyses are shown below.

**Overall grade point averages for 2004**

<b>Ethnicity</b>	<b>Number</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Number		90	82	172
European	132	2.8	1.1	2.0
Maori	35	1.1	1.7	1.4
Polynesian	0	0.0	0.0	0.0
Asian	0	0.0	0.0	0.0
Other	5	.0	.0	.0
Totals	172	3.0	1.6	2.3

<b>Ethnicity</b>	<b>Number</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Number		89	82	171
Year 9	0	0.0	0.0	0.0
Year 10	0	0.0	0.0	0.0
Year 11	78	4.9	4.0	4.6
Year 12	71	.3	.3	.3
Year 13	22	.0	.0	.0
Totals	171	2.6	1.2	1.8

<b>Ethnicity</b>	<b>Number</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13+</b>	<b>Total</b>
Number		0	0	78	71	22	171
European	131	0.0	0.0	5.4	.3	.0	2.0
Maori	35	0.0	0.0	2.4	.0	.0	1.4
Polynesian	0	0.0	0.0	0.0	0.0	0.0	0.0
Asian	0	0.0	0.0	0.0	0.0	0.0	0.0
Other	5	0.0	0.0	.0	.0	.0	.0
Totals	171	0.0	0.0	4.6	.3	.0	1.8

Illustration 42 : Examples of the analyses

## 12 Imports, Checks and the NZQA Website

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What's in this chapter?

Overview of Imports and Checks

The imports or data from NZQA

    Importing NZQA results

    Importing billing information from NZQA

The checking of the validity of a range of settings

Access NZQA website

### 12.1 Overview of Imports and Checks

The three final buttons detailed in this chapter relate to processes used only occasionally during the year. They are :

#### 1. The import of data from NZQA

Several times during the year files are either received or are downloadable from the NZQA. These include

- The return file of allocated NSID numbers
- The results from the previous year
- The file of billing information – i.e. fees as calculated by the NZQA

Your task will be to process each of these files, using the import routines described below.

#### 2. The checking of your NZQA data validity

This is an optional process. It consists of a series of tests of your data and generates a report on its findings. It can be useful in enabling you to identify either problem areas or tasks which have yet to be performed.

#### 3. Accessing the web site

From time to time you will wish to access the NZQA website. This option provides a quick gateway to the site.

### 12.2 The imports or data from NZQA

Click 'Imports from NZQA' for:

    Import NZQA Results

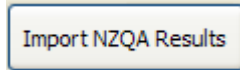
    Import Billing Information

    Import Other Provider Results

To import a file assessed and submitted by other providers of the highest attainment and literacy and numeracy, student NCEA standards and results can be imported into

CMAAdmin, for one or more students using the 'Import Other Provider Results' button.

### 12.2.1 Importing NZQA results



This button should be used to access the process which imports the results from the previous year from the file supplied by the NZQA. The screen will initially appear as that shown below.

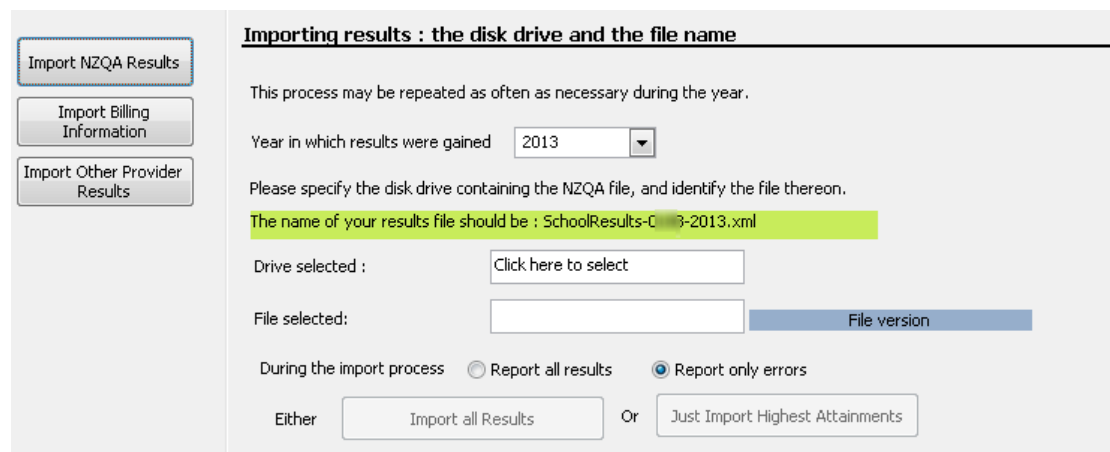


Illustration 5 : Importing the previous year's results

You cannot proceed until you have correctly selected the import file, the name of which will be displayed in the green label in the middle of the screen. You should click in the area opposite the 'Drive selected' to cause the following file identification dialogue to appear.

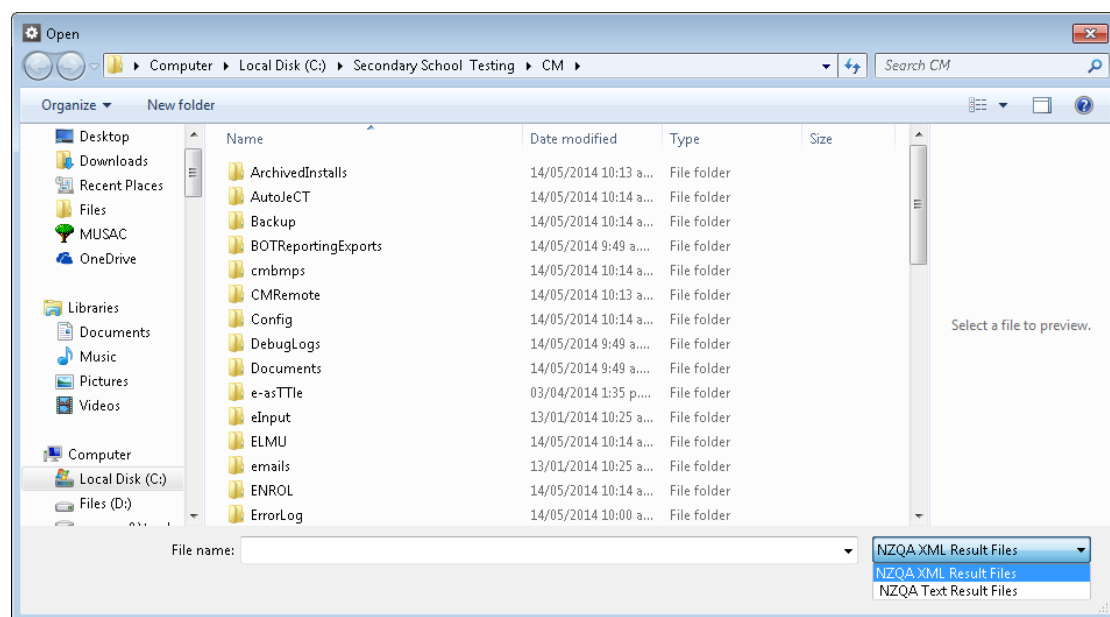


Illustration 6 : Identifying the import file

The file is in the folder displayed. Click on the file to select it, then click 'Open'. This will return you to the main import screen, this time with the file location identified and the two

import buttons enabled.

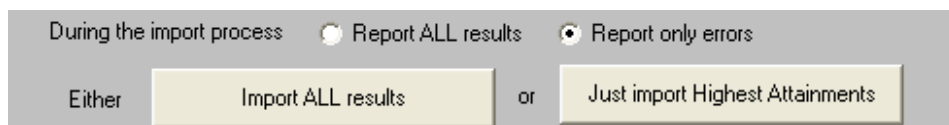
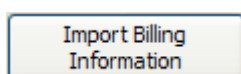


Illustration 7 : Ready to proceed

Select the button corresponding to the process you wish to perform – either to import ALL results or just the Highest Levels of Attainment – and the process will begin.

### 12.2.2 Importing billing information from NZQA



This button allows you to import details of students' fees, as calculated by the NZQA, and to have them stored against each student in the 'NZQA fee' column of the database. The file used will be listed on the screen and, if identified in your \cm directory, the 'Proceed to import' button will be enabled, allowing you to proceed with the import. The screen for this process is shown below.

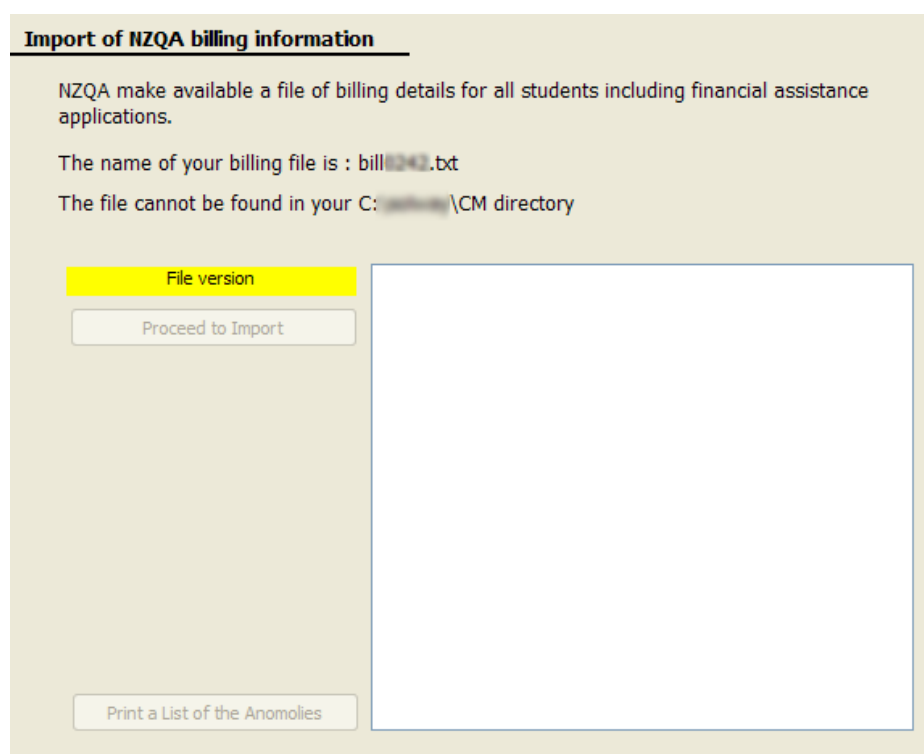


Illustration 8 : The billing import screen

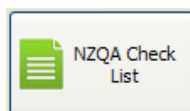
As a result of the process, you can compare the NZQA fees determined by the NZQA with those determined by Classroom Manager. Any discrepancies can be quickly rectified (the Support Desk receives a few each year). NZQA will expect payment, later in the year, of the amount of fees collected by your school.

### 12.2.3 Importing NCEA results from Other Providers

Illustration 9 : Import Candidate Results from other providers screen

The import process includes importing results recorded by other providers which have been assessed and submitted already. This can be repeated whenever necessary during the year. The Import Other Provider Results initial screen provides further detail, and includes the NZQA website link to obtain the file.

### 12.3 The checking of the validity of a range of settings



From the main NZQA Utilities menu, this button opens the utility which runs a series of checks on the information contained in your database to a) inform you and b) identify any possible problem areas. The main request screen is shown below, where you will see that, initially, only the basic test has been requested for the current year.

**NZQA Check list**

This utility provides you with a step by step check of the processes involved in using ClassRoom Manager to manage the requirements of the New Zealand Qualifications Authority. Use this process at any stage to see where you are up to, or to check on the validity of the steps you have already taken and/or the contents of the NZQA data held within ClassRoom Manager.

**Optional inclusions in the checking process** Test year: 2009

- Basic NZQA process tests
- Attaching standards to students : report on number of attachments to each standard
- Electronic markbooks : provide full analysis
- Unit standard spreadsheets : provide list
- Teachers and their dossiers : provide full list  
N.B. An even more detailed list is available via the 'teachers and their dossiers' utility.
- Unit Standards : provide analysis of results  Display numbers  Display percentages
- Achievement Standards : provide analysis of results  Display numbers  Display percentages

**MUSAC STRONGLY recommends that, before embarking on the implementation of NZQA processes using ClassRoom Manager that you obtain training from one of our recognised agents. These people have been trained themselves and are uniquely qualified to assist you.**

Agents : North Island : EDtech Phone 09 913 9393  
South Island : Solutions and Services Phone 03 338 8800

Illustration 10 : The checking utility screen

Select any further checks which you wish to have performed and click the 'Proceed' button at the bottom of the screen. Depending on the number of tests you have requested, the process may take a short time, at the end of which the pages will be displayed in the standard CM printer view. You will, by now, be aware of the ability to double left-click to enlarge the image displayed, double right-click to reduce it again, the use of the mouse to drag the enlarged image around the screen and the ability to print via the button at the top of the display.

The following four illustrations are all obtained from different parts of the test report.



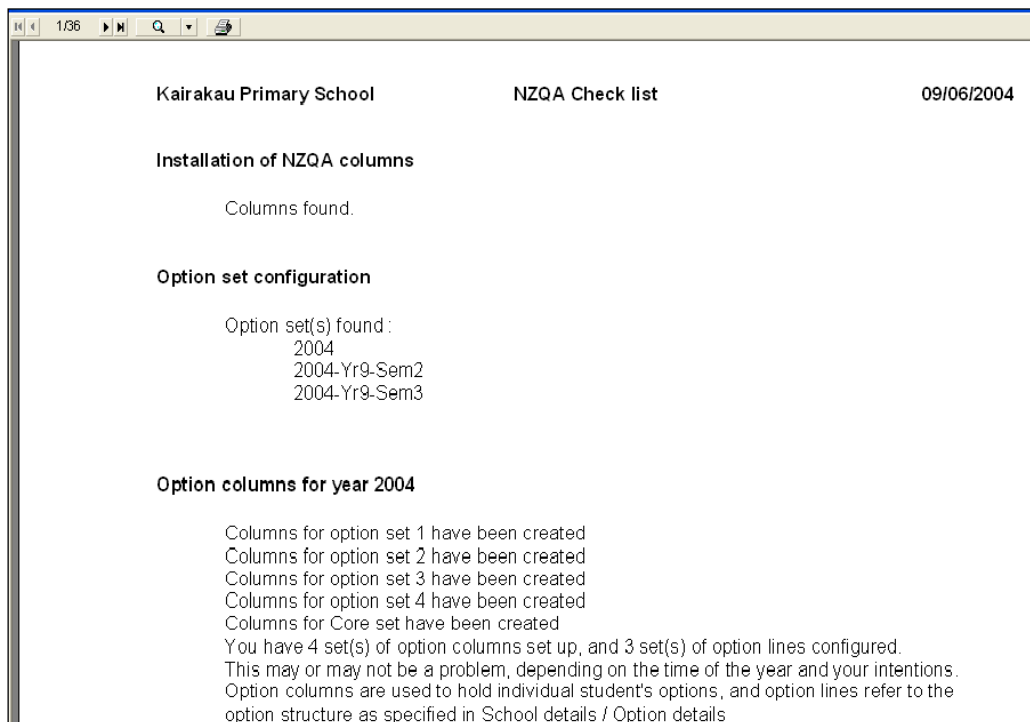


Illustration 11 : The basic test details

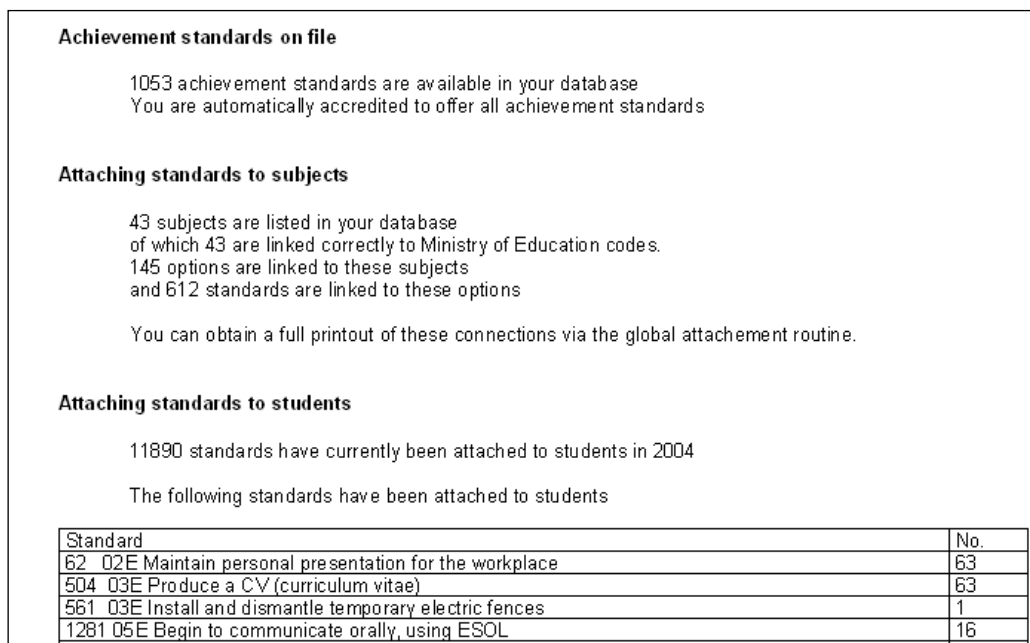


Illustration 12 : Part of the standards summary

**Electronic markbooks**

157 electronic markbooks have been created for 2004

Markbook	Subject	Option(s)	Standards columns	Students
10ART 2004	Year 10 ART	10ART	0	67
10ASD 2004	10ASD 2004	10ASD	0	127
10DRA 2004	Year 10 Drama	10DRA	0	26
10DTF 2004	Year 10 Design Technology Food	10DTF	0	62
10DTT 2004	Year 10 Design Technology Text	10DTT	0	0
10ECO 2004	Year 10 Economics	10ECO	0	60
10ENG 2004	Year 10 English	10ENG	0	130
10GRA 2004	Year 10 Graphics	10GRA	0	72
10HMR 2004	Year 10 Homeroom	10HMR	0	2
10HTH 2004	Year 10 Health	10HTH	0	89
10IMP 2004	Year 10 Information Processing	10IMP	0	108

Illustration 13 : Part of the markbooks report

**Attaching options to students**

There are 566 full time students in the database.  
They have a total of 8248 options attached in 2004

There are 0 part time students in the database.  
They have a total of 0 options attached in 2004

There are 277 leavers in the database.  
They have a total of 162 options attached in 2004

There are 0 pre-enrolled students in the database.  
They have a total of 0 options attached in 2004

There are 0 deleted students in the database.  
They have a total of 0 options attached in 2004

The average number of options per student is 10.

N.B. If you have imported into more than one set of options then the numbers of options might appear rather large. They could well include the same option in each set of columns. This is not a problem and is expected within the database. Classroom Manager keeps a track of which option is current.

Illustration 14 : Part of the Options analysis

## 12.4 Access NZQA website

Click on this button and, if you are currently connected to the internet, you will reach the [NZQA website login](#) page.

The screenshot shows the NZQA website login page. At the top, there is a navigation bar with links for HOME, STUDYING IN NEW ZEALAND, QUALIFICATIONS & STANDARDS, MĀORI, PROVIDERS & PARTNERS, ABOUT US, and SEARCH. Below this is a 'Login' section with a sub-header 'LOGIN'. The main content area is titled 'Login' and contains several sections: 'Students & learners' with a list of actions (Get your results, Update your details, Request a copy of your record of achievement, See your Vocational Profile) and a 'Login >' link; 'For questions or urgent enquiries, please contact the NZQA Call Centre on 0800 697 296 between 8am and 5pm, Monday to Friday'; 'If you haven't logged in before:' with a 'Register now >' link; 'Other user logins' section with sub-sections for 'Tertiary education organisations' (Login >, Register now >), 'NZQA contractors including markers, moderators, exam centre managers' (Login >, Register now >), and 'School users including General and High Security (ESAA)' (Login >, Register now > (PDF, 108KB)). A left sidebar contains links for 'TEO online services for registered providers', 'Online access for new providers and course owners', 'Online TEO applications', and 'ESAA Bulk ID Upload Qs & As'.

Illustration 14 : Accessing the NZQA website

## 13 The CMTeacher report formats

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What's in this chapter?

Overview of CMTeacher's report formats

The Interim Results Notice

The Multi-option format

The 'Short' format

The 'All standards' format

The Credits summary

The Literacy/Numeracy report

The individual summary format

### 13.1 Overview of CMTeacher's report formats

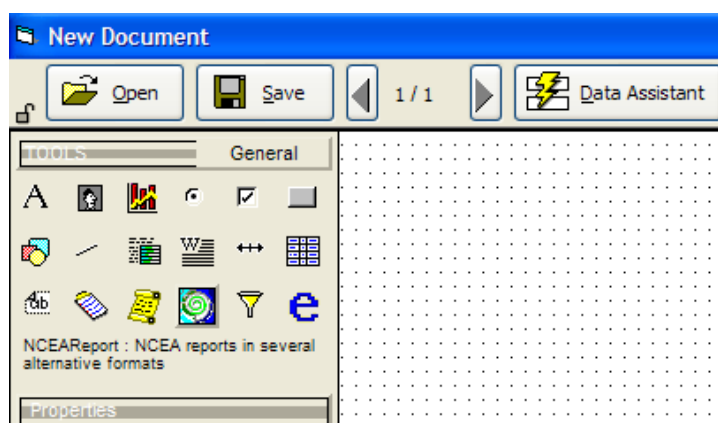
In the design of documents within the CM User Guide, all of the objects which may be placed on a document were described in full, except this one. This one is the NCEA Report object and it has five alternative formats. The various formats and decisions available to affect their appearance are detailed here. The red line is not shown as ALL sections of this chapter are important.

The report formats are :

1. The Interim Results Notice
2. The Multi-option format
3. The 'Short' format
4. The 'All standards' format
5. The Credits summary
6. The Literacy / Numeracy formats

For the demonstration of all of these reports, begin by loading a basic document, placing an NCEA object on the base, setting the properties of the object, and saving the document under a new name each time.

The initial appearance of the base document is as follows.



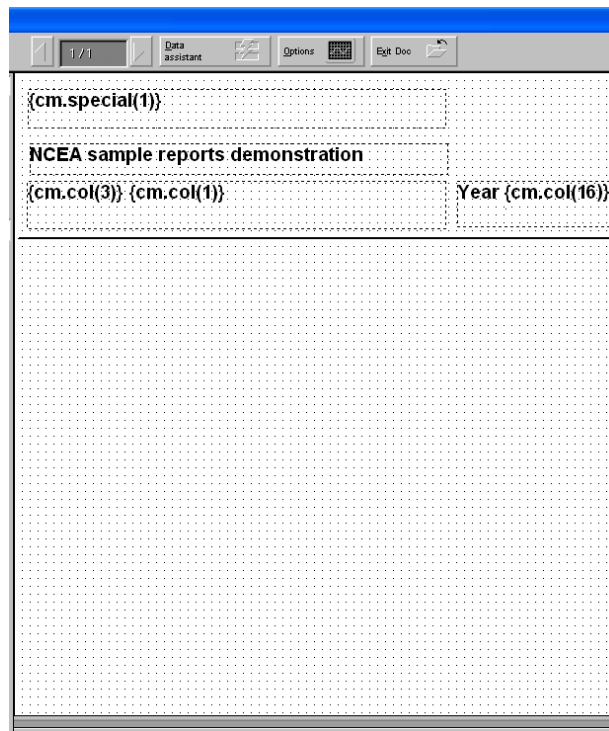


Illustration 1 : The base document is loaded

This document displays the school name and logo, the student's name and their year, and awaits further editing.

### 13.2 The Interim Results Notice

When NZQA first began training people in schools in preparation for the introduction of the NCEA, one of their recommendations was the use of a report which would indicate to caregivers how much progress their students had made.

This format of the NCEA report object duplicates that early notice.



This object is the NCEA object which we shall select, then drag out across the report to the size shown below.

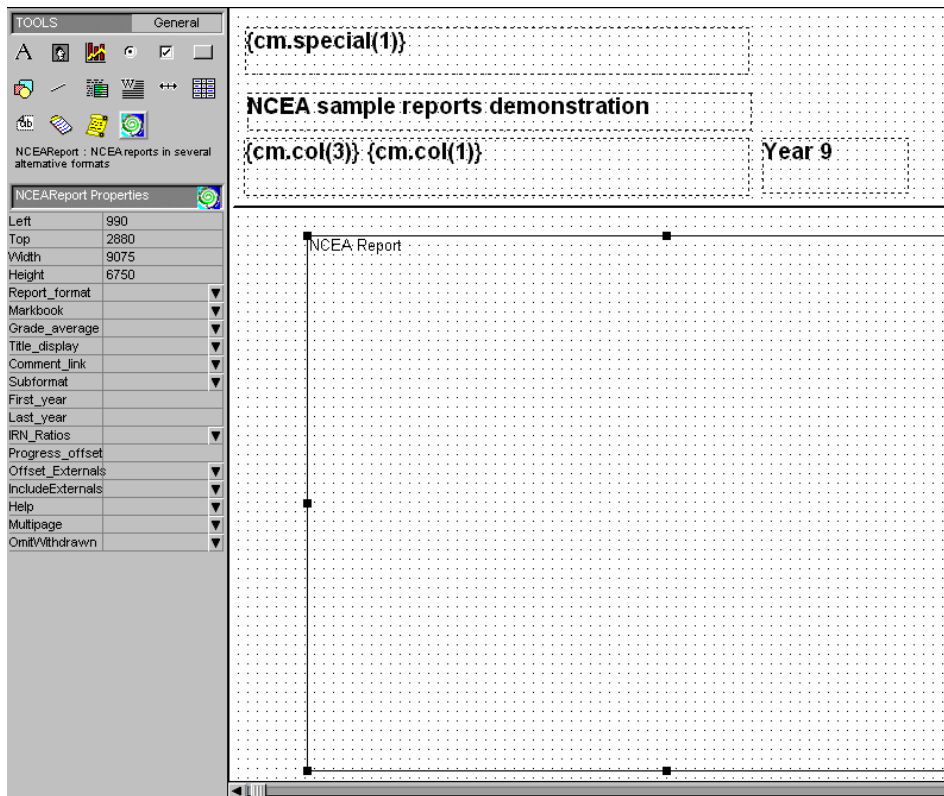


Illustration 2 : An NCEA object is in place

You can vary the size to suit your own needs, but you should allow sufficient depth for all of the standards attached to a markbook to be reported.

On the left hand side of the screen above are the properties of the NCEA object. The first four dictate its position and size on the report.

The report format property, the choices for which are shown below, is the first which requires a decision.

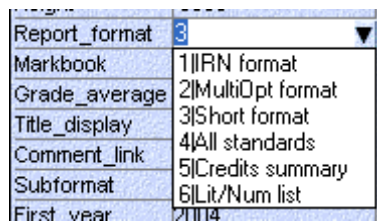


Illustration 3 : Selection of one of the formats

For this demonstration select the first.

Not all of the following properties relate to format 1 – the IRN report. The next which does require a selection is the Markbook. This indicates which set of standards will be the subject of the report.

You have two options at this point. Either you can dedicate the report to a particular subject by selecting the markbook now, as shown in the centre column in the illustration below, or you can choose the first entry in the markbook table – ‘Select at document load’ – and the report becomes a ‘generic’ report. This is particularly useful as it means the one report design can be used for ALL subjects. You will be asked to select the markbook at the time of loading the document prior to viewing / printing.

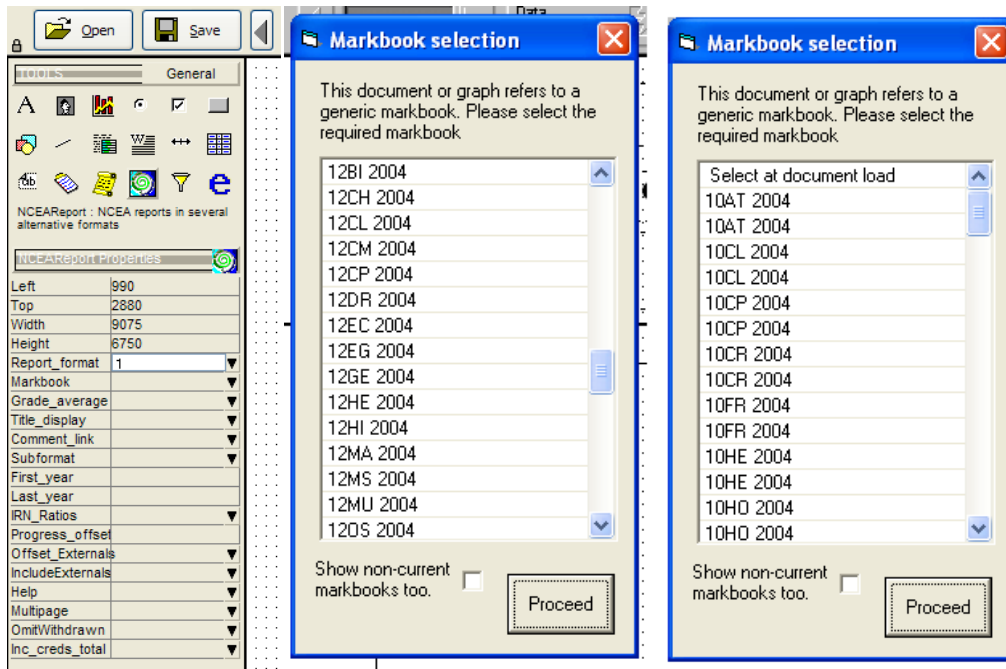


Illustration 4 : A composite screen shot - Connection to a markbook possibilities

Next, choose whether or not to have each student's grade point average calculated and displayed on the report. The method for the calculation of the grade point average is dictated by the NZQA and is detailed in the CM User Guide.

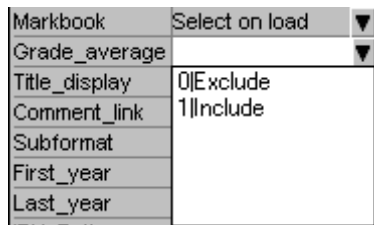


Illustration 5 : Include or exclude the Grade Point Average

Next select the display format for the title of each standard – either the full title or the short title.

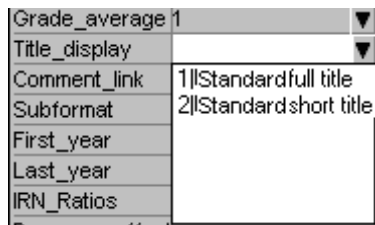


Illustration 6 : The standard title format

The 'Subformat' process only applies if you have selected report format 3 – as you will be informed if you attempt to select it, as shown below.

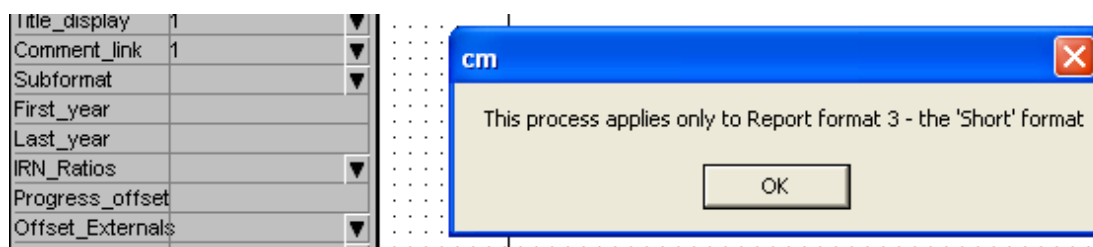


Illustration 7 : Only format 3 requires further format definition

The width of the various display cells of the IRN report can be determined either by the group's data (in which case the proportional width of each cell will depend on the proportion of the members of the group who fall into each category) or by the supplied ratios (you will remember in the earlier chapter on the maintenance of NCEA achievement standards that it was possible to set the ratios for each standard to represent those proportions which you wish to display for your school). Examples of both are shown at the end of this section. In the meantime we shall select the supplied ratios.

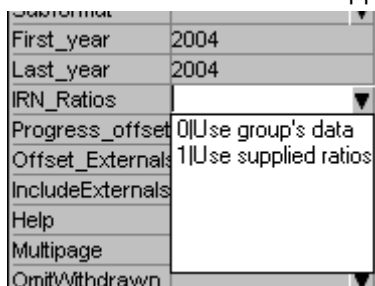


Illustration 8 : Use of IRN ratios

That completes the setting of the properties which apply to the IRN report. Click on the 'Save' button at the top of the screen and give the report a name by which you will later recognise it, as shown below.

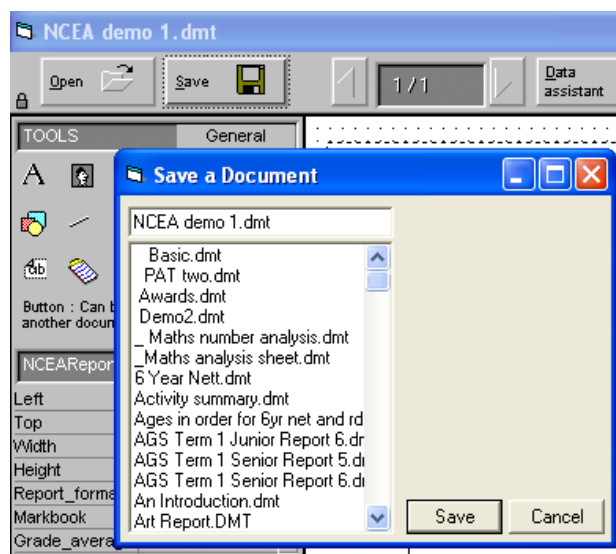


Illustration 9 : Saving the report

Now select the report from the left hand menu and you will immediately be asked to select the markbook the results from which are to be displayed in the report.



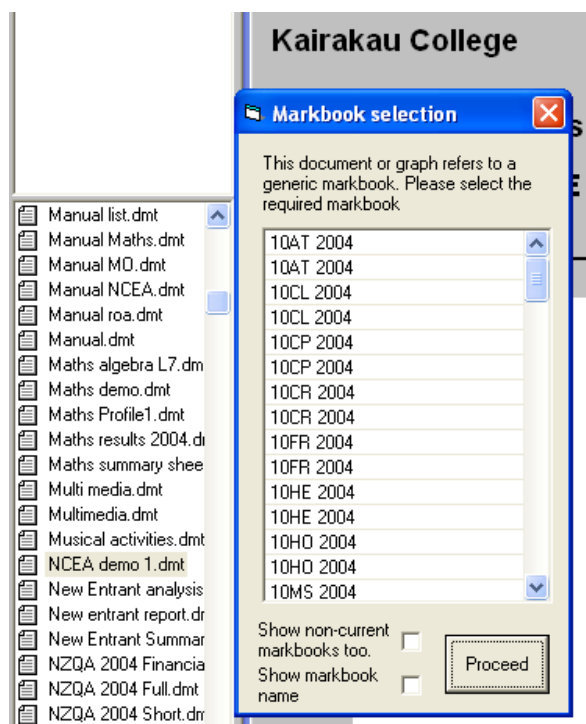


Illustration 10 : Selection of the markbook

The following illustration shows the IRN report, with equal proportions for each of the four possible levels of attainment.

Method/Credits	Performance				Credits
MATH2.1 - Manipulate algebraic expressions and solve equations E4	Not Achd.	Achieved	Merit	Excellence	4
MATH2.2 - Sketch and interpretation-linear graphs E3	Not Achd.	Achieved	Merit	Excellence	3
MATH2.3 - Find and use straightforward derivatives and integrals E4	Not Achd.	Achieved	Merit	Excellence	4
MATH2.4 - Solve problems using a coordinate geometry method E2	Not Achd.	Achieved	Merit	Excellence	
MATH2.5 - Select a sample and make inferences from the data U3	Not Achd.	Achieved	Merit	Excellence	3
MATH2.6 - State probability situations, and apply the normal distribution U2	Not Achd.	Achieved	Merit	Excellence	
MATH2.7 - Solve straightforward problems involving sequences E2	Not Achd.	Achieved	Merit	Excellence	2
MATH2.8 - Solve practical trigonometry problems U2	Not Achd.	Achieved	Merit	Excellence	2
MATH2.9 - Solve straightforward trigonometric equations E2	Not Achd.	Achieved	Merit	Excellence	2
Total credits available = 24		Total credits gained = 20		Grade average = 60	

Illustration 11 : The example of an IRN report

The student's current performance in each standard is indicated by the shaded cell. Their individual credits are displayed down the right hand side, and their total is displayed in the bottom line. The example below is of the same report where the group's performance has been used to determine the widths of the cells.

Method/Credits	Performance				Credits
	Not Achd.	Achieved	Merit	Excellence	
MATH2.1 - Manipulate algebraic expressions and solve equations E/4	Not Achd.	Achieved	Merit	Excellence	4
MATH2.2 - Sketch and interpret non-linear graphs E/3	Not Achd.	Achieved	Merit	Excellence	3
MATH2.3 - Find and use straightforward derivatives and integrals E/4	Not Achd.	Achieved	Merit	Excellence	4
MATH2.4 - Solve problems using a coordinate geometry method E/2	Not Achd.	Achieved	Merit	Exc	
MATH2.5 - Select a sample and make inferences from the data I/3	Not Achd.	Achieved	Merit	Excellence	3
MATH2.6 - Simulate probability situations, and apply the normal distribution I/2	Not Achd.	Achieved	Merit	Excellence	
MATH2.7 - Solve straightforward problems involving sequences E/2	Not Achd.	Achieved	Merit	Excellence	2
MATH2.8 - Solve practical trigonometry problems I/2	Not Achd.	Achieved	Merit	Excellence	2
MATH2.9 - Solve straightforward trigonometric equations E/2	Not Achd.	Achieved	Merit	Excellence	2
Total credits available = 24		Total credits gained = 20		Grade average = 80	

Illustration 12 : The example of an IRN report with group results

### 13.3 The Multi-option format

The second format, the 'Multi-option' format, is not intended to be a report for parents. Rather it is intended as a 'summary' report for people such as deans who need to see the overall picture of a student, as at report time, without having to have a number of individual reports. It can include comments but, in order to keep the report at a manageable length, the comments are reduced to fit in the line below the last standard for each subject. The comment selection process is shown below.



Illustration 7 : Selection of a comment

You can also elect to include or exclude a 'Total credits' line at the bottom of each subject.

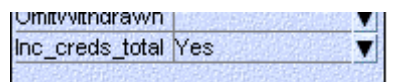


Illustration 8 : Inclusion of the 'Total credits' line

The following is a portion of a multi-option report.

Subject	Standard	Title	Credits	Int/Ext	Grade
Year 12 Mathematics Mrs F McLENNAN	MATH2.1	Manipulate algebraic expressions and solve equations	4	E	*255
	MATH2.2	Sketch and interpretation-Linear graphs	3	E	NYA
	MATH2.3	Find and use straightforward derivatives and integrals	4	E	NYA
	MATH2.4	Solve problems using a coordinate geometry method	2	E	NYA
	MATH2.5	Select a sample and make inferences from the data	3	I	A
	MATH2.6	Simulate probability situations, and apply the normal distribution	2	I	*A
	MATH2.7	Solve straightforward problems involving sequences	2	E	NYA
	MATH2.8	Solve practical trigonometry problems	2	I	N
	MATH2.9	Solve straightforward trigonometric equations	2	E	*N
Timothy works steadily at all tasks. A more rigorous approach to revision will be needed if he is to reach the standard required for the external paper in November.					
Year 12 English Mrs O FAZAKERLEY	ENGL2.1	Produce crafted and developed creative writing	3	I	*243
	ENGL2.2	Produce crafted and developed formal transactional writing	3	I	NYA
	ENGL2.3	Read, study and analyse extended written texts	3	E	NYA
	ENGL2.4	Read, study and analyse short written texts	3	E	NYA
	ENGL2.5	View / listen to, study and analyse a visual or oral text	3	E	NYA
	ENGL2.6	Read unfamiliar texts and analyse the form and language features	3	E	NYA
	ENGL2.7	Deliver a presentation using oral and visual language techniques	3	I	NYA
Year 12 Legal Studies Mr B WILSON	U/S 10338	Describe and compare methods of dispute resolution in the legal system	2	I	NYA
	U/S 8543	Describe the role and effect of law in New Zealand society	2	I	A
	U/S 8544	Describe how laws are made and amended in New Zealand	3	I	*A
	U/S 8545	Describe the nature and consequences of crime	2	I	NYA
	U/S 8546	Describe, and evaluate an aspect of, the New Zealand judicial system	3	I	NYA
	U/S 8547	Describe the role, operation, and effectiveness of the Youth Justice System	3	I	NYA
	U/S 8549	Describe roles and expectations for participating in District Court criminal proceedings	2	I	NYA
	U/S 8554	Identify rights and obligations in relation to contracts	2	I	NYA
U/S 8555	Describe the role of consumer law in resolving consumer problems	3	I	NYA	
Timothy has worked well in class, getting all required work completed. He has gained until standards but missed another. A re-assessment is required. On the whole Timothy should succeed in gaining all credits offered if he sustains his present work effort.					

Illustration 9: The 'multi-option' report

The following example illustrates the use of the 'Total credits gained' line.

English Year 13 BE	ENGL3.1	Carry out a practical agricultural or horticultural investigation with supervision	4	I	A
	ENGL3.2	Describe physical factors of the environment and techniques used to modify these for plant production	4	E	NYA
	ENGL3.3	Describe management practice(s) used to optimise the soil water / air ratio for plant processes	4	E	NYA
	ENGL3.4	Describe methods used to modify livestock reproduction or plant propagation	4	E	NYA
	ENGL3.5	Describe growth and development and productivity in livestock or plants	4	E	NYA
	ENGL3.6	Describe how livestock behaviour impacts on productivity	4	I	NYA
	ENGL3.7	Examine and redesign landscaped area(s)	4	I	NYA
		Total credits gained	4		

Illustration 10: The 'Total credits gained' line

### 13.4 The 'Short' format

This format is designed to provide a single subject report, somewhat different in appearance to the IRN report. In this case the school can make a significant number of adjustments to what is presented.

Having set the format to '3' you can then click on the 'Subformat' property to reveal the screen below.

**NCEA report designer**

**Use this process to design your own NZQA Standards report.**

**1. Which standards do you wish to include?**

Combine all three   
  Combine   
  Unit Standards   
  Achievement Standards - Internally Assessed   
  Achievement Standards - Externally Assessed

Section headings

Unit Standards (internally assessed)
Internally assessed Achievement Standards
Externally assessed Achievement Standards

If you use the word 'External' (or 'Externally') in a heading then then 'Total credits gained' will not appear in the summary line for that section

**2. Which fonts do you wish to use for the report?**

  
 See headings above   
   
 See table below   
   
 This is an example of the font used for the standard title

**3. Which columns do you wish to include in the report?**

Number of columns :    
 Adjust the column widths by dragging the boundaries of the columns in the top row. Click in the second row to select the type of entry you require

Heading	Code	Title	Level	Credits	Grade
Type	Code	Long title	Level	Credits	Grade

**4. Include a summary line below each section?**

**5. Explanation line**

**6. Treat F (= Failed to sit) as 'Not yet assessed'** Yes  No

**7. Including a comment? If so where?**  
 No comment    
 Comment below    
 Comment at right hand side

**8. Include un-assessed standards?** Yes  No  **If so these will be reported as NYA (Not yet assessed)**

**9. Base 'un-assessed' on :**

Illustration 11: The subformat screen

This screen offers you nine areas where you can make adjustments to suit your own needs. At the bottom of the screen is a button which will generate a preview of the report using the settings you have in place. The preview for the initial settings is as shown below. The report is split into three sections, as specified in the first setting, and the columns also reflect the settings.

Unit Standards (internally assessed)					
Code	Title		Level	Credits	Grade
U/S 1012	Example of standard title		1	3	A
Internally assessed Achievement Standards					
Code	Title		Level	Credits	Grade
ACC01.2	Example of standard title		1	3	A
Externally assessed Achievement Standards					
Code	Title		Level	Credits	Grade
ACC01.1	Example of standard title		1	3	A

Illustration 12 : A preview of the original settings

The first setting allows you to determine how the display is split – into one, two or three sections, using the heading(s) you specify on the right hand side. In the example below, everything has been reduced to a single display, with the heading 'All standards'.

**1. Which standards do you wish to include?** Section headings

Combine all three  
  Combine  
  Unit Standards  
 Achievement Standards - Internally Assessed  
 Achievement Standards - Externally Assessed

All standards

Illustration 13 : Adjusting the sections of the report

The resulting preview screen is shown below.

Unit Standards (internally assessed)				
Code	Title	Level	Credits	Grade
U/S 1012	Example of standard title	1	3	A
ACC01.1	Example of standard title	1	3	A
ACC01.2	Example of standard title	1	3	A

Illustration 14 : A second preview

The second setting allows you to specify the fonts used for

- The headings
- The contents
- The standard titles

In each case, clicking a button to adjust the fonts results in the appearance of the font dialogue shown below.

The image shows a 'Font' dialog box with the following settings:

- Font: Arial
- Font style: Bold
- Size: 10
- Script: Western
- Sample: AaBbYyZz

The background settings screen shows options for adjusting headings, columns, and other report parameters.

Illustration 15 : Selection of the fonts

On step three you can adjust the column headings, contents and the number of columns displayed on the report. You can add or remove columns, type in their headings, then select one of the display options, which are shown below.

Two of the options relate to 'Progress'. This is where those extra columns in between each standard column come into their own. Some schools like to record a 'progress' grade prior to the student sitting the internal or external assessments. These can be reflected in the report by a) using the 'Progress' column option above, and b) setting the 'Progress offset' as shown in the following illustration.

The last entry, 'Standard', causes the standard code (e.g. 'ENGL 1.3') to be printed.

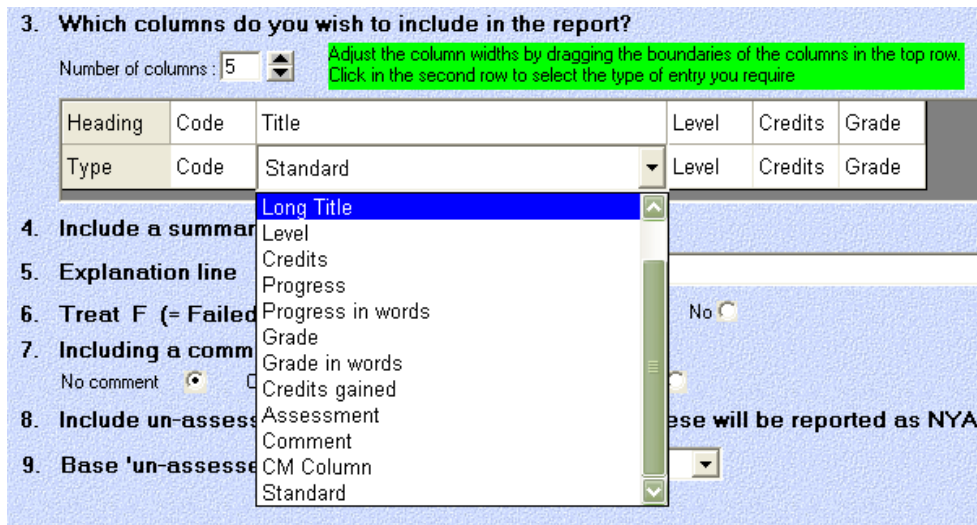


Illustration 16 : Setting the column contents

If you have selected one of the 'Progress' options in order to display the contents of the 'Progress' columns, then you will need to set the 'Progress offset' property on the main screen. In the example below, the offset has been set to -1, indicating that the column holding the progress result for a particular standard is one before the actual standard column.

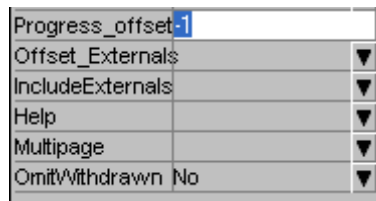


Illustration 17 : Setting the progress offset

The next property allows you to determine which types of standards you wish to apply the progress offset to – all results, just externally assessed standards (which naturally would not have an assessment in their main column), or just for externally assessed achievement standards. The options are shown below.

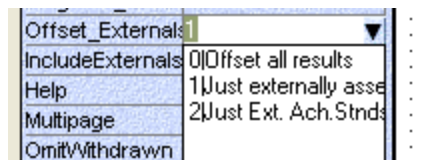


Illustration 18 : Offset which standards?

You can also elect to include all standards, or just internals or just externals, as shown below

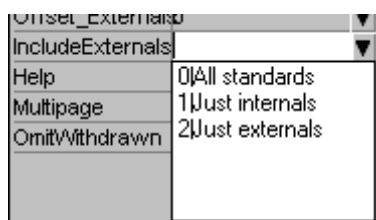


Illustration 19 : Include or exclude assessment categories

These two properties also apply to format 2 – the multi-option format – above.

The next two choices concern the inclusion of an 'explanation line' under each section, indicating to the reader what each of the possible assessment codes mean. If you choose to include the line (step 4) then in step 5 you should choose the line to have printed.

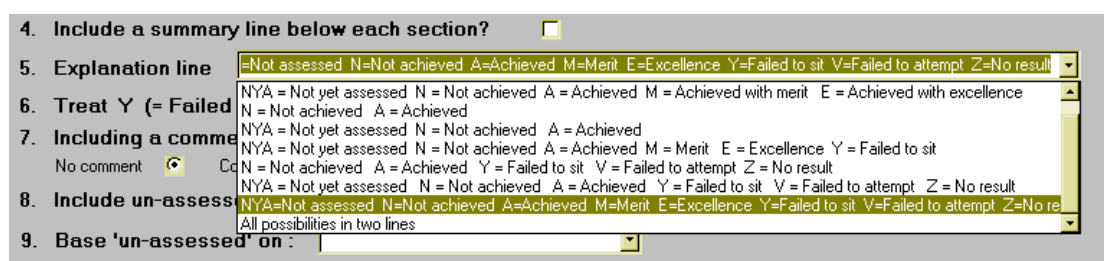


Illustration 20 : Selection of the summary line

Step 6 allows you to specify how you wish to have an entry of 'F' reported. This normally indicates that the student has failed to sit the assessment.

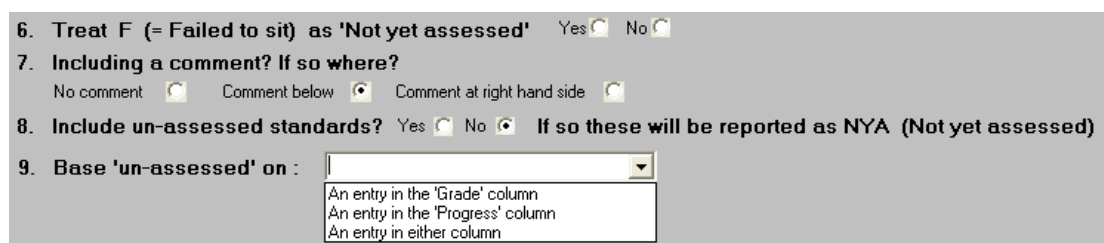


Illustration 21 : Selection of the 'unassessed' option comment

Next, you decide whether or not you wish to include a report comment extracted from a comment in the markbook. The particular comment was specified back in the original report properties. You also must decide, if including the comment, where you wish it to appear, either below or down the right hand side of the report.

In step 8 you decide whether or not you wish to include unassessed standards. If you DO elect to include them then you have the following choice to determine on which basis a particular result is unassessed. The decision can be made on the basis of entries if the 'Grade' column (the standard's main column, or in the 'progress' column, or in either. Before returning to the main design screen, preview the report once more, as shown below.

Unit standards				
Code	Title	Level	Credits	Grade
U/S 1012	Example of standard title	1	3	A
Available credits : 3 Total credits gained : 3				
Internally assessed Achievement Standards				
Code	Title	Level	Credits	Grade
ACC01.2	Example of standard title	1	3	A
Available credits : 3 Total credits gained : 3				
Externally assessed Achievement Standards				
Code	Title	Level	Credits	Grade
ACC01.1	Example of standard title	1	3	A
Available credits : 3				
NYA = Not yet assessed N = Not achieved A = Achieved M = Achieved with merit E = Achieved with excellence				
<b>Here is the comment which will be printed in the selected position</b>				

Illustration 22 : The final preview

Once you are satisfied, click on the 'Save' button at the bottom of the sub-format screen, then exit back to the main screen. Once there you will need to consider the remaining properties. We used the 'Progress offset' property and the following two refinements to it, in the explanation above. They also apply to this report format.

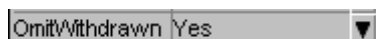


Illustration 23 : Omit withdrawn standards?

Finally, save your document (as a third name) and, when you view a particular student (having selected the particular markbook of course) – as we made these 'Select at document load' – the result may well appear similar to the example shown below.



Internally assessed Achievement Standards				
Code	Title	Level	Credits	Grade
MATH2.5	Select a sample and make inferences from the data	2	3	A
MATH2.6	Simulate probability situations, and apply the normal distribution	2	2	N
MATH2.8	Solve practical trigonometry problems	2	2	E
Available credits : 7 Total credits gained : 5				
Externally assessed Achievement Standards				
Code	Title	Level	Credits	Grade
MATH2.1	Manipulate algebraic expressions and solve equations	2	4	M
MATH2.2	Sketch and interpret non-linear graphs	2	3	A
MATH2.3	Find and use straightforward derivatives and integrals	2	4	E
MATH2.4	Solve problems using a coordinate geometry method	2	2	N
MATH2.7	Solve straightforward problems involving sequences	2	2	M
MATH2.9	Solve straightforward trigonometric equations	2	2	A
Available credits : 17				
NYA = Not yet assessed N = Not achieved A = Achieved M = Achieved with merit E = Achieved with excellence				
Leigh has worked extremely hard this last half year and I am delighted with the progress which she has made.				

Illustration 24 : The resulting report

### 13.5 The 'All standards' format

This report enables you to print a complete list of all standards taken by a student, and is for this format that the 'First year' and 'Last year' properties become important. In the example below the 'First year' has been set to 2002 and the 'Last year' to 2004, although the latter could easily be 2010 – and this report would then last for many years.

The other property which is important is the 'Multipage' property which should be set to 'True'.

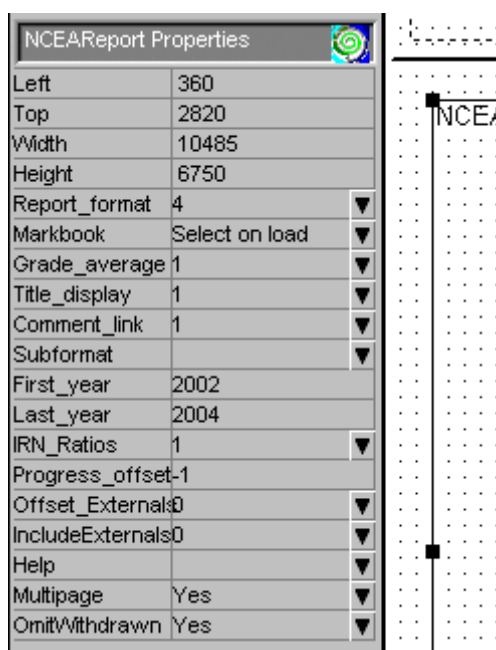


Illustration 25 : The 'All standards' format properties

A portion of an 'all standards' report, listing the standards, their results, credits attempted

and credits gained is displayed.

Year	Stnd	Detail	Level	Result	Credits	Gained
2004	9022001E	Explore the conceptual basis of accounting for a sole proprietor	2		3	
	9022101E	Process financial information for fixed assets and balance-day adjustments	2		2	
	9022201E	Investigate and report on accounting subsystems	2		4	
	9022301E	Demonstrate an understanding of accounting subsystems	2		4	
	9022401E	Report financial information for a sole proprietor registered for GST on the invoice basis	2		4	
	9022501E	Analyse, interpret and evaluate financial information for a sole proprietor business	2		4	
	9022601E	Process financial transactions, using computer software, for a sole proprietor	2		3	
	9028401E	Manipulate algebraic expressions and solve equations	2	M	4	4
	9028501E	Select and interpret non-linear graphs	2	A	3	3
	9028601E	Find and use straightforward derivatives and integrals	2	E	4	4
	9028701E	Solve problems using a coordinate geometry method	2	N	2	
	9028801E	Select a sample and make inferences from the data	2	A	3	3
	9028901E	Simulate probability situations, and apply the normal distribution	2	N	2	
	9029001E	Solve straightforward problems involving sequences	2	M	2	2
	9029101E	Solve practical trigonometry problems	2	E	2	2
	9029201E	Solve straightforward trigonometric equations	2	A	2	2
	9033101E	Explain natural disasters	2		3	

Illustration 26 : The 'All standards' report

At the bottom of this report is the following summary line reporting the total credits gained at each level. A part of a bottom line is shown below.

	Lev 1 : 0	Lev 2 : 20	Lev 3 : 0
--	-----------	------------	-----------

Illustration 27 : The last line of the 'All standards' report

The on-screen version is a little different at the bottom. The totals are displayed, as shown below, along with two buttons which enable you to Page up and Page down through the multiple pages of the document. These buttons do not appear on the printed version.

Standards found : 23	Lev 1 : 0	Lev 2 : 20	Lev 3 : 0	Lev 4 : 0	Lev 5 : 0	< Back	Next >
----------------------	-----------	------------	-----------	-----------	-----------	--------	--------

Illustration 28 : The bottom of the screen version of the 'All standards' report

### 13.6 The Credits summary

The properties for this report have been covered in the previous examples. The report is intended to provide a summary of each student's current total credits. An example of such a report is shown below.

Level	Not yet assessed	Not yet gained	Gained	Total
Level 1	10	12	102	124
Level 2	0	26	98	124
Level 3+	112	4	2	118
Total	122	42	202	356

Illustration 29 : The Credit Summary report

### 13.7 The Literacy/Numeracy report

The purpose of this report is to indicate a student's progress towards the attainment of the Literacy and/or Numeracy requirements at both levels 1 and 2.

When you select this format, the following message appears and when selecting 'Subformat' the following choices are offered.

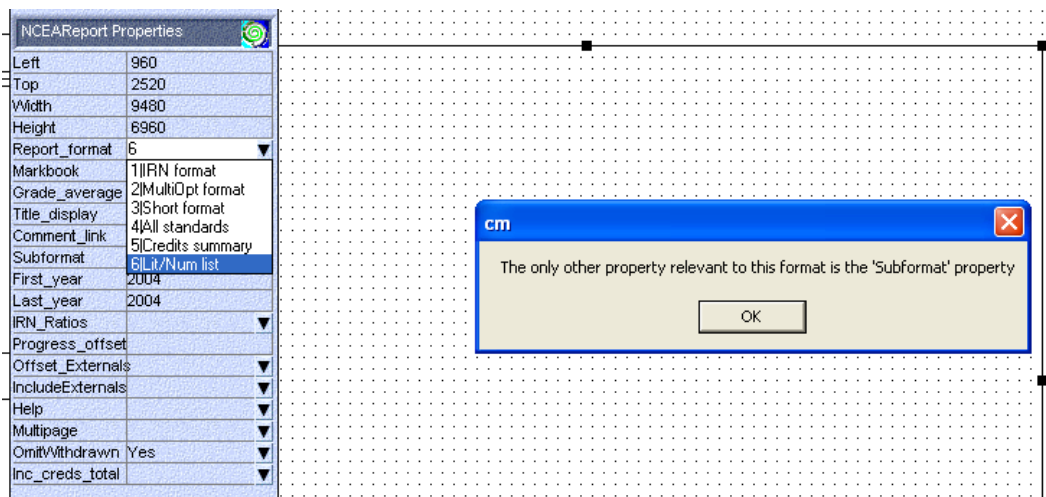


Illustration 30 : Selecting the Lit/Num format

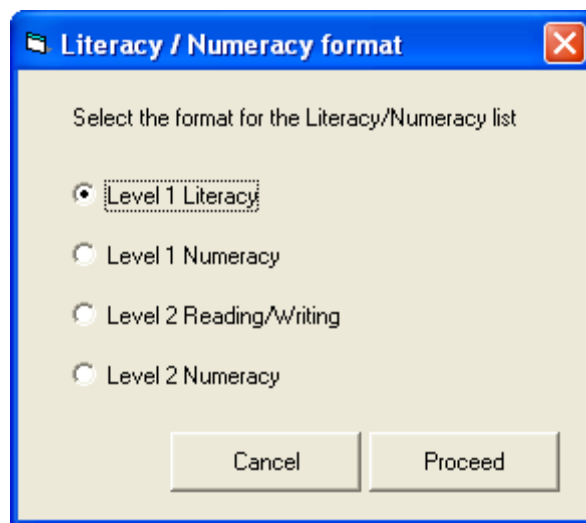


Illustration 31 : The four Lit/Num choices

An example of a level 1 numeracy report is shown below.

Level 1 Numeracy						
Year	Code	Standard	Level	Credits	Result	Gained
2003	9014701E	MATH1.1 Use straightforward algebraic methods and solve equations	1	3	A	3
2003	9014801E	MATH1.2 Sketch and interpret linear or quadratic graphs	1	3	M	3
2003	9014901E	MATH1.3 Solve problems involving measurement to everyday objects	1	4	M	4
2003	9015101E	MATH1.7 Solve straightforward number problems in context	1	3	E	3
2003	9015201E	MATH1.8 Solve right-angled triangle problems	1	2	M	2
2003	9015301E	MATH1.9 Use geometric reasoning to solve problems	1	2	A	2
2003	9019301E	MATH1.5 Use straightforward statistical methods to explore data	1	3	A	3
2003	9019401E	MATH1.6 Calculate relative frequencies and theoretical probabilities	1	2	A	2
2004	9028401E	MATH2.1 Manipulate algebraic expressions and solve equations	2	4	N.Y.A.	
2004	9028501E	MATH2.2 Sketch and interpret non-linear graphs	2	3	N.Y.A.	
2004	9028701E	MATH2.4 Solve problems using a coordinate geometry method	2	2	N.Y.A.	
2004	9028801E	MATH2.5 Select a sample and make inferences from the data	2	3	M	3
2004	9029001E	MATH2.7 Solve straightforward problems involving sequences	2	2	N.Y.A.	
2004	9029101E	MATH2.8 Solve practical trigonometry problems	2	2	N	
2004	9029201E	MATH2.9 Solve straightforward trigonometric equations	2	2	N.Y.A.	
<b>Total credits attempted : 40</b>			<b>Total credits gained : 25</b>			
<b>Hadine has reached the numeracy requirement at level 1 (8 or more credits from any level)</b>						

Illustration 32 : A Level 1 Numeracy report

Level 2 Literacy report

Level 2 Reading and Writing Literacy						
Year	Code	Standard	Level	Credits	Result	Gained
2004	9037401E	ENGL2.7 Deliver a presentation using oral and visual language techniques (Y)	2	3	M	3
2004	9037501E	ENGL2.1 Produce crafted and developed creative writing (W)	2	3	A	3
2004	9037601E	ENGL2.2 Produce crafted and developed formal transactional writing (Y)	2	3	N	
2004	9037701E	ENGL2.3 Read, study and analyse extended written text(s) (B)	2	3	N.Y.A.	
2004	9037801E	ENGL2.4 Read, study and analyse short written texts (B)	2	3	N.Y.A.	
2004	9037901E	ENGL2.5 View / listen to, study and analyse a visual or oral text (B)	2	3	N.Y.A.	
2004	9038001E	ENGL2.6 Read unfamiliar texts and analyse the ideas and language features (R)	2	3	N.Y.A.	
2004	9038101E	ENGL2.8 Investigate a language or literature topic and present information in written form (B)	2	3	N.Y.A.	
<b>Total 'Reading' credits attempted : 3</b>			<b>Total 'Reading' credits gained : 0</b>			
<b>Total 'Writing' credits attempted : 3</b>			<b>Total 'Writing' credits gained : 3</b>			
<b>Total 'Reading or Writing' credits attempted : 12</b>			<b>Total 'Reading or Writing' credits gained : 0</b>			
<b>Hadine has not yet reached the required level in either reading or Writing at Level 2</b>						

Illustration 33 : A Level 2 Literacy report

This format is quite complex, a necessitated by the relatively complex nature of the Reading and Writing requirements. It would be normal to generate separate Numeracy and Literacy reports for each student.

### 13.8 The individual summary format

The purpose of this report is to provide an analysis of a student's performance in a particular calendar year. The display is based on the parallel report obtained via the NZQA Printing utility in CMAdministrator.

Drop an NCEA report on to your document and select format 7. A message will appear to inform you that the only other relevant property to this report is the 'First year' – which you should subsequently nominate in the relevant property on the left side.

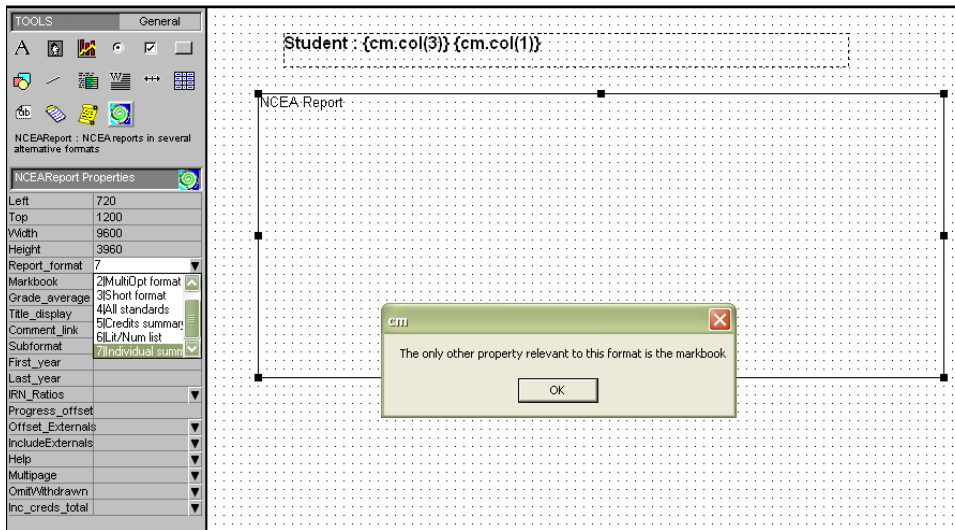


Illustration 34 : An Individual report being designed ....



Illustration 35 : .. for the 2004 year

Having done that, save your design and view. An example report is shown below. You will, if you've been active in the NZQA Printing Utilities area, recognise it as the right hand part of the equivalent report from that area.

Other results	Subject totals						Credit totals		
			Credits	Credits					
	Subject	T chr	Attempted	Gained	Gained %	G.P.A.	Grades	Credits	
	12PHY	SC	5	3	60.0%	6.8	N grades	2	
	12JAP	LB	9	9	100.0%	21.9	A grades	11	40
	12MAX	BW	7	7	100.0%	16.7	M grades	3	7
	12ACC	VR	3	3	100.0%	7.5	E grades	1	3
	12ELS	RS	27	23	85.2%	0	Crds attempted		56
	12CHE	LE	5	5	100.0%	21.4	Crds gained		50
							% gained		89.3
							Overall G.P.A.		15.1

Illustration 36 : The final product.

One of the beauties of this format is that you can probably fit three to a page (the printing process ignores your height and width settings and only takes notice of the top position) and thus, by setting for three years, have an overall picture of the student progress in, e.g. years 10, 11 and 12.

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