

Welcome



Welcome to Newsbyte, NZQA’s monthly electronic newsletter designed to keep schools and key sector bodies up-to-date with our Future State work.

As a sector, we are working together to implement digital assessment for NCEA successfully in New Zealand. NZQA is also engaging with our counterparts overseas to apply their learnings to our developments. Even where there are differences in education systems there can be shared implementation experiences. One country where the education system has many features in common with New Zealand, and where other characteristics are not dissimilar, is Australia.

The Australian Curriculum Assessment and Reporting Authority (ACARA) has published timely and stimulating research (e.g. regarding readability and device suitability) which informs work towards Australia’s transition from paper-based to computer-based assessments.

This research is supporting the development of a new assessment model, and also provides evidence-based information to the education sector and related communities about delivering their National Assessment Program - Literacy and Numeracy (NAPLAN) digitally from 2017.

ACARA is the independent statutory authority responsible for the overall management of the Australian National Assessment Program, in collaboration with representatives from all states and territories and non-government school sectors.

NAPLAN was implemented in 2008, and is an annual assessment for all students in Years 3, 5, 7 and 9. It tests a range of literacy skills found in reading, writing, spelling, grammar and punctuation, and also tests numeracy skills.

You can see more research and development information about NAPLAN via the [National Assessment Program website](#).

Dr Karen Poutasi, Chief Executive

Digital Assessment Transformation

By when?	What?	Who?
Early September	Instructions for the digital Trial examinations will be circulated	2016 NCEA digital Trials schools
12 - 23 September	First window for the 2016 NCEA digital Trial examinations	2016 NCEA digital Trials schools
23 September	Registration for schools to participate in the 2016 Literacy/Numeracy Trial and/or 2017 Pilot closes	All schools
30 September	Registration for schools to participate in the 2016 Online Submission for Technology Standards Pilot closes	All schools
10 - 21 October	Second window for 2016 NCEA digital Trial examinations	2016 NCEA digital Trials schools
14 October	Completion of integration with N4L’s Tahi for the 2016 NCEA digital Pilots schools	2016 NCEA digital Pilots schools using Tahi
10 Nov - 1 Dec	2016 NCEA digital Pilot examinations period	2016 NCEA digital Pilots schools

Digital Assessment Transformation

2016 NCEA digital Trial and Pilot examinations

With the first window for the 2016 NCEA digital Trial examinations commencing on 12 September, a number of developments have been implemented to assist and support schools with their preparations for the digital Trial and Pilot examinations.

Familiarisation exercises: exercises for the majority of the Trial subjects (note History is excluded as it involves only text responses) are now available via the [NZQA website](#).

General knowledge quiz: following a teacher focus group suggestion, we have developed a general knowledge quiz activity to enable schools to test their infrastructure and evaluate the quality of their network in preparation for digital examinations (therefore intended for internal school use). All schools can [access the quiz](#) via our website. The purpose of the quiz is to test school capacity, it does not include marking functionality. Once the quiz has been completed, teachers and students can mark their responses against the [answers provided](#) if they wish.

Updated Frequently Asked Questions (FAQs): we have updated our [FAQs](#) based on queries received from schools and we recommend you read these. Please let us know if you have any additional questions; this information is updated regularly.

Recently we observed Karamu High School, as they practised managing a digital examination based on the Level 1 Media Studies sample assessment. We were impressed with the level of student focus throughout the examination, how they managed practicalities, and the way in which the students easily adapted to a different mode of assessment.

We also visited Kapiti College, who have chosen to undertake digital Pilots largely for the benefit of the increased speed typing it will provide their students, over the traditional hand-written method. Deputy Principal, Ragne Maxwell, likened the traditional written methods expected of students in an examination situation to “asking a student who can drive a car to get somewhere in a hurry, to use a horse and cart”.

Digital moderation

From October 2016, Moderation Liaisons and Principals' Nominees can start using a new national online external moderation tool for NZQA-managed standards from October 2016, ready for the 2017 moderation cycle.

Education organisations will notice a new interface for managing the moderation process. This new system will enable you to:

- manage your plans
- submit materials for moderation online
- access your moderation reports and annual summary
- query a moderation report, or appeal a moderation result, and
- track progress of your plans and moderation submissions via a dashboard.

Moderation Liaisons and Principals' Nominees will receive information about the 2017 moderation cycle in September, and training will be available from October 2016.

For more information, see the first of a series of [Digital Moderation Factsheets](#).

Supporting internal assessment – Transforming Assessment Praxis

In June 2016, we piloted the first of three Transforming Assessment Praxis (TAP) online programmes to support teachers' practice for internal assessment. The programme modules transition from the first, being closely monitored and facilitated with a group-orientated approach, into progressively allowing participants to complete the final programme in a self-paced manner.

Twenty-nine participants from around the country opted into the June programme. The programme's discussion forums and participant feedback indicated a good level of understanding of the strategies being taught. Participant insights into the importance of assessment practice knowledge included “student choice and voice is important, as well as giving them adequate time to complete work” and “knowing your learners so that you can tailor programmes and assessments to their needs.”

The second pilot commenced in July and introduced a more self-paced approach, with little facilitator input. The third and final 2016 pilot due to commence later this year will contain three self-paced modules with limited facilitation. Participants will still be able to interact with other participants via discussion forums.

Outcomes of the 2016 TAP pilot programmes will inform NZQA on the suitability of the proposed platforms and method of delivery for future teacher support options.

Visit our [website](#) for more information on the TAP project.

Quality Assurance

Designing the 'Universal' Record of Achievement

NZQA has analysed the feedback received on the proposed new *Learner home* page interfaces and options for the new electronic [Record of Achievement](#) (the Record). We invited secondary schools and tertiary education organisations to provide their feedback on the design prototypes.

There was no obvious preferred interface and design for the Record, however there is general agreement that:

- the information is clear and the hierarchy is logical
- the proposed new features such as the separate contact details tab, the 'select all' button, adding (or not) the education organisation where learning was achieved, etc. helps learners customise their record to better meet their needs, and
- being able to print, save, email their record supports lifelong learners.

Engagement with learners has shown that there is not a 'one record that fits all', therefore being able to sort out the information, and what could be displayed on the official record, is necessary to create a modernised, more useful record.

We are currently finalising the Record and the new interface.

The Record will continue to evolve as other education-wide projects progress. It will allow for components of learning other than standards to be added to the Record, and to link components of learning and qualifications achieved. This approach allows us to gather more feedback, enables ongoing improvement and alignment with similar work developed for learners.