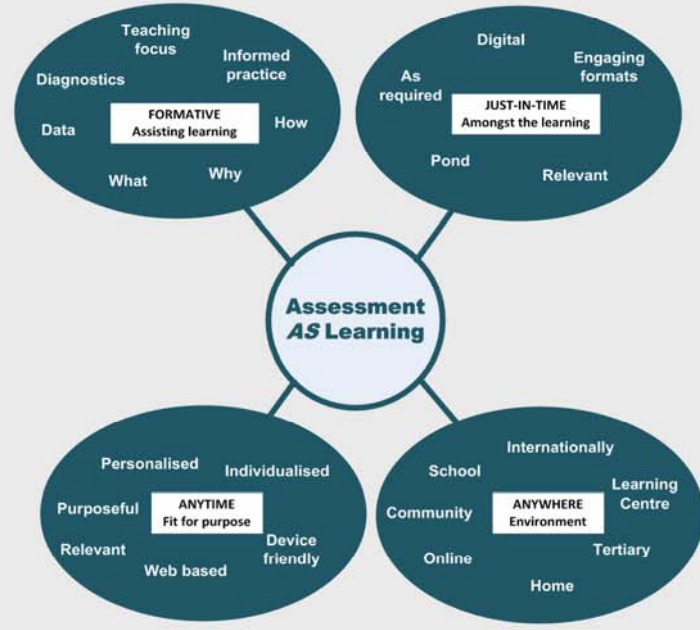
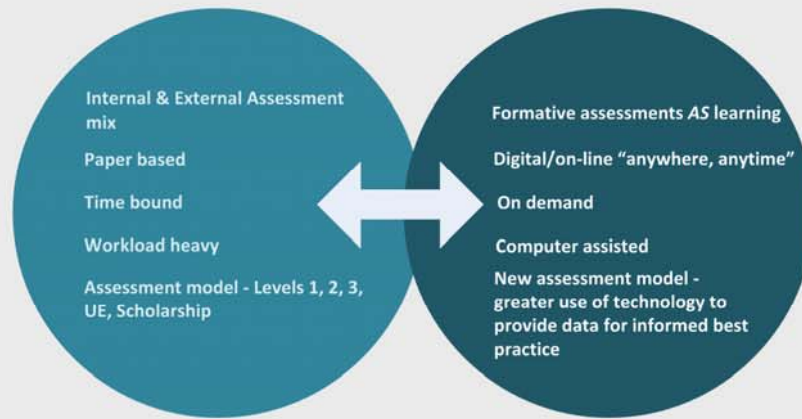


ASSESSMENT AS LEARNING – THE NEED FOR CHANGE



Pivotal shifts are required



Benefits for the education system

Learners will have:

- Assessment formats that are authentic, engaging and closer to formats used in learning, and can be used as feedback for their learning.
- Earlier, real time access to their results.

Schools will have:

- Better access to informative data around school-wide teaching, learning practices and achievement.

NZQA will have:

- A more efficient and flexible operating model that is appropriate to the future focused learner.
- Partnerships with other education agencies and vendors to deliver the learner a more appropriate and connected service that has the learner at the centre.

Teachers will have:

- Access to informative data that will enable effective next steps in the learning process that will inform teaching practice and move towards individualised learning for students.

PRINCIPLES OF OUR WELL RESPECTED AND ROBUST ASSESSMENT SYSTEM NEED TO BE PRESERVED

Core Principles of Standards Based Assessment will be retained – validity, reliability, equity

INTERNAL ASSESSMENT

- brings assessment closer to the learning
- incremental contextualised learning
- 80% of teachers use MOE material
- Internally moderated by schools, and moderated by NZQA for consistency
- Can assess what a learner knows and can do

EXTERNAL ASSESSMENT

- High stakes single event
- Time based
- Summative
- NZQA sets and marks (using contracted teachers)
- Can assess what a learner knows and can do

EXTERNAL ASSESSMENTS

Continue with standards based assessments – options include:

- Continue with year end assessments
- Assessment of external standards throughout the year taken when ready

INTERNAL ASSESSMENTS

- Continue current model, expand online use, and move to using other formats
- Expand into diagnostics
- Move to more digital support for internal assessment starting at Level 1. Partner up to provide more online resources to teachers

SCOPE OPTIONS

SUBJECTS

- All subjects
- Core subjects (English, Maths, Science)
- Subjects/levels that have speech to text
- High volume subjects Levels 2&3 only
- Scholarship only

LEVELS

- Same as now – Levels 1-3
- Core subjects at Level 1, same for Level 2 and 3
- Levels 2&3 only
- Level 1 could extend into Yrs 9 & 10
- Expand into Yrs 9 & 10

DELIVERY OPTIONS

- Development & Delivery
- In-house
 - Partnership
 - Outsource
 - Mixed model

POTENTIAL PATHWAYS TO DELIVER ASSESSMENT AS LEARNING AND IMPROVED ADMINISTRATION OF ASSESSMENT SERVICES

By the end of 2016 the education landscape will be connected (N4L) and more students will be using their own digital devices (BYOD), and more schools will be online/digitally ready



INTERNAL ASSESSMENT TRACK

Focus is on leveraging a digital internal assessment type approach to reduce the workload for teachers, and mirror assessment as learning.

ON DEMAND EXTERNAL ASSESSMENTS TRACK

Focus is on delivering externally set and administered assessments throughout the school year rather than only at the end of the year. Incremental steps to reach on demand.

DIGITISING THE ADMINISTRATION TRACK

Focus is on digitising assessment administration processes as the landscape for internal and external assessments becomes clearer.