New Zealand Qualifications Framework
Levels 1 – 3, 2011

Technology

National Moderator's Report

National Assessment Moderator's Report for Technology

General Guidance for Assessors

The purpose of external moderation is to provide reassurance that teacher judgements are at the national standard and are made on the basis of assessment materials that are fair and valid. All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- include an assessment schedule that gives evidence of appropriate student responses and clear judgements at all levels.

The NZQA Resources for Technology (www.nzqa.govt.nz/technology) home page links to resources that support best practice in assessment. These include:

- national moderator reports from previous years
- moderator newsletters (published quarterly)
- clarification of issues with standards
- annotated student exemplars
- TKI assessment resources
- guidelines for moderation.

General Comments

Some initial points of clarification have been made for new level 1 standards through the latest moderator newsletters. Comments have addressed such matters as holistic assessment (April 2011), qualitative descriptors (July 2011) and making judgements for the 'implement' standards (November 2011). Updated guidelines for presenting work for moderation are particularly significant for the skills based standards where students are required to make a product. These guidelines offer some strategies that could be used to explain how assessor judgements were made.

As needs become more apparent, further clarification documents for the aligned standards will be developed during 2012.

Standard-specific comments

Technological Practice Achievement Standards – 90339 - 903442; 90345 - 90351; 90613; 90620

When student work within one project is being assessed using both a standard that relates to developing and modelling a conceptual design and also a standard that relates to developing and implementing a one-off solution, evidence should be generated for all aspects of technological practice (brief development, planning for practice and outcome development and evaluation) for each of the two standards. For some submissions, the only additional evidence for the 'developing and implementing a one-off solution' standard beyond that already generated for the 'developing and modelling a conceptual design' standard, is the finished outcome. This approach results in neither standard being fully addressed. There should be evidence of the technological practice associated with developing both outcomes (that is, a conceptual design and a one-off solution).

Skills-Based Achievement Standards – AS90362 – 90372; 90679 – 90687

Assessment material should be such that students are guided as to what is required to demonstrate skills/techniques/complex techniques/combination of complex techniques and what is meant by 'within different applications'. The explanatory notes further explain these terms.

Newly Aligned Standards – Level 1

For consistency between classes and year-on-year assessment decisions, the evidence statements in the assessment schedules should give an indication of possible student responses at each grade level. These descriptions relate to only part of what is required to achieve the standard at each grade and are not intended to be 'the answer'. The intention is that schedules are developed to match the chosen task and given to students as a starting point for gathering their evidence. The conditions of assessment document offers guidance around providing opportunities for gathering evidence.

To achieve the skills based subject specific standards, students are required to make/process a product that meets specifications. Teachers should not only ensure that the predetermined specifications are of sufficient rigour for this level but also that they do not preclude students from achieving the standard.

The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.