

The following report gives feedback to assist assessors with general issues and trends that have been identified during external moderation of the internal Technology – Digital Technologies standards in 2018.

It does not clarify specific standards but provides further insights from moderation material viewed throughout the year.

Volume of Evidence Produced

Some students produce an excessive volume of evidence. Students are not required to submit evidence beyond the criteria of the standard. It is appropriate for teachers to guide students to produce succinct evidence in response to the achievement criteria of the standard.

This was strongly evident in much of the Digital Technologies work submitted in 2018 across all levels. Clearer guidelines need to be provided for students.

Large volumes of evidence tend to occur when:

- students present irrelevant evidence rather than focusing on the requirements of the standard
- the chosen context is too broad to allow an effective response.

Strategies used by teachers who successfully manage the volume of evidence include careful consideration and guidance given with selection of contexts, and requirements for evidence. For example, succinct evidence could be presented using clearly annotated photographs, or short videos with a commentary.

Knowledge Standards

Students were helped by having a clearly structured report format, which provided focus and direction, successfully reducing the repetition of material and volume of evidence. Annotated screenshots or images often helped students to demonstrate their understanding in a concise way.

Technological Practice Standards (and the new Propose, Design and Plan Digital Technologies Standards)

Where strategies were used in which the analysis of their information supported their design thinking, this helped students to avoid unnecessary repetition of research related tasks and unconnected tests and trials. For example, presenting a summary of their research, rather than all the material they have collected, assisted students to effectively demonstrate what they understand in a concise way.

The Expiring Digital Internally Assessed Skills Standards at Levels 2 and 3

The most effective results were seen where time and effort were put into making the specified outcome, rather than when students produced large quantities of written work. For example, where relevant text and photographs or audio/video from the student and/or annotations from the assessor were provided, the accompanying evidence could be as short as 1-2 A3 pages.

Excellence at Level 3

There is some inconsistency in awarding Excellence. When making assessor decisions regarding Excellence, consideration needs to be given to the overall quality of the evidence. This is critical when making a judgement at the Merit/Excellence boundary.

For the expiring digital implement standards, students who reached Excellence implemented complex procedures independently, accurately and economically for a sustained period of the assessment. Where assessors attest a student grade at Excellence, evidence of how the student implemented complex procedures with independence, accuracy and economy was provided.

Group Work

Group work is an acceptable form of assessment, if appropriate to the standard. When submitting group work for moderation, the teacher needs to ensure there is evidence that each student has met the standard.

The contribution of each student can be tracked and presented in a variety of ways, such as written record of teacher observation, the division of workload into clearly defined tasks, a student worklog or video diary, recordings of teacher/student conferences, etc.

Students often have successful outcomes where tasks are structured so that the evidence clearly pertains to a particular student. Students often share information from activities such as research, trials and tests to avoid repetition and reduce workload. Projects which involve group work have provided better opportunities for students to spend more time on creative, innovative and realistic outcomes.

Integrated Assessment of Standards

This refers to assessing multiple standards via one submission of student evidence. The assessment of standards may be integrated either within a subject or across subjects.

For external moderation, if the assessment is across subjects and the student evidence is physical, it can be sent on to the next subject moderator/s if required. If it is an online submission, the student evidence can be uploaded for each standard being moderated.

The new Digital Technologies standards make it easy to integrate the assessment of several standards. Examples of integrated tasks are available on Te Kete Ipurangi (TKI). When sending significant portfolios of work in for moderation, it is helpful to indicate where the evidence is located for a particular standard. For example, the assessor could provide annotations within students' digital documents.

Suitable Contexts

Students often generate effective assessment evidence when they work with relevant, authentic, real world contexts. These contexts enabled students to generate their own images, data, videos, and designs, rather than copying material from external sources. When adapting the new assessment resources, assessors are encouraged to allow students to suggest an idea of their own for an outcome.

New Level 1 Digital Technologies Standards

The previous level 1 Digital Technologies standards expired at the end of 2018. NZQA has only seen a small number of samples of work for the level 1 standards. We encourage schools to send in 2018 work for review. This student evidence could be used in the preparation of exemplars. Information about the level 1 review process is available in circular [A2018/06](#).

Some Early Trends We are Seeing

Where students are required to describe relevant implications, they often merely identify the implications, and produce generic responses, unrelated to their own work. Students should describe the relevant implications in relation to their own outcome.

Some standards require students to use an iterative process, with cycles of trialling and testing of components and/or the outcome. Students often do not show evidence of the iterative process.

A Preliminary Information document is available on the Digital Technologies subject page. This document provides some initial guidance in advance of Clarifications being published for those standards.

New Level 2 and 3 Digital Technology Standards

The existing level 2 internal Digital standards are still available for Assessment until 31 December 2019. The existing level 3 internal Digital standards are still available for Assessment until 31 December 2020.

The new standards for levels 2 and 3 Digital Technologies are now available on the Digital Technologies subject page.

Further information that supports the Digital Technologies learning area can be found in the [Revision Summary Document](#).

A [circular \(A2019/03 - 28 Feb 2019\)](#) has been published which addresses verification for levels 2 and 3.