****

**NCEA Level 3 Digital Technologies**

**Conditions of Assessment**

**September 2018**

**General Information**

This document provides guidelines for assessment against internally assessed standards.   Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB:**  It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment. The generic [Technology](https://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Technology/Level-1-Technology) conditions of assessment can also be used as guidance.

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence.  Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning.  Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning.   Collection of evidence for the internally assessed standards could include, but is not restricted to, a website, an inquiry, digital evidence (such as recorded interviews, blogs, photographs, digital imagery or video) or a portfolio of evidence. Clear guidelines to support students in understanding expectations of length and quantity when submitting evidence is important. The quality not quantity of student evidence is paramount.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination.  This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard.   Often assessment can be integrated into one activity that collects evidence towards different standards from a programme of learning.  Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year. The further assessment opportunity must use new/different assessment resource material.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence.  This needs to be in line with school policy.  For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**Specific Information for Individual Internal Achievement Standards**

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91900 Digital Technologies 3.1** |
| **Title** | Conduct a critical inquiry to propose a digital technologies outcome |
| **Number of Credits** | 3 |
| **Version** | 1 |

Assessment of this standard involves an inquiry. Sufficient time should be allowed for students decide on an inquiry process and to pose questions for use in the inquiry and to complete the proposal for a digital technologies outcome.

Teachers will check the student’s inquiry focus and questions, and, where required, provide time for students to correct or improve these before continuing. Where more than minimal feedback is needed for the student to decide a suitable inquiry focus and to pose inquiry questions, the student is not ready for assessment against this standard.

Teachers will negotiate with students to establish milestones for the inquiry.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91901 Digital Technologies 3.2** |
| **Title** | Applyuser experience methodologies to develop a design for a digital technologies outcome |
| **Number of Credits** | 3 |
| **Version** | 1 |

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity to get feedback from the modelling to improve the design. This feedback could be collected from other students or relevant parties.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91902 Digital Technologies 3.3** |
| **Title** | Use complex techniques to develop a database |
| **Number of Credits** | 4 |
| **Version** | 1 |

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91903 Digital Technologies 3.4** |
| **Title** | Use complex techniques to develop a digital media outcome |
| **Number of Credits** | 4 |
| **Version** | 1 |

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91904 Digital Technologies 3.5** |
| **Title** | Use complex techniques to develop an electronics outcome |
| **Number of Credits** | 6 |
| **Version** | 1 |

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91905 Digital Technologies 3.6** |
| **Title** | Use complex techniques to develop a network |
| **Number of Credits** | 4 |
| **Version** | 1 |

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

The complexity of the network should be of sufficient rigour. The network should be able to be implemented in-situ or simulated and may include VLANS.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91906 Digital Technologies 3.7** |
| **Title** | Use complex programming techniques to develop a computer program |
| **Number of Credits** | 6 |
| **Version** | 1 |

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91907 Digital Technologies 3.8** |
| **Title** | Use complex processes to develop a digital technologies outcome |
| **Number of Credits** | 6 |
| **Version** | 1 |

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

The outcome may be developed by a student, class, or group of students. The outcome may be a complete outcome for a particular purpose, or a functioning component of a larger solution.