



Thank you all for your great questions and engagement during our presentation on Tuesday. Attached are the questions submitted by you, with answers from us. Questions that we covered as part of the presentation are marked as 'answered'.

A key theme that came up was around equity – here's some information to give you more insight into what we are doing, and the considerations being made in this space. Equity will continue to be a key focus for us moving forwards.

For digital assessment to contribute to how the education system serves students, ALL students need to be able to access digitally enabled teaching and learning. It's not about technology – it's about what technology enables. The 2018 Review of NCEA has had an equity and inclusion lens, and we are keeping abreast of the emerging thinking to ensure that where it heads is not just *aligned* with the wider sector direction but can *accelerate* solving current challenges.

NZQA will continue to work with other sector agencies on equitable access and outcomes for NCEA (including online) to support a lift in Māori and Pasifika assessment opportunities and achievement, especially in STEM subjects. We are also working with Māori and Pasifika students to understand their current assessment experiences and identify how NCEA Online could build on other sector digital teaching and learning initiatives that, in total, will support increased achievement.

Equity and inclusion also apply to students with learning difficulties. Assistive features and technologies will be increasingly available as we develop NCEA assessment online. This means that from next year, our online platform will provide accessibility features like enlarged font and zoom features for vision-impaired students, through to spell check and word clarification (like a thesaurus). We anticipate that text to speech capability and other assistive capabilities will be coming online from 2020. These features potentially alleviate the need for schools to find readers or writers for their students for assessment purposes. It also means that students who would benefit from applying for special assessment conditions, but can't for some reason, will be more able to participate in digital assessments.

For maths specifically, online calculator functionality for example, could have a positive effect on supporting equity, as it would ensure all students have access to an appropriate calculator for their assessment and are not disadvantaged by limited access to that particular technology.

We hope you find this useful. Please send any further questions or ideas to ncea.online@nzqa.govt.nz.

John Oldroyd
Programme Manager
Digital Assessment Transformation