



National Qualifications Framework Levels 1–3, 2007

Information Management

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgments 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 learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

The majority of assessors of these standards are using the updated exemplars from the TKI website which provide very good guidance on the structure of assessment activities. It is encouraging that more assessors are modifying exemplar tasks to suit their own teaching programmes and their learners and customising these to suit gender, cultural and geographical needs. The expectation that the task and schedule are developed together has also been better met in the moderation material submitted this year.

It is important for assessors to refer to the achievement criteria and explanatory notes when awarding a grade. Some assessment schedules use a 'check list' method of gathering evidence which is useful for both assessors and learners. However, such assessment schedules should not be used to make sufficiency judgements with respect to the grade to be awarded.

Timings for assessments (eg, start and finish dates, number of periods allocated) need to be specified in detail on the *Student Instruction Sheet* to reduce ambiguity for learners. It is accepted that these instructions may have been given orally or written on the whiteboard, but they also need to be included in writing on the *Student Instruction Sheet*.

Care should be taken by assessors to ensure that the results indicated on learner work are consistent with the learner results submitted on the moderation cover sheet.

Assessors submitting material for external moderation should note that copies of the registered standard, internal school authentication policies and unit plans are not required as part of the material to be sent for moderation purposes.

Assessors should note that version 3 of some standards is now available following the 2007 level 1 review process. Where version 3 of a standard exists this should be used from 2008 onwards.

90030: Enter text from provided materials and by direct entry composition

Evidence for this standard is gathered through teacher observation. The standard may be assessed during normal classroom activities provided that learners are informed that assessment is taking place at this time. All that is required for moderation, in this situation, is a statement from the assessor that 'evidence was naturally occurring'. Printed documents from learners are not required

as part of the material to be submitted for moderation purposes. Printed documents, although useful as a guide to how efficiently learners are entering text, should not be used as a ‘proofreading’ tool to assess the grade awarded. A check sheet for each learner, or a class list recording the observations of learner performance, is all that is required.

If exemplars are used from the TKI site, it is not expected they be treated as a ‘timed exercise’ to be completed within a given time frame. The assessment is completed when the assessor has observed all learners. Depending on class size, the observation process may well be over several lessons.

Moderation revealed that although the latest assessment activity from the TKI website had often been used, assessors were still combining this with an earlier version of the assessment schedule which stipulates ‘*at all times*’. Earlier versions of the schedule do not accurately reflect the intent of the latest version of this standard and should be replaced with the assessment schedules from version 5 exemplars on the TKI site.

90031: Use standard operating and file management procedures

This standard is also being assessed well and learners are able to demonstrate **all** standard operating and file management procedures in order to achieve (explanatory notes 1, 2 and 3). The majority of assessors are using the assessment schedules on the TKI website which ensure that learners meet all requirements of the standard. For those assessors choosing not to use the check lists provided with the TKI exemplars, it is important that any assessment schedule used clearly reflects the level of attainment for each operating/file management procedure ie ‘*independently*’, ‘*competently*’, and ‘*competently and efficiently*’.

Assessors who produce their own activities need to ensure these meet the requirements of the standard. Learners may be required to undertake work which is not related to the standard in an assessment activity, but the outcomes of such work should not be used by assessors in making judgements against the standard.

Printed documents and screen dumps are still being submitted by some schools for external moderation. As learners are being assessed by observation, screen dumps and printed documents are not required to gain this standard and should not be submitted for moderation.

90032: Access and process information from different media

The majority of assessors are now using the latest exemplar from the TKI website which better reflects the intention of this standard, particularly in regards to the processing of information and referencing of source material. Again, it was encouraging to see some assessors modifying the exemplar tasks to include, for example, PowerPoint outcomes. If PowerPoint has been used as the medium for presenting the outcome, learners should only be graded on the content of the actual slides, not the presentation itself; this is not a requirement of the standard.

This standard is about accessing, selecting, processing and referencing information from different media. There has been some improvement in ensuring that learners are selecting information from **different** sources (two or more for achievement or achievement with merit). Learners, however, need to access and process information from a ‘*range of different media*’, ie, at least one each from print, electronic and community to achieve with excellence. These sources need to be acknowledged in *sufficient detail* (explanatory note 8). Some learners are not meeting this requirement of the standard. Notably absent were dates websites were accessed or sufficient referencing for printed documents such as brochures. Although it is accepted that a large number of

brochures do not contain a publication date, information such as the date the brochure was accessed from Information Sites or travel agents, should be included, as this provides some indication of its currency. A large number of community sources were not well referenced. Often only the name of the person/business contacted was cited with the omission of times/ dates of the contact and contact details such as telephone number.

To achieve at merit and excellence levels, it is important that readability of the finished document/presentation is taken into consideration. Readability was often affected by inappropriate and inconsistent use of capitals, together with inconsistent heading styles. Often, learners using Microsoft Publisher did not turn off the automatic word division tool which resulted in incorrect division of words at the end of lines. A few learners used some text language which is not suitable for an adult audience or formal presentation. It is also important to note that grammatical, spelling and punctuation errors also affect the readability of text.

The standard requires that learners reword some information. Many learners started by rewording information in the first paragraph, then resorted to copying and pasting blocks of information, particularly from websites. Such a practice does not enable them to reach higher levels of achievement.

It is not a requirement of this standard for learners to demonstrate design skills to achieve with merit or excellence.

It should also be emphasised that this standard does not require learners to undertake a decision-making model. A number of learners submitted planning material. Requiring learners to include evidence of planning may disadvantage them from achieving at higher levels.

90033: Apply a decision-making model to produce a solution from a given brief

This standard involves *'using information management in the application of a decision-making model to produce a print or electronic product'*. It is insufficient for achievement for all designs and sketches to be conceptual; a print or electronic product must be produced.

Many learners are still being required to produce a number of drafts or solutions for their final product. Learners are required to demonstrate that they have applied a decision-making model (planning, investigating a range of options, selecting an option, designing a solution and producing a solution). They do not need to produce a number of drafts or solutions. The standard requires only one model with a **range of design options** which could include choices of font styles and sizes, images, colours, etc.

In general, the investigation and selection requirements of this standard are not met by learners. Many did not begin their task with a brainstorm that would lead them to further investigation and enable them to draw relevant conclusions. The level of investigation for some learners was very minimal thus limiting their ability to make reasoned choices and selections.

Learners often chose to produce a number of sketches, which they commented on briefly, made a selection and proceeded to produce a final solution instead of trialling information management techniques such as fonts, colours and images or selecting a concept of a design and further refining it. Additionally, some learners did not clearly make a 'selection' of the elements they were further developing or give reasons for this decision.

Very few learners justified their decision with reference to the alternatives. In justifying their decisions, learners did not, in general, use language that reflected an understanding of design principles. ‘I like ...’ comments were often used. It would be more appropriate to refer to fonts being readable and legible, or serif/sans serif typefaces and the meanings inferred by fonts than simply making a personal preference statement. When making decisions about background/foreground and use of colours discussing ‘contrast’ is important. Other comments could include reference to the suitability of images relevant to the mood to be portrayed in the product or the relevance of these images to the intended audience.

There was little evidence that learners had made any selection or decisions when referring to the relationship between differing elements, eg, how fonts might relate to colours and/or backgrounds; how shape of the intended document might relate to the choice of fonts/colours. Such discussion is necessary for achievement at higher levels. Decisions made about the elements of the product and their inter-relationship must reference the target audience and its needs.

A large number of learner evaluations lacked depth. There was very little evidence of ongoing evaluation taking place and final evaluations often did not state why or how the requirements of the brief had been met nor comment on problems which had been experienced throughout the decision-making process.

In order to achieve, learners must provide evidence of planning. If a generic planning template is used, learners must adapt this sufficiently to demonstrate that they have undertaken planning. It is not sufficient to make minor amendments to the template. The use of tools such as a flow chart, gantt chart, etc, would provide evidence of planning. It should also be emphasised to learners that to achieve at higher levels, it is expected that some changes will be made to initial planning documents. No process proceeds smoothly from start to finish. Learners need to document any difficulties they encounter and make reference to these and their impact to planning. These changes are best made in the form of handwritten notes on the original planning documents.

It is expected that learners’ portfolio work will be high quality. Schools producing their own assessments must ensure that the specifications in the brief give learners enough scope to produce work of sufficient quality in order to achieve, eg, production of a birthday card with minimal specifications is insufficient. A clearly defined brief provides learners with boundaries within which to work and also a reference point for evaluation which is necessary as part of the decision-making process.

Assessors should encourage learners to compile their work in a systematic order so that there is a natural progression through the decision-making process. If this is done, evidence is clear and there can be no room for misinterpretation by assessors.

It is not a requirement of the standard for learners to provide a bibliography with their evidence for this standard.