

Digital assessment

A suggestion for implementing the strategy
'Support assessment and exams, including
NCEA' from the Guide: [Technology tools for
learning](#)

Includes:

- Identify potential barriers
- Digital assessment
- Self-assessment
- Encourage self-advocacy

Inclusive Education

From

Guide: [Technology tools for learning](#)

Strategy: [Support assessment and exams, including NCEA](#)

Suggestion: [Digital assessment](#)

Date

29 August 2025

Link

inclusive.tki.org.nz/guides/technology-tools-for-learning/digital-assessment

Identify potential barriers

When designing assessment tasks, consider the barriers for learners that are created by:

- text-heavy assessments
- multiple-choice assessments (paper-based or online)
- online assessments
- time restrictions
- writing tools
- unfamiliar layout
- length of assessment
- losing key contrast and information when diagrams are printed in black and white
- poorly put together resources and materials, for example, cluttered presentations, hard-to read diagrams, unclear layout, documents provided only in hard copy
- possible hidden barriers in the physical environment, for example, unfamiliar environments, difficult layout, poor lighting and temperature control.

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Digital assessment

Use technology options to support assessment.

When designing and using standardised assessments, consider:

- using digital assessments that can be personalised and adjusted by learners, for example, by changing the font size and layout
- assessments that can be used with text-to-speech options such as [Read&Write](#)
- using built-in options available in online PAT and STAR assessments, supporting learners with dyslexia.

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Self-assessment



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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Encourage self-advocacy

Matt reflects on technology, partnerships with teachers, and self-advocacy.

Work with your learners to ensure digital tools are utilised for assessments.



Video hosted on Vimeo <http://vimeo.com/61762058>

[View transcript](#)

Source:

[Enabling e-Learning \(NZ\)](#)

<https://elearning.tki.org.nz/Teaching/Inclusive-practice/Universal-Design-for-Learning/Customising-access-to-learning-at-high-school>

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