e-asTTle Release 8.5
May 2019

The following sector facing enhancements have been made to e-asTTle in Release 8.5:

A. Minimum device requirements updated

Background

The minimum technical requirements for the student portal were updated in February 2016 as part of the student portal modernisation project.

Issue

It has been three years since these technical requirements have been updated. Some of the recommendations are out-of-date.

Change

	Current minimum	Updated minimum
Internet Explorer	IE9	IE11
iOS	8	10
Android	4.4	5

- The minimum device requirements text in the app have been updated
- The Help site text has been updated with the latest minimum device requirements

B. Fix to ensure school-wide passwords are unique

Background

In previous years, the system-generated password for all reset students was 'password'. Release 8.4 introduced randomly generated school-wide passwords for each school. The intention being that with each new year, a new password is generated for each e-asTTle school. When a new student is created or when a student's password is reset, the school-wide password is the temporary password which the student uses to log in with to set their own password.

Issue

Although the number of potential password combinations for school-wide passwords is reasonably large i.e. > 100,000, with the current random generation code, there is still a 1% chance that a few schools may end up with the same password.

Change

When the school-wide password generation a check will be performed to verify that the password is not already in use.

C. Quick wins for Writing

Background

The Writing tool is a much-used feature in e-asTTle. In 2012 a new Writing tool, along with a new set of generic exemplars, rubrics and prompts were introduced.

Issue

A few issues related to the content in the exemplar and rubric PDFs have been highlighted by teachers. These issues have been collated and a new version of the PDFs have been included in this release.

Changes

The generic exemplars and marking rubrics have been replaced with updated PDF copies.

Generic Exemplar
- Replace the duplicate *Yea I'm agree* exemplar (currently on pg 16) with the *Mi kat* exemplar
- Align the Contents page to reflect the change above:
    - Add the *Mi kat* exemplar

Change the page numbers - as per screenshot below:

(handwritten note: Mi Kat 16 >)

Note: screenshot above with recommended updates provided by Jan Eyre (NZCER)

<u>e-asTTle_writing_marking_rubric</u>

- Update the Generic Exemplars section of each table by adding the page number that each exemplar maps to.

Category	R1	R2	R3	R4	R5	R6
Descriptor	One brief, simple idea related to the topic OR Ideas are unrelated to the topic	Text has a few simple, unelaborated ideas related to the topic	Text has many simple, unelaborated ideas related to the topic OR An idea has some basic elaboration and is related to the topic	Ideas are relevant and begin to show some complexity AND EITHER Text has one elaborated idea OR Text has several ideas that have some elaboration	Ideas are complex and elaborated	Ideas show insight, originality and some authority and/or reflection on the wider world Ideas are deliberately selected, effective and elaborated
Notes		One idea may be repeated Text may have a hint of elaboration but this will be minimal	Ideas may be disconnected or brief points in a list Some evidence of a main idea (e.g., persuasive text may take a position)		Elaboration may lack depth and detail Complexity may not be controlled Main idea/theme is present but focus may not be sustained	Elaboration is detailed Complex issues or themes are raised Main idea is focused
Generic exemplars	• S n (page 23) • The girl (page 27)	• I be kin (page 12) • Fealing seaweed (page 9)	• The Erfeh (page 26) • The adventerous dog (page 25)	• Margin for era (page 15) • When I (page 29)	• Evolving life pattern (page 7) • Heavy-booted feet (page 10)	• Plastic bags (page 19) • Don't move (page 5)

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D. ILP report for Year 3

Background

The Individual Learning Pathway (ILP) report is one of the most frequently requested report types. Part of the report contains blue bars showing the e-asTTle norm for the student's year level. The report currently only generates if this norm information is available for the student's year level. There have been requests from teachers to be able to generate Reading and Maths ILP reports for their younger students, in particular, Year 3 students, even if this means the norm area is blank.

Change

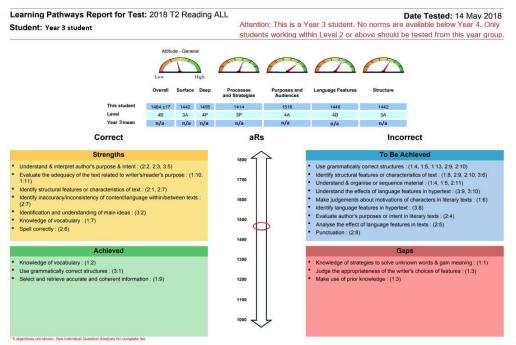Allow access to ILP reports for Year 3 students.

ILP reports generate for **Year 3** levels for the following subjects:

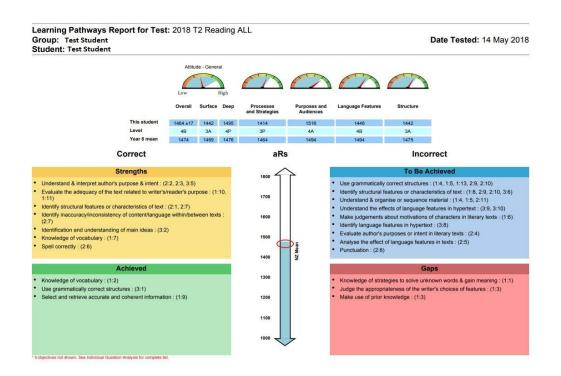- Maths, Reading, Panui, Pangarau and Tuhituhi.

Reports with no norms must display as follows:
- No blue norms fill in the central/score arrow and strand dials
- No NZ Mean' label next to central/score arrow
- 'n/a' to display in 'Year 3 mean' row
- A message must display on the ILP for Year 3. Message wording: *Attention: This is a Year 3 student. No norms are available below Year 4. Only students working within Level 2 or above should be tested from this year group.*

. Example report with no norms:

Learning Pathways Report for Test: 2018 T2 Reading ALL | Date Tested: 14 May 2018
Student: Year 3 student | Attention: This is a Year 3 student. No norms are available below Year 4. Only students working within Level 2 or above should be tested from this year group.

	Overall	Surface	Deep	Processes and Strategies	Purposes and Audiences	Language Features	Structure
This student	1464 ±17	1442	1495	1414	1516	1446	1442
Level	4B	3A	4P	3P	4A	4B	3A
Year 3 mean	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Correct — aRs — **Incorrect**

Strengths
- Understand & interpret author's purpose & intent : (2:2, 2:3, 3:5)
- Evaluate the adequacy of the text related to writer's/reader's purpose : (1:10, 1:11)
- Identify structural features or characteristics of text : (2:1, 2:7)
- Identify inaccuracy/inconsistency of content/language within/between texts : (2:7)
- Identification and understanding of main ideas : (3:2)
- Knowledge of vocabulary : (1:7)
- Spell correctly : (2:6)

To Be Achieved
- Use grammatically correct structures : (1:4, 1:5, 1:13, 2:9, 2:10)
- Identify structural features or characteristics of text : (1:8, 2:9, 2:10, 3:6)
- Understand & organise or sequence material : (1:4, 1:5, 2:11)
- Understand the effects of language features in hypertext : (3:9, 3:10)
- Make judgements about motivations of characters in literary texts : (1:6)
- Identify language features in hypertext : (3:8)
- Evaluate author's purposes or intent in literary texts : (2:4)
- Analyse the effect of language features in texts : (2:5)
- Punctuation : (2:8)

Achieved
- Knowledge of vocabulary : (1:2)
- Use grammatically correct structures : (3:1)
- Select and retrieve accurate and coherent information : (1:9)

Gaps
- Knowledge of strategies to solve unknown words & gain meaning : (1:1)
- Judge the appropriateness of the writer's choices of features : (1:3)
- Make use of prior knowledge : (1:3)

* 5 objectives not shown. See Individual Question Analysis for complete list.

Example report with norms:

Learning Pathways Report for Test: 2018 T2 Reading ALL
Group: Test Student
Student: Test Student
Date Tested: 14 May 2018

The change applies to both StudentWeb and SCWeb, covering both kinds of ILP reports (Individual Learning Pathway and StudentSpeak ILP).

Remove the 'Group:' information

- The 'Group:<nnn>' has been removed from the top banner.
- This applies to ILP reports for all year groups (not just Year 3 reports)

Historically, the 'Group' information has been confusing in that it does not display the actual 'group' the student was in when they sat the test (as users expect). It either displays the student name (if only 1 student was selected for the report) or 'Selected Students' if >1 student was selected.