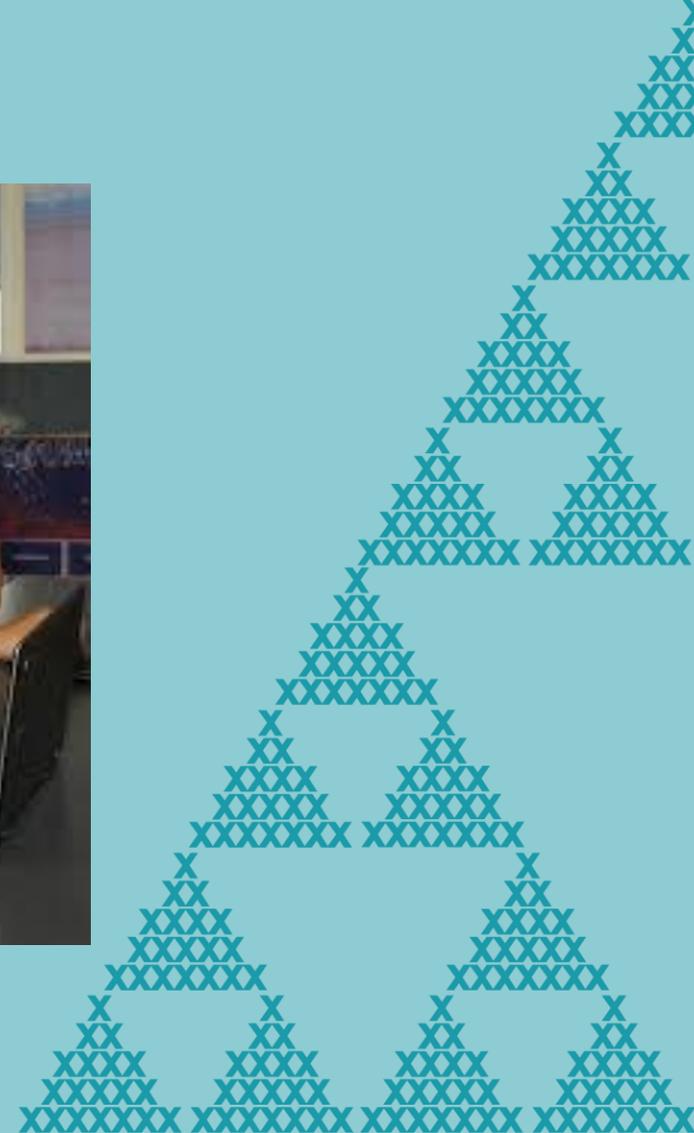


# Demystifying Literacy and Numeracy Assessments

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# Assessment Design

- 🖱 Common Assessment Activities (CAAs) – elicit student evidence that meets the requirements of the standards
- 🖱 Mostly short answer and selected item responses (e.g. multiple-choice)
- 🖱 Writing – two longer pieces of writing of around 250 words
- 🖱 Extensive quality assurance process to ensure the CAAs are:
  - Fair and inclusive
  - At the right curriculum level



# Digital Format

- 🖱️ Preparing students for their future
- 🖱️ Authentic, real-world approach to functional literacy in digital world
- 🖱️ Replicates modern ways of working
- 🖱️ 150,000+ Literacy and Numeracy assessments in September 2024





# Delivering the Assessments

- 🖱️ Enables functionality supporting all students
  - Spell check, text-to-speech, use of assistive technologies
- 🖱️ Greater use of relevant, engaging and culturally appropriate stimulus materials
- 🖱️ Eliminates some traditional barriers, especially for disabled students
- 🖱️ Greater flexibility in scheduling

NCEA Literacy, 2021 Standard 32403 P2 P3

HIGHLIGHT AND NOTES >

### Page 1

**QUESTION ONE**

Read the social media thread (right) and select the correct answer to all parts of the question.

(a) What is the intention of Mele's post?

- to let people know where the estuary is
- to ask people to help clean up the riverbank
- to tell people about the pollution in the river
- to suggest that people wear gloves when picking up rubbish

(b) Which person is most likely to disagree with Mele's post?

- Ben

**Social Media Thread:**

**Mele:** Hey everyone  
A whole lot of us are disgusted at the state of the riverbank down here. And it's time someone did something about it and so we decided it would be us! Because we care! This Saturday we are all going to meet down by the estuary at about 9.00 a.m. – so get all your mates together and join us.

**Pania:** Awesome! My friend did this up the coast and they got about 300 kg of rubbish – mainly plastic stuff. She said she wished she had gloves because it got a bit yucky. I will get my mates to come too.

**Ben:** No way, Pania. People should pick up their own rubbish. I've got better things to do on Saturday. And anyway, it's just rubbish. Who cares?



# Assessing Student Readiness

- ☞ Important to student success and a positive assessment experience
- ☞ Students are demonstrating skill at the level appropriate to be assessed
- ☞ Working at upper level 4 or lower level 5 of the English and/or Mathematics and Statistics learning area
- ☞ Ministry of Education provides information and resources to assess student readiness

<https://ncea.education.govt.nz/determining-%C4%81konga-readiness#paragraph-17736>



# Preparing Students for Assessment

- 🖱️ Plan and develop subject specific literacy and numeracy practices for teaching and learning
- 🖱️ Provide opportunities for students to practise, including using devices
- 🖱️ Monitor student progress and determine student readiness for assessment
- 🖱️ Develop students' test-taking skills and techniques
- 🖱️ Familiarise students with the assessment format and digital assessment platform





# Past Digital Assessments

## Have a Play

- 🖱️ NZQA provides information and resources to help students prepare for digital assessments

<https://www2.nzqa.govt.nz/ncea/external-assessment/about-digital-external-assessment/preparation-for-students/>

- 🖱️ Use past digital assessments for practice and preparation

<https://www.nzqa.govt.nz/ncea/ncea-exams-and-portfolios/external/digital-exams/find-past-digital-exams/>

The screenshot shows a dark teal header with the text "NCEA Practice". Below the header, there are three paragraphs of text. The first paragraph says: "Before you start your assessment, you're going to see some screens outlining checks and reminders." The second paragraph says: "When the supervisor is ready for the assessment to begin, they will share with you a 4-digit access code. Once you have entered the code, you can begin the assessment." The third paragraph says: "For the best experience the only browser that you should use is:" followed by the Google Chrome logo and the text "Google Chrome v95+". Below this, it says "Click Next to continue." At the bottom of the main content area, there are two buttons: "Back" (grey) and "Next" (blue). At the very bottom of the screenshot, there is a dark teal footer containing the NZQA logo, the text "Mano Tohu Mōtauranga o Aotearoa New Zealand Qualifications Authority", and two links: "Blank screen" and "Help guide".



# Special Assessment Conditions

- ☞ Extra support for otherwise capable students
- ☞ All currently available provisions are applicable for the CAAs
- ☞ No formal application to NZQA required
- ☞ Schools use professional judgement and knowledge of individual students to make decisions
- ☞ NZQA provides advice, support and guidance to assist schools



# Marking and Results

- ☞ Purpose – minimum requirements for award of the new NCEA co-requisite
- ☞ Sufficient evidence overall
- ☞ At least some evidence for all requirements of the standard
- ☞ Not graded – met the standard, or not



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)



# Student Feedback

- 🖱 Individual reports for students who did not achieve
- 🖱 Related to requirements of the standard
- 🖱 Identify strengths and areas requiring improvement
- 🖱 To be read in conjunction with standard and assessment report
- 🖱 Consolidated reports for teachers

**NZQA**

Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

Assessment period: 12 Jun 2023 to 16 Jun 2023

This report tells you what went well and what you can improve on.

We recommend you [download](#) this report, and share it with your teacher(s), who can work with you on your next steps.

This report only shows how you did in the assessment on the day.

- There will be more chances to take part in this assessment.
- Your Record of Achievement (RoA) will only show when you have 'Achieved' the assessment. It will not show how many times you sat the assessment. It will not show if an assessment was attempted but not achieved.

[Some ways to prepare for your next assessment attempt:](#)

Your whānau may have some more ideas to support your learning and assessment preparation. You may want to share your thoughts about what went well and what you can improve on with them.

Numeracy - 32406, Use mathematics and statistics to meet the numeracy demands of a range of situations

All Outcomes

Outcome	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Formulating the required mathematical and/or statistical procedure used to solve a problem.			✓		
Using a mathematical and/or statistical procedure to solve a problem.			✓		
Explaining the reasonableness of a chosen mathematical and/or statistical response.				✓	

Result: Not achieved



# Unpacking Co-requisite Outcomes

- Resources are available to support teachers in reading student feedback reports
- Provide suggested teaching and learning activities to support literacy teaching and learning

<https://ncea.education.govt.nz/literacy-and-numeracy-resources#resource-guides>



Te Tāhuhu o te Mātauranga  
Ministry of Education



Te Poutāhū  
Curriculum Centre

Unpacking Co-requisite Outcomes:  
Numeracy Outcome 1

Numeracy: 32406, Apply mathematics and statistics in a range of everyday situations

[View as a PDF](#)

Outcome	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Formulate mathematical and statistical approaches to solving problems in a range of everyday situations.			✓		
Use mathematics and statistics to meet the numeracy demands of a range of everyday situations.			✓		
Explain mathematical and statistical responses to situations.			✓		

Result: Not achieved

**Numeracy Outcome 1:**  
Formulate mathematical and statistical approaches to solving problems in a range of everyday situations.

This means that learners:

- determine the mathematics and/or statistics needed in a range of situations.
- formulate plans to use mathematics/statistics.
- select appropriate representations of the mathematics or statistics – e.g. graphs, tables, diagrams, equations, expressions.

Taken from [Numeracy Learning Matrix](#)

This resource should be read in conjunction with:

- [US32406 - Apply mathematics and statistics in a range of everyday situations](#)
- [Unpacking Numeracy](#)
- [NCEA Co-Requisite Learning Outcomes for Numeracy](#)

**Examples of teaching strategies to support learning for Numeracy Outcome 1:**

- Practice calculation strategies to solve a number problem in context.
  - [Working with real life problems requiring multiple steps](#)
  - [Sorted in Schools](#)
  - [NZAMT Numeracy Questions 2023](#)
- Explicitly teach how to apply a relation or linear function to solve a missing value in context.
  - [Plotting values based on a real-life situation](#)
- Practice classifying an object by its geometric properties, choosing a representation to match an object or structure, deciding on the best representation for a purpose, recognising and extending the symmetry of a design, and transforming a figure using a single enlargement, reflection, rotation, or translation.
- Practice choosing a system for location or movement that is appropriate to a context.
- Explicitly teach how to apply appropriate measurement techniques and units to solve problems.
  - [Measurement practice](#)
- Practice planning or validating part of a statistical enquiry and practice interpreting an everyday situation that involves elements of chance.
  - [Census At School](#)

For more numeracy strategies search: [Numeracy Resource Bank](#)



# Shortened Timeframes Project

- 🖱️ Response to feedback from the sector
- 🖱️ Timeframe for results release halved
- 🖱️ More time for teachers to support students who do not achieve
- 🖱️ Reading computer marked since 2021
- 🖱️ Implementing Automated Text Scoring for Writing and computer marking parts of Numeracy
- 🖱️ Confidence from trial in 2024 – reliable and accurate
- 🖱️ N/A boundary responses will be check marked by human markers





## NCEA Literacy and Numeracy Resources: **School Leaders**

### Useful resources

#### Literacy Resources:

- › [Literacy — Learning](#)
- › [Literacy — Teaching](#)
- › [Literacy Resource Bank](#)
- › [NCEA Literacy Planning Resources \(Literacy Pedagogy Guides\)](#)
- › [Effective Practices that Support Literacy.](#)

#### Readiness for the Co-requisite:

- › [Determining ākonga readiness \(Readiness Tools\)](#)
- › [Standards approved for NCEA co-requisite for 2024 and 2025](#)
- › [NCEA Literacy and Numeracy Exclusions List](#)
- › [Check your school's technology — NZQA.](#)

#### Resources to Promote School-Wide Approaches:

- › [NCEA Co-requisite](#)
- › [Case studies](#)
- › [Developing NCEA subject specific literacy and numeracy practices within a Learning Area.](#)

#### Teacher Only Day Resources:

- › [Using the resources on the NCEA website to support course planning](#)
- › [Support for planning to strengthen numeracy across learning areas](#)
- › [Inclusive approaches to strengthening literacy across learning areas](#)
- › [Explicit teaching strategies to strengthen reading across learning areas.](#)

#### Numeracy Resources:

- › [Numeracy — Learning](#)
- › [Numeracy — Teaching](#)
- › [Numeracy Resource Bank](#)
- › [NCEA Numeracy Planning Resources \(Numeracy Pedagogy Guides\)](#)
- › [Effective Practices that Support Numeracy.](#)

#### Other Resources:

- › [Curated Resource Bank | NCEA \(education.govt.nz\)](#)
- › [Teaching and Learning Overview](#)
- › [Effective Relationships that Support Literacy and Numeracy.](#)



Scan QR code or go to:

<https://ncea.education.govt.nz/ncea-literacy-and-numeracy-resources-school-leaders>



# Resources for School Leaders

<https://ncea.education.govt.nz/literacy-and-numeracy-resources>



# NCEA Literacy and Numeracy Curated Resource Bank

## Tip! Main Category Descriptions



**PLD Resources:** Resources written for teachers, explaining literacy or numeracy in general, and how to embed it in practice.



**Explainers:** Resources which explain a key idea in numeracy or literacy. Some may be appropriate for use with [ākonga](#).



**Lesson Resources:** Resources to use in or when planning your lessons. These may need to be adapted for your specific context or curriculum.



**Curricular Information:** Information about the new NCEA Literacy/Numeracy standards.



**Learning Platforms:** Websites that have multiple resources you can use. Some include student-facing resources.

<https://ncea.education.govt.nz/literacy-numeracy-curated-resource-bank#inclusive-practice-for-ncea-literacy-and-numeracy>



# He Pātai?



Kia ora  
Thank you

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[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

[sue.chalmers@nzqa.govt.nz](mailto:sue.chalmers@nzqa.govt.nz)



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New Zealand Qualifications Authority

