Review of Achievement Standards Level 1, Phase 2

Public Engagement Survey Report: French

Feedback provided on draft, Phase 2 subject content 25th August 2021

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## Purpose

This report outlines the feedback received from a Public Engagement Survey by the Ministry of Education (the Ministry) on the Phase 2 development of Level 1 products for French. This report will present the quantitative data collected from the survey as well as summarising the common themes and trends appearing in the qualitative data. This report will be used to inform any necessary changes to the products before they go forward for piloting as part of the Review of Achievement Standards (RAS).

## Background

1. As at 23 August 2021, the Ministry received 13 responses to the Ministry’s online survey about the subject content developed so far for French. These included both multiple choice answer questions and long form, written response questions.
2. This report is organised into sections based on the questions in the survey. Each section was optional so not every respondent answered every section. The sections are:
   1. Summary of feedback as a whole
   2. General impressions of the subject content
   3. Course Outlines
   4. Individual Achievement Standards
      1. AS 1.1 and Assessment Activities
      2. AS 1.2 and Assessment Activities
      3. AS 1.3
      4. AS 1.4
   5. Impressions of the Achievement Standards as a suite
3. Please note that the content in this report does not reflect the opinions of the authors. The report aims to thoroughly and accurately reflect the views presented by those who fed back on the draft subject content.
4. Respondents had the option of submitting feedback as individuals or on behalf of groups, such as school departments. Except where pertinent, responses have not been identified as originating from an individual or a group.
5. **Summary of French**

There were 13 responses to French products. Responses to all products were mixed although the Course Outlines were mostly well received. With only 13 responses in total, and not all respondents answering every section, some products had a very small number of responses. The overall trend seems to lean towards positive although a great deal more clarification will be required to answer the queries brought up throughout the products. There is a lot of concern about the externals, while the internals garnered questions about, and asked for clarification of, more practical in-class issues.

Overall themes cover the following:

* Concern about no compulsory oral component.
* Concern about capturing written interaction and authenticity.
* Concern about timing of 1.3 as well as assessment schedules, marking, inclusions.
* Concern about having a visual element in 1.4.
* Concern about students being able to meet the 1.2 standard.
* Exemplars wanted of all AAs.

1. **General impressions of the subject content**

**Questions**

**Chart B**

***Do you think the draft materials for this subject are ready for testing with students in pilot schools/kura?***

***Do you have any further feedback on the draft materials? If there was one thing you think would help make these materials easier to test in the pilot, what would it be?***

* Several respondents asked for clarification on the status of heritage speakers in light of the E.N that states ‘This Achievement Standard is intended to assess students for whom French is an additional Language.’
* Several respondents asked for vocabulary and grammar/structures lists, particularly in light of the fact that the CAA would be at the end of Term 3, and what that would mean for the level of said lists.
* Many respondents asked that exemplars for all AS be provided for clarification, especially if the school is going to take part in the pilot.
* Several respondents asked that there be further clarification on wording about “the use of online dictionaries vs online resources”.
* There is concern about using both written and spoken skills within a Standard, and what this will look like in the classroom.
* One respondent voiced concern about the amount of work (teaching and learning) these new AS require in a short timeframe.
* Several respondents voiced positive responses such as “overall things are heading in the right direction” and “Overall it seems like there are not too many changes – it looks similar to what we are already doing. Some strategies will need to be worked on under set standards.”
* One respondent suggested that changes be made to the AS “to ensure it is fair for all ākonga”.

1. **Course Outlines**

**Chart C.1 - *Do the sample Course Outline(s) exemplify how the Significant Learning can form a coherent years’ programme with opportunities to assess the 4 Standards?***

**Chart C.2 - *Do the Course Outline(s) demonstrate how teaching and learning could be grounded in mātauranga Māori?***

***Do you have any further feedback on the Course Outline(s)?***

* Half the respondents stated that there is too much content for a Level 1 course: “There is no feasible way that I can see being able to teach this quantity of content” and that “Some structures from NCEA L2 have now been added to L1!” “Some of the sections (eg. health) are more suited to Level 2.”
* One respondent stated that the COs are “Good, manageable and well detailed. Easy to use and apply.”
* One respondent voiced concerns about the lack of expertise in MM in the majority of French teachers and the need for PLD asap.

1. **Individual Achievement Standards**
   1. **AS 1.1 and Assessment Activities**

**Chart D1.1 - *Is this Achievement Standard ready for piloting?***

**Chart D1.2 - *Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

**Chart D1.3 - *Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?***

***Internal Assessment Activities***

**Chart D1.4 - *Could the activities for AS1.1 be used or adapted in your local context?***

**Chart D1.5 - *Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment?***

**Chart D1.6 - *Do the activities for AS1.1 support the engagement, access, understanding and participation of all learners?***

***Do you have any further feedback on this standard and its activities?***

* Several respondents asked for more guidance about capturing written evidence and what exactly this will look like in the classroom. “The real time messaging is problematic and needs further guidelines as to how this will work.”, “How to do this standard as a written task seems impossible.”, “I think there should be something in place to ensure that students have to demonstrate competence in both writing and speaking. This is where more guidance could come in.”
* One respondent asked that the recording of the evidence be removed and that trust in teacher judgement should be enough: “…would make for a better way of assessing this spontaneity in interactions.”
* One respondent asked if the interactions can be recorded outside the classroom and not under teacher supervision, can students submit more than two to make up the 3 minutes, and is it compulsory for the text message task to be offered?
* Three positive responses but they would each like to see the oral component be compulsory. “I also think that with both 1.1 and 1.2, there is a chance that students could just complete either written evidence for both assessment, or spoken evidence for both.”
  1. **AS 1.2 and Assessment Activities**

**Chart D2.1 - *Is this Achievement Standard ready for piloting?***

**Chart D2.2 - *Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

**Chart D2.3 - *Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?***

***Internal Assessment Activities***

**Chart D2.4 - *Could the activities for AS1.2 be used or adapted in your local context?***

**Chart D2.5 - *Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment?***

**Chart D2.6 - *Do the activities for AS1.2 support the engagement, access, understanding and participation of all learners?***

***Do you have any further feedback on this standard and its activities?***

* Several respondents reiterated their concerns about students being able to complete both 1.1 and 1.2 without being assessed on both oral and/or written skills.
* Several respondents voiced concern about the use of online dictionaries/resources, spellcheck, schools that use Google docs and thus the inbuilt spellcheck. A much clearer clarification and rationale for this decision was asked for.
* Several respondents voiced concern about authenticity in this Standard. Referred to old 1.2 and “Similar authenticity issues as in the old 1.2 AS will arise if the work is not exclusively done in class time.” and “Creates high trust situation which is not ideal for teachers, although we'd like to think we can trust our pupils.”
* Two respondents asked that adjustments be made to the AS so teachers can give feedback once during the assessment.
* Three respondents were unsure about whether the activities would allow students to meet the standard. Some activities were seen as too complex/hard “1.2A (tikanga) is far too difficult and needs adjustment.” And “I am less sure about the activity 1.2c (time capsule) in its ability to allow students to meet the criteria with just 1 piece of evidence.”
* Several respondents want clarification about what written and spoken assessment would look like in the classroom.
* One respondent voiced concern over whether it is “helpful to mention so many different types of presentation” and that they “don't understand the rationale for that.”
* One respondent said, “I really like the idea of being able to combine oral and written language - it would be good to include the quality over quantity statement in the length section.”
  1. **AS 1.3**

**Chart D3.1 - *Is this Achievement Standard ready for piloting?***

**Chart D3.2 - *Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

**Chart D3.3 - *Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?***

***Do you have any further feedback on this standard?***

* The majority of respondents were asking for clarity on:
  + the language the students can answer in
  + marking and conditions
  + types and nature of the questions in the CAA
  + justification for running this at the end of Term 3 given that students will have had far less learning time and thus, will not have the language to answer as much as during the EOY examination period
  + requirements of language structures etc seeing this will not be at the end of a full years’ teaching and learning
  + how the vocab lists will need to specify in which way expectations are lowered given that this AS will be assessed in Term 3
  + all specifications such as length of assessment, timing set by NZQA or the school
  + when answer exemplars can be expected
  + when sample CAAs can be expected and whether they will be covering simple topics such as “school, family, hobbies and social events” because previous reading and listening comprehension papers are generally too hard for most students.
* One respondent voiced concern about the requirement for long answers as this CAA should only be assessing understanding not the ability to write in French.
* One respondent voiced concern about the following: “The assessment criteria of 1.3 and 1.4 are identical. This should not be the case as reading comprehension and listening comprehension will not be done at the same level in same depth.”
  1. **AS 1.4**

**Chart D4.1 - *Is this Achievement Standard ready for piloting?***

**Chart D4.2 - *Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

**Chart D4.3 - *Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?***

***Do you have any further feedback on this standard?***

* Respondents asked for clarification on the following:
  + Answering in French – “sticking to English provides more consistency as a national assessment”
  + Timing within the exam itself
  + ‘Interpreting’ information (See comments in Section E)
  + How it seems that English language skills will actually be assessed when ‘interpreting’ even though it is understanding of spoken French that is supposed to be being assessed.
* One respondent voiced concern about the requirement for long answers as this CAA should only be assessing understanding not the ability to write in French.
* There was concern voiced from several respondents about the ‘visual’ part of audio/visual and how this may distract students, and is unnecessary.
* Many respondents asked for exemplars and sample exams.
* One respondent voiced concern about the ‘unfamiliar’ contexts being too difficult at Level 1.

1. **Impressions of the Achievement Standards as a suite**

**Chart E.1 - *Do the four Achievement Standards as a group credential the most important knowledge and/or skills for this subject as illustrated by the Learning Matrix?***

**Chart E.2 - *Do the Achievement Standards support ākonga Māori to succeed as Māori?***

**Chart E.3 - *Are the Achievement Standards appropriate to Level 6 of the curriculum? (Approximately Year 11)***

***Do you have any further feedback on the Achievement Standards?***

* Continued concern from several respondents re “Students can potentially complete all assessments without ever speaking” and authenticity of same.
* Several respondents asked that exemplars for all AS be provided as soon as possible.
* One respondent stated that “It appears that the skills in the old five Achievement Standards are being crammed into 4 new ones for less credit.”
* MM and PLD are paramount.
* Several respondents asked for further clarification on:
  + how quality and level between schools and individuals will be monitored
  + how 1.3 and 1.4 will be different to what has been done in the past, and will they be better “as the questions and the subsequent marking over the last years seem arbitrary, dependent on interpretation, subjective to say the least”
  + the timing and marking of 1.3
  + why ‘interpreting’, “reading between and beyond the lines” and “imagination of the intention of the speaker” seem as though they are going to be assessed now – they should not be.
* Positive comments include:
  + “I like that the students will be doing a mix of short and long answer questions as opposed to what happens at the moment.”
  + “The activities for 1.1 and 1.2 generally look good,… While choice is important, I think it is important that students show competence in all 4 skill areas when learning a language.”
  + “I love the big ideas and the learning matrix is comprehensible and well constructed.”
  + “Still assessing in a similar manner to the current system so adapting to the new standards should be relatively straight forward.”