Review of Achievement Standards Level 1, Phase 2

Public Engagement Survey Report: Spanish

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

Contents

[Purpose 1](#_Toc86136701)

[Background 1](#_Toc86136702)

## 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 Spanish. 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 14 responses to the Ministry’s online survey about the subject content developed so far for Spanish. 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 Spanish**

There were 14 responses to Spanish products. With only 14 responses in total, and not all respondents answering every section, some products had a very small number of responses. The highest number of respondents to any section was 10; this was for ‘General Impressions.’ With such a small number of respondents, there were no outright trends but what was submitted can be found below.

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

**Questions**

***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 Spanish is an additional Language.’
* 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 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.
* One respondent voiced concern about the amount of work (teaching and learning) these new AS require in a short timeframe. And the lack of teaching time in Years 9 and 10.
* Two respondents showed concern about mātauranga Māori: “How do we ensure that our te ao Māori/ Mātauranga/Tikanga material is authentic? Will this material be provided, or does each school have to reinvent the wheel (yet again)?”
* One respondent voiced concern about entering the piloting programme without a “clear outline/plan of support.”
* One respondent voiced concern that “the changes could actually raise more inequity, as some aspects of the less fortunate schools, in regards to support for Languages, haven't been taken into account.”
* One respondent stated, “They are looking good for piloting next year.”
1. **Course Outlines**

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

***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)?***

* Several respondents voiced concern about the level of the work in the COs – “I know they are examples but they seem rather prescriptive and appear to go beyond Level 6 of the curriculum into conditional and future tense which has always been at Level 7 of the curriculum”, “Level 3 is getting harder and harder, and you keep adding more complex structures to level 1, then levels 2 and 3 will get more challenging and therefore the retention is affected.”
* One respondent pointed out that the COs are “Not equitable for all schools/not all schools run full year courses in Yrs 9 and 10. Not all the schools have year courses for Years 9 or 10 which could make learning those higher level structures quite challenging.”
* Two respondents voiced concern about MM: “There could be more opportunities for Matauranga Maori incorporation.” “How do we ensure that our te ao Māori/ Mātauranga/Tikanga material is authentic?”
* One respondent: “Great job with the course outlines.”
1. **Individual Achievement Standards**
	1. **AS 1.1 and Assessment Activities**

***Is this Achievement Standard ready for piloting?***

***Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

***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***

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

***Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment?***

***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. “Is the teacher observing all the students that decide to do it as a written task manageable? If multiple students decide to do it written, how can we watch them the whole time?”, "How can the evidence be assessed if some is written and some is spoken?”, “We never offered the interaction before because the guidelines for preparing and marking it were not clear, so we are a little stuck now having to offer a standard we have never understood completely.”
* Several respondents commented on the use of the word ‘range’ in the criteria and want clarification on what constitutes a ‘range’.
* Several respondents asked for video exemplars of what NAME actually look like for this Standard.
* Two respondents suggested that most tasks don’t lend themselves to interaction. “If the focus on all of these tasks was "finding out" about the other person it would lend itself to a lot more interaction/questioning and use of interactive strategies. Eg find out about your partners special place, special friends etc rather than describe your special place, special friend.” “It would be good if all of the tasks explicity made the students share an opinion or give information, or share ideas (using that language) since that is what the standard requires.”
* One respondent voiced concern about the best timing for this Standard being at the end of the year, and therefore clashing with exams.
* Clarification is needed for:
	+ real -time interactions
	+ preparation and timing
	+ heritage or native speakers being assessed in this Standard
	+ the contradiction between preparing for an assessment and the teacher not being allowed to give feedback
	+ assessment conditions that are unambiguous ‘so that all schools conduct these assessments fairly and consistently.”
	+ why are the current 1.2 and 1.5 assessments changing? Why can they NOT remain as they are?
	+ “Are the students able to use a written "prop" such as a powerpoint - with writing on it - to explain an assessment topic? How then can this written piece of work show "interaction" with another/other student(s)? Does this mean either ... or ..., or one of both (spoken and written)?”
	+ ‘interactive strategies. “I believe that 'communication strategies' help to facilitate or maintain conversations when there is a broken down of communication. However, I am not sure whether they can 'enhance' an interaction. Is it that the interaction is better because communication is effective? Does the quality improve because students manage to convey meaning or understand their interlocutors?”
	1. **AS 1.2 and Assessment Activities**

***Is this Achievement Standard ready for piloting?***

***Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

***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***

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

***Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment?***

***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 asked for video exemplars of what NAME actually look like for this Standard.
* Several respondents commented on the online/digital resources statement: “In terms of students not being able to use digital resources - can they no longer use spell checkers, online dictionaries etc?”
* Two positive feedback comments; “Great tasks and great clarification that it is only done over 2-3 weeks (so could be put into term 2 to reduce stress) Does this mean either ... or ..., or one of both (spoken and written)?” “Great that it is clarified that they can use a dictionary but not a translator (which implies they can look up words but not sentences).”
* Clarification is needed for:
	+ conditions – recording and authenticity, assessing an activity that has been completed in both written and spoken format, could students use a podcast, preparation at home or in class only?
	+ everything in the Standard
	+ ‘technical quality of the presentation” – what is meant by ‘technical quality?
	+ the amount of feedback allowed; it seems like teachers can give no feedback? “In the assessment conditions, students are to have no one pointing out their errors etc. Are teachers still able to provide general feedback?”
	1. **AS 1.3**

***Is this Achievement Standard ready for piloting?***

***Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

***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:
	+ when exemplar CCAs and answers can be expected
	+ the language the students can answer in: “What is the thinking behind the short answers being given in Spanish?”
	+ timing of the CAA and the length of the texts: “A big plea - can the texts please not be long. The current exams in November are too much work for the students to complete to a high standard in the allocated time.”
	+ whether the CAA is open book?
	+ 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
	+ whether this AS will be compulsory
	+ Conditions of Assessment and marking: Will there be DETAILED assessment conditions/procedures of assessments that are unambiguous and clear for ALL teachers to understand? This is very important so that all schools conduct these assessments fairly and consistently. We need appropriate marking schedules for the external listening and reading assessments.”
* One positive comment in the responses to 1.3: “Yes. A pilot tial would be of benefit, however, in order to mend any unforeseen issues.”
	1. **AS 1.4**

***Is this Achievement Standard ready for piloting?***

***Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?***

***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:
	+ when exemplar CCAs and answers can be expected
	+ timing of the CAA and the length of the texts “A big plea - can the texts please not be long. The current exams in November are too much work for the students to complete to a high standard in the allocated time.
	+ Conditions of Assessment and marking: Will there be DETAILED assessment conditions/procedures of assessments that are unambiguous and clear for ALL teachers to understand? This is very important so that all schools conduct these assessments fairly and consistently. We need appropriate marking schedules for the external listening and reading assessments.”
	+ the language the students can answer in; “Does this mean that they are going to assess the student's writing skills?”
	+ concern about unfamiliar topic choice “The inclusion of 'unfamiliar' contexts is challenging for students and teachers, as topic choice can be really broad.”
	+ the timing of the assessment and the requirement of some schools to have derived grades
	+ the use of a visual component in the assessment
	+ students having “control of pausing and rewinding/reviewing parts of the listening for their clarification.” “…videos or vlogs make it difficult although given that students have control and will be infront of the screen as opposed to at a desk being expected to look up from a paper to the screen then it is plausible that it will work.”
1. **Impressions of the Achievement Standards as a suite**

***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?***

***Do the Achievement Standards support ākonga Māori to succeed as Māori? (select all that apply)***

***Are the Achievement Standards appropriate to Level 6 of the curriculum? (Approximately Year 11)***

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

* Clarity on where ‘heritage/native speakers’ stand in these Standards
* Clarity on group work. How does this work if the students have chosen to submit written evidence? And how does this work in a distance context?
* 1.3 – the time frame is too challenging. What is the rationale for moving 1.3 external to Term 3?
* Concern (one respondent used the word ‘dislike’) about students not covering all four language skills: “Students can potentially complete all assessments without ever speaking, or if they choose, ever writing in the target language. Not being assessed on speaking/interaction ability misses the point of learning a language, which is to meet and speak to others, in our opinion.”
* Dislike the combination of written and spoken skills in the internal ASs.
* The suggestion was made that “1.1 should focus on speaking, 1.2 on writing” with the following support, “I understand that we want to give students choices so that they perform their best. Perhaps students could have choices about topics, format to present their evidence, having a portfolio, simple and short projects, and text types.”