

Overview of results: NCEA Literacy and Numeracy Assessment

The purpose of this report is to provide a high-level snapshot of areas of strengths and weakness following the first assessment event of the NCEA Literacy and Numeracy Pilot in 2022. A more detailed Assessment Report will be released following the second assessment event.

The first assessment event took place on 27 June – 1 July for New Zealand and 11 – 15 July for Realm Countries. The assessments involved an online Common Assessment Activities, each of which learners completed in a single sitting with no time limit.

The following guidance has been collected from the markers of the assessment. The markers are an experienced and highly proficient group of teachers and have the unique experience of marking numerous scripts each. Below is their advice following the first assessment event for 2022.

Literacy Writing

Students whose writing was clearly at or above the standard demonstrated strengths in:

- planning their answers, which generally resulted in a well-structured response to the issue
- formulating ideas and using a range of details and evidence to support their key points
- shaping and structuring the overall piece of writing by using topic sentences
- paragraphing their writing (or indicating an implied use of paragraphs through statements / change in ideas, appropriate flow of ideas or logical sequencing of ideas)
- using language for effect (e.g., the use of rhetorical devices, appropriate levels of formality and tone, punctuation, and syntax control)
- utilising prior knowledge of their area, curriculum knowledge and cultural knowledge to answer the questions.

Students whose writing was below the standard demonstrated that they had difficulty in:

- reading/following the instructions so that they answered the questions as required
- planning their answers so that the content followed a logical structure (e.g., a lack of paragraphing or logical sequencing of ideas)
- understanding that writing for different audiences and purposes required different language choices (e.g., appropriate levels of formality, such as tone and vocabulary choices, and an awareness of the requirements of different text types)
- editing their writing to eliminate syntax errors, particularly run on sentences
- proofreading for grammar, spelling, and punctuation errors.

Markers recommend that teachers focus on:

- developing students' understanding of the difference between text types and text forms
- providing exposure to a range of text types for different purposes and audiences
- ensuring an understanding of the need to plan and structure ideas
- organising and developing ideas for a particular purpose or effect using the characteristics and conventions of a range of text types
- deliberately choosing content and language to communicate precise meaning for effect

- developing knowledge and understanding of basic punctuation, spelling, and grammar
- developing understanding of how punctuation and grammar make meaning
- building flexibility in using different sentence types (simple, compound complex)
- proofreading writing for clarity (at the level of the whole text, the paragraph, and the sentence) and accuracy.

NB. Careful consideration must be given to simply re-entering students for the second assessment because they didn't achieve in the first one. Ensure students have undergone sufficient additional teaching to address areas of weakness and are well prepared before they have a further attempt at another assessment. Helping students make progress in their learning is the most important thing.

Literacy Reading

Students whose reading was clearly at or above the standard demonstrated strengths in:

- reading the question carefully to understand their purpose for reading
- using appropriate processing and comprehension strategies to make sense of a range of texts created for different audiences and purposes
- understanding that writers make specific language choices to suit their purpose and audience
- understanding how language patterns and word families can help them make sense of unfamiliar text/s
- recognising information that is appropriate and/or relevant for their specific reading purpose
- using strategies to compare and evaluate information across or within different texts.

Students whose reading was below the standard demonstrated that they had difficulty in:

- using a range of reading strategies to suit different purposes
- understanding how to identify a writer's purpose
- making and recognising connections and inferences within and across texts
- locating, using and/or evaluating information for a specific purpose
- evaluating the reliability and credibility of a text/writer for a specific purpose.

Markers recommend that teachers focus on developing students':

- flexibility in using different reading strategies
- ability to select an appropriate reading strategy for the reader's purpose
- understanding of how language features and structures communicate meaning
- understanding of the language features and structures used in a wide range of written texts
- understanding of how different text features (including visual) can be combined with written text to enhance meaning
- ability to identify particular points of view within texts and how writers can position a reader
- ability to recognise the characteristics and conventions of range of text types and how they contribute to and affect meaning

- strategies to compare and evaluate information within and across texts
- wide reading vocabulary, including both general academic words and topic or subject specific words
- strategies to reflect critically on both surface and underlying meanings, including the awareness that words may have more than one meaning.

Numeracy

Students whose numeracy was clearly at or above the standard demonstrated strengths in:

- straightforward calculations involving multiplication and division
- finding averages
- compass directions
- identifying viewpoints

Students whose numeracy was below the standard demonstrated that they had difficulty in:

- proportional reasoning such as application of rates and working with percentages.
- calculations with elapsed time
- interpretation of data displays, particularly dot plots
- interpreting bar charts and histograms
- interpretation of measurements contexts, there was confusion among attributes such as lengths and angles, areas and volumes.

Markers' reflections across the assessment that may support next steps

- Connecting the mathematics and statistics used across a range of contexts will help students/ākonga classify situations and transfer their knowledge and skills.
- Multiple representations, including equations, tables, graphs, and diagrams, is an essential part of numeracy in the real world.
- Students/ākonga should be at level 4/5 of the curriculum before participating in these assessments.
- Students/ākonga should be prepared for sitting the assessment with test taking techniques (e.g., using the digital platform, persistence, completing all questions, etc.).
- Preparation also needs to focus on explaining strategies, and justifying positions, using evidence from calculation, data, and information. Students/ākonga need experience with open tasks that have multiple solutions.
- Numeracy is a cross-curricula goal and schools need to take advantage of the potential for numeracy learning in Science, Geography, Art, Technology, and other subjects. The resources recently supplied to schools through the MOE Numeracy site go some way to supporting cross-curricula approaches.
- Students/ākonga need experience with using digital platforms for work and assessment. This includes the use of calculators, with more emphasis on interpreting the language in the question to identify the calculation that is required.
- Parents need support to recognise opportunities to improve the numeracy of tamariki through everyday experiences.

Assessing the standard

The assessment demonstrated that students' /ākongā capability to meet Outcome 3 of the standard was very dependent on the literacy and digital skill for expressing explanations and justifications. This should continue to be a focus for teachers going forward.

