Te Huinga Kākākura Mātauranga evaluation associates

Literacy and Numeracy Readiness

Te Manu Ka Rere webinar

April 2025

Karakia timatanga

Tau mai te mauri o te wānanga,
Ki runga ki ēnei pūkenga,
Kia mātāmua ai, ko te ako kounga, a te tamaiti,
Ko ia ki mua, ko ia ki muri o ēnei kōrero,
Kia puta ai ia, ki te whaiao, ki te ao mārama!
Hui e, tāiki e!

Bestow the life force of learning,
Upon these repositories,
So that aspiration of quality learning for our children is paramount,
And remains at the forefront of all of our works,
So that they may flourish and thrive,
For all eternity!

Protocols

- Please stay on mute
- Please introduce yourself with your name and school in the chat
- Feel free to drop questions in the chat as we go
- Additional Q&A at the end
- This session is being recorded and will be available online

Kaupapa o te wā

Today's learning focus:

- Exploring readiness for the literacy and numeracy co-requisites

Manu Pīpi

Manu Pīrere

Manu Rere

Manu Rangatira

What is ākonga readiness?

“Being ready for assessment means that ākonga are demonstrating skill at the level appropriate to be assessed. Knowing when ākonga are ready for the assessment will provide them with the best opportunity to be successful and have a positive assessment experience.”
https://ncea.education.govt.nz/determining-%C4%81konga-readiness

The literacy and numeracy standards are aligned to **upper level 4 and lower level 5** of the English and Mathematics and Statistics learning areas of the New Zealand Curriculum (NZC).

Ākonga readiness involves:

literacy and numeracy specific acceleration strategies and...

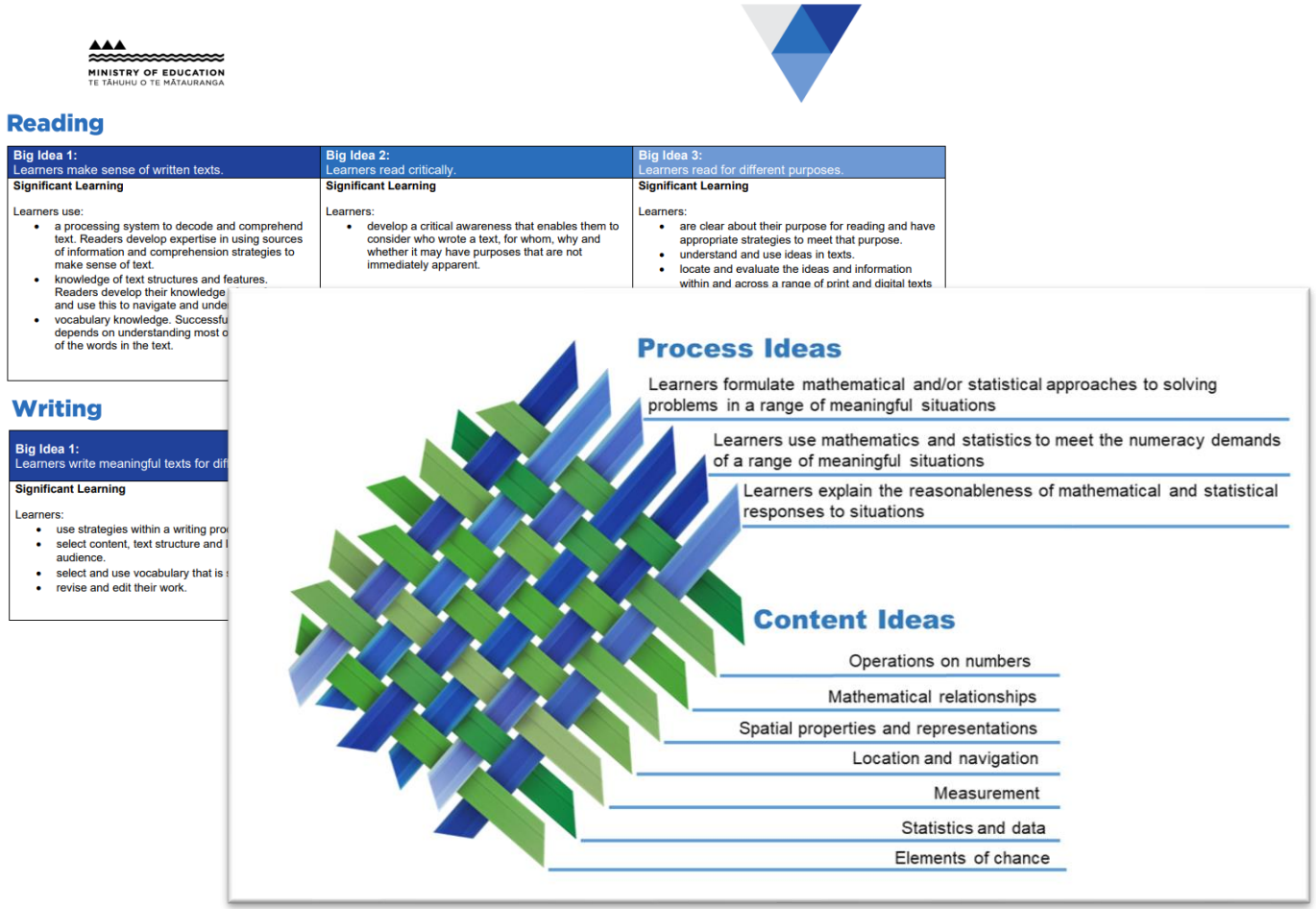
How do we measure readiness?

Self-assessment

- Self-assessment against the **success criteria that describe the standard of literacy and numeracy required** at upper level 4 and lower level 5 of the curriculum.
- When kaiako and ākonga know and understand what good looks like at the level required and have a set of clear criteria to work towards, then kaiako and ākonga will **know where they are going**, will **know how to get there** with the guidance of their kaiako and **where they are at compared with the standard required** (and can describe it).

What is the standard required?

- Outlined in the co-requisite standards
- Outlined in the 'Big Ideas' for *Literacy* and 'Process and Content Ideas' for Numeracy



How do we measure readiness?

Kaiako observation and conversations with ākonga

- **Formative assessment** – minute by minute, day by day awareness of learning and progress towards the criteria.
- **Assessment for learning effective teaching strategies**
  - Clear learning intentions
  - The use of modelling and exemplars
  - Co-constructed success criteria
  - Literacy and Numeracy-rich tasks
  - Self and peer assessment
  - Feedback

https://www.flickr.com/photos/aidanwojtas/10531764965

Assessment tools

Assessment tool options

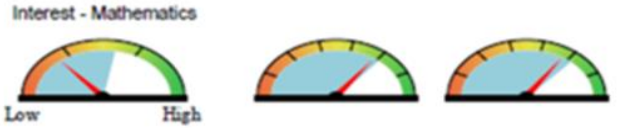
- e-asTTle – Grade and Individual Learning Pathway report
- Progressive Achievement Tests (PATs)
- Literacy and Numeracy for Adults Assessment Tool (LNAAT)
- English Language Learning Progressions
- Progress and Consistency Tool (PaCT)
- NCEA Te Reo Matatini me te Pāngarau Co-Requisite Readiness Tool | E Angitu Ai Te Ākonga: Te Utauta Noho Takatū Tautokorua NCEA

Chart 14: Secondary student achievement for Literacy and Numeracy standards compared to e-asTTle scores – overall results 2022

What the 2022 evaluation told us

- 4A does appear to be a tipping point – less than 50% chance of success if not at 4A.
- Low chances if not at level 4 (only about 25%)
- Almost certain to achieve if at level 6 – not quite in writing (88%)
- Approximately 80% chance of achieving CAA if in Level 5 for e-asTTle.
- Writing - slightly different pattern to reading and maths. Possible reasons include:
  - the productive nature of the assessment
  - writing is teacher marked
  - there was less data available in writing.

Example: e-asTTle Individual Learning Pathway report



	Overall	Surface	Deep	Number Knowledge	Number Sense & Operations
This student	1478 ±19	1483	1468	1484	1478
Level	3P	3A	3P	3A	3P
Year 7 mean	1500	1503	1507	1506	1514

Correct

Strengths

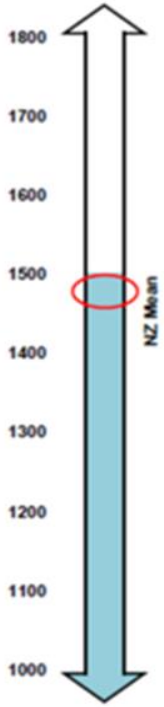
- Write & solve whole number/decimal problems using +, -, x, / : (36)
- Understand the value of square roots in approximate/exact form : (34)
- Devise a strategy to solve a whole number problem : (28)
- Write & solve whole number story problems using +, -, x, / : (26)
- Explain the meaning of negative numbers : (25)

Achieved

- Explain the meaning of digits in 2- or 3-digit whole numbers : (1, 3, 4, 7)
- Explain meaning of digits in numbers up to 3 decimal places : (2, 21)
- Explain the meaning of the digits in any whole number : (6, 19)
- Write & solve whole number/decimal problems using +, -, x, / : (10, 20)
- Solve problems using fractions of whole numbers or decimals : (16, 18)
- Perform calculations of addition/subtraction : (16)
- Explain the meaning of negative numbers : (14)
- Make sensible estimates & check the reasonableness : (13)
- Make sensible estimates & check reasonableness of answers : (9)

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

aMs



Incorrect

To Be Achieved

- Write & solve whole number/decimal problems using +, -, x, / : (23, 38)
- Explain meaning of digits in numbers up to 3 decimal places : (33, 37)
- Solve problems involving positive and negative numbers : (24)
- Share quantities in given ratios : (27)
- Write/solve problems with decimals needing choice of arithmetic operations : (29)
- Perform calculations with time, including 24-hour clock : (30)
- Make sensible estimates & check reasonableness of results : (31)
- Round numbers sensibly : (31)

Gaps

- Write & solve whole number/decimal problems using +, -, x, / : (11)
- Explain the meaning of the digits in any whole number : (12)
- Round numbers sensibly : (15)
- Order decimals and fractions up to and equivalent of 3 decimal places : (17)
- Classify numbers by factors and multiples, including primes : (22)

Example of student self-tracking

Monitoring my progress in Reading using e-asTTle						Next steps... I need to focus on...	
e-asTTle grade	5A						
	5P					1. Skimming and scanning for information	1. Punctuation
	5B				4	2. Inferring information	2. Understand author's purpose and intent
	4A			3		3. Consistently red for meaning	3. Use grammatically correct structures
	4P		2			4. Evaluating author's purpose	4. Identify and discuss purpose of text
	4B						
	3A	1					
	3P						
	3B						
	2A						
	2P						
	2B						
	1A						
	1P						
	1B						
		T1 year 9	T3 year 9	T1 year 10	T2 year 10		
		Time of assessment					

Example: Using data to inform teaching and learning

Digital Readiness

To make sure ākonga are ready to sit a digital assessment you need to:

- get familiar with the digital assessment platform.
- practise using the device they will use for the digital assessment.
- set up NZQA student login and remember the login details they need to access the digital platform.

Familiarisation with the assessment and digital skills for the CAAs

Success criteria for digital skills for the CAAs

- Have a set of **success criteria** that describe the digital skills are needed and how to approach the questions.
- Self-assessment against the criteria outlined in a variety of online tools available.

  Examples of what teachers are using

  - **Past CAA papers** through *ncea.education.govt.nz to* - how to approach the Qs and practise lit & num skills
  - **Youtube video clips** on preparing for the CAAs and NCEA
  - **SmartLab** - improve digital skills, how to approach the questions and practise lit & num skills
  - **TypeRacer** to improving typing speed and spelling accuracy

Kaiako readiness involves:

Every kaiako being a kaiako of literacy and numeracy.

Kaiako using data to plan and differentiate for literacy and numeracy needs.

Effective teaching pedagogy to support literacy and numeracy-rich learning opportunities.

Kaiako consistently using readiness indicators to provide feedback to support ākonga progress.

Supporting readiness

How can we support readiness in our teaching and learning programmes?

- **Focus on acceleration not remediation –** amplifying and strengthening rather than watering down
- **Positively frame** the learning journey to being literate and numerate – high functioning in life, full participation in society, to fly without limitations caused by lack of literacy & numeracy capability – the CAAs are part of this journey – to build confidence and self-efficacy.
- **Use 'high expectations teaching'** – every learner can succeed – every learner must know, feel, hear, that their teachers *believe* they can succeed, teachers must believe they can enable this
- **Enable self-efficacy and ākonga agency**
  - by engaging them with the criteria and the assessment tool data (E-asTTle etc) in an ongoing way.
  - by supporting them to set individual goals for the week that strengthen their ability to meet each of the criteria for success in literacy and numeracy

Focus on...

acceleration

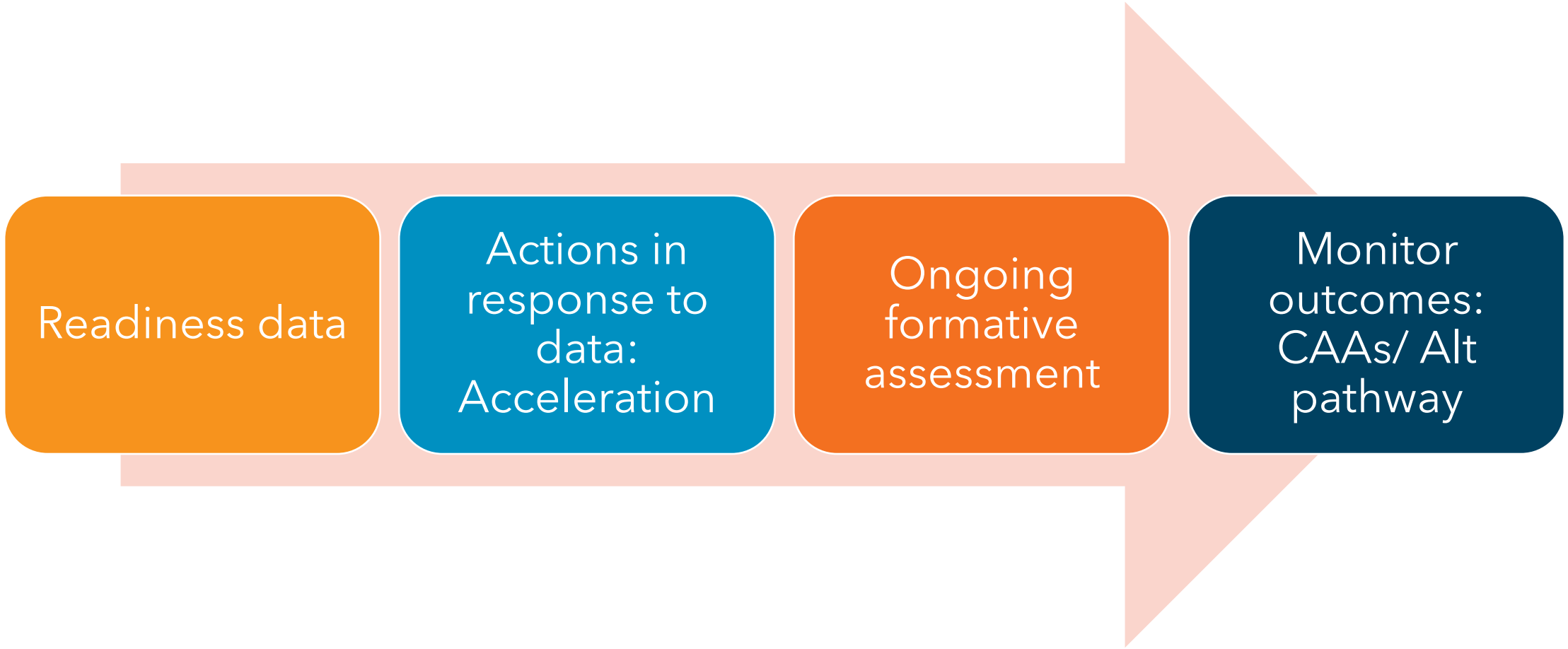
...rather than

remediation

Supporting kaiako readiness

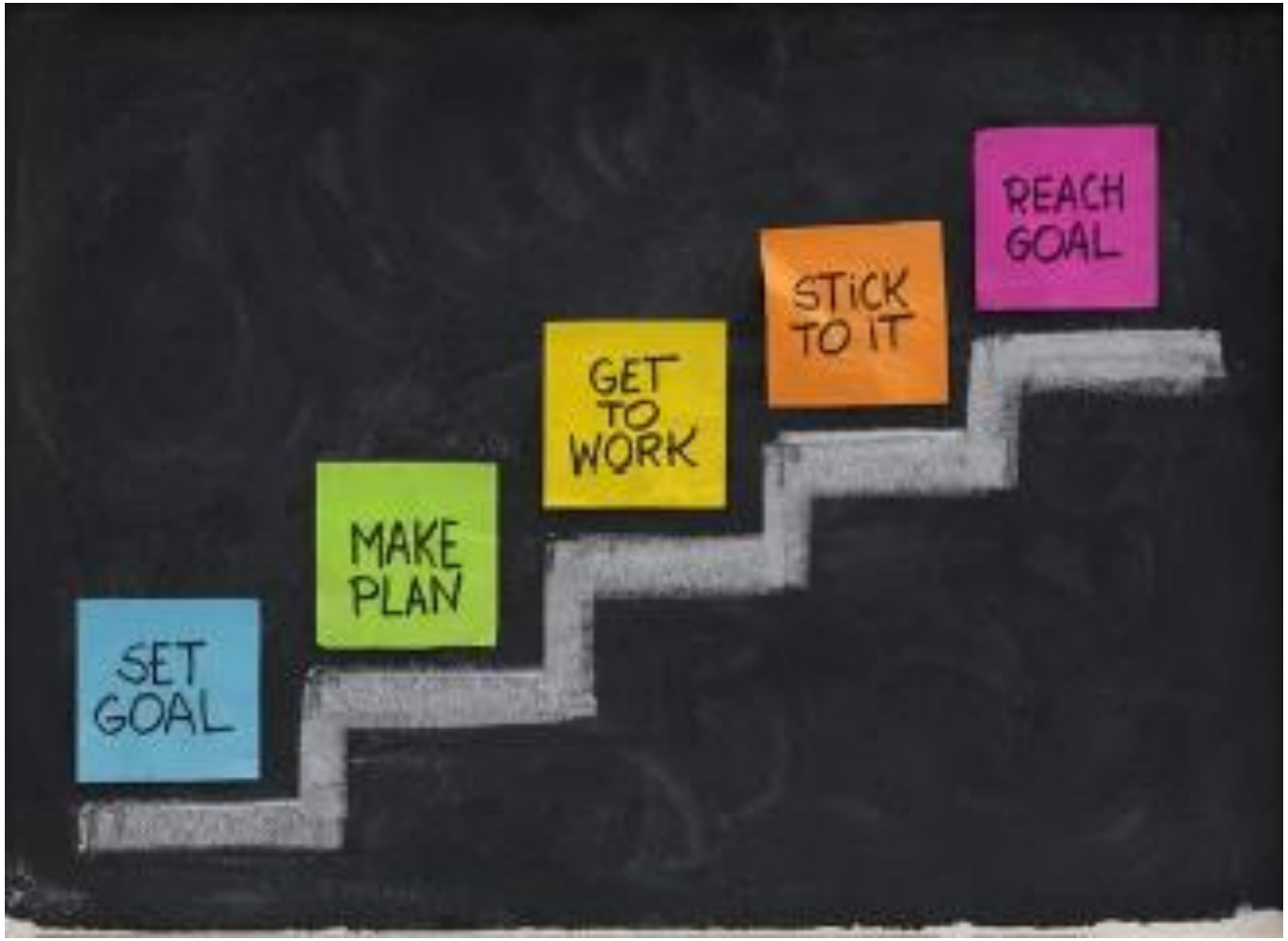
What to teach **Curriculum knowledge**	How to teach it **Pedagogical practices**
• What is literacy and numeracy across the curriculum • Unpacking what literacy and numeracy look like in each learning area- disciplinary literacy • Exposure to different text types required for literacy • Understanding literacy and numeracy progression • Literacy and numeracy strategies	• Assessment for learning - Assessment literacy: data-informed teaching and learning - Explicit teaching: LIs, SCs, exemplars and modelling, Gradual release of responsibility model - Formative assessment: Notice, recognise and respond to student learning needs • Spaced practice

Action process



Next steps:

What actions will you commit to?



Q&A

Karakia whakamutunga

Tēnei rā te whakairi ake i te kete o te wānanga,
Tōna mauri nō runga, nō Rangi, nō raro, nō Papa,
Tēnei te mauri o te mātauranga ka whakatakina ake,
Kia wātea ai ēnei pūkenga,
Hui e, tāiki e!

May we close these discussions of learning,
Whose essence is derived from both divine and earthly sources,
The life force of knowledge is reaffirmed
to allow this gathering to finish,
Forever bound!