

NCEA Co-Requisite Readiness for Learners

Kaupapa o te rā

This learning experience is designed to:

1. Examine current understanding of ākonga readiness for the NCEA Co-requisite Assessment
2. Explore other ways to support ākonga readiness
3. Explore considerations for planning the administration of the Common Assessment Activities



What are 3 things that you have done to support literacy and numeracy in your classroom this week?

Literacy		Numeracy	
1.	?	1.	?
2.	?	2.	?
3.	?	3.	?



3



5 minutes

Assessing if a learner is ready for the CAAs

A key part of knowing if a learner is ready to sit the CAAs is to understand **the level they are working at in the English and/or Mathematics and Statistics learning area**. For example Phase 3 (Year 8) and Phase 4 (Year 9) of the New Zealand Curriculum, whereby a student has full control over Phase 3 (Year 8) and is beginning to work at Phase 4 (Year 9).

- These following tools may currently be used in your kura:
 - e-asTTle
 - PAT
 - English Language Learning Progressions
 - Kaiako observations and conversations with ākonga
 - Progress and Consistency Tool (PaCT)

This assessment data could add to your understanding of whether a student is ready to sit the CAAs.

[Additional information on how to use these assessment tools effectively when determining readiness](#)

Other ways to assess if ākonga are ready

Consider:

- Digital Readiness
- Emotional Readiness
- Whānau Involvement
- Exam Strategies
- Special Assessment Conditions (SAC's)

Digital Readiness

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

- get familiar with the digital assessment platform
- practice using the device you'll use for your digital assessment
- set up NZQA student login and remember the login details – you'll use these to access the digital assessment platform.

Discuss:

- What are we currently doing to support digital readiness in your school?
- What do we know about how our students are feeling about their digital readiness?
- How can we build on this?



6



5 minutes

Sector Experience

Queen Charlotte College Case Study:

‘During extended form time, (we) spent “a number of weeks” preparing students for using the NZQA digital assessment platform “familiarising students with NZQA and the login, getting them on the platform and showing them the different tools that are available on the platform” such as text-to-speech.’

Sharon Alvey-Ball, Principal’s Nominee and Head of Department, English,

Further information on digital readiness can be found at:

[Preparing for digital assessment as a student :: NZQA](#)

Emotional Readiness

Considering the students' emotional readiness is an important consideration when entering students for the co-requisite.

Discuss:

- What are we currently doing to students' emotional readiness in your school?
- What do we know about how our students are feeling about their emotional readiness?
- How can we build on this?



Sector Experience

Te Kura Case Study:

Te Kura takes “a holistic approach to determining assessment readiness”, noting that while an ākonga may be academically ready, they may need further support or time to be ready to sit the assessment due to psychological reasons.’

Kate Curtis, Principal Advisor Curriculum,

Further advice to help students can be found at: [Managing exam pressure : NZQA](#)

Whānau Conversations

Discussing learning with whānau can greatly benefit ākonga. Whānau who are involved with the learning are well-placed to support discussions about ākonga readiness.

- [Supporting ākonga and whānau | NCEA \(education.govt.nz\)](https://www.education.govt.nz/supporting-akonga-and-whanau/)

Discuss:

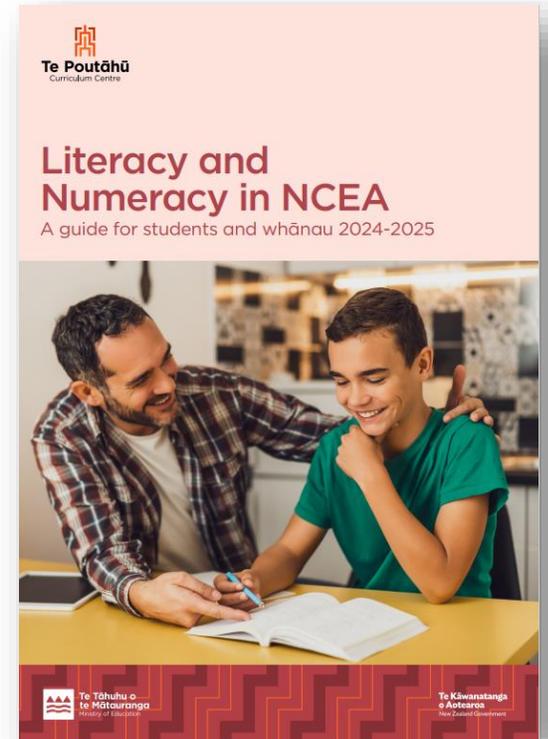
- What are we currently doing to involve whānau in determining student readiness for the NCEA Co-requisite?
- How can we build on this?



10



5 minutes



Sector Experience

South Otago High School Case Study:

‘The literacy tip is communicated to whānau through the weekly newsletter, along with a home friendly activity that would support it (Literacy). Katherine gave some examples of previous literacy tips such as “how to decode an unknown word” or “punctuation tips”. Katherine noted that this makes literacy learning “more meaningful for students” as they are seeing how literacy is important in a variety of contexts.’

Katherine Beaumont, HOD of English

Francis Douglas Memorial College Case Study:

‘Melinda explained that literacy and numeracy is “at the forefront of every conversation,” including messaging to students and whānau. Whānau understand and appreciate the school’s literacy focus.’

Melinda Stevenson, Deputy Principal

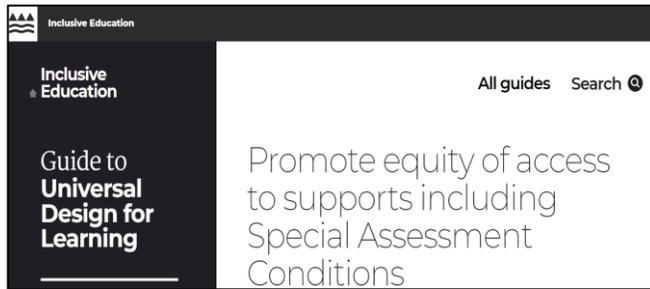
Special Assessment Conditions and NCEA Co-requisite

- A SAC application is **not required** for students who are only completing assessments for the NCEA corequisite for Literacy, Numeracy, Te Reo Matatini and Pāngarau in 2024.
- Schools/kura/tertiary organisations determine the type and level of support that students/ākonga may require based on the student's/ākonga needs and the professional judgement of the teacher/kaiako.
- If a student has a SAC entitlement for other assessments, this must also be made available to them for the co-requisite. The student must not be disadvantaged.
- Clarification of SAC conditions and guidance is here:
 - [NZQA SAC Conditions](#)
 - [NCEA Literacy and Numeracy Assessment information](#)

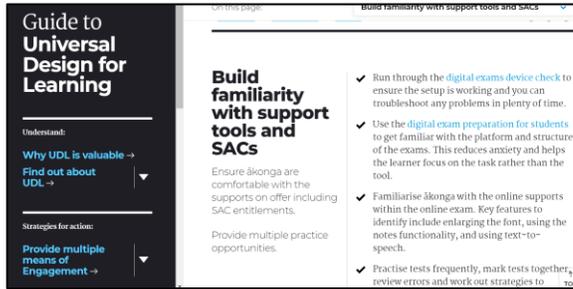
Special Assessment Conditions Readiness

- Find out what supports and conditions ākonga need so they can fully demonstrate their knowledge, skills and creativity.
- Build familiarity with support tools and SACs
- Ensure ākonga are comfortable with the supports on offer including SAC entitlements.
- Provide multiple practice opportunities.

Special Assessment Conditions Readiness Resources



[Promote equity of access to supports including Special Assessment Conditions | Inclusive Education](#)



[Prepare for externally assessed standards | Inclusive Education](#)



[Being an effective assessment assistant](#)

Sector Experience

Opihi College Case Study

For any students with Special Assessment Conditions, Vicky ensures these students have an opportunity to practise with their SAC supports. Vicky noted that dictating to a writer, including punctuation in one's dictation, is new to students in the school. They are used to using Google speech-to-text, which automatically includes punctuation. Therefore, practise with SAC supports is important ahead of any assessment.

Vicky, Kaiako

Exam Strategy Readiness

Being ready for an exam is about more than learning content. Have you considered preparing students with approaches which support them to make the most of the examination opportunity?

Discuss:

What do we do to support exam strategy readiness?

What exam strategies do we know and/or expect our students to know?

How do we communicate these to our students?

What do we know about how our students are feeling about their exam strategy readiness?

How can we build on this?



Considerations for Exam Strategy Readiness

Things to consider could be:

- Learning the language of the assessment
- Using the whole time the teacher has given for the assessment
- Using as much time as needed (there is no time restriction on CAAs)
- Cross-checking, re-reading and reviewing answers
- Completing all parts of the assessment and answering all questions
- Understanding different types of questioning
- Clues given in formatting of questions e.g. space provided for the answer

Common Assessment Activities

Administering the CAAs

The Common Assessment Activities (CAAs) for Literacy and Numeracy have been designed to enable kura to meet the accessibility needs of their students more easily.

Kura can decide:

- Who supervises the CAA
- What time/days the CAA are held during assessment week
- Whether groups of students sit the assessment on the same day or across multiple days
- Room configuration for the assessments
- SAC supports for any students

Activity

Discuss:

- Think about how we will administer the Common Assessment Activity (CAA) in our school.
- What could create unnecessary challenges or create barriers to access or achievement for students? How could we minimise these?
- What could create challenges for teachers and for the school? How could we minimise these?



Considerations for administering the CAAs

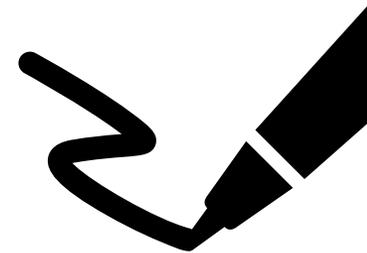
As a school you may wish to consider the following logistics:

- Computer allocations
- Timetable
- Space
- Staffing
- Supports needed
- Other?

Closing Activity

Activity instructions

1. You each need pen and paper or a device
2. Hide or turn over any notes you have made
3. Await next steps

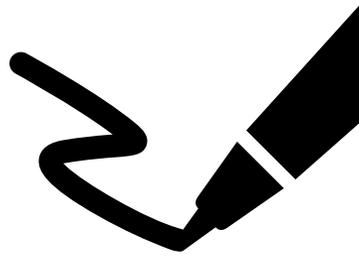


Ngohe | Activity

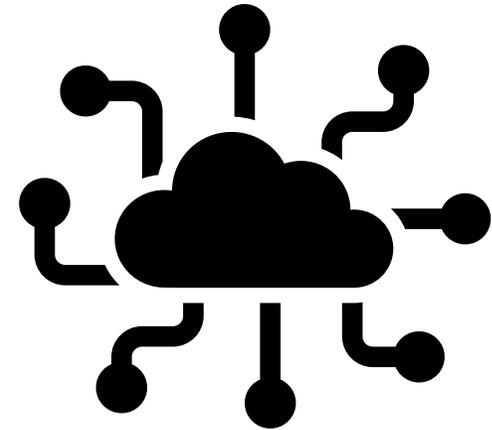
A short 3-part activity to help our minds hold onto what we've explored.



Pause and recall



Record



Review and connect



Hei whea | Next steps

In this workshop we have explored the following:

1. The current understanding of ākonga readiness for the NCEA Co-requisite Assessment
2. Other ways to support ākonga readiness including
 - Digital Readiness
 - Emotional readiness
 - Whānau Involvement
 - Exam Strategies
 - Special Assessment Conditions (SAC's)
3. Considerations when planning for the administration of the Common Assessment Activities

“My advice for teachers and schools who are just starting this journey, just take small steps.”

Melinda Stevenson, Deputy Principal,
Francis Douglas Memorial College

Consider:

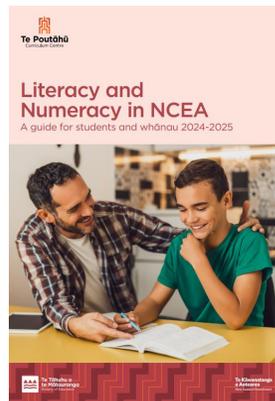
Following this presentation...

- What is your next step?
- Who needs to be involved?
- When will you begin?
- How will you make change?



DETERMINING ĀKONGA READINESS

[Determining Ākonga Readiness](#)



[Literacy and Numeracy Whānau and Ākonga Guide](#)

Using e-asTTle to support readiness for NCEA Literacy and Numeracy

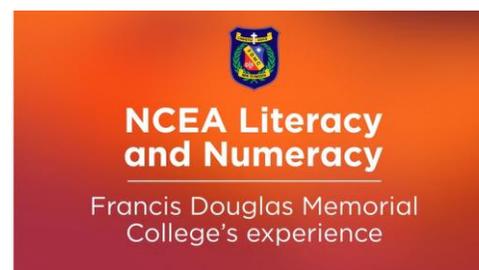
A one-hour workshop focused specifically on using e-asTTle to support readiness for the NCEA literacy and numeracy co-requisite standards.

[Workshop: Using e-asTTle to support readiness for NCEA Literacy and Numeracy](#)

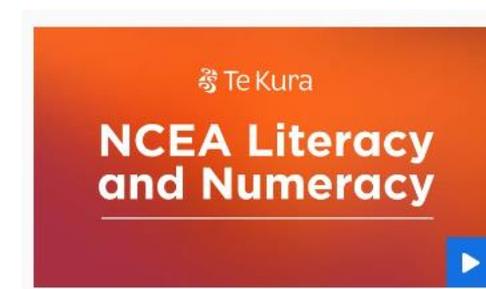
NCEA Literacy and Numeracy Case Studies

South Otago High School

[South Otago High School Case Study:](#)



[Francis Douglas Memorial College's Video Case Study](#)



[Te Kura Video Case Study](#)



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New Zealand Government

Annex

These extra slides are for schools that want a bit more background thinking into Literacy and Numeracy.

They belong at the very beginning of the slide deck.

Some schools will have progressed and will not need these slides.



Defining Literacy and Numeracy

Literacy and Numeracy are foundational skills that enables access to further learning, develops important life skills and allows people to fully engage in work and in their communities.

Everyone has a role to play in developing NCEA literacy and numeracy, including school leaders, kaiako, whānau and ākonga.

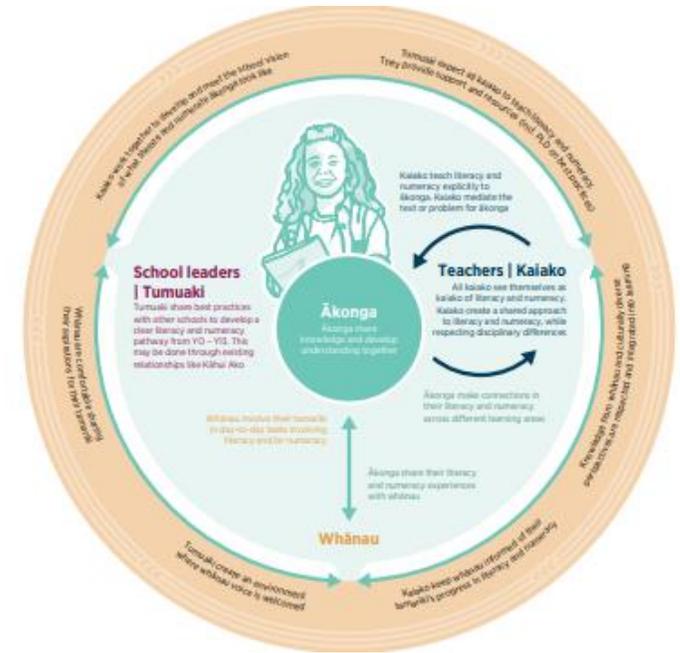
<https://ncea.education.govt.nz/literacy-and-numeracy/>



All Kaiako are Kaiako of Literacy and Numeracy

Every school leader, kaiako, and whānau member has a role in the development of literacy and numeracy. By considering how everyone can work in a connected and coherent way, literacy and numeracy learning can thrive within and beyond educational settings.

Effective Relationships that Support Literacy and Numeracy Development



Where are you now?

There are **four key pedagogical shifts** that kaiako can consider to support their literacy and numeracy teaching and learning.

- Every kaiako is a teacher of literacy and numeracy
- Even small shifts in practice can make a big difference
- Good practice for embedding literacy and numeracy can be planned or spontaneous
- Every teacher needs to understand what NCEA Literacy and Numeracy might look like in their subject

What is NCEA Literacy?

Reading

- Learners make sense of written texts
- Learners read critically
- Learners read for different purposes

Writing

- Learners write meaningful texts for different purposes and audiences
- Learners use written language conventions appropriately to support communication



Explore these documents for more detail on what this learning looks like in the classroom.

What is NCEA Numeracy?

- Learners formulate mathematical and/or statistical approaches to solving problems in a range of meaningful situations
- Learners use mathematics and statistics to meet the numeracy demands of a range of meaningful situations
- Learners explain the reasonableness of mathematical and statistical responses to situations



Explore these documents for more detail on what this learning looks like in the classroom

Assessment Data Collection

Assessment data involves information gathered on student achievement. Information can be gathered through observations, questioning, classroom tasks and formal assessment tools.

Discuss:

What assessment data collected in your kura?

How is this data interpreted in your kura? By who?

How is this data shared in your kura?

How is this data used to inform practice in your kura?



Common Assessment Activities (CAAs)

Reading, Writing CAAs assess the NCEA Literacy Standards.

- The literacy standards (reading and writing) are aligned to **upper level 4 and lower level 5 of the English learning area of the New Zealand Curriculum (NZC)** or having full mastery over **Phase 3 and are ready to work at Phase 4 of Te Mātaiaho**, the refreshed New Zealand Curriculum.

Common Assessment Activities (CAAs)

Numeracy CAAs assess the NCEA Numeracy Standards.

- The numeracy standard is aligned to **upper level 4 and lower level 5 of the Mathematics and Statistics learning area of the New Zealand Curriculum (NZC)** or having full mastery over **Phase 3 and are ready to work at Phase 4 of Te Mātaiaho**, the refreshed New Zealand Curriculum.