

Literacy and Numeracy | Te Reo Matatini me Te Pāngarau Provision of Special Assessment Conditions

Special Assessment Conditions (SAC) can provide extra help for otherwise capable students/ākonga in addressing various barriers to achievement in assessments for NCEA and New Zealand Scholarship. SAC helps students/ākonga fairly demonstrate their knowledge, skills and understanding when being assessed, without providing an unfair advantage over other students/ākonga. SAC support is available for both internal and external assessments.

All SAC provisions currently available to students/ākonga are applicable (as appropriate) for the assessment of the new Literacy and Numeracy / Te Reo Matatini me te Pāngarau standards in 2021. The assessment of these standards is intended to be as accessible as possible. All students/ākonga who are working at the appropriate cognitive level should be able to be assessed regardless of disability or specific learning difficulty.

If a SAC entitlement has already been approved for a student/ākonga for use in the assessment of other standards, then this must be made available for the assessment of Literacy and Numeracy / Te Reo Matatini me te Pāngarau standards, so the student/ākonga is not disadvantaged.

A formal SAC application approved by NZQA is not required for a school/kura/tertiary organisation to provide this support for students/ākonga for these standards in 2021. This is particularly appropriate for students/ākonga in years 9 and 10, who may not previously have done NCEA assessments. Schools/kura/tertiary organisations determine the type and level of support that students/ākonga may require based on the functional impact of their disability, their need for special assessment conditions, and the professional judgement of the teacher/kaiako, following the principles underlying the provision of SAC. The support provided for assessment should be the same as is used by the student/ākonga throughout the year.

Assessment Assistants (Readers and Writers/Typists)

The provision of Assessment Assistants to act as readers, writers or typists during assessments for students/ākonga with the relevant SAC entitlements will be available for the 2021 pilot. As for all assessments for NCEA, the school/kura/tertiary organisation is responsible for the recruitment, training and deployment of Assessment Assistants.

The Ministry of Education and NZQA will be using the 2021 pilot to evaluate the use of readers and writers or typists and evaluating whether their use is appropriate or if it compromises the integrity or objectives of the assessment. The availability of these provisions may be amended in future years. Assessment against achievement standards is different from that for the new literacy and te reo matatini standards. In particular, literacy skills are not assessed explicitly through achievement standard assessments.

Working as an Assessment Assistant (Reader and/or Writer/Typist)

Pilot schools/kura/tertiary organisations must ensure that Assessment Assistants are trained and thoroughly understand the requirements of their role. Wherever possible, they should be the same person that has been working with the student/ākonga throughout the year. However, individual circumstances may prevent this.

The role of the reader and writer/typist is to assist the student/ākonga to overcome their disability or disorder during assessments. They may be reading the activity brief or questions to the student/ākonga and their answers back to them, or writing/typing for the student/ākonga, or reading and writing/typing for the student/ākonga.

Note: If the student/ākonga is undertaking the online assessment, they may use a typist instead of a writer. The requirements and conditions applying to a Writer apply equally to a Typist. The computer must be set up in the same way as if the student/ākonga was going to type for themselves. Details can be found at [Use of a computer for external assessment \(exams\)](#).

Who may NOT be an Assessment Assistant (Reader and/or Writer/Typist)?

To avoid a possible conflict of interest and the perception of providing a possible advantage, an Assessment Assistant must not be:

- a teacher/kaiako or tutor/kaiwhakaako of the subject or the student/ākonga;
- anyone with a reasonably close personal relationship with either the student/ākonga or their family/whanau, such as a relative/whanaunga or friend/hoa;
- another student/ākonga at the school/kura/tertiary education organisation.

The Job of the Reader

The Reader acts as the eyes of the student/ākonga. The Reader:

- will have their own copy of the assessment, or access to it;
- will only read the instructions or the passages in the assessment;
- will clearly re-read instructions or a passage if, and only if, the student/ākonga requests this. The reader must not interpret or paraphrase the question or words for the student/ākonga (to do so will invalidate their results);
- will read the assessment to the student/ākonga clearly and at a speed they can follow;
- will ensure that the student/ākonga can easily hear what is being read;
- must be patient if the student/ākonga works slowly and avoid giving the student/ākonga facial expressions or act hesitantly if they see mistakes being made;
- will check that the student/ākonga is at the right place in the assessment (e.g. correct question number) before the student/ākonga starts writing or typing;
- must not write or type for the student/ākonga (unless the student/ākonga is approved to use a writer/typist);
- must not encourage the student/ākonga to work harder or faster in the assessment (to do so will invalidate their results).

The Job of the Writer/Typist

The writer or typist is the hands of the student/ākonga and it is their responsibility to write/type the answers for the student/ākonga. The writer/typist:

- will have their own copy of the assessment, or access to it;
- will ensure the student/ākonga responses are written/typed in the correct place in the assessment (e.g. correct question number);
- will ensure that the student/ākonga can easily see what is being written/typed;
- will only write/type the words that the student/ākonga uses and in the order that they say them;
- must be patient if the student/ākonga works slowly and avoid giving the student/ākonga facial expressions or act hesitantly if they see mistakes being made;

- must not copy, re-write, edit or amend any sentences or paragraphs that the student/ākongā has written/typed themselves;
- must not interpret or make suggestions about what the student/ākongā is trying to write/type (to do so will invalidate their results);
- must not encourage the student/ākongā to work harder or faster in the assessment (to do so will invalidate their results).

NZQA's SAC team is available to provide advice at sac@nzqa.govt.nz or 0800 697 296.

Administration of the Common Assessment Activities

The CAAs are external assessments that are developed and marked by NZQA and administered by schools/kura/tertiary organisations.

Schools/kura/tertiary organisations must:

- administer the CAAs during the week of 27 June – 1 July and/or 19 – 23 September.
- allow at least 60 minutes for the assessment, but students/ākongā should be given sufficient time for each of them to complete the assessment.
- supervise each assessment session to ensure candidates work individually. For each standard.
- ensure the assessment materials are kept secure and students/ākongā are not given access to the online assessments prior to the assessment session.
- ensure paper-based assessments are not shared with anyone not involved with the delivery of the assessment.
- ensure the files are not kept on a drive or device students/ākongā can access before the assessment sessions.
- ensure all copies, both paper and electronic, are destroyed securely and/or deleted following completion of the assessment.

What PPTA members have to say regarding the Review of Achievement Standards and Lit/Num pilots

From the I and O conference

Review of Achievement Standards

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Curriculum Refresh

- [REDACTED]
- [REDACTED]
- [REDACTED]

Whānau / student voice – what are their experiences of the refresh / change package?

- Some schools report students and parents are anxious about Lit/Num being a co-requisite.
- Students not given feedback –don't know what to improve on.
- [REDACTED]

Literacy and Numeracy (see below for more detailed feedback from Pilot schools)

- Inequitable, especially regarding SAC conditions (anyone can access, but schools decide who sits but then are not resourced to do so).
- Particular groups are not considered – refugees / ESOL learners
- No feedback given. Schools need to know how they can support learning
- Disconnect with primary schools
- Teachers feel they are being blamed for low literacy rates

From Pilot Schools' feedback - what we have heard from members re Lit/Num and NCEA level 1 pilots^[1]

PPTA Te Wehengarua has had much feedback on the literacy and numeracy pilots from 2022, and this has revealed some challenges. While we acknowledge that the purpose of the pilots is to highlight issues so they can then be resolved in subsequent assessments, the feedback indicates a range of ongoing concerns:

Logistics (mainly related to Lit/Num pilots)

- Device access - digital divide very apparent; schools do not all have same capacity, from schools where all students have a laptop (suitable for these assessments) to schools with no BYOD, limited numbers of computers, and broadband width issues;
- Rooming - a number of schools reported needing to book out computer labs for all assessments, which impacts classes that are supposed to be in the room (e.g. for digital technology classes);

- [Redacted]
- [Redacted]
- [Redacted]

Resourcing and support

- [Redacted]
- [Redacted]
- [Redacted]

Assessment issues

- Level of literacy in numeracy, e.g., higher than L4A (e-asTTle)
- Screen scrolling needed as question at bottom of page and important information at top
- Use of low frequency words in assessments, terms e.g. Accident Compensation Corporation not ACC as it is more commonly referred to.
- Is it fit for purpose? (not for diverse learners).

Diverse learners

- Assessment medium not suitable for the many young people with diverse learning needs and it does not appear that this has been well thought through.
- SAC conditions – advice around this has been interpreted in different ways in schools with some not using while others have - so clarification need.
- Diverse learners disadvantaged by digital assessment as only avenue of demonstrating competence in literacy and numeracy, high levels of anxiety, many took a long time to complete, lack of confidence.

Workload and costs

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

NO Feedback to students/schools

- [Redacted]
- [Redacted]
- [Redacted]

Issues

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

[Redacted]



RĀRANGI KŌRERO

NZQA/MOE Fortnightly Operational Meeting

Te Wāhi:	Teams meeting Click here to join the meeting	
Te Rā Te Wā:	Thursday 25 August 2022	
Members	<p>NZQA</p> <p>Melissa Mead (Project Manager)</p> <p>Mary Jane Parker (Project Lead)</p> <p>Natasha Ropata</p> <p>NZQA – optional (depending on agenda items)</p> <p>Kevin Hoar (NAF)</p> <p>Rowena Kingi</p> <p>Ani Crawford</p> <p>Phillipa Junger</p> <p>Susan Henry</p>	<p>MOE</p> <p>Michael Clark (Acting Project Lead and PM)</p> <p>Vacancy (Project Coordinator)</p> <p>Elana McNeill (Senior Adviser)</p> <p>Crystalea Wilson Connell (Workstream Lead)</p> <p>MOE – optional (depending on agenda items)</p> <p>Miriam Bookman (Acting Senior Manager)</p>
Visiting Attendees		
Apologies	Elana McNeill	

Topic	Lead	Paper
<p>Welcome</p> <ul style="list-style-type: none"> ○ Apologies ○ Confirm agenda ○ Actions from meeting on 25/08/22 <ul style="list-style-type: none"> ○ [Redacted] ○ [Redacted] ○ Heads up to Ruth/Ākonga Māori team regarding Pāngarau review assessment 2 and need for support around this ○ [Redacted] ○ [Redacted] ○ Previous open actions <ul style="list-style-type: none"> ○ [Redacted] 	Melissa/Nadja	

<ul style="list-style-type: none"> ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] 		
<p>Decisions</p> <ul style="list-style-type: none"> • [REDACTED] ○ [REDACTED] ○ [REDACTED] 		
<p>Weekly topics</p> <ul style="list-style-type: none"> • [REDACTED] • Operational Policy Tracker (EMcN) - no updates 11/8 MM follow up on costings of translations would prefer both are available for braille translation rather than one assessment, but would need to apply a specific lead-in time for requests, chance of getting a request for every assessment low. <ul style="list-style-type: none"> ○ IGSE and Braille • [REDACTED] 		
<p>Other Topics</p> <ul style="list-style-type: none"> • [REDACTED] <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> • [REDACTED] 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	

<p> <ul style="list-style-type: none"> ○ ● Translation Pāngarau – follow up <ul style="list-style-type: none"> ○ MOe will lead a policy piece on this. Timing: tbc, but not urgent/won't be immediate. Timeline to confirm. ● Pāngarau review – (updates if applicable) <ul style="list-style-type: none"> ○ ATM focus is on getting marks out. Seeing final product in assessment marker. ● [Redacted] ● [Redacted] ● [Redacted] ● [Redacted] <p>Upcoming deliverables</p> <ul style="list-style-type: none"> ● [Redacted] ● [Redacted] ● [Redacted] ● [Redacted] </p>		
<p>Risks</p>	<p>NZQA</p>	
<p>Close</p> <ul style="list-style-type: none"> ○ Confirm actions coming from this meeting ○ Decisions made during this meeting 		
<p>Upcoming</p>		



RĀRANGI KŌRERO

NZQA/MOE Fortnightly Operational Meeting

Te Wāhi:	Teams meeting Click here to join the meeting	
Te Rā Te Wā:	Thursday 8 September 2022	
Members	<p>NZQA</p> <p>Melissa Mead (Project Manager)</p> <p>Mary Jane Parker (Project Lead)</p> <p>Natasha Ropata</p> <p>NZQA – optional (depending on agenda items)</p> <p>Kevin Hoar (NAF)</p> <p>Rowena Kingi</p> <p>Ani Crawford</p> <p>Phillipa Junger</p> <p>Susan Henry</p>	<p>MOE</p> <p>Michael Clark (Acting Project Lead and PM)</p> <p>Vacancy (Project Coordinator)</p> <p>Elana McNeill (Senior Adviser)</p> <p>Crystalea Wilson Connell (Workstream Lead)</p> <p>MOE – optional (depending on agenda items)</p> <p>Miriam Bookman (Acting Senior Manager)</p>
Visiting Attendees		
Apologies		

Topic	Lead	Paper
<p>Welcome</p> <ul style="list-style-type: none"> ○ Apologies ○ Confirm agenda ○ Actions from meeting on 25/08/22 ○ [Redacted] ○ . ○ Heads up to Ruth/Ākonga Māori team regarding Pāngarau review assessment 2 and need for support around this ○ [Redacted] ○ ○ Previous open actions ○ [Redacted] ○ [Redacted] 	Melissa/Nadja	

<p>[REDACTED]</p> <ul style="list-style-type: none"> ○ MOE will lead a policy piece on translations on the back of the one request of a Pāngarau translation request. Timing: tbc, but not urgent/won't be immediate. Timeline to confirm 		
<p>Decisions</p> <ul style="list-style-type: none"> • To be made N/A <p>[REDACTED]</p>		
<p>Weekly topics</p> <ul style="list-style-type: none"> • [REDACTED] • Operational Policy Tracker (EMcN) - no updates 11/8 MM follow up on costings of translations would prefer both are available for braille translation rather than one assessment, but would need to apply a specific lead-in time for requests, chance of getting a request for every assessment low. <ul style="list-style-type: none"> ○ IGSE and Braille • [REDACTED] <p>Other Topics</p> <ol style="list-style-type: none"> 1. Follow up on: CAA logistics for TKKM o Manurewa around CAA. Email re: Email requests sent to NZQA Māori whānau Miriam on Fri 26 Aug Whare on Thu 25 Aug (also pasted below this agenda) 2. [REDACTED] 3. [REDACTED] 4. [REDACTED] 5. [REDACTED] 6. [REDACTED] <p>Upcoming deliverables</p> <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] 	<ol style="list-style-type: none"> 1. NZQA 2. NZQA/MOE 3. NZQA 4. NZQA 5. NZQA/MOE 	

Risks	NZQA	
Close <ul style="list-style-type: none"> ○ Confirm actions coming from this meeting ○ Decisions made during this meeting 		
Upcoming		



RĀRANGI KŌRERO

Email Miriam/Whare re: Email requests sent to NZQA Māori whānau

Thanks Whare

Melissa- would we be able to understand how these specific queries can/are being addressed?

Would also be great if you (NZQA) could meet with them as they have suggested.

Suggest that NZQA update on progress of this at the next fortnightly.

Thanks

Miriam

Miriam Bookman (she/her) | Senior Manager (Acting) Secondary Tertiary, Pathways and Transitions
Te Poutāhū (Curriculum Centre)

DDI [REDACTED] | Mobile [REDACTED]

From: whare [REDACTED]
Sent: Thursday, 25 August 2022 9:17 pm

Agenda

Email Miriam/Whare re: Email requests sent to NZQA Māori whānau

To: NZQA - Mary Jane Parker <maryjane.parker@nzqa.govt.nz>

Cc: melissa.mead <melissa.mead@nzqa.govt.nz>; Michael Clark <Michael.Clark@education.govt.nz>; [REDACTED]; Crystalea Wilson Connell <Crystalea.WilsonConnell@education.govt.nz>; Nadja Weijs <Nadja.Weijs@education.govt.nz>; Miriam Bookman <Miriam.Bookman@education.govt.nz>

Subject: Email requests sent to NZQA Māori whānau

Kia ora rā kōrua, hope you are both well.

Please find attached an **English adaption of the email (Māori lang email below)** that [REDACTED] sent to NZQA earlier today on behalf of TKKM o Manurewa who are feeling very anxious about the upcoming CAA. Here are the questions they asked us to send to NZQA Māori team on their behalf:

1. [REDACTED] indicated that they are worried about some tech issues. When he did a NZQA device check, they discovered that the current Chrome books their ākongā utilise aren't suitable with the current pixel requirements needed to complete a digital assessment. This is a big concern.
2. They are suggesting 2 possible solutions. Firstly, they be given an opportunity to practise on a **live test version of the CAA**. Secondly, they have access (at the correct time) to a paper copy of the CAA in order for ākongā to better complete the exam. There is absolutely no way they can access new digital devices by mid-September.
3. According to kaimahi, their ākongā are worried about terms being used for pāngarau, and realise they may need to use the online pāngarau dictionary, but they know this will cause issues with the CAA as it will slow down the browser. Partially due to this, ākongā would like a Reo Māori and reo Pākehā assessment, then they will better understand terms. This example has been set in NCEA TRM which is Māori, English, whilst NCEA Te Reo Pāngarau is Māori only.
4. Is there a possibility of a drop down glossary of pāngarau terms being used which is accessible during the live CAA?
5. The tumuaki and kaiako would like a hui with NZQA, so they can demonstrate to kaiako/tumuaki how to best prepare for the CAA, from registration through to CAA completion. Thursday are the best times for them, from 1.30-3pm.

Anei rā;

6. He rorohiko 'chromebook' anake ā ngā rangatahi o te wharekura. I te wā i whakamātauria te tika o ā rātou hangarau, i raru te taha 'resolution - pixels'. He tino mate tēnei i te mea kāore he hangarau kē!
7. I runga i te take tuatahi, e whakaaro noa ana rātou ki te tono aromatawai pepa! ☹️ He tūreiti rawa ki te whai hangarau anō, nā reira te āhua nei, koinei anake te huarahi whaihua.
8. Mehemea e pai ana ā rātou chromebooks - kei te whakaaea tā rātou kuhu ki ngā 'sample assessments live' ērā i tuari ki ngā kura i tērā tau? Hei whakaharatau mataora nei.

9. Kei te matapaki i tētahi huarahi toro papakupu ā-ipurangi i te wā o te aromatawai. Arā ko te paekupu, ko te pātaka kupu rānei. Heoi ka raru i te aromatawai tuihono. He pōturi rawa te tiroiro pukapuka tonu.
10. Hei whakaū noa atu - ka reo Māori anake te aromatawai pāngarau, ā, ka reo rua te aromatawai te reo matatini? Kua taunga rawa ngā rangatahi o Manurewa ki te reo rua.
11. He takakupu i ngā aromatawai tuihono mataora? Arā ngā kupu kāore e kitea i ngā papakupu tuihono?
12. Kei te tino hiahia rātou ki te hui ki NZQA - arā kia aratakina rātou ki te whakarite i ngā aromatawai, mai i te rehitā ki te mutunga rawa. E tino hiahia ana kia whai tangata kōrero Māori. Nā reira, me pēhea? Ko teetahi ahiahi o ngā Tāite te rangi pai 1:30pm-3pm

Ngā mihi



RĀRANGI KŌRERO

NZQA/MOE Fortnightly Operational Meeting

Te Wāhi:	Teams meeting Click here to join the meeting	
Te Rā Te Wā:	Thursday 22 September 2022	
Members	<p>NZQA</p> <p>Melissa Mead (Project Manager)</p> <p>Mary Jane Parker (Project Lead)</p> <p>Natasha Ropata</p> <p>NZQA – optional (depending on agenda items)</p> <p>Kevin Hoar (NAF)</p> <p>Rowena Kingi</p> <p>Ani Crawford</p> <p>Phillipa Junger</p> <p>Susan Henry</p>	<p>MOE</p> <p>Michael Clark (Acting Project Lead and PM)</p> <p>Vacancy (Project Coordinator)</p> <p>Elana McNeill (Senior Adviser)</p> <p>Crystalea Wilson Connell (Workstream Lead)</p> <p>MOE – optional (depending on agenda items)</p> <p>Miriam Bookman (Acting Senior Manager)</p>
Visiting Attendees		
Apologies		

Topic	Lead	Paper
<p>Welcome</p> <ul style="list-style-type: none"> ○ Apologies ○ Confirm agenda ○ Actions from meeting on 08/09/22 <ul style="list-style-type: none"> ○ Pāngarau 2 review ○ EMcN Add to Policy tracker: policy piece on translations on the back of the one request of a Pāngarau translation request. ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] ○ Previous open actions <ul style="list-style-type: none"> ○ [REDACTED] 	Melissa/Nadja	

<ul style="list-style-type: none"> ○ [Redacted] ○ [Redacted] ○ MOE will lead a policy piece on translations on the back of the one request of a Pāngarau translation request. Timing: tbc, but not urgent/won't be immediate. EMcN can update group when there is news. 		
<p>Decisions</p> <ul style="list-style-type: none"> ● To be made N/A ○ Decision since last meeting N/A 		
<p>Weekly topics</p> <ul style="list-style-type: none"> ● [Redacted] ● Operational Policy Tracker (EMcN) - no updates 11/8 MM follow up on costings of translations would prefer both are available for braille translation rather than one assessment, but would need to apply a specific lead-in time for requests, chance of getting a request for every assessment low. <ul style="list-style-type: none"> ○ IGSE and Braille ● [Redacted] <p>Other Topics</p> <p>[Redacted]</p>	<ol style="list-style-type: none"> 1. NZQA/MOE 2. MOE 3. NZQA/MOE 4. NZQA 5. NZQA/MOE 6. NZQA/MOE 7. NZQA/MOE 8. 	

<p>Upcoming deliverables</p> <ul style="list-style-type: none"> • [Redacted] • [Redacted] 		
<p>Risks</p>	<p>NZQA</p>	
<p>Close</p> <ul style="list-style-type: none"> ○ Confirm actions coming from this meeting ○ Decisions made during this meeting 		
<p>Upcoming</p>		



RĀRANGI KŌRERO

NZQA/MOE Fortnightly Operational Meeting

Te Wāhi:	Teams meeting Click here to join the meeting	
Te Rā Te Wā:	Thursday 20 October 2022	
Members	<p>NZQA</p> <p>Melissa Mead (Project Manager)</p> <p>Mary Jane Parker (Project Lead)</p> <p>Natasha Ropata</p> <p>NZQA – optional (depending on agenda items)</p> <p>Kevin Hoar (NAF)</p> <p>Rowena Kingi</p> <p>Ani Crawford</p> <p>Phillipa Junger</p> <p>Susan Henry</p>	<p>MOE</p> <p>Nadja Weijs (Project Manager)</p> <p>VACANCY (Project Coordinator)</p> <p>VACANCY (Project Lead)</p> <p>VACANCY (Workstream Lead)</p> <p>MOE – optional (depending on agenda items)</p> <p>Miriam Bookman (Acting Senior Manager)</p>
Visiting Attendees		
Apologies	Elana McNeill (Senior Adviser)	

Topic	Lead	Paper
<p>Welcome</p> <ul style="list-style-type: none"> ○ Apologies ○ Confirm agenda ○ Actions from meeting on 22/09/22 <ul style="list-style-type: none"> ○ Elana to follow up on headphones/equipment question Roimata raised. Where can teachers be pointed to if they call with questions around headphones (responsibility of providing/costs of purchase). ○ Digital readiness raised as programme risk ○ [REDACTED] ○ [REDACTED] ○ [REDACTED] ○ Actions from meeting on 06/10/22 	Melissa/Nadja	

<ul style="list-style-type: none"> ○ MJ- will be calling a meeting for SAC guidelines for Literacy and Numeracy first week of term has done a reconciliation of SAC, several schools did not use these Happened. MJ drafted some. By end of week wil go to MOE for review ACTIONS ○ [REDACTED] ○ [REDACTED] ○ Previous open/longer term actions <ul style="list-style-type: none"> ○ [REDACTED] ○ MOe will lead a policy piece on translations on the back of the one request of a Pāngarau translation request. Timing: tbc, but not urgent/won't be immediate. EMcN can update group when there is news. ○ [REDACTED] 		
<p>Decisions</p> <ul style="list-style-type: none"> ● To be made N/A ○ Decision since last meeting N/A 		
<p>Weekly topics</p> <ul style="list-style-type: none"> ● [REDACTED] ● Risks/Issues [REDACTED] ● [REDACTED] 		

Other Topics

1.

[Redacted]

[Redacted]

2.

[Redacted]

ACTION timeline

3.

[Redacted]

4.

[Redacted]

5.

[Redacted]

6.

[Redacted]

7.

[Redacted]

<p>8. [Redacted]</p> <p>9. [Redacted]</p> <p>10. [Redacted]</p> <p>Upcoming deliverables</p> <ul style="list-style-type: none"> • [Redacted] • [Redacted] • [Redacted] • [Redacted] • [Redacted] • [Redacted] • [Redacted] 		
<p>Risks</p> <p>X</p> <p>Issues</p> <ul style="list-style-type: none"> • [Redacted] 	<p>NZQA</p>	
<p>Close</p> <ul style="list-style-type: none"> ○ Confirm actions coming from this meeting ○ Decisions made during this meeting 		
<p>Upcoming</p>		

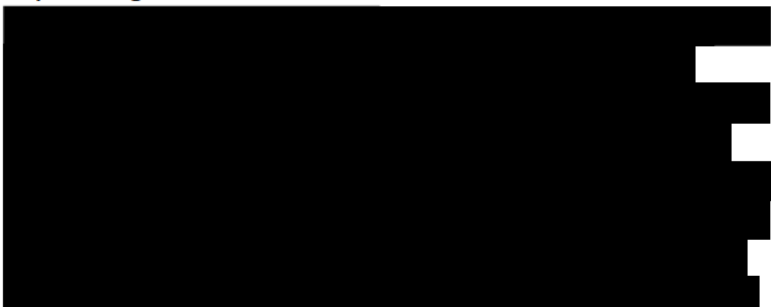




RĀRANGI KŌRERO

NZQA/MOE Fortnightly Operational Meeting

Te Wāhi:	Teams meeting Click here to join the meeting	
Te Rā Te Wā:	Thursday 17 November 2022	
Members	<p>NZQA</p> <p>Melissa Mead (Project Manager)</p> <p>Mary Jane Parker (Project Lead)</p> <p>Genevieve Slack (Project Coordinator)</p> <p>NZQA – optional (depending on agenda items)</p> <p>Natasha Ropata</p> <p>Kevin Hoar</p> <p>Rowena Kingi</p> <p>Ani Crawford</p> <p>Phillipa Junger</p> <p>Susan Henry</p>	<p>MOE</p> <p>Nadja Weijs (Project Manager)</p> <p>Aleeshea Reid (Project Lead/Product Owner)</p> <p>VACANCY (Workstream Lead)</p> <p>VACANCY (Project Coordinator)</p> <p>MOE – optional (depending on agenda items)</p> <p>Miriam Bookman (Acting Senior Manager)</p> <p>Karen Chow (Learning Area Lead Numeracy)</p>
Visiting Attendees		
Apologies	Nadja Weijs, Miriam Bookman, Sue Henry, Karen Chow,	

Topic	Lead	Paper
<p>Welcome</p> <ul style="list-style-type: none"> ○ Apologies ○ Confirm agenda ○ Actions from meeting on 22/11/2022 ○ MJ - SAC guidelines for Literacy and Numeracy to MOE for review after draft finished by MJ confirm what best mechanism is to enable MOE to have earlier input/feedback opportunities in CAA development process (already in design process), ie blueprint? 1)MJ to first confirm with NAFs around this. 2) MJ and MB - Set up meeting with relevant people to discuss this- MJ will follow up. ○ Previous open/longer term actions <ul style="list-style-type: none"> ○  	Melissa/Nadja	

<ul style="list-style-type: none"> ○ [Redacted] ○ MOE will lead a policy piece on translations on the back of the one request of a Pāngarau translation request. Timing: tbc, but not urgent/won't be immediate. MOE-TBC can update group when there is news. follow up 		
<p>Decisions</p> <ul style="list-style-type: none"> ● To be made N/A ○ Decision since last meeting N/A 		
<p>Weekly topics</p> <ul style="list-style-type: none"> ● [Redacted] ● Risks/Issues ● Evaluation Report Update ● CAA development, incl feedback given and how used <ul style="list-style-type: none"> ○ What is the next action/deliverable? TBC Once (draft) activity plan/timeline received ○ le aligning review Pacifica and Ākonga Māori teams MOE/NZQA 		
<p>Other Topics</p> <ol style="list-style-type: none"> 1. [Redacted] 2. [Redacted] 3. [Redacted] 4. [Redacted] 5. [Redacted] 6. [Redacted] 	<ol style="list-style-type: none"> 1. NZQA/MOE 2. NZQA/MOE 3. NZQA/MOE 4. NZQA 5. NQA 6. NZQA/MOE 7. NZQA/MOE 8. NZQA/MOE 	

<p>7. [Redacted]</p> <p>Upcoming deliverables</p> <ul style="list-style-type: none"> • [Redacted] • [Redacted] • [Redacted] 		
<p>Risks</p> <ul style="list-style-type: none"> • [Redacted] • [Redacted] • [Redacted] <p>Issues</p> <ul style="list-style-type: none"> • [Redacted] • Mitigation: 	<p>NZQA</p>	
<p>Close</p> <ul style="list-style-type: none"> <input type="radio"/> Confirm actions coming from this meeting <input type="radio"/> Decisions made during this meeting 		
<p>Upcoming</p>		



RĀRANGI KŌRERO

NZQA/MOE Fortnightly Operational Meeting

Te Wāhi:	Teams meeting Click here to join the meeting	
Te Rā Te Wā:	Wednesday 22 Feb (moved from Thu due to Oral review meeting around Pilot 2022 Evaluation Report)	
Members	<p>NZQA</p> <p>Melissa Mead (Project Manager) Jaydon-Lee Walker (Project Manager) Mary Jane Parker (Project Lead) Genevieve Slack (Project Coordinator)</p> <p>NZQA – optional (depending on agenda items)</p> <p>Natasha Ropata (Team Lead, Ngā Poutoko Aromatawai Māori) Kevin Hoar (National Assessment Facilitator, Numeracy) Ani Crawford (National Assessment Facilitator, Pāngarau) Susan Henry (National Assessment Facilitator, Literacy) Roimata Baker (National Assessment Facilitator, Te Reo Matatini)</p>	<p>MOE</p> <p>Aleeshea Reid (Project Lead/Product Owner LitNum) Nadja Weijs (Project Manager LitNum)</p> <p>MOE – optional (depending on agenda items)</p> <p>Mandy McGirr (Senior Adviser LitNum) Sarah-Grace Breen (Senior Adviser LitNum) Miriam Bookman (Acting Senior Manager) Karen Chow (Learning Area Lead Numeracy) Leah James-Lynch (Lead Advisor) Pura Hope (Manager Relationships Kura Māori) Elizabeth Collins (Senior Communications Adviser)</p>
Visiting Attendees		
Apologies	<p>Aleeshea Reid (Project Lead/Product Owner LitNum) Mandy McGirr (Senior Adviser LitNum) Genevieve Slack (Project Coordinator)</p>	

Topic	Lead	Paper
<p>Welcome</p> <ul style="list-style-type: none"> ○ Apologies ○ Confirm agenda ○ Actions from previous meeting, planning meeting 18th Jan: <ul style="list-style-type: none"> ○ [REDACTED] 	Melissa/Nadja	

<ul style="list-style-type: none"> ○ [REDACTED] ○ [REDACTED] ○ 2022 actions <ul style="list-style-type: none"> ○ [REDACTED] ○ MOE will lead a policy piece on translations on the back of the one request of a Pāngarau translation request. Timing: tbc, but not urgent/won't be immediate. MOE-TBC can update group when there is news. follow up 		
<p>Decisions</p> <ul style="list-style-type: none"> ● To be made N/A ○ Decision since last meeting N/A 		
<p>Weekly topics</p> <ul style="list-style-type: none"> ● <u>Communications + engagement tracker 2023</u> [REDACTED] ● <u>CAA development</u>, incl feedback given and how used <ul style="list-style-type: none"> ○ Next deliverable + attached actions and decisions <ul style="list-style-type: none"> ▪ Delivery Dates/activity plan CAA Development for Māori Medium ▪ Incl assessment specs MM ○ le aligning review Pacifica and Ākonga Māori teams MOE/NZQA ○ [REDACTED] ● <u>Platforms</u> <ul style="list-style-type: none"> ○ [REDACTED] 		

<ul style="list-style-type: none"> • <u>Operational Policy</u> <ul style="list-style-type: none"> ○ From 2022 - MOE- would there be any room for amendments, brail available, different approach for hearing impaired learner. Sac guidance is updated on the nzqa.education website. • <u>Risks/Issues</u> <ul style="list-style-type: none"> ○ [REDACTED] <p>Agenda</p> <ol style="list-style-type: none"> 1. Introductions 2. Weekly topics 3. Evaluation Report Discussion on main points review 4. <p>Upcoming deliverables</p> <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] <p>Upcoming 2023 Comms</p> <ul style="list-style-type: none"> • [REDACTED] 		
<p>Risks</p> <ul style="list-style-type: none"> • [REDACTED] <p>Issues</p>	<p>NZQA</p>	
<p>Close</p> <ul style="list-style-type: none"> ○ Confirm actions coming from this meeting ○ Decisions made during this meeting 		

Upcoming

Lara Beiert

From: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Sent: Tuesday, 21 February 2023 9:21 AM
To: Sue Chalmers; Aleeshea Reid; Paul A Smith; Chrissie Butler
Subject: Follow up from litnum/accessibility meeting

Mōrena

Thank you for our hui yesterday – it was great especially to touch base in person.

Just as a record of our actions:

- MOE to develop text for website on SAC/Polly that clearly sets out the MOE position on Polly for this year/provides and provides context:
 - o Content will link back to NZQA SAC guidance
 - o (suggest we draft this and make sure both agencies litnum teams and accessibility teams are across this)
- NZQA to update SAC instructions on the basis of this position to make it clear what Polly is/isn't available for this year
- MOE to provide messaging around this position to support sector engagements
- MOE and NZQA teams to link up over comms around accessibility/SAC to ensure all user groups are getting the same information.
 - o (suggest that this is linking up both agencies litnum teams with Paul and Chrissie as needed)

Ngā mihi

Miriam

Miriam Bookman (she/her) | Senior Manager (Acting) Secondary Tertiary, Pathways and Transitions
Te Poutāhū (Curriculum Centre)

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National Office Mātauranga House

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Lara Beiert

From: Sue Chalmers
Sent: Thursday, 1 September 2022 2:56 PM
To: Hamsa Lilley
Cc: MaryJane Parker
Subject: FW: Litnum and SAC

Categories: Follow-up

Hi Hamsa,

Please read the email trail below. As I was replying to Miriam, I noted the request from Leah - *Leah has also highlighted the operational policy need for some sort of record of learners using readers and/or writers in the assessments, so that we can evaluate impact on performance, benefits, risks, etc.*

It would be good to have you at this internal meeting as well. Please indicate to MJ when you, or one of your team, might be available, or if you feel you don't need to be there. We can catch-up on this request separately.

I did indicate to Miriam that there might be resource implications as this is not within scope.

Ngā mihi
Sue

From: Sue Chalmers
Sent: Thursday, 1 September 2022 2:43 PM
To: Paul A Smith <Paul.A.Smith@nzqa.govt.nz>; Kay Wilson <Kay.Wilson@nzqa.govt.nz>
Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Melissa Mead <Melissa.Mead@nzqa.govt.nz>
Subject: FW: Litnum and SAC

Kia ora korua,

Refer to Miriam's email below.

This is something that keeps being batted backwards and forwards between the agencies. And feedback about what schools and kura want and need varies hugely. It feels like a space where we are not able to make anyone happy. My understanding is that the Ministry is undertaking research to determine whether Polly or equivalent and readers are appropriate for the reading standard. And I keep pushing this back to them if they try to "give" it to us – as the standard setter, I feel it is their responsibility to determine a policy position. They do not seem as concerned about writers for the writing standard. And in the meantime, both are to be made available for students who qualify for them.

I would like us to meet, next week if possible (although I believe you will be on leave MJ), to make sure we are all on the same page and we all have an accurate and shared understanding of where we (NZQA) are at.

Ngā mihi
Sue

From: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Sent: Friday, 26 August 2022 2:58 PM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Cc: Leah James-Lynch <Leah.JamesLynch@education.govt.nz>
Subject: Litnum and SAC

Kia ora Sue

For something a bit different, this is an email re. SAC.

We have had a few enquiries recently about the availability of reader-writers in literacy and numeracy | te reo matatini me te pāngarau assessments. Of course, the short answer is that these are available to all learners who need them for the duration of the pilot. But the picture appears more complex than we may have anticipated – for example, we have heard anecdotally from RTLBs that schools and kura want some sort of application process to be involved, so that they have a record of learners requiring this support and are able to provide evidence of the resourcing needs for funding purposes and the like. As we get closer to implementation, schools and kura are also asking for confirmation of which SAC provisions will continue to be available, and how we will ensure access is equitable.

Ahead of 2023, and even more importantly 2024, we need to reach a cross-agency position on SAC.

Leah has also highlighted the operational policy need for some sort of record of learners using readers and/or writers in the assessments, so that we can evaluate impact on performance, benefits, risks, etc.

We are preparing a short piece of advice for the next NCEA Oversight Group meeting in late September. Can you please confirm whether NZQA is still leading the work on official guidelines for reader-writers? Also, can Leah please be involved in this, in light of the interdependencies with her work?

[Redacted]

[Redacted]

Ngā mihi

Miriam

Miriam Bookman (she/her) | Senior Manager (Acting) Secondary Tertiary, Pathways and Transitions
Te Poutāhū (Curriculum Centre)

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Lara Beiert

From: MaryJane Parker
Sent: Monday, 27 June 2022 4:54 PM
To: Sue Chalmers
Subject: FW: Proposal to trial Text-to-Speech functionality in Literacy and Numeracy pilot assessments 2022.docx

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Friday, 8 April 2022 2:34 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Melissa Mead <Melissa.Mead@nzqa.govt.nz>
Subject: FW: Proposal to trial Text-to-Speech functionality in Literacy and Numeracy pilot assessments 2022.docx

FYI

From: Sue Chalmers
Sent: Friday, 8 April 2022 2:30 PM
To: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Subject: Proposal to trial Text-to-Speech functionality in Literacy and Numeracy pilot assessments 2022.docx

Kia ora Miriam,

I would have liked to have a conversation with you about our proposal prior to sending you a memo, but I have not been able to catch you on the phone.

We would like to trial text-to-speech software in the Literacy and Numeracy pilot assessments delivered in Assessment Master this year. I believe this aligns with Ministry thinking in terms of meeting the needs of some of our learners and it is certainly within the realm of UDL. We are hoping this will be successful as it is more reliable and provides a more consistent experience for learners than human readers do.

The attached memo outlines our thinking and our proposal. In keeping with our collaborative approach to the LitNum workstream, we are seeking your feedback and approval for this trial.

I look forward to hearing from you next week. [REDACTED]

Have a great weekend
Ngā mihi
Sue

Sue Chalmers
Kaiwhakahaere Matua Aromatawai/Chief Advisor Assessment
Wāhanga Aromatawai/Assessment Division
NZQA
Ph: [REDACTED]
Mob: [REDACTED]

Ahakoā ngaru ana te moana, ka eke tonu nei te waka!
A choppy mountainous ocean can always be navigated by a small canoe!

MANATU/MEMORANDUM

RĀ/DATE: 7 April 2022

KI/TO: Richard D’Ath, Miriam Bookman, Ministry of Education

KAITUKU/FROM: Sue Chalmers, Chief Advisor Assessment, NZQA

KAUPAPA/SUBJECT: **Text to Speech (Polly) Pilot for Literacy and Numeracy Assessments 2022.**

Te Take/Intent

This memo describes the approach to piloting text to speech (Polly) in Literacy and Numeracy assessments in 2022. It also identifies how implementing Polly supports Ministry of Education and NZQA objectives, and provides a short literature review in support.

Details of the pilot

In 2021, NZQA trialled the text-to-speech function (Polly) built into the digital assessment platform (Assessment Master) with students. Students reported liking the text-to-speech functionality and identified several aspects that would benefit from improvements. This included the voice, control over the speed the text is read aloud at, and the functionality for the student to turn text-to-speech on and off. NZQA approved the recommendation from the trial report to pilot text to speech (Polly) with an appropriate digital assessment or assessments in the second to third quarter of 2022.

The purpose of the pilot is to understand student experience of using Polly in examination conditions, before it is made available for all eligible digital assessments.

NZQA is proposing that the NCEA Review Literacy and Numeracy co requisite assessments that are scheduled for Terms 2 and 3 2022 be used to pilot Polly. This does not include Te Reo Matatini or Pāngarau at this stage.

We are recommending the use of the literacy assessments for the pilot as:

- The literacy and numeracy assessments will by default be completed in Assessment Master, which includes Polly functionality.
- Access to Polly supports equity for students who may need extra support to engage with the assessment.
- The size of the cohort and range of schools participating will give us good data to evaluate scaling up the use of Polly.

Note: NZQA also recommended that improvements are made to Polly as soon as possible. Given the current timelines for the vendor RM to develop this functionality, it is not expected the improvements will be available until later in 2022, and will not be available for the pilot.

Improvements include:

- Changing the Polly voice to either the New Zealand voice or one preferred by students.
- Functionality enabling students to change the speed of Polly.
- Functionality enabling students to turn Polly on and off.
- Visual tracking of the text as it is read aloud by Polly.

A communications plan will be created to ensure this is clearly communicated to schools who participate in the pilot.

Approach / method

The approach to piloting Polly we are recommending is to use the literacy and numeracy co-requisite assessments that are scheduled from 27 June to 1 July and 19 to 23 September 2022.

- 32406 Use Mathematics and Statistics to meet numeracy demands of a range of situations
- 32403 Read written texts to understand ideas and information
- 32405 Write texts to communicate ideas and information.

We are not proposing Polly be piloted with Te Reo Matatini or Pāngarau assessments in 2022 as te reo Māori text-to-speech functionality will not be available until later in 2022, at the earliest.

Polly can only be turned on at the examination or standard level, meaning all students sitting that examination or assessment activity will have access to it, and will need to wear headphones to ensure that audible use of Polly does not accidentally or intentionally disrupt the assessment.

NZQA intends to offer text-to-speech to all schools and tertiary education organisations (TEOs) who have entered the assessments. If we are able to offer a separate assessment session for students using Polly, it will be up to the PN and teaching staff at the school to decide who Polly is offered to. They may choose to offer it to all students or just some students they believe will benefit from it. Students may be in years 9 to 13 and some may be at tertiary level seeking the foundation literacy requirements for enrolment in tertiary level study.

Appropriateness of use of text-to-speech in literacy assessments

It is appropriate to use text-to-speech with a literacy assessment as

- it will level the playing field and provide equal opportunity for students who need support with reading and find listening to text being read aloud beneficial. This is especially pertinent for those students who have a learning difference like dyslexia, where the student does not have the ability to read quickly and correctly due to neurological differences.
- students with low vision may also benefit from using text-to-speech. Text-to-speech is not an appropriate tool for students who are blind.
- using text-to-speech allows us to test the comprehension of students who find it difficult to decode words or find reading difficult.
- using text-to-speech to support students is a more consistent and reliable option than using a reader. Some students will prefer the support of a reader, but others have reported that using a reader reduces their independence in the assessment and that they must use separate accommodation rather than the main examination centre. Students have commented that although a reader is only allowed to read the assessment text, they find themselves trying to read their facial expressions and body language.

Ministry of Education Objectives for the Literacy and Numeracy pilot

The Ministry has specified six key objectives for the literacy and numeracy pilot. We believe providing students with an opportunity to use Polly during the assessments will support the following objectives.

Objective	Description	Output	Text-to-speech contribution
Refining and improving the design of the standards	The pilot will test both Māori-medium and English-medium standards within a variety of contexts that they occur. The pilot will show us if the standards are fit for purpose, at the appropriate level, and what changes are required.	Māori-medium and English-medium standards ready to be implemented in 2023	Piloting text-to-speech during the literacy and numeracy co-requisite assessments will provide data on the results for those students who used text-to-speech and those who didn't, allowing the standards to be refined for use with text-to-speech or without.
Refining assessment so that it is equitable, valid, and robust	During the pilot learners will sit newly developed assessment tasks. Common Assessment Activities (CAAs) will be available for both English and Māori-medium. The 2022 pilot will be used to determine if portfolio is available in Māori-medium and if portfolio is available as a special assessment in English-medium context. This pilot will give NZQA two opportunities to externally assess these standards and ensure that they are equitable, valid and robust.	Report from NZQA on the assessment to show that the assessment is equitable, valid and robust and ready for implementation.	Providing students with reading disabilities the tools that will allow them to effectively engage with the assessments, and supporting equitable outcomes for these students.
Build trust and buy-in from the sector	The Ministry will create a communication strategy that will support building trust and buy-in from the sector.	Report that shows sector have trust and buy-in of these changes	Providing students with the opportunity to use text-to-speech shows a willingness to support students and builds trust with the

Objective	Description	Output	Text-to-speech contribution
			sector by demonstrating that students and schools are trusted to make decisions about how students can best be supported to complete the literacy and numeracy assessments.
Further building an understanding of the capability needs of the sector and strengthening guidance and resources	<p>The tactical plan will be used to support the change for the first cohort of this change. Schools, kura and tertiary organisations that are a part of the pilot and are identifying as requiring extra support will provide the tactical plan with an opportunity to gain feedback and evaluation of the effectiveness of the interventions.</p> <p>The tactical plan resources that will be available during this year includes:</p> <ul style="list-style-type: none"> • National office roles that support literacy and numeracy • Regional office roles that support literacy and numeracy • CPT enhancement (or secondary materials) to support readiness • Micro-credential developed • Disciplinary literacy fact sheets for NCEA subjects • Online student facing toolkit • Learning accelerator programme rolled out in years 9 and 10 • Whānau toolkit 	Teaching, Learning and Assessment Guide and tactical plan tools appropriate for implementation in 2023.	Providing text-to-speech is an intervention providing targeted support for students with reading disabilities or low vision.

Objective	Description	Output	Text-to-speech contribution
	<p>The 2021 pilot was used to form teaching learning and assessment guides. The 2022 pilot will provide an opportunity to refine and improve where required.</p>		
<p>Continue to investigate whether alternative pathways are needed for particular student cohorts, refine and improve alternative pathways as required</p>	<p>The 2022 pilot will consider whether alternative pathways for English Language Learners, realm learners and learners with diverse needs are required. The information gained for this year will be developed and implemented as possible.</p> <p>During the 2022 pilot we will continue to understand how the standards will work in the tertiary space and policy changes as required.</p>	<p>Decision on alternative pathways, where possible implemented in 2022, others to be developed for 2023. Report on impact of sector readiness.</p>	<p>Piloting text-to-speech during the assessments is an opportunity to test and evaluate if text-to-speech is an appropriate mechanism to support students with reading disabilities, students with low vision, or those who have a preference for aural learning.</p>

Contribution to NZQA benefits

Use of text-to-speech in the literacy and numeracy assessments will contribute to NZQA meeting its objectives.

NCEA Online benefits	How this trial will contribute to benefit(s)
Students' experience of equitable access and outcomes, and relevant credentialed learning sustains their ability to succeed in higher education and the workplace.	By piloting the provision of access to text-to-speech through our assessment platform, this pilot will help us understand the student experience of using Polly in examination conditions, and how using Polly supports inclusive learning. Making Polly available will provide equitable conditions within the literacy and numeracy assessments.
Sustained confidence in the assessment system as demands of it change.	If this is successful, we will have confidence that all students sitting NCEA Online digitally will have equitable access to text-to-speech technology, sustaining confidence that the assessment system can continue to meet the changing needs of its users.

Literature Review

The literature supports the use of audio to support students sitting comprehension assessments.

The main themes of the literature that considers the impact of text-to-speech on the outcomes of assessments:

- improves results for students with learning disabilities,
- supports universal design for learning principles (UDL),
- increases reading comprehension accuracy for students with learning disabilities,
- still provides information about a student's reading skills as reading and listening comprehension are closely related,
- improves cumulative scores when it is used to take a test that includes both reading and mathematics,
- has a greater effect on reading than mathematics; when taken together, it improves scores, but has a larger effect size for reading than mathematics.



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Improves results and supports reading comprehension

Reading disabilities usually include a struggle to decode written text, which impacts the accuracy of word reading and reading speed. It also places additional demands on cognitive resources, depleting the resources available for comprehension. (Smythe, 2005). Some students struggle to auditorily process all the information in an assessment as it requires a lot of working memory (Lazarus, 2021).

Jackson (2012) comments that for years, text-to-speech and its human counterpart—read aloud—have generated controversy about when and for whom these supports should be allowed on state assessments. A significant body of literature finds that text-to-speech positively impacts reading comprehension for individuals with reading disabilities (Moxley, 2018).

Gandhi et al (2018) commented that for students who have severe challenges decoding text, their word-reading accuracy interferes with measuring their comprehension and understanding of text. The challenge is to design test accommodations that do not lower the construct validity of the comprehension portion of the test.

A 2017 meta-analysis suggested that text-to-speech technologies may assist students with reading comprehension (Wood et al, 2018). Lhi (2104) references Crawford and Tindal (2004) who argued that although providing read-aloud accommodations in a reading test may change the skills being tested from reading comprehension to listening comprehension, listening and reading comprehension are so highly correlated that such an accommodated test still provides information about students' reading skills.

Olson concluded (Wise, Olson, 2000) that not all students can attain proficient reading skills. The goal of compensation is designed to help students access texts and oral presentation of material; including using text-to-speech helps eliminate the decoding requirement by reading the words aloud to the student, thus enabling comprehension (Wise, Olson 2000).

Presenting reading material orally in addition to a traditional paper presentation format removes the need to decode reading material, and therefore, has the potential to help students with reading disabilities better comprehend written texts. (Wood et al, 2018).

A more recent study found that while all students benefited from the use of text-to-speech in reading comprehension, the effect was far more significant for students with a dyslexic profile, where their listening comprehension is greater than their decoding skills. They were significantly more successful in reading comprehension when using text-to-speech compared to non-dyslexic students using text-to-speech (Silvestri et al, 2021). Laitusis et al (2010) found that the audio accommodation does not change the assessment to a test of listening comprehension (as it is defined by teachers).

In a 2010 study, the impact of a read-aloud accommodation on standardised test scores of reading comprehension at Grades 4 and 8 (US) was examined (Laitusis, C. C. (2010). Students with and without reading-based learning disabilities took both a standard administration and a read-aloud administration of a reading comprehension test. Results showed that the mean score on the audio version was higher than scores on the standard version for both groups of students at both grade levels. Students with reading-based learning disabilities at both levels benefitted differentially more than students with no disability. The results of this study support the argument that students with learning disabilities benefit differentially from read-aloud accommodations.

Impact on mathematics

Using a read aloud facility like text-to-speech is typically used for mathematics tests, with the expectation that the accommodation will not change the construct being tested (Lhi, 2014).

In a meta-analysis of read-aloud accommodations, Lhi (2014) found that the effects of read-aloud accommodations for mathematics tests vary considerably, with some studies finding a significant positive effect and others finding minor or no effect on scores.

Lazarus (2021) found that when text-to-speech is used to take a test that includes both reading and mathematics, cumulative scores are improved, but text to speech has a greater effect on reading than mathematics. Scores are improved for both, but the effect is larger for reading than mathematics.

Advantages over human readers

Many students use human readers for support in NCEA assessments. Studies have found that use of a synthesised reader such as text-to-speech has advantages over a human reader.

In a meta-analysis of 2014, Lhi et al cite Meloy (2002) and Olson and Dirir (2010) as finding that when a human reader is used, the actual procedure cannot be completely standardised. Some readers may read tests in a way that provides students with clues to the answers. This risk is removed with use of synthesised speech such as text-to-speech.

Laitusis (2012) found that any audio presentation for the English language arts assessments should include text-to-speech because it maximises the independence of students, and is a critical career and college readiness skill for students with print disabilities.

Use of text-to-speech in assessments also reduces undue hardship on organisations to provide accommodations by replacing human resources with technology (Foxwell, 2021).

Features that most benefit from text-to-speech

Laitusis et al (2012), in a literature review of testing accommodations and accessibility, found that the following features of comprehension benefited from use of text-to-speech:

- complex items that included numerous verbs
- items that required reading and writing
- wordy items with non-wordy options
- and word problems (vs. computation-only problems).

They concluded that the use of audio presentation as an accommodation or access tool appears to be warranted.

1.1.1 Supports Universal Design for Learning

Universal Design for Learning (UDL) increases the access to assessments for all students, not just those with significant and known disabilities. Use of text-to-speech as an embedded feature supports more students to access the content of the assessment. These new approaches to accessible content allow for more accurate measurement of all students' knowledge and skills, and are an increasingly important part of technology-based testing (Foxwell, 2021).

Students with low vision.

Jackson, R. M. (2012) discussed read-aloud accommodations for students who are blind or have low vision in the context of learning and assessment. They made the points that sensory limitations from blindness or low vision are likely directly related to low reading rates, and read-aloud is necessary to increase access to information to compensate for slower reading, particularly because braille and large-print materials are not always available when needed in the learning environment. Text-to-speech supports increased reading rates and information processing speed, allowing the reader to use working memory to full capacity to comprehend meaning, improve reading comprehension, and decrease the time it takes a student to complete academic tasks. Audio-supported reading also provides choice and flexibility for the student.

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MEMO

To: NCEA Oversight Group
From: Leah James-Lynch, Senior Adviser
CC: Miriam Bookman, Senior Manager; Suzanne Witheford-Smith, Principal Adviser; Chrissie Butler, Principal Adviser
Date: 2 December 2022
Subject: Support for Deaf and Hard-of-Hearing Learners to complete the Literacy and Numeracy co-requisite assessments

Purpose

1. This paper invites the NCEA Oversight Group to consider a range of options for supporting equitable assessment opportunities for Deaf and Hard-of-Hearing Learners in the context of the new NCEA literacy | te reo matatini co-requisite.
2. It recommends that one or more of the options is developed, trialled and evaluated during next year's 'opt in' pilot of te reo matatini me te pāngarau | literacy and numeracy and full pilot of NCEA Level 1 materials with the intention of refining the approach before mandatory implementation of the co-requisite in 2024.

Actions

3. TBC

Background

4. To support the objectives of the new NCEA literacy and numeracy co-requisite, Cabinet also recognised that in some cases we may need alternative pathways for students to attain an NCEA qualification, because the co-requisite is not suitable for their individual circumstances.
5. For deaf and hard of hearing (DHH) learners who do not have access to a spoken language as their primary means of communication, proficiency in NZSL offers an alternative and valid form of literacy.
6. Unlike English ('Literacy') and Te Reo Māori ('Te Reo Matatini'), NZSL does not have a written form. While this might lead us to think of it as akin to an oral language – those languages which do not use characters or symbols to transcribe their communications, any NZSL 'text' is necessarily visual (drawings or photos of the hand signs, or a video of a person signing).
7. To test a learner's NZSL literacy, then, would require the provision of video content for them to decode, and a means for them to record themselves responding or answering the assessment prompts. We will explore this as one viable option below.
8. Our recent survey of Deaf and Hard-of-Hearing learners ('DHH learners') provided insights into the NCEA literacy assessment preferences of this group. For example, we learnt that many DHH learners would prefer to complete the NCEA literacy requirements in English, not NZSL. This may of course reflect their confidence in English, not to mention its dominance and perceived importance, with most respondents indicating that English was their strongest language.
9. Based on the results of the small number of Deaf and Hard-of-Hearing learners who completed the first 2022 pilot assessment events for reading, writing, and/or numeracy, it appears that e-asTTle

Commented [PAS1]: The notion an "alternative pathway" creates a real conflict with the notion of inclusivity/UDL. This applies not only for NZSL but for a range of other possible "exceptions" for lit/num. We should be doing our best to not go down the "alternative pathway" pathway.

Commented [PAS2]: Why "alternative"? It is only so for those without hearing difficulties. It should simply be stated as "valid".

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scores at 5P are a good predictor of achievement for this group. While this predictive score is slightly higher than the 4A/5B level we have suggested elsewhere, it is worth noting that, for the assessment events in question, 4A/5B was not a good predictor for the general cohort of pilot learners, either.

- Using e-asTTle to determine the readiness of Deaf and Hard-of-Hearing learners may be especially important to avoid repeated attempts and failures, which can be discouraging and frustrating for learners.

Policy objectives

- The policy objectives we aim to achieve are:
 - ensuring Deaf and Hard-of-Hearing Learners have equitable assessment opportunities for the new literacy and numeracy co-requisite;
 - raising the profile of NZSL; and
 - ensuring that literacy through NZSL is seen as a valid form of foundational literacy.

Recommended approach – Side-by-side NZSL translations of English-medium literacy assessments

- During conversations with Ko Taku Reo, it was suggested that the Ministry and NZQA explore the possibility of providing an NZSL side-by-side 'translation' of all written content on Assessment Master by embedding videos in the digital assessments.
- DHH learners who are proficient in English will likely not require the videos, while DHH learners whose preferred language is NZSL or a mixture of English and NZSL will be supported to access the new literacy standards in a way that aligns with the way in which they operate in their daily lives.
- The videos would need to translate prompts and questions, as well as actual texts (e.g., passages that learners have to read). For writing assessments, candidates would then have the choice between responding in writing or signing (a video recording would be required for marking purposes).
- This option would not provide any 'unfair' advantage to learners who do not use NZSL, since they would not be able to understand the videos, but it could raise the profile of our second official language. It would also respond to the multi-languaging practices that many deaf and hard of hearing ākongā engage in throughout their daily lives.
- From a logistical point of view, this option would also minimise the need for schools to find people to interpret English content in NZSL or 'sign-supported English', which can be a barrier to access, especially in remote areas.

Risks

- For learners who use the NZSL videos and/or respond to the written assessment using NZSL, we may need to consider a way of distinguishing what we are credentialling (e.g. biliteracy or multilanguaging practices that are an acceptable equivalent to foundational literacy in English and Te Reo Māori).
- Otherwise, this option may not allow for us to gather a clear picture of DHH learners' proficiency in English or NZSL. It may be that our willingness to accept this hinges on our understanding of foundational literacy for the Deaf.

Contextualisation

- Vicki expressed concerns that the contexts used in the literacy and numeracy CAAs may themselves present barriers to DHH learners. This issue arises from language deprivation, which many DHH learners experience, albeit to varying degrees.
- Language deprivation entails restricted access to things hearing people may assume everyday/commonplace (eg...) Under the status quo, with its internal assessments, this can be

Commented [PAS3]: Yes. We need to test the proposed approaches against these objectives

Commented [PAS4]: This is a very good option for those who use a mixed approach. It effectively provides a "translation" through the video. However it is not providing a genuine experience of lit/num in the language of NZSL - we are not considering the needs of first language NZSL users.

Commented [PAS5]: I would strongly object to this idea to qualify results in this way. Like it or not it will be value judged. It is my understanding that the Human Rights Commission declared that SAC entitlements could not be reflected on students' results for the same reason. What is different here?

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managed by allowing learners to choose contexts with which they are familiar; however, on account of the co-requisite's external and standardised nature, learners are much more likely to encounter a context that makes it difficult or impossible to understand the text(s).

21. Nonetheless, Vicki is cognisant of the fact that awarding the literacy co-requisite to learners who fall into this category may not be defensible.

Commented [PAS6]: Why not defensible? Option 1 below appears to be a way to address this

Other options considered

Option 1 - Develop bespoke NZSL literacy standards

Commented [PAS7]: This is the obvious way to recognise that students who use NZSL as a "first language" can be as literate as students in English and Te Reo Māori

22. Developing NZSL literacy standards would support authentic and equitable assessment options for Deaf and Hard-of-Hearing learners by focalising production/reception of signs rather than reading, writing, or speaking in English or te reo Māori.
23. As noted above, NZSL is also an official language and several pieces of primary legislation suggest that the only way to ensure equitable outcomes is to recognise and credential a pathway to literacy for users of this language – particularly deaf and hard of hearing users.
24. Ko Taku Reo has indicated that the availability of NZSL literacy standards would provide motivation for teachers and learners to improve their fluency in this language. By explicitly recognising NZSL as a valid pathway to literacy, we would also send a clear signal to teachers of the Deaf that they need to develop their own NZSL literacy.
25. Learners would be encouraged to attain age appropriate NZSL literacy and also have the confidence to complete assessments in other subjects in NZSL using the language levels required for that curriculum level. While teachers are expected to upskill in NZSL literacy, there is often very little incentive to do so.
26. The availability of bespoke standards would also open NZSL literacy to people outside the Deaf and Hard-of-Hearing community, which is important to ensuring the vitality of the language and the provision of NZSL in a wide range of contexts.
27. NZSL literacy standard(s) would therefore require a huge investment for what, initially at least, is likely to be very low uptake.
28. Compounding this low uptake is the fact that not all DHH learners have the fluency in NZSL to use this language to meet the foundation literacy requirements.

Risks

29. Unfortunately, there are no existing curriculum progressions available to support bespoke NZSL literacy standards. The NZSL progressions in the NZC are for additional-language learners.
30. On the other hand, the curriculum is currently being refreshed, so there is an opportunity to leverage this ongoing work and develop language progressions for first-language users of NZSL. Ko Taku Reo have indicated that, in the event that the Ministry recommends this option, they could provide SME input.
31. It is nonetheless likely that NZSL literacy standards would require a huge investment for what, initially at least, is likely to be very low uptake. Compounding this low uptake is the fact that not all DHH learners have the fluency in NZSL to use this language to meet the foundation literacy requirements.
32. Finally, this option is outside the scope of the NCEA Change Programme. If we were to recommend it, we would need to source additional funding and complete the work over an out-of-cycle timeframe.

Commented [PAS8]: Equity is costly if we mean it in practice

Option 2 - "tagging" NZSL achievement standards

Commented [PAS9]: This is not a long term viable option if we are committed to inclusive practices. At best it is a short term patch while a longer term option is enabled

33. Under the status quo, achievement standards from the NZC subject Te Reo Māori may be used to meet the literacy requirements of NCEA – even though the Ministry and NZQA designed those

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standards for additional-language learners. There are no restrictions on who can use this pathway. This sets a clear precedent for allowing the NZSL additional-language learning achievement standards to count towards NCEA literacy, too, without needing to restrict the availability of this pathway to Deaf and Hard-of-Hearing learners.

34. Indeed, while the arrangement for Te Reo Māori has been guaranteed by its special status, NZSL is notably also an official language of Aotearoa New Zealand, and its recognition and propagation are crucial to the wellbeing of the Deaf and Hard-of-Hearing community.
35. While an obvious argument against this option is that from 2024 learners will no longer be able to use tagged standards to meet the literacy or numeracy requirements of the qualification, both agencies have already agreed to a grandfathering arrangement.
36. Under this arrangement, learners who have completed the NCEA literacy requirements via existing avenues prior to 2024 will not be required to achieve the new co-requisite standards to be awarded an NCEA, so long as they complete their qualification before the end of 2026.
37. Given the equity concerns for deaf and hard of hearing learners, creating an alternative pathway to NCEA literacy using the existing and/or new NZSL achievement standards should not be discounted.

Risks

38. The low level of proficiency required for additional language standards means that learners who use this pathway may not have foundational literacy in their own language, Te Reo Māori, or English. Alternatively, they may also of course have a much higher level of literacy in their own language than is demonstrated by the achievement of the additional language standards, which means the pathway risks underselling their abilities.
39. A mitigation would be to limit the tagged NZSL standards to those at NCEA Level 3. While still designed for additional-language learners, these standards do require advanced skills in the target language.
40. We could also combat the perception risks entailed by this option if we model it on the more circumscribed proxy pathway that NZQA offers to learners domiciled in the Cook Islands. This would mean restricting the availability of the NZSL achievement standard pathway to learners who are Deaf and Hard of Hearing, rather than allowing all learners to choose to complete the literacy requirements of NCEA through NZSL.

Commented [PAS10]: This approach is directly in conflict with the current direction of SAC

Option 3 - no additional support provided

41. A fourth option would be to provide no additional support. Under this option, learners would still have access to SACs (e.g., separate accommodation, sign-supported English) but neither NZSL literacy nor NZSL-English multilingualing would be recognised by the co-requisite.
42. Even under this option, we may need to consider establishing a system that will make it clear to future employers, communities, and education providers that some learners will be meeting the standard using readers, writers, and/or sign-supported English. This will ensure transparency and help the learner to manage expectations in their future pursuits.
43. On the other hand, an argument in favour of making sign-supported English and/or NZSL interpretation provisions available to these learners without any notification is that this would simply reflect how these learners access the rest of the curriculum, including their NCEA subjects, in their day-to-day lives.
44. Either way, since foundational literacy supports learning at NCEA Level 1 and above, it makes sense that Deaf and Hard-of-Hearing learners who are successfully operating at this level in their NCEA subjects should be empowered to complete the literacy and numeracy requirements of the qualification in a way that aligns with the arrangements they make use of in other assessments.

Commented [PAS11]: Unviable for the reasons already mentioned above

Risks

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45. Relying on Special Assessment Conditions to create equitable opportunities for Deaf and Hard-of-Hearing learners may lead to inconsistencies in opportunities and outcomes. This risk is heightened by the devolved approach to SAC that is being taken for the literacy and numeracy assessments where schools, kura, and providers are responsible for approving and resourcing SACs.
46. Special Assessment Conditions may also impact construct validity. For example, if a learner uses a reader or sign-supported English SAC in the reading assessment, it is possible that no longer assessing their reading)
47. Finally, SACs do not promote learner agency. Even under the devolved model, a learner still has to have their SAC request approved by a person with power over them and may also be reliant on the availability of another suitably qualified person (e.g. a reader) to engage with a given assessment.

Next steps

48. If you are comfortable with one or more of the proposed options, we will prepare an Education Report for the Minister and Associate Ministers of Education to seek their agreement to include specific provisions for DHH learners as part of the mandatory implementation of the co-requisite in 2024.
49. Alternatively, we could explore one of the alternative approaches discussed but not recommended here in more detail and report back to the Group at a future meeting.

HE MANATU/MEMORANDUM

RĀ/DATE: 8 December 2022

KI/TO: Leah James-Lynch, Senior Advisor

CC: Miriam Bookman, Senior Manager; Suzanne Witheford-Smith, Principal Adviser; Chrissie Butler, Principal Adviser

KAITUKU/FROM: Linda Glogau, Manager Office of DCE Assessment; Sue Chalmers, Chief Advisor Assessment, NZQA

KAUPAPA/SUBJECT: **Support for Deaf and Hard-of-Hearing Learners to complete the Literacy and Numeracy co-requisite assessments**

Te Takuna/Intent

1. The Ministry of Education has provided NZQA with a proposal for supporting deaf and hard-of-hearing (DHH) learners to complete the new literacy and numeracy co-requisite assessments. This memorandum provides NZQA's response to the paper.

Hei Urupare/Response

2. The Ministry's paper presents some clear options to address the needs of a specific group of learners who potentially face a barrier to fair assessment in the literacy and numeracy co-requisite. We support the attempt to provide an option that is available to all students by design, so that those who need the support can access it.
3. NZQA is committed to applying the principles of Universal Design for Learning (UDL) in the design and development of the co-requisite assessments in order to meet the diverse and variable needs of all learners and to eliminate unnecessary barriers in the assessment process.
4. Before we look for a solution for this group of learners, NZQA would like to see a clear definition of the wider policy problem to be addressed, and then also jointly agreed principles and criteria to evaluate potential options and make recommendations. This is critical as this group of learners is only one of a number that have been raised for consideration.
5. To date, the Ministry and NZQA have tended to consider the needs of different groups of learners who may experience barriers to the achievement of the new literacy and numeracy | te reo matatini me te pāngarau unit standards in isolation. This has tended to happen without any clear underpinning principles or policy supporting decision-making, or with sufficient consideration of the impact on the standards of foundational literacy and numeracy we are working to establish.
6. The background to the proposal makes a key point in paragraph 4: *To support the objectives of the new NCEA literacy and numeracy co-requisite, Cabinet also recognised*

that in some cases we may need alternative pathways for students to attain an NCEA qualification, because the co-requisite is not suitable for their individual circumstances.

7. NZQA recognises that all learners must be provided with equitable opportunities to achieve the co-requisite. What work has been done to explore other pathways as an alternative to attempts to make the current assessment meet the diverse needs of all learners for whom these assessments may not be suitable? In saying this, we note that there are differing understandings of the concept of “alternative pathways” and there is a view that the notion an “alternative pathway” creates a conflict with the concept of inclusivity/UDL.
8. If the intent of this paper is valid for students who face hearing difficulties, how can the same approach be applied to other students who face barriers to fair assessment for a range of other reasons, for example: vision impairments, dyslexia, dysgraphia, autism, etc.? Estimating the costs and general viability of provision for one group cannot be done in isolation, without consideration of the bigger picture encompassing the needs of other groups of learners.
9. Further, in order to begin looking at the viability of the options, we recommend conducting some modelling to provide additional information on which to make judgements about each option and the risks associated with them.
10. It would also be helpful to know specifically which group of learners the current standards, with the provision of Special Assessment Conditions (SAC), completely exclude, so we can identify the gap that needs to be addressed. This would enable us to provide more meaningful, specific feedback on the options presented in the paper.
11. Until these points are addressed, we would not support a paper being presented to the NZQA/MoE Oversight group.

Te(Ngā) Taunaki/Recommendation(s)

12. It is recommended that you:
 - a) **note** NZQA's request for:
 - i. a clear definition of the wider policy problem to be addressed;
 - ii. jointly agreed principles and criteria to evaluate potential options and make recommendations.
 - b) **note** that estimation of the costs and viability of the proposed options requires consideration of possible provision for other groups of learners who face similar barriers to achievement of the co-requisite;
 - c) **note** that modelling to provide additional information on which to make judgements and evaluate risks is required;
 - d) **note** that we do not support a paper being presented to the NZQA/MoE Oversight group until points 12a-12c are addressed.

Lara Beiert

From: MaryJane Parker
Sent: Tuesday, 28 February 2023 2:14 PM
To: Aleeshea Reid
Subject: RE: Query from List Seve

Categories: Contractors Group meeting

Thanks Aleesha.

We will send it off.

Mary Jane

From: Aleeshea Reid <Aleeshea.Reid@education.govt.nz>
Sent: Tuesday, February 28, 2023 2:11 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: RE: Query from List Seve

Apologies for the late reply Maryjane, I think this looks good. No suggestions.

Aleeshea Reid | Principal Advisor
Te Poutāhū (Curriculum Centre)

DDI [REDACTED]

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Sent: Monday, 27 February 2023 10:03 am
To: Aleeshea Reid <Aleeshea.Reid@education.govt.nz>
Subject: Query from List Seve

Kia ora

Miriam and Sue Chalmers suggested I run this response by you before sending. This would be our response:

Thank you for your query. Guidance and Instructions for Special Assessment Conditions for Literacy and Numeracy can be found on the NZQA website here: <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/literacy-and-numeracy-te-reo-matatini-me-te-pangarau-sac-2023/>

A reader and/or writer may be used for all three Literacy and Numeracy standards and the Te Reo Matatini me te Pāngarau standards; schools should follow the guidance on the above web page to determine which students are eligible for this assistance.

Assistive Technology, Polly, will be available from within the Assessment Master platform for US 32406 Numeracy and US 32405 Writing. It will NOT be available for US 32405 Reading or US 32412 Pāngarau or US 32414 Te Reo Matatini. More information relating to Polly will be communicated to schools in March.

SAC conditions during assessment should be provided where a student requires assistance in their day-to-day teaching and learning.

Once you get back to me I will send off the response.

Ngā mihi
Mary Jane

Mary Jane Parker | Workstream Lead – Literacy and Numeracy
External Assessment | **Aromatawai ā-waho**
Assessment Division | **Wāhanga Aromatawai**
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Lara Beiert

From: Paul A Smith
Sent: Monday, 5 December 2022 9:42 PM
To: Sue Chalmers; Kay Wilson
Cc: Linda Glogau; Hamsa Lilley
Subject: RE: [Review] Draft paper for the NCEA Oversight Group regarding support for Deaf and Hard-of-Hearing Learners to complete the Literacy and Numeracy co-requisite assessments
Attachments: Options to support DHH learners - Memo 20221110(1).docx

Good evening

This is a vastly improved paper to the one which was being earlier proposed and which I had commented on. I have added some comments to the document.

Of note here is that this paper attempts to address the needs of a group of students (in this case DHH students) for whom it is acknowledged that they face a barrier to fair assessment in the lit/num co-requisites. The paper makes every attempt to provide an option (video) that is available to all students by design so that those who need this support can access it. It assumes that access to a signer through the video does not impact on the overall validity of the assessment (construct irrelevant). Statements are made that:

" 43. ...this would simply reflect how these learners access the rest of the curriculum, including their NCEA subjects, in their day-to-day lives."

and
"13. ...will be supported to access the new literacy standards in a way that aligns with the way in which they operate in their daily lives."

and
14. ... candidates would then have the choice between responding in writing or signing"

If the intent of this paper is valid for students who face hearing difficulties, why can the same approach not apply to other students who face barriers to fair assessment for a range of other reasons – vision, dyslexia, dysgraphia, autism, etc.?

If we are attempting to find an approach that reflects how these students access assessments in the way they "operate in their daily lives", what about a student who uses assistive technologies to access text "in their daily lives". Why can these students also not be treated in the same way and provided with this option in a similar universal way?

It is right to consider this for DHH students – but it is also right to consider this for all students.

If the current conditions of assessment of the current lit/num co-requisites create a barrier to implement this, then it is those conditions of assessment (and probably the co-requisites themselves) that need to be critically re-evaluated. That is what a commitment to equity and inclusivity require.

Regards

Paul Smith
School Relationship Manager
School Quality Assurance and Liaison
DDI: [REDACTED]
EMAIL: paul.a.smith@nzqa.govt.nz

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Monday, 5 December 2022 1:55 PM
To: Paul A Smith <Paul.A.smith@nzqa.govt.nz>; Kay Wilson <Kay.Wilson@nzqa.govt.nz>
Subject: FW: [Review] Draft paper for the NCEA Oversight Group regarding support for Deaf and Hard-of-Hearing Learners to complete the Literacy and Numeracy co-requisite assessments

The attached paper has been sent to Linda, Hamsa and me for feedback. Linda has asked me to include the two of you. Please send your feedback to me as soon as you can, cc Linda and Hamsa.

Ngā mihi
Sue

From: Leah James-Lynch <Leah.JamesLynch@education.govt.nz>
Sent: Friday, 2 December 2022 4:32 PM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Linda Glogau <Linda.Glogau@nzqa.govt.nz>
Cc: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>; Miriam Bookman <miriam.bookman@education.govt.nz>
Subject: [Review] Draft paper for the NCEA Oversight Group regarding support for Deaf and Hard-of-Hearing Learners to complete the Literacy and Numeracy co-requisite assessments

Kia ora Sue and Linda,

We are preparing a paper for the Oversight Group and would appreciate your feedback on the attached draft. In particular, we need your help to approximate the costs and general viability of the options outlined therein. The aim would be to get this on the agenda for the next Oversight meeting on 12 December.

Ngā mihi nui,

Leah James-Lynch ([she/her](#)) | Senior Adviser
Te Poutāhū (Curriculum Centre)
DDI [REDACTED] | Mobile [REDACTED]
National Office, 1 The Terrace

education.govt.nz

*He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes*



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Lara Beiert

From: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Sent: Monday, 27 February 2023 8:59 AM
To: Sue Chalmers; Paul A Smith
Cc: Aleeshea Reid; Chrissie Butler; MaryJane Parker
Subject: RE: [Secondary English] SACS for Lit/Num tests

Categories: Emergency, Contractors Group meeting

Fab, thanks for this update Sue. [REDACTED]

Miriam Bookman (she/her) | Senior Manager (Acting) Secondary Tertiary, Pathways and Transitions
Te Poutāhū (Curriculum Centre)

DDI [REDACTED] | Mobile [REDACTED]

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Monday, 27 February 2023 8:57 am
To: Miriam Bookman <Miriam.Bookman@education.govt.nz>; Paul A Smith <Paul.A.smith@nzqa.govt.nz>
Cc: Aleeshea Reid <Aleeshea.Reid@education.govt.nz>; Chrissie Butler <Chrissie.Butler@education.govt.nz>; NZQA - Mary Jane Parker <maryjane.parker@nzqa.govt.nz>
Subject: RE: [Secondary English] SACS for Lit/Num tests

Mōrena Miriam,

We are onto this already and the team crafted a response on Friday. We have key contacts with most of the subject list serves and the moderator of English Online contacted us on Friday for a response.

MaryJane can liaise with Aleeshea about this. Agree, please forward to MaryJane, cc Paul to keep him in the loop.

Ngā mihi
Sue

From: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Sent: Friday, 24 February 2023 1:40 PM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Paul A Smith <Paul.A.smith@nzqa.govt.nz>
Cc: Aleeshea Reid <Aleeshea.Reid@education.govt.nz>; Chrissie Butler <Chrissie.Butler@education.govt.nz>
Subject: FW: [Secondary English] SACS for Lit/Num tests

Kia ora kōrua

This (the below) is currently being discussed on English Online.

Could someone from NZQA please make contact with Sue to clarify things/point to the right materials? Obviously we are still updating the material with better clarify on Polly, but someone needs to touch base in the interim.

Let me know if you would prefer a different approach.

Going forward, if we receive or see queries like this, who is best to contact? I've emailed the two of you given our hui earlier this week, but suggest that going forward our litnum team passes these onto Mary Jane/Paul (So it's not Sue and me)

Ngā mihi

Miriam

Miriam Bookman (she/her) | Senior Manager (Acting) Secondary Tertiary, Pathways and Transitions
Te Poutāhū (Curriculum Centre)

DDI [REDACTED] | Mobile [REDACTED]

From: [REDACTED] **On Behalf Of** [REDACTED]

Sent: Thursday, 23 February 2023 7:18 pm

To: [REDACTED]

Subject: [Secondary English] SACS for Lit/Num tests

Kia ora

Our school piloted the Lit/Num tests last year and found that the assistive technology (Polly) did not work for the Reading test. According to the NZQA website, "If assistive technology is not available nor appropriate for a student/ākonga, a suitably trained Reader can be provided...." During the test, when Polly did not work, there was no time to find a suitable, trained reader and we assumed that it wasn't appropriate for the reading test. It did work for the numeracy test and the writing prompts.

The NZQA site, however, seems to suggest that it is at the school's discretion whether we provide reader/writer assistance and implies that this is the case for any of the tests.

"A formal SAC application approved by NZQA is not required for a school to provide this support for students for these standards."

Did other schools have the same issues? Am I right in thinking that we could provide readers and writers for any of our students who we think would benefit, regardless of any diagnosed conditions? This seems very loose to me but if it's allowed, then we will try to find the staff to do it. They need to be specifically trained and the students will need to practise working with someone too.

What are other schools running the Lit/Num tests this year doing about SACS? Any advice would be appreciated.

Ngā mihi nui!

[REDACTED]

[REDACTED]

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Lara Beiert

From: Sue Chalmers
Sent: Monday, 13 February 2023 2:17 PM
To: Mandy McGirr; Elizabeth Collins; Melissa Mead
Cc: Miriam Bookman; Nadja Weijs; Paul A Smith; MaryJane Parker
Subject: RE: Amending SAC Information to say Reading CAA doesn't allow Polly text-to-speech

Kia ora Mandy,

It is important that we do not take parts of the SAC information out of context. It feels like we are trying to use a sledge hammer to crack a walnut. The instructions for Lit/Num should not be taken out of context of the wider range of information that is available for SAC. Across our various teams, we have only had a very small number of specific queries from teachers that we have worked through on a case-by-case basis. Teachers and PNs are familiar with this information and there does not appear to be any confusion about it in schools. Has the Ministry been receiving queries? If so, please pass them onto our project team – this will help us manage their concerns and, if the volume warrants it, we will take appropriate action.

NZQA's disability action plan is being tabled at the next meeting of our Board. This will include SAC provision and be informed by the joint NZQA/Ministry work in this space.

We have not changed any of the provisions from 2022. Polly was not available for the Reading standard for any students, nor will it be available for Reading in 2023. Our Change team has not communicated to the sector about plans for 2023 yet. The evaluation of the 2022 pilot was discussed with the Steering Group last week, and decisions were made at that meeting for 2023. I expect the plans, including provision for writing and numeracy|TRM & TP as well as other achievement standards, will be communicated to the sector in the next couple of weeks.

Re other forms of SAC, we permitted all students with SAC entitlements to use those same entitlements for all five standards in 2022, and the same applies for 2023, including the reading standard. So if a student normally uses a reader in the classroom and for other assessments, they may use a reader for the reading standard also. Otherwise, we are telling all blind and visually impaired students who do not read braille, along with those with other learning difficulties such as dyslexia, that they can not access the reading assessment.

It feels like we keep talking past each other, which is preventing us getting clarity on what, if anything, needs to be done. If necessary, please work with Melissa to set up a meeting to discuss this so we can sort it out.

Ngā mihi
Sue

Sue Chalmers
Kaiwhakahaere Matua Aromatawai / Chief Advisor Assessment
Wāhanga Aromatawai / Assessment Division
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



[Redacted] sue.chalmers@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

Ahakoā ngaru ana te moana, ka eke tonu nei te waka!
A choppy mountainous ocean can always be navigated by a small canoe!

From: Mandy McGirr <Mandy.McGirr@education.govt.nz>
Sent: Monday, 13 February 2023 12:54 PM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Elizabeth Collins <Elizabeth.Collins2@education.govt.nz>; Melissa Mead <Melissa.Mead@nzqa.govt.nz>
Cc: Miriam Bookman <miriam.bookman@education.govt.nz>; Nadja Weijs <Nadja.Weijs@education.govt.nz>
Subject: RE: Amending SAC Information to say Reading CAA doesn't allow Polly text-to-speech

Kia ora koutou

I just checked in with Miriam about extending today's deadline for sending out Term 1 comms notice. This is because we first need more explicit clarification to be added to the [SAC Information](#) about whether Polly text-to-speech and/or human reading assistants are allowed in the 2023 Reading CAA.

Given that Sue probably needs more time to respond to the SAC Information amendment request, Miriam and I are suggesting **postponing the release of the Term 1 comms** until sometime later this week.

Sue – is it realistic to respond by sometime tomorrow about a plan to amend the SAC Information? Feel free to offer other suggestions on wording to clarify the forms of assistance allowed for Reading CAA?

Melissa, Elizabeth – does it work for you to plan to finalise the Term 1 comms draft in the second half of this week? I don't think Melissa needs to do anything more before we send, as we already have her editing suggestions?
Elizabeth – do you have any flexibility during Wed-Fri to be on standby to release the comms as soon as possible within then?

Better to get it right before sending 😊

Ngā mihi nui

Dr Mandy McGirr | Senior Advisor (Contract)
Te Poutāhū (Curriculum Centre)

|Mobile [REDACTED]

From: Mandy McGirr
Sent: Monday, 13 February 2023 10:18 am
To: sue.chalmers <sue.chalmers@nzqa.govt.nz>
Cc: Elizabeth Collins <Elizabeth.Collins2@education.govt.nz>; Melissa Mead <melissa.mead@nzqa.govt.nz>; Miriam Bookman <Miriam.Bookman@education.govt.nz>; Nadja Weijs <Nadja.Weijs@education.govt.nz>
Subject: Amending SAC Information to say Reading CAA doesn't allow Polly text-to-speech

Kia ora Sue

Apologies for the quick turnaround request....

Some statements in the 2023 SAC Information seem to be misleading – provided we're on the same page that Polly text-to-speech will **not** be made available for the 2023 Reading assessment?

I just checked with Miriam who thinks that **Polly will be turned off for only the Reading assessment this year** and that this stays consistent with what happened last year? She understood that's what NZQA agreed to but asked me to double check with you.

I also can't ascertain from the SAC Information whether other forms of reading assistance will be allowed for 2023 Reading? It reads as if the answer is yes, you can access other assistance such as a human reader. Can you please confirm NZQA's position on whether a human reader is allowed for 2023 Reading? Perhaps this also deserves an explicit statement in the SAC Information in reference to this assessment as an 'out of the ordinary' assessment? Open to your thoughts on how or where to best clarify this.

See the blue text below copied from SAC Information. What do you think about:

- adding a sentence there to clarify that the 2023 Reading assessment is an exception to the previous statement that: **use of assistive technology...is provided through the use of the Polly text-to-speech tool that is included as part of the online assessment platform.**
- Adding a sentence that 2023 Reading assessment is the only CAA assessment for which the Polly text-to-speech tool will not be made available, regardless of whether **a learner has a SAC entitlement for other assessments**

Do you think it's achievable to make the amendments bulleted above by COP?

If so, I'll ask our comms person Elizabeth to hold fire on sending out the Term 1 comms notice for preparation updates to schools today. That way, we could add a link to the amended SAC Information within the body text of the notice. If not, please call me or let me know what a realistic timeframe is for amendments. I have another idea for a workaround to buy time but it's not preferable.

If a learner has a SAC entitlement for other assessments, this must also be made available to them for the Literacy and Numeracy | Te Reo Matatini me te Pāngarau assessments...

The preferred support for students/ākonga requiring Reader assistance is the use of assistive technology. This is provided through the use of the Polly text-to-speech tool that is included as part of the online assessment platform.

[Literacy and Numeracy | Te Reo Matatini me te Pāngarau Co-requisites Provision of Special Assessment Conditions for 2023 » NZQA](#)

Ngā mihi nui

Mandy

Dr Mandy McGirr | Senior Advisor (Contract)
Te Poutāhū (Curriculum Centre)

Mobile [REDACTED]
National Office 1 The Terrace

education.govt.nz

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes



Lara Beiert

From: Sue Chalmers
Sent: Thursday, 2 February 2023 1:17 PM
To: Miriam Bookman
Cc: Mandy McGirr
Subject: RE: Feedback on Instructions for Readers & Writers/Typists for Lit/Num

Kia ora Miriam,

I am not sure NZQA's position has been understood in connection with these instructions. We sent them to the Ministry for feedback on the content of the instructions in the middle of January, with a due date back to us of 20 January. I have explained on multiple occasions that these instructions form part of a package of documents for schools relating to Special Assessment Conditions. The exclusion of the instructions for Lit/Num has left a noticeable gap and our School Relationship Managers have received many queries and requests for the information since the other documents were published on our website at the end of term 4. We delayed publication as long as we could to provide an additional couple of weeks for your feedback.

With approval from Jann Marshall (DCE Assessment), we published the instructions for Lit/Num this week. They specifically note that they apply for 2023 and will be reviewed for 2024 onwards.

I am available this afternoon to discuss this, [REDACTED]

Ngā mihi
Sue

From: Mandy McGirr <Mandy.McGirr@education.govt.nz>
Sent: Thursday, 2 February 2023 12:34 PM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Cc: Paul A Smith <Paul.A.smith@nzqa.govt.nz>; Miriam Bookman <miriam.bookman@education.govt.nz>; Aleeshea Reid <Aleeshea.Reid@education.govt.nz>
Subject: RE: Feedback on Instructions for Readers & Writers/Typists for Lit/Num

Kia ora Sue

Miriam and relevant MoE staff are meeting tomorrow to finalise

1. feedback on draft SAC 2023 Information
2. the associated decision on assistance for the 2023 Reading assessment

I recall that you're unavailable tomorrow, so wanted to let you know that Miriam will email you tomorrow with a response regarding the points above.

Ngā mihi

Mandy

Dr Mandy McGirr | Senior Advisor (Contract)
Te Poutāhū (Curriculum Centre)

|Mobile [REDACTED]

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Thursday, 26 January 2023 3:51 pm
To: Mandy McGirr <Mandy.McGirr@education.govt.nz>
Cc: Paul A Smith <Paul.A.smith@nzqa.govt.nz>; Miriam Bookman <Miriam.Bookman@education.govt.nz>
Subject: RE: Feedback on Instructions for Readers & Writers/Typists for Lit/Num

Kia ora Mandy,

Thank you for your comprehensive response. I agree with the points you have noted below, but there are some notable omissions.

When we discussed the reasons for the formatting of these documents last Friday, I also advised that we follow an established style for publishing these documents that is appropriate for their intended purpose and audience. These instructions are not stand alone and need to be consistent with other similar documents. Our School Relationship Managers have not received feedback from schools, at least that I am aware of, that their teachers have any difficulties understanding these messages. The source document is not new and is familiar to schools. We have reviewed it and strengthened the instructions for the Literacy standards.

Regarding the publication date, it is not acceptable to NZQA to delay publication until March. Jann Marshall will not approved this delay. Schools started requesting this information at the end of last year and we have already missed our December deadline. General SAC information for schools, including instructions for Readers/Writers, is now available for assessments for NCEA. There is a gap now for LitNum, and in the absence of alternative instructions, there is a risk they will assume the current docs will apply. In the context of the school year, release at the end of March will only allow schools one week at the end of term 1 and six weeks in term 2 before the first assessment window, which commences on 5 June. This is not sufficient.

We also discussed the need to be ready to respond to the impacts of a policy decision, which will likely require either minor amendments to the standards, or decisions about alternative provision for students impacted by the decision. This is not possible before the end of March, particularly as I imagine some consultation will be required.

The Ministry has stated that students participating in pilots will not be disadvantaged through their participation. I think the sector will expect this to apply to LitNum as well, including in a transition year as 2023 has been presented. This means that in the absence of a decision, the same provision should be available to them as they have now. We have clearly stated in our document that the provision is only for 2023 and will be reviewed.

A decision to not allow readers/writers conflicts with NCEA Change number 1: [Make NCEA more accessible](#) – including fewer barriers for learners with disabilities and learning support needs. This is why both agencies need to be ready to respond to queries about students who may be negatively impacted by this decision. This will need to follow the policy decision and will take more than a few weeks.

I am happy to meet to discuss this next week, but am not available at the times you suggest. I can meet Thursday morning but not at all on Friday.

Ngā mihi
Sue

From: Mandy McGirr <Mandy.McGirr@education.govt.nz>
Sent: Thursday, 26 January 2023 10:29 AM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Cc: Paul A Smith <Paul.A.smith@nzqa.govt.nz>; Miriam Bookman <miriam.bookman@education.govt.nz>
Subject: RE: Feedback on Instructions for Readers & Writers/Typists for Lit/Num

Mōrena Sue

It might help Paul and Miriam to recap on some points discussed in the call you and I had last Friday. Please feel free to respond to anything that I may have misinterpreted below.

- The Ministry first needs to develop a position on whether to allow text-to-speech and any other forms of reading assistance for the new Reading assessment – at least as a position for 2023 assessment. This decision will affect what the SAC Guidance document can say about forms of assistance that are permitted for use in the Reading assessment.
- It follows that the SAC Guidance document can't be released until the Ministry's position is finalised. Please let me know if you can think of another way around this block.
- NZCER is producing a report that will be used to inform the Ministry's position regarding the Reading assessment and SAC implications. While not confirmed yet, it is looking likely that the Ministry can receive a tentative recommendation from NZCER by Tuesday 7 Feb.
- I'm waiting to hear what a realistic date is to then have a Ministry position confirmed for NZQA. It seems unlikely that a position will be confirmed before late February at the earliest.
- Subsequently, it seems highly unlikely that SAC Guidance could be released accordingly until sometime in **March**. Sue, I realise that your view was that March is too late for schools to receive the Guidance document. I'm wondering what else might be done as an interim measure to update schools on when to expect the Guidance.
- Can I suggest we have a **meeting on Thursday or Friday next week** to update on when a Ministry position can realistically be provided and to agree what to do when for communication of SAC Guidance to schools?

Regarding MoE feedback so far on the draft SAC Guidance document we received:

- I understand from our call that one reason why the SAC Guidance draft is currently in a very technical or formal tone is because you think this is necessary in order to have NZQA legal team approve the document's release? Is this correct?
- MoE staff who reviewed the draft SAC Guidance document have drafted some suggestions and requests to amend the way in which points are ordered or worded.
- We agreed that producing an **FAQs set of answers** on NCEA.ed to accompany the more formally written SAC Guidance document was a good idea. MoE staff have drafted FAQ headings as a suggested starting point. The Guidance document can be introduced with a hyperlink directly above the FAQs section on a NCEA.ed page.
- MoE also has an old **online resource** to be added to the Guidance and/or the FAQs

Sue, I will forward you the draft FAQ heading, MoE online resource hyperlink, and feedback from the reviewer team in a separate email by COP. Apologies, I'm running now to a 3hr meeting and need a minute to source those documents to forward you.

Next Thursday 1-3pm and Friday 10.30-2pm is currently open in my calendar. Would you like to suggest a meeting time in there?

Apologies that this isn't moving faster.

Ngā mihi

Mandy

Dr Mandy McGirr | Senior Advisor (Contract)
Te Poutāhū (Curriculum Centre)

|Mobile [REDACTED]

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Thursday, 26 January 2023 8:45 am
To: Mandy McGirr <Mandy.McGirr@education.govt.nz>
Cc: Paul A Smith <Paul.A.smith@nzqa.govt.nz>; Miriam Bookman <Miriam.Bookman@education.govt.nz>
Subject: Feedback on Instructions for Readers & Writers/Typists for Lit/Num

Mōrena Mandy,

We asked for feedback by Friday 20 Jan to allow time for us to prepare the final document for release to schools for the start of Term 1. How have you got on following our conversation last week?

After we spoke, I discussed this with Jann Marshall, our new DCE. Jann wants this information to go out to schools at this time to allow teachers time to complete their planning in time for the June assessments. If they have new people in the roles, they will need to train them, and they need time to practise with their students well before the assessment event.

Does the Ministry have any further feedback on the content? If so, we require this today or tomorrow. Thanks for your feedback on the confusion about guidance vs instructions. We have made amendments to clarify these are instructions that must be followed.

Bearing in mind these instructions apply only for 2023 and will be reviewed before decisions are made for 2024, we will be sending these out to schools next week.

Ngā mihi
Sue

Sue Chalmers
Kaiwhakahaere Matua Aromatawai / Chief Advisor Assessment
Wāhanga Aromatawai / Assessment Division
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Lara Beiert

From: Aleeshea Reid <Aleeshea.Reid@education.govt.nz>
Sent: Friday, 10 March 2023 2:49 PM
To: Sue Chalmers
Cc: Paul A Smith; Rose Cole
Subject: RE: Final Wording - Polly and SAC.docx

Thanks so much for this Sue.

The reason we put this together was an action from the meeting with you/Miriam/Chrissie/Paul as we understood that NZQA could not make a statement about Polly and litnum until the Ministry had done so, itself, particularly as it is mentioned in the litnum SAC instructions but doesn't say for which standards in litnum it can be used for.

I am assuming then that this might be covered in the comms you are referring to. Could we please see those/can you please let us know when they are going out? We can then amend our info to make sure everything is consistent.

Also just checking – are you comfortable with us referring to the 'availability' of Polly or would you prefer we refer to it as a 'trial' of Polly.

Thanks

Aleeshea

Aleeshea Reid | Principal Advisor
Te Poutāhū (Curriculum Centre)
DDI [REDACTED]

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Thursday, 9 March 2023 12:26 pm
To: Aleeshea Reid <Aleeshea.Reid@education.govt.nz>
Cc: Paul.A.Smith <Paul.A.Smith@nzqa.govt.nz>; Rose Cole <Rose.Cole@nzqa.govt.nz>
Subject: Final Wording - Polly and SAC.docx

Kia ora Aleesha,

I have suggested some additions and amendments. I'm not sure of the Ministry's planned timing for the release of this guidance. I have made some comments on the text – while there is information out in the sector about the 2023 trials of Polly and assistive technology, NZQA has not formally communicated this to the sector yet and it must come from an NZQA communication first, not from the Ministry. NZQA will be sending this out before the end of next week.

Please liaise with Rose Cole (cc me) about the accuracy of messages relating to these trials. If your communication can be released after NZQA's, Rose will be able to ensure the text is accurate and that the sector is getting a single message.

Ngā mihi
Sue

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Lara Beiert

From: Paul A Smith
Sent: Wednesday, 15 February 2023 8:00 AM
To: Sue Chalmers
Subject: RE: report

Hi Sue

I am struggling to see the core of what Miriam is asking/saying. She appears to have no knowledge of the conclusions that the MoE Inclusion and Accessibility Team came to through the SAC Action Plan review process that we supported nor what was presented to (and endorsed by) the Joint Oversight Group which I believe she attended. Nor does she seem to have any insight that some of the “confusion” is related to the inability/unwillingness of the MoE to make clear decisions.

The “non-approvals” approach for Lit/Num is exactly consistent with the findings and objectives of the SAC Action Plan. The distinction being made between “SAC settings” and “wider accessibility settings” does not make sense to me in a UDL/inclusive environment.

She also seems to believe that there is widespread confusion. I would argue that all schools have found all aspects related to these Corequisites to be challenging (as is to be expected with something so new). Supporting disabled students and those with learning needs is certainly one of those challenges. But the decision about how to support these students should not be made by individual teachers but should be informed by the professional decisions of SENCOs and senior leaders. This is certainly our focus but the MoE seems only to have individual teachers in their sights.

I am tempted to write a long and detailed response to Miriam but I doubt the usefulness of that action. Hence the following (maybe also too long ...):

We certainly acknowledge that providing appropriate support for disabled students and those with learning difficulties is one of the many challenges schools face with respect to assessing these Corequisites.

The “non-approvals” approach is entirely consistent with the objectives of the SAC Action Plan that has been endorsed by the NCEA Joint Oversight Group. Schools are best placed to understand the support needs of their students. However, to do this, schools need clear instructions on how to proceed and how to access support to have questions and concerns addressed. They also need this information early.

We have published these instructions and will reinforce their availability in a number of ways including SAC Seminars run by the SAC team, LNA Seminars run by SRMs over the next few weeks and in other publications (EmailLink and SAC Update). The SAC Team (and SRMs generally) will continue to be available to respond to queries and concerns from schools. We also have confidence in the communications related to the assistive technology trial that are forthcoming.

In addition, we continue to work with the MoE Inclusion and Accessibility Team on wider communications about SAC changes.

We cannot, of course, guarantee that there will be complete certainty about this in all schools and across all teachers but we believe that we are taking every possible steps to inform and support schools appropriately.

Regards

Paul

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Tuesday, February 14, 2023 3:57 PM
To: Paul A Smith <Paul.A.smith@nzqa.govt.nz>
Subject: FW: report

This is the email I sent in response to Miriam's concerns about Polly, which we discussed when we met earlier today.

I have highlighted the section of her email I need your help with.

Many thanks – a joint effort makes this almost seem achievable 😊
Sue

From: Sue Chalmers
Sent: Tuesday, 14 February 2023 3:43 PM
To: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Cc: Rose Cole <Rose.Cole@nzqa.govt.nz>
Subject: RE: report

We've got it now, thanks.

I have caught up with Rose about Polly. NZQA's protocols for introducing change is to run targeted, limited scope trials first, then pilot, then implement, with evaluations at each stage that identify improvements that are put in place before we embark on the next stage.

Trials were run in 2021 and 2022, which is why all schools did not know about it. We will be piloting this year with Literacy-Writing and Numeracy. Communications will be sent out to all schools at the end of February, inviting interested schools to submit expressions of interest.

I haven't managed to talk to Paul Smith yet, but I will discuss your concerns with him and we can work with the project team on how we will support schools that need help with SAC settings.

Ngā mihi
Sue

From: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Sent: Tuesday, 14 February 2023 10:32 AM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: report

Kia ora Sue

I've just discovered that EA were supposed to send the report to you but did not and misinterpreted our email seeking confirmation that it had been sent over to you. They are sending it over now.

Thanks for our call just now. I do just want to make sure though that we come to some kind of solution where we are supporting schools with clear information about the SAC settings as well as wider accessibility settings. I think we need to support schools very carefully in an environment of non-approvals. There's lot of opportunities under these settings, but schools need to be equipped in knowing the ins and outs to support it.

Looking forward to hearing your update before the end of the day.

Thanks

Miriam

Miriam Bookman (she/her) | Senior Manager (Acting) Secondary Tertiary, Pathways and Transitions
Te Poutāhū (Curriculum Centre)

DDI [REDACTED] | Mobile [REDACTED]
National Office Mātauranga House

education.govt.nz

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes



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From: [MaryJane Parker](#)
To: [Miriam Bookman](#)
Subject: RE: running and AE response by you
Date: Friday, 3 June 2022 8:42:00 AM
Attachments: [image001.png](#)

Hi Miriam

This looks fine to me, Sue is on leave so if you want to send the email I am sure it would be fine. I have alerted our SRM team to the likelihood of them getting in contact.

Regards

Mary Jane

From: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Sent: Thursday, 2 June 2022 4:21 PM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: running and AE response by you

Kia ora Sue/Mary Jane

I had this query come through yesterday and I want to check whether this is the right response as I'll use it as a base for other similar queries that are coming through. Is pointing to the SRM right? Or should we direct them to the litnum email address?

Miriam

...

Kia ora [REDACTED]

Thank you for your query. I completely appreciate the important part of the education sector that you are working in and the unique issues that this raises.

We will be releasing some guidance on NCEA.Education in the next few months that focuses on teaching and learning support in alternative education contexts. We recently met with representatives from the Alternative Education National Body so that we can work together on what this looks like.

In relation to the assessment, we encourage activity centres to understand their learners, their needs, and the extent to which high stakes external assessment does or does not fit into this. We acknowledge that for many learners in this space, some will be ready for assessment and have the requisite skills and knowledge, and some may have further work to do in this space, or require different pastoral support. The standards should not be viewed as necessary for every learner's learning pathway at a specific point in time.

For some learners, they may be ready during their time with you and we therefore encourage their participation in the assessment. Once mandatory, the assessment is likely to be delivered three times a year across a one week window. This means that there will be a number of opportunities in one year that a learners can sit the assessment.

In terms of the wider logistical issues, we encourage you to work with NZQA through your School Relationship Manager on what options there are. This may look different depending on the individual circumstances of the centre, and NZQA has personnel available to support what this looks like. While we are aiming for an 'online first' approach, there may be paper based assessment in some instances.

Ngā mihi

Miriam

Miriam Bookman | Manager
Te Poutāhū (Curriculum Centre)

DDI [REDACTED] | Mobile [REDACTED]

From: [REDACTED]
Sent: Wednesday, 1 June 2022 8:33 am
To: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Cc: [REDACTED]
Subject: Literacy and Numeracy Changes

You don't often get email from [REDACTED]. [why this is important](#)

I have been given your email in regards to managing the Literacy and Numeracy changes.
I work for the Central Regional Health School [REDACTED] and have been delivering our Accord Days to our staff. A particular site we manage is Te Au rere a te Tonga, which is a youth justice facility in Palmerston North. We would like some support in planning for the Literacy and Numeracy changes from an operational perspective.
The challenges we face is that our student population is transient, average duration of stay is between 4 - 8 weeks often coming from other YJ facilities and rarely transitioning back to school. We also have the challenge of court mandates that limit the use of devices (We are working on this with N4L, Linewize, Google and NewEra). However, these students are unlikely to have used their NZQA login for invigilated Assessment Tasks.
I am hoping you will be able to alleviate our concerns in how to best administer the changes, or put us onto someone who may be able to help. These students in the past have been able to access Lit/Num through the Unit Standards, and we are concerned that these new changes may exclude these students from equitably accessing the new Lit/Num co-requisites.
I Hope you can help. Feel free to call me if you would like me to clarify anything.

Nāku iti noa, nā



[REDACTED]
Central Regional Health School
Email: [REDACTED]
[REDACTED]

Awahi mai awahi atu - tautoko mai tautoku atu

Working in partnership and through innovation, we enrich hauora, embrace diversity, and inspire quality continuous learning.

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Lara Beiert

From: Sue Chalmers
Sent: Tuesday, 15 November 2022 9:43 AM
To: Susan Henry; Rose Cole; Paul A Smith
Cc: MaryJane Parker; Melissa Mead; John Berry; John Oldroyd; Andrea Gray
Subject: YES!!! Spellcheck

Categories: Contractors Group meeting

Mōrena koutou,

We have a green light. Please note the rationale I provided to the Ministry below.

A few things to note / questions for you:

Sue – please note, I have committed to sending the assessment specs to Miriam, as she has requested.

Rose – What progress have we made with providing spellcheck in te reo?

Paul – how do we ensure ākongā Māori are not unduly disadvantaged? Have we made similar responses in the past.

JO & JB (and Andrea) – just for noting. Really happy our project team can advance mahi to achieve your NCEA Online objectives.

Ngā mihi
Sue

From: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Sent: Tuesday, 15 November 2022 9:15 AM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Cc: Margaret Franken <Margaret.Franken@education.govt.nz>; James Gavey <james.gavey@education.govt.nz>
Subject: RE: Spellcheck

Mōrena Sue

Thank you for this email and suggestion. We are happy with this approach and agree with the rationale you've provided.

I've passed this by Rob also who is also comfortable. To the extent we communicate this to the sector (ie. with the specs), we'd like to be involved to make sure we get it right/mitigate any negative backlash etc.

I'm also interested in how we ensure we don't create further inequities through this:

- Will this impact students with reader/writers differently?
- Will this be available for reo, and if not, how can we ensure they are not unduly disadvantaged?

Ngā mihi

Miriam

Miriam Bookman (she/her) | Senior Manager (Acting) Secondary Tertiary, Pathways and Transitions
Te Poutāhū (Curriculum Centre)

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Friday, 11 November 2022 3:57 pm
To: Miriam Bookman <Miriam.Bookman@education.govt.nz>
Subject: Spellcheck

Kia ora Miriam,

[REDACTED]

Last Friday, the NZC teams had a very full day of PD prior to moving into their first planning and development hui for 2023. One of the requests that has come from the teams is for spellcheck functionality. Spellcheck in Assessment Master underlines an incorrectly spelt word when you hover over it, and offers alternatives.

Making this available would assist all learners, and is consistent with working digitally. We should have an expectation that relevant technology is used in the assessments. We do not see any need for changes to the standards to allow for this as the spellcheck does not entirely remove the need for students to be able to spell. They still need to select the correct alternative from those offered; select the right word from a range of possibilities; identify errors when the wrong word is used or words that sound the same (eg. due/dew; weather/whether; their/there/they're); notice mistakes like form instead of from; and so on. And spelling is only one aspect of performance criterion 1.4

Outcome 1

Write meaningful texts for different purposes and audiences.

1.4 Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.

Provision of spellcheck also goes a long way to addressing issues for students requiring supported learning, especially those with dyslexia.

The Literacy-writing team are very keen to do this, and would like to signal it to the sector when we release the assessment specifications. Through the NCEA Online programme of work, we have been working to make spellcheck available in te reo Māori as well, although I'm not sure where this is at.

I am keen to discuss this with you.

Have a good weekend.

Ngā mihi

Sue

Sue Chalmers
Kaiwhakahaere Matua Aromatawai/Chief Advisor Assessment
Wāhanga Aromatawai/Assessment Division
NZQA
Ph: [REDACTED]
Mob: [REDACTED]

Ahakoā ngaru ana te moana, ka eke tonu nei te waka!
A choppy mountainous ocean can always be navigated by a small canoe!

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