

Lara Beiert

From: Sue Chalmers
Sent: Thursday, 27 October 2022 5:32 PM
To: Linda Glogau
Subject: Decision to release June 2022 Literacy and Numeracy | Te Reo Matatini me te Pāngarau CAAs

Importance: High

Kia ora Linda,

With a view to providing a note for the Board, I have drafted the text below. It may be too long for what you need and Grant wants, but you can cull it appropriately. Better too much information than not enough.

Background

The common assessment activities developed by NZQA to assess the new Literacy and Numeracy | Te Reo Matatini me te Pāngarau standards are interim assessments, filling the gap until the Ministry is able to put Digital Adaptive Tests (DATs) in place. Provision of DATs is the long-term objective, with the aim of allowing schools, kura and tertiary providers flexibility in the timing of assessment and providing detailed feedback on the performance of students undertaking the assessments. The realisation of this objective is some years away.

NZQA is tasked with providing multiple assessments for each standard in a single calendar year, two in 2022 and 2023 and increasing to three in 2024. This requires processes for ensuring intra- and inter-year comparability of the assessments. One of the most reliable ways of achieving this is by seeding future assessments with well-performing items from previous assessments in order to benchmark the new items with the tested items. Thus, the items need to be kept secure so they can be re-used.

It is also desirable to keep the items secure so that well-performing items may be re-used in future assessments to make best use of the resource required to develop them. This is consistent with international practice with large-scale standardised tests. For these reasons, decisions were made not to make marked student assessments available to the participating students or their teachers, and not to publish past assessments.

Situation

The format of the CAAs used for assessing the new Literacy and Numeracy | Te Reo Matatini me te Pāngarau unit standards differs significantly from that of external assessments for achievement standards. Teachers have required samples of the types of assessment items used in order to adequately prepare their students for undertaking these assessments, so that the format of the assessment is not a barrier to student achievement.

The 2021 pilot assessments were made available to 2022 pilot schools to assist them in preparing their students for participation in this year's pilots. Prior to their release, items that did not perform as expected and those that required significant changes were removed, and the assessments were made available as samples. The flawed items were removed to avoid confusion or misleading students and teachers about what to expect in 2022.

[REDACTED]

One of the largest areas of comment following the June assessment was requests for access to the assessment activities. As the June assessments were no longer secure, a decision was made to respond positively to this request and make the June assessments available, and to do so in conjunction with the release of the national results data.

The assessment activities are now available through secure logins on Assessment Master, and in pdf format through teachers' secure logins. They are also publicly available in pdf format on NCEA.education, with third party copyright material redacted. An example of the available material for Reading may be found at <https://ncea.education.govt.nz/literacy-and-numeracy/literacy/reading/unit-standard>

The September assessments will be kept secure, as planned. The Business Owner has given specific instructions that access to students and teachers is to be closed and remain closed, following the conclusion of the assessment week. The Lit/Num Senior Project Manager will follow up with the NCEA Online team to confirm this has happened.

Cheers

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!

Email Two.

Hello Kevin and MaryJane

I thought I should check on the assertions made in the review received yesterday that the reading level of the CAA was too high.

I suspected the reviewer took the intro to the kuaka question as the piece they inserted into the FOG index calculator. I could not believe they typed the whole test into the applet. It seems my suspicions were correct. That part comes out at 13-14 as expected given the MOE insistence on changing the wording. That is too high.

I inserted two other more typical questions and got scores of 4 and 7 which are in the ideal range (4 is better actually).

I agree that it is important that we keep the reading demands as low as possible. That is difficult when the questions require technical words to make sense. There are better readability tests than FOG we can use. It just happens to be easily available online (ironically).

Just in case you find yourself replying to the MOE about this.

Regards



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Lara Beiert

From: MaryJane Parker
Sent: Wednesday, 29 March 2023 1:07 PM
To: Sue Chalmers
Subject: RE: Feedback to Leah

Thanks Sue.

Mary Jane

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Wednesday, March 29, 2023 1:05 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Feedback to Leah

I have highlighted additions/changes. Here you go.

During the 2023 transition year, students may achieve their Literacy and Numeracy credits via the existing internally assessed unit standards or through new standards, assessed by the Common Assessment Activities (CAAs). The CAAs are designed using the principles of Universal Design for Learning with the aim to remove barriers and make assessments accessible to students. We also ensure we have our questions reviewed by Pacifica and Māori specialists who advise us throughout the development process of the CAAs. There is no time limit for the assessments, and students can take as long as they like to complete each task. The assessments are designed to be able to be carried out during normal classroom periods, and this should help ease any anxiety that may be caused by the 'one-off tests'. Students have multiple opportunities to undertake the assessments during their time at secondary school and should only be entered into the standards when they are ready.

The current internally assessed unit standards are administered in schools under different conditions and have generally been marked by the students' own teachers. An external assessment marked by NZQA are considered to have high reliability because they are marked by the same markers at the same time.

When developing the co-requisite, we heard that there was a need to decrease the student and teacher workload. Administering and undertaking a CAA requires a significantly lower workload for both students and teachers. There is also an increased risk with portfolio assessments that students will not achieve because they may not have had the opportunity to provide sufficient evidence to meet the requirements of all outcomes of the standard.

As the evaluation report indicates, NZQA and the MoE will continue to review how well the CAAs are working and whether a portfolio could be used validly and reliably to provide evidence against these externally assessed standards.

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



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

✉ 125 The Terrace, PO Box 160, Wellington, 6140

Lara Beiert

From: MaryJane Parker
Sent: Friday, 2 September 2022 12:17 PM
To: Sue Chalmers
Subject: RE: NCEA Te Reo Matatini

Categories: Work

Hi Sue

My response:

1. [Redacted]
2. [Redacted]
3. [Redacted]
4. Kura may choose how they administer the Common Assessment Activity and it would be appropriate to have ākongā undertake the assessment in one time slot. This decision would be what best suits your ākongā and kura. **I would need to check this with Romata but that would be my understanding.**
5. [Redacted]

[Redacted]

Regards
Mary Jane

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Friday, 2 September 2022 8:12 AM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: RE: NCEA Te Reo Matatini

[Redacted]

[REDACTED]

Many thanks

[REDACTED]

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Sent: Friday, 2 September 2022 7:33 AM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: FW: NCEA Te Reo Matatini

Kia ora

Fyi. Would you want the eventual response to be checked by you or should I forward it to Keri-Anne.

Ngā mihi
Mary Jane

From: [REDACTED]
Sent: Thursday, 1 September 2022 10:24 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Mark Fox <mark.fox@education.govt.nz>; Crystalea Wilson Connell <crystalea.wilsonconnell@education.govt.nz>; Miriam Bookman <miriam.bookman@education.govt.nz>; hohepa <hohepa@taihukiconsult.co.nz>
Cc: Roimata Baker <Roimata.Baker@nzqa.govt.nz>; Natasha Ropata <Natasha.Ropata@nzqa.govt.nz>; Melissa Mead <Melissa.Mead@nzqa.govt.nz>; [REDACTED]
Subject: NCEA Te Reo Matatini

Kia ora rā e hoa mā.

I just got off the phone with a [REDACTED] James Cook High School, who is deeply upset about the most recent results, particularly in terms of te reo Matatini. This response has come from [REDACTED], as well as [REDACTED] ākonga which is the reason why [REDACTED] finally contacted me. [REDACTED] has explained that [REDACTED] ākonga are anxious and deeply worried about their marks and would like to know how they can better or advance their current test results.

I assured [REDACTED] that the exam is not a reflection about the learning that is occurring for ākonga at kura, and obviously more needs to be done to improve the overall experience for everyone involved. [REDACTED] understands this but after hearing how disheartened and deeply worried [REDACTED] ākonga are about their results, knowing they need NCEA TRM & P to qualify for NCEA and even stating that they think they might have a better chance of passing in NCEA literacy and numeracy. Thus, [REDACTED] would like a response to some of the following questions;

1. [REDACTED]
2. [REDACTED]
3. [REDACTED] has also questioned the validity of the exam in regard to taumata 4 & 5 of TMOA, stating that [REDACTED] is unsure whether the wharekura extract used would fit this criterion.
4. [REDACTED] recommends the exam be done as one whole exam, rather than 2 separate time sections (Wāhanga 1 and Wāhanga 2 & 3) Then ākonga have the ability to progress through the exam as they prefer.

5. [REDACTED] feels that more strategy needs to be put in place regarding the kōrero section. It is unrealistic to have all ākonga completing this all at once, and wonders if there are any alternative approaches which may work better such as questions 4 above.

[REDACTED]

Kind regards

[REDACTED]

Lara Beiert

From: MaryJane Parker
Sent: Friday, 12 August 2022 3:25 PM
To: Sue Chalmers
Subject: Read feedback before this fyi

From: [REDACTED]
Sent: Friday, 12 August 2022 3:20 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Literacy demand

Hi MaryJane

I am unimpressed by the negativity of the review and the flippant way in which efforts to provide meaningful contexts are dismissed. It is contrary to the marker feedback. Markers had the chance to see how students responded.

I suspect the feedback was solicited by someone in the MOE. I can't believe a professional person like [REDACTED] would submit a handwritten paper copy of the CAA if they thought it was for wider circulation. How else would they get a copy of the CAA given the protocols?

Regards

[REDACTED]

On Fri, Aug 12, 2022 at 3:00 PM MaryJane Parker <MaryJane.Parker@nzqa.govt.nz> wrote:

Thanks [REDACTED] – interesting about the MoE wanting the wording changed.

I haven't seen all of [REDACTED] feedback yet, Kevin but once I have digested it all. I understand it was originally sent to the MoE so will be working with them on a reply.

Regards

Mary Jane

From: [REDACTED]
Sent: Friday, 12 August 2022 2:42 PM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Literacy demand

Hello Kevin and MaryJane

I thought I should check on the assertions made in the review received yesterday that the reading level of the CAA was too high.

I suspected the reviewer took the intro to the kuaka question as the piece they inserted into the FOG index calculator. I could not believe they typed the whole test into the applet. It seems my suspicions were correct. That part comes out at 13-14 as expected given the MOE insistence on changing the wording. That is too high.

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Regards

[Redacted]

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[Redacted]

[Redacted]

[Redacted]

[Redacted]

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