



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

4 November 2024

[Redacted]

Tēnā koe [Redacted]

Official Information Act Request

Thank you for your request of 29 August 2024, under the Official Information Act 1982 (OIA), for the following information:

I request any information pertaining to the development of the US32406 (Apply mathematics and statistics in a range of everyday situations) co-requisite assessment that was administered during Term 2, 2024. For the avoidance of doubt, the paper that forms the basis of this request is available on the Authority's website:

<https://www2.nzqa.govt.nz/assets/NCEA/LitNum/2024-exams-and-reports/32406-Numeracy-English-exam-first-assessment-2024.pdf>

As an indication of the scope of this request, such information should include (but need not be limited to):

1. Communication between authors, reviewers, and other people close to the development process regarding the specification of the paper. The purpose of including this in the request is to gain insight into the requirements that guided authors during the development of the paper.

2. Every iteration of the assessment, including any commentary from authors or reviewers that might be associated with each draft. The purpose of including this in the request is to establish insight into the nature of the writing and review process and how authors and reviewers came to produce a paper that was deemed to be fit for purpose. Drafts and comments should be supplied in chronological order.

3. Communication between any party regarding how 'pass' or 'fail' grades would be awarded. The purpose of including this in the request is to gain insight into how the 'rubric' was developed. This communication could have taken place prior to the exam, or post-hoc (i.e., if the rubric was revised in response to, e.g., student performance).

4. Communication between any party regarding trends in overall student performance (including overall performance on specific questions). The purpose of including this in the request is to understand i) whether there were questions on the assessment that the Authority have subsequently deemed to be ineffectual or inappropriate, and ii) whether student performance influenced the 'rubric' post-hoc (i.e., whether student performance influenced the Authority to make the threshold for passing more or less stringent).

5. Communication between any party regarding instructions provided to markers of the assessment. The purpose of including this in the request is to understand how the Authority

established a unified approach to marking questions that allowed for subjectivity, and how feedback from markers influenced the Authority. This should not include communication from individual markers to NZQA.

6. Communication between any party regarding future assessments of the same standard that references the Term 2 2024 assessment. This could include references to the assessment development process or the outcomes of the assessment.

Response:

In response to your request, please refer to:

- the attached combined PDFs of information relevant to points 1 to 6 of your request (referred to as Q1 to Q6); and
- the Excel spreadsheet *32406 lit_num data 2024_T2 V4 no NSN.xlsx* related to Q4 (provided separately); and
- Appendix 1, which is a glossary of the above documents with NZQA's decision on release of information.

Regarding Q2, NZQA does not keep iterative versions of in-design files. Earlier versions have been overwritten as per our procedure. We have, however, included the feedback and comments on which the updates were made, and which show the stages of review worked through.

Please note, to protect privacy, some names and contact details have been withheld under section 9(2)(a) of the OIA (as noted in Appendix 1) due to an abundance of caution as NZQA has not been able to consult with all these parties. The phone numbers of NZQA employees and other public service staff have also been withheld for privacy reasons under section 9(2)(a) of the OIA, as well as one photograph of NZQA staff members.

Additionally, as noted in Appendix 1, some sections of the emails and documents have been redacted as being out of scope.

Our response to your request may be published on our website after five working days. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact ministerials@nzqa.govt.nz.

You have the right to seek an investigation or review by the Ombudsman of this decision under section 28(3) of the Official Information Act 1982. Details of how to make a complaint can be found at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive

Attachments

Q1 emails and documents.pdf

Q2 emails and documents.pdf

Q3 emails and documents.pdf

Q4 emails and documents.pdf

Q4 excel spreadsheet *32406 lit_num data 2024_T2 V4 no NSN.xlsx*

Q5 emails and documents.pdf

Q6 emails and documents.pdf

Appendix 1

Table 1	Q1 - <i>Communication between authors, reviewers, and other people close to the development process regarding the specification of the paper.</i>
Table 2	Q2 - <i>Every iteration of the assessment, including any commentary from authors or reviewers that might be associated with each draft.</i>
Table 3	Q3 - <i>Communication between any party regarding how 'pass' or 'fail' grades would be awarded.</i>
Table 4	Q4 - <i>Communication between any party regarding trends in overall student performance (including overall performance on specific questions).</i>
Table 5	Q5 - <i>Communication between any party regarding instructions provided to markers of the assessment.</i>
Table 6	Q6 - <i>Communication between any party regarding future assessments of the same standard that references the Term 2 2024 assessment.</i>

Table 1: Q1 - Communication between authors, reviewers, and other people close to the development process regarding the specification of the paper

Page numbers	Doc	Subject line	Decision on release
p.1	Email	fw: PowerPoint	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.2 - 61	Attachment	fw: PowerPoint attachment NZQA Literacy and Numeracy.pdf	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.62	Email trail	NZCER - contract for psychometric support - 2023/24	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.63 - 64	Email trail	Numeracy Ass Specifications for 2024.	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.65 - 66	Attachment	Numeracy Ass Specifications for 2024 attachment NUME-LN-2024-specs-ala-Kevin-13March2024.pdf	Release in full.
p.67	Email	Numeracy Assessment Specs 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.68 - 72	Email trail	SLO Numeracy review	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope.
p.73 - 76	Attachment	SLO Numeracy review attachment SLO Numeracy.PDF	Release in full.
p.77 - 79	Attachment	SLO Numeracy review attachment numeracy review feedback_edited_khr.doc	Release in full.
p.80 - 82	Email trail	The email that my teams message refers to	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope
p.83 - 84	Email trail	FW: Request for design magic	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.85 - 89	Attachment	FW: Request for design magic attachment CAA SLO Draft Numeracy_AS_V3.pdf	Release in full.
p.90 - 93	Document	Numeracy-assessment-specifications-2024.pdf	Release in full.
p.94 - 115	Document	2024 Numeracy Assessment Specifications 32406.pdf	Release in full.
p.94 - 115	Document	2024-Administrative-and-submission-instructions-for-Literacy-and-Numeracy.pdf	Release in full.
p.116 - 118	Document	32406-3.pdf	Release in full.
p.119 - 121	Document	Draft Numeracy US 32406.pdf	Release in full.
p.122 - 123	Document	Numeracy Final ASS Specs 2024.pdf	Release in full.

Page numbers	Doc	Subject line	Decision on release
p.124	Email trail	Numeracy Assessment Specifications 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.125 - 134	Document	NZQA ODCE Pasifika Presentation to Assessment Developers.pdf	Release in part. Some information withheld under section 9(2)(a) of the OIA.

Table 2: Q2 - Every iteration of the assessment, including any commentary from authors or reviewers that might be associated with each draft

Page numbers	Doc	Subject line	Decision on release
p.1	email	3 more item sets	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.2	email	Numeracy CAA 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.3 - 4	email trail	CAA files	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.5 - 6	email trail	Both Numeracy Assessments for 2024 are in folder 1.2.	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope
p.7 - 9	email trail	Critique of Numeracy CAA	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.10	email trail	Numeracy Assessment 1, 2024 - Contractual arrangements and deadlines for translations	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.11 - 13	email trail	Review of CAA 1 Numeracy	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.14 - 15	email trail	Numeracy CAA review completed for Term 2 and Term 3	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.16	email	CAA response to reviews	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.17 - 19	email trail	Numeracy Draft CAA19 Term 2 2024 - With reviewers comments	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.20 - 22	email trail	Feedback complete draft	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 23 - 28	email trail	Feedback and version for translation	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope
p. 29	email	Feedback and version for translation 1	Release in part. Some information withheld under section 9(2)(a) of the OIA.

Page numbers	Doc	Subject line	Decision on release
p.30 - 32	email trail	RE: Breach: Numeracy CAA Term 2, 2024 - Question 2c	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.33 - 34	email trail	Re_When are you back at work?	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.35	email	Replacement graphics	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 36	email trail	Re_ Folder 1.1	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.37	email	2nd Edit - Numeracy 32406 Term 2	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.38	email	Proof 1 - Numeracy 32406 Term 2, 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.39 - 40	email trail	Literacy and Numeracy CAA's	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 41 - 44	email trail	Response to first proof posted	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 45 - 49	email trail	URGENT Re: Numeracy Assessment 1, 2024 - Translation NIUE, CIM	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 50	email	Estelle"s email re FW : IC login for LitNum	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 51 - 52	email trail	Numeracy 32406 - Assessment Term 2 - IC and SMC check	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.53	email trail	Query to DIA re NUIE/CIM translations	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.54 - 55	email trail	Marking scheme	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.56 - 57	email trail	Te Reo translation - Numeracy Assessment for Term 2	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.58 - 61	email trail	Translators - Pacific Island languages	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 62	email	Assessment Schedule file-naming convention	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 63 - 64	email	Subject Matter Checker: Numeracy Assessment 2, 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 65	email	"NAF instructions to Independent Checker" form copied to LH folder in 6 Independent Checker on EAD Hub	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope.

Page numbers	Doc	Subject line	Decision on release
p.66	email	Voice Mail (1 minute and 17 seconds)	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.67	email	Num update :-)	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope.
p.68 - 70	email trail	RE: Query re. Braille requirements for LitNum	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.71	email	PS check for Numeracy	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.72 - 76	email trail	Collated feedback	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.77	email	3rd Proof Numeracy - Heads up	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.78 - 79	email	32406A Numeracy 3rd Proof	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 80	email	Review	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.81 - 82	email trail	Numeracy 32406A translation - te reo Māori	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 83 - 84	email trail	Student view	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 85 - 88	email trail	Translation to Niue	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.89 - 90	email trail	URGENT Numeracy translation for CIM	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 91 - 92	email trail	Numeracy Translations to Takatu	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.93	email	Numeracy for translation into te reo Māori	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.94 - 95	email trail	Numeracy files for translation - Centre for Pacific Languages	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.96 - 106	email trail	Quote for braille translation of Literacy and Numeracy	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.107 - 111	email trail	Voice Mail (53 seconds) & Urgent Idea: re translation	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 112 - 113	email	Numeracy 2024 32406A - Sherpa for sign off	Release in part. Some information withheld under section 9(2)(a) of the OIA.

Page numbers	Doc	Subject line	Decision on release
p.114 - 115	email trail	Printer's Proof for Numeracy Ass One	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.116 - 119	email trail	FW_Numeracy 32406 translation to CIM - Word file and viewing pdf	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 120 - 121	email trail	RE_Numeracy 32406 translation to CIM - Word file and viewing pdf	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 122 - 123	email trail	Marking Schedule	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.124 - 128	email trail	Numeracy assessment 32406 for braille translation - Term 2, 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 129	email	LitNum braille requirements for schools	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 130 - 138	email trail	Update request for LitNum	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope
p.139	email	32406A Numeracy print run for English version	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.140 - 141	email trail	Cook Islands Maori translation for Numeracy - Tracking	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 142 - 145	email trail	Upload button not showing for one of the CIM translators for Numeracy.	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.146 - 148	email trail	PRS preparations for lit-num assessments	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.149 - 151	email trail	Cook Islands Maori translation - Numeracy URGENT	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.152 - 154	email trail	Do you have access to the folder that has the translated Numeracy assessment?	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.155 - 158	email trail	litNum printing of translated papers- delay	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.159 - 160	email trail	URGENT: Numeracy - Cook Islands Maori translation	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p,161 - 163	email trail	Translations	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.164	email	NUMERACY Exm 32406CA- Cook Islands Maori translation (Sherpa)	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 165 - 166	email trail	Graphics	Release in part. Some information withheld under section 9(2)(a) of the OIA.

Page numbers	Doc	Subject line	Decision on release
p.167	email trail	UAT - Numeracy 32406A	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 168	email trail	Outcomes for Numeracy Assessment number 1.	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.169 - 175	email trail	Numeracy Q1	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.176 - 177	email trail	Numeracy AM report back	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.178	email	Print signoff pages 3, 9, an 12	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.179 - 180	email	Subject matter check: Numeracy Assessment 2, 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.181 - 183	document	32406 Marking scheme T2 2024.pdf	Release in full
p.184 - 214	document	KHR Draft CAA Term 2 2024.pdf	Release in full
p. 215 - 230	document	LitNum-Yellow-book.pdf	Release in full
p. 231 - 247	document	2024 LitNum-Yellow-Book Numeracy complete AE1 pdf	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.248 - 249	document	Numeracy Blueprint for CAAs 2024.pdf	Release in full
p.250 - 256	document	NZCER Feedback Ass 1 2024.pdf	Release in full
p.257 - 260	document	Pacific review Numeracy CAA.pdf	Release in full
p.261 - 264	document	IC Critique form for LitNum AE1 2024.pdf	Release in full
p.265 - 266	document	NAF Final approval Numeracy ASS Two 2024.pdf	Release in full
p.267 - 270	document	Numeracy Marking Timeline 2024.pdf	Release in full
p. 271 - 302	document	32406A-exm-2024-digital_Proof 2 Response to feedback collated.doc	Release in full

Table 3: Q3 - Communication between any party regarding how 'pass' or 'fail' grades would be awarded

Page numbers	Doc	Subject line	Decision on release
p.1 - 4	email trail	Numeracy Achievement	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope
p.5 - 7	email trail	Booking a meeting with you	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.8 - 10	email trail	Statistics for cutscore meeting	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.11 - 12	email trail	Predicting the Literacy Reading, Literacy Writing and Numeracy achievement rate based on cohort characteristics	Release in full
p.13	email	Marking progress	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.14 - 15	email trail	Cut score prep	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.16 - 17	email trail	Meeting on Friday	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.18 - 19	email trail	Cuts score for Numeracy query from Sue C.	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope
p.20	email	Numeracy Final signed Cut Score Report.	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.21 - 23	email trail	Student reporting thresholds for the May July 2024 Numeracy assessment	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.24 - 31	Document	June 2024 Process For Setting Numeracy Cut Score (signed).pdf	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.32 - 36	Document	Key Items regarding claim of numerate.pdf	Release in full
p.37 - 44	Document	Predicting Literacy and Numeracy 2024 pass rates v2.pdf	Release in full
p.45 - 58	Document	Predicting lit-num pass rates.pdf	Release in full

Table 4: Q4 - Communication between any party regarding trends in overall student performance (including overall performance on specific questions)

Page numbers	Doc	Subject line	Decision on release
p. 1 - 3	email trail	Statistics for cut score meeting	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.3 - 5	Attachment	(from email 2024 Numeracy Session 1 ...) 13-500WS a.pdf	Release in full.
p. 6	email	2024 Numeracy Session 1 - Output for Cut Score Setting Process	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 7 - 9	Attachment	(from email 2024 Numeracy Session 1 ...) 13-500WS.pdf	Release in full.
p.10 - 13	email trail	Numeracy May 2024 assessment year group numbers	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.14 - 15	Attachment	(from Numeracy May 2024 Assessment year ...) PRS Numeracy assessments by year level v 0.1.ppdf	Release in full.
p.16 - 17	email trail	Lit-num quality assurance checks	Release in full.
p.18 - 23	Attachment	(from email Eldon's Report ...) Numeracy 32406 2024 - Term 2 Report from Eldon v01	Release in full.
p.24	email	Eldon's Report on the first Assessment Round for 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.25 - 32	email trail	Rasch	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 33 - 36	email trail	Quick check in and confirmation of next steps with results release issue	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.37 - 39	email trail	The data you requested from Alana and Catherine (See separately attached excel spreadsheet <i>32406 lit_num data 2024_T2 V4 no NSN.xlsx</i>)	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.40 - 44	Document	Session01 Score to Measure v)1.pdf	Release in full.
p.45 - 46	Document	Final Interim Numeracy Assessment Report July 2024.pdf	Release in full.
p. 47	Document	Numeracy results by Year and EQI rating May 2024	Release in full.

Table 5: Q5 - Communication between any party regarding instructions provided to markers of the assessment

Page numbers	Doc	Subject line	Decision on release
p. 1	email	Marking Team	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.2 - 4	email trail	Email with link for markers to apply for LitNum, NCEA and Scholarship	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.5 - 7	email trail	Term 2 CAA marking dates	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.8 - 10	email trail	email	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.11	email trail	Completions for Numeracy	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.12 - 20	attachment	NUME_T2_2024_Completions	Release in full.
p. 21	email	Numeracy Term 2 CAA	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.22	email	List of school numbers and names	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.23 - 24	email trail	Marking Allocations	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.25	email	This weekend	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.26	email trail	Am setup	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.27	email	Tomorrow	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.28 - 30	attachment	32406A-ass-204_final_marking scheme pre seniors	Release in full.
p.31 - 44	attachment	Marking allocation by school	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 45 - 50	attachment	Marking weekend	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.51	email	Link to Google Drive for Markers and Spreadsheet update	Release in part. Some information withheld under section 9(2)(a) of the OIA.

p. 52	attachment	32406 Term 2 Marker list with allocated numbers	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.53 - 54	email trail	Google Drive marking	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.55 - 56	email	Details for numeracy marking	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.57	attachment	Marking Allocations by school 17624	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.58 - 61	attachment	Step by Step Marking Process June July 2024	Release in full.
p. 62 - 65	attachment	32406A-Ass-2024final marking scheme Final 200624.doc	Release in full.
p.66 -75	attachment	Step by Step Marking process June July 2024	Release in full.
p. 76	email	Pooling and other important stuff markers need to know for next week.	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.77	email trail	32406 marking	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.78	email trail	Exceptions Form	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.79	email trail	AM	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.80 - 81	email trail	Marking	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope
p.82 - 84	email trail	Answers in Te Reo	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.85 - 86	email trail	School Allocations	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.87 - 89	email trail	Assessment marker Outage	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.90	email	Issues with Google Drive Scripts	Release in part. Some information withheld under section 9(2)(a) of the OIA.

p.91 - 92	email trail	Update	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 93 - 96	email trail	Marker Survey	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.97 - 100	email trail	Survey and availability for Numeracy next term	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 101	email	Allocation spreadsheet	Release in part. Some information withheld under section 9(2)(a) of the OIA.
N/A	attachment	32406 Term 2 2024 Marker list with allocated numbers_24072024	added as p.52
p.102	email	Marker Report	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.103-106	attachment	Lead Marker Report on Numeracy Pilot Term 2 2024	Release in full.
p.107	email trail	Check markers	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 108 - 109	email trail	Trial of Outcome 3	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope
p.110	email	FYI	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.111 - 115	attachment	Survey results from Markers of term 2	Release in part. Some information redacted as out of scope
p. 116 - 119	email trail	Analysis of data	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.120	email	Possible Outcome 3 exemplars for Term 2 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.121 - 124	attachment	Exemplars Term 2 2024	Release in Full.
p.125 - 126	email trail	Eldon's report on the first assessment round for 2024	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.127 - 131	Document	Copy of Angoff Spreadsheet Term 2 2024 CA with actuals post marking Attempt	Release in part. Information withheld under section 9(2)(a) of the OIA.

Table 6: Q6 - Communication between any party regarding future assessments of the same standard that references the Term 2 2024 assessment

Page numbers	Doc	Subject line	Decision on release
p.1 - 2	email trail	Student View	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.3 - 4	email trail	Friday meeting	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.5	email	Examples of digitally markable items	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 6 - 10	Attachment	(attach to examples of digitally ...) Rewritten Outcome 3 item.pdf	Release in full.
p.11 - 14	email trail	Possible dates for two-hour Numeracy Workshop	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p. 15	email	Outcome of the Outcome 3 multiple choice responses from XXXX College	Release in part. Some information withheld under section 9(2)(a) of the OIA. Some information redacted as out of scope.
p.16	email trail	Report of trail of closed items b	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.17 - 18	email	Report of trail of closed items a	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.19 - 28	attachment	(attach to Report of trail ...) Trial of closed items for Outcome 3	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.29 - 30	email trail	Slight revision	Release in part. Some information withheld under section 9(2)(a) of the OIA.
p.31 - 36	document	Trial items.pdf	Release in full.

From: [MaryJane Parker](#)
To: [REDACTED]; [Susan Gilbert](#); [REDACTED]
[Kevin Hoar](#)
Subject: FW: PowerPoint
Date: Wednesday, 21 February 2024 1:40:43 PM
Attachments: [NZQA Literacy and Numeracy.pptx](#)

Thank you for your participation today. Attached find the NZCER presentation.

Ngā mihi
Mary Jane

NZQA assessment development hui

April 21

NZCER



This morning

Some insights from NZCER.

- Some assessment-development theory
- Some guidelines for item writing
- Some reflections on lessons learned through experience

MUSIC

Drake's World of 'One Dance'

This chart-topping hit draws from half a dozen styles and was built by a team from three continents. Here's a breakdown of the track's global influences.

Nigeria

There are hints of the acrobatic funk sound of Nigerian Afrobeat on 'One Dance', as well as vocals from Nigerian singer Wizkid.

Jamaica

Drake sings the song in a 'breezy patois', with English references, that is said to originate in Jamaica.

Canada

Drake's hometown, Toronto, is one of the most culturally diverse cities in the world, and those global influences inform the song. One of the song's producers grew up in a Toronto neighbourhood with a large West Indian population—hence its Caribbean sounds.

United Kingdom

The song's vocal hook and bouncing piano come from the house-music subgenre UK Funky—specifically, 'Do You Mind', a 2008 dance hit by Crazy Cousinz and singer Kyla. Kyla sings on 'One Dance' while London remixer Logan Sama "added some energy at the end of the song."

South Africa

One of the producers is based in South Africa. "African sound is the future," he says. "English lyrics make it more relatable."



Based on an original article by Eric MacLean, Rolling Stone Australia, 1 Sep 2016

Photo: © The Come Up Show, available under CC BY 2.0 at Flickr.com

Hemi is doing some research on how singer/songwriters get their ideas.

Which two countries have influenced the language Drake's song 'One Dance' uses?

- Jamaica and Nigeria
- Nigeria and Canada
- Canada and South Africa
- Jamaica and United Kingdom

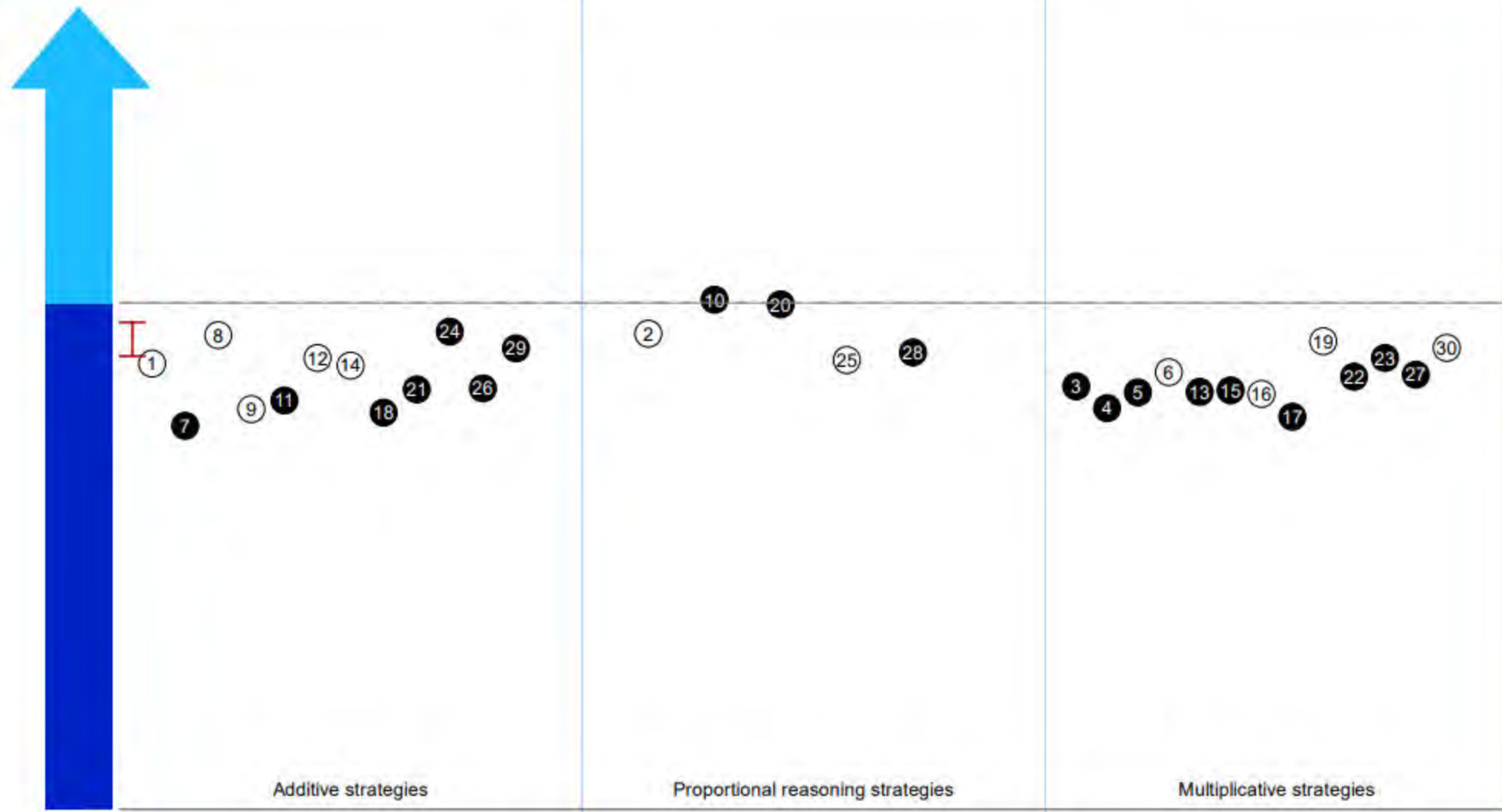


There are 16,256 people at this year's Sports Expo. Last year there were 9,767 people.

How many more people came to this year's Sports Expo?

LiNET Learner results report: Use number to solve problems

Learner	Strength of evidence	Date
Absolum-Barratt , Dakota	Weak	23 March 2017



Note: This report provides evidence for unit standard 26623. The assessor will make the final decision

Answer Key: ● Correct ○ Incorrect



Adult Assessment



Youth Assessment



Starting Points



Te Ata Hāpara
Reading Assessment

Improve your
essential skills



go places now on
PATHWAYS
AWARUA

Please enter your
assessment code:

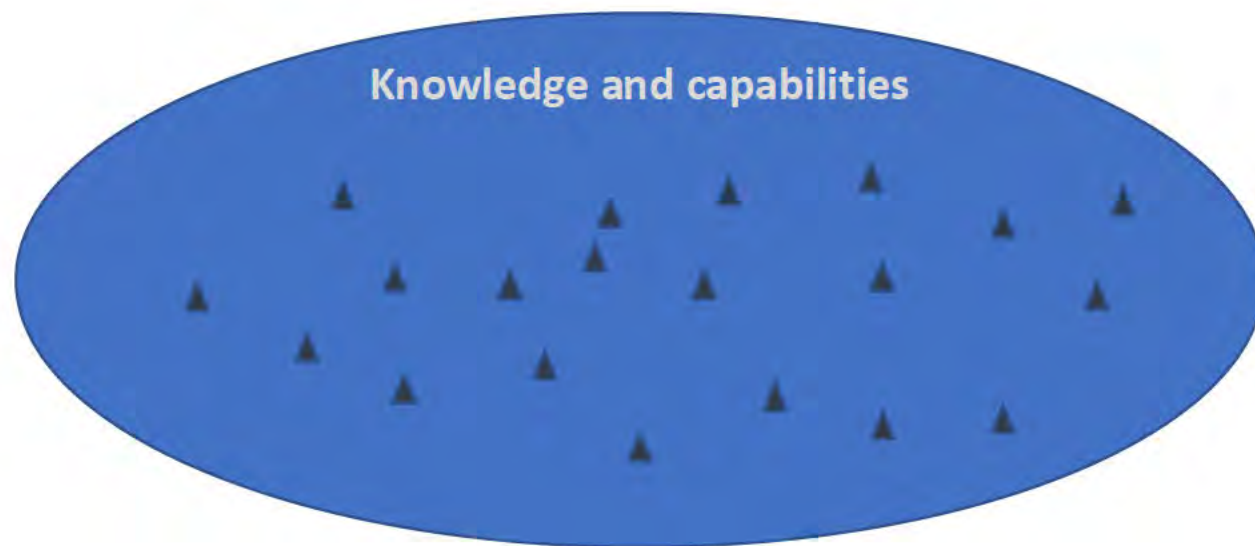
Task

Design assessments that can be used to decide whether an ākonga has achieved the new NCEA numeracy and literacy standards.

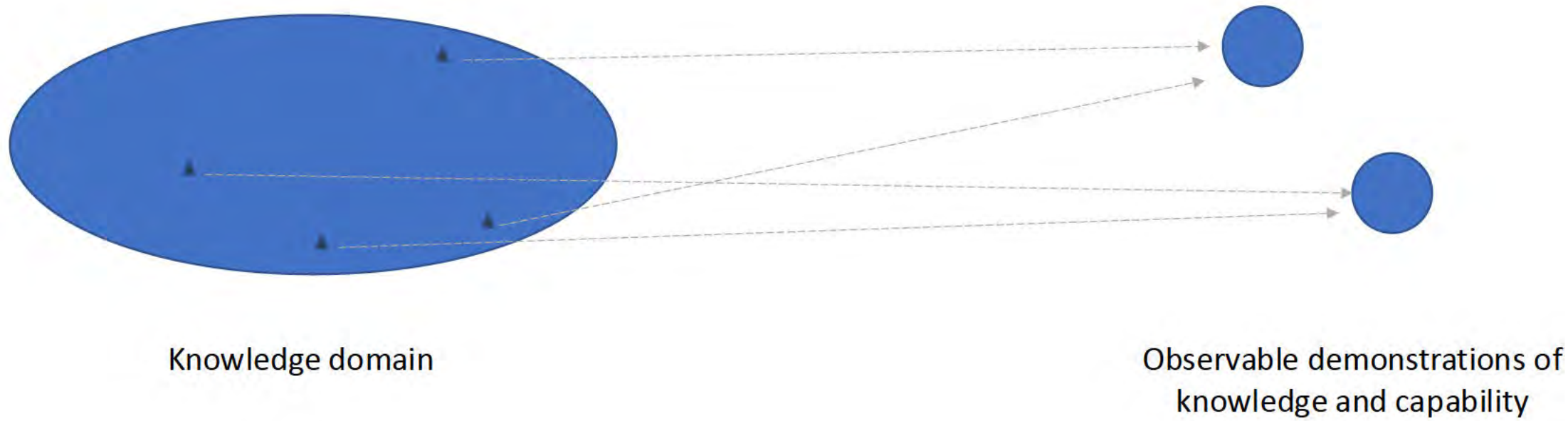
The assessments will be:

- dependable
- practically viable
- socially acceptable
- available online and as paper-based
- marked externally.

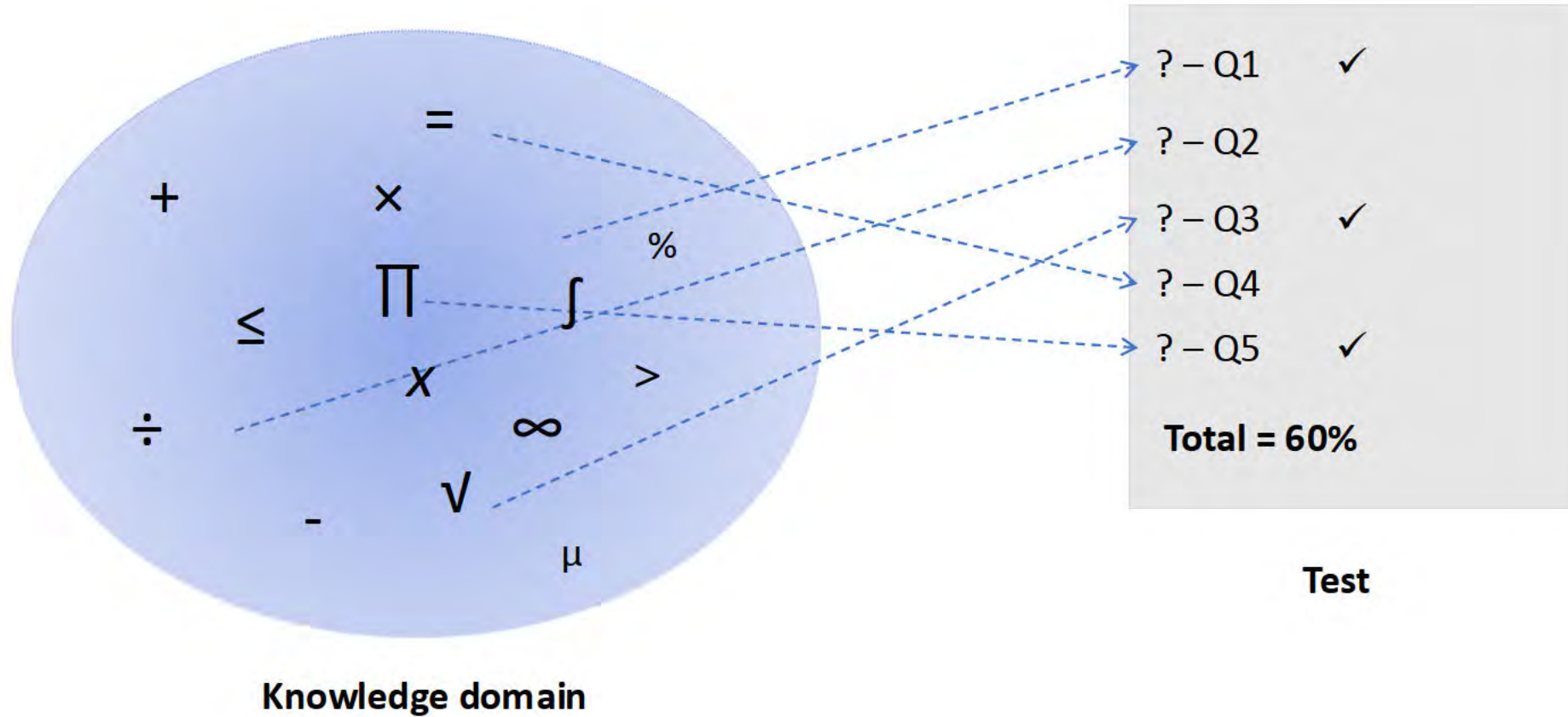
Test logic



Test logic



Test logic



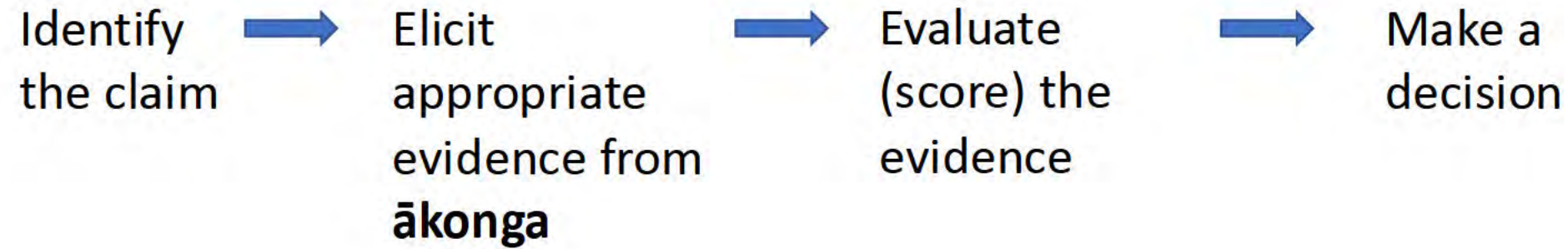
Test logic

We want to decide whether we can make a **claim** about ākongā.

Test logic says:

- produce appropriate evidence to inform the claim
- evaluate (score) the evidence
- decide whether the evidence upholds the claim.

Test logic



Test logic

The decision

Does the result of the test warrant upholding the **claim** that the student has achieved the standard?

Validity: how well we can **justify** the **inferences we make** or **actions we take** on the basis of a result.

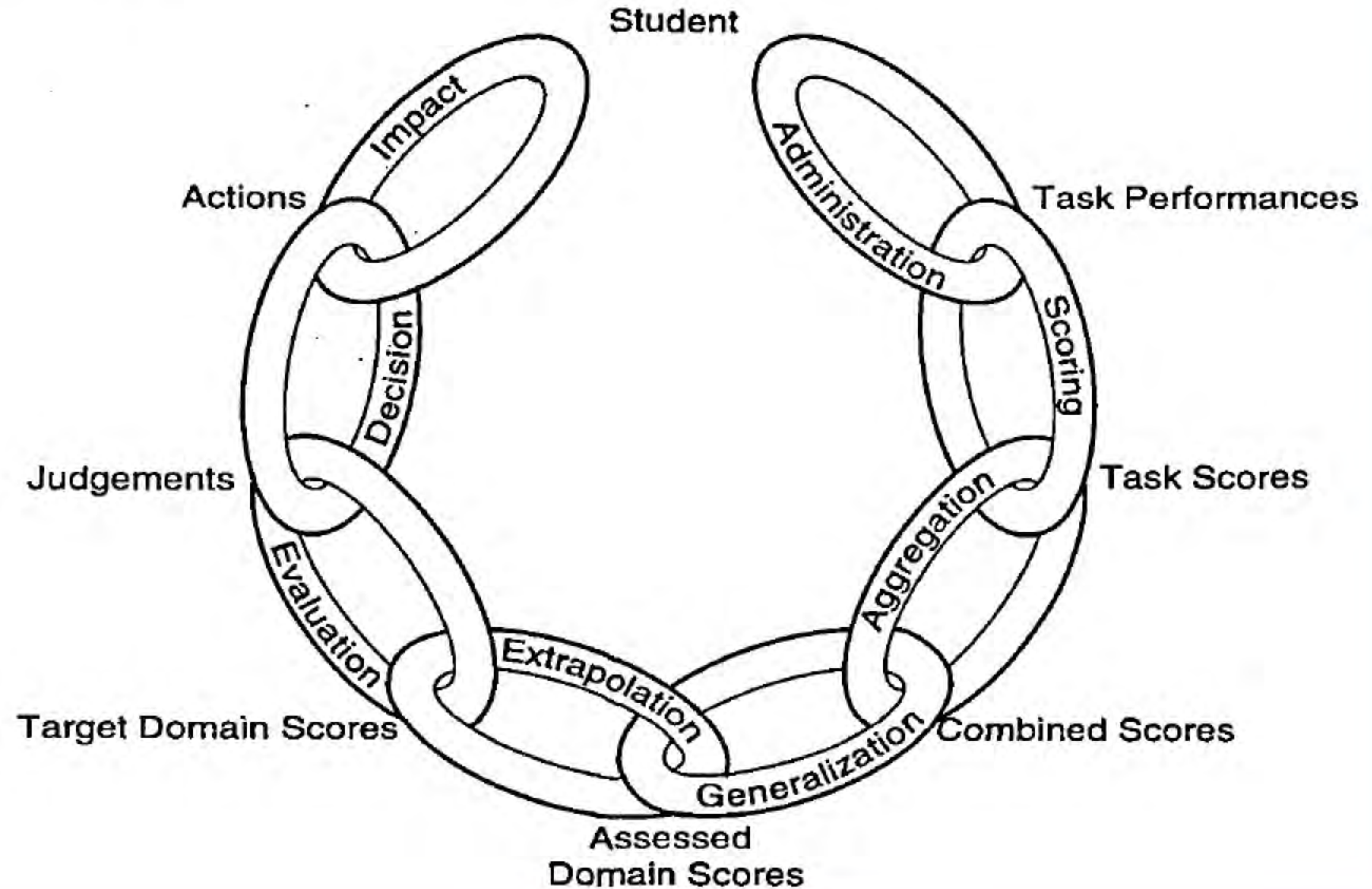
Threats to validity

According to Messick (1995) there are two major threats to validity:

- **construct underrepresentation** and;
- **construct irrelevant invariance.**

Threats to the Valid Use of Assessments

Terry J. Crooks , Michael T. Kane & Allan S. Cohen



Process

1. Define the knowledge domain and the claim/s we want to make
2. Identify the learners
3. Specify the sample of tasks (blueprint)
4. Construct a pool of possible tasks and scoring rules
5. Assemble the tasks into an assessment
6. Administer the assessment
7. Score the assessment
8. Determine what score indicates the claim can be upheld.

Define the knowledge domain and the claim/s

A claim specifies what students can do with particular knowledge and understanding.

The claim is informed by:

- The standards
- The background material
- The curriculum
- Expert knowledge
- The previous assessments

The numeracy claim

Learners credited with this Unit Standard are able to formulate mathematical and statistical approaches to solving problems in a range of meaningful situations, use mathematics and statistics to meet the numeracy demands of a range of meaningful situations, and explain the reasonableness of mathematical and statistical responses to situations.

Numeracy

Three outcomes

Outcome 1: Formulate situations using mathematics and statistics.

Outcome 2: Employ mathematics and statistics to address the numeracy demands of a range of meaningful situations.

Outcome 3: Interpret the reasonableness of the mathematical and statistical responses.

Numeracy

Seven content ideas

- i. Fluently and flexibly solve problems that require operations on numbers, understanding the relative size of those numbers, and making sense of the answer in context.
- ii. Recognise and work with mathematical relationships.
- iii. Understand and use the spatial properties and representations of objects.
- iv. Understand and use systems to locate and navigate.
- v. Use numbers and units to measure and express attributes of objects and events as quantities, to a degree of precision appropriate to the context.
- vi. Understand and reason with statistics and data.
- vii. Use probability to interpret situations that involve elements of chance.

Numeracy

Guidance information

1. This Unit Standard corresponds to the Process Ideas and Significant Learning in the Numeracy Learning Matrix. It should be read in conjunction with Unpacking Numeracy and at least one of the relevant frameworks below:

1. [The New Zealand Curriculum](#) – upper Level 4, lower Level 5
2. [Curriculum Progress Tools](#), which comprise the [Learning Progressions Framework \(LPF\)](#) and [Progress and Consistency Tool \(PaCT\)](#) - Mathematics: The scale descriptors in the range 750 to 850
3. The [Learning Progressions for Adult Numeracy \(LPAN\)](#) – upper Step 5
4. The [Programme for the International Assessment of Adult Competencies \(PIAAC\)](#) – upper Level 2, lower Level 3

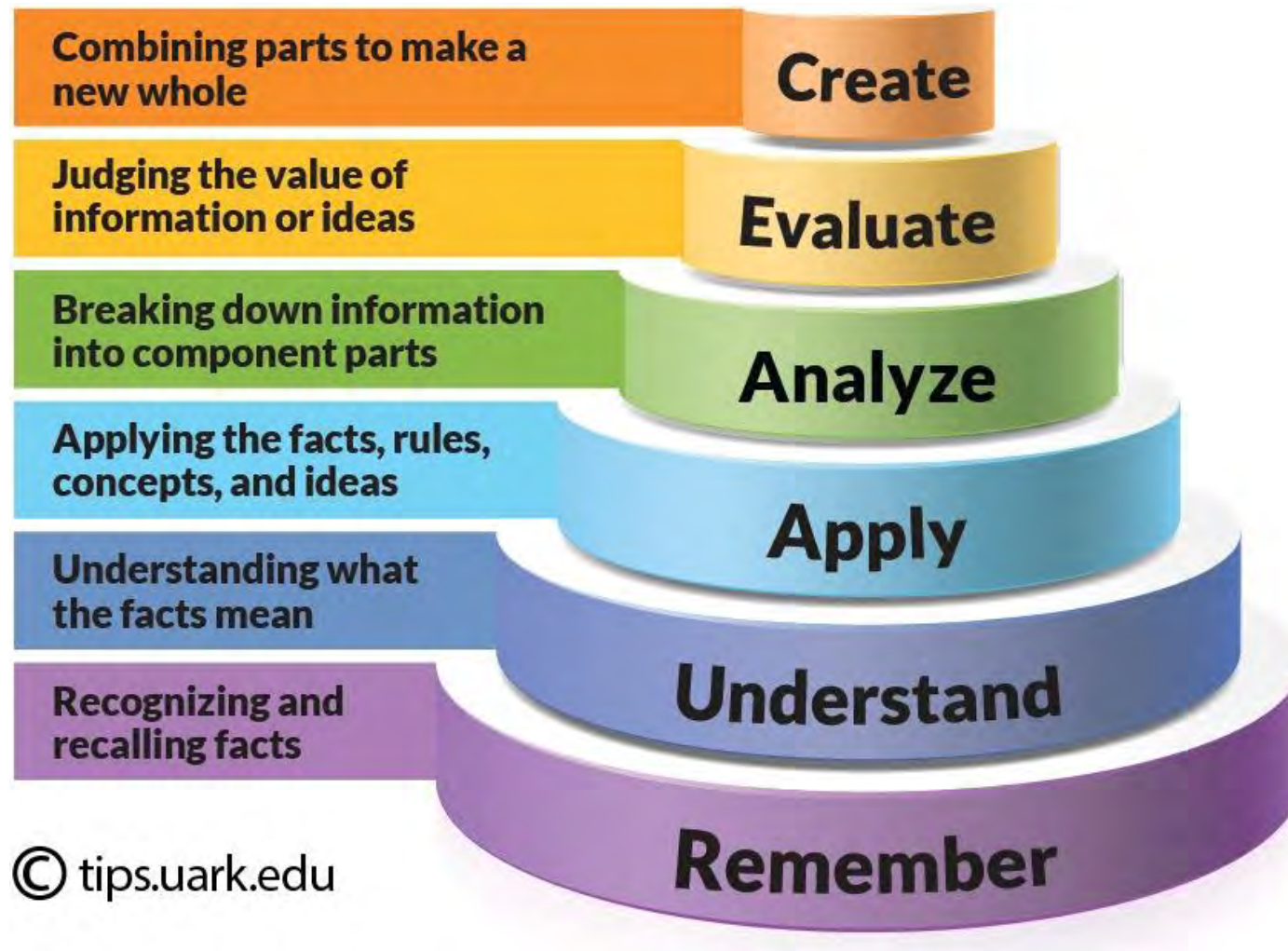
Specify the **sample** of tasks

- Type of tasks and how many
- Difficulty of the tasks
- Which aspects of the knowledge
- What types of knowledge
- What kind of contexts

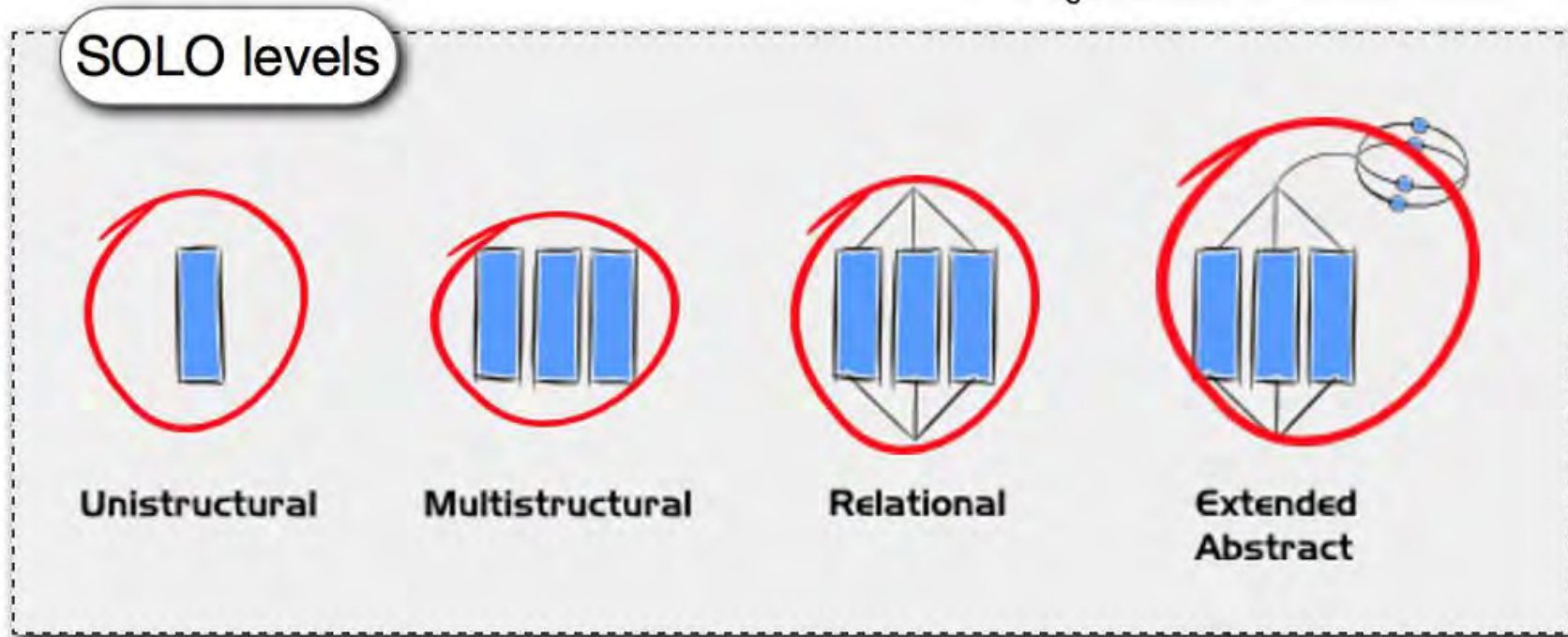
The approach is usually described in a **specification document (an assessment framework)**.

Often involves a **test blue-print**.

Blooms taxonomy



The Solo Taxonomy



Depth of knowledge

Depth of knowledge (DOK) refers to the level of understanding required to answer a question or perform an activity.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Blueprint

Progression	Type	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	total
Comprehension	Continuous	9	20	40	40	0	16	125
	Non-continuous	18	23	17	17	0	2	77
	Total	27	43	57	57	0	18	202
Reading critically	Continuous	2	5	25	0	7	6	45
	Non-continuous	2	7	11	1	4	0	25
	Total	4	12	36	1	11	6	70
Vocabulary	Continuous	1	4	16	7	1	2	31
	Non-continuous	2	7	6	3	0	0	18
	Total	3	11	22	10	1	2	49
Language and text features	Continuous	1	1	5	0	3	0	10
	Non-continuous	3	3	5	0	1	0	12
	Total	4	4	10	0	4	0	22
Total	Continuous	13	30	86	47	11	24	211
	Non-continuous	25	40	39	21	5	2	132
	Total	38	70	125	68	16	26	343

Blueprint

Area	Calculation type	Items
Additive Strategies 42 Items	Addition	21
	Subtraction	21
Multiplicative Strategies 42 Items	Multiplication of multi-digit whole numbers	21
	Division of multi-digit whole numbers	21
Proportional Reasoning 16 Items	Multiplication or division of percentages in simple conversions	8
	Multiplication or division of simple equivalent fractions	8

Blueprint

Paper/Timing	Format	No. of Qs	Test focus
READING 1 hour	Part 1 A MATCHING TASK involving one continuous text divided into four sections or four informational texts; approximately 250–350 words in total.	7	An emphasis on scanning and reading for gist.
	Part 2 A matching task involving a single text (article, report, etc.) with sentence-length gaps; approximately 450–550 words.	5	Understanding text structure.
	Part 3 A 4-option multiple-choice task involving a single text; approximately 450–550 words.	6	Reading for gist and specific information.
	Part 4 A 4-option multiple-choice cloze involving a single informational text with lexical gaps; text including gapped words; approximately 200–300 words.	15	Vocabulary and structure.
	Part 5 A proofreading task involving identification of additional unnecessary words in a short text; approximately 150–200 words.	12	Understanding sentence structure and error identification.
WRITING 45 minutes	Part 1 A message, memo or email. Test takers are required to produce an internal communication based on a RUBRIC only (plus layout of output text type); 40–50 words.	One compulsory task	Giving instructions, explaining a development, asking for comments, requesting information, agreeing to requests.
	Part 2 Business correspondence, short report or proposal. Test takers are required to produce a piece of business correspondence, short report or proposal, based on a rubric and input text(s); 120–140 words.	One compulsory task	Correspondence: e.g. explaining, apologising, reassuring, complaining. Report: e.g. describing, summarising. Proposal: e.g. describing, summarising, recommending, persuading.
LISTENING 40 minutes	Part 1 A gap-filling task involving three short monologues or dialogues of approximately 1 minute each. Each extract is heard twice.	12	Listening for note-taking.
	Part 2 A multiple-matching task involving two sections of five short monologues.	10	Listening to identify topic, context, function, etc.
	Part 3 A multiple-choice task involving a monologue, interview or discussion lasting approximately 4 minutes, heard twice.	8	Following the main points and retrieving specific information from the text.
SPEAKING 14 minutes	Part 1 A conversation between the interlocutor and each test taker (spoken QUESTIONS).	Various	Giving personal information. Talking about present circumstances, past experiences and future plans, expressing opinions, speculating, etc.
	Part 2 A 'mini-presentation' by each test taker. The test takers are given a choice of three business-related topics and have 1 minute to prepare a piece of extended speech lasting approximately 1 minute.	One presentation per test taker	Organising a larger unit of discourse. Giving information and expressing and justifying opinions.
	Part 3 A collaborative task. The test takers are presented with a discussion on a business-related topic and the interlocutor extends the discussion with prompts on related topics.	Various	Initiating and responding, negotiating, collaborating, exchanging information, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, comparing and contrasting, decision-making.

Numeracy

Content	Formulate	Employ	Interpret
1. Number			
2. Relationships			
3. Spatial			
4. Locate			
5. Measure			
6. Statistics and data			
7. Probability			

Construct item pool

Write tasks to the blueprint

Create scoring rules

Include review processes

Trial the items

Make decisions about layout and style

Review process

Activity	Comments	Who
Items drafted	Item writers draft items, according to criteria and blueprint. Item writers upload to smartsheet.	
Team review	Internal team review/amendments	
X team review	Numeracy team review literacy items Reading team review numeracy items	
Psychometric review		
Inclusion review		
NZQA review	NZQA reviews and sources photos/illustrations	
Upload		
Final checking		
Final checking/sign off		

Assemble the items

Order the items

Provide instructions

Create practice items

Create a decision rule

What score is good enough to support the claim?

Often use a standard-setting method (bookmarking; Angoff).

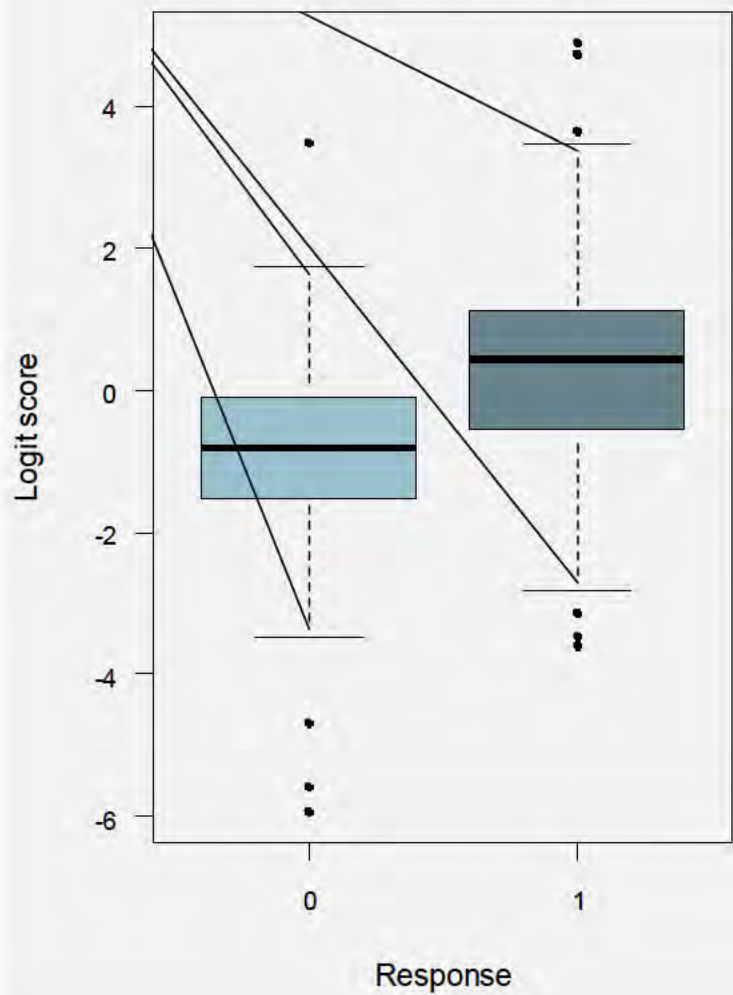
Sometimes built into the scoring method (NCEA exams).

What score (scores) would a minimally competent student achieve on this selection of items.

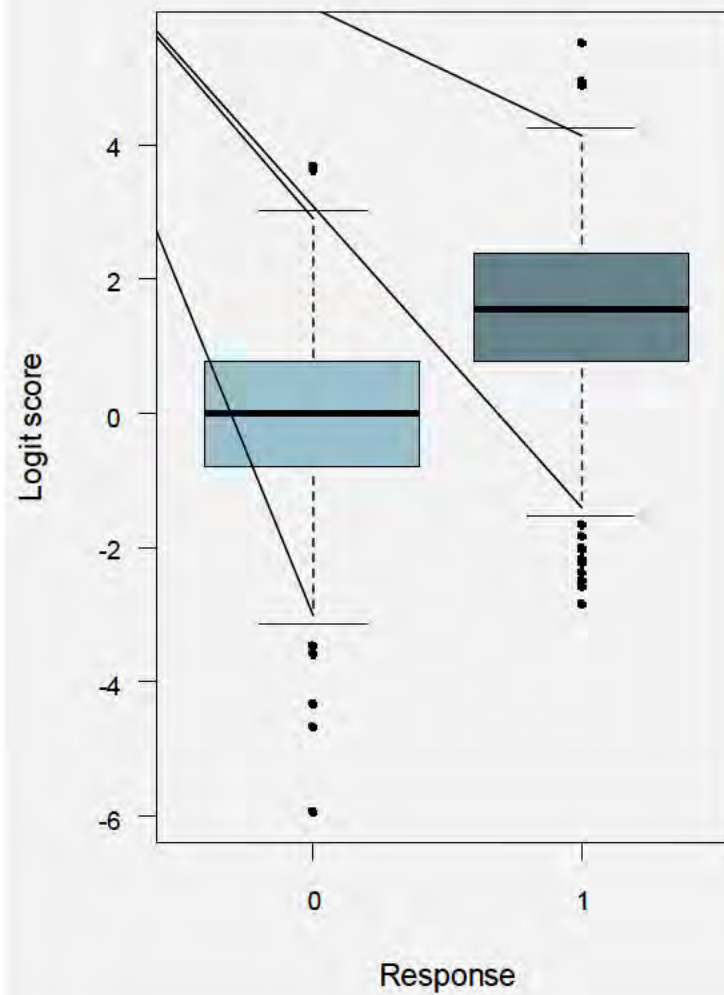
Assessment item properties

- Each item response **contributes information** about a learner's overall capability.
- Items should help us to **discriminate** between those who have met the standard and those who are yet to do so.

Item 1



Item 2



Item discrimination

Total score out of 10



Selected response questions

Types

Multiple choice

True false

Tick all that apply

Hot spot

Drag and drop

Ordering

Multiple choice—some language

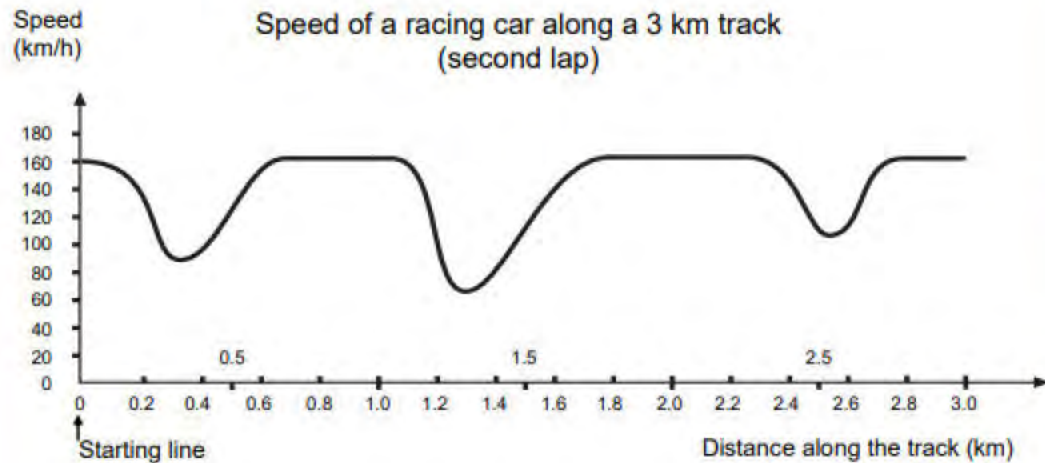
What is the capital city of France? ← **Stem**

- a. Lyon
 - b. Calais
 - c. Brussels
 - d. Paris
- Options**
- Distractor
- Key
-

Multiple choice

M159: Speed of Racing Car

This graph shows how the speed of a racing car varies along a flat 3 kilometre track during its second lap.



← Stimulus

Question 1: SPEED OF RACING CAR

M159Q01

What is the approximate distance from the starting line to the beginning of the longest straight section of the track?

- A 0.5 km
- B 1.5 km
- C 2.3 km
- D 2.6 km

} Options

← Stem

Guidelines

Make each question independent.

Keep sentences short and active.

Include the problem in the stem rather than the options.

Keep options succinct.

Make options equal in length and use the same grammatical construction.

Balance the placement of the correct answer.

Avoid extremes—never, always, only.

Selected response items

Principle: The stem should be meaningful by itself.

Which of the follow is a true statement.

- a. The central office of NZQA is in Auckland.
- b. The central office of NZQA is in Wellington.
- c. The central office of NZQA is Lower Hutt.
- d. The central office of NZQA is in Rotorua.

Where is the central office of NZQA?

- a. Auckland.
- b. Wellington.
- c. Lower Hutt.
- d. Rotorua.

Selected response items

Principle: Avoid stating the stem negatively.

Which of the following is **not** true about cricket?

- a. It is played by men and women.
- b. It is not played in the United States.
- c. It is not popular in India.

Selected response items

Options

- All options should be plausible.
- Make the options clear and concise.
- Use grammar that is consistent with the stem.
- Should be parallel in form.
- Should be similar in length.
- Use similar language.
- Should be presented in logical order (numeric, alphabetical).

Selected response items

Principle: Check for grammatical coherence

NZCER is an:

- a. profit-making organisation.
- b. independent organisation.
- c. crown research institute.
- d. private research institute.

Selected response items

Principle: Be careful of 'collectively exhaustive options'.

NZCER was set up:

- a. before 1930.
- b. between 1930 and 1970.
- c. after 1970.
- d. in Auckland.
- e. by the University Council of New Zealand.

Selected response items

Principle: Avoid absolutes

Research carried out by NZCER:

- a: Is always used by teachers and curriculum specialists.
- b: Is never biased or opinionated
- c: Is sometimes used to inform policy decisions.
- d: Always represents the best value for money.

Selected response questions

Principle: Keep options simple and of similar length.

What type of organisation is NZCER?

- a. A profit-making organisation.
- b. A statutory body set up as a not-for-profit independent research and development organisation.
- c. A Crown research institute.
- d. A philanthropic organisation.

Summing up part 1

Test development is purposeful—it is a creative discipline

Test developers need to:

- know their construct
- understand the claim
- know their learners (especially those that are most vulnerable)
- understand how to create useful evidence
- have a ‘thick hide’ and actively look for review and feedback.

Equity in assessment

What is equity in assessment?

Why is it needed?

Equity in assessment

The OECD describe an equitable education system as one that is fair and inclusive.

An equitable system recognises that some people are advantaged compared with others and focuses on providing appropriate resourcing and pathways that allow those without the advantages to succeed.

Equity in assessment

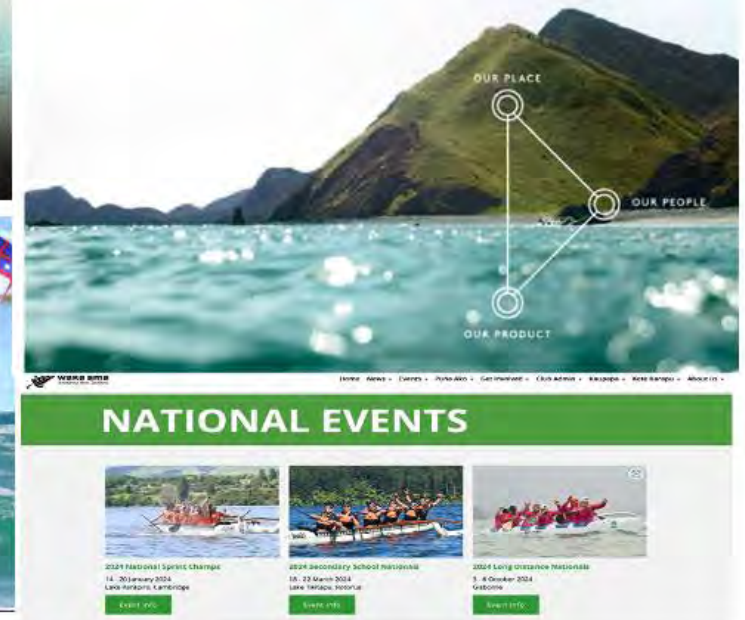
Creating, supporting, and sustaining equity in assessment requires being responsive to diverse students' cultural worldviews, backgrounds, experiences, traditions, languages and funds of knowledge.

Contextualising assessment items

Contextualising items provides opportunities for diverse learners to see themselves, and life experiences that relate to their cultural and social worlds, reflected in assessments.



Progress report for Moana New Zealand Sustainability Strategy



'Significant increase' in proficient te reo Māori speakers - Stats NZ survey

Tuesday, 5 July 2022 • By Whatitiri Te Wake

NEW ZEALAND / TE AO MĀORI

'A timeless taonga': Only known customary Māori sail Te Rā returns to Aotearoa

Lenses	Things to think about	Reflective questions
Mathematical and statistical ideas	Does the context support access to the mathematical concepts? Is the context necessary?	<ul style="list-style-type: none"> • Is the problem mathematically relevant? • Is the concept important to assess? • Are there equitable opportunities for students to express procedural and conceptual understandings?
Mātauranga Māori	How can we value mātauranga Māori in the item?	<ul style="list-style-type: none"> • What are the opportunities to include mātauranga Māori? • Can traditional or contemporary mātauranga Māori be represented in the item? • How will the value of mātauranga Māori be represented?
Diverse contexts and realities	Are diverse worldviews represented?	<ul style="list-style-type: none"> • Can Māori, Pacific and other diverse learners see themselves and their backgrounds, experiences, perspectives, traditions, knowledge, cultural identities, families, communities in the problem? • Do the items provide opportunities for students to show their funds of knowledge from home and community contexts? • Are Māori and Pacific values included – e.g., reciprocity, mathematics in service of others? • Who, if anyone, is advantaged or disadvantaged by the item?
Authenticity	Is the item authentic and meaningful?	<ul style="list-style-type: none"> • Is the event / context likely to occur? • Is the question likely to be posed in contemporary everyday life? • Are the numbers realistic? For whom? • Is anything in the item tokenistic or stereotypical?
Accessibility	Is the item accessible for diverse learners?	<ul style="list-style-type: none"> • Is the language accessible and doesn't get in the way of interpreting the mathematics in the item? • Is the item visually accessible (i.e., the images create a visual entry point to the mathematics or the context)?

Assessing Reading as a part of a foundational literacy construct

Challenges

National assessment

Not subject English

A unit standard

Completed online

Benchmark aligned to four frameworks

Clarifying the Construct

What knowledge, skills, abilities do assessment users want to claim are demonstrated by assessment results?

What kinds of observations will provide evidence about whether the specific claims hold?

How should tasks be structured to provide this evidence?

Implications for planning and design

Clarifying outcomes and performance criteria

standard and specifications

Identifying what evidence would look like




rubrics

Deciding how much evidence is needed



Task design

developing content



Thinking about task design in reading

Who is this for?

Quantity vs quality (how well does the evidence discriminate and how much evidence is needed?)

Managing demands across texts, tasks and language

Authenticity and accessibility

The potential for introducing construct irrelevance





Who will be taking the test?

All post-primary students enrolled in NCEA in English medium settings in Aotearoa, many are bilingual.

Designing literacy tasks that are meaningful, inclusive and authentic for such a diverse national assessment is a big ask.

What are the risks?

Assessing too much, too high, too low

Suitable texts paired with unsuitable questions

Use of unfamiliar contexts, topics and language styles

Confusing instructions or distractors that are too distracting

Others?

Can potentially undermine test validity and impact on difficulty



Reducing Cognitive Load

How much reading should there be? Is it better to steer towards the minimum number of texts and do more with them?

Considering neurodiverse ākonga—how can layout and design to reduce scrolling and replacing paper-based reading strategies work for them?

Critiquing tasks using ākonga perspective.

Applying cultural and socioeconomic lenses.

Digital Divide

Digital assessments present barriers for ākonga who have reduced or restricted access to digital technology—adds to cognitive load.

Online tests can challenge less proficient readers who must manage the medium and maintain comprehension simultaneously.

From: [MaryJane Parker](#)
To: [Kevin Hoar](#); [Susan Henry](#)
Subject: FW: NZCER - contract for psychometric support - 2023/24
Date: Friday, 23 February 2024 5:21:45 PM

Hi

Any idea of how much time you spend with NZCER on the bullets below.

Regards
Mary Jane

From: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>
Sent: Friday, February 23, 2024 5:06 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Keri-Anne Stephens <kerianne.stephens@nzqa.govt.nz>
Cc: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Rose Cole <Rose.Cole@nzqa.govt.nz>
Subject: NZCER - contract for psychometric support - 2023/24

Kia ora Mary-Jane and Keri-Anne

Jann has asked for a paper outlining our requirements for psychometric support, including for lit num and te reo matatini and pāngarau for next financial year – 1 July 2024 to 30 June 2025. Once we know this we can work with NZCER on a new contract with a budget sitting in my cost centre.

For the co-requisite assessment part, could you please let me know an estimate of how many hours you might need of NZCER experts' time **per assessment**. Experts are [REDACTED]

- Assessment development
- Marking and cut-score setting
- Anything else?

Please could you provide me with this information by Friday 1 March.

Thanks, Hamsa

From: [Kevin Hoar](#)
To: [Boženka Vondruška](#)
Subject: Re: Numeracy Ass Specifications for 2024.
Date: Wednesday, 13 March 2024 5:17:54 PM
Attachments: [Outlook-k02aohdo.png](#)
[image001.png](#)
[image002.png](#)
[Outlook-5rohpmn.png](#)
[NUME-LN-2024-specs-ala-Kevin-13March2024.docx](#)

Hi Bozenka.

My critiqued Ass Specs for Numeracy. See attached.

Waiting for Gemma or Maria to add '10' to the drop-down list for the number of credits.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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www.nzqa.govt.nz

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We are all different – embrace life to the fullest

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Tuesday, 12 March 2024 15:12

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Numeracy Ass Specifications for 2024.

Hi Kevin,

Please find attached the updated Assessment Specs for Numeracy for your final check.

Cheers,

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



Bozenka.Vondruska@nzqa.govt.nz

Mon Tue Wed Thu Fri



From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Date: Tuesday, 12 March 2024 at 2:48 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Numeracy Ass Specifications for 2024.

Hi Bozenka.

Attached is a track-changed doc of the 2024 Numeracy Assessment Specifications for you to process and get ready for publication on our website.

Please let me have a final check of them once you have finalised them.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



Kevin.hoar@nzqa.govt.nz

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Assessment Specifications

Numeracy 2024

Published in February 2024

General information

Domain:	Core Generic > Work and Study Skills
Assessment method:	Common assessment activity (CAA)
Assessment medium:	Online, paper by exception
Period of assessment:	20–31 May 2024 (first assessment opportunity) OR 9–20 September 2024 (second assessment opportunity)
Standards:	32406

[Numeracy subject page](#)

Information relating to all achievement standards

A “common assessment activity” (CAA) is developed and marked by NZQA and administered by a kura / school / tertiary provider in a single session on a date(s) they are to nominate during the period of assessment specified above.

The assessment is designed to be completed in 60 minutes by most learners, but schools may allow as much time as necessary for candidates to complete the assessment in one session.

As well as *the New Zealand Curriculum*, Levels 4 and 5, assessors of this standard should be familiar with:

- the relevant Unit Standard
- the NCEA Numeracy Learning Matrix
- the Ministry of Education’s *Unpacking Numeracy*.

Further information about digital external assessment can be found on the NZQA website.

[Digital external assessment](#)

Equipment required

A ruler and a calculator are required. A standard calculator will suffice (non-scientific or non-graphing), or an [approved calculator](#) may be used.

Conditions of assessment

Candidates must complete their assessment individually under teacher supervision, in accordance with the NCEA Assessment and Examination Rules and Procedures. Candidates are not permitted to access any resources other than those supplied in the assessment.

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted, and material generated by these tools should not be submitted as part of the candidate's work.

Specific information for individual unit standard

Standard:	32406
Title:	Apply mathematics and statistics in a range of everyday situations
Number of credits:	5

Candidates will be required to respond to questions relating to a range of experiences relevant to everyday life, such as home, whānau, workplace, community, personal activities and projects.

Questions will assess the three outcomes in combination with the seven content ideas as identified in the *Numeracy Learning Matrix*. The questions will be a mix of multiple-choice options or short-answer responses.

From: [Boženka Vondruška](#)
To: [Gemma Billingham](#)
Cc: [Kevin Hoar](#)
Subject: Numeracy Assessment Specs 2024
Date: Thursday, 14 March 2024 8:51:37 AM
Attachments: [image001.png](#)
[image002.png](#)

Hi Gemma,

The Numeracy Assessment Specs are finally ready to go. The title's been changed and Kevin has checked them. I removed the content control so that I could put in 10 credits (10 wasn't in the dropdown list). I've put a copy in the box next to your desk.

Ngā mihi,

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: [Kevin Hoar](#)
To: [Kirsten Shaw](#)
Subject: Re: SLO Numeracy review
Date: Tuesday, 26 March 2024 1:13:42 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[Outlook-kdpbeumv.png](#)
[SLO Numeracy.pdf](#)
[numeracy review feedback edited khr.docx](#)

Hi Kirsten.

Attached are the two LO documents for Numeracy.

Sorry, this is late - [REDACTED]

Let me know if I need to do anything else.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
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We are all different – embrace life to the fullest

From: Kirsten Shaw <Kirsten.Shaw@nzqa.govt.nz>

Sent: Friday, 22 March 2024 14:24

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Subject: RE: SLO Numeracy review

Hi Kevin

We have a problem with this – [REDACTED] hasn't really done an evaluation of the LO for numeracy using the evaluation criteria – he's taken the opportunity to rewrite it.

He seems to have filled in the numbered criteria boxes as his overall critique of: #1 = initial

idea, #2 = process idea 1, #3 = process idea 2, #4 = process idea 3.

I'm a bit concerned with some of his comments which seem to be above the level of numeracy, eg. for Process #1 he's got that students should do the statistical enquiry cycle. That's not assessed by NCEA until M and E at curriculum level 6!

Cheers
Kirsten

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Friday, March 22, 2024 1:43 PM
To: Kirsten Shaw <Kirsten.Shaw@nzqa.govt.nz>
Subject: Re: SLO Numeracy review

Thanks Kirsten.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa




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From: Kirsten Shaw <Kirsten.Shaw@nzqa.govt.nz>
Sent: Friday, 22 March 2024 13:30
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: SLO Numeracy review

I'll have a go now and send what I've done to you. Then you can continue on it after 3.

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Friday, March 22, 2024 1:25 PM
To: Kirsten Shaw <Kirsten.Shaw@nzqa.govt.nz>
Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: SLO Numeracy review

Hi Kirsten.

I can try to.
In two meetings until 3 pm today.
I can go through it after that.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



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From: Kirsten Shaw <Kirsten.Shaw@nzqa.govt.nz>
Sent: Friday, 22 March 2024 13:15
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: RE: SLO Numeracy review

Hi Kevin

It's in this folder  [SLOs](#)

His one is this one  [numeracy review feedback](#)  [final.docx](#)

I've just started looking at it – I think he's gone off-piste a bit to start as he's broadening the

scope to being across subjects/how teachers can use the numeracy stds etc. There's a bit of editing to be done.. [REDACTED]

Do you want to do your thing and then let me know? I'm currently revisiting the NZC SLOs!

Thanks
Kirsten

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Friday, March 22, 2024 1:11 PM
To: Kirsten Shaw <Kirsten.Shaw@nzqa.govt.nz>
Subject: Fw: SLO Numeracy review

Hi Kirsten.

I received the email below from [REDACTED] (Numeracy ex).
He has completed the work (at this point).

I am not sure if I have received the link to the MoE documents that [REDACTED] has been working on. I probably have, but can't find it in the labyrinth of my email system.

Hopefully, you can see what he has written.
Could you please give me a link to access his written commentary.

Thanks so much.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz
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125 The Terrace, PO Box 160, Wellington,
6140

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From: [REDACTED]
Sent: Friday, 22 March 2024 12:47
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>;
Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: SLO Numeracy review

Hello Kevin, MaryJane and Sue

In the shared NZQA and MOE folder you will find a file called Numeracy Review Feedback_vw_final. That is what I have been able to do within the time given. I have looked at the standard, matrix and unpacking numeracy docs as well as the marker reports that provide examples of items.

I am suggesting a fairly major rework of what MOE provided, as I feel it did little more than restate what is found in other sources. If my suggestions are accepted the SLO doc could provide another layer of support for teachers. There is still more work needed.

Regards

[REDACTED]

--

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

Numeracy NCEA NZC Level 1

Subject Learning Outcomes for Assessment

Companion to the Numeracy Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Unit Standard. They should be used in conjunction with the full suite of NCEA materials.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specification and Conditions of Assessment. All NCEA materials alongside the National Curriculum need to be used to fully understand the requirements of the Unit Standard and to plan a robust teaching, learning and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Unit Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

As teachers select contexts for their teaching and learning programmes, they should focus on embedding the disciplinary knowledge and skills. This encompasses the concepts, practices, reasoning, and critical thinking processes that students will use to investigate, analyse, and construct knowledge within the subject and learning area. Numeracy sits alongside this subject-specific teaching and should be embedded in teaching practice.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins the Unit Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.



What is being assessed	Subject Learning Outcomes
<p>Process Idea 1: Formulate mathematical and statistical approaches to solving problems in a range of meaningful situations</p>	<ul style="list-style-type: none">• Select an appropriate operation, representation, variable and/or method to solve the problem(s). Students are able to:<ul style="list-style-type: none">○ recognise which operations are required to solve number problems. For example, showing how to work out the time difference between two events.○ understand components of a mathematical relationships. For example, showing contextual understanding of gradient in a graph.○ understand spatial properties and representations of objects. For example, differentiating between or identifying types of symmetry.○ understand systems of location or navigation. For example, using the eight major points on a compass, estimating angles.○ understand how to calculate when dealing with measurement. For example, knowing which units to select to measure an item, understanding how to calculate volume.○ understand how to interpret statistics and data. For example, reading information off a statistical graph.○ interpret a situation involving elements of chance. For example, finding all possible outcomes in a situation (sample space) <p>To demonstrate their competence students will:</p> <ul style="list-style-type: none">○ determine which of the content ideas is needed to solve a problem.○ make decisions about what skill(s) is needed to solve a problem.○ select the best way to represent or communicate a solution to a problem.
<p>Process Idea 2: Learners use mathematics and statistics to meet the numeracy demands of a</p>	<ul style="list-style-type: none">• Apply mathematical and statistical procedures correctly in the situations. Students are able to:<ul style="list-style-type: none">○ solve problems that require operations on numbers. For example, calculating the percentage of an amount.○ use a relationship to find the required information.



<p>range of meaningful situations</p>	<p>For example, using a linear equation or graph to find a cost for a given amount of items.</p> <ul style="list-style-type: none">○ describe elements of spatial properties and representations of objects. For example, describing how many lines of symmetry an object may have.○ use systems for location and navigation. For example, using a scale on a map to find a distance.○ use measurements in calculations. For example, apply an area calculation to solve a problem.○ interpret statistics and data. For example, finding a mode or median from a graph.○ apply understanding of probability to solve a problem. For example, given the probabilities of one outcome, calculating the probability of the complementary outcome. <p>To demonstrate their competence students will:</p> <ul style="list-style-type: none">○ understand what the problem is asking them to solve.○ apply skills from the content ideas needed to solve problems.○ select an approach to problem solving which includes calculation.○ determine the precision required for the situation, for example, what level of rounding is required, or use of estimation.
<p>Process Idea 3: Learners explain the reasonableness of mathematical and statistical responses to situations</p>	<ul style="list-style-type: none">● Describe whether the method selected and/or calculation used is reasonable. Students are able to:<ul style="list-style-type: none">○ solve problems that require operation on numbers and making sense of the context. For example, given an option between two sets of costs, which is the better option.○ use mathematical relationships. For example, explaining how a given context is shown by a gradient for a graph.○ use properties to explain representations of objects. For example, justifying a claim about an object using spatial reasoning.○ understand and use systems to locate and navigate.



	<p>For example, given information about a location on a map, justify the reasonableness of an answer using compass directions, or a grid reference.</p> <ul style="list-style-type: none">○ use properties of measurement to justify a solution. For example, explain by using calculations of cuboid volumes to give a maximum volume.○ reason with statistics and data For example, justify whether a made in an infographic is correct or not.○ interpret situations that involve elements of chance. For example, use probabilistic reasoning to justify a claim that has been made about a situation involving chance. <p>To demonstrate their competence students will:</p> <ul style="list-style-type: none">○ consider the reasonableness of a solution or outcome.○ reflect on the method used to find a solution.○ make sense of and evaluate a given situation.○ use critical thinking to agree or disagree with a given situation.○ communicate using mathematical and statistical language, symbols, and representations.
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Review of Learning Outcomes (LO): Numeracy

Step 1: Review the LO against the evaluation criteria in the table below. Enter feedback only if it does not, or only partially meets the evaluation criteria.

Refer to the following information when reviewing:

- Documents available on the NCEA Education website
 - Published Standards
 - Documents available on the NZQA website
- Examples of the type of feedback to be provided – see VA example (note that some evaluation criteria differs slightly).

IMPORTANT: Only enter additional feedback/comments if the SLO does not meet, or partially meets the evaluation criteria. If it does meet the evaluation criteria, simply enter YES.

NO	Criteria	NUMERACY 32406 Does the SLO meet the evaluation criteria? Enter YES, PARTIALLY or NO IF PARTIALLY OR NO, enter your feedback
1	Breaks down in detail the skills and knowledge required for students to be ready for assessment against each of the NCEA Co-requisite Unit standards	Partially – see commentary in Number 2.
2	Aligns with and covers all requirements of the NCEA Co-requisite Unit standards, without introducing additional learning requirements beyond the scope of the achievement standards	Partially. Examples are useful but should include the performance expected and possible contexts in which it might be exhibited. In that way, applications of numeracy across subject disciplines might be exemplified. Outcome 1 – “Formulate mathematical and statistical approaches to solving problems in a range of everyday situations”. This part copies from the Matrix in terms of what is expected globally. Might read as: “Select an appropriate operation, representation, variable, and/or method to represent an everyday problem in context, which might include a plan of action. The approach might be a sequence of arithmetic operations, a type of relation or function, a spatial representation, a directional or navigational system, a set of measures, a plan to investigate a data related question, e.g. investigation question, sample, data display, or strategy to find all possible outcomes for a chance-related situation. Then the examples might follow to illustrate: Outcome 1: “Formulate mathematical and statistical approaches to solving problems in a range of everyday situations”. Develop or validate calculation strategies to solve a number problem in context. Note that problems can be multi-step with particular emphasis on multiplication and division with whole numbers, fractions, decimals, and percentages. Integers as directional numbers, simple powers of whole numbers, and simple rates or ratios may also be required. For example: Give the operation needed to find the discounted price of an item. Interpret the financial status of a person given a statement of income and expenditure, such as a printout from a bank account. 1. Apply a relation or linear function to solve a missing value in context. Note that functions are restricted to linear, but <i>contexts</i> might include growing patterns that are non-linear. Simple rates are also used in this content area. Representations can include word rules and graphs on number planes. For example: Show how to find the price of 500 g of a product given the price of 1 kg. Use the gradient of graph to predict an ordered pair in distance time graph of constant speed. 2. Classify an object by its geometric properties, choose a representation to match an object or structure, decide on the best representation for a purpose, recognise and extend the symmetry of a design, and transform a figure using a single enlargement, reflection, rotation, or translation. 3. Choose a system for location or movement that is appropriate to a context. 4. Apply systems of measures to solve problems, including choosing the attribute appropriate to the task, the measurement units to use, and the degree of precision needed. Contexts will typically involve the attributes of length, area, volume, capacity, weight or mass, angle, temperature and time though simple everyday rates such as speed may be used. Interpretation of artifacts involving measures, such as timetables and infographics is also expected. 5. Plan or validate part of a statistical enquiry which might include posing a suitable question, considering the type of data needed, choosing a data source or way to gather data, and appropriate ways to display the data to answer the question. 6. Interpret an everyday situation that involves elements of chance, which might involve finding ways to compare events by likelihood, making predictions based on given probability, suggesting ways to find all possible outcomes, and/or considering uncertainty.
		Outcome 2 – “Use mathematics and statistics to meet the numeracy demands of a range of everyday situations”. This part copies from the Matrix in terms of what is expected globally. Might read as: “Use mathematics and statistics to meet the numeracy demands of everyday, authentic context. This process involves fluently and flexibly enacting mathematical and statistical procedures and assumes that an appropriate mathematical or statistical approach is already selected. The procedure typically involves carrying out calculations correctly with support of a calculator, interpreting and reasoning with a relation or linear function, selecting the correct spatial representation for an object or aspect of symmetry, applying a directional or navigational system, calculating with a set of measures or interpreting a graphic containing measurements, reading and interpreting a data display, or estimating a probability in a chance-related situation.”

NO	Criteria	<p style="text-align: center;">NUMERACY 32406</p> <p style="text-align: center;">Does the SLO meet the evaluation criteria? Enter YES, PARTIALLY or NO IF PARTIALLY OR NO, enter your feedback</p>
		<ol style="list-style-type: none"> 1. Recognise the operation/s required to solve a problem that typically involves whole numbers to billions, decimals to 3 places, fractions, percentages, integers (addition and subtraction only), powers with whole number exponents, and simple rates and ratios. Estimate or calculate, with support of a calculator, an answer to the given problem. For example, Locate a given whole number or decimal on a linear scale, that might be a historical or geological timeline, or a measurement device. Find the price of a sale item after a given percentage discount, given the usual price. Compare shopping deals such as 20% off or 'buy two, get one free.' Calculate the point at which 3/5 of a journey will be complete, given measures of distance. Assign an integer value to a point below sea level. 2. Apply a representation of a linear function, typically a word rule or graph, to find a missing value in an ordered pair. Scaling a given rate or ratio by a whole number multiplier or divisor is expected. Contexts also involve interpolation and extrapolation from given data in a graph, and interpretation of slope in context. For example: Extend the slope line on a graph to find the cost of 1.5 kg of fruit, given one or more ordered pairs at the common rate of \$ per kg. Apply an exchange rate to find out how many Chinese Yuan can be purchased with \$NZ 200. Determine the likely time of a walk around a lake given a measure of speed. Calculate the unit rate cost of each litre of fuel from ordered pairs on a graph. 3. Match 2-dimensional representations of 3-dimensional objects, identify the symmetries of a figure, and recognised the transformations applied to an element to create a design. For example: Name the lines of reflection symmetry in a figure. Choose the result of rotating an element by a given angle. Decide which net will fold to make a given box. Decide which diagram matches the side view of a kiwifruit statue. 4. Make decision about position and movement (navigation) based on systems such as grid references, cardinal compass points, and scales on maps. For example: Determine the angle of turn required by a person or vessel to face a given direction. Select a location that is 150 km Southeast of Hokitika using the scale on a map. Locate a landmark given coordinates for it on a map. 5. Calculate with metric measurements to solve problems involving length area (including surface area), volume, capacity, weight, angle, temperature, time and simple rates. Problems may involve simple conversions between measure of the same attribute, such as converting between cm and mm, and reading displays on measurement devices. Show understanding of the relationships between units for the same substance, such as 1 L of water weighs 1 kg. Round measurements where appropriate to the precision needed for a task. For example: Calculate the area of sports field from side dimensions in metres. Give the amount of an ingredient required when a recipe is scaled up or down. Calculate the amount of time required for a bus or train journey from a timetable. Read the weight of a cat from the display of a set of scales. Add 18 months from a given date to determine when a driver will earn their full license. Find the angles at the centre when a pizza is divided into equal parts. Calculate the difference in height between two people, given their heights in metres (e.g., 1.56 m and 1.8 m). 6. Interpret data displays to answer an investigation question. Displays typically include pictographs, bar graphs, dot plots, simple scatterplots and line graphs. Interpretation centrality, shape and spread from distributions is also expected. For example: Estimate the average mass of a species of animal from a dot plot. Determine the rainfall on a stated day from a line graph. Estimate or calculate the fraction of responses that fall in one or more categories of a bar graph, such as a graph of opinions about climate change. Read a pictograph that has a key, to establish how many students walk to school. 7. Estimate or calculate the probability of an event given all possible outcomes, or from observational data. Order events by probability is also expected. For example: Given previous shooting data, estimate the probability of landing two goals, acknowledging uncertainty. Find all the possible outcomes of a single stage situation and order the possible events by probability. Locate the approximate position of terms, such as likely or never, on a probabilistic scale (0 –1).
		<p>Outcome 3 – “Explain mathematical and statistical responses to situations”.</p> <p>Might read as... “Use evidence to explain the selection of the method and/or calculation”.</p> <p>Might read as... “Take a position in respect of a claim made by a person, or make a personal claim, about a realistic (authentic) context. Provide mathematical or statistical evidence to explain the position taken. Claims typically relate to the reasonableness of a method of calculation or answer, interpretation of a diagram or a graph, or appropriateness of a representation or method of enquiry. Arguments need to use information provided, and communicate position and explanation in a concise way, using mathematical and statistical language and symbols, as appropriate.”</p> <ol style="list-style-type: none"> 1. Evaluate the accuracy or reasonableness of a calculation, or the efficiency of a calculation method. 2. Determine if a claim about a linear relationship is mathematically correct, or a calculation involving a rate or ratio is consistent with the information given. For example: Decide whether, or not, the relationship that models several ordered pairs is linear or non-linear when graphed. <p>This section needs more work.</p>
3	Reflects all of the learning required in the Guidance Information.	Partially but this criterion is insufficient. LOs should enhance teachers’ understanding of the requirements of a standard. There is little point repeating what is elsewhere.
4	<p>Draws from and shows explicit alignment with disciplinary knowledge*</p> <p><i>* disciplinary knowledge refers to specialised understanding and expertise associated with Literacy and Numeracy. It encompasses concepts, practices, reasoning, and critical thinking processes that students will use to identify, select, use and understand knowledge across a wide range of subject-areas. It is acknowledged that Literacy and Numeracy are embedded within all subject and learning areas, thus LOs must be generic and applicable to every subject and learning area.</i></p>	Yes – see commentary in number 2. Considerable depth of examples across context is required to achieve #4.
5	Provides knowledge-rich examples of how a teacher could put the LO into practice	Yes – see commentary in number 2.
6	May provide examples of appropriate contexts for learning but do not mandate their use	Yes – see commentary in number 2.
7	Uses verbs that align with those used in the standard	Yes.

NO	Criteria	<p style="text-align: center;">NUMERACY 32406</p> <p style="text-align: center;">Does the SLO meet the evaluation criteria? Enter YES, PARTIALLY or NO IF PARTIALLY OR NO, enter your feedback</p>
8	Describes learning that is observable and/or measurable	Yes.
9	Is consistent with the Conditions of Assessment for the Dedicated Co-requisite standards (the CAA)	Yes.
10	The LOs are sequenced logically where knowledge and skills are learnt sequentially, i.e. show learning progressions where appropriate	Yes
11	Uses language that is clear and accessible to teachers, and is free from ambiguity, non-essential jargon and use of acronyms, where these impair understanding	Yes,

From: [Kevin Hoar](#)
To: [MaryJane Parker](#)
Subject: Re: The email that my teams message refers to
Date: Wednesday, 29 May 2024 1:18:29 PM
Attachments: [image001.png](#)
[image002.png](#)
[Outlook-tlhhplmc.png](#)

Hi MaryJane.

Spoken with [REDACTED] about the difference between Outcomes 1 and 2.

His response:

Some question items are clearly Outcome 1 or Outcome 2.

[REDACTED]'s view is - if a student needs to carry out a calculation (use a calculator), it is an Outcome 2 question item.

Now the grey area:

Some question items cover both outcomes. If, for example, the item is mostly Outcome 2, with a bit of Outcome 1, then the item assesses Outcome 2 in the assessment schedule (and vice versa).

The examiner will then balance (as much as possible) the number of Outcome 1 and 2 items.

For any Numeracy assessment, there will be at least twenty items that assess Outcomes 1 and 2 in an assessment. The rest (no more than 10) items will assess Outcome 3.

In your response, please do not allude to dual marking of question items. Each item will only assess *one* outcome.

Hope that helps.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
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From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Sent: Tuesday, 28 May 2024 16:27
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: The email that my teams message refers to

Great thanks Kevin that is what I was going to ask you to do – talk to [REDACTED]. It is a wee bit like teaching how to teach Numeracy. Not really our thing.

mj

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Tuesday, May 28, 2024 3:48 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: The email that my teams message refers to

Probably not without input from the examiner, to be honest.
It is a grey area Outcomes 1 and 2.

I can talk to [REDACTED] to find out what the difference is between the two Outcomes.

[REDACTED]

I will try to sort this out for you tomorrow morning.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz
125 The Terrace, PO Box 160, Wellington,
6140

He rerekē tatou katoa – awhi i te oranga ki te katoa
We are all different – embrace life to the fullest

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Sent: Tuesday, 28 May 2024 15:44

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: The email that my teams message refers to

Regarding my 4th query, I had a look through the link you provided, as well as the 'Numeracy Learning Matrix' and 'Unpacking Numeracy - 2022' documents on the website. Based on the information given, I thought I understood the difference, however, when looking through the 2023 Term 2 paper, the first question comes under Outcome 1, while the second and third come under Outcome 2. Between those three questions, the maths required to complete them and how they relate to the specification for outcomes 1 and 2, I can't seem to bring it all together. Would you be able to explain to me what it is I am missing?

Mj

Mary Jane Parker | Workstream Lead – Literacy and Numeracy

External Assessment | **Aromatawai ā-waho**

Assessment Division | **Wāhanga Aromatawai**

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa




ker@nzqa.govt.nz
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C/- ERO, Eden 4, 14 Normanby Road, Mt Eden,
Auckland 1024

From: [Sue Chalmers](#)
To: [MaryJane Parker](#); [Susan Henry](#); [Kirsten Shaw](#); [Kevin Hoar](#); [Boženka Vondruška](#); [Estelle Best](#); [Lynette Jones](#)
Cc: [Melissa Mead](#); [Rose Cole](#)
Subject: FW: Request for design magic
Date: Friday, 31 May 2024 3:40:19 PM
Attachments: [CAA SLO Draft Numeracy AS V3.pdf](#)
[CAA SLO Draft Reading AS V2.pdf](#)
[CAA SLO Draft Writing AS V2.pdf](#)
[TRMP US32412 – Te Reo Pāngarau V3.pdf](#)
[TRMP US32413 – Te Reo Torohū V2.pdf](#)
[TRMP US32415 Te Reo Whakaputa V2.pdf](#)

FYI. The numeracy one would have helped with a couple of the queries we received this week MJ and Kevin.

Have a great weekend team. You have earned it over the last two weeks, and you will need the rest as the hard work is yet to come. Thanks heaps for all your hard work that has got us to this point.

Ngā mihi nui
Sue

From: Kate Malcolmson <Kate.Malcolmson@education.govt.nz>
Sent: Friday, May 31, 2024 1:54 PM
To: Natasha Ropata <Natasha.Ropata@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: FW: Request for design magic

Kia ora,

Thank you to all the teams who have supported in the development of the attached NCEA Literacy Numeracy Learning Outcomes / Ngā Putanga Ako.

These are now live, and links are below. I know that many people linked in as this developed, so please forward to anyone who contributed in the rounds of review.

Ngā mihi mahana,
Kate

Kate Malcolmson | Manager
Te Poutāhū (Curriculum Centre)

<https://ncea.education.govt.nz/whats-new/ncea-co-requisite-learning-outcomes-now-available>

The following resources have been published on this webpage:

<https://ncea.education.govt.nz/mi/te-reo-matatini-me-te-pangarau/te-reo-matatini/te-ako>

1. NCEA Co-Requisite Learning Outcomes – Te Reo Torohū

2. NCEA Co-Requisite Learning Outcomes – Te Reo Whakaputa

The Pāngarau Learning Outcomes is now live on this webpage:

<https://ncea.education.govt.nz/mi/te-reo-matatini-me-te-pangarau/pangarau/te-ako>

1. NCEA Co-Requisite Learning Outcomes - Pāngarau

The following resources have also been published on this webpage: [Literacy - Learning | NCEA \(education.govt.nz\)](#)

1. NCEA Co-requisite Learning Outcomes for Reading
2. NCEA Co-Requisite Learning Outcomes for Writing

The Numeracy Learning Outcomes can be accessed from this webpage:

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

1. NCEA Co-Requisite Learning Outcomes for Numeracy

Thank you all.

Ngā mihi,
Kate

Kate Malcolmson | Manager
Te Poutāhū (Curriculum Centre)



DISCLAIMER:

This email and any attachments may contain information that is confidential and subject to legal privilege. If you are not the intended recipient, any use, dissemination, distribution or duplication of this email and attachments is prohibited. If you have received this email in error please notify the author immediately and erase all copies of the email and attachments. The Ministry of Education accepts no responsibility for changes made to this message or attachments after transmission from the Ministry.

NCEA Co-requisite Learning Outcomes for Numeracy

Companion to the Numeracy Learning Matrix

What are the NCEA Co-requisite Learning Outcomes for Numeracy and how can I use them?

NCEA Co-requisite Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. NCEA Co-requisite Learning Outcomes are informed by the Numeracy Unit Standard. They should be used in conjunction with the full suite of NCEA materials.

NCEA Co-requisite Learning Outcomes for Numeracy do not replace any documents; this includes the External Assessment Specification and Conditions of Assessment. All NCEA materials alongside the National Curriculum need to be used to fully understand the requirements of the Unit Standard and to plan a robust teaching, learning and assessment programme. NCEA Co-requisite Learning Outcomes should not be used to make assessor judgements. The Unit Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgements.

NCEA Co-requisite Learning Outcomes for Numeracy, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each learning outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa, New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the NCEA Co-requisite Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

As teachers select contexts for their teaching and learning programmes, they should focus on embedding the disciplinary knowledge and skills. This encompasses the concepts, practices, reasoning, and critical thinking processes that students will use to investigate, analyse, and construct knowledge within the subject and learning area. Numeracy sits alongside this subject-specific teaching and should be embedded in teaching practice.

The knowledge and skills in the NCEA Co-requisite Learning Outcomes for Numeracy are the expected learning that underpins the Unit Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

Unit Standard 32406: Apply mathematics and statistics in a range of everyday situations (10 Credits)

What is being assessed NCEA Co-requisite Learning Outcomes for Numeracy

Process Idea 1:

Formulate mathematical and statistical approaches to solving problems in a range of everyday situations

- › Select an appropriate operation, representation, variable and/or method to solve the problem(s).

The approach might be a sequence of arithmetic operations, a type of relation or function, a spatial representation, a directional or navigational system, a set of measures, a plan to investigate a data related question, e.g. investigation question, sample, data display, or strategy to find all possible outcomes for a chance-related situation.

Students are able to:

- Develop or validate calculation strategies to solve a number problem in context.

Note that problems can be multi-step with particular emphasis on multiplication and division with whole numbers, fractions, decimals, and percentages. Integers as directional numbers, simple powers of whole numbers, and simple rates or ratios may also be required.

For example: Give the operation needed to find the discounted price of an item. Interpret the financial status of a person given a statement of income and expenditure, such as a printout from a bank account.

- Apply a relation or linear function to solve a missing value in context.

Note that functions are restricted to linear, but *contexts* might include growing patterns that are non-linear. Simple rates are also used in this content area. Representations can include word rules and graphs on number planes.

For example: Show how to find the price of 500 g of a product given the price of 1 kg. Use the gradient of graph to predict an ordered pair in distance time graph of constant speed.

- Classify an object by its geometric properties, choose a representation to match an object or structure, decide on the best representation for a purpose, recognise and extend the symmetry of a design, and transform a figure using a single enlargement, reflection, rotation, or translation.

For example: differentiating between or identifying types of symmetry in a piece of design work.

- Choose a system for location or movement that is appropriate to a context.

For example: using the eight major points on a compass when navigating, estimating angles.

- Apply systems of measures to solve problems, including choosing the attribute appropriate to the task, the measurement units to use, and the degree of precision needed.

Contexts will typically involve the attributes of length, area, volume, capacity, weight or mass, angle, temperature and time though simple everyday rates such as speed. Interpretation of artifacts involving measures, such as timetables and infographics is also expected.



For example: when measuring an object knowing which units to use, understanding how to calculate volume.

- Plan or validate part of a statistical enquiry.

For example: posing a suitable statistical question, considering the type of data needed, choosing a data source or method to gather data, or recognising appropriate ways to display the data to answer the question.

- Interpret an everyday situation that involves elements of chance.

For example: finding ways to compare events by likelihood, making predictions based on given probability, suggesting methods to find all possible outcomes, or considering uncertainty.

To demonstrate their competence students will:

- Determine which of the content ideas is needed to solve a problem.
- Make decisions about what skill(s) is needed to solve a problem.
- Formulate a plan to use mathematics/statistics
- Select the best way to represent or communicate a solution to a problem.

Process Idea 2:

Use mathematics and statistics to meet the numeracy demands of a range of everyday situations

› Apply mathematical and statistical procedures correctly in the situations.

The procedure typically involves carrying out calculations correctly with support of a calculator, interpreting and reasoning with a relation or linear function, selecting the correct spatial representation for an object or aspect of symmetry, applying a directional or navigational system, calculating with a set of measures or interpreting a graphic containing measurements, reading and interpreting a data display, or estimating a probability in a chance-related situation.

Students are able to:

- Recognise the operation/s required to solve a problem that typically involves whole numbers to billions, decimals to 3 places, fractions, percentages, integers (addition and subtraction only), powers with whole number exponents, and simple rates and ratios. Estimate or calculate, with support of a calculator, an answer to the given problem.

For example: Locate a given whole number or decimal on a historical or geological timeline, or a measurement device. Find the price of a sale item after a given percentage discount, given the usual price. Compare shopping deals such as 20% off or 'buy two, get one free'. Calculate the point at which $\frac{3}{5}$ of a journey will be complete, given measures of distance. Assign an integer value to a point below sea level.

- Apply a representation of a linear function, typically a word rule or graph, to find a missing value in an ordered pair. Scaling a given rate or ratio by a whole number multiplier or divisor is expected. Contexts also involve interpolation and extrapolation from given data in a graph, and interpretation of slope in context.

For example: Extend the slope line on a graph to find the cost of 1.5 kg of fruit, given one or more ordered pairs at the common rate of \$ per kg. Apply an exchange rate to find out how many Chinese Yuan can be purchased with \$NZD200. Determine the likely time of a walk around a lake given a measure of speed. Calculate the unit rate cost of each litre of fuel from ordered pairs on a graph.

- Match 2-dimensional representations of 3-dimensional objects, identify the symmetries of a figure, and recognise the transformations applied to an element to create a design.

For example: Name the lines of reflection symmetry in a figure. Choose the result of rotating an element by a given angle. Decide which net will fold to make a given box. Decide which diagram matches the side view of a kiwifruit statue.

- Make decisions about position and movement (navigation) based on systems such as grid references, cardinal and intercardinal compass points, and scales on maps.

For example: Determine the angle of turn required by an object to face a given direction. Select a location that is 150 km Southeast of Hokitika using the scale on a map. Locate a landmark given coordinates for it on a map.

- Calculate with metric measurements to solve problems involving length, area (including surface area), volume, capacity, weight, angle, temperature, time and simple rates. Problems may involve simple conversions between units of the same measure, such as converting between cm and mm, and reading displays on measurement devices. Round measurements where appropriate to the precision needed for a task.

For example: Calculate the area of sports field from side dimensions in metres. Give the amount of an ingredient required when a recipe is scaled up or down. Calculate the amount of time required for a bus or train journey from a timetable. Read the weight of a cat from the display of a set of scales. Add 18 months from a given date to determine when a driver will earn their full licence. Find the angles at the centre when a pizza is divided into equal parts. Calculate the difference in height between two people, given their heights in metres (e.g., 1.56 m and 1.8 m).

- Interpret data displays to answer an investigation question. Displays typically include pictographs, bar graphs, dot plots, simple scatterplots and line graphs. Interpretation of centrality, shape and spread from distributions is also expected.

For example: Estimate the average mass of a species of animal from a dot plot. Determine the rainfall on a stated day from a line graph. Estimate or calculate the fraction of responses that fall in one or more categories of a bar graph, such as a graph of opinions about climate change. Read a pictograph that has a key, to establish how many students walk to school.

- Estimate or calculate the probability of an event given all possible outcomes, or from observational data. Order events by probability is also expected.

For example: Given previous goal-shooting data, estimate the probability of landing two goals, acknowledging uncertainty. Find all the possible outcomes of a single stage situation and order the possible events by probability. Locate the approximate position of terms, such as likely or never, on a probabilistic scale (0 -1).

To demonstrate their competence students will:

- understand what the problem is asking them to solve
- apply skills from the content ideas needed to solve problems
- select an approach to problem solving which includes calculation



Process Idea 3:

Learners explain the reasonableness of mathematical and statistical responses to situations

- determine the precision required for the situation, for example, what level of rounding is required, or use of estimation.

› **Describe whether the method selected and/or calculation used is reasonable.**

Students are able to:

- Evaluate the accuracy or reasonableness of a calculation, or the efficiency of a calculation method.

For example: given an option between two ways of making a purchase, evaluate which is the better option.

- Determine if a claim about a linear relationship is mathematically correct, or a calculation involving a rate or ratio is consistent with the information given.

For example: Decide whether, or not, the relationship that models several ordered pairs is linear or non-linear when graphed.

- Determine the reasonableness of a solution using spatial properties of objects.

For example, justifying a claim made about an object and whether it is a regular shape using spatial reasoning.

- Evaluate the accuracy in a problem using systems of location and navigation.

For example, given information about a location on a map, evaluate the reasonableness of an answer using compass directions, or a grid reference.

- Justify a solution that uses properties of measurements.

For example: explain by using calculations of cuboid volumes to give a maximum volume, justify which method of transport would be most time efficient.

- Interpret data displays and reason or justify an answer to an investigation question, make a comparative statement between two groups.

For example: given dot plot showing year 9 and 10 attendance reason which year level attends less, make a comparative statement to justify a claim between year 9 and 10 attendance.

- Justify claims within a chance-based scenario.

For example: justifying the likelihood of a football result given probabilities.

To demonstrate their competence students will:

- consider the reasonableness of a solution or outcome.
- reflect on the method used to find a solution.
- make sense of and evaluate a given situation.
- use critical thinking to agree or disagree with a given situation. communicate using mathematical and statistical language, symbols, and representations.



Assessment Specifications for 2024 Literacy and Numeracy Pilot

Numeracy

Unit standard	32406
Title	Use mathematics and statistics to meet the numeracy demands of a range of situations
Domain	Core Generic > Work and Study Skills
Number of credits	10
Method of assessment	Common assessment activity (CAA)
Assessment medium	Online / web-based Paper-based (by exception)
Period of assessment	24 June – 28 June 2024 (First assessment opportunity) OR 28 October – 1 November 2024 (Second assessment opportunity) <i>These dates need to be checked and confirmed.</i>
Session duration	60 minutes (extra time allowed if necessary – see below)

Assessment format

A “common assessment activity” (CAA) is developed and marked by NZQA, and administered by a kura/school/tertiary provider in a single session on a date they are to nominate during the period of assessment specified above. The assessment is designed to be completed in 60 minutes by most learners, but schools may allow as much time as necessary for candidates to complete the assessment in one **continuous** session.

Candidates will be required to respond to questions relating to a range of experiences relevant to everyday life, such as home, whānau, workplace, community, personal activities and projects.

Questions will assess the three process ideas in combination with the seven content ideas as identified in the Numeracy Learning Matrix. The questions will be a mix of multiple-choice options or short-answer responses.

Equipment required

Candidates must have a ruler and a calculator. A standard calculator will suffice (non-scientific or non-graphing), or any calculator on the [Approved Calculator List](#) may be used.

Conditions of assessment

Candidates must complete their assessment individually under teacher supervision, in accordance with the NCEA [Assessment and Examination Rules and Procedures](#). Candidates are not permitted to access any resources other than those supplied in the assessment.

Other information:

As well as *the New Zealand Curriculum*, Levels 4 and 5, assessors of this standard should be familiar with:

- The Unit Standard US32406
- The NCEA Numeracy Learning Matrix
- The Ministry of Education's Unpacking Numeracy.

These and other documents can be found on the [Numeracy](#) page of the [NCEA website](#).

Assessment Specifications

Numeracy 2024

Published in March 2024

General information

Domain:	Core Generic > Work and Study Skills
Assessment method:	Common assessment activity (CAA)
Assessment medium:	Online, paper by exception
Period of assessment:	20–31 May 2024 (first assessment opportunity) OR 9–20 September 2024 (second assessment opportunity)
Standards:	32406

[Numeracy subject page](#)

Information relating to all achievement standards

A “common assessment activity” (CAA) is developed and marked by NZQA and administered by a kura / school / tertiary provider in a single session on a date(s) they are to nominate during the period of assessment specified above.

The assessment is designed to be completed in 60 minutes by most learners, but schools may allow as much time as necessary for candidates to complete the assessment in one session.

As well as *the New Zealand Curriculum*, Levels 4 and 5, assessors of this standard should be familiar with the following resources linked from the Numeracy page of the NCEA Education website:

- the relevant Unit Standard
- the NCEA *Numeracy Learning Matrix*
- the Ministry of Education’s *Unpacking Numeracy*.

[NCEA Education](#)

Further information about digital external assessment can be found on the NZQA website.

[Digital external assessment](#)

Equipment required

A ruler and a calculator are required. A standard calculator will suffice (non-scientific or non-graphing), or an [approved calculator](#) may be used.

Conditions of assessment

Candidates must complete their assessment individually under teacher supervision, in accordance with the NCEA Assessment and Examination Rules and Procedures. Candidates are not permitted to access any resources other than those supplied in the assessment.

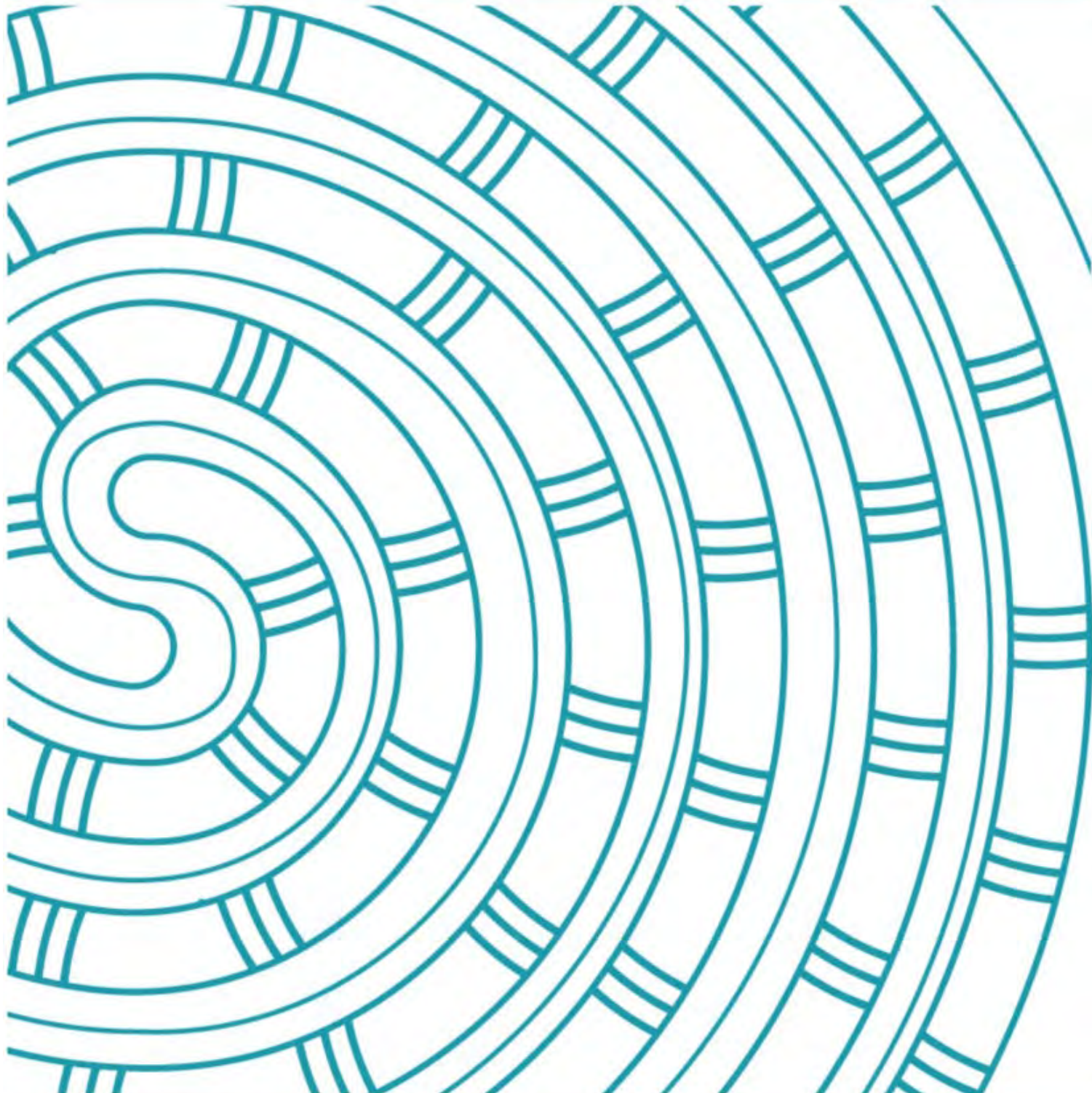
The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted, and material generated by these tools should not be submitted as part of the candidate's work.

Specific information for individual unit standard

Standard:	32406
Title:	Apply mathematics and statistics in a range of everyday situations
Number of credits:	10

Candidates will be required to respond to questions relating to a range of experiences relevant to everyday life, such as home, whānau, workplace, community, personal activities and projects.

Questions will assess the three outcomes in combination with the seven content ideas as identified in the *Numeracy Learning Matrix*. The questions will be a mix of multiple-choice options or short-answer responses.



2024 Administrative and submission instructions for Literacy and Numeracy assessments

03 May 2024 V1.0

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



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Section 1: Information for Principal's Nominee

1. Introduction

This document is an overview of what you need to know for the delivery and submission of the Literacy and Numeracy (<https://www2.nzqa.govt.nz/ncea/subjects/litnum/>) Common Assessment Activities (CAAs).

The CAAs have been designed for a digital format that is a more authentic, real-world approach to assessing functional literacy. Young people are increasingly required to complete all manner of activities online requiring functional literacy, the most notable being the online, multiple-choice assessment for driver licencing, and more recently, downloading a vaccination pass. The supporting functionality available in a digital format replicates modern ways of working.

2. Assessment overview

Standard	Session Title	Description	Assessment Event (AE)	
			1	2
32403	Literacy Reading	Demonstrate understanding of ideas and information in written texts	20 – 31 May	09 – 20 September
32405	Literacy Writing	Write texts to communicate ideas and information		
32406	Numeracy	Apply Mathematics and Statistics in a range of everyday situations		

Teachers/supervisors are expected to be familiar with the Assessment Specifications for each standard, which can be found on the NZQA or Ministry of Education's NCEA website:

Website	Webpage
NZQA	www2.nzqa.govt.nz/assets/NCEA/LitNum/Assessment-specifications/Literacy-assessment-specifications-2024.pdf www2.nzqa.govt.nz/assets/NCEA/LitNum/Assessment-specifications/Numeracy-assessment-specifications-2024.pdf
Ministry of Education	ncea.education.govt.nz/teaching-and-learning-overview

To access and complete the Literacy and Numeracy CAAs, candidates will click on 'Complete your online assessment' tile on the NZQA website home page then log into Assessment Master using their [MyNZQA Learner](#).

The marking of candidate assessment responses and results entry will be conducted by NZQA.

Results will be released in the week beginning 5 August 2024 for Assessment Event 1 (AE1) and 5 December 2024 for Assessment Event 2 (AE2).

3. Key tasks

	Principal's Nominee	Teacher	Candidates
Preparation	<p>Submit data file with entries by 1 April (AE1) and 1 August (AE2).</p> <p>Late entries can be accepted up to two weeks before the assessment day.</p> <p>Read the information on preparing for and running digital assessments.</p> <p>Set up supervisor logins.</p> <p>Ensure spare devices and headphones are available.</p> <p>Ensure candidates have access to headphones that are compatible with their device if they intend to use the speech to text function.</p> <p>Ensure the school technician is available to assist.</p> <p>If you require printed PDFs for SAC candidates for to resolve technical issues following the instructions in the Assessment Materials section.</p>	<p>Read assessment specifications and instructions/guides.</p> <p>Prior to the assessment, check that candidates can log in or create (if they are new to NCEA) an MyNZQA Learner account.</p> <p>Check you can login and access the CAAs in Assessment Master (NZQA's digital platform).</p> <p>Ensure candidates have access to their National Student Number (NSN) so they can verify their MyNZQA Learner account.</p> <p>Ensure candidates have headphones if Polly or other assistive technology (text to speech software) is to be used.</p>	<p>Create or check their MyNZQA Learner account.</p> <p>Complete practice digital assessment and/or PDF practice assessments.</p> <p>Ensure they are prepared for a digital assessment.</p>
Assessment	<p>Open and close candidate access to the CAAs in Assessment Master (NZQA's digital platform).</p> <p>Administer the CAAs like an external examination in terms of security and supervision.</p> <p>Follow breach procedures if needed.</p>	<p>Run and supervise the CAAs.</p> <p>Locate the 4-digit access code in Assessment Master.</p> <p>Ensure candidates have submitted their assessment in Assessment Master.</p>	<p>Log in through the <i>Student log in</i> button on the NZQA website.</p> <p>Answer the CAAs in Assessment Master.</p>
Submission	<p>Scan and upload all candidate responses completed on the printed PDFs through the <i>Digital Submission Upload</i> link – Provider log in. How-to guides are available on NZQA website.</p> <p>Complete the attendance register.</p>	<p>Ensure candidates have submitted responses through Assessment Master at the end of the session by checking their status is 'Complete' or collected responses on the printed PDF for submission.</p>	<p>Submit responses through Assessment Master or submit to the teacher for responses outside of Assessment Master.</p>
Follow-up	<p>Submit the Results Confirmation Process form if required.</p>	<p>Review candidate results.</p>	

4. Key dates

Date 2024	Literacy (Reading 32403 & Writing 32405) and Numeracy (32406)
Apr	Read the: <ul style="list-style-type: none"> • Literacy and Numeracy assessment specifications. • Assessment Master support guides (available from the Provider log in).
1 April	Final entry data file submission for late entries for AE1 sent to NZQA.
30 Apr	Schools receive login credentials and instructions to set up Administrator and Supervisor logins.
13 May	Administration and submission instructions available to schools through the NZQA website – Literacy and Numeracy .
17 – 24 May	AE1 – week 1: <ul style="list-style-type: none"> • Password-protect assessments in PDF form made available to download from 3.30 pm from the Provider log in. The week 2 writing assessment is different to the week 1 assessment so you must download the correct one. Links will be removed from 3.00 pm 24 May.
20 – 31 May	Candidates sitting AE1 access the Literacy and Numeracy assessments in Assessment Master.
24 – 31 May	AE1 – week 2: <ul style="list-style-type: none"> • Password-protect assessments in PDF form made available to download from 3.30 pm Friday from the Provider log in. Links will be removed from 3.00 pm 31 May.
1 Jun – 4 Aug	NZQA will mark all candidate responses from AE1.
Week of 5 Aug	Results and Assessment Feedback (for those who did not achieve) released for candidates that sat AE1.
23 Aug	Final date for submission of Results Confirmation Process requests from AE1.
26 Aug	Final entry data file submission for AE2 sent to NZQA.
2 Sep	Schools receive login credentials and instructions to set up Administrator and Supervisor logins (for schools who did not have entries for AE1).
6 – 13 Sep	AE2 – week 1: <ul style="list-style-type: none"> • Password-protect assessments in PDF form made available to download from 3.30 pm Friday from the Provider log in. Links will be removed from 3.00 pm 13 Sep.
9 – 20 Sep	Candidates sitting AE2 access the Literacy and Numeracy assessments in Assessment Master.
13 – 20 Sep	AE2 – week 2: <ul style="list-style-type: none"> • Password-protect assessments in PDF form made available to download from 3.30 pm from the Provider log in. The week 2 writing assessment is different to the week 1 assessment so you must download the correct one. Links will be removed from 3.00 pm 20 Sep.
21 Sep – 4 Dec	NZQA will mark all candidate responses from AE2.
5 Dec	Results and Assessment Feedback (for those who did not achieve) released for candidates that sat AE2.
21 Feb 2025	Final date for submission of Results Confirmation Process requests from AE2.

5. Candidate entries

Schools are required to submit an entry file with all candidate entries for Literacy and Numeracy to NZQA by **1 April** (for **AE1**) and by **26 August** (for **AE2**).

For AE2, candidate entries will be for those who were unable to participate in AE1 due to:

- they may not have been ready
- they were absent or unable to participate
- they were close to achieving a standard.

Candidates cannot access the assessments or submit their responses if an entry has not been created for the standard before the time of the assessment.

Candidates are not required to be entered into every assessment during the assessment period i.e. candidates may only be ready for Reading, Writing or Numeracy.

Candidates can be assessed from Year 9 for the Literacy and Numeracy assessments.

If you experience any issues submitting your entry file, please contact the NZQA Data Management & Learner Records team on 0800 697 296 or schools@nzqa.govt.nz

5.1 Late candidate entries

On the day of the assessment we cannot guarantee entries received will be processed in time for the candidate to take part in the digital assessment, but if you have **FIVE or fewer entries** then the process is to:

- contact NZQA on 0800 222 230
- provide candidate details over the phone
- submit a data file to NZQA.

If you have more than FIVE late entries, then the process is to:

- submit a data file to NZQA at least two days before the assessment is due to take place, include the comment 'Late Lit/Num entries' with the file
- send email to schools@nzqa.govt.nz and add 'Urgent' to the subject line
- reschedule the assessment day or use the printed PDF for the candidate(s) with late entries.
- check status of the batch file within 48 hours and contact the NZQA Data Management & Learner Records team on 0800 697 296 or schools@nzqa.govt.nz

If you experience any issues submitting your entry file, please contact the NZQA Data Management & Learner Records team on 0800 697 296 or schools@nzqa.govt.nz

6. Supporting documentation

For the Literacy and Numeracy CAAs, schools will need to be familiar with accessing and using Assessment Master.

This following documentation is specific to the roles of the Principal's Nominee (Administrator) and the Supervisor.

Document type	Document title	Document location
Assessment Master	<ul style="list-style-type: none"> • <i>Assessment Master guide for administrators</i> • <i>Assessment Master guide for supervisors</i> • Job aids (in English and te reo Māori) • Videos • Other support documents 	MyNZQA > Useful documents > Assessment Master guidance
Digital Submissions	<ul style="list-style-type: none"> • How-to guides and resources 	
Forms	<ul style="list-style-type: none"> • Online Attendance Register • Results Confirmation Process 	
Other NZQA resources available	<ul style="list-style-type: none"> • Pūtake eLearning course (available in English and te reo Māori) • Get your school ready for digital assessment • Preparing for LIT NUM TRMTP checklist • Check your school's technology • Consent to assess for tertiary providers • Information on Polly (text-to-speech) and Assistive Technology for the Writing 32405 and Numeracy 32406 assessments • Special Assessment Conditions for Literacy and Numeracy • Literacy and Numeracy pre-assessment instructions • Digital Assessment troubleshooting checklist • eLearning courses Assessment Master for Supervisors and Assessment Master for Administrators in Pūtake 	

For candidates, information and resources to help prepare them for digital assessments is available on the NZQA website (www2.nzqa.govt.nz/ncea/external-assessment/about-digital-external-assessment/preparation-for-students/).

7. Candidate device and browser requirements

When accessing the CAAs in Assessment Master, most laptop and desktop computers are compatible with the platform.

Candidates may use their own devices if the school has a Bring Your Own Device (BYOD) programme and supporting policies.

Device	Requirements
Browser options	For optimal performance and experience, use Google Chrome , version 95+
Screen / monitor	Screen resolution must be at least: <ul style="list-style-type: none"> • 1366 x 768 pixels
Operating system	Use one of the following: <ul style="list-style-type: none"> • Microsoft Windows 8.1, 10+ • Apple Mac OS 10.15+ • Chrome OS
Headphones	Candidates will require headphones that are compatible with their device when accessing the CAAs in Assessment Master if they wish to use the Polly tool.

Further information about device requirements can be found on our website page: [Digital exams device check](#).

8. Principal's Nominee responsibilities

Principal's Nominee (Administrator) is responsible for:

- checking and submitting candidate entries through data file submission to NZQA
- ensuring students have registered and use their [MyNZQA Learner](#) details
- ensuring spare devices and headphones are available
- ensuring the correct external assessment conditions in the [assessment specifications](#) are met
- opening and closing candidate access to the CAAs, by using the login credentials provided by NZQA to access your Assessment Master Admin account. Refer to the *Assessment Master guide for administrators*
- ensuring headphones are available and compatible with the devices used, where the candidate wishes to use the Polly tool or other text to speech tools in Assessment Master
 - The Polly tool supports candidates with low vision, learning differences or reading difficulties. They do this by reading text aloud to candidates. Candidates can use Polly or a tool they bring themselves for the numeracy and writing assessments. The other tools NZQA recommends using are:
 - Texthelp Read and Write including Google Read and Write (text-to-speech function only)
 - Accessibility tools that are available from your Microsoft, Apple or Android device. This includes Microsoft Narrator, Spoken Content (Apple) and Google Text-to-Speech.

- providing supervisor with:
 - *Assessment Master guide for supervisors* (as early as possible)
 - login credentials for Assessment Master
 - printed copies of the downloaded PDF of the CAAs for candidates completing the assessments outside of Assessment Master (to be printed double-sided)
- checking that candidates have submitted their responses in Assessment Master, i.e. their status is 'Complete'
- checking that candidate paper responses have been scanned, saved as pdfs and uploaded to the *Digital Submission Upload* link and the online attendance register is completed and submitted to NZQA.

If issues occur when accessing the assessments on the day, please contact the NZQA on 0800 222 230.

9. Assessment process overview

The following sets out the delivery and submission processes for schools on the day of the assessment:

9.1 Assessment and submission process

Assessment Master responses

Schools give candidates access to the CAAs:

- a. **The Principal's Nominee (Administrator):** Opens the CAAs in Assessment Master.
- b. **The teacher/supervisor:**
 - i. Instructs candidates to go to the home page of the NZQA website, click 'Login', scroll down to the 'Online assessments' section, select the white 'Student log in' button under the 'Complete your online assessment' tile and log into the assessment platform using their [MyNZQA Learner](#) credentials.
 - ii. Helps the candidates log into the CAAs, reads the [Pre-assessment instructions](#).
 - iii. Gives the candidates who need to complete the CAAs outside of Assessment Master the printed PDF provided by NZQA (printed by the school).
- c. **The candidate:** Checks their headphones, where Polly or other speech to text tools will be used, using the audio check page.
- d. **The teacher/supervisor:**
 - i. Gives candidates the 4-digit access code, obtained from Assessment Master.
 - ii. Supervises the CAA.
- e. **The candidate:** Completes their response in Assessment Master.

Where a candidate has opted to complete their response outside of Assessment Master, they must hand in their completed paper response to the teacher/supervisor at the end of the assessment session.

- f. **The Principal's Nominee (Administrator):** Closes the CAAs in Assessment Master.

Paper responses

Schools give candidates access to the paper-based version of the CAAs:

a. The teacher/supervisor:

- i. Gives the candidates the paper-based version provided by NZQA (printed by the school).
- ii. Supervises the CAAs.

b. The candidate:

- i. Writes their name, NSN and school code on the front cover.
- ii. Completes their response.
- iii. Hands in their completed paper response to the teacher/supervisor at the end of the assessment session.

c. The Principal's Nominee (Administrator):

- i. Collects the completed paper responses, scans them as PDFs.
- ii. Uploads scanned paper responses to NZQA via the *Digital Submission Upload* link from the [Provider log in](#).

10. Assessment materials

PDF copies of the assessments are available for download and to be printed to assist candidates with [Special Assessment Conditions](#) and extraordinary circumstances where digital assessment within the assessment window is not possible.

Although NZQA does not expect any problems, it is important that schools are well prepared for any local network or platform issue. We strongly suggest that you download a copy of the assessment and have it ready to photocopy, in the event that a paper-based version is required. If for any reason a paper-based version of the assessment is used it is very important that the name of the student and their NSN is clearly placed at the top of the first page.

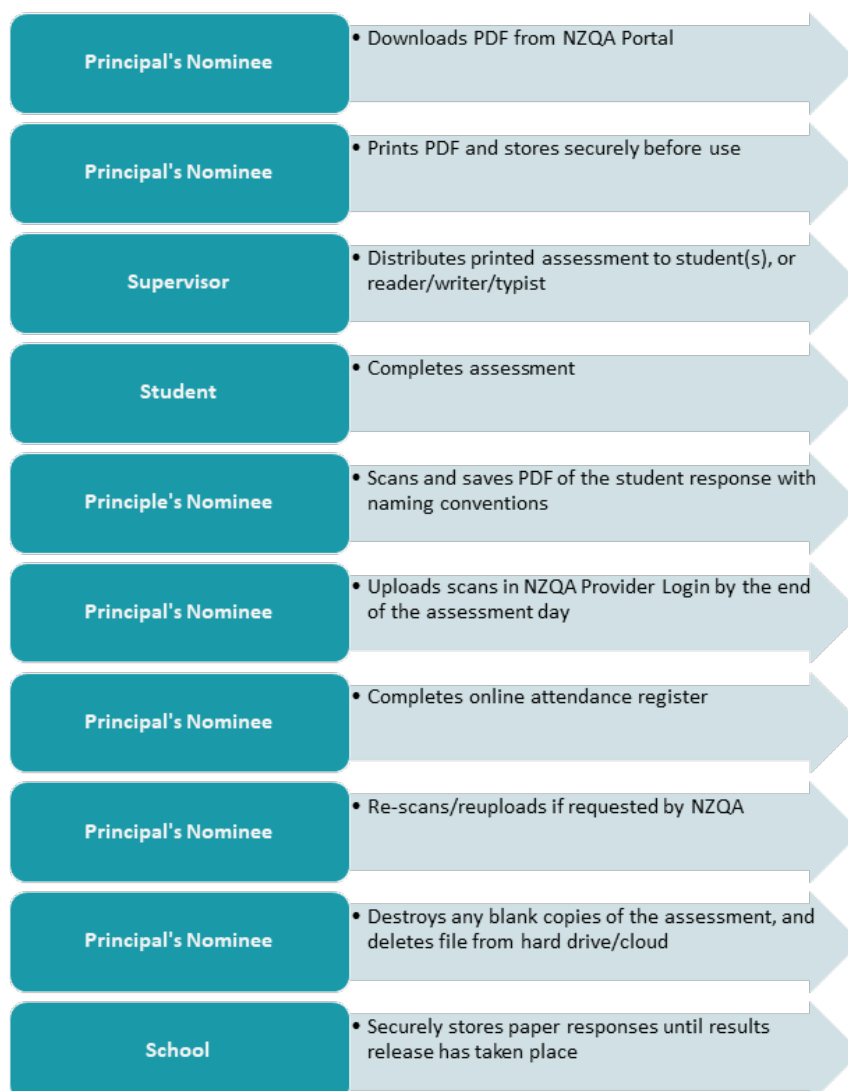
10.1 Assessment security

For the validity of the assessments, the login credentials for access to Assessment Master, password protected PDFs of the CAAs provided by NZQA, must be kept secure and not shared outside of your direct teaching staff in any way.

The assessment should only be accessed and released to the candidates at the time set by the school.

PDF copies of the assessments used by the reader/writer/typist must be either destroyed or kept secure and not shared outside of your direct teaching staff in any way.

10.2 Overview for using printed PDFs



10.3 PDF for SAC conditions

The Literacy and Numeracy CAAs are digital-first, which means candidates complete the assessments on a computer. Please encourage candidates with SAC entitlements to complete the assessment digitally where their reader/writer/typist can work from either a PDF or the Assessment Master screen. This will allow them to fully benefit from the digital tools available for support. These tools include:

- copy and paste
- easy deletion and insertion of text
- spell check
- Polly text-to-speech (on 32403 Reading and 32406 Numeracy only)
- Assistive Technology.

10.3.1 Important Information for Literacy Writing PDF

Important information about the Literacy Writing (32405) assessment

To protect its validity, Literacy Writing (32405) has an assessment for Week 1, and a separate assessment for Week 2 of the assessment period.

The PDFs will be clearly labelled with Week One or Week Two on the cover page. Additionally:

- Week 1 will have a BLUE banner
- Week 2 will have a YELLOW banner

Before distributing the assessments, check the file you have downloaded to ensure you have the correct writing PDF for candidates, or their response may be invalid. If the candidate is not completing their assessment digitally, ensure you submit the scanned PDF by the end of your assessment day.

10.3.2 Downloading the PDF

The CAAs (in PDF form) will be available for download by the Principal's Nominee from the High Security section of the [Provider log in - Non-end of Year Assessment Download](#).

The link will display assessment files available for download from 3.30 pm on the Friday prior to the assessment week.

Assessment Event	Week	Available from...	until...
1	1	3.30 pm Friday 17 May	3.00 pm Friday 24 May
1	2	3.30 pm Friday 24 May	3.00 pm Friday 31 May
2	1	3.30 pm Friday 6 September	3.00 pm Friday 13 September
2	2	3.30 pm Friday 13 September	3.00 pm Friday 20 September

To download the PDF:

- Click the 'Download' button, it may take a few minutes for the zipped file to download to your device, depending on the file size.
- To open the file, an access code is required. By downloading the file, an automated email will be sent to the Principal's Nominee email address.

The email is sent from webmaster@nzqa.govt.nz and includes:

- the access code to open the PDF(s) contained in the zipped file.
- the ESAA ID of the requester.

Note, if you click on the link outside of the specified times of when files are available for download, the link to the files will not be displayed.

Please contact NZQA on 0800 222 230, if you:

- are experiencing difficulties with downloading the PDF, or
- have downloaded the file and checked your Junk/Spam folder and the email is not there.

10.3.3 Using the printed PDF

The printed PDF can be offered to candidates as an alternative method, for completing the assessment if there is a significant interruption and;

- the candidates are unable to complete the assessment digitally, if they have started. Once students have started an assessment, they must complete the activity within the same session. Supervisors can use their discretion to extend the end of the assessment session, or
- it is not possible to complete the digital assessment within the same day or on another day within the two weeks of the assessment event, if they have NOT started.

Remember that the literacy and numeracy assessments do not have to be completed within set time e.g. 60 minutes, provided each is completed within a single continuous session within a day.

Schools using the printed PDF must:

1. print the appropriate number of PDFs for the candidate(s) and reader/writer/typist.
 - Confirm you have the correct Literacy Writing (32405) PDF for AE1 or AE2.
2. ensure the appropriate assessment conditions are maintained during each assessment session.
3. ensure the candidate(s) have written the school code, their name and correct NSN on the front cover.
4. collect the handwritten or typed candidate responses at the end of the assessment session, scan and save as a PDF using the [file naming convention](#). It is the Principal's Nominee's responsibility to upload the files to NZQA using the *Digital Submission Upload* link from the [Provider log in](#).
5. complete the linked Microsoft form [online attendance register](#) accurately to indicate which candidate has completed the assessment as a response on paper.
 - a. If a candidate has completed the assessment partially digitally and on paper, indicate on the form it is a composite in order for the full response to be marked.
 - b. If you do not submit an online attendance register, NZQA will contact you to request one. NZQA will be unable to process the candidate's response for marking until the register is completed and submitted.
6. securely retain copies of the written candidate responses until the completion of the Results Confirmation Process (RCP).
7. destroy or keep secure any PDFs of the assessment used by the reader/writer/typist. Failure to do so may result in a [breach](#).

Reminder, the Week 1 Literacy Writing PDF cannot be used in Week 2. Any responses submitted using the incorrect PDF will not be marked and will not count toward an assessment attempt.

11. Candidate results

Results for AE1 will be available the week starting 5 August 2024 and AE2 will be available on 5 December 2024.

If a candidate has achieved a standard, an 'A' will be displayed. If they have not achieved a standard, an 'N' will be displayed.

Only an Achieved result will be displayed on a candidate's Record of Achievement (ROA). Literacy and Numeracy standards will not show a result until the student has achieved it.

The six dedicated standards for the NCEA co-requisite are not graded standards and candidates cannot gain a Merit or Excellence in these assessments.

Marked scripts for the Literacy and Numeracy standards are not returned but candidates who do not achieve a standard receive Assessment Feedback.

An interim Assessment Report will be made after the assessment event, which will show how the national cohort performed against each outcome and make recommendations on where schools may want to focus teaching and learning.

An annual Assessment Report will also be released after AE2, with information relating to how the whole cohort performed.

11.1 Candidate assessment feedback

Candidates who completed the literacy (reading and writing) and/or numeracy CAAs and did not achieve one or more of the standards can access their Assessment Feedback from their [MyNZQA Learner](#), at the same time their results are released. The document will show the strength of the evidence a candidate provided for each outcome in that standard. Candidates should download and/or print this document to share with their teachers/tutors, and/or whānau, to assist with teaching, learning, and preparation for future assessment attempts.

Assessment Feedback for Te Reo Matatini me te Pāngarau is not available at this stage. |

11.2 School results access to results

Results for AE1 will be available the week starting 5 August 2024 and AE2 will be available on 5 December 2024. Secondary school teachers can go to the [Provider log in](#) and navigate to 'File Downloads and Searches'.

Under 'File Downloads', schools can download a spreadsheet (results.zip) file. This file shows results for all candidates who completed the assessment. This file can be imported into the School Management System (SMS).

Schools can also use the Candidate/Standard search functions to see results for individual candidates.

11.3 Candidate results access

Candidates can access their results via their [MyNZQA Learner](#) on the NZQA website.

Once logged in, candidates can access the 'My School Entries and Results' link on the left of the page.

Candidates will need their NSN and password to log into to the NZQA website. Candidates who do not have this information will need to call the Contact Centre on 0800 697 296 or ask Awhina, NZQA's chat bot, on the NZQA website.

11.4 Candidate support

We recommend reviewing the Assessment Feedback document with candidates(s) and working with them to identify what did and did not go well during the assessment event. This could include reviewing their preparation for the assessment (such as achievement in diagnostic tests, participating in digital familiarisation activities, and going through [past digital external assessments](#)) as well as the strengths and weaknesses of their responses in the assessment.

11.5 Re-entering candidates

If candidates did not achieve a standard for the first assessment event, schools will need to decide after reviewing the Assessment Feedback whether it is appropriate to enter them in the next Assessment Event.

Remember, there will be further opportunities for students to participate in the assessments in the following year. Candidates can attempt the co-requisite standards through Years 9-13 (and in some tertiary institutions).

For further help with determining candidate readiness, there are a range of Curriculum Progress and Consistency Tools available. These are designed to support schools in understanding your learners and what their next steps might be. An overview of these tools is available from [NCEA.Education](#)

11.6 Results confirmation process (RCP)

Candidates cannot request a reconsideration and/or a review for the NCEA co-requisite. However, if a candidate's results deviate significantly from what you expected, you may want to confirm their results are accurate, via the Results Confirmation Process (RCP).

The RCP can be triggered if a candidate's results are not consistent with the outcomes of [diagnostic assessments](#) the school has implemented as part of the teaching and learning programme.

The RCP is a check that the item scores have been recorded correctly and marking has been applied accurately. Where relevant, the student's evidence may be re-marked.

To begin this process, complete the online [Results Confirmation Process form](#) and submit to NZQA. There is no charge for the RCP.

If candidates' results reflect the schools' expectations, there is no need to undertake results confirmation.

The final date for submission of the Results Confirmation Process requests are:

- 23 Aug 2024 for AE1
- 21 Feb 2025 for AE2.

Section 2: Information for teachers/supervisors

12. Delivering the Literacy and Numeracy CAAs

The mode of assessment for the Literacy and Numeracy assessments is by sitting external Common Assessment Activities (CAAs) conducted as per the NZQA dates provided below.

Assessment Event (AE)	
One	Two
20 – 31 May	09 – 20 September

Schools are responsible for:

- making an assessment plan that includes:
 - which candidates will be assessed
 - what devices are available
 - who will supervise the CAAs
 - which rooms will be used
 - what days you will assess each standard.
- deciding:
 - which staff supervise the CAAs
 - when the CAAs are held during the two-week assessment period
 - if candidates who are ready to be assessed complete the Reading, Writing and Numeracy assessments at the same time, different times on the same, or across multiple days
 - how the room is set up for the CAAs
 - if learners require Special Assessment Conditions.

13. Administering the CAAs

13.1 Timing

The Literacy and Numeracy CAAs are designed to be completed by most candidates within 60 minutes, but there is no actual time set by NZQA for candidates to complete the assessment except that students should complete it in a single time period. This does not mean that the time available should be considered as unlimited. Schools should use professional judgement to ensure that sufficient time is provided for all students to complete the assessment fairly, including those students with learning needs that usually require SAC support.

The assessments are not time bound but a student who is operating at least at curriculum level 4 should complete in sixty minutes. Each assessment must be completed within a single supervised session. Ensure you are clear about the agreed times set for the CAAs in your school, and there are plans in place for candidates who may require more time.

It is best practice for schools to assess candidates for a single co-requisite (Reading, Writing or Numeracy) on the same day, but schools can stagger these throughout the day to protect each CAA's integrity.

Schools:

- determine the best time during the day to hold the assessment session.
- manage the delivery of Literacy and Numeracy CAAs. They can choose when to deliver the CAAs, so long as it is within the two-week assessment period set by NZQA.

- will use Assessment Master for candidates to access and respond to the CAAs. Schools may decide a candidate needs to respond outside of Assessment Master, by writing or typing their responses using the printed version (PDF available by NZQA and printed by the school).

Candidates should be given a minimum of 60 minutes to complete the CAAs but can take as long as they need provided the assessment is delivered in a single session and should be advised of the scheduled date and time well beforehand. It is up to the school to manage the provision of the assessment session.

14. Accessing the CAAs

Prior to the candidates sitting the CAAs, the school must be familiar with accessing and using Assessment Master.

To access the assessments, the Principal's Nominee (Administrator) must first log into Assessment Master and open the CAAs.

Once the candidates have completed the assessment, the Principal's Nominee (Administrator) must then close the assessment access.

Detailed guidance is available in the *Assessment Master guide for administrators* provided separately by NZQA (via the [Provider log in](#)).

15. Assessing the CAAs

Schools must ensure examination conditions are maintained during the assessment session. School internet or network access does not have to be blocked as NZQA can digitally sample candidates work for authenticity.

School must:

- inform teacher/supervisor and candidates of the requirements outlined in the assessment specifications well before the assessment session
- provide the teacher/supervisor with the printed PDF of the CAAs
- **check** the *Digital Submission Upload* link is accessible from the [Provider log in](#)
- ensure candidates understand that, by submitting their response, the candidates are verifying that the content is their own work
- ensure candidates can access the CAAs (for those completing in Assessment Master)
- supervise the assessment to ensure candidates work individually and do not have access to hard-copy course resources or notes
- ensure candidates responses completed on the printed version are scanned, saved as a pdf and follow the file naming conventions:
 - check the pdf has been printed double-sided
 - check the candidate(s) have written the school code, their name and correct NSN on the front of the booklet
 - upload scanned paper responses to NZQA
 - complete an [online attendance register](#) for each session
- securely retain copies of the paper responses completed outside of Assessment Master until the completion of the Results Confirmation Process (RCP)
- destroy unused paper copies.

The teacher/supervisor is responsible for:

- managing the assessment
- following the *Assessment Master guide for supervisors*
- providing candidates with:
 - the 4-digit access code after reading the [Pre-assessment Instructions](#)
 - printed copy of the PDF (for candidates opting to respond outside of Assessment Master)
- collecting paper responses from the candidates that have completed the assessment outside of Assessment Master.

16. Supervising the CAAs

For the end of year assessments, supervisors read out a set of pre-assessment instructions. If you would like to simulate an end of year assessment, please refer to [Appendix A: Pre-assessment Instructions](#) and note these are a guide only and can be amended to suit your school's assessment plan.

Candidates must complete their assessment individually under supervision.

The school must:

- provide a venue where desks can be separated appropriately
- ensure supervisor invigilate the assessment to external examination standard following the *Assessment Master guide for supervisors*
- ensure candidates work individually
- ensure the online attendance register is completed accurately.

17. Preparing for the digital submission

17.1 Printed PDF (paper) responses

Assessments completed on paper must be submitted by the end of the assessment day using the instructions provided on the [How-to guides and resources](#) from the NZQA website.

Failure to submit scanned paper response on time may result in a breach, or the candidate response being classed as invalid. Responses submitted after the day of the assessment must follow the [Late submissions process](#).

Paper responses must be scanned and saved as a PDF before being submitted to NZQA. Please follow the NZQA preferred file naming convention when saving the PDF.

It is important that scans of the CAAs are clear and legible. Please check the pages are scanned in the correct order and rotation. If the marking team are unable to view the submitted scanned responses, NZQA will request a rescan of the paper response to replace the file previously uploaded.

It is the Principal's Nominee's responsibility to ensure the scanned paper responses have the correct candidate's name, NSN and school code.

17.2 File naming conventions

Use the following file naming convention when saving PDFs prior to the upload of files.

[4-digit School No]-[NSN]-[Standard No].[extension]

Example: 0045-345678912-91979.pdf

By using the file naming convention specified, this ensures the uploaded file is linked to the correct candidate's entry. It is important the file name includes the candidate's NSN and/or name.

Note: The school number must be padded with leading zeros to 4 digits. For example, 0004, 0023, 0123'.

18. Late submissions

Late upload of candidate responses completed outside of Assessment Master (**after the day of the assessment**) can only be made if:

- an email is sent to examinations@nzqa.govt.nz, by the school Principal or Principal's Nominee verifying that the late submission(s) was the result of an act of omission on the part of the school and that the candidate has not worked on the submission **after the day of the assessment**.
- the email is sent prior to submitting the work to NZQA.
- candidates are entered for the standard to be submitted. If there are no current entries, schools will be required to submit an updated entry file to NZQA.

Note: The subject line of the email will need to include 'Late submission – <Literacy/Numeracy>- <standard number>' e.g. *Late submission - Literacy Writing 32405*.

NZQA will acknowledge the request and/or provide further instruction where applicable.

Contact the NZQA Contact Centre on 0800 222 230, if you are concerned about the scanning and/or uploading of candidate responses.

19. Queries

Please direct queries to the contact details listed below:

Query type	Contact	Email subject requirements
Assessment or submission queries	assessment.service.centre@nzqa.govt.nz	Use the subject and standard number in the subject field. e.g. Literacy 32405
Late submissions	examinations@nzqa.govt.nz	Use 'Late submission' and subject and standard in the subject field. e.g. Late submission - Literacy 32405
Support prior to the assessment AND on the day of the assessment	0800 222 230	

Appendix A: Pre-assessment Instructions

Introduction	<p>For end of year assessments, our supervisors read out pre-assessment instructions.</p> <p>If you'd like to simulate an end of year assessment, read out these instructions.</p> <p>These are only a guide and can be adapted to suit your school's assessment plan.</p>
Duration of assessment	<p>The Literacy and Numeracy assessments are designed to be delivered in 60 minutes, but students can take the whole school day to complete if required.</p> <p>Ensure you are clear about the timings you have agreed in your school, and that you have a plan for students who may take longer to complete.</p>
Supervisor: Read these instructions to the students	<p>Listen carefully and follow all instructions.</p> <p>Ensure you are logged in and waiting at the access code screen.</p> <p>The assessment is [x] minutes in duration. No one can leave the room without permission. The official time is taken from [clock].</p> <p>Watches and mobile phones can only be in the room inside your bag and must be turned off.</p> <p>Power banks must be kept in your bag. If you need to use your power bank, raise your hand.</p> <p>Do not access internet resources, except the assessment. Navigating away from the assessment screen will trigger the breach software, and your supervisor will need to unlock your assessment.</p> <p>Do not have any unauthorised material such as notes, correcting fluid, or books with you or in any pocket.</p> <p>If you require blank note paper, please ask and it will be provided for you.</p>
Supervisor: Read these instructions for Numeracy (32406) and Literacy Writing (32405) only	<p>If you are using the text to speech software (Polly), you will need to use headphones.</p> <p>Polly is off by default.</p> <p>You will need to turn Polly on using the Polly icon in the top right-hand corner of Assessment Master.</p> <p>When Polly is on, when you highlight text, the play bar will display.</p> <p>Click on play to listen to the text read aloud and use the action functions to pause and stop.</p>
Supervisor: Read the Access Code	<p>When students are about to start the assessment:</p> <p>Read out the access code and write the code on the board, in large clear digits.</p> <p>Remind the students if they have any problems, to put up their hand.</p>

Appendix B: Digital Assessment troubleshooting checklist

NZQA will be closely monitoring the performance of the digital assessment platform during the Literacy and Numeracy assessment events.

We will post real-time updates on the [Literacy & Numeracy web page](#) advising whether there are any current platform performance issues that may affect the co-requisite assessments.

If there are significant problems with the platform performance, NZQA will send a text message to PNs with instructions on what schools should do. If no text messages are received, and there are no updates on the website indicating a general problem, then any problem is most likely to be local/at the school level.

The following checklist may assist you to troubleshoot local/school level issues. We suggest you keep this close by in the event that any issues arise.

Scenario	Notes	Recommended actions
If some or all students cannot start the assessment	The assessment folder may be locked	<input type="checkbox"/> Check that the assessment folder is 'unlocked'. If it is unlocked and students cannot start the assessment, record the following information and any other details you have and contact the priority call centre line (0800 222 230). <ul style="list-style-type: none"> • The number of the standard affected: _____ • What students can see on the screen/ error message: _____ • Identify the step of the login process students were at: <ul style="list-style-type: none"> <input type="checkbox"/> The NZQA website <input type="checkbox"/> Student log in' button <input type="checkbox"/> Log-in credentials entered <input type="checkbox"/> Got in but the Access Code is not working • NSN of one affected student: _____
If the system slows down temporarily for less than 10 minutes	Students may experience slowness which may be caused by high numbers of users logging on around the same time.	In most cases, the slowness will resolve itself within a few minutes. Students should not refresh the screen or close their browser.

Scenario	Notes	Recommended actions
If slowness persists longer than 10 minutes	Slowness can be due to local factors affecting the performance of the system.	<input type="checkbox"/> Check with your own IS technician support if the school's network is performing at speed. <input type="checkbox"/> Ensure there are not large numbers of other students or staff in the vicinity of the exam room who may be connecting devices to the room's Access Point. <input type="checkbox"/> Check how many students are connecting through a single Access Point (Wi-Fi router). If there are more than 30 students, it may be affecting the speed of connection. If there are up to 50 or more, it is almost certainly affecting speed. <input type="checkbox"/> Check that there are no local issues with your school's internet service.
If students are unable to access the assessment for more than 15 minutes	Literacy and numeracy assessments do not have to be completed within set time e.g. 60 minutes, provided each is started and completed: <ul style="list-style-type: none"> • preferably within the same session or • within the same day, or in extreme circumstances such as the assessment platform being unavailable, at the earliest opportunity within the assessment event. 	<input type="checkbox"/> Halt the assessment and consider the following options: <ul style="list-style-type: none"> • If students have started an assessment, they must complete the activity preferably within the same session, or within the same day, or, in extreme circumstances such as the assessment platform being unavailable, at the earliest opportunity within the assessment event. • Supervisors can use their discretion to extend the end of the assessment session. • If students have not started the assessment, the assessment can be undertaken on another day within the two weeks of the assessment event. • Assess the students at the next assessment event. • Consider whether the limited number of other standards are appropriate for individual students to meet the requirements of the co-requisite.
If the student's device 'freezes'	If an individual student's device appears to freeze for an extended period, assist the student to log in again. Only do this as a last resort as the student may lose the work they have completed on the page.	<input type="checkbox"/> ask the student(s) to log out of the assessment or close the window (force restart if the device has completely frozen), <input type="checkbox"/> wait a few minutes, <input type="checkbox"/> unlock the student and then log in again.
Further assistance	Familiarise yourself with the Administrator and Supervisor guides and job aids in your Provider login before the assessment event.	Contact the dedicated call centre line (0800 222 230) for assistance.

Title	Apply mathematics and statistics in a range of everyday situations		
Level	1	Credits	10

Purpose	Learners credited with this unit standard are able to formulate mathematical and statistical approaches to solving problems in a range of everyday situations, use mathematics and statistics to meet the numeracy demands of a range of everyday situations, and explain mathematical and statistical responses to situations.
----------------	---

Classification	Core Generic > Work and Study Skills
-----------------------	--------------------------------------

Available grade	Achieved
------------------------	----------

Guidance Information

- 1 This unit standard belongs to a package of standards that forms the literacy and numeracy co-requisite to the National Certificate of Educational Achievement (NCEA) in English language. Together with unit standard 32403 *Demonstrate understanding of ideas and information in written text* and unit standard 32405 *Write texts to communicate ideas and information*, this package of standards assesses the foundational literacy and numeracy skills that enable learners to engage in further learning, life, and work.
- 2 For the purposes of this unit standard, *foundational numeracy* refers to the ability to access, use, interpret, and communicate mathematical and statistical information and ideas. These abilities enable learners to access further learning opportunities, develop important life skills, and engage in employment and in their communities. This includes an understanding of how to participate in Aotearoa New Zealand as a diverse, bicultural nation and across the wider Pacific region.
- 3 This unit standard corresponds to the Process Ideas and Significant Learning in the Numeracy Learning Matrix. It should be read together with [Unpacking Numeracy](#) and at least one of the relevant frameworks below:
 - [The New Zealand Curriculum](#) – upper Level 4, lower Level 5
 - [Curriculum Progress Tools](#), which comprise the [Learning Progressions Framework \(LPF\)](#) and [Progress and Consistency Tool \(PaCT\)](#)
 - Mathematics: The scale descriptors in the range 750 to 850
 - The [Learning Progressions for Adult Numeracy \(LPAN\)](#) – upper Step 5
 - The [Programme for the International Assessment of Adult Competencies \(PIAAC\)](#) – upper Level 2, lower Level 3
- 4 Learners will be assessed against this unit standard through an external Common Assessment Activity that is set and marked by the New Zealand Qualifications Authority.

- 5 Learners must demonstrate competency in the three outcomes through assessment tasks that sample the seven Content Ideas. These Ideas are identified in the Numeracy Learning Matrix, and are as follows:
- i. Fluently and flexibly solve problems that require operations on numbers, understanding the relative size of those numbers, and making sense of the answer in context.
 - ii. Recognise and work with mathematical relationships.
 - iii. Understand and use the spatial properties and representations of objects.
 - iv. Understand and use systems to locate and navigate.
 - v. Use numbers and units to measure and express attributes of objects and events as quantities, to a degree of precision appropriate to the context.
 - vi. Understand and reason with statistics and data.
 - vii. Use probability to interpret situations that involve elements of chance.
- 6 The quantity and variety of situations used for assessment must give confidence that the learner can adequately meet the mathematical and statistical demands reflected in the three outcomes. All outcomes do not necessarily need to be achieved in the same situation.
- 7 Use of appropriate technology is expected. Rulers and a standard (non-scientific, non-graphing, and non-communicating) calculator, or any calculator on the [NZQA Approved Calculator List](#), may be used for the Numeracy assessment.
- 8 Definition
An everyday situation is a situation that is relevant to the learner's everyday life, learning, participatory citizenship, or work.

Outcomes and performance criteria

Outcome 1

Formulate mathematical and statistical approaches to solving problems in a range of everyday situations.

Performance criteria

- 1.1 Select an appropriate operation, representation, variable, and/or method to solve the problem(s).

Outcome 2

Use mathematics and statistics to meet the numeracy demands of a range of everyday situations.

Performance criteria

- 2.1 Apply mathematical and statistical procedures correctly in the situations.

Outcome 3

Explain mathematical and statistical responses to situations.

Performance criteria

3.1 Use evidence to explain the selection of the method and/or calculation.

Planned review date	31 December 2025
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	22 June 2021	31 December 2022
Review	2	2 March 2023	31 December 2023
Review	3	29 February 2024	N/A

Consent and Moderation Requirements (CMR) reference	0233
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Standard Setting Body

The Ministry of Education | Te Tāhuhu o te Mātauranga may be contacted at:

Phone: +64 4 463 8000

Web: www.ncea.education.govt.nz

Email: enquiries.national@education.govt.nz

Title	Apply mathematics and statistics in a range of everyday situations		
Level	1	Credits	10

Purpose	Learners credited with this Unit Standard are able to formulate mathematical and statistical approaches to solving problems in a range of everyday situations, use mathematics and statistics to meet the numeracy demands of a range of everyday situations, and justify mathematical and statistical responses to situations.
----------------	---

Classification	Core Generic > Work and Study Skills
-----------------------	--------------------------------------

Available grade	Achieved
------------------------	----------

Guidance Information

- 1 This Unit Standard belongs to a package of standards that forms the literacy and numeracy co-requisite to the National Certificate of Educational Achievement (NCEA) in English language. Together with Unit Standard 32403 *Read written texts to understand ideas and information* and Unit Standard 32405 *Write texts to communicate ideas and information*, this package of standards assesses the foundational literacy and numeracy skills that enable learners to engage in further learning, life, and work.
- 2 For the purposes of this Unit Standard, *foundational numeracy* refers to the ability to access, use, interpret, and communicate mathematical and statistical information and ideas. These abilities enable learners to access further learning opportunities, develop important life skills, and engage in employment and in their communities. This includes an understanding of how to participate in the diverse and multicultural societies within Aotearoa New Zealand and across the wider Pacific region.
- 3 Use of appropriate technology is expected.
- 4 This Unit Standard corresponds to the Process Ideas and Significant Learning in the Numeracy Learning Matrix. It should be read together with Unpacking Numeracy and at least one of the relevant frameworks below:
 - [The New Zealand Curriculum](#) – upper Level 4, lower Level 5
 - [E-asTTle](#) – mastered Level 4 and ready for Level 5
 - [Curriculum Progress Tools](#), which comprise the [Learning Progressions Framework \(LPF\)](#) and [Progress and Consistency Tool \(PaCT\)](#)
 - Mathematics: The scale descriptors in the range 750 to 850
 - The [Learning Progressions for Adult Numeracy \(LPAN\)](#) – upper Step 5

- The [Programme for the International Assessment of Adult Competencies \(PIAAC\)](#) – upper Level 2, lower Level 3
- 5 Learners will be assessed against this Unit Standard through an external Common Assessment Activity that is set and delivered by the New Zealand Qualifications Authority.
 - 6 Learners must demonstrate competency in the three outcomes through assessment tasks that sample the seven Content Ideas. These Ideas are identified in the Numeracy Learning Matrix, and are as follows:
 - i. Fluently and flexibly solve problems that require operations on numbers, understanding the relative size of those numbers, and making sense of the answer in context.
 - ii. Recognise and work with mathematical relationships.
 - iii. Understand and use the spatial properties and representations of objects.
 - iv. Understand and use systems to locate and navigate.
 - v. Use numbers and units to measure and express attributes of objects and events as quantities, to a degree of precision appropriate to the context.
 - vi. Understand and reason with statistics and data.
 - vii. Use probability to interpret situations that involve elements of chance.
 - 7 The quantity and variety of situations used for assessment must give confidence that the learner can adequately meet the mathematical and statistical demands reflected in the three outcomes. All outcomes do not necessarily need to be achieved in the same situation.
 - 8 Rulers and a standard (non-scientific, non-graphing, and non-communicating) calculator, or any calculator on the [NZQA Approved Calculator List](#), may be used for the Numeracy assessment. There is no calculator functionality available in Assessment Master.
 - 9 Definition
An everyday situation is a situation that is relevant to the learner's everyday life, learning, participatory citizenship, or work.
-

Outcomes and performance criteria

Outcome 1

Formulate mathematical and statistical approaches to solving problems in a range of everyday situations.

Performance criteria

- 1.1 Select an appropriate operation, representation, variable and/or method to solve the problem(s).

Outcome 2

Use mathematics and statistics to meet the numeracy demands of a range of everyday situations.

Performance criteria

2.1 Apply mathematical and statistical procedures correctly in the situations.

Outcome 3

Justify mathematical and statistical responses to situations.

Performance criteria

3.1 Use evidence to explain the selection of the method and/or calculation.

Planned review date	31 December 2025
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	21 June 2021	N/A
Review	2	2 March 2023	N/A

Consent and Moderation Requirements (CMR) reference	0233
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this Unit Standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this Unit Standard.

Assessment Specifications

Numeracy 2024

Published in March 2024

General information

Domain:	Core Generic > Work and Study Skills
Assessment method:	Common assessment activity (CAA)
Assessment medium:	Online, paper by exception
Period of assessment:	20–31 May 2024 (first assessment opportunity) OR 9–20 September 2024 (second assessment opportunity)
Standards:	32406

[Numeracy subject page](#)

Information relating to all achievement standards

A “common assessment activity” (CAA) is developed and marked by NZQA and administered by a kura / school / tertiary provider in a single session on a date(s) they are to nominate during the period of assessment specified above.

The assessment is designed to be completed in 60 minutes by most learners, but schools may allow as much time as necessary for candidates to complete the assessment in one session.

As well as *the New Zealand Curriculum*, Levels 4 and 5, assessors of this standard should be familiar with the following resources linked from the Numeracy page of the NCEA Education website:

- the relevant Unit Standard
- the NCEA *Numeracy Learning Matrix*
- the Ministry of Education’s *Unpacking Numeracy*.

[NCEA Education](#)

Further information about digital external assessment can be found on the NZQA website.

[Digital external assessment](#)

Equipment required

A ruler and a calculator are required. A standard calculator will suffice (non-scientific or non-graphing), or an [approved calculator](#) may be used.

Conditions of assessment

Candidates must complete their assessment individually under teacher supervision, in accordance with the NCEA Assessment and Examination Rules and Procedures. Candidates are not permitted to access any resources other than those supplied in the assessment.

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted, and material generated by these tools should not be submitted as part of the candidate's work.

Specific information for individual unit standard

Standard:	32406
Title:	Apply mathematics and statistics in a range of everyday situations
Number of credits:	10

Candidates will be required to respond to questions relating to a range of experiences relevant to everyday life, such as home, whānau, workplace, community, personal activities and projects.

Questions will assess the three outcomes in combination with the seven content ideas as identified in the *Numeracy Learning Matrix*. The questions will be a mix of multiple-choice options or short-answer responses.

From: [Melissa Mead](#)
To: [Boženka Vondruška](#)
Cc: [Kevin Hoar](#); [MaryJane Parker](#)
Subject: Re: Numeracy Assessment Specifications 2024
Date: Tuesday, 26 March 2024 11:39:37 AM
Attachments: [image001.png](#)
[image002.png](#)
[Outlook-r5cekb5b.png](#)

Thanks so much for these. Once I have the Literacy ones in my hot little hands I'll get them all published

Melissa Mead
Senior Project Manager, Literacy & Numeracy
Digital Assessment and Change
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority




melissa.mead@nzqa.govt.nz
www.nzqa.govt.nz
125 The Terrace, PO Box 160,
Wellington, 6140

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Monday, 25 March 2024 11:15 am
To: Melissa Mead <Melissa.Mead@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Numeracy Assessment Specifications 2024

Hi Melissa,


Please find Numeracy Assessment Specifications 2024 attached.

Ngā mihi,

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority




✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



Assessment Talanoa with Developers

ODCEP February 2024



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Tālofa, Fakaalofa lahi atu, Kia orana, Talofa lava, Taloha ni, Mālō e lelei,
Ni Sa Bula Vinaka, Noa'ia, Mauri, Tēnā koutou katoa

Talanoa methodology



[Collaborative inquiry using Talanoa / Snapshots of Learning / Snapshots of learning / enabling e-Learning - enabling eLearning \(tki.org.nz\)](#)

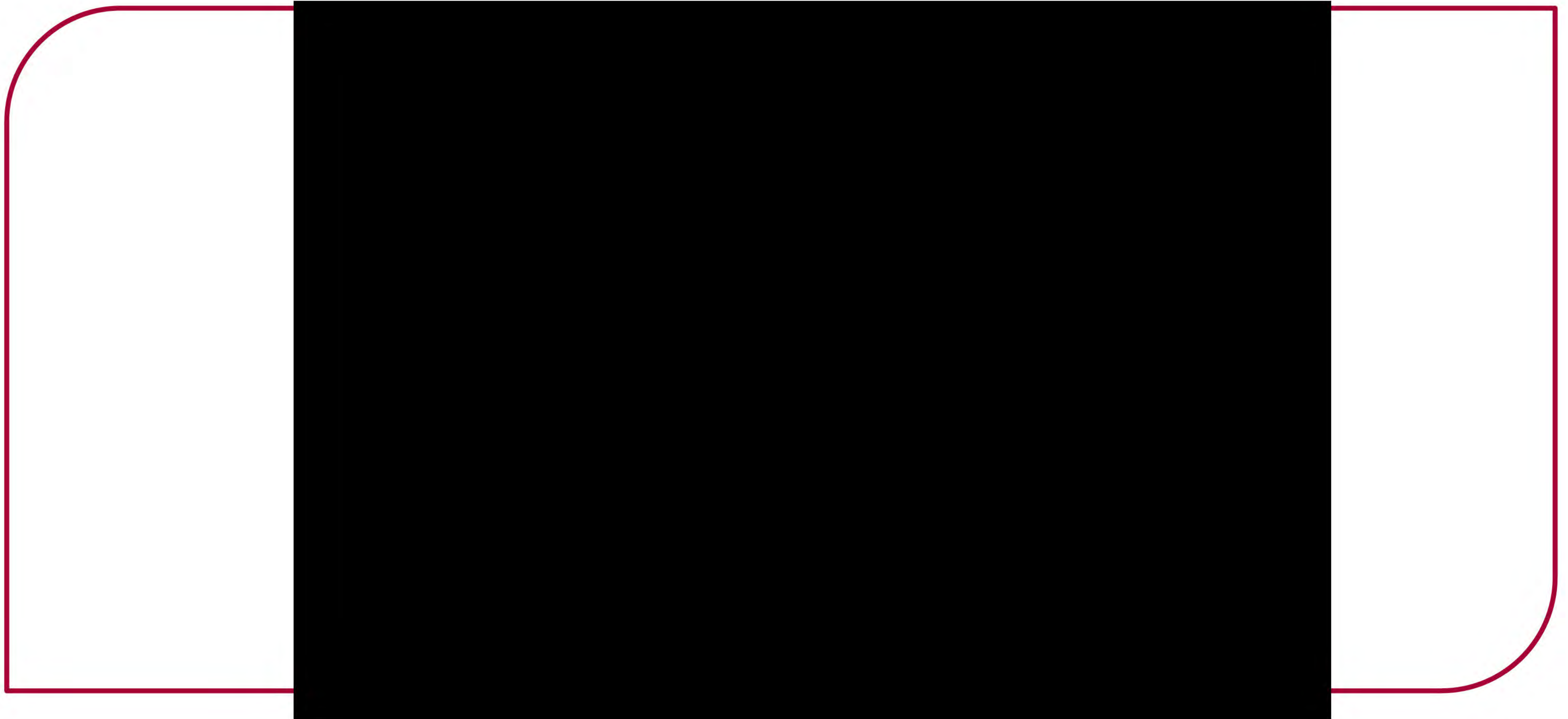
On a scale of 1 to 10, where would you place yourself in terms of knowledge and understanding of Pasifika?



The Office of the Deputy Chief Executive Pasifika (ODCEP) became a newly formed group with direct report to the Office of the Chief Executive in March 2023.

ODCEP provides strategic advice and guidance across the organisation with a leadership role in the development, implementation and evaluation of the Takiala Pasifika, NZQA's Strategic Action Plan for Pacific Learner Success.

ODCEP houses two teams which lead NZQA's Pacific domestic work programme within Aotearoa and Pacific realm nations and the implementation of our MFAT-funded Pacific Qualifications Recognition project in the Pacific region over the next five years. This project fits within NZQA's Strategic International Action Plan 2023 – 25.



Our responsibilities include leading NZQA's commitment to Pacific learners succeeding in education by:

- supporting NZQA to effectively operationalise the Takiala Pasifika, NZQA's strategic action plan for Pacific learner success,
- strengthening our organisation's relationship with Pacific stakeholders,
- providing strategic direction to help NZQA meet its commitment to improve Pacific learner success,
- lead and manage important projects that improve educational outcomes for Pacific students, both here in Aotearoa and across the Pacific region, and
- building capability and understanding of Pacific world views, lived experiences and perspectives across NZQA.

Our operating context



Our overarching purpose is focused on addressing inequities that Pacific learners and their families face in our education system, aligned to NZQA's strategic objectives. We recognise that the education system is not yet delivering equitable outcomes for all learners and that Pacific peoples along with other identified communities face significant and compounding barriers to equitable education success.

Improving equity for Pacific goes beyond the education system, there are compounding effects and influences that are recognised and acknowledged historically, and are across the social, cultural, economic and political contexts of Aotearoa, New Zealand and the Pacific Region.

NZQA is committed to equity and Pacific learner success. ODCEP assists our organisation to apply a Pacific lens and put learners at the centre of everything we do; enhance our regulatory effectiveness, enable people and system capability, and ensure continual process improvement. NZQA's role within the education landscape is the quality assurance of qualifications and assessments.

Content
Context
Culture

Who are Pacific learners?



[Pasifika NZQA :: NZQA](#)

[Ministry for Pacific Peoples — Pacific Aotearoa \(mpp.govt.nz\)](#)

[Best practice for teaching Pacific learners: Pacific Evidence Brief 2019 | Education Counts](#)

[Action Plan for Pacific Education 2020–2030 – Education in New Zealand](#)

[Mālō nī, Kia orana, Talofa lava, Mālō e lelei, Fakaalofa lahi atu | Tapasā \(tki.org.nz\)](#)

Mā tō rourou, Mā taku rourou, Ka ora ai te iwi

With your basket of knowledge and our basket of knowledge our people will flourish

“If you talk to people in a language they understand, that goes to their heads.
If you talk to them in their language, that goes to their heart.”



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Malo lava, Fakaauē lahi, Meitaki Maata, Malo ni, Malo ‘aupito,
Faiākse'ea, Fakafetai, Ko rabwa, Vinaka Vaka levu, Tēnā tatou katoa

From: [REDACTED]
To: [Boženka Vondruška; Kevin Hoar](#)
Subject: 3 more item sets
Date: Friday, 8 December 2023 9:42:46 AM

Hi Bozenka

I hope all is well.

I've added three more items sets to the Data Originals for Bozenka file in EAD.
They are called Art, Helping Mum, and Driving Miss Deena.

Happy reading

[REDACTED]

--

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Boženka Vondruška](#); [Kevin Hoar](#)
Subject: Numeracy CAA 2024
Date: Tuesday, 19 December 2023 9:27:01 AM

Hello Kevin and Boženka

I thought I would send a pre-Christmas email about the state of the CAAs for 2024. I return to work on 19 January and am aware Boženka starts back on 15 January. I will only refer to documents in the EAD hub as email is insecure.

In the folder 2024>Level 1>Preliminary Drafts>drafts for Boženka you will find all the files needed. Sorry if the names are incorrect as EAD hub has been suspended for some reason.

The blueprint spreadsheet specifies the questions allocated to each CAA, Term 2 and Term 3. Each CAA has 5 questions containing 6 items in line with requests from our system people.

There is a separate tab for each CAA. Note that there are more questions than are used. That is because I had to balance content and outcomes and write new items in places.

In 2024 we will file the unused questions. Writers and I spent some time developing and polishing them. Should another CAA be required in 2024 we are in good shape to create it quickly using the unused questions.

I have not applied a readability check across the items yet. That will occur once the CAAs are in place. Changes to wording at this stage might result in unintended consequences.

All the best for the holidays.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: CAA files
Date: Friday, 19 January 2024 2:23:47 PM
Attachments: [image.png](#)
[Outlook-njbdlbky.png](#)

Hi Kevin

Good to hear 6 items per theme is still a goer. The 3 + 3 split seems most sensible to me. I am working on the report at the moment. It is interesting to look back on it again with the benefit of more hindsight.

Regards

[REDACTED]

On Fri, Jan 19, 2024 at 2:05 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Thanks so much [REDACTED] - this makes it easier for the two of us.

I spoke with MaryJane, and then [REDACTED] about the 6 contexts and 5 question parts.

Overall, it shouldn't be a problem to have 5 contexts and 6 question parts. It will probably mean that students will have complete say part (a) to (e) on one page of AM and click the next button to bet to part (f). Technically, no different to students sitting the assessment on paper having to turn pages.

Another option is that the question parts are set up on AM as parts (a) to (c) on the first screen, then the student clicks 'next' to get to parts (d) to (f). No biggie.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa
We are all different – embrace life to the fullest

From: [REDACTED]
Sent: Friday, 19 January 2024 12:19
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: CAA files

Hello Kevin and Bozenka

You can now find PowerPoints for each draft CAA 2024 in the following folder.

2024 > Level 1 > 1.2 Drafts for NAF > CAA drafts for Bozenka

Name	Document Type	Modified	Modified By
Draft CAA Term 2 2024.pptx		A few seconds ago	vince.wright.3.14
Draft CAA Term 3 2024.pptx		A few seconds ago	vince.wright.3.14

That should make loading the assessments a lot easier. The only item that needs major graphic work is in the Polyfest Theme. I believe that providing a simpler timetable would improve that item.

I will also work on a 3rd back up test using the themes not included in the draft CAAs. That is purely a back up plan if needed.

Regards

[Redacted signature]

[Redacted contact information]

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--
[Redacted signature]

[Redacted contact information]

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Kevin.hoar@nzqa.govt.nz



www.nzqa.govt.nz



125 The Terrace, PO Box 160,
Wellington, 6140

He rerekē tatou katoa – awhi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: [Kevin Hoar](#)
To: [MaryJane Parker](#)
Subject: Re: Critique of Numeracy CAA
Date: Tuesday, 23 January 2024 12:19:03 PM
Attachments: [image002.png](#)
[Outlook-t4bplzuu.png](#)

Thank MaryJane.

I will place both draft assessments 2024 into folders 2. MC folders on EAD Hub.
I will then text [REDACTED] the password.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



[REDACTED]
Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Sent: Tuesday, 23 January 2024 11:35

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: FW: Critique of Numeracy CAA

Fyi

I will get Jordan to provision access.

Regards

Mary Jane

From: [REDACTED]
Sent: Tuesday, January 23, 2024 11:30 AM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Critique of Numeracy CAA

Kia ora Mary Jane

Yes, we should be able to do one review by the end of the week. Name and emails below for access.

[Redacted]

[Redacted]

[Redacted]

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Sent: Monday, January 22, 2024 10:33 AM

To: [Redacted]

Subject: Critique of Numeracy CAA

CAUTION: This email originated from outside of NZCER. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Kia ora [Redacted]

We have the Numeracy CAA/s available for critique for 2024. The turnaround time is very tight – a week. Are you able to do at least one of these in that time.

If this is possible could you please advise the name and email of the critique/s so we can provision access.

Ngā mihi
Mary Jane

Mary Jane Parker | Workstream Lead – Literacy and Numeracy
External Assessment | **Aromatawai ā-waho**
Assessment Division | **Wāhanga Aromatawai**
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[Redacted]
maryjane.parker@nzqa.govt.nz
www.nzqa.govt.nz
C/- ERO, Eden 4, 14 Normanby Road, Mt Eden, Auckland 1024

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From: [MaryJane Parker](#)
To: [Kevin Hoar](#)
Subject: FW: Numeracy Assessment 1, 2024 - Contractual arrangements and deadlines for translations
Date: Tuesday, 30 January 2024 8:22:27 AM

Hi

Can you look at this timeline that Boženka has here and advise if possible to meet 7 March.

Regards
Mary Jane

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Monday, January 29, 2024 11:34 AM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Cc: Melissa Mead <Melissa.Mead@nzqa.govt.nz>
Subject: Numeracy Assessment 1, 2024 - Contractual arrangements and deadlines for translations

Kia ora Mary-Jane,

I am planning my work for this year and assume that I'll need to have translations for Numeracy into the same languages as last year. If so, the latest they can go for translation is **Thursday 7 March with Straker, and Takatu via NPAM**. This is allowing **4 weeks for translation**.

This means that contractual arrangements will need to be finalised before then.

Could you let me know when we're ready to go?

Ngā mihi
Boženka

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



✉ Bozenka.Vondruska@nzqa.govt.nz

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Re: Review of CAA 1 Numeracy
Date: Friday, 1 March 2024 8:43:02 AM
Attachments: [Outlook-5sler3wy.png](#)
[Outlook-mq0bqvdy.png](#)
[Outlook-v3gnnik2.png](#)

Kia ora [REDACTED].

Thank you so much for getting the review of the second assessment completed - I really appreciate your (NZCER) efforts on this.

Ngā mihi.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz
125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa
We are all different – embrace life to the fullest

From: [REDACTED]
Sent: Thursday, 29 February 2024 21:12
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Review of CAA 1 Numeracy

Kia ora Kevin

Two reviews of the second assessment are loaded in Sharepoint along with the review for the first.

All the best,

[REDACTED]

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Wednesday, January 31, 2024 8:24 AM
To: [REDACTED]
Subject: Re: Review of CAA 1 Numeracy

CAUTION: This email originated from outside of NZCER. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello [REDACTED]

Thank you for getting the critique of the first Numeracy assessment completed.

I have told the MoE, who are also viewing the two assessments, that the second assessment would need to be critiqued by the end of February.

I am also happy for your critique to be completed by the end of February.

Thanks once again.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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[REDACTED]
Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

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From: [REDACTED]

Sent: Tuesday, 30 January 2024 11:36

To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Review of CAA 1 Numeracy

Kia ora Mary Jane

The first review is in the NZCER checking folder. Is there a time frame for when the second one is needed?

Best,

[REDACTED]

[REDACTED]

[REDACTED]



Te Pakokori, Level 4, Stantec House, 10 Brandon Street, Wellington NZ, 6011

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From: [Utufa'asisili Rosemary Mose](#)
To: [Kevin Hoar](#)
Cc: [MaryJane Parker](#); [Susan Henry](#); [Jasmine Taula](#)
Subject: RE: Numeracy CAA review completed for Term 2 and Term 3
Date: Friday, 2 February 2024 11:26:13 AM
Attachments: [image001.png](#)

Thanks Kevin and you are very welcome. Great that we can collaborate together in the development process.

Enjoy your leave and we will touch base next week

Utufaasisili Rosemary Mose

Deputy Chief Executive Pasifika

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Rosemary.Mose@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Friday, February 2, 2024 11:17 AM
To: Utufa'asisili Rosemary Mose <Rosemary.Mose@nzqa.govt.nz>
Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Susan Henry <Susan.Henry@nzqa.govt.nz>; Jasmine Taula <Jasmine.Taula@nzqa.govt.nz>
Subject: Re: Numeracy CAA review completed for Term 2 and Term 3

Talofa Utu.

A huge thank you to you and the Pasifika team for undertaking this critique. I, along with the Examiner, will be processing the feedback that has been made to improve the questions within the Numeracy assessments.

MaryJane will get back to you about a further check when she returns from leave.

Once again, thank you for your Mahi.

Kind regards.

Kevin

Get [Outlook for Android](#)

From: Utufa'asisili Rosemary Mose <Rosemary.Mose@nzqa.govt.nz>
Sent: Friday, February 2, 2024 10:03:41 AM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Susan Henry <Susan.Henry@nzqa.govt.nz>; Jasmine Taula <Jasmine.Taula@nzqa.govt.nz>
Subject: Numeracy CAA review completed for Term 2 and Term 3

Talofa Kevin, MJ (and Sue)

Just a quick note to let you know the MOE/NZQA Pacific review of the Numeracy CAA for Terms 2 and 3 has been completed and uploaded to the Sharepoint folder.

The team are keen to know whether we will have another opportunity to review both the Numeracy and Literacy CAA once the feedback is sent back to developers and any changes made. We would like to see the finalised assessments to complete the review process

effectively. We know that there are tight timeframes but appreciate the opportunity to do a final review as part of our QA.

Many thanks and happy Friday!

Utufaasisili Rosemary Mose

Deputy Chief Executive Pasifika

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Rosemary.Mose@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

From: [REDACTED]
To: [Boženka Vondruška](#); [Kevin Hoar](#)
Subject: CAA response to reviews
Date: Monday, 5 February 2024 5:52:55 PM

Hello Bozenka and Kevin

Today I did readability checks on the items from both 2024 CAAs. That showed up some wording issues and in a few cases I made suggested revisions to that wording on the draft PowerPoints. Most items have readability below 12 years though a few are higher than that due to use of Māori/Pacific words and specialist maths terms. We will have to make some pragmatic calls in that respect.

I could not access the PowerPoints that have reviewer comments or the marking schedules as they are password protected. Can I please have the password?

On Wednesday I will look at the reviewer comment versions.
It will be important to create a single Master final version of each CAA otherwise things could get messy.

Can we have a Zoom meeting early on Wednesday to sort out the process?

Regards

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Cc: [Boženka Vondruška](mailto:Bozenka.Vondruska@nzqa.govt.nz)
Subject: Re: Numeracy Draft CAA Term 2 2024 - With reviewer's comments
Date: Wednesday, 7 February 2024 1:28:35 PM
Attachments: [image001.png](#)
[Outlook-iccd1c0.png](#)

Thanks

They do like to edit things, don't they?

On Wed, Feb 7, 2024 at 11:57 AM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Thanks so much for scanning the MoE master document for ass one.

[REDACTED] - the pencil stuff is from one of the MoE people. My summary of the MoE stuff is written in blue pen.

Happy days!

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz

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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Wednesday, 7 February 2024 11:44
To: [REDACTED]
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Numeracy Draft CAA Term 2 2024 - With reviewer's comments

Hi [REDACTED]

I have scanned this file and saved it to EAD Hub for you  [HERE](#)

You'll need access to 2024 EAD Hub first, of course.

Cheers,

Boženka

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

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[REDACTED]

[REDACTED]

[REDACTED]

From: [Boženka Vondruška](#)
To: [REDACTED]
Cc: [Kevin Hoar](#)
Subject: FW: Feedback complete draft
Date: Thursday, 8 February 2024 1:31:51 PM
Attachments: [image001.png](#)

Hi [REDACTED]

It's OK, I've found the files. I've moved them to the correct folder:

4 Handover to Editor

Thank you.

Ngā mihi
Boženka

Boženka Vondruška

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☎ **DD** [REDACTED] [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

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Photos of exam material (e.g. reports and checklists) can be pasted into a password-protected Word document.

Compromising the security of an exam will require it to be rewritten.

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Thursday, 8 February 2024 at 1:07 PM

To: [REDACTED]

Subject: Re: Feedback complete draft

Hi [REDACTED]

Thanks for this. Could you please tell me which folder the file is in, as the link just takes me to the online version. Thank you.

Ngā mihi
Boženka

Boženka Vondruška

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DDI [REDACTED]



Bozenka.Vondruska@nzqa.govt.nz



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<http://www.nzqa.govt.nz>

From: [REDACTED]

Date: Thursday, 8 February 2024 at 12:10 PM

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Boženka Vondruška
<Bozenka.Vondruska@nzqa.govt.nz>

Subject: Feedback complete draft

Hello Kevin and Bozenka

This link takes you to a file called [Draft CAA Term 2 2024_Feedback Considered_VW Final](#).

In that file I have responded to the feedback in these ways:

1. Changes to text and images are given in the comments. Apart from new graphics the slides should look the same as the draft Bozenka is working with.
2. In the case of changes to text, that should be a simple 'cut and paste' into the hosting software.
3. Where a new graphic is needed, that is included in the pages of the PowerPoint. I have also added some graphic files to the [CAA drafts for Bozenka](#) folder. If there are any issues with the new graphics, please let me know.
4. Readability measures are provided for each item and for rewordings.

I think the feedback has been useful and the end result will be better for it.

Bozenka, please let me know if this way of working will cause major problems in terms of getting the CAA ready for translation.

Regards

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: Re: Feedback and version for translation
Date: Thursday, 8 February 2024 11:44:00 AM
Attachments: [image001.png](#)
[Outlook-v2giuadm.png](#)

Hi,

That's fine for you to create a more polished version, the issue here is that the version I have been working from is apparently not the final one. No, def. don't want you to be more hands off! I just need to know that I am getting a version that is not going to be changed before 2nd Edit.

Once the draft has been handed to me, there shouldn't be any changes from anyone else.

Cheers!

Boženka

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Date: Thursday, 8 February 2024 at 11:10 AM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Re: Feedback and version for translation

Hi Bozenka.

Thinking about this, I think I may be the one causing the issues about versions.

I have a habit of creating (what I call) a 'more polished' version of what the examiner submits to me, as NAF, before handing it over for MC checks and then to the Editor. Doing this removes many issues that the MCs would have to pick up just because the examiner's original copy hasn't taken into consideration many 'assessment processes/issues'.

I can be more 'hands-off' for the second assessment if that is better.

Even though I have already produced an 'ala KHR' version of the second assessment, I can get the MCs to critique [REDACTED] version, instead of mine.

Only the Pasifika team have completed their critique of the second assessment.

Let me know your thoughts on this.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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Kevin.hoar@nzqa.govt.nz



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Wellington, 6140

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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Thursday, 8 February 2024 10:59

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Feedback and version for translation

Hi,

I was speaking to him about 10am, and told him he needs to make the changes on the scanned copy that I made available for him on EAD Hub. But he's told me he is going to do the changes in the Powerpoint, with comments on the slides.

I don't know if it's going to save any time for you to consolidate the changes TBH. I guess we'll just have to tidy up the mess at the 2nd Edit.

Let's just make sure that the draft I get for layout for next term is the final one.

Ngā mihi
Boženka

Boženka Vondruška

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DDI [REDACTED]



Bozenka.Vondruska@nzqa.govt.nz

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Date: Thursday, 8 February 2024 at 10:54 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Feedback and version for translation

Hi Bozenka.

I think [REDACTED] used *his* copy of the assessment to make the changes and not my version of it.

I used the 2023 assessments as my 'template' for creating my version of Vince's assessment and then used my version for the MC checks.

If it helps, can I get [REDACTED]'s version and make the changes he has made today to my version for you - would that work?

I can do that this afternoon after I bring [REDACTED]
[REDACTED]
[REDACTED]

I will work on it for the rest of the afternoon so I can hand you over (into folder 4 on the Hub) a fit-for-purpose final copy later today for you to use tomorrow.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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[REDACTED]



Kevin.hoar@nzqa.govt.nz



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[Redacted]



Kevin.hoar@nzqa.govt.nz



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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Thursday, 8 February 2024 09:38

To: [Redacted] Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Feedback and version for translation

Hi [Redacted]

Sorry, I can't do 11am as I have a meeting.

Ngā mihi
Boženka

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



DDI [Redacted]



Bozenka.Vondruska@nzqa.govt.nz



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<http://www.nzqa.govt.nz>

From: [REDACTED]

Date: Thursday, 8 February 2024 at 9:19 AM

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Feedback and version for translation

Hello Kevin and Bozenka

Here's an update on progress.

I have considered all the feedback from [REDACTED] and MOE. I will check Pacifika and Phil's feedback but I doubt if anything more will be needed. All the changes are listed within comments in the Draft Version.

My plan is to produce a ready to translate version of the Term 2 CAA.
Can we have a quick Zoom about that with both of you?
Would 11:00am work?

Regards

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

From: [REDACTED]
To: [Kevin Hoar](#); [Boženka Vondruška](#)
Subject: Feedback and version for translation
Date: Thursday, 8 February 2024 9:19:11 AM

Hello Kevin and Bozenka

Here's an update on progress.

I have considered all the feedback from [REDACTED] and MOE. I will check Pacifika and Phil's feedback but I doubt if anything more will be needed. All the changes are listed within comments in the Draft Version.

My plan is to produce a ready to translate version of the Term 2 CAA.
Can we have a quick Zoom about that with both of you?
Would 11:00am work?

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Lauren Crowe](#)
To: [Steve Bargh](#); [Boženka Vondruška](#); [Kevin Hoar](#)
Cc: [Ruth Cameron](#)
Subject: RE: Breach: Numeracy CAA Term 2, 2024 - Question 2c
Date: Friday, 9 February 2024 2:52:32 PM
Attachments: [image001.png](#)
[image003.png](#)

Thanks, Steve... fast-flying emails!

Hope you are feeling better!

L

From: Steve Bargh <Steve.Bargh@nzqa.govt.nz>
Sent: Friday, February 9, 2024 2:50 PM
To: Lauren Crowe <Lauren.Crowe@nzqa.govt.nz>; Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>
Subject: RE: Breach: Numeracy CAA Term 2, 2024 - Question 2c

Sorry I have now read Ruth's email. No incident report needed and this should not be recorded as a breach

Ngā mihi nui,

Steve Bargh

Manager | Kaihautū

External Assessment | Aromatawai ā-waho

Assessment Division | Wāhanga Aromatawai

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steve.bargh@nzqa.govt.nz

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Ahakoia ngaru ana te moana, ka eke tonu nei te waka

A choppy mountainous ocean can always be navigated by a small canoe!

From: Steve Bargh
Sent: Friday, February 9, 2024 2:47 PM
To: Lauren Crowe <Lauren.Crowe@nzqa.govt.nz>; Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>
Subject: RE: Breach: Numeracy CAA Term 2, 2024 - Question 2c

Kia ora Luaren

A new item needs to be developed etc and then Kevin will need to complete an incident report

Ngā mihi nui,

Steve Bargh

Manager | Kaihautū

External Assessment | Aromatawai ā-waho

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steve.bargh@nzqa.govt.nz

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Ahakoā ngaru ana te moana, ka eke tonu nei te waka

A choppy mountainous ocean can always be navigated by a small canoe!

From: Lauren Crowe <Lauren.Crowe@nzqa.govt.nz>

Sent: Friday, February 9, 2024 2:22 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Cc: Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>; Steve Bargh <Steve.Bargh@nzqa.govt.nz>

Subject: RE: Breach: Numeracy CAA Term 2, 2024 - Question 2c

Oh no that's a pain. Let me know if anything needs done.

Thanks, Boženka.

Lauren

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Friday, February 9, 2024 1:38 PM

To: Lauren Crowe <Lauren.Crowe@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Cc: Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>; Steve Bargh <Steve.Bargh@nzqa.govt.nz>

Subject: Breach: Numeracy CAA Term 2, 2024 - Question 2c

Kia ora Lauren,

There has been a breach of **Question 2(c)** of the Numeracy assessment for Term 2, 2024. This is due to the draft file not being password protected and an email notification being sent via the system to me with details of the question visible. I have notified Kevin and asked him to ensure the draft assessment he is working on is password protected so that I will not receive email notifications with document details visible.

A replacement question will need to be provided as soon as possible for Question 2(c). Kevin, you will need to let [REDACTED] know, please, and that this is urgent.

Ngā mihi

Boženka

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority

☎ DDI [REDACTED] [REDACTED] [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: When are you back at work?
Date: Friday, 12 January 2024 5:04:00 PM
Attachments: [Outlook-hvuusmrf.png](#)
[Outlook-hvuusmrf.png](#)

Hi Kevin

I am back at work on 19th January.

Before I left I set up a folder for Bozenka on the EAD hub. Unfortunately she went on leave and I didn't get to run her through it all.

The folder contains the make up of both assessments for 2024. The first place to look is the assessment blueprint. The folder also contains the contexts in edited format ready to go.

I hope that helps. If not, I'll try to find a time to Zoom with her.

Regards

[REDACTED]

On Fri, 12 Jan 2024, 2:05 pm Kevin Hoar, <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED]

Happy New Year!

When do you officially start back at work?

I need to have a chat about the 2024 Numeracy assessment - which ppt slides go with which of the two 2024 assessments? *Remember - no content information in reply emails please.*

Hope you are well.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz

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From: [REDACTED]
To: [Kevin Hoar](#)
Subject: Replacement graphics
Date: Wednesday, 14 February 2024 1:46:45 PM

Hi Kevin

I've added a file to 3.2 for the new graphics.
Please check they look okay.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](#); [Boženka Vondruška](#)
Subject: Re: Folder 1.1
Date: Wednesday, 21 February 2024 5:52:07 PM

Hi Again

Alright. I found it in Folder 3.
That's relief.

Regards

[REDACTED]

On Wed, Feb 21, 2024 at 5:48 PM [REDACTED] wrote:
Hi Kevin and Bozenka

I was trying to find folder 1.1 on the EAD hub as it contains backup files for a potential third assessment and a bunch of other drafts.

It is currently not visible to me in 2024>Level 1.
Can you please tell me how I can access it?

Regards

[REDACTED]


[REDACTED]

[REDACTED]

[REDACTED]

From: [Boženka Vondruška](#)
To: [Caitlyn Bray](#)
Cc: [Kevin Hoar](#)
Subject: 2nd Edit - Numeracy 32406 Term 2
Date: Friday, 23 February 2024 9:30:40 AM
Attachments: [image001.png](#)

Good morning!

Please find Numeracy 32406, Term 2 ready for 2nd Edit here:  [32406 Numeracy 2024 Term 2.indd](#)

If you ARE able to, it would be great if you could make a pdf of the file and annotate the pdf so that I can refer to that and make the changes.

If you can get it done today so I can get it to the Examiner/MD that would be awesome as I'm a bit behind and a really tight timeframe.


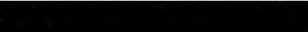
Thanks very much for doing this for me.


Cheers,

Boženka

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority

 **DDI** 

 Bozenka.Vondruska@nzqa.govt.nz

From: [Boženka Vondruška](#)
To: [REDACTED]
Cc: [Kevin Hoar](#)
Subject: Proof 1 - Numeracy 32406 Term 2, 2024
Date: Friday, 23 February 2024 1:04:52 PM

Hi [REDACTED],

Just a heads up email. I'm hoping to get the first proof of Numeracy to you by Monday.

Regards,
Boženka

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Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



DDI [REDACTED]



Bozenka.Vondruska@nzqa.govt.nz

From: [Utufa'asisili Rosemary Mose](#)
To: [Susan Henry](#); [Kevin Hoar](#)
Subject: RE: Literacy and Numeracy CAA's
Date: Tuesday, 27 February 2024 2:15:08 PM
Attachments: [image001.png](#)

Thanks for the update Sue, yes please let us know when assessments are finalised so we can have a look through. I will be having a look at the numeracy one next week when Kevin is in the office.

Cheers

Utu

Utufaasisili Rosemary Mose

Deputy Chief Executive Pasifika

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Rosemary.Mose@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

From: Susan Henry <Susan.Henry@nzqa.govt.nz>
Sent: Tuesday, February 27, 2024 1:56 PM
To: Utufa'asisili Rosemary Mose <Rosemary.Mose@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: Literacy and Numeracy CAA's

Talofa Utufa'asisili

It was a great session last week – thank you.

Estelle (our editor) has only just put the assessment one into Assessment Master. We now go through several steps (independent checker, 2nd, and 3rd editor checks, back to examiner etc..

We are likely to have the final version late April.

Assessment two will then start its journey early May.

It is quite a long process – all part of our quality assurance.

Happy to be in touch again later on.

Kind regards

Sue

From: Utufa'asisili Rosemary Mose <Rosemary.Mose@nzqa.govt.nz>
Sent: Monday, February 26, 2024 5:10 PM
To: Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Literacy and Numeracy CAA's

Talofa Sue and Kevin

It was great to catch up with you both and the Assessment Developers last week. Just wanted to check in please if the CAA's have been updated and finalised? We are keen to see the final versions if possible.

Thanks

Utufaasisili Rosemary Mose

Deputy Chief Executive Pasifika

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Rosemary.Mose@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

From: [REDACTED]
To: [Kevin Hoar](#)
Cc: [Boženka Vondruška](#)
Subject: Re: Response to first proof posted
Date: Monday, 4 March 2024 8:46:09 AM
Attachments: [Outlook-b05lakwa.png](#)

Hi

See you at 9:30am

[REDACTED] is inviting you to a scheduled Zoom meeting.

Topic: [REDACTED] Zoom Meeting
Time: Mar 4, 2024 09:30 AM Auckland, Wellington

Join Zoom Meeting
<https://us02web.zoom.us/j/83274560476>

Regards

[REDACTED]

On Mon, Mar 4, 2024 at 8:38 AM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi Bozenka and [REDACTED]

9.30 am is good for me. I have a meeting at 10 am and 11.30 am.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz
125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa
We are all different – embrace life to the fullest

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Monday, 4 March 2024 07:18
To: [REDACTED] Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Response to first proof posted

Hi [REDACTED]

I'm working through your changes now, so this morning would be good. All your changes look straight forward except for 2c and 4e.

Would you like to give me a call at 9.30?

Cheers,

Bozenka

From: [REDACTED]
Date: Monday, 4 March 2024 at 7:13 AM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Re: Response to first proof posted

Hi Kevin and Bozenka

It might be best to create a Zoom call to discuss the suggestions, especially the graphics.

Are you free today, preferably morning or early afternoon?

Regards

[REDACTED]

On Mon, 4 Mar 2024, 6:10 am Boženka Vondruška, <Bozenka.Vondruska@nzqa.govt.nz> wrote:

Hi [REDACTED]

Thank you so much for getting this done so quickly!

Cheers,

Bozenka

From: [REDACTED]
Date: Friday, 1 March 2024 at 5:54 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Response to first proof posted

Hello Kevin and Bozenka

My response to first proof is on EAD in Folder 5.

Cheers

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

From: [Boženka Vondruška](#)
To: [Boženka Vondruška](#)
Cc: [Kevin Hoar](#)
Subject: URGENT! Re: Numeracy Assessment 1, 2024 - Translation NIUE, CIM
Date: Wednesday, 6 March 2024 11:53:10 AM
Attachments: [image001.png](#)
[image001.png](#)

Hi [REDACTED]

Could you please get back to me urgently and let me know if Strakers will be able to do the CIM translation for us.

Thank you and regards,

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



DD [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Tuesday, 5 March 2024 at 1:57 PM

To: [REDACTED]

Subject: Re: Numeracy Assessment 1, 2024 - Translation NIUE, CIM

Hi [REDACTED]

Thanks, that's OK. I didn't really expect you would know but I appreciate you taking the time to answer .

Regards,

Bozenka

From: [REDACTED]

Date: Tuesday, 5 March 2024 at 1:30 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Numeracy Assessment 1, 2024 - Translation NIUE, CIM

Hi Bozenka,

Unfortunately I'm not aware of DIA capacity, sorry.

Regards,



On Tue, 5 Mar 2024 at 08:55, Boženka Vondruška

<Bozenka.Vondruska@nzqa.govt.nz> wrote:

Hi [REDACTED]

Thank you for your email and that information.

Do you know if DIA have capacity for NIU by any chance? Or any other alternatives?

Regards,
Boženka

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☎ DD [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

From: [Redacted]
Date: Monday, 4 March 2024 at 3:53 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Cc: Daeyna Tan <[Redacted]> Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Numeracy Assessment 1, 2024 - Translation NIUE, CIM

Hi Boženka,

Thanks for your email, I hope you had a good weekend.

Right now we have very limited resources for Niuean and Cook Island Maori, especially for that large volume into those languages and in such a short time. I need to confirm resources for CIM and check if we can do that in tight timeline.

As per Niuean, it's becoming more complex as we only have one resource, so we won't be able to provide *Translation + Edit*, and on top of that this resource isn't able to work through your Sharepoint.

I will confirm if we can only do CIM and get back to you.

Regards,

[Redacted]
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[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

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<u>Filename</u>	<u>Filename</u>	<u>Filename</u>	<u>Filename</u>	<u>Filename</u>
<u>not</u>	<u>not</u>	<u>not</u>	<u>not</u>	<u>not</u>
<u>specified.</u>	<u>specified.</u>	<u>specified.</u>	<u>specified.</u>	<u>specified.</u>

On Fri, 1 Mar 2024 at 15:26, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz> wrote:

Hi [REDACTED],

I hope you are keeping well.

I am hoping to get you Numeracy, Assessment 1 (Term 2),2024 to you for translation by 28 March:

- Word count: approximately 3,360
- Languages: NIUE, CIM

I will need to have the final translated files back by 25 April. Please note, we are under much tighter timelines than we were last time.

Could you please confirm that this is going to be achievable.

Regards,
Boženka

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Boženka Vondruška

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☎ DD [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

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From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: Estelle's email re: FW: IC login for LitNum
Date: Tuesday, 5 March 2024 11:59:14 AM

Hi Kevin,

Here's the copy of the email Estelle sent this morning.

B

From: Estelle Best <Estelle.Best@nzqa.govt.nz>
Date: Tuesday, 5 March 2024 at 9:51 AM
To: Assessment Cycle Production Team <acpt@nzqa.govt.nz>
Cc: Lana Waterhouse <Lana.Waterhouse@nzqa.govt.nz>, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: IC login for LitNum

Kia ora

We are just about ready to send both the Literacy and Numeracy exams to the Independent Checker, and I was just looking at Filemaker to make sure the Assessment Master profiles have been set up, but there wasn't a digital username next to the IC for this year. Would we be able to have logins fairly shortly for that? The exams are scheduled to go to IC at the end of this week, and as they are digital first, they will need a log in Thanks so much!

Ngā mihi nui

Estelle Best

Editor | Secondary Examinations

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa

 | estelle.best@nzqa.govt.nz | PO Box 160, Wellington 6011, New Zealand

From: [Boženka Vondruška](#)
To: [Paul A Smith](#)
Cc: [Kevin Hoar](#)
Subject: Re: Numeracy 32406 - Assessment Term 2 - IC and SMC check
Date: Wednesday, 6 March 2024 8:48:32 AM
Attachments: [image001.png](#)

Hi Paul,

Great, thank you.

Regards,

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



✉ Bozenka.Vondruska@nzqa.govt.nz

From: Paul A Smith <Paul.A.smith@nzqa.govt.nz>

Date: Wednesday, 6 March 2024 at 7:50 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: RE: Numeracy 32406 - Assessment Term 2 - IC and SMC check

Hi Boženka

Here in the office is good for me.

Regards

Paul Smith

School Relationship Manager

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



paul.a.smith@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140


From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Tuesday, March 5, 2024 8:49 AM

To: Paul A Smith <Paul.A.smith@nzqa.govt.nz>; 

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Numeracy 32406 - Assessment Term 2 - IC and SMC check

Kia ora Paul and ,

I hope you are both well.

Numeracy 32406, Term 2, is ready for IC and SMC check. I will be sending you screen dumps of the digital version, and a printed copy of the paper exam.

Could you both respond and confirm where you would like these sent (home or work address) as they will need to be signed for.

We are on a very tight timeline this year so if you could get back to me quickly that would be very much appreciated.

Ngā mihi,
Boženka

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DDI



Bozenka.Vondruska@nzqa.govt.nz

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New Zealand Qualifications Authority

From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: Query to DIA re: FW: NUIE/CIM translations
Date: Wednesday, 6 March 2024 8:58:31 AM

Hi Kevin,

Here's the email I sent [REDACTED] at DIA last night. Will let you know if/when I hear back from her.

B

From: Boženka Vondruška <bobivon@xtra.co.nz>
Date: Tuesday, 5 March 2024 at 5:40 PM
To: [REDACTED]
Cc: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: NUIE/CIM translations

Hi [REDACTED],

Hope you're doing well. It's been ages since we chatted!

Writing to you in confidence. I was wondering if DIA have done (or would/could do) assessment translation. NZQA are needing a Numeracy exam translated from English into CIM and NUIE.

In the past, NZQA have used Straker, but it's sounding like they don't have capacity at the moment. They *may* be able to help with CIM, though they have yet to confirm, but are unable to do Niuean, so, of course, I thought of you guys.

The assessment is just over 3,000 words and it would have to be a 4-week turnaround, though preferably quicker, as we have a very tight timeline. I would be expecting to have it to translation (Indesign file) by 28 March at the very latest, hopefully before, and we'd need it back by 25 April.

Flick me an email back if you can, and let me know your thoughts, if any. I've popped my work email address in the cc field above, and if you could respond to that email that would be awesome (bozenka.vondruska@nzqa.govt.nz)

Thanks!

Kind regards,

Bobi Vondruska

From: [Boženka Vondruška](#)
To: [REDACTED]
Cc: [Kevin Hoar](#)
Subject: Re: Marking scheme
Date: Wednesday, 6 March 2024 10:46:59 AM
Attachments: [image001.png](#)

Hi [REDACTED]

That's great. Thank you.

Boženka

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☒ Bozenka.Vondruska@nzqa.govt.nz

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New Zealand Qualifications Authority

From: [REDACTED]
Date: Wednesday, 6 March 2024 at 10:45 AM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Marking scheme

Hello Kevin and Bozenka

I've updated the marking scheme in Folder 5.

Only the Richie question needs checking once the graphic is complete.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



From: [Boženka Vondruška](#)
To: [Keri-Anne Stephens](#)
Cc: [Kevin Hoar](#); [Lynette Jones](#); [Angela Scholes](#)
Subject: Re: Te Reo translation - Numeracy Assessment for Term 2
Date: Thursday, 7 March 2024 8:02:25 AM
Attachments: [image001.png](#)

Kia ora Keri-Anne,

Thank you for your help with this. I will be in touch as soon as I know when I'll be able to get the files to you.

Ngā mihi,

Boženka Vondruška

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DDI [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

From: Keri-Anne Stephens <kerianne.stephens@nzqa.govt.nz>

Date: Wednesday, 6 March 2024 at 5:41 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Natasha Ropata <Natasha.Ropata@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>, Melissa Mead <Melissa.Mead@nzqa.govt.nz>, Lynette Jones <Lynette.Jones@nzqa.govt.nz>, Angela Scholes <Angela.Scholes@nzqa.govt.nz>, Sean Paul <Sean.Paul@nzqa.govt.nz>, Te Rongomai Tipene-Matua <TeRongomai.Tipene-Matua@nzqa.govt.nz>

Subject: RE: Te Reo translation - Numeracy Assessment for Term 2

Kia ora Boženka,

Natasha is on Leave at the moment, so the Team and I will follow up on this in her absence. I am sure there will not be any problem with those timeframes but will confirm with you by mid next week after we have met with our Kaiwhakamāori.

Thank you for letting us know in advance.

Nāku anō me ngā manaakitanga, nā
Keri-Anne

Keri-Anne Stephens

Kaihautū | Manager

Ngā Poutoko Aromatawai Māori

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



[REDACTED]
kerianne.stephens@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington,
6140

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Wednesday, March 6, 2024 1:10 PM

To: Natasha Ropata <Natasha.Ropata@nzqa.govt.nz>

Cc: Keri-Anne Stephens <kerianne.stephens@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Melissa Mead <Melissa.Mead@nzqa.govt.nz>; Lynette Jones <Lynette.Jones@nzqa.govt.nz>; Angela Scholes <Angela.Scholes@nzqa.govt.nz>

Subject: Te Reo translation - Numeracy Assessment for Term 2

Kia ora Natasha,

I'm just touching base to let you know that we are planning for the Numeracy Assessment for Term 2 to be ready for Te Reo translation by **Thursday 28 March 2023**, at the latest.

We are hoping you will be able to have the translated files back to us by **Monday 29 April 2023**, as this will give me time to input the translation into Assessment Master and have it checked prior to the 'go live' date of **20 May 2023**.

Could you get back to me to confirm that this timeline will work for you? I look forward to hearing from you.

Ngā mihi,

Boženka Vondruška

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DDI [REDACTED]



Bozenka.Vondruska@nzqa.govt.nz

From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: Re: Translators - Pacific Island languages
Date: Friday, 8 March 2024 2:26:09 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[Outlook-mho410ve.png](#)

Ooo! That's what I need to do. I need to reply to MJ's query about the timeframe for CIM and NUI being the same as for MAO.

Bojinka x

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Date: Friday, 8 March 2024 at 2:24 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Re: Translators - Pacific Island languages

Hi Bozenka (or is it Bojinka???)

At least we know that the te reo Māori translation will occur.

Also, great news is MJ/Mel (via Sue C) can get the Centre for Pacific Languages to carry out both translations in the set timeframe.
Let's see if MJ/Mel is/are successful.

Enjoy your weekend.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Kevin.hoar@nzqa.govt.nz



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125 The Terrace, PO Box 160,



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Friday, 8 March 2024 12:05

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: FW: Translators - Pacific Island languages

Hi Kevin,

I guess this confirms for us that it's Sue Chalmers who is supposed to be in charge of organising translations. So we've doubled up, because I've already started the process with letting Keri-Anne know etc and they have been communicating with me about organising it. Gah! lol

Cheers,

Ngā mihi,

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority

☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>

Date: Friday, 8 March 2024 at 11:52 AM

To: Melissa Mead <Melissa.Mead@nzqa.govt.nz>, MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Boženka Vondruška
<Bozenka.Vondruska@nzqa.govt.nz>, Rose Cole <Rose.Cole@nzqa.govt.nz>
Subject: FW: Translators - Pacific Island languages

Mōrena,

Please see Gavin's responses to queries about translation into Pacific Island languages. Mel and MJ, I'll leave this with you.

I have also signalled to Keri-Anne that we will have papers ready for translation into te reo Māori by the end of the month and require Takatu to do this for us. It would be good to have this conversation with [REDACTED] to ensure they have this firmly on their radar and set up to go.

Ngā mihi
Sue

From: Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>
Sent: Thursday, March 7, 2024 8:45 AM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: RE: Translators - Pacific Island languages

Mōrena

We just get quotes on a case-by-case basis, as there aren't many pieces of work we translate.

Ngā mihi

Gavin

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Thursday, March 7, 2024 8:15 AM
To: Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>
Subject: RE: Translators - Pacific Island languages

Does NZQA have an existing contract with the Centre, or would we need to start from scratch?

From: Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>
Sent: Wednesday, March 6, 2024 5:04 PM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: RE: Translators - Pacific Island languages

Kia ora anō

We work with the Centre for Pacific Languages (who are recommended by ODCEP).

You might want to have a specific conversation with them around ensuring the integrity of

the assessment, as that's not been an issue for any of the material I've had translated, but would no doubt be a consideration for you!

Ngā mihi

Gavin

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Wednesday, March 6, 2024 5:01 PM
To: Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>
Subject: Translators - Pacific Island languages
Importance: High


Kia ora Gavin,

Our contracted translator does not have translators available to complete the translations of the May Numeracy assessment into Niuean and Cook Islands Māori. I was wondering who you worked with to translate the NCEA information guides and whether they might have the capacity to do our work. The assessment is about 3,000 words and we need it to be done in April.

Ngā mihi
Sue

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




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: [Boženka Vondruška](#)
To: [REDACTED]
Cc: [Kevin Hoar](#)
Subject: Assessment Schedule file-naming convention
Date: Thursday, 7 March 2024 8:55:03 AM
Attachments: [image001.png](#)

Hi [REDACTED]

Just letting you know I've changed the name of the "marking schedule" to fit our file-naming convention, so it's now called
32406A-ass-2024.docx

Regards,
Boženka

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Boženka Vondruška

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DDI [REDACTED]



Bozenka.Vondruska@nzqa.govt.nz

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

From: [Boženka Vondruška](#)
To: [Paul A Smith](#)
Cc: [Kevin Hoar](#)
Subject: Subject Matter Checker: Numeracy Assessment 2, 2024
Date: Thursday, 7 March 2024 12:36:13 PM
Attachments: [image001.png](#)
[image002.png](#)

Hi Paul,

Thank you for agreeing to act as the subject matter checker for this external assessment.

We would like you to ensure the content of all assessment material is accurate, appropriate, technically correct, and expressed in words and / or images used by the sector at the level of the standard.

Kevin Hoar will contact you via text with your **password**.

In folder 6.3 on Sharepoint/EAD Hub (link here: [6.3 Subject Matter Checker - SAC](#)) you will find the following files:

1. SMC critique form for LitNum 2024.docx
2. 32406B-exm-2024-digital_Proof 2.docx (screen dumps of digital exam)
3. 32406A-ass-2024 (marking schedule)

As you check the exam screen dumps, please respond in the “Comments” column of the “Num Screens – Proof 2_5 March 2024” Word file as there is a column for your comments in there.

Once you have completed your check, please add your initials to the end of the filename to show that the check has been completed and email me to let me know it is ready.

Please complete the check by: **Wednesday 13 March 2024**. If you cannot meet this deadline, please contact me urgently.

To claim payment, log on to <https://nzqa.ngacloud.co.nz/QAccess>. If you have any difficulty with this, please email examinations@nzqa.govt.nz.

Kind regards,

Boženka

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Boženka Vondruška

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☎ DD [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

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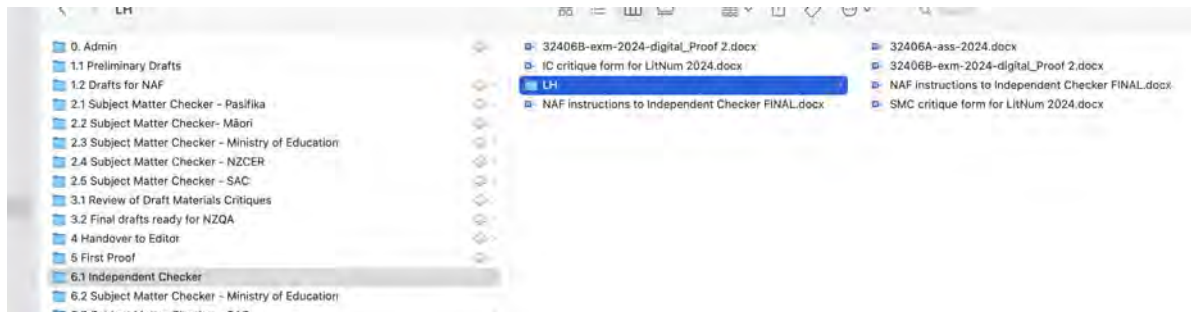
From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: "NAF instructions to Independent Checker" form copied to LH folder in 6.1 Independent Checker on EAD Hub
Date: Friday, 8 March 2024 9:34:48 AM
Attachments: [image001.png](#)

Hi Kevin,

[REDACTED]

Have moved the "checklist" I'm assuming you meant "NAF instructions to Independent Checker FINAL.docx".

Here's what the file structure looks like:



All good?

Ngā mihi,

Boženka Vondruška

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Bozenka.Vondruska@nzqa.govt.nz

From: [Boženka Vondruška](#)
To: Kevin.Hoar@nzqa.govt.nz
Subject: Voice Mail (1 minute and 17 seconds)
Date: Friday, 8 March 2024 12:12:41 PM
Attachments: [audio.mp3](#)

Hi Kevin, it's Bojinka here. I just got an e-mail from Mary Jane and I just wanted to check in with you about the translation, she says. I'm now approaching the Centre for Pacific Languages for a quote to translate into Norway and CIM. Will the turn around time be the same as you have detailed below for today? Multi it is. It confirmed its striker cannot provide a translation for either of Cook Island, Maori or Nuyen. I don't know why she didn't see CU. It would have been helpful though. I'm just checking I haven't missed anything that the timeline for the Pacific languages because my brain's not working. Would there be any reason why that's different from the from doing the married translation? Not there wouldn't be a But anyway, can you get back to me just to so I can answer here? Thanks. Bye.

You received a voice mail from Boženka Vondruška at Bozenka.Vondruska@nzqa.govt.nz.

Job Title: Editor
Company: NZQA
Work: 
Email: Bozenka.Vondruska@nzqa.govt.nz

Thank you for using Transcription! If you don't see a transcript above, it's because the audio quality was not clear enough to transcribe.

[Set Up Voice Mail](#)

From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: Num update :-)
Date: Wednesday, 13 March 2024 8:26:18 AM
Attachments: [image001.png](#)
[image002.png](#)

Your friendly reminder, and today's tasks for NUM:

- 2nd assessment due on 7 May
- Check Assessment Specs and get back to B re any changes or if they're good to go
- Chase up Paul and Neil for their comments

I'll get the **2nd proof comments** to [REDACTED] and they also need to go to the [REDACTED]

Then I'll make any amendments and get the **3rd edit** done.

Cheers,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
				

From: [Sue Chalmers](#)
To: [Kevin Hoar](#); [MaryJane Parker](#)
Subject: RE: Query re. Braille requirements for LitNum
Date: Wednesday, 13 March 2024 4:47:03 PM
Attachments: [image003.png](#)
[image004.png](#)
[image005.png](#)

Hi again Kevin,

I've given Steve a heads up. To ensure this does not fall through the cracks, please confirm with Frances that she is following this up with Blind Low Vision.

Mary Jane, will you then take it from there.

Ta
Sue

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Wednesday, March 13, 2024 3:34 PM
To: Frances Phillips <Frances.Phillips@nzqa.govt.nz>; Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Cc: Fiona Crookes <Fiona.Crookes@nzqa.govt.nz>; Paul A Smith <Paul.A.smith@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: Re: Query re. Braille requirements for LitNum

Hi Frances and Bozenka.

It appears that at least one school has put an application in for all three Literacy (Reading and Writing) and Numeracy May assessments to be translated into Braille.

For that reason, we need to endeavour to get the assessments translated into Braille.

It will be up to the vendor who translates the documents to either get them all translated or let us know that they cannot translate them within the one-month timeline.

If this is the case, then we go back to the school and let them know that we are unable to provide Braille assessments until the second assessment opportunity in September 2024.

I hope that helps.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



[Redacted]



Kevin.hoar@nzqa.govt.nz



www.nzqa.govt.nz



125 The Terrace, PO Box 160, Wellington,
6140

He rerekē tatou katoa – awahi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Sent: Wednesday, 13 March 2024 10:53

To: Paul A Smith <Paul.A.smith@nzqa.govt.nz>; Boženka Vondruška
<Bozenka.Vondruska@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Fiona Crookes <Fiona.Crookes@nzqa.govt.nz>

Subject: Re: Query re. Braille requirements for LitNum

Hi

When I queried it with Blind Low Vision they said a 2 month lead in would be ideal, 1 month minimum.

Kind regards

Frances

Frances Phillips

Editor

External Assessment

Ext [Redacted]

From: Paul A Smith <Paul.A.smith@nzqa.govt.nz>

Date: Wednesday, 13 March 2024 at 10:51 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Fiona Crookes
<Fiona.Crookes@nzqa.govt.nz>, Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Subject: RE: Query re. Braille requirements for LitNum

Hi Boženka

I am not certain of the exact constraints that apply to the translation into braille. Fiona or Frances may be able to assist in this or refer on to who may be able to advise.

Judging from early contact from schools it does appear that there will be a need for a braille translation. This will be confirmed at the end of the month.

Regards

Paul Smith

School Relationship Manager

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



paul.a.smith@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Wednesday, March 13, 2024 9:40 AM

To: Paul A Smith <Paul.A.smith@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Fiona Crookes <Fiona.Crookes@nzqa.govt.nz>; Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Subject: Query re. Braille requirements for LitNum

Hi Paul,

In an email from Fiona Crookes in early February, she noted that you were intending to contact schools to find out if there were any **braille requirements for May assessments**. I believe a respond-date of **Friday 29 March** was suggested for schools to provide any info.

Do you have any further information regarding these requirements? I've just seen your comment on the Numeracy exam that a question will have to be translated into braille.

Thank you and regards,

Ngā mihi,

Boženka Vondruška

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DD



Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: [Boženka Vondruška](#)
To: [Angela Scholes](#)
Cc: [Kevin Hoar](#)
Subject: PS check for Numeracy
Date: Thursday, 14 March 2024 2:39:26 PM
Attachments: [image001.png](#)
[image002.png](#)

Hi Angela,

I need to get a PS check done and understand [REDACTED] is the person we get in.
What is the process to get him to come in?

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
				

From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: Collated feedback
Date: Friday, 15 March 2024 8:13:22 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[Outlook-v5mt3mof.png](#)
[Outlook-z4y3z0tu.png](#)

Hi Kevin

That's the only one it makes any sense to change.
The original item had the diagrams vertically aligned which is much better.
I am not sure we can deal with the likely issues through marking.
Half a day sounds like a lot of time. Surely each diagram can be grabbed digitally and rearranged.

Perhaps we can talk to her about it. She is working at home today.

Regards

[REDACTED]

On Fri, Mar 15, 2024 at 7:05 AM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED]

Sorry, the cartoon and diagram from the same question item.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz
125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa
We are all different – embrace life to the fullest

From: [REDACTED]
Sent: Thursday, 14 March 2024 16:47
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Collated feedback

Hi Kevin

Which diagram?
There are three issues identified with diagrams.
Happy to leave as is, if time prohibits those "nice to haves."

Regards

████████

On Thu, Mar 14, 2024 at 3:20 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi ██████████

Bozenka told me that altering the cartoon and diagram would take her half a day on In-Design - so I told her not to make any change to the diagram.

We can deal with what the kiddies see (and write) in the assessment schedule / marking.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



██████████
Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: ██████████

Sent: Thursday, 14 March 2024 12:23

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Collated feedback

Hi Boženka

We may need to discuss a couple of issues raised with graphics to see how plausible the fixes are.

Regards

████████

On Thu, Mar 14, 2024 at 12:18 PM Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz> wrote:

Hi ██████████

Thank you again for getting this back to me so quickly. Awesome! I'll have a look.

Regards,

Boženka

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



From: [REDACTED]

Date: Thursday, 14 March 2024 at 12:13 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Collated feedback

Hello Kevin and Bozenka

In Folder 7.1 I created a file called Response to Feedback Collated.

That contains comments related to all 6 pieces of feedback with decisions on my part, where required.

One issue is unsolvable in my opinion but the others are easily solved.

Regards

[REDACTED]

--

[Redacted]

[Redacted]

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

From: [Boženka Vondruška](#)
To: [REDACTED]
Cc: [Kevin Hoar](#)
Subject: 3rd Proof Numeracy - Heads up
Date: Friday, 15 March 2024 8:26:02 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Good morning [REDACTED]

I'm hoping to get the **3rd proof of Numeracy** to you in the next few days. Will you be available to have a look at it for me?

Kind regards,
Boženka

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[REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

From: [Boženka Vondruška](#)
To: [REDACTED]
Cc: [Kevin Hoar](#)
Subject: 32406A Numeracy - 3rd Proof
Date: Tuesday, 19 March 2024 2:57:27 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Dear [REDACTED]

Third proofs: Level Numeracy 32406A, 2024

The third proofs of your assessment are ready for your review.

On EAD Hub, in folder **8 Final proofs for approval** you will find the folder (ref is linked): [3rd Proof](#), containing:

- 3rd Proof Checklist.docx
- 32406A-exm-2024_paper.pdf [\[the paper version of the exam\]](#)
- 32406A-exm-2024_Screen dumps.docx [\[A word file containing screen dumps from Assessment Master – this file has a column for you to write comments in as you go through the online version of the exam\]](#)
- 32406A-exm-2024-digital_Proof 2 Response to feedback collated.docx [\[This is the collated info from the previous check\]](#).

Please check the third proofs carefully both in Assessment Master, and in the paper version, and indicate any further amendments by:

- completing the *3rd Proof Checklist*
- clearly marking changes and corrections on the paper proof; and writing comments for the digital exam in the screen dump document.

This is your last chance to make any changes before the papers are sent to the printers. It is costly, time-consuming, and potentially risky to make changes to the printed papers, so it is important you are as thorough as possible in your check of the third proofs.

Once you have completed your check, please let me know via email/phone.

Please return all the documents by: **Tuesday 26 March**, but earlier would be great if you can! If you cannot meet this deadline, please contact me.

Kind regards and many thanks!

Boženka

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



Tue

Wed

Thu

Fri





New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

From: [REDACTED]
To: [Boženka Vondruška](#); [Kevin Hoar](#)
Subject: Review
Date: Wednesday, 20 March 2024 12:14:13 PM

Hi Bozenka

I've added comments to the screen dump document. The CAAs are looking spectacular as usual.

There may be more things to do once I can access a student experience on AM.

In the meantime you might be able to work on these "fixes". There is nothing really major, as should be the case at this point.

Can you please cross the changes out in the screen dump doc using strike through, as you do them. That way we can keep track of them.

Tomorrow morning I will try AM again, and do the test like a student.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Boženka Vondruška](#)
To: [Jaydon-Lee Walker](#)
Cc: [Kevin Hoar](#); [Natasha Ropata](#); [Sean Paul](#); [MaryJane Parker](#); [Sue Chalmers](#)
Subject: Re: Numeracy 32406A translation - te reo Māori
Date: Thursday, 21 March 2024 3:03:17 PM
Attachments: [image001.png](#)
[image002.png](#)

Hi Jaydon-Lee,

I'm trying to find out if the translators will be ready for the te reo Maori translation next week. Sue Chalmers has suggested you may be able to help. Are you able to confirm that Takatu are expecting this next week?

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
				

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Thursday, 21 March 2024 at 8:04 AM

To: Sean Paul <Sean.Paul@nzqa.govt.nz>

Subject: FW: Numeracy 32406A translation - te reo Māori

Kia ora Sean,

Just forwarding you this email as I forgot to add your name to it when I sent it to Natasha. Please see my email at the bottom re timeline in case there's anything you need to do to prepare for this. Thanks.

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
-----	-----	-----	-----	-----



From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Date: Wednesday, 20 March 2024 at 4:29 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: RE: Numeracy 32406A translation - te reo Māori

Just a heads up team – I have spoken to Tash in passing a couple of times today. She is in major catch up mode as she returned to work on Monday after about a month away. If you do not get a response to your emails, try going to Jaydon-Lee for help.

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Wednesday, March 20, 2024 9:33 AM
To: Natasha Ropata <Natasha.Ropata@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: Numeracy 32406A translation - te reo Māori

Kia ora Natasha,

I am expecting to have Numeracy ready for te reo Māori translation by **28 March**, (but maybe a few days earlier if I can manage it, as we are on a very tight timeline for this assessment). This is just a ‘heads-up’ in case there’s anything you need to do at your end in regard to **Takatu**, or **Sharepoint** access so that your contractors are able to send and receive the Indesign package files.

Ngā mihi,

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



DD [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: Re: Student view
Date: Thursday, 21 March 2024 12:16:53 PM
Attachments: [Outlook-iq3wntao.png](#)

Thanks [REDACTED]

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Date: Thursday, 21 March 2024 at 12:07 PM
To: [REDACTED] Boženka Vondruška
<Bozenka.Vondruska@nzqa.govt.nz>
Subject: Re: Student view

Thanks [REDACTED] for the critiques.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



[REDACTED]



Kevin.hoar@nzqa.govt.nz



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125 The Terrace, PO Box 160,
Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: [REDACTED]
Sent: Thursday, 21 March 2024 11:51
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Kevin Hoar
<Kevin.Hoar@nzqa.govt.nz>
Subject: Student view

Hello Kevin and Bozenka

I've been through the CAA on AM as a student. The whole thing is visually appealing so students should find it engaging.

I've added some extra considerations to the Screen Dump doc.

The most important is ensuring that all visuals needed to answer a Q are on the same screen. That may require some alterations in image dimensions.

All the best

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: [MaryJane Parker](#)
To: [Boženka Vondruška](#)
Cc: [Kevin Hoar](#)
Subject: RE: Translation to Niue
Date: Friday, 22 March 2024 11:11:44 AM
Attachments: [image001.png](#)
[image004.png](#)
[image003.png](#)

Yes that is correct. I understood only Event 1 is ready for translation, so the other one will be a new contract and not sure if we will be using Straker or Centre for Pacific Studies. Am following that up.

Regards
Mary Jane

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Friday, March 22, 2024 11:08 AM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Translation to Niue

Hi,

I noticed this comment from Jackie, so is it confirmed that there will be NIUE translation for event 2?

“They will need 30 translated papers for event 2 only.”

Regards,

Bozenka

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Date: Friday, 22 March 2024 at 11:03 AM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Melissa Mead <Melissa.Mead@nzqa.govt.nz>, Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: Rose Cole <Rose.Cole@nzqa.govt.nz>
Subject: RE: Translation to Niue

Hi

It came from Jackie Power who is the SRM. Original advice came to us from Tessy.

Regards
Mary Jane

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Friday, March 22, 2024 11:02 AM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Melissa Mead <Melissa.Mead@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: Rose Cole <Rose.Cole@nzqa.govt.nz>
Subject: RE: Translation to Niue

Thanks Mary Jane. Where / who did the confirmation come from?

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Sent: Friday, March 22, 2024 9:23 AM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Melissa Mead <Melissa.Mead@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: Rose Cole <Rose.Cole@nzqa.govt.nz>
Subject: FW: Translation to Niue

Hi

It is now confirmed that we will not need Niuean translations for the first assessment event. I will advise the Centre for Pacific Languages that we will only need Cook Islands Māori unless anyone suggests otherwise.

Regards
Mary Jane

From: Jackie Power <Jackie.Power@nzqa.govt.nz>
Sent: Friday, March 22, 2024 9:18 AM
To: Frank Moran <Frank.Moran@nzqa.govt.nz>
Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: RE: Translation to Niue

Hi Mary Jane,
that's correct.
They will need 30 translated papers for event 2 only.

Regards
Jackie

From: Frank Moran <Frank.Moran@nzqa.govt.nz>
Sent: Friday, March 22, 2024 7:56 AM
To: Jackie Power <Jackie.Power@nzqa.govt.nz>
Subject: FW: Translation to Niue
Importance: High

Jackie - could you please deal with his one

Ngā mihi
Frank

Frank Moran

School Relationship Manager and Team Leader
Tumuaki Whakawhanaungatanga Kura
School Quality Assurance and Liaison
Wāhanga Tohu Mātauranga
Assessment Division
Te Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Frank.Moran@nzqa.govt.nz



www.nzqa.govt.nz



125 The Terrace, PO Box 160, Wellington, 6140

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Sent: Thursday, March 21, 2024 3:29 PM

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Boženka Vondruška
<Bozenka.Vondruska@nzqa.govt.nz>; Frank Moran <Frank.Moran@nzqa.govt.nz>

Cc: Melissa Mead <Melissa.Mead@nzqa.govt.nz>

Subject: Translation to Niue

Importance: High

Hi

I have just been advised by Tessy that Niue are not entering any students into the CAA Event 1.
This would mean we would not need a translation.

Frank can you please confirm as we are about to start the translation process.

Regards
Mary Jane

Mary Jane Parker | Workstream Lead – Literacy and Numeracy

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Assessment Division | **Wāhanga Aromatawai**
New Zealand Qualifications Authority | **Mana Tohu Mātauranga o Aotearoa**



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New Zealand Qualifications Authority



maryjane.parker@nzqa.govt.nz

www.nzqa.govt.nz

C/- ERO, Eden 4, 14 Normanby Road, Mt Eden,
Auckland 1024

From: [Sue Chalmers](#)
To: [Boženka Vondruška](#); [MaryJane Parker](#); [Kevin Hoar](#); [Melissa Mead](#)
Cc: [Angela Scholes](#)
Subject: RE: URGENT: FW: Numeracy translation for CIM
Date: Friday, 22 March 2024 8:15:00 AM
Attachments: [image001.png](#)

Thanks Boženka

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Friday, March 22, 2024 7:12 AM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>;
Melissa Mead <Melissa.Mead@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Cc: Angela Scholes <Angela.Scholes@nzqa.govt.nz>
Subject: URGENT: FW: Numeracy translation for CIM

Hi all,

Please see email below.

From: Stephanie Slack <Stephanie.Slack@nzqa.govt.nz>
Date: Thursday, 21 March 2024 at 3:25 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Numeracy translation for CIM

Kia ora Boženka

FYI, I have advised by the Cook Island SRM that some schools doing the May assessment in the Islands will require the Numeracy translated into Cook Islands Māori. This is a printed booklet requirement with the approved PDF sherpa file due at Blue Star on 2 May as previously agreed to.

Thanks
Steph

Stephanie Slack

Senior Logistics Expert

Operations & Logistics - Assessment Division

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New Zealand Qualifications Authority




Stephanie.slack@nzqa.govt.nz
www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: FW: Numeracy translations to Takatu
Date: Monday, 25 March 2024 2:17:57 PM
Attachments: [image005.png](#)
[image006.png](#)
[image001.png](#)

Hi Kevin,

Just keeping you in the loop. Just received the email below, from Sean Paul.

Cheers,

B

From: Sean Paul <Sean.Paul@nzqa.govt.nz>
Date: Monday, 25 March 2024 at 2:14 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Cc: Natasha Ropata <Natasha.Ropata@nzqa.govt.nz>
Subject: RE: Numeracy translations to Takatu

Kia ora Boženka

Thank you for your email, apologies for the late response.
We need to confirm a few things beforehand, but will keep you updated

Ngā mihi,
Sean Paul
Senior Business Liaison Officer
Te Ranga Hāpai Umanga

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New Zealand Qualifications Authority




Sean.Paul@nzqa.govt.nz
www.nzqa.govt.nz
125 The Terrace, PO Box 160, Wellington, 6140

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Monday, March 25, 2024 8:39 AM
To: Sean Paul <Sean.Paul@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>;
Melissa Mead <Melissa.Mead@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: Numeracy translations to Takatu

Kia ora Sean Paul,

I am aiming to have the Numeracy files transferred to EAD Hub for translation today (Monday 25th March).

Please follow up with the Takatu **this morning** to ensure they are ready to pick this work up as soon it's available. As stated previously, we are running to very tight timeframes, so the sooner they are able to start, the better.

I will let you know as soon as the files are transferred to the Takatu folder. Please keep me updated from your end.

Thank you,

Boženka Vondruška

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☎ **DDI** ([REDACTED])

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
				

From: [Boženka Vondruška](#)
To: [Natasha Ropata](#); [Sean Paul](#)
Cc: [Kevin Hoar](#); [MaryJane Parker](#)
Subject: Numeracy for translation into te reo Māori
Date: Monday, 25 March 2024 12:30:34 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Kia ora Natasha,

Zipped packaged files are now ready for translation with Takatu in the External Vendors folder on SharePoint, here: [📁 32406A-exm-2024 Packaged.zip](#)

This folder is password protected with the Numeracy password. If you don't have this, please contact either Kevin Hoar or myself.

The zipped folder contains InDesign files, links and a password protected pdf of the Numeracy exam for translation into te reo Māori.

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
				

From: [Kevin Hoar](#)
To: [MaryJane Parker](#); [Boženka Vondruška](#)
Subject: Re: Numeracy files for translation - Centre for Pacific Languages
Date: Monday, 25 March 2024 2:48:56 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[Outlook-uqug4y4n.png](#)

Hi MaryJane.

Yeap, I received it and put in my acceptance for midday tomorrow.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

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From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Sent: Monday, 25 March 2024 12:43

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Numeracy files for translation - Centre for Pacific Languages

Hi

I have a meeting scheduled for tomorrow. Has anyone else received the appointment. If not I will forward.

Regards

Maryjane

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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Monday, March 25, 2024 12:25:34 PM

To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Numeracy files for translation - Centre for Pacific Languages

Kia ora Mary Jane,

Zipped packaged files are now ready for translation with the Centre for Pacific Languages in the External Vendors folder on SharePoint, here: [📄 32406A-exm-2024 Packaged.zip](#)

This folder is password protected with the Numeracy password. If you don't have this, please contact either Kevin Hoar or myself.

The zipped folder contains InDesign files, links and a password protected pdf of the Numeracy exam for translation into Cook Islands Maori.

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: [Ruth Cameron](#)
To: [Boženka Vondruška](#)
Cc: [Lynette Jones](#); [Susan Henry](#); [Kevin Hoar](#); [MaryJane Parker](#)
Subject: Re: Quote for braille translation of Literacy and Numeracy
Date: Thursday, 11 April 2024 8:37:51 AM
Attachments: [image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[Outlook-qp1n3sci.png](#)

Kia ora, Bozenka,

This is approved. I have financial delegation up to \$5K so phew!

Best,

Ruth Cameron
Team Leader/Kaiarahi
External Assessment
Assessment Division



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Ehara taku toa i te toa takitahi, engari taku toa i te toa takitini.

125 The Terrace
P O Box 160
Wellington

ruth.cameron@nzqa.govt.nz

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Thursday, April 11, 2024 08:24
To: Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>
Cc: Lynette Jones <Lynette.Jones@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Susan Henry <Susan.Henry@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Frances Phillips <Frances.Phillips@nzqa.govt.nz>
Subject: FW: Quote for braille translation of Literacy and Numeracy

Hi Ruth,

We now have the quote for braille production for Literacy and Numeracy (attached). Would you be able to sign this off and let me know so that I can let BLVNZ know to go ahead and make a start on Numeracy. I'm a bit concerned about the timeline and want to try and keep ahead of things.

I'm not sure if I've included everyone who needs this information in the cc. Thanks!

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



From: AFP Requests <afprequests@blindlowvision.org.nz>

Date: Wednesday, 10 April 2024 at 5:07 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Cc: Angela Scholes <Angela.Scholes@nzqa.govt.nz>, Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Subject: RE: Quote for production of Literacy and Numeracy

Hi Bozenka,

Again, apologies for the delay. My manager gave me permission to provide you with a quote without the additional reference material, as this is getting urgent.

Attached is the quote for the 3 NZQA exams.

I will be happy to go through the quote with you if need be.

Let me know if you have any questions or if you would like to proceed.

Ngā mihi | Kind regards

[REDACTED]

[REDACTED]

Unit C, 197 Universal Drive, Henderson
Auckland 0610



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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Wednesday, April 10, 2024 3:40 PM
To: AFP Requests <afprequests@blindlowvision.org.nz>
Cc: Lynette Jones <Lynette.Jones@nzqa.govt.nz>
Subject: Re: Quote for production of Literacy and Numeracy

Hi [REDACTED],

That would be helpful. Thank you.

Regards,
Boženka

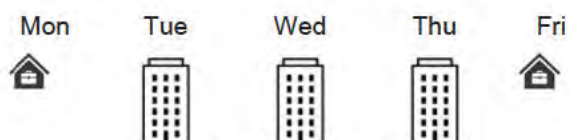
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Boženka Vondruška

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☎ **DDI** (04) 460-7313 | **Ext** 7313

✉ Bozenka.Vondruska@nzqa.govt.nz



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From: AFP Requests <afprequests@blindlowvision.org.nz>
Date: Wednesday, 10 April 2024 at 3:33 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: RE: Quote for production of Literacy and Numeracy

Yes, absolutely.

I am actually very disappointed with the broken promises I have received on my end.

I will speak with my manager for permission to quote without the external reference we are waiting for.

Ngā mihi | Kind regards



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Auckland 0610



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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Wednesday, April 10, 2024 3:31 PM

To: AFP Requests <afprequests@blindlowvision.org.nz>

Subject: Re: Quote for production of Literacy and Numeracy

Hi [REDACTED]

Thank you for your response. You will appreciate that this is now urgent.

Regards,
Boženka

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From: AFP Requests <afprequests@blindlowvision.org.nz>

Date: Wednesday, 10 April 2024 at 3:28 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: RE: Quote for production of Literacy and Numeracy

Hi Bozenka,

Apologies for the delay.

I have not prepared one yet. I am waiting to hear back from another source with reference material to give me the ability to quote this work.

I have followed up with them to get what I need.

I am waiting to hear back.

Ngā mihi | Kind regards

[REDACTED]

[REDACTED]

[REDACTED]

0610



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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Wednesday, April 10, 2024 3:15 PM

To: AFP Requests <afprequests@blindlowvision.org.nz>

Subject: Re: Quote for production of Literacy and Numeracy

Hello [REDACTED]

I'm just following up on the quote for NZQA. I was thinking that you may have sent it to Frances, as she is currently on leave. If that is the case, could you please send it to me at this email address?

Thanks very much,

Boženka

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Boženka Vondruška

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✉ Bozenka.Vondruska@nzqa.govt.nz

Mon

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From: AFP Requests <afprequests@blindlowvision.org.nz>

Date: Tuesday, 26 March 2024 at 1:52 PM

To: Frances Phillips <Frances.Phillips@nzqa.govt.nz>, AFP Requests <afprequests@blindlowvision.org.nz>

Cc: Angela Scholes <Angela.Scholes@nzqa.govt.nz>, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: RE: Quote for production of Literacy and Numeracy

Will do.

Ngā mihi | Kind regards

[Redacted signature]

[Redacted contact information]

[Redacted contact information]



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From: Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Sent: Tuesday, March 26, 2024 1:47 PM

To: AFP Requests <afprequests@blindlowvision.org.nz>

Cc: Angela Scholes <Angela.Scholes@nzqa.govt.nz>; Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Quote for production of Literacy and Numeracy

Hi [Redacted]

Thanks for that.

In that case, could you please send the quote to both Angela and Boženka in my absence:

Angela.scholes@nzqa.govt.nz

Bozenka.vodruska@nzqa.govt.nz

Kind regards

Frances

Frances Phillips

Editor

External Assessment

Ext 5536

From: AFP Requests <afprequests@blindlowvision.org.nz>

Date: Tuesday, 26 March 2024 at 1:43 PM

To: Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Subject: RE: Quote for production of Literacy and Numeracy

I'll do what I can, but it is unlikely I can do something this week.

We are reviewing our quoting structure and getting input from different sources.

The upcoming holiday will slow responses down.

Ngā mihi | Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



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From: Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Sent: Tuesday, March 26, 2024 1:33 PM

To: AFP Requests <afprequests@blindlowvision.org.nz>

Subject: Re: Quote for production of Literacy and Numeracy

Thanks so much. The manager is away for two weeks from Easter, so if there is any chance that you can put it through this week, it would be grand.

P.S. I am away for a month from Easter.

Frances Phillips

Editor

External Assessment

Ext 5536

From: AFP Requests <afprequests@blindlowvision.org.nz>

Date: Tuesday, 26 March 2024 at 1:03 PM

To: Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Subject: RE: Quote for production of Literacy and Numeracy

Hi Frances,

Thanks for that. I will create a quote and send it to you as soon as possible.

Ngā mihi | Kind regards

[REDACTED]

[REDACTED]

Unit C, 197 Universal Drive, Henderson
Auckland 0610



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From: Frances Phillips <Frances.Phillips@nzqa.govt.nz>

Sent: Tuesday, March 26, 2024 8:59 AM

To: AFP Requests <afprequests@blindlowvision.org.nz>

Subject: Quote for production of Literacy and Numeracy

Hi [REDACTED]

I am attaching last year's files for you to roughly quote what you think it will cost to produce. I need to give this quote to our Manager for approval. You will need to say it is an estimate I guess.

Having said that, this year there is apparently going to be two writing exams for literacy.
Same format but different questions.

Kind regards

Frances

Frances Phillips

Editor

External Assessment



Address 125 The Terrace, Wellington 6011 | **PO Box** 160, Wellington 6140

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From: [Boženka Vondruška](#)
To: [MaryJane Parker](#)
Cc: [Kevin Hoar](#)
Subject: Re: Urgent: Idea re translation
Date: Wednesday, 27 March 2024 9:43:34 AM
Attachments: [image002.png](#)
[image003.png](#)
[image004.png](#)
[image001.png](#)
[image005.png](#)

Hi,

You're welcome. I'll get onto it immediately and let you know as soon as it's done.

Ngā mihi,

Boženka Vondruška

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✉ Bozenka.Vondruska@nzqa.govt.nz



From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Date: Wednesday, 27 March 2024 at 9:42 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: RE: Urgent: Idea re translation

Hi

That would be great, thanks for thinking of it and being able to take the time. I will let them know.

Regards
Mary Jane

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Wednesday, March 27, 2024 9:36 AM

To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Urgent: Idea re translation

Hi Mary Jane,

I was just thinking, maybe it would be worth me taking the time to prepare the 2-column Word file for Linda for translation. That would save them time spent having to muck around and extract text etc and I can also (try to) ensure that no text is missed. I think it may be worth me doing and I can do that today.

Ngā mihi,

Boženka Vondruška

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[Redacted phone number]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Date: Wednesday, 27 March 2024 at 8:42 AM

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: RE: Voice Mail (53 seconds)

Hi

I have sent emails. I may need you to supply me with her phone number as responses are not rapid. I believe one of the other members of the team take the info and extract it into Word before the translation takes place, so we need them onboarded as well.

I will advise as soon as I hear anything.

Regards

Mary Jane

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Sent: Wednesday, March 27, 2024 8:35 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Subject: Fw: Voice Mail (53 seconds)

Hi Bozenka and MaryJane.

[Redacted] has been onboarded to the Centre for Pacific Languages folder.

MaryJane - can you contact her to let her know that she needs to do the translation as she is the only one who currently has access to the folder on SharePoint.

I can text her the password for the documents - I take it that it is the usual password. I found her mobile number on FileMaker (SMC for Te reo Māori Kūki Āirani).

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[Redacted phone number]



Kevin.hoar@nzqa.govt.nz



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6140

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From: Jordan Wall <Jordan.Wall@nzqa.govt.nz>

Sent: Wednesday, 27 March 2024 07:57

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: RE: Voice Mail (53 seconds)

Morning Kevin,

Sorry I missed your teams message yesterday, as per my last email I try to focus on emails first when I have a backlog.

[Redacted] has been onboarded to the Centre for Pacific Languages folder.

Ngā mihi,

Jordan Wall

Senior Logistics Expert
Assessment Cycle Production Team

Operations and Logistics

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From: Jordan Wall

Sent: Tuesday, March 26, 2024 12:49 PM

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: RE: Voice Mail (53 seconds)

Kia ora Kevin,

Can this request please be put in an email, I am backlogged with other BAU today and cannot receive calls for the remainder of the day. It also assists with retention as I cannot action requests immediately right now. Just let me know which existing contractor you need and where they need access.

If they are new we will need to follow the normal onboarding process.

We have had Cook Islands contractors on EAD Hub for Cook Island Maori subjects, there aren't be any international lock-outs.

Ngā mihi,

Jordan Wall

Senior Logistics Expert
Assessment Cycle Production Team

Operations and Logistics

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From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Sent: Tuesday, March 26, 2024 12:36 PM

To: Jordan Wall <Jordan.Wall@nzqa.govt.nz>

Subject: Voice Mail (53 seconds)

Hi Jordan, this is Kevin Horse speaking. I need to speak to you with regards to getting some people from one person from Auckland who's already on the ID Hub to do a translation of the numeracy exam into Cook Islands Maori. I believe she's already a contractor for Cook Islands Maori in CA so hopefully we just need to give a folders and also wanting to find out if a person who lives in Cook Islands can get access to the ID hub over in the Cook Islands or whether they're multi factor authenticity it's a problem. I will try and catch up with you later but if you can give me a ring back that would be great. Thank you. Bye.

You received a voice mail from Kevin Hoar at Kevin.Hoar@nzqa.govt.nz.

Job Title: National Assessment Facilitator

Company: NZQA

Work:

[REDACTED]

[REDACTED]

Email: Kevin.Hoar@nzqa.govt.nz

Thank you for using Transcription! If you don't see a transcript above, it's because the audio quality was not clear enough to transcribe.

[Set Up Voice Mail](#)

From: [Boženka Vondruška](#)
To: [REDACTED]
Cc: [Kevin Hoar](#)
Subject: Numeracy 2024 32406A - Sherpa for sign off
Date: Wednesday, 27 March 2024 9:11:00 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Dear Vince,

PRINTER'S PROOF: NUMERACY 32406A 2024

On EAD Hub, in folder: [8 Final proofs for approval](#) > [Sherpa and Asmt Sched](#) is a password-protected pdf of the printer's proof (sherpa) of the 32406A Numeracy exam, a *Printer's Proof Checklist* for you to sign, and the assessment schedule for you to finalise if you need to.

This is your very last opportunity to make any amendments before the material is printed. The next version you see will be the printed papers, at which stage no changes can be made.

Please check the printer's proofs very carefully and complete the checklist. If any amendments are necessary, please:

1. clearly mark changes and corrections on the proofs; AND
2. provide a typed list of these, attached to the proof.

Once you have done this, please let me know and I will finalise the documents.

Please return the documents as soon as possible, but no later than **Thursday 4 April**.

You should expect to receive your copies of the printed papers in a few weeks.

Kind regards,
Boženka

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[REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



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Mana Tohu Mātauranga o Aotearoa
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From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Cc: [Boženka Vondruška](mailto:Bozenka.Vondruska@nzqa.govt.nz)
Subject: Re: Printer's Proof for Numeracy Ass One.
Date: Wednesday, 27 March 2024 10:52:52 AM
Attachments: [Outlook-unip0hqf.png](#)

Hello Kevin

At this stage all errors should have been addressed.
Looking forward to reviewing it.
Possibly this afternoon.

Regards

[REDACTED]

On Wed, Mar 27, 2024 at 10:17 AM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED]

Please note that *only* essential (errors) changes will be accepted at this stage.
We cannot entertain any *nice to have* changes at this late stage of the process.

I will be critiquing the document as well.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz

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From: [MaryJane Parker](#)
To: [Kevin Hoar](#)
Cc: [Boženka Vondruška](#); [Melissa Mead](#)
Subject: FW: Numeracy 32406 translation to CIM - Word file and viewing pdf
Date: Wednesday, 17 April 2024 1:31:51 PM
Importance: High

As you are in the office can you expedite this.

Regards
Mary Jane

From: [REDACTED]
Sent: Wednesday, April 17, 2024 1:28 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Numeracy 32406 translation to CIM - Word file and viewing pdf

Kiā orāna MaryJane,

The translation is completed but [REDACTED] can't upload the document onto the hub so I can access it for peer reviewing. I think [REDACTED] has been communicating with [REDACTED]

It would be great to get this sorted as soon as possible as we have lost 3 peer reviewing days already.

Meitaki ma'ata

Nā [REDACTED]

On 28 Mar 2024, at 8:47 AM, [REDACTED] wrote:

I totally understand

Meitaki ma'ata

Nāku,

Nā [REDACTED]

[REDACTED] 28/03/2024, at 07:57, MaryJane Parker
<MaryJane.Parker@nzqa.govt.nz> wrote:

Thank you. I think [REDACTED] is taking a bit longer as she is 'new' whereas you were already onboarded. Hopefully today.

Meitaki ma'ata
Mary Jane

From: [REDACTED]

Sent: Thursday, March 28, 2024 4:53 AM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Numeracy 32406 translation to CIM - Word file and viewing pdf

Kia Orāna Mary Jane,

I have access to the folder and have the password, just waiting for Crystal.

Meitaki ma'ata.

Nā [REDACTED]

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Sent: Wednesday, 27 March 2024 3:06 pm
To: crystal@centreforpacificlanguages.co.nz
<Crystal@centreforpacificlanguages.co.nz>; [REDACTED]
[REDACTED] Kevin Hoar
<Kevin.Hoar@nzqa.govt.nz>
Subject: FW: Numeracy 32406 translation to CIM - Word file and viewing pdf

Hi

Please see the email below from our Editors regarding the folders that will give you access to the translation material.

Please make contact if you have any queries.

[@Kevin Hoar](#) can you please forward the password.

Regards
Mary Jane

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Wednesday, March 27, 2024 12:14 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Numeracy 32406 translation to CIM - Word file and viewing pdf

Hi Mary Jane,

A password protected (with the Numeracy password you've been given), zipped Word file and pdf of exam for reference are on EAD Hub "External Vendors" folder, here:

[<image001.png>](#)

[32406A-Text for translation.zip](#)

Word file:

I have extracted the text from the Indesign file and placed it in a 2-column Word document with room for the CIM translation in the right column.

Notes to the translator are at the top of the page in this document as follows:

1. Linda, please ignore any [X], but leave it in the translation as a placeholder.
2. Only translate text in the **Cook Islands Maori** column.
3. Please make sure translation has all the same **BOLD** or *ITALIC* words as the English.

I hope this speeds up the process for them somewhat.

Kind regards,

Boženka

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
<image002.png>	<image003.png>	<image003.png>	<image003.png>	<image002.png>

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<image004.png>

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From: [MaryJane Parker](#)
To: [Boženka Vondruška](#)
Cc: [Kevin Hoar](#)
Subject: RE: Numeracy 32406 translation to CIM - Word file and viewing pdf
Date: Wednesday, 27 March 2024 3:10:18 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Hi

I have forwarded this information to the translators.

Mary Jane

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Wednesday, March 27, 2024 12:14 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Numeracy 32406 translation to CIM - Word file and viewing pdf

Hi Mary Jane,

A password protected (with the Numeracy password you've been given), zipped Word file and pdf of exam for reference are on EAD Hub "External Vendors" folder, here: [📎 32406A-Text for translation.zip](#)

Word file:

I have extracted the text from the Indesign file and placed it in a 2-column Word document with room for the CIM translation in the right column.

Notes to the translator are at the top of the page in this document as follows:

1. ██████, please ignore any [X], but leave it in the translation as a placeholder.
2. Only translate text in the **Cook Islands Maori** column.
3. Please make sure translation has all the same **BOLD** or *ITALIC* words as the English.

I hope this speeds up the process for them somewhat.

Kind regards,

Boženka

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Mon



Tue



Wed



Thu



Fri



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From: [Kevin Hoar](#)
To: [REDACTED] [Boženka Vondruška](#)
Subject: Re: Marking schedule
Date: Tuesday, 2 April 2024 5:24:47 PM
Attachments: [Outlook-ai4kymbw.png](#)

Hi [REDACTED]

Sorry, I should have replied earlier today.

Bozenka is on leave but will be back tomorrow. I am on leave tomorrow through to Friday - back on Monday 8 April.

Ring me on my mobile if you need to contact me though.

I am thinking that you directly edit the marking schedule and put in folder 8, however, Bozenka may think differently.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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[REDACTED]
Kevin.hoar@nzqa.govt.nz

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From: [REDACTED]

Sent: Thursday, 28 March 2024 17:16

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Marking schedule

Hi Bozenka and Kevin

The marking schedule in Folder 8 appears to be an outdated version. I've tracked back through the various folders but can only find an amended version in Folder 5 which is also not updated. The last version was updated on 8 March. I have a copy which needs amendment due to different Qs in paper and digital forms.

Where shall I put feedback or do you want me to directly edit the marking schedule and put it in Folder 8?

Regards

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: [Kevin Hoar](#)
To: [Boženka Vondruška](#)
Subject: Re: Numeracy assessment 32406 for braille translation - Term 2, 2024
Date: Friday, 5 April 2024 9:21:15 AM
Attachments: [image006.png](#)
[image007.png](#)
[image008.png](#)
[image009.png](#)
[Outlook-yknyua1w.png](#)
[Outlook-dx510evz.png](#)

Thanks Bozenka.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Friday, 5 April 2024 08:10

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Numeracy assessment 32406 for braille translation - Term 2, 2024

Hi Kevin,

Thanks, it's OK. I got the school requirements info from Frances and put it into a spreadsheet with the info and I've uploaded it for BlindLowVision (BLV). That's maybe where you saw the info.

Enjoy the rest of your break!

Cheers,

Bozenka

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Date: Thursday, 4 April 2024 at 4:53 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Numeracy assessment 32406 for braille translation - Term 2, 2024

Hi Bozenka.

From a spreadsheet I saw (which I cannot now find), there are 3 schools, each with one student who need the Numeracy assessment translated into Braille.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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Wellington, 6140

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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Thursday, 4 April 2024 14:05

To: AFP Requests <afprequests@blindlowvision.org.nz>

Cc: Angela Scholes <Angela.Scholes@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Numeracy assessment 32406 for braille translation - Term 2, 2024

Hi [REDACTED]

The Go-Live date for Numeracy is **between 20-31 May**, so the exam will need to be at schools prior to 20 May.

There is one exam for Numeracy, as per the standard number in the Excel sheet.

Regards,

Boženka

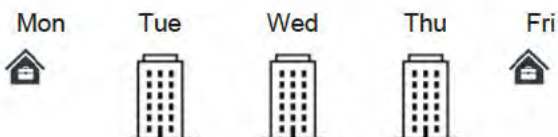
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From: AFP Requests <afprequests@blindlowvision.org.nz>

Date: Thursday, 4 April 2024 at 12:52 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Angela Scholes <Angela.Scholes@nzqa.govt.nz>

Subject: RE: Numeracy assessment 32406 for braille translation - Term 2, 2024

Hi Boženka,

Thanks for this link.

I have retrieved the exam and will share it with my team.

When is it due and how many exams will there be to transcribe for term 2?

Also, I am still waiting to hear back from my sources regarding the quote.

Ngā mihi | Kind regards

[REDACTED]

[REDACTED]

Unit C, 197 Universal Drive, Henderson
Auckland 0610



[Read our Community Impact Report for 2023 and find out how Blind Low Vision NZ made a difference.](#)

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Wednesday, April 3, 2024 2:30 PM
To: AFP Requests <afprequests@blindlowvision.org.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Angela Scholes <Angela.Scholes@nzqa.govt.nz>
Subject: FW: Numeracy assessment 32406 for braille translation - Term 2, 2024

Kia ora [REDACTED]

Please find a copy of the Numeracy assessment to show your producers on our Sharepoint [HERE](#)

I've left a message on your mobile with the password to open the PDF. Apologies for not using your regular password, but Frances is currently away and I don't have that password. If you would like to give it to me that would be great.

Ngā mihi
Boženka

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Boženka Vondruška

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☎ **DDI** (04) 460-7313 | **Ext** 7313

✉ Bozenka.Vondruska@nzqa.govt.nz



New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Date: Wednesday, 3 April 2024 at 11:44 AM
To: afprequests@blindlowvision.org.nz <afprequests@blindlowvision.org.nz>
Cc: Angela Scholes <Angela.Scholes@nzqa.govt.nz>, Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Frances Phillips <Frances.Phillips@nzqa.govt.nz>
Subject: Numeracy assessment 32406 for braille translation - Term 2, 2024

Kia ora David,

My name is Boženka and I am the editor for Numeracy at NZQA. I am just touching base to let you know that Numeracy is ready for braille translation, but we are just waiting for your quote.

Ngā mihi,
Boženka

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From: [Boženka Vondruška](#)
To: afprequests@blindlowvision.org.nz
Cc: [Angela Scholes](#); [Frances Phillips](#); [Kevin Hoar](#)
Subject: LitNum braille requirements for schools
Date: Thursday, 4 April 2024 9:27:31 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Kia ora [REDACTED],

I have uploaded an Excel sheet to the Sharepoint containing the literacy and numeracy requirements for schools. You will find it  [HERE](#).

This document is password protected with the password I have given you.

Ngā mihi,

Boženka

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[REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



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Fri



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From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: Re: Update request for LitNum (Note re. BRAILLE)
Date: Wednesday, 10 April 2024 3:36:02 PM
Attachments: [image001.png](#)
[image002.png](#)
[image004.png](#)
[Outlook-wl3sdaes.png](#)

Lynette and I are running around like &(*&^(^^(/* chasing this up right now. I'll keep you updated. I've contacted [REDACTED] at BLV and he's come back and said he hasn't done the quote yet as he's waiting for someone else, or something HAHAHA

Oh well. It'll be FINE!

B

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Date: Wednesday, 10 April 2024 at 3:07 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Re: Update request for LitNum (Note re. BRAILLE)

Hmmm, mumble, grumble....

Should we be worried?

Actually, no - not yet. As the song goes - "Don't worry, be happy".

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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Kevin.hoar@nzqa.govt.nz



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Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Wednesday, 10 April 2024 14:05

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: FW: Update request for LitNum (Note re. BRAILLE)

Ooop! Just sent the email to myself ... duh.

Please see my email to me below the line haha

B

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Wednesday, 10 April 2024 at 1:58 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Hi,

Sorry, correction. As far as I know, we are STILL waiting for a quote from [REDACTED] at Blind Low Vision.

I emailed [REDACTED] on 3 April to let him know that Numeracy is ready but that we are just waiting for his quote. On 4 April I emailed [REDACTED] with a link to the Excel spreadsheet with braille requirements for schools for LitNum.

I'm not sure what's going on and why it's taking so long to get the quote.

Cheers,

Boženka Vondruška

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[REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Wednesday, 10 April 2024 at 9:54 AM

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Good morning,

That sounds great.

Re [REDACTED]
[REDACTED]

Cheers,

Boženka Vondruška

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✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Date: Tuesday, 9 April 2024 at 3:48 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Excellent news - now we play the waiting game.

I intend to get the last MC check of the second assessment done by the MoE (Chrissie Butler - for UDL, plus any others that want to come into NZQA to go through the paper). I will set this up for when I am in the Welly office next week.

Once that's done, I will provide the feedback (with my feedback on all) to [REDACTED] to make his changes. Once he has done that, I will organise a hand over session of the final draft with you.

I hope Health and PE are treating you well!

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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Kevin.hoar@nzqa.govt.nz



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We are all different – embrace life to the fullest

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Tuesday, 9 April 2024 15:36

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Hello!

Everything's going well as far as I know. Braille has gone for translation, and everything else. Just waiting for 'em to come back so I can load the CIM into Indesign and the MAO into Assessment Master.

Cheers back!

B

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Date: Tuesday, 9 April 2024 at 2:34 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Cool.

Do we need a catch up chat or is everything Numeracy going well?
I'm not in the office until Tuesday next week.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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We are all different – embrace life to the fullest

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Tuesday, 9 April 2024 14:27

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Hi Kevin,

Thanks for that. I've sent that to Lynette

Ngā mihi,

Boženka Vondruška

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✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Date: Tuesday, 9 April 2024 at 2:07 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Hi Bozenka.

The MD is not involved with the assessment, post hand over of the final draft to the Editor.

In NCEA / Scholarship, I have never involved the MD in any checks of the examination materials after handing them over to the Editor. (The obvious exception is when the Examiner 'falls over' and cannot carry out her/his post submission critiques. The MD will be called in as 'acting Examiner').

Hopefully, I have not been wrong about this over the last 15 years....

I hope this helps.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

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From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Tuesday, 9 April 2024 11:57

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Hi Kevin!

Re the conversation below that I'm having with Lynette, she just needs to know what the reasoning was for not having the MD check at the later stages of Numeracy, i.e. why we only used MD at the beginning.

Can you get back to me and I'll pass it on to her. Thanks!

Ngā mihi,

Boženka Vondruška

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☒ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Date: Tuesday, 9 April 2024 at 9:32 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Kia ora

If you can get a response in writing from the NAF, that would be great. It will inform the story should I be asked about it.

Nāku me āku mihi

Lynette

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Monday, 8 April 2024 at 1:18 PM

To: Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Kia ora,

You're welcome. Yes, this was discussed with the NAF. Do you want me to check with him re the reasoning, because I can't remember what he said.

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



From: Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Date: Monday, 8 April 2024 at 1:13 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Kia ora e hoa

Thanks for getting back to me with the Numeracy dates so promptly. Just putting them into the report now. Re the "No MD" situation, is there an understanding from the NAF re that?

Nāku me āku mihi

Lynette Jones

Editor | **Kaiwhakaputa aromatawai**

External Assessment | **Aromatawai ā-waho**

Assessment Division | **Wāhanga Aromatawai**

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Friday, 5 April 2024 at 3:49 PM

To: Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Subject: Re: Update request for LitNum

Kia ora

Updated NUMERACY dates attached.

Ngā mihi,

Boženka Vondruška

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📞 DDI [REDACTED]

✉️ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
				

From: Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Date: Friday, 5 April 2024 at 3:28 PM

To: Estelle Best <Estelle.Best@nzqa.govt.nz>, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Update request for LitNum

Kia ora

I've been asked to update the folk on L15 re LitNum. This is standard monthly reporting and not related to current uncertainty!

Please see the highlighted dates in the attached and update those relevant to you. If I can have this info no later than 12pm Monday, that would be grand.

Nāku me āku mihi

Lynette

From: [Boženka Vondruška](#)
To: Sharon.Marson@bluestar.co.nz
Cc: [Kevin Hoar](#); [Stephanie Slack](#)
Subject: 32406A Numeracy print run for English version
Date: Monday, 8 April 2024 11:37:48 AM
Attachments: [image001.png](#)
[image002.png](#)

Hi Sharon,

Numeracy English has been signed off for print so you can go ahead please and thank you.

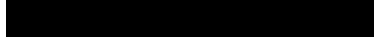
Number required is **315** as per the email from Stephanie Slack. CIM translation will be a separate print run.

Thank you.

Ngā mihi,

Boženka Vondruška

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Mon



Tue



Wed



Thu



Fri



From: [Josephine Ivirangi](#)
To: [Boženka Vondruška](#)
Cc: [Kevin Hoar](#); [Lynette Jones](#)
Subject: Re: Cook Islands Maori translation for Numeracy - Tracking
Date: Thursday, 11 April 2024 9:33:40 AM
Attachments: [image002.png](#)
[image001.png](#)

Kia orana

I am just editing at the moment and will submit to [REDACTED]. Complete from my end on Monday 15/4.

Meitaki maata

On Thu, 11 Apr 2024 at 8:50 AM, Boženka Vondruška
<Bozenka.Vondruska@nzqa.govt.nz> wrote:

Kia Orāna,

I hope you are well. May I have an update as to how you are tracking with the Cook Islands Maori translation? Could you give me an date when we

might expect to receive this please? Meitaki maata.

Kia manuia,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



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From: [Kevin Hoar](#)
To: [Jordan Wall](#)
Subject: Re: Upload button not showing for one of the CIM translators for Numeracy.
Date: Wednesday, 17 April 2024 3:15:32 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)
[image009.png](#)
[Outlook-afwzjzh.png](#)

Thanks for all your help with this one Jordan - greatly appreciate it!

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
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From: Jordan Wall <Jordan.Wall@nzqa.govt.nz>
Sent: Wednesday, 17 April 2024 14:56
To: [\[Redacted\]](#) Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: Upload button not showing for one of the CIM translators for Numeracy.

An email has been sent with the same link to [\[Redacted\]](#). Thank you [\[Redacted\]](#), have a great day!

Ngā mihi,
Jordan Wall
Senior Logistics Expert
Assessment Cycle Production Team
Operations and Logistics
[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)

From: [\[Redacted\]](#)
Sent: Wednesday, April 17, 2024 2:55 PM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Cc: Jordan Wall <Jordan.Wall@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Upload button not showing for one of the CIM translators for Numeracy.

Awesome and thank you. Recycle bin emptied now. Please support [\[Redacted\]](#) as she has the same issue like mine.

On Wed, Apr 17, 2024 at 2:52 PM Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz> wrote:

Kia orāna [\[Redacted\]](#)

I've checked EAD Hub and the 2-column Word file (populated with your translation) is there.

Very much appreciate your help.

Meitaki ma'ata,

Boženka

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☎ DD [\[Redacted\]](#)
✉ Bozenka.Vondruska@nzqa.govt.nz



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New Zealand Qualifications Authority

From: [\[Redacted\]](#)
Date: Wednesday, 17 April 2024 at 2:37 PM
To: Jordan Wall <Jordan.Wall@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Upload button not showing for one of the CIM translators for Numeracy.

Hi Jordan

Can you check that the file is in Eadhub and confirm before I empty the bin?

On Wed, Apr 17, 2024 at 2:29 PM Jordan Wall <Jordan.Wall@nzqa.govt.nz> wrote:

Ah actually we probably don't need to, I just realized from your most recent screenshot that you were trying to find an upload button within the zipped folder. That wouldn't have been possible. You'll need to download and unzip the folder (assuming that's the workflow, I am unsure of the security policy around downloading assessment material), then reupload into that link below. Items cannot be directly uploaded

Glad we got there in the end, let me know if you have any further issues.

Ngā mihi,
Jordan Wall
Senior Logistics Expert
Assessment Cycle Production Team
Operations and Logistics
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)

From: [REDACTED]
Sent: Wednesday, April 17, 2024 2:28 PM
To: Jordan Wall <Jordan.Wall@nzqa.govt.nz>
Subject: Re: Upload button not showing for one of the CIM translators for Numeracy.

I think I am in now. You can call me.

On Wed, 17 Apr 2024 at 2:22 PM, Jordan Wall <Jordan.Wall@nzqa.govt.nz> wrote:

Do you have a moment for a call? 021 0245 1616 correct?

This is the below link to the folder, I have added both your gmail and school email in to the folder just for added assurance, have a quick check to see the upload button is still missing, and we can do a quick call:

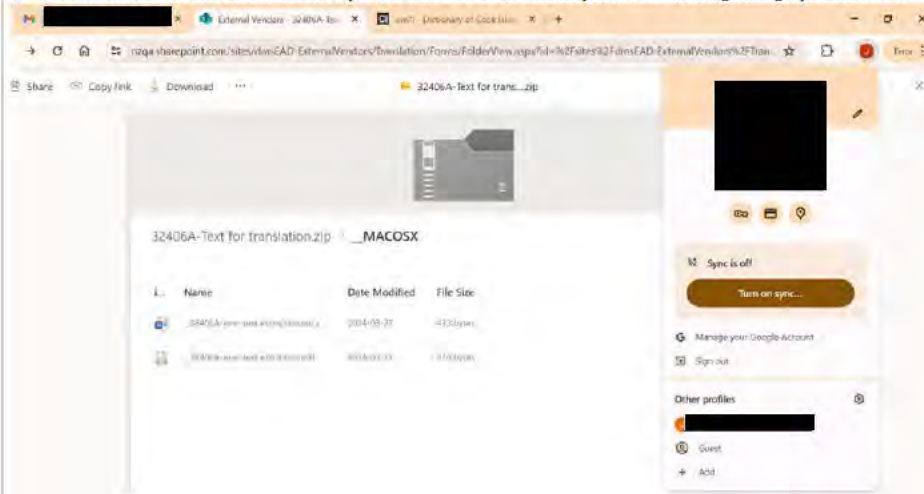
Link: <https://nzqa.sharepoint.com/sites/dmsEAD-ExternalVendors/Translation/Centre%20for%20Pacific%20Languages>

Ngā mihi,
Jordan Wall
Senior Logistics Expert
Assessment Cycle Production Team
Operations and Logistics
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)

From: [REDACTED]
Sent: Wednesday, April 17, 2024 2:17 PM
To: Jordan Wall <Jordan.Wall@nzqa.govt.nz>
Subject: Re: Upload button not showing for one of the CIM translators for Numeracy.

Kia orana Jordan

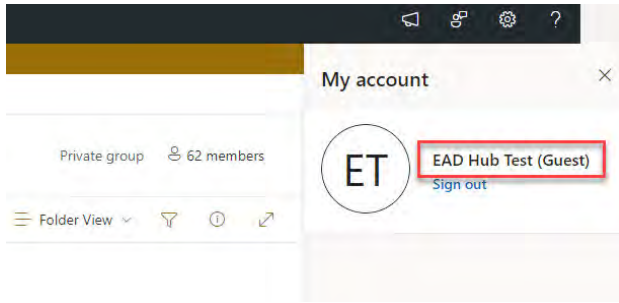
Please see below the screenshot of what is on my screen and what it look like. Do you think I should login using my school email?



On Wed, Apr 17, 2024 at 1:53 PM Jordan Wall <Jordan.Wall@nzqa.govt.nz> wrote:

Kia orana [REDACTED],

I have a thought it might be because you have access to EAD Hub with [REDACTED], and perhaps you are logged into it when accessing EAD Hub. Could you access your profile in the top right and let me know if your name appears as just [REDACTED] as they are assigned to different emails and will help me to know which you are logged in as.

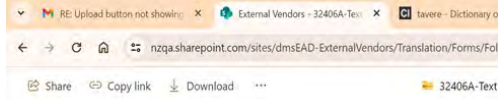


Ngā mihi,
Jordan Wall
Senior Logistics Expert
Assessment Cycle Production Team
Operations and Logistics
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)

From: [Redacted]
Sent: Wednesday, April 17, 2024 1:02 PM
To: Jordan Wall <Jordan.Wall@nzqa.govt.nz>
Cc: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Upload button not showing for one of the CIM translators for Numeracy.

Kia orana Jordan

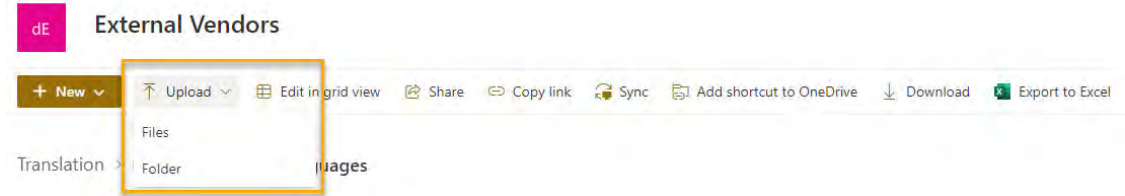
Your screen is different from mine. I took a screenshot and has cropped out files and showing only the top part.



On Wed, Apr 17, 2024 at 10:12 AM Jordan Wall <Jordan.Wall@nzqa.govt.nz> wrote:

Kia ora [Redacted]

Can you please confirm the below is not appearing for you?



Another solution if that isn't there is to drag & drop the file directly into the Library, to the area below:



Ngā mihi,
Jordan Wall
Senior Logistics Expert
Assessment Cycle Production Team
Operations and Logistics
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Tuesday, April 16, 2024 3:08 PM
To: Jordan Wall <Jordan.Wall@nzqa.govt.nz>
Cc: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Upload button not showing for one of the CIM translators for Numeracy.

Hi Jordan.

I hope all is well with you.

[Redacted] (Centre for Pacific Languages) who has just completed the translation of the latest Numeracy assessment into Cook Island Māori,

cannot see the 'Upload' button to upload the completed document.

Unfortunately, I cannot see / do not have access to the folder(s) on the EAD Hub that [REDACTED] is using.

I am assuming that you set [REDACTED] up to complete the CIM translation from the English version of the Numeracy assessment. Could you please add in an 'update document' link to the folder that [REDACTED] is working in and let me know when this has been done.

I will get back to Josephine.

Thanks so much - I really appreciate your help with this. The translated booklets will need to be printed here in NZ and transported to the Cook Islands for the students to sit in mid-May.

Kind regards.
Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
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We are all different – embrace life to the fullest

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From: [Alana Saunders](#)
To: [Kevin Hoar](#)
Cc: [Ryan Small](#)
Subject: RE: PRS preparations for lit-num assessments
Date: Friday, 19 April 2024 9:18:01 AM
Attachments: [image002.png](#)
[image003.png](#)

Thank you Kevin This is incredibly helpful.

I'm in no rush for the outcomes but it is nice to know I don't need to worry about any changes.

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Friday, April 19, 2024 8:57 AM
To: Alana Saunders <Alana.Saunders@nzqa.govt.nz>; Susan Henry <Susan.Henry@nzqa.govt.nz>
Cc: Ryan Small <Ryan.Small@nzqa.govt.nz>; Catherine Edser <Catherine.Edser@nzqa.govt.nz>; Eldon Paki <Eldon.Paki@nzqa.govt.nz>
Subject: Re: PRS preparations for lit-num assessments

Hi Alana.

I know we have a scheduled meeting on 7 May, but here are some of the answers you require for **Numeracy**.

- Numeracy will only have ONE assessment in May and ONE in September 2024 - so, only ONE cut score for each.
- Both the May and September Numeracy assessments have 30 question items.
- In Numeracy, all question items are worth 1 (candidates get either 0 or 1), including all multiple choice and outcome three responses.

I will email you a table of which question items assess with Outcomes shortly - I just want to check that I have the final assessment schedule from the examiner.

I hope that helps.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Kevin.hoar@nzqa.govt.nz



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6140

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From: Alana Saunders <Alana.Saunders@nzqa.govt.nz>

Sent: Wednesday, 17 April 2024 14:20

To: Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Cc: Ryan Small <Ryan.Small@nzqa.govt.nz>; Catherine Edser <Catherine.Edser@nzqa.govt.nz>; Eldon Paki <Eldon.Paki@nzqa.govt.nz>

Subject: PRS preparations for lit-num assessments

Good afternoon Sue and Kevin,

I'm back in the lit-num headspace and was wondering if we could sit down and make sure we are on the same page before it gets to cut score time. I'm still ahead of schedule so can wait if you are both busy at the moment. There are a few changes I have heard about and I'm not too sure on the impact on the data we provide so would love some help clearing up my confusion.

Let me know when a good day/time would be and I'll set something up.

For interest, the questions I have (so far) are below:

- My biggest question is about how the two weeks for literacy writing will work. My understanding is that there will be two separate exams. Does this mean there will be two sets of cut scores? Is it known how this will work in the system to allow us to identify which student did which exam and how to apply cut scores separately (if this is the case)?
- On the same track, can I confirm that numeracy and reading will only have the one exam?
- When you have determined them, would we be able to have the mappings each question has to each outcome?
- Is it still 35 questions for reading, 2 pieces of writing and 8 multi-choice for writing, 30 for numeracy? Note, these are from memory so are probably wrong anyway.
- Are multi-choice questions in writing still worth 0.5? Are any other questions worth

something different than 1?

- Is there anything else worth knowing that is different this time than last time?

Thanks!!

Alana Saunders ([she/her](#))

Statistical Analyst | Kaitātari Tauanga

Psychometrics, Reporting and Statistics | Te Tauanga Hinengaro, Pūrongo, me te Tātauranga

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa

Mon



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Fri



From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: FW: Cook Islands Maori translation - Numeracy URGENT
Date: Wednesday, 24 April 2024 2:36:05 PM
Attachments: [image001.png](#)

See the emails below:

From: [REDACTED]
Date: Saturday, 20 April 2024 at 6:34 AM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Re: Cook Islands Maori translation - Numeracy URGENT

Kiā Orāna Bozenka,

I have received your email and would like to ask if you can please forward it to [REDACTED] at the Centre for Pacific Languages head office.

I am the Peer Reviewer and is now peer reviewing the original document. This is when I go through and correct errors, if any, and match the document to how it was sent, from fonts, alignment, bold letters and etc, so please do not use what is in the hub until you have the confirmation from CPL head office.

As advised, the due date given was the 25th, however, we lost 3 days due to the fact that the translator didn't have access to uploading the document back into the hub. That is now fixed.

With the extra translation, [REDACTED] can give you the answers to your questions, however, as long as the text is available to us, we will go ahead and work on it and make sure that everything, including the additional text will be completed before or by the due date given.

Meitaki ma'ata

Nā [REDACTED]

On 19 Apr 2024, at 8:05 PM, Boženka Vondruška
<Bozenka.Vondruska@nzqa.govt.nz> wrote:

Kia Orāna,

Thank you for your translation of the Numeracy assessment into Cook Island Maori.

Unfortunately, I need to ask if you could please translate the final 112 words. These were not in the Word file I sent you, though they were in the copy of the exam you were sent. I have added a page to the beginning of the file with the English words in the left-hand column, as before.

The password-protected Word file is in the folder “**19 April for translation**” for you here:

[<image001.png>](#)
[19 April for translation](#)

Could you also please go through the document and ensure that any words in English that are bold or italic are also bold and italic in the translation. Thank you very much.

This work is very urgent. Could you please respond to let us know that you have received the file, and how long it will take you to finish the translation and correct the bold and italic in the Cook Islands Maori translation?

Your help is much appreciated!

Meitaki ma’ata,

Nā Boženka

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From: [Boženka Vondruška](#)
To: [Kevin Hoar](#)
Subject: Re: Do you have access to the folder that has the translated Numeracy assessment?
Date: Monday, 29 April 2024 3:26:13 PM
Attachments: [Outlook-kxlqq3sz.png](#)
[image001.png](#)
[image002.png](#)
[image003.png](#)

Hello!

I've just had a Teams convo with Jordan about [REDACTED] and her issues with access. Thought I'd send it to you for the record (see below).

It seems that Crystal hasn't checked the translation yet, and I'm pretty sure she doesn't know which file she's supposed to be working from. I really don't know what to do about all this. It's exhausting!

[12:53] Jordan Wall

Hey Bozenka, I got off the phone with [REDACTED] earlier, I think shes having trouble opening a document in the External Vendors folder, '32406A Text for translation' - it sounds to me like it may be zipped but I dont have access to EAD Hub to confirm or assist them, are you the right person to ask? Lauren

directed me to you 😊

[12:54] Boženka Vondruška

Caller please hold, I'll check ...

laugh 1

[13:01] Boženka Vondruška

Hi Jordan, sorry, just had to have a quick look to see where it's at on EAD HUB. I can't tell as it left my hands to go for translation and it is my understanding that the Centre for Pacific Languages (CPL) have been using the Hub to transfer the file between translator > peer reviewer > final check [REDACTED]).

I don't know what their file-naming convention is or what they've arranged amongst themselves, i.e. I don't know which file is the one [REDACTED]'s supposed to have checked. [REDACTED] (the peer reviewer) told me that she had uploaded the file and sent [REDACTED] a link and that's all I know. Except that this is now extremely urgent and [REDACTED] has been sitting on it for 6 days.

[13:01] Boženka Vondruška

Bit frustrating!

like 1

[15:15] Boženka Vondruška

Hi Jordan, Mary Jane just told me you were having problems with a password, is that right? Is there anything I can do to help?

[15:16] Jordan Wall

It's related to the above, I think I figured out the issue, it's because the contractor didn't unzip the file before accessing it I believe

[15:16] Boženka Vondruška

Oh my goodness ... OK ...

[15:17] Boženka Vondruška

So are you sure that's the correct file? It seems strange that [REDACTED] would have zipped it and not told [REDACTED]?

[15:19] Jordan Wall

I can't be sure because I can't access folders, but [REDACTED] had said "when I open the folder it just gives a list of documents and I can't open them and theres nowhere to put the password". I put a zipped folder into a test environment and it matched what she was trying to explain to me over the phone so it's the best bet I have

[15:20] Boženka Vondruška

Gotcha. OK, it doesn't sound very good lol. Thanks for your help and sorry this has taken up so much time.

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Monday, 29 April 2024 at 8:36 AM

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: FW: Do you have access to the folder that has the translated Numeracy assessment?

Good morning,

Have you heard anything from Crystal yet?

Ngā mihi,

Boženka Vondruška

Editor | External Assessment | Assessment Division | New Zealand Qualifications Authority



DDI [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Date: Wednesday, 24 April 2024 at 3:01 PM

To: [REDACTED]

Cc: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Do you have access to the folder that has the translated Numeracy assessment?

Kia orana [REDACTED]

I hope you are well and coping with the cooler weather.

My name is Kevin Hoar. I am the NAF for Numeracy at NZQA.

I am just wanting to know if you have been given access to the folder that [REDACTED] [REDACTED] have used for the Cook Island Māori translation of the Numeracy assessment. I believe that you are undertaking the final check and will then upload the final translated version onto the Hub ready for the Editor - Bozenka to process it.

Please let me know that you have access and when the final document is ready.

Meitaki ma'ata

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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From: [Lynette Jones](#)
To: [Boženka Vondruška](#)
Cc: [Sue Chalmers](#); [Kevin Hoar](#); [Fiona Crookes](#)
Subject: Re: LitNum printing of translated papers- delay
Date: Tuesday, 30 April 2024 11:55:20 AM
Attachments: [image002.png](#)
[image001.png](#)
[image003.png](#)

Kia ora

I have escalated the issue of the te reo translations with Keri-Anne, DCE of NPAM, with a signal that I will have to advise the DCE today if there is no confirmation of delivery happening tomorrow morning. That is not delivery, that is confirmation of delivery to you by Weds 12pm.

I can help as best possible with the work once it lands – but that is entirely dependent on NPAM now. Clearly, the editor having direct access to the vendor to manage the work is critical. No problem with the translation having an internal NPAM check but the third-party workflow on timelines that are so tight is compromising efficiency and consequently delivery.

Nāku me āku mihi

Lynette Jones

Editor | **Kaiwhakaputa aromatawai**

External Assessment | **Aromatawai ā-waho**

Assessment Division | **Wāhanga Aromatawai**

[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)

DDI [REDACTED] | **Address** 125 The Terrace, PO Box 160, Wellington 6140

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Date: Monday, 29 April 2024 at 3:41 PM

To: Stephanie Slack <Stephanie.Slack@nzqa.govt.nz>

Cc: Fiona Crookes <Fiona.Crookes@nzqa.govt.nz>, Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Lynette Jones <Lynette.Jones@nzqa.govt.nz>, MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>, Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>

Subject: Re: LitNum printing of translated papers- delay

Kia ora Steph,

Thank you for keeping me updated and for liaising with Blue Star regarding the print deadline. I will keep you informed. As of today, [REDACTED], senior projects lead, (CPL) has been unable to access files that were uploaded by [REDACTED] (peer reviewer) last Tuesday 23 April. The last information I received from Kevin Hoar was that he had spoken to [REDACTED] and she was phoning [REDACTED] regarding gaining access. I'll let you know if I hear anything tomorrow morning.

Ngā mihi,

Boženka Vondruška

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✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



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Thu



Fri



From: Stephanie Slack <Stephanie.Slack@nzqa.govt.nz>

Date: Monday, 29 April 2024 at 2:45 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Cc: Fiona Crookes <Fiona.Crookes@nzqa.govt.nz>

Subject: FW: LitNum printing of translated papers- delay

Kia ora Boženka

Melissa Mead from the LitNum team advised in a meeting this morning that there has been a delay in the translation sign off for the Numeracy CIM paper. I have liaised with Blue Star and they have agreed to a delay print run for this paper.

The approved PDF sherpa (ready to print) will need to be sent through to Blue Star by 10am on Friday 3 May at the latest.

Please keep me updated on the progress and if there are any further issues.

Thanks

Steph

From: [REDACTED]

Sent: Monday, April 29, 2024 2:37 PM

To: Stephanie Slack <Stephanie.Slack@nzqa.govt.nz>

Cc: Fiona Crookes <Fiona.Crookes@nzqa.govt.nz>; [REDACTED]

Subject: RE: LitNum printing of translated papers- delay

Dear Fiona,

Thank you for keeping us informed about the delay in providing the signed-off file for the Cook Islands Māori Numeracy paper printing.

In light of the one-day delay from the original schedule, we will require the finalised file by the morning of the 3rd of May. We have made the necessary adjustments to our plans to accommodate this change. Specifically, we will allocate space to run the CIM papers on the 3rd of May to ensure that we can still dispatch all materials as scheduled on the 8th of May, along with the other papers.

We understand the importance of adhering to the overall timeline and are committed to ensuring that this delay does not impact the delivery of the materials. Should you have any further questions or concerns, please feel free to reach out to me directly.

Regards,

[Redacted]

From: Stephanie Slack <Stephanie.Slack@nzqa.govt.nz>

Sent: Monday, April 29, 2024 1:34 PM

To: [Redacted]

[Redacted] Fiona Crookes
<Fiona.Crookes@nzqa.govt.nz>

Subject: LitNum printing of translated papers- delay

Kia ora [Redacted]

There is a delay on the Cook Islands Māori Numeracy paper being signed off for printing. It may not be available until this Friday 3 May as an approved PDF sherpa. The print volume for this is 60.

Will it be possible at your end to do a separate print run for the CIM papers when the approval comes through, to stay on track for despatch on Wed 8 May?

Thanks

Steph

Stephanie Slack

Senior Logistics Expert

Operations & Logistics - Assessment Division

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[Redacted]

Stephanie.slack@nzqa.govt.nz

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From: [Boženka Vondruška](#)
To: [MaryJane Parker](#)
Cc: [Kevin Hoar](#)
Subject: Re: URGENT: Numeracy - Cook Islands Maori translation
Date: Monday, 29 April 2024 12:04:32 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Hi Mary Jane,

Will do, thank you.

Regards,

Bozenka

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Date: Monday, 29 April 2024 at 11:50 AM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: RE: URGENT: Numeracy - Cook Islands Maori translation

Hi

If you don't hear anything by midafternoon can you let me know and I will alert Utu's team who may have another contact.

Regards
Mary Jane

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Monday, April 29, 2024 11:48 AM
To: [REDACTED]
Cc: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: URGENT: Numeracy - Cook Islands Maori translation

Kia ora Crystal,

Could you please contact either Kevin Hoar or myself urgently regarding the Cook Islands Maori translation for Numeracy.

I understand [REDACTED] completed her peer review and uploaded it for you on 23 April. As you will understand, it is now urgent that we receive the final translation for inputting as we have a deadline print date of 2 May that we cannot miss.

Ngā mihi,
Boženka

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



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From: [MaryJane Parker](#)
To: [Kevin Hoar](#)
Subject: FW: Translations
Date: Wednesday, 1 May 2024 3:06:59 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Some good news for a day where there is not much good news!

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Wednesday, May 1, 2024 3:00 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Translations

Hi Mary Jane,

Just letting you know that I've sent the Cook Islands Maori off for print at Bluestar.
Whew!

Ngā mihi,

Boženka Vondruška

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✉ Bozenka.Vondruska@nzqa.govt.nz

Mon	Tue	Wed	Thu	Fri
				

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Date: Tuesday, 30 April 2024 at 8:55 AM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: RE: Translations

Sent a message in Teams.

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Tuesday, April 30, 2024 8:37 AM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Translations

Hi,

This is what is in the Sharepoint folder. As you can see, the dates are old. I've tried phoning [REDACTED] but there is no answer. I have opened the 19 April folder and they are just old documents. I'll keep trying her number until I get her to find out where the document is that she's critiqued.

Name	Document Type	Modified	Modified By	Add column
19 April for translation		April 19	[REDACTED]	
32406A-exm-text extraction.docx		April 17	[REDACTED]	
32406A-Text for translation.zip		March 27	[REDACTED]	

Regards,

Bozenka

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Date: Tuesday, 30 April 2024 at 7:48 AM
To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>
Subject: Translations

Hi

These were finished last night. Now I am just hoping you can see the documents. Kevin is flying but I have the nos for [REDACTED] so if any issues I can at least ring them.

Regards
Mary Jane

Mary Jane Parker | Workstream Lead – Literacy and Numeracy
External Assessment | **Aromatawai ā-waho**
Assessment Division | **Wāhanga Aromatawai**
New Zealand Qualifications Authority | **Mana Tohu Mātauranga o Aotearoa**



[REDACTED]
maryjane.parker@nzqa.govt.nz
www.nzqa.govt.nz
C/- ERO, Eden 4, 14 Normanby Road, Mt Eden,
Auckland 1024

From: [Boženka Vondruška](#)
To: [Sharon Marson](#)
Cc: [Kevin Hoar](#)
Subject: NUMERACY Exm 32406CA- Cook Islands Maori translation (Sherpa)
Date: Wednesday, 1 May 2024 10:57:50 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Kia ora Sharon,

I've just uploaded a pdf of the Cook Islands Maori translation of Numeracy to your website for a sherpa please.

Hopefully you've received it OK. Let me know if any issues. Thank you.

Ngā mihi,

Boženka

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DD [REDACTED]



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From: [Boženka Vondruška](#)
To: [REDACTED]
Subject: Re: Graphics
Date: Monday, 6 May 2024 3:55:39 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Hi [REDACTED],

That's awesome. Thanks!

Boženka

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Boženka Vondruška

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☎ **DD** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

From: [REDACTED] >

Date: Monday, 6 May 2024 at 2:34 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Graphics

Hi K & B

The graphics files are now in Folder 3.1> Term 3>

All are editable except the tides one.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Bozenka Vondruska](mailto:Bozenka.Vondruska@nzqa.govt.nz)
To: [Tan Xin Wei](mailto:Tan.Xin.Wei@nzqa.govt.nz)
Cc: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: RE: UAT - Numeracy 32406A
Date: Friday, 10 May 2024 at 4:16:27 PM
Attachments: [image001.png](#)
[image002.png](#)

Hi Wei,

I should be able to copy this from last year's exam.

Regards,

Bozenka

From: Tan Xin Wei <TanXin.Wei@nzqa.govt.nz>
Date: Friday, 10 May 2024 at 4:12 PM
To: Tam Hill <tam.hill@nzqa.govt.nz>, Lynette Jones <Lynette.Jones@nzqa.govt.nz>, Bozenka Vondruska <Bozenka.Vondruska@nzqa.govt.nz>
Cc: Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>
Subject: RE: UAT - Numeracy 32406A

Hi all,

With the Numeracy, Term 2 2024 being available in Te Reo, I see the intro pages for Litnum are yet to be translated.

Is this something your team can assist in getting these set up?

Thanks,

Wei

From: Bozenka Vondruska <Bozenka.Vondruska@nzqa.govt.nz>
Sent: Tuesday, May 7, 2024 1:06 PM
To: Tan Xin Wei <TanXin.Wei@nzqa.govt.nz>
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: UAT - Numeracy 32406A

Hi Wei,

Numeracy is now ready for UAT please and thank you!

Original ID: **LN-NUME-2024A**

Title of the test: **Numeracy, Term 2 2024**

Standard numbers of the standards in the session: **32406**

The number of QTIs in each standard: **FIVE**

Audio recordings included: **No**

Languages to be tested: **English, with te reo available**

Marking platform: **AM Marker** (in 2023, used only for LitNum)

Assessment date: **20 May 2024**

Other relevant notes to know when checking: **Text-to-speech enabled (Polly)**

10 Confirmation that test has been re-deployed

<input checked="" type="checkbox"/>	12990	LN-NUME-2024A	Numeracy, Term 2 2024	Bozenka Vondruska	2024-CAA	07/05/2024, 12:56:58 PM	Yes	Yes	Re-deployed
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Regards,

Bozenka

Bozenka Vondruska

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Bozenka.Vondruska@nzqa.govt.nz



From: [Alana Saunders](#)
To: [Kevin Hoar](#)
Cc: [Catherine Edser](#)
Subject: RE: Outcomes for Numeracy Assessment number 1.
Date: Wednesday, 8 May 2024 11:35:30 AM
Attachments: [image001.png](#)

Thank you Kevin

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Wednesday, May 8, 2024 11:33 AM
To: Alana Saunders <Alana.Saunders@nzqa.govt.nz>
Cc: Catherine Edser <Catherine.Edser@nzqa.govt.nz>
Subject: Outcomes for Numeracy Assessment number 1.

Hi Alana.

Attached is the list of questions items and what outcome each assesses for the first Numeracy assessment - May 2024.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Kevin.hoar@nzqa.govt.nz



www.nzqa.govt.nz



125 The Terrace, PO Box 160, Wellington,
6140

He rerekē tatou katoa – awahi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: [Boženka Vondruška](#)
To: [Tan Xin Wei](#); [Sue Chalmers](#)
Cc: [Kevin Hoar](#); [Jackie Ryan](#); [Alan Bailey](#); [Lynette Jones](#); [Katy Yung](#)
Subject: Re: Numeracy Q1
Date: Tuesday, 21 May 2024 5:10:41 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)

Hi Wei,

Thanks for that. I'm just about to go and see Sue with the screendumps.

Ngā mihi,

Boženka Vondruška

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DDI [REDACTED]



Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: Tan Xin Wei <TanXin.We@nzqa.govt.nz>

Date: Tuesday, 21 May 2024 at 4:58 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>, Alan Bailey <Alan.Bailey@nzqa.govt.nz>, Lynette Jones <Lynette.Jones@nzqa.govt.nz>, Katy Yung <Katy.Yung@nzqa.govt.nz>

Subject: RE: Numeracy Q1

Hi Boženka/Sue,

Verified the Q1 NUME image and it is now displaying in the English version.

Thanks,
Wei

From: Tan Xin Wei

Sent: Monday, May 20, 2024 4:38 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Katy Yung <Katy.Yung@nzqa.govt.nz>; Alan Bailey <Alan.Bailey@nzqa.govt.nz>; Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>

Subject: RE: Numeracy Q1

Hi Boženka,

Thanks for the change and re-deployment at 4pm.

Q1 progress bar is resolved.

Thanks,

Wei

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Monday, May 20, 2024 1:42 PM

To: Katy Yung <Katy.Yung@nzqa.govt.nz>; Alan Bailey <Alan.Bailey@nzqa.govt.nz>; Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>; Tan Xin Wei <TanXin.Wei@nzqa.govt.nz>

Subject: Re: Numeracy Q1

OK, thanks Katy.

From: Katy Yung <Katy.Yung@nzqa.govt.nz>

Date: Monday, 20 May 2024 at 1:28 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Alan Bailey <Alan.Bailey@nzqa.govt.nz>, Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>, Tan Xin Wei <TanXin.Wei@nzqa.govt.nz>

Subject: RE: Numeracy Q1

Yes that is fine. Too risky to re-deploy any earlier.

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Monday, May 20, 2024 12:29 PM

To: Alan Bailey <Alan.Bailey@nzqa.govt.nz>; Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Katy Yung <Katy.Yung@nzqa.govt.nz>; Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>; Tan Xin Wei <TanXin.Wei@nzqa.govt.nz>

Subject: Re: Numeracy Q1

Hi all,

Tam has checked this and has said it looks fine to him, but Wei will need to check it.

Response from Wei:

“As I check it via the learner view, it would need to be re-deployed. I understand we would need to wait till 4pm to do this and so I can check then!”

Will this be OK?

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



From: Alan Bailey <Alan.Bailey@nzqa.govt.nz>

Date: Monday, 20 May 2024 at 11:40 AM

To: Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Cc: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Katy Yung <Katy.Yung@nzqa.govt.nz>, Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>

Subject: Re: Numeracy Q1

Many thanks, Lynette.

Get [Outlook for Android](#)

From: Lynette Jones <Lynette.Jones@nzqa.govt.nz>

Sent: Monday, May 20, 2024 11:36:49 AM

To: Alan Bailey <Alan.Bailey@nzqa.govt.nz>

Cc: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Katy Yung <Katy.Yung@nzqa.govt.nz>; Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>

Subject: Re: Numeracy Q1

Kia ora Alan

My understanding is that it did go through UAT and that all issues were ticked off. This looks like something that has come out of left field.

I am organising a review with Wie to discuss what, if anything, we can do to avoid this in the future but it looks like a rogue element at this point. have also checked in on the count for affected students and am hoping to have a look at the responses once the dust settles to see if we can identify a character or ... something... that may have tripped the system.

Nāku me āku mihi

Lynette Jones

Editor | **Kaiwhakaputa aromatawai**

External Assessment | **Aromatawai ā-waho**

Assessment Division | **Wāhanga Aromatawai**

New Zealand Qualifications Authority | **Mana Tohu Mātauranga o Aotearoa**

DDI [REDACTED] | **Address** 125 The Terrace, PO Box 160, Wellington 6140

From: Alan Bailey <Alan.Bailey@nzqa.govt.nz>

Date: Monday, 20 May 2024 at 11:31 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Katy Yung <Katy.Yung@nzqa.govt.nz>, Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Tan Xin Wei <TanXin.We@nzqa.govt.nz>, Tam Hill <tam.hill@nzqa.govt.nz>, Lynette Jones <Lynette.Jones@nzqa.govt.nz>, Rose Cole <Rose.Cole@nzqa.govt.nz>

Subject: Re: Numeracy Q1

Thanks very much, [Boženka](#).

Could you please make sure that the fix is user tested and confirmed that it works as expected before deployment.

Thanks again,

Alan

Get [Outlook for Android](#)

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Monday, May 20, 2024 11:21:57 AM

To: Katy Yung <Katy.Yung@nzqa.govt.nz>; Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Tan Xin Wei <TanXin.We@nzqa.govt.nz>; Tam Hill <tam.hill@nzqa.govt.nz>; Lynette Jones <Lynette.Jones@nzqa.govt.nz>; Alan Bailey <Alan.Bailey@nzqa.govt.nz>; Rose Cole <Rose.Cole@nzqa.govt.nz>

Subject: Re: Numeracy Q1

Hi all,

I have deleted the Hotspot and replaced it with a text component so it should be ready for redeployment.

Ngā mihi,

Boženka Vondruška

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☎ **DDI** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



From: Katy Yung <Katy.Yung@nzqa.govt.nz>

Date: Monday, 20 May 2024 at 10:31 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>, Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Tan Xin Wei <TanXin.Wei@nzqa.govt.nz>, Tam Hill <tam.hill@nzqa.govt.nz>, Lynette Jones <Lynette.Jones@nzqa.govt.nz>, Alan Bailey <Alan.Bailey@nzqa.govt.nz>, Rose Cole <Rose.Cole@nzqa.govt.nz>

Subject: RE: Numeracy Q1

Kia ora Boženka

Could it be looked at urgently and changes made asap so that the re-deployment can occur after 4 pm?

Ngā mihi

Katy

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Monday, May 20, 2024 10:30 AM

To: Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Katy Yung <Katy.Yung@nzqa.govt.nz>; Tan Xin Wei <TanXin.Wei@nzqa.govt.nz>

Subject: Re: Numeracy Q1

Hello,

Wow, that's weird. I'll have a look at it after 4pm and try to see what's going on.

Ngā mihi,

Boženka Vondruška

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✉ Bozenka.Vondruska@nzqa.govt.nz

Mon



Tue



Wed



Thu



Fri



From: Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>

Date: Monday, 20 May 2024 at 10:27 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>, Katy Yung <Katy.Yung@nzqa.govt.nz>, Tan Xin Wei <TanXin.Wei@nzqa.govt.nz>

Subject: Numeracy Q1

Hi

We've had some queries about the Numeracy assessment not showing as 'complete' for the candidates for Q1. It appears that the little chart in 1a is set as a hotspot – which is a question type. So even if the kids select from the multi-choice below the chart the assessment still won't show as complete. The scoring is hooked to the multi-choice selection.

Ideally this should be fixed (changed to an image?) and the test re-deployed, but not until after 4 this afternoon.

Thanks

Jackie

Jackie Ryan

Senior Business Analyst | Kaitātari Matua Umanga

Assessment Cycle Production Team

Assessment Division | **Wāhanga Aromatawai**

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Jackie.Ryan@nzqa.govt.nz



www.nzqa.govt.nz



125 The Terrace, PO Box 160, Wellington 6011

From: [Kevin Hoar](#)
To: [Boženka Vondruška](#)
Subject: Re: Numeracy AM report back.
Date: Friday, 26 July 2024 9:23:31 AM
Attachments: [Outlook-wywp3h1v.png](#)
[Outlook-indug1q0.png](#)

Excellent!

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



027 237 1452

Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

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We are all different – embrace life to the fullest

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Friday, 26 July 2024 09:10

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Numeracy AM report back.

No worries. Let's say 2pm then

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Date: Friday, 26 July 2024 at 8:55 AM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Re: Numeracy AM report back.

Hi Bozenka.

Sorry, I am meeting with [REDACTED] from NZCER to confirm the Numeracy cut score from 10 until noon. Lunch after that.

Could do say 2 pm onwards....

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa




Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160,
Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa
We are all different – embrace life to the fullest

From: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Sent: Friday, 26 July 2024 08:50

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Numeracy AM report back.

Hi,

Yep, I'll give you a call at 11.00.

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Date: Thursday, 25 July 2024 at 4:54 PM

To: Boženka Vondruška <Bozenka.Vondruska@nzqa.govt.nz>

Subject: Numeracy AM report back.

Hi Bozenka.

Can we meet after morning teas to talk about the AM kiddy version of Numeracy.

Cheers

Kevin

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From: [Kevin Hoar](#)
To: [Kevin Hoar](#)
Subject: Print signoff pages 3 9 and 12
Date: Friday, 6 September 2024 11:54:41 AM
Attachments: [Outlook-asmuufic.png](#)
[LitNum-2024-Yellow-book.pdf](#)

Hi Kevin.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

Co-Requisite Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awhi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: [Boženka Vondruška](#)
To: [REDACTED]
Cc: [Kevin Hoar](#)
Subject: Subject matter check: Numeracy Assessment 2, 2024
Date: Thursday, 7 March 2024 1:10:11 PM
Attachments: [image002.png](#)
[image001.png](#)

Hi [REDACTED],

Subject matter check: Numeracy Assessment 2, 2024

Thank you for agreeing to act as the subject matter checker for this external assessment.

We would like you to ensure the content of all assessment material is accurate, appropriate, technically correct, and expressed in words and / or images used by the sector at the level of the standard.

Kevin Hoar will contact you via text with your **password**.

In **folder 6.1** on Sharepoint/EAD Hub, please find a folder labelled LH: (link here [□ LH](#))

In this folder you will find the following files:

1. SMC critique form for LitNum 2024.docx
2. 32406B-exm-2024-digital_Proof 2.docx (screen dumps of digital exam)
3. 32406A-ass-2024 (marking schedule)

As you check the exam screen dumps, please respond in the “Comments” column of the “Num Screens – Proof 2_5 March 2024” Word file as there is a column for your comments in there.

Once you have completed your check and annotated the assessment, please add your initials to the end of the filename to show that the check has been completed.

Please complete the check by: **Wednesday 13 March 2024**. If you cannot meet this deadline, please contact me urgently.

To claim payment, log on to [REDACTED] If you have any difficulty with this, please email examinations@nzqa.govt.nz.

Kind regards

Boženka

IMPORTANT! DO NOT INCLUDE ANY EXAM MATERIAL IN EMAILS

Boženka Vondruška

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☎ **DD** [REDACTED]

✉ Bozenka.Vondruska@nzqa.govt.nz



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New Zealand Qualifications Authority

Assessment Schedule – Term 2, 2024**Subject: Numeracy (32406)****Outcomes**

Outcome 1	Outcome 2	Outcome 3
Formulate mathematical and statistical approaches to solving problems in a range of everyday situations.	Use mathematics and statistics to meet the numeracy demands of a range of everyday situations.	Explain mathematical and statistical responses to situations.

Evidence 6.1

Question 1	Answer / Judgement	Outcome		
		1	2	3
1a	Fourth arrow from the LHS.	✓		
1b	40 x heavier.		✓	
1c	12 to 20 hatched tuatara.		✓	
1d	200 (accept between 190 and 210)	✓		
1e	It is highly likely that young are included on the graph. Three of the 31 tuatara have body lengths that are a lot shorter (less than 180 mm) than the median of 220 mm. Tiritiri Matangi is an island sanctuary without predators, so after 10 years from release on the island, eggs would have hatched and young born.			✓
1f	E (will become B).		✓	

Question 2	Answer / Judgement	Outcome		
		1	2	3
2a	15 squares.	✓		
2b	Middle vertical axis AND only horizontal axis. Both needed.	✓		
2c	I agree with Kylie's comment. There are 12 vertical divisions. The plan shows that that the mouth is one quarter up from the bottom and Richie's mouth is. The base of the nose is one third from the bottom and Richie's nose is. His eyes are just under that shown on the diagram. This could be accounted for genetic differences. <i>Other suitable comments considered if acceptable.</i>			✓
2d	E.		✓	
2e	2,600		✓	
2f	6 hours.		✓	

Question 3	Answer / Judgement	Outcome		
		1	2	3
3a	54 kg		✓	
3b	352 g.	✓		
3c	$1.5 \times 3 = 4.5$ L or 4,500 mL. $4,500 / 300 = 15$ glasses (or $4.5 / 0.3 = 15$ glasses).		✓	
3d	\$1.45	✓		
3e	Best for Tala's whānau could be: <ul style="list-style-type: none"> Second and third option are good as this is achievable, e.g., veges will still grow with watering once every three days. First option may not be practical – 2-minute showers each day. Is that enough time to wash everything? Is a 4-minute per person every two days more practical? If the goal is to use less water (wai), then all three suggestions are good. <i>Other logical responses are acceptable.</i>			✓
3f	Winter (JJA).	✓		

Question 4	Answer / Judgement	Outcome		
		1	2	3
4a	$85,000 - 45,000 = 40,000$ people. (Accept between 35,000 to 45,000)	✓		
4b	Agree – the numbers are trending upwards from 2023. Disagree – removing the 2019 to 2022 numbers (due to issues), there is a relatively constant trend from 2014 to 2024. Cannot tell – an external factor, e.g., online / hardcopy advertisements, other unforeseen happenings may occur in 2025.			✓
4c	6 whānau (two infants are free) \times \$6.00 \times two days = \$72. 15% of \$72 = \$10.8. Online discounted total cost for 6 adults for two days is \$61.20	✓		
4d	Fourth arrow from the LHS.		✓	
4e	Tongan performances are five minutes longer than Samoan performances.	✓		
4f	8 performers.		✓	

Question 5	Answer / Judgement	Outcome		
		1	2	3
5a	$68 \times 106 = 7,208 \text{ m}^2$	✓		
5b	Josh and Caleb. (both needed in either order)		✓	
5c	1,540 metres / 14 minutes = 110 m / min. Ani's claim is correct as Stacey runs near to 100 m / min. The calculated value is close to the claim. Ani's claim is incorrect as Stacey runs on average 110 m / min which is <i>not</i> equal to the claim of 100 m / min.			✓
5d	$76 - 52 = 24^\circ$ (accept 22 to 26 °)		✓	
5e	It won't matter what she chooses – she could choose H or T. This is because....			✓
5f	9		✓	

Draft CAA Term 2 2024

QUESTION ONE: Tuatara

New Zealand is home to the last surviving dinosaurs – the tuatara.

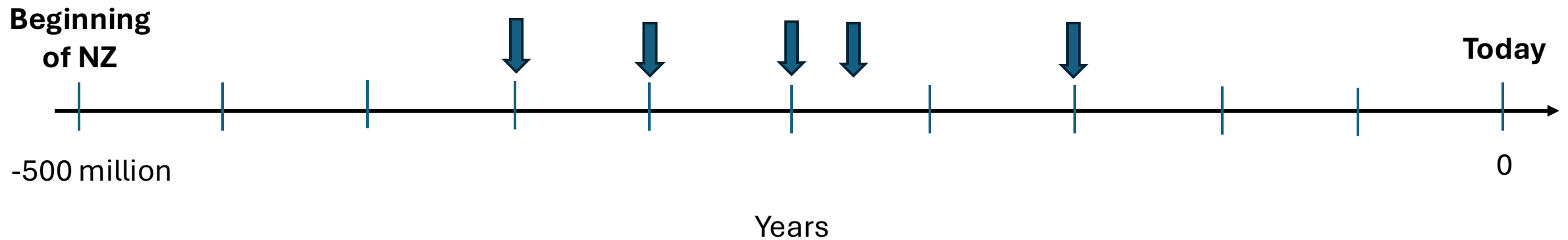
Tuatara first lived about 225 million years ago.

The oldest rocks show New Zealand is about 500 million years old.



<https://www.doc.govt.nz/nature/native-animals/reptiles-and-frogs/tuatara/>

(a) Select the arrow that shows 225 million years ago?



Tuatara eat small animals, such as wētā, worms, beetles, and spiders.

The tuatara weighs 1 kilogram.

The wētā weighs 25 grams.

wētā



(b) How **many times heavier** is the tuatara than the wētā?

Tuatara are endangered.

A breeding programme for tuatara has been set up.

A mature female tuatara lays between 6–10 eggs about every 4 years.

The eggs take 11–16 months to hatch.

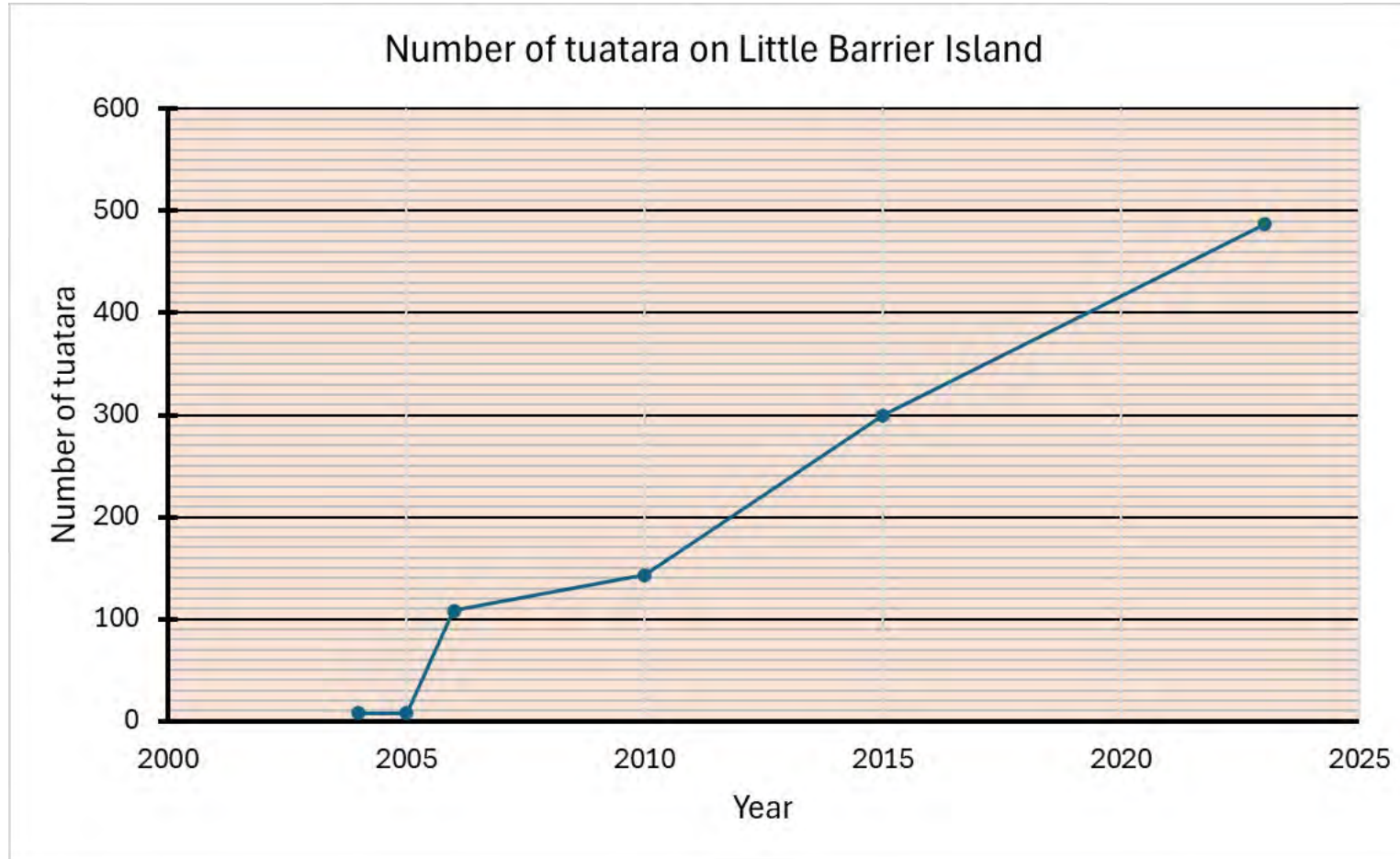


<https://www.bbc.co.uk/programmes/articles/2hjZs1Yq7xK0WCgjMRck0Cb/filming-tiny-time-travellers>

(c) If all the eggs survive, how many baby tuatara would you expect to get from **one** female in 10 years?

Show the calculations you used to get your answer.

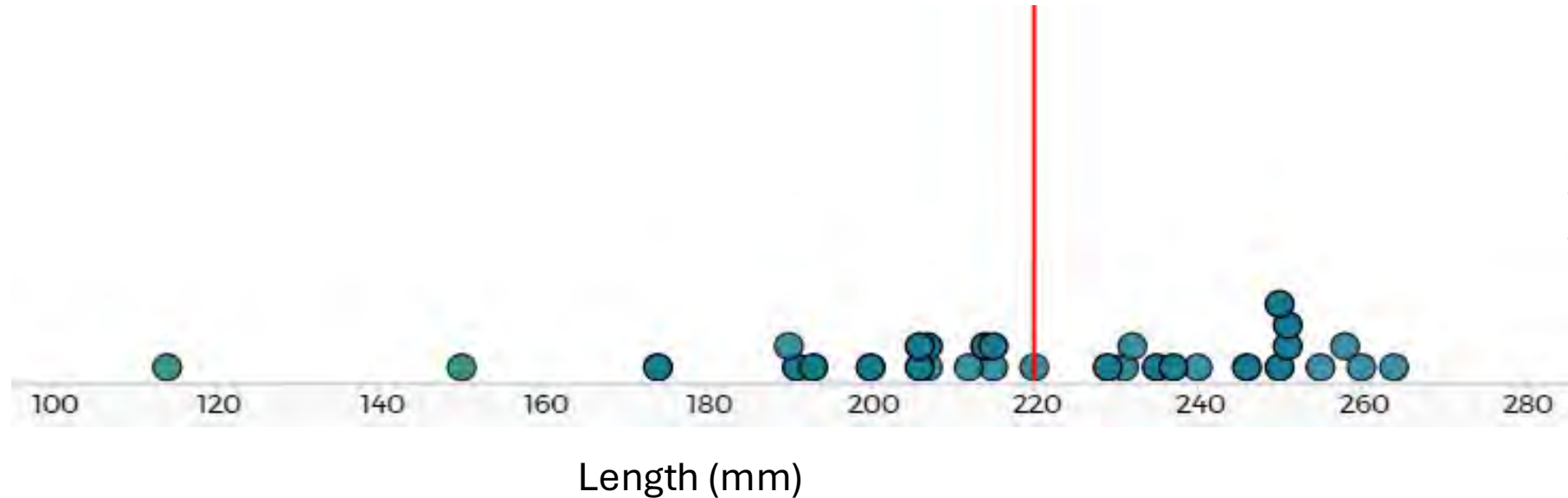
On Little Barrier Island only 8 adult tuatara remained in 1991. The island was made rat-free in 2006 and 100 adult tuatara were let go on the island. This graph shows tuatara numbers over time.



(d) Estimate the number of tuatara on Little Barrier Island in 2012?

In 2003, 60 adult tuatara were released on Tiritiri Matangi Island.
Ten years later, 31 tuatara were found, and their body lengths were measured.
The red line is the body length median.

Lengths of 31 tuatara from Tiritiri Matangi Island 2013



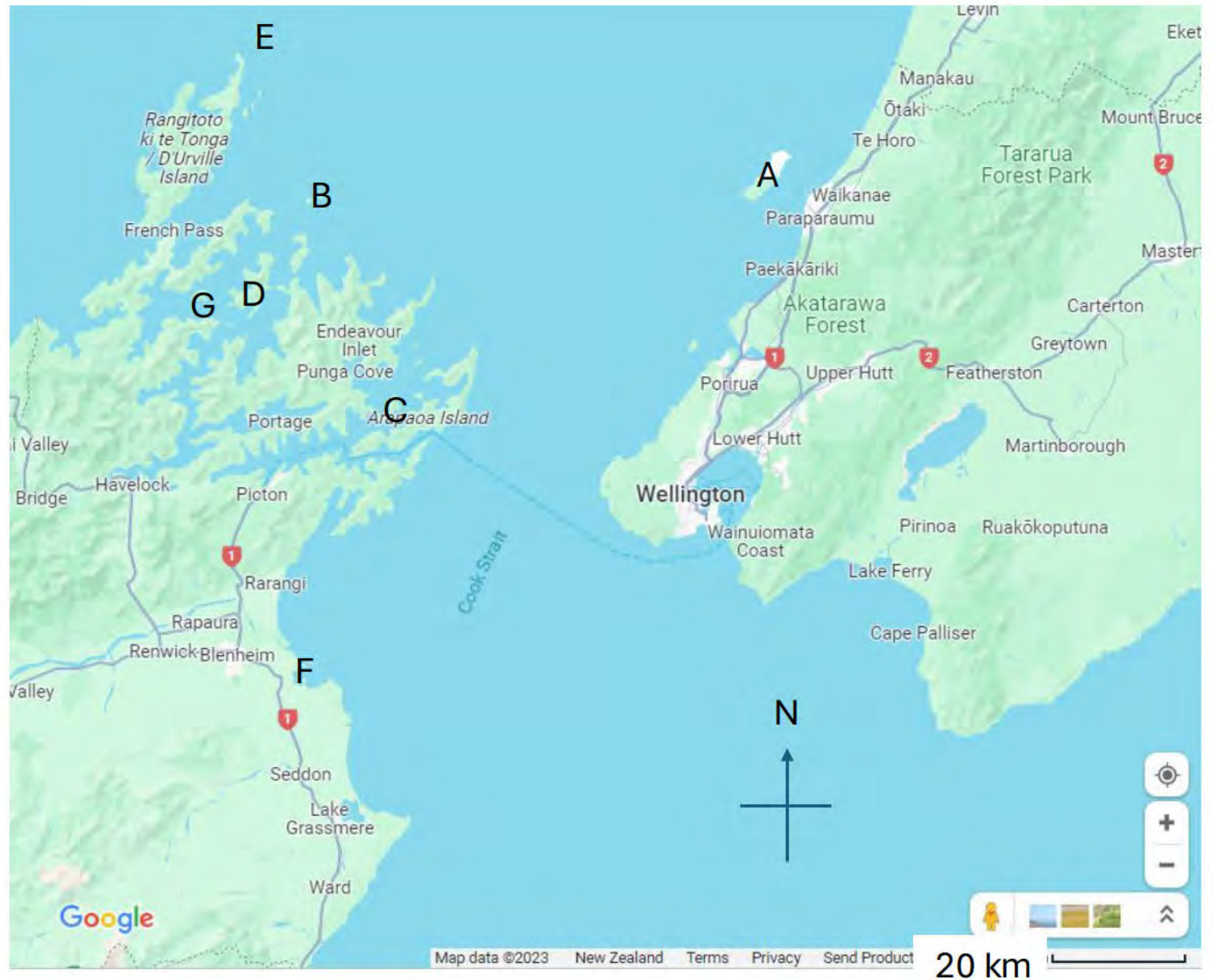
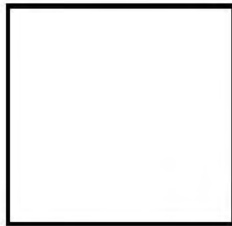
<https://tiritirimatangi.org.nz/wp-content/uploads/2020/11/Tiritiri-10-year-Tuatara-Survey-20150217-Final-Version.pdf>

- (e) Does the graph show that there are now young Tuatara on the island?
Explain your answer using numbers from the graph.

Half of all the tuatara in New Zealand live on Stephens Island / Takapourewa.

Google Maps states that the island is 97 km Northwest of Wellington.

(f) Which letter shows the location of Stephen's Island?



QUESTION TWO: Art

Nicole creates this growing tree design on her computer.



Pattern 1



Pattern 2

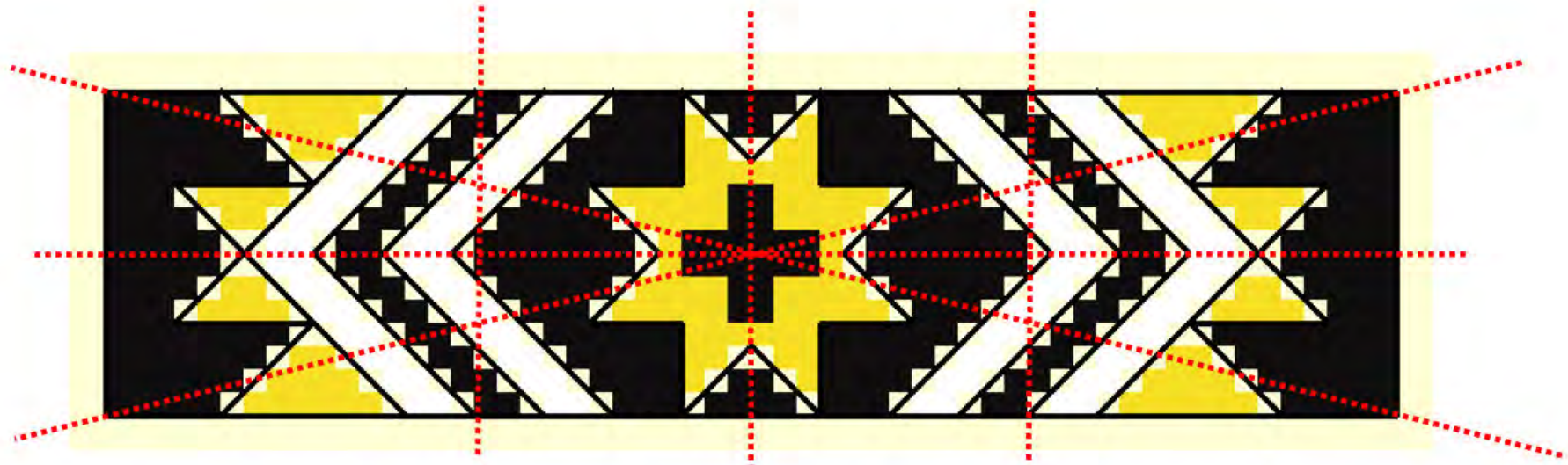


Pattern 3

- (a) To create **Pattern 4**, how many squares would Nicole need, in total?
Include all squares of different sizes.

Ariana is making a new tipare or kopare (headband) design for her Kapa haka group.

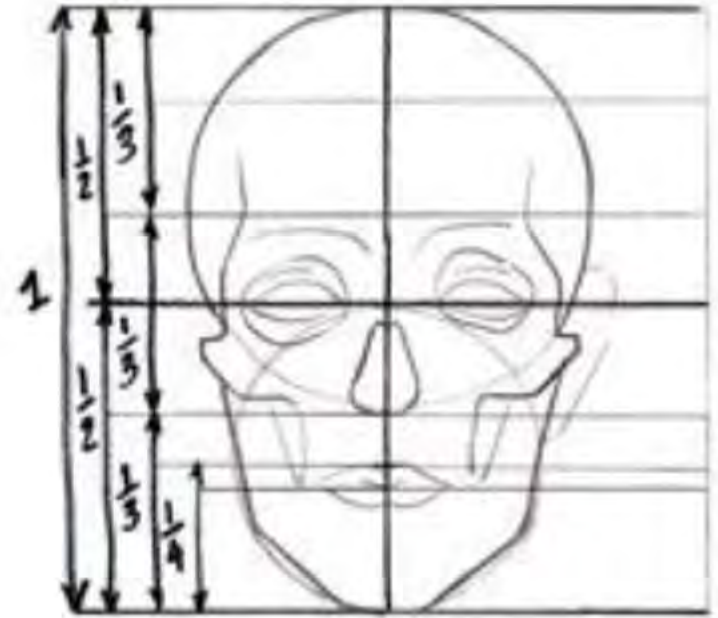
Her design is shown below.



(b) Click on all the lines that show reflection symmetry in Ariana's design.

Notes for Editor: For AM have a 'hover of the lines' set up. For paper, will need letters or (i) type indicators on one edge of each dotted line.

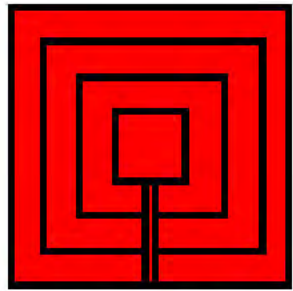
This diagram on the right shows fractions that are usually seen in human faces. Cartoonists play with the fractions to make faces look unusual.



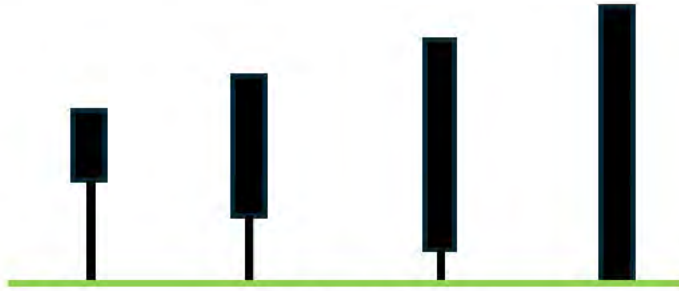
<https://natlib.govt.nz/records/22669945>

(c) Kylie thinks that the fractions in this cartoon of Richie McCaw are about right. Do you agree with Kylie? Explain your answer using information from the diagram and cartoon.

This sculpture is part of a farm in Northland.
 It is made of red and black steel.
 Below are the front and right-side views of the sculpture.



Front View



Right Side View



Untitled by Richard Thompson

<https://www.gibbsfarm.org.nz/artworks.php>

(d) Click which view shows the top view of the sculpture. *For paper – circle the letter.*

A		B		C		D		E	

Comic books are pieces of art that can be worth a lot of money.
This is the first ever Superman comic book.

In 1979, the comic sold for \$US 1,000.

In 2022, it sold for \$US 2.6 million.

(e) How many \$1,000 comics can you buy for \$2.6 million? Click
Click the correct answer. (*For paper, circle the correct answer*)

2.6

26

260

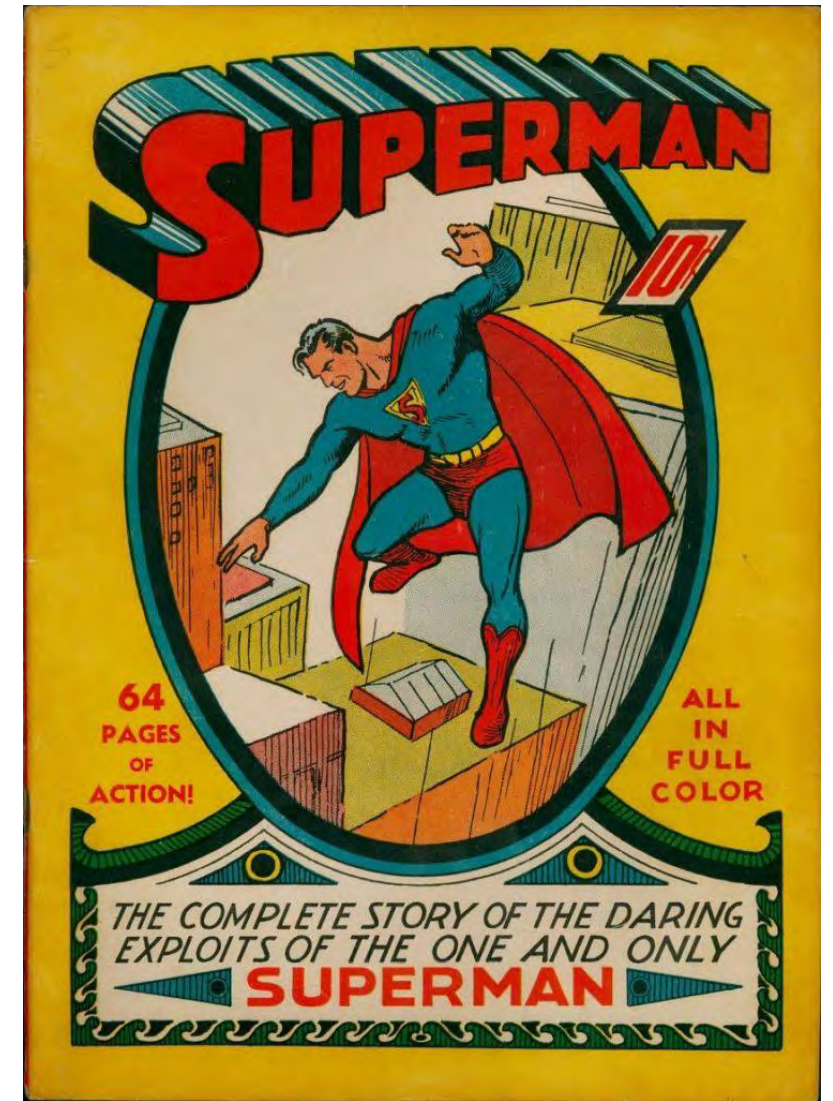
2,600

26,000

260,000

2,600,000

Editor: Please insert radio buttons.



<https://news.artnet.com/market/to-p-10-comic-book-auction-records-2180493>

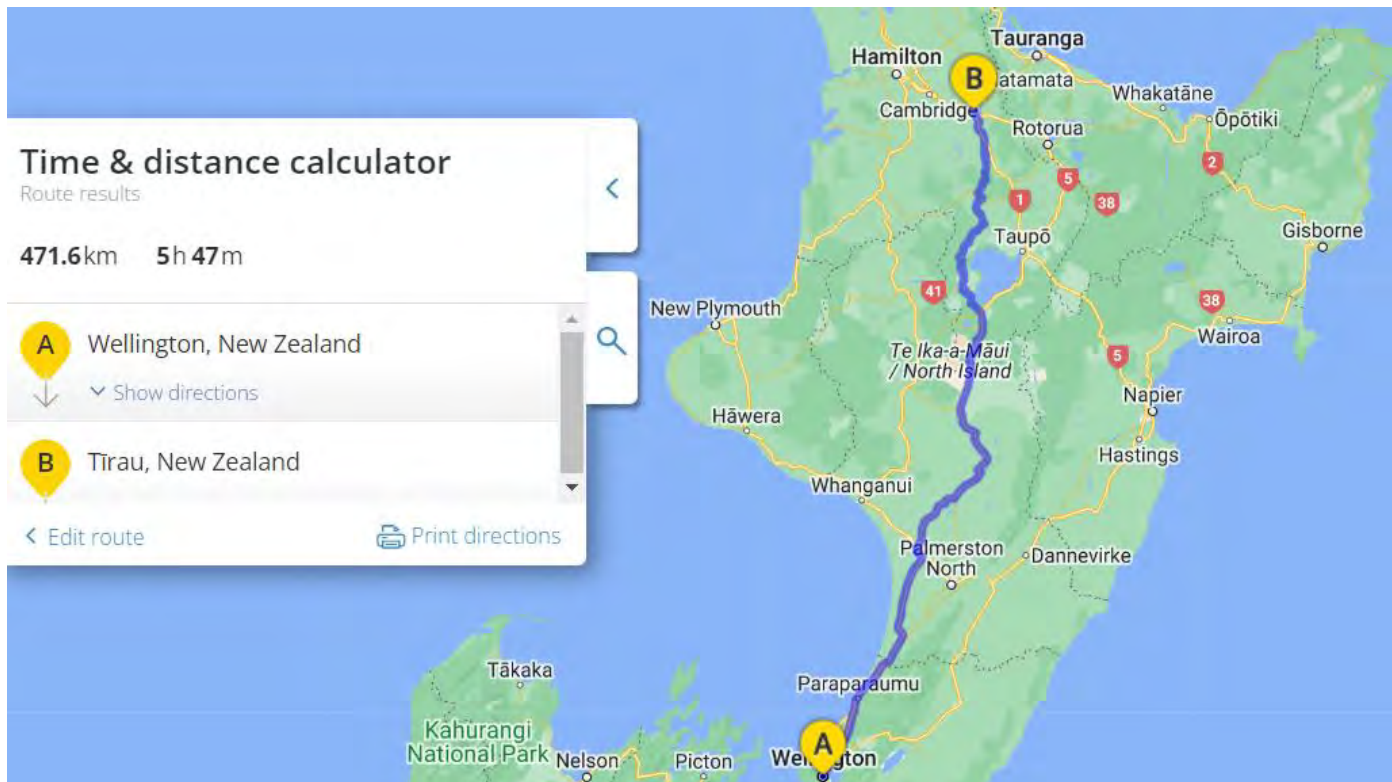
Tīrau, a town in the North Island, is famous for buildings made with corrugated iron.

The Visitor's Centre, is in the shape of a sheep and a dog.

(f) To the **nearest hour**, how much time does it take to drive non-stop from Wellington to Tīrau?

 hours

<https://www.atlasobscura.com/articles/corrugated-iron-sculptures-new-zealand>



<https://www.aa.co.nz/travel/time-and-distance-calculator/>

QUESTION THREE: Water

Water makes up about 55% of your body's weight, if you are female. For males, the percentage is about 63%.

Two people, Tina and Tane, are shown below with their body weights.

(a) How **much more** water does Tane have in his body than Tina has in her body?

kg

*Editor: Please add a picture
of an adult – one male and
one female.*

Tane
74 kg

Tina
58 kg

1 litre of water has a mass of 1 kilogram.

The large water bottle shown holds up to 15 litres.

The full water bottle weighs 15.352 kilograms.

(b) How much does the **empty** water bottle weigh, in grams?

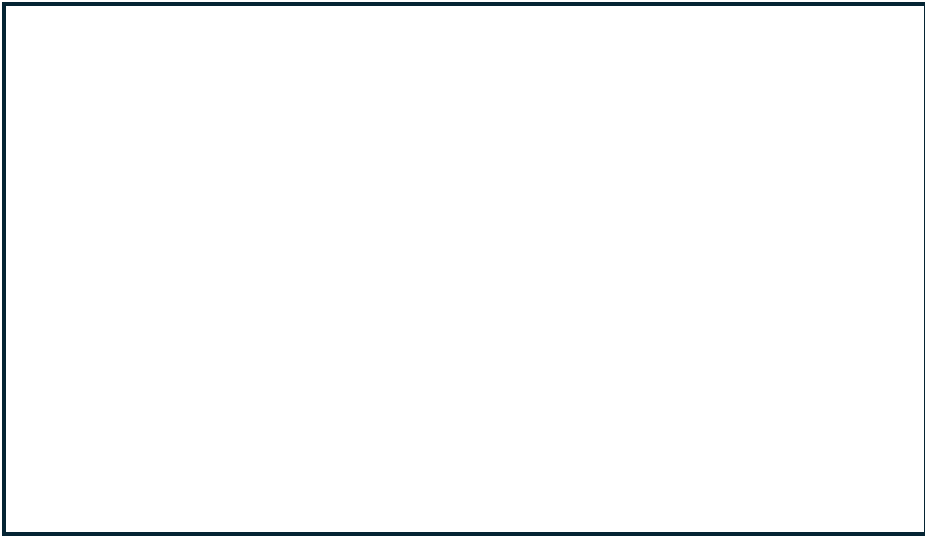
g



<https://springnz.co.nz/wp-content/uploads/2021/11/water-bottle-600x700-2.jpg.webp>

Each bottle shown holds 1.5 litres of water.

(c) How many 300 mL glasses can you fill with **all three** bottles?



<https://www.annaricco.com/products/mineral-water-1-5-liter>

In some cities people pay for the water they use.

Here is Cindy's water bill for **one month**.

Wai Ma Services		
Amount used (m ³)	Rate (\$/m ³)	Charge (\$)
24.8		\$35.96

(d) How much does Wai Ma Services charge Cindy for each cubic metre (m³) of water she uses?

Tala's whānau want to use less water. There are 6 people in his whānau.

They find this information.

Tala has some ideas for saving water:

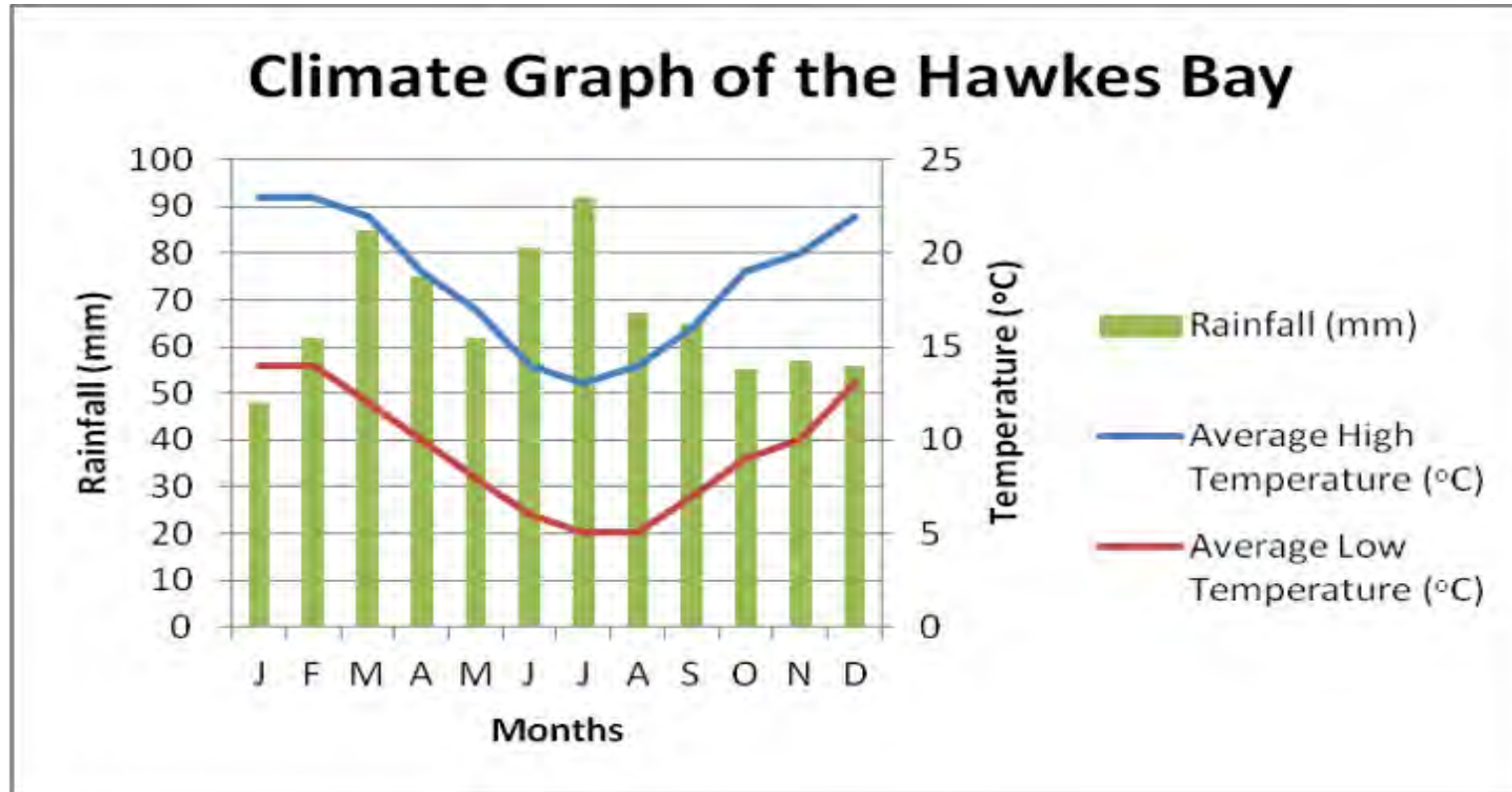
- Cutting their shower time to 2 minutes each.
- Running the washing machine once every two days rather than every day.
- Water the vegetable garden every three days rather than every day.

(e) Which of these ways would you suggest is the best for Tala's whānau?
Explain your answer using information from the table.

Activity	Estimated water use*
 Using a hose for 10 minutes	150 litres
 Having a bath (half full)	80 litres
 Having a shower (4 minutes)	48 litres
 Having a shower (8 minutes)	96 litres
 Running a washing machine (6kg front loader)	60 litres

<https://www.nzherald.co.nz/nz/watercare-to-increase-auckland-water-bills-by-7-per-cent-from-july/JUXW5IREDRG7BQ6VF77HAAQDOQ/>

This graph shows average rainfall and temperature for Hawkes Bay for months of the year.



<https://viticulture.weebly.com/graphs--maps.html>

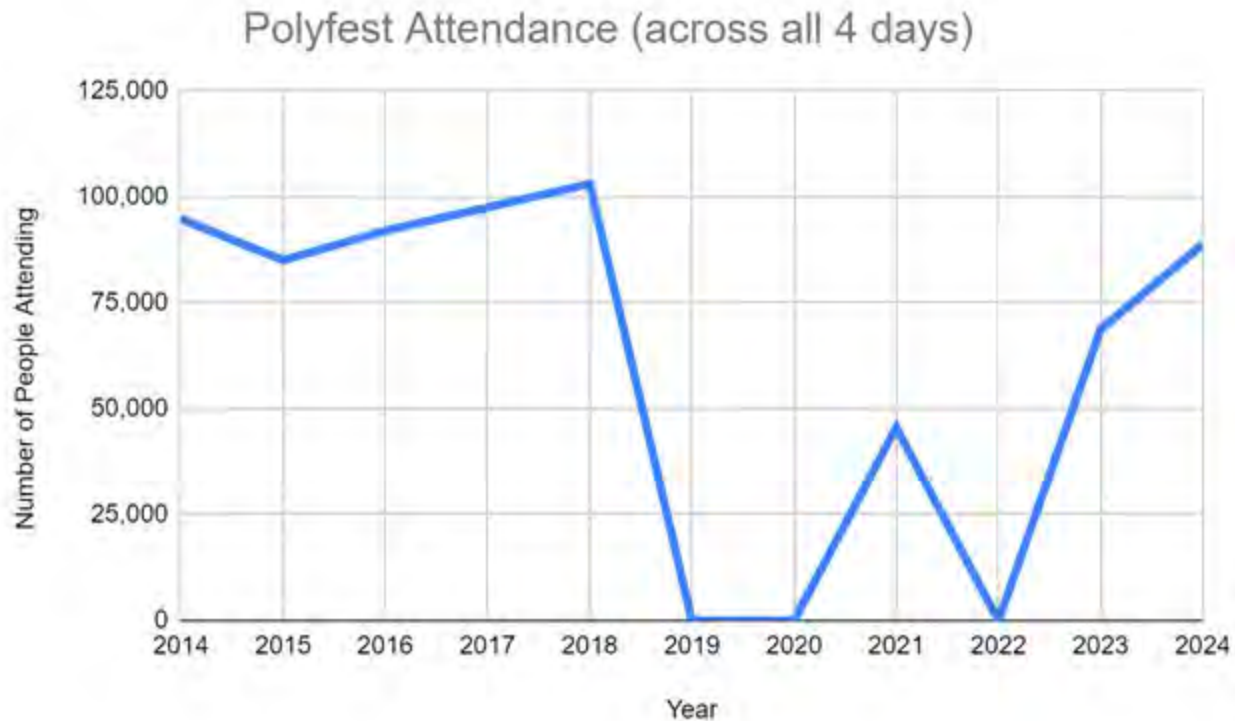
(f) Using information from the graph, click which season Hawkes Bay get its highest average rainfall. *For paper, tick.*

- Summer (Dec, Jan, Feb)
- Winter (June, July, Aug)
- Autumn (Mar, Apr, May)
- Spring (Sept, Oct, Nov)

QUESTION FOUR: Polyfest

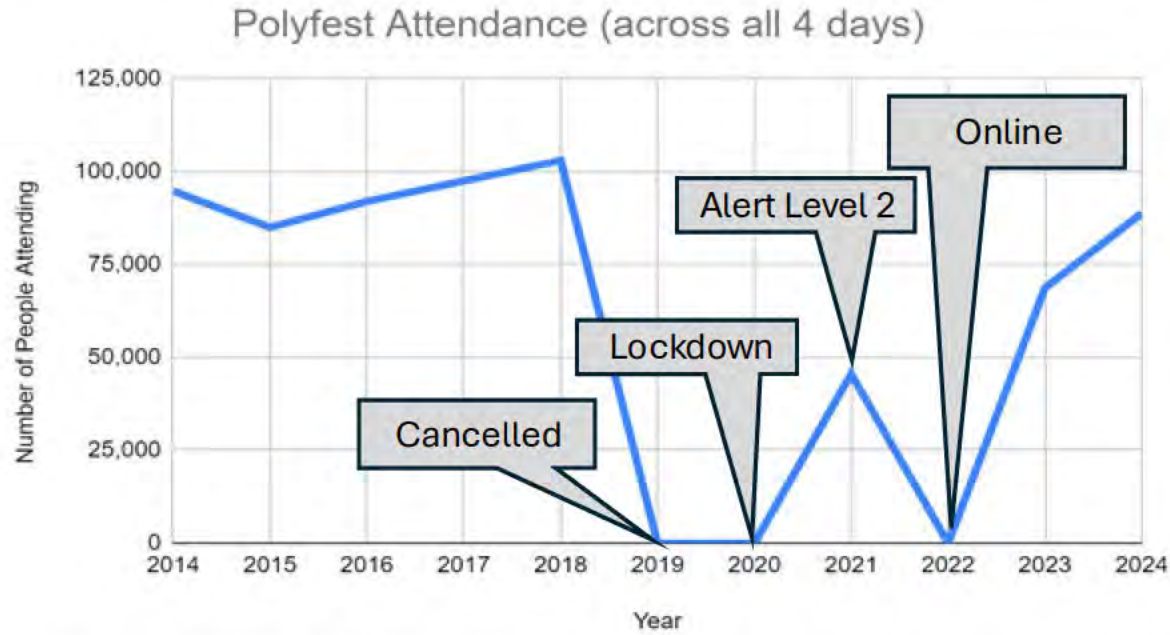
Polyfest is a festival that showcases the music, dances, costumes and speech from Aotearoa's diverse cultures.

Here is a graph of Polyfest attendance over the last ten years.



(a) How many more people attended Polyfest in 2015 than 2021?

Polyfest organisers predict that the festival will have around 100,000 people attending in 2025.



(b) Using numbers from the graph above, explain if you agree or disagree with the organiser's prediction.

Here are the ticket prices.

Ticket Prices (Per person, Children under 5 are free)	
\$6.00	Single Day (Online price – fixed day)
\$7.00	Flexi Pass (Online price – any single day)
\$8.50	Gate entry per day

If you go online and purchase **Single Day passes** for more than 1 day, you get a 15% discount off the total price.

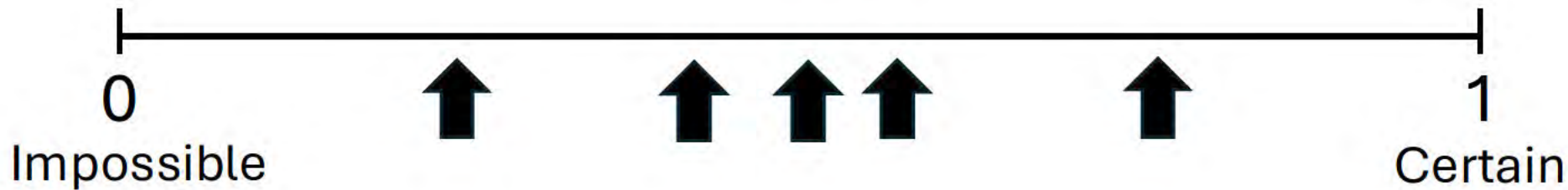
(c) What will be the total cost for Latisha's whānau (6 people plus 2 children under 5) to buy online tickets for **both** Friday and Saturday?

Here is the Saturday programme for the Samoan Stage.

It gives the name of the school, and the area students are from.

Each school has the same chance of winning.

(d) What is the probability of a South Auckland (SA) school winning?
Click on the arrow that matches the probability. (*For paper – circle the arrow*)



SATURDAY
Samoan Stage
Manukau Harbour High School (SA)
Tane Boys High School (WA)
Kauri Park College (SA)
Moana College (SA)
Maungakiekie College (CA)
Hauraki High School (WA)
Southside High School (SA)
BREAK
Northern Sun College (SA)
Kowhai College (SA)
Redwood College (CA)
Wai College (SA)
East Shores College (O)
Crestview College (SA)
LUNCH
Wahine Girls College (WA)

SATURDAY

Time	Tongan Stage	Samoan Stage	Māori Stage
09:00	Redwood College (CA)	Manukau Harbour High School (SA)	Moana College (SA)
09:15		Tane Boys High School (WA)	
09:30	Southside High School (SA)	Kauri Park College (SA)	East Shores College (O)
09:45		Moana College (SA)	Kowhai College (SA)
10:00	Tane Boys High School (WA)	Maungakiekie College (CA)	Manukau Harbour High School (SA)
10:15	Kowhai College (SA)	Hauraki High School (WA)	Crestview College (SA)
10:30	BREAK	Southside High School (SA)	BREAK
10:45	BREAK	BREAK	BREAK
11:00	East Shores College (O)	Northern Sun College (SA)	Maungakiekie College (CA)
11:15	Kauri Park College (SA)	Kowhai College (SA)	Tane Boys High School (WA)
11:30		Redwood College (CA)	
11:45	Crestview College (SA)	Wai College (SA)	Southside High School (SA)
12:00		East Shores College (O)	Redwood College (CA)
12:15	Maungakiekie College (CA)	Crestview College (SA)	LUNCH
12:30		LUNCH	
12:45	Manukau Harbour High School (SA)		Kauri Park College (SA)
13:00	LUNCH	Wahine Girls College (WA)	Hauraki High School (WA)

Ticket Prices (Per person, under 5's free)

\$6.00	Single Day (Online Price)
\$7.00	Flexi Pass (Online Price)
\$8.50	Gate Entry per day

(SA)	South Auckland School
(CA)	Central Auckland School
(WA)	West Auckland School
(O)	Other

Each stage has a fixed time for performances and a 5-minute break between performances.

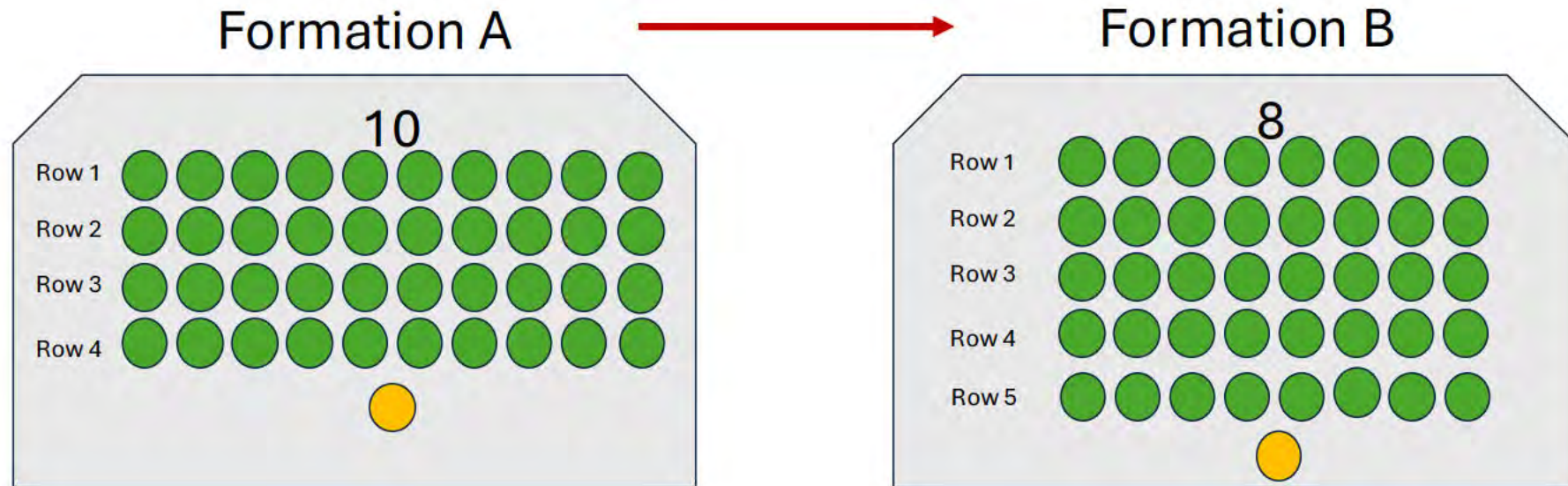
(e) How much longer are Tongan performances than Samoan ones?

minutes

Editor: Graphic to come. The graphic needs to be simpler.

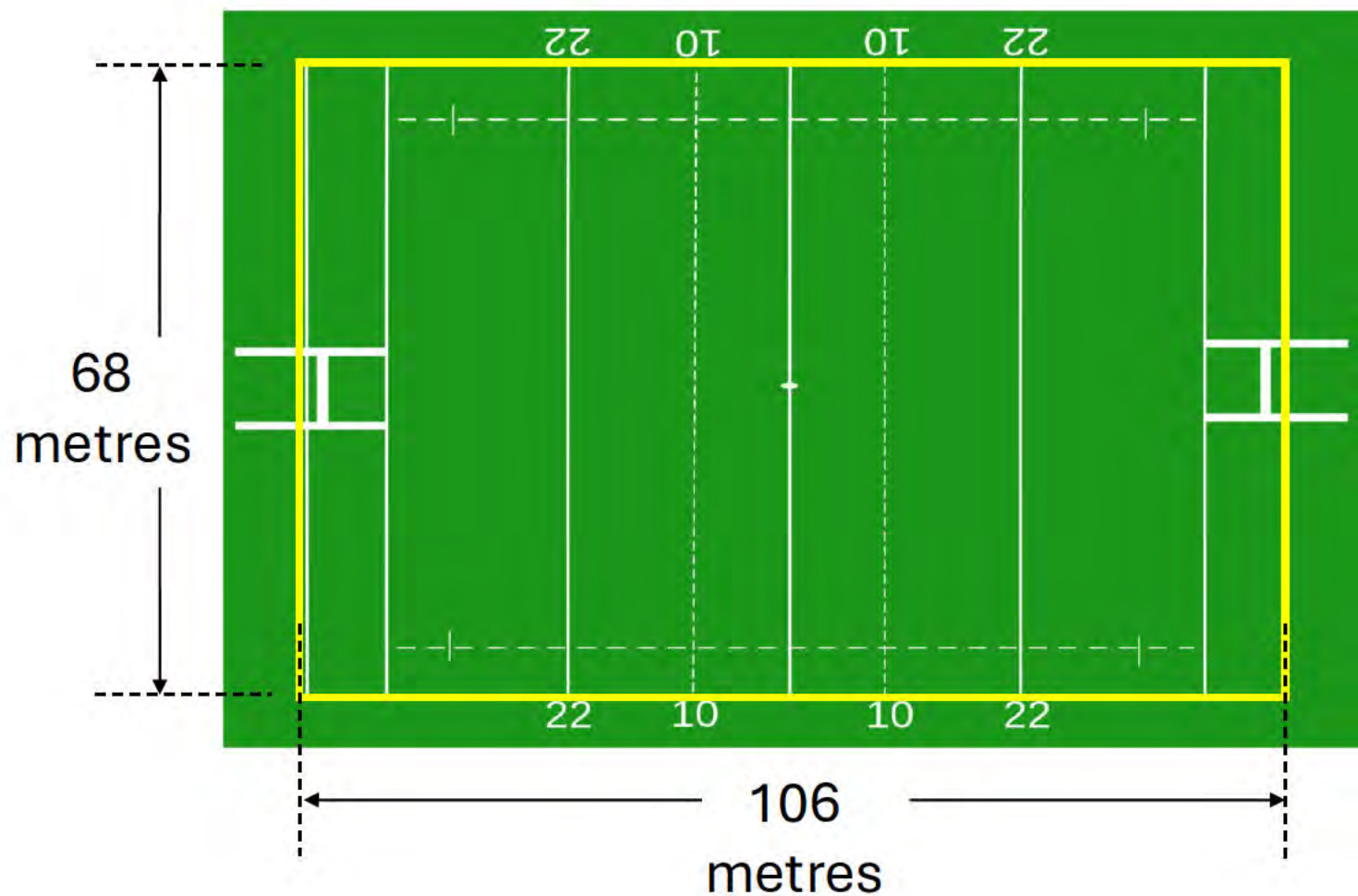
The Kauri Park School Samoan group (with 41 students) starts off their performance in Formation A. As part of their routine, they move to Formation B.

(f) What is the smallest number of students that need to move to make the new formation?



QUESTION FIVE: Rugby 7s

(a) What is the area of this rugby field in square metres?

 m²

<https://ruckscience.com/programs/strength-speed-rugby-7s/>

Here are all the players in a rugby 7s team. Their heights are given in metres.



Nikau
2 m



Josh
1.77 m



Simoni
1.85 m



Chris
1.81 m



Hone
1.8 m



Caleb
1.9 m



Nepo
1.72 m

(b) Which two players need to swap places, so the heights are in order, from tallest to shortest?

and

<https://pngtree.com/element/down?id=NTA4MjQ5Mg==&type=1&time=1701996671&token=MzgwNzZhN2U3YTM1YTQ1MDc0YjQ5ZWY5NTdlMDk3MDI=&t=0>

Stacey plays all 14 minutes of a Rugby 7s game and runs a total of 1,540 metres.

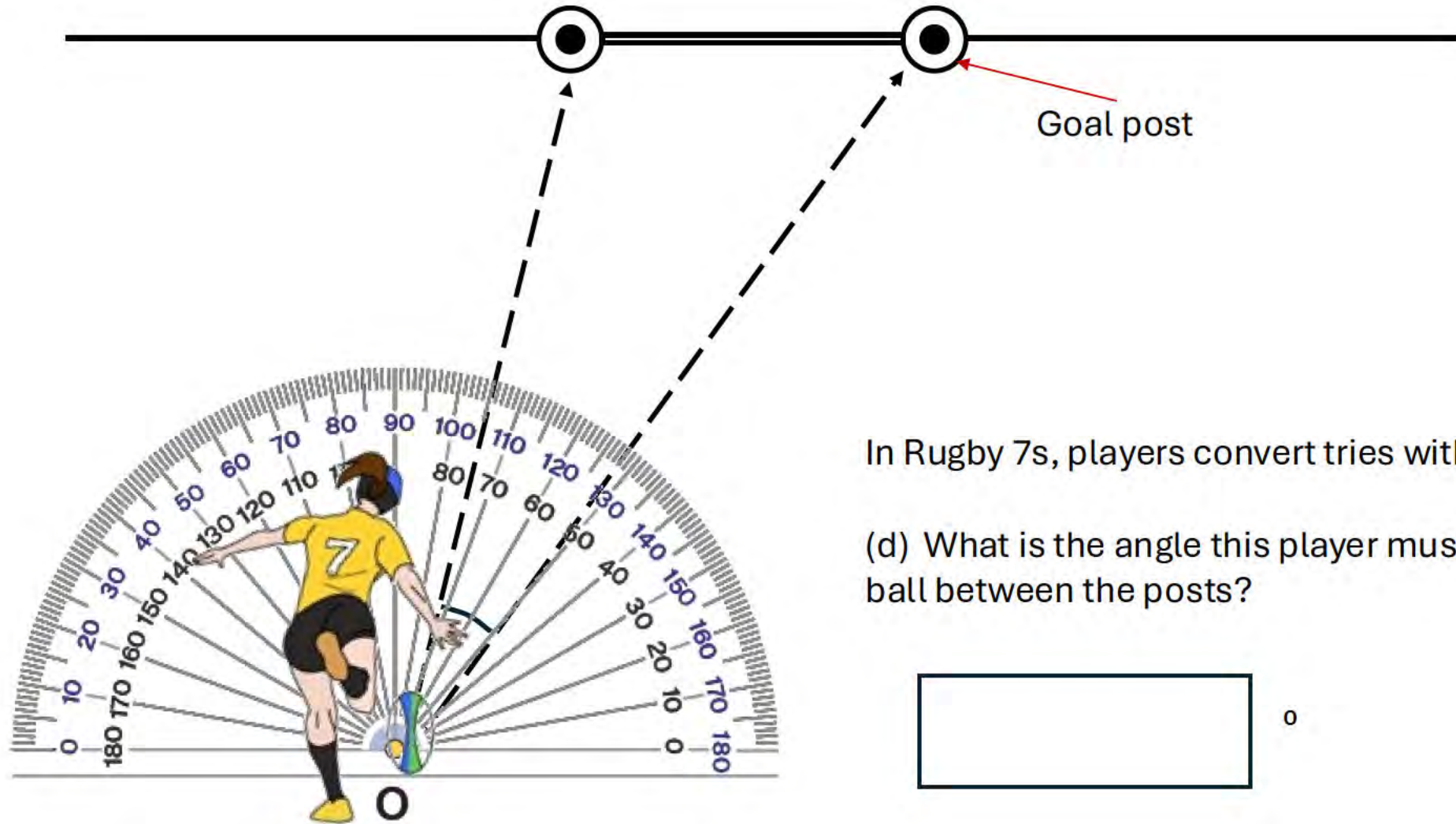
Ani says that, on average, Stacey runs over 100 metres every minute that she plays.



(c) Is Ani's claim reasonable?

Use the information provided to explain your answer.

<https://www.newshub.co.nz/home/sport/2018/11/rugby-black-ferns-seven-top-cruise-through-day-one-in-dubai.html>



In Rugby 7s, players convert tries with a dropped goal.

(d) What is the angle this player must work with to get the ball between the posts?

o

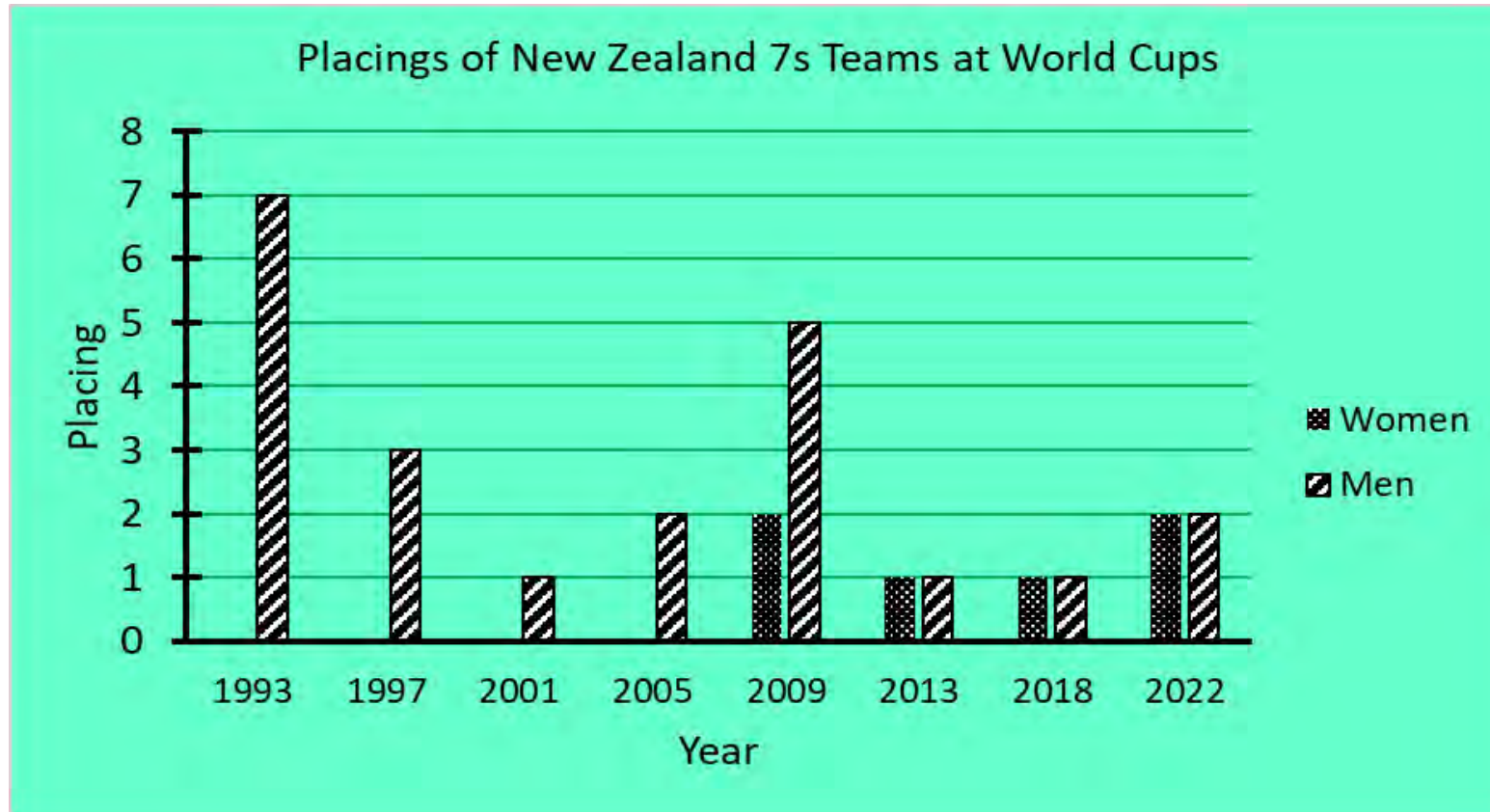
In the coin toss, Sarah usually picks heads.
But the last three tosses have all come up tails.

(e) Should Sarah choose “heads” or “tails” for the fourth toss, or won’t it matter?
Explain your answer using ideas about probability.



<https://www.shutterstock.com/image-photo/female-high-school-basketball-player-shooting-198896321>

The first Rugby 7s World Cup for men was in 1993. The first women's World Cup began in 2009. On this graph, a 1 means that the team won the World Cup. A 2 means that the team came second.



- (f) How many New Zealand Rugby 7s teams have been in the World Cup finals?
Note: Both teams who placed 1st or 2nd were in the final.

2024 Yellow Book

Literacy and Numeracy

Level: 1

Subject: Literacy Numeracy
(circle)

Unit standard: 32403/32405 32406
(circle)

Assessment session: 1 2
(circle)

NAF: _____

Editor: _____

Milestones

NAF and editor to discuss and agree milestones and record them below.

Pre-submission	Date
NAF and examiner (and MD) discuss feedback from critiques: MOE, NZCER, SAC, Pasifika, Māori.	
Submission	
NAF handover to editor (subject edit/layout)	
Post-submission	
Subject editor to 2nd editor (2nd edit)	
1st Proof (Assessment Master screenshots) sent to examiner (check)	
1st Proof back from examiner (subject editor prepares 2nd proof)	
NAF and editor discussion before going to IC/SMC	
2nd Proof sent to IC/SMC (check completed in AM digital platform)	
2nd Proof back from IC/SC (NAF check 2)	
2nd Proof comments sent to examiner then discussed with NAF	
2nd Proof back from examiner . (NAF check 3). 3rd edit.	
3rd Proof sent to examiner and NAF. Assessment in Assessment Master and in PDF. (Ex /NAF check including digital usability checklist)	
3rd Proof back from examiner. (NAF check 4). 4th edit. PS check.	
Digital Assessment to UAT	
PDF sent to printer	
Sherpa sent to examiner (check)	
Sherpa back from examiner. (NAF check and sign off)	
Approval to print	
Translation (Numeracy only): • Straker • NPAM	

NAF Critique 1: Final draft to editor

FOCUS:

- *the content of the items*
- *sentences, vocabulary, punctuation, grammar, technical details.*

Standard number	
Assessment	
Critiquer's feedback has been addressed (discussed, incorporated, or rejected)	
Outcomes and explanatory notes of Standard are covered	
Assessment specifications are covered	
Sufficient knowledge and skills of the standard are covered	
No evident biases: gender, race, age, stereotyping, political	
Standard title and number are correct	
Items	
Items are at the appropriate curriculum level (NZC 4/5)	
Item wording is clear and logical	
Item order is logical	
Numbering of parts/sub-parts is sensible and appropriate	
Wording and setting out is consistent for similar items	
Words in items, instructions and information are consistent with the intent of those in the standard	
Resources	
Resources and stimulus material/information are:	
• necessary (integral to paper)	
• clear	
• accessible to all (consideration of Mana Ōrite and UDL)	
• reproducible to a good standard	
Assessment schedules	
Outcomes provided and correct	
Numbering consistent with exam	
Answers consistent with questions in exam	
Comments	

NAF handover of draft assessment materials

Date submitted to editor: _____

Passwords: _____

Passwords in FileMaker	Y/N
Contact details of contractors are correct in FileMaker, and addresses are suitable for courier delivery, e.g. no PO boxes. (If not, let your editor know of any changes/additions.)	Y/N
Relevant contractors have been given access to EAD hub.	Y/N
Relevant contractors have been given access to Assessment Master	Y/N
The following material is supplied:	
• all draft assessment material	Y/N
• hard copy (printed by NAF, AND electronic copy in EAD hub – NAF to Editor folder	Y/N
• resources (photographs, artwork, book etc). Must be originals, hard copy suitable for reproduction, or in the EAD hub	Y/N
• all draft assessment schedules: hard copy (printed by NAF) AND electronic copy – files are in EAD hub, in NAF to Editor folder	Y/N

Comments (required if answer is no to any of the above):

First proof check – digital

Checked by:	Date:
-------------	-------

Achievement Standard number:	
Digital Assessment is comparable to the paper assessment	
Metadata	
QTI item original title – 9xxx-Qx	
QTI item original ID – LX-SUBJ-2023-PRD-9xxx-Q1	
Rubric added	
Standard testlet title – 9xxx	
Standard testlet original ID – LX-SUBJ-2023-9xxx	
Standard testlet metadata: <ul style="list-style-type: none"> • std number. • standard title • achievement criteria (plus in te reo Māori if translated) 	
Session testlet metadata: <ul style="list-style-type: none"> • level • subject • year 	
Within session testlet, 'summary component' knows it is a summary component	
Intro page (Review of standard you are attempting)	
Level	
Subject	
List of standard numbers	
Optional screens for translations	
Headphone check	
Keyboard check	
Overview page	
Standard number	
Standard title	
Achievement criteria present and correct	
Question/text selection	
No. of QTI items matches the number of items specified in FileMaker's 'standard items count'	
'Page X' at the top of every QTI item	
If the assessment has a resource booklet, the statement 'Make sure you have the paper Resource Booklet 9xxxR' appears at the start of the assessment	
Highlighter/sticky notes are 'active' for every QTI item	
If a dropdown menu is used, all options are displayed	
All expected text entry boxes are displayed	
If multiple option choice is used – all options are displayed	

First proof check – digital (continued)

Achievement Standard number	
Answer spaces	
Component identifiers added	
Space sized to show expected length of answer (max 20 lines): <ul style="list-style-type: none"> • in the split-panel template, provide the same number of expected lines as in the paper • in the single-panel template, provide half the number of expected lines as in the paper. 	
Text box expands, where required	
Rich text editor is available, where required	
Spell check enabled, on rich text boxes	
If word count is specified in the paper: <ul style="list-style-type: none"> • it is specified in the digital instruction • the word counter is displayed and standard wording is used 	
Recommended word count is set at the correct number of words, as per instruction	
Tables work as expected	
Content	
The sequence of questions and parts of questions is easy to follow	
Presentation of optional sections or parts of the examination is easy to follow	
Terminology relating specifically to the use of an online environment is clear and easy to understand	
The wording used in questions is consistent throughout the online assessment(s)	
Cross-references to other (parts of) questions or resources are accurate	
Sources / acknowledgements	
Resources	
Resources are clear and legible	
Resources are correctly referred to in instructions and match the questions	
Resource material in the online assessment is easily accessible	
Images are appropriate width for single column (944 px) or split column (427 px) (or less)	
Browser	
Which browser did you use to check – Chrome or Safari?	
Comments	

Please turn over for first proof paper check ►

First proof check – paper

Checked by:	Date:
-------------	-------

Achievement Standard number:	
<i>Changes from draft/previous proof to this proof (where applicable)</i>	
Amendments made	
No new errors made as a result of amendments	
Front cover	
Correct number, level, year	
Correct subject and title	
Correct number of credits	
Correct outcomes	
All appropriate instructions present (You must ...)	
Check number of pages against front cover	
Instructions re options (where applicable)	
Front cover instructions specify options	
Front cover matches questions	
Check 'either/or' is in optional questions	
Page/section /question numbering and /or headings	
Sequence of page numbers	
Correct footer	
Sequence of section / headings	
Sequence of main questions	
Sequence of parts and sub-parts – (a) (i) 1	
Resources (within exam and resource booklet)	
Resources compared with /proof-read against original material	
Sequence of resource labels (Fig. 1, Fig. 2; Table 1, etc)	
Resources match questions and instructions	
Graphs, tables and diagrams: dimensions, units, scale, addition of data	
Artwork relevant and appropriate, and of acceptable standard/resolution	
Images and tables have consistent spacing / cell padding	
Read for:	
• grammar, punctuation, style	
• spelling (including accents)	
• sense / consistency / clarity / ambiguity / equity	
• consistency of size, type, and format of fonts, and spacing (see InDesign Style Guide)	
Assessment schedule	
Amendments made	
Correct subject, title, number, header	
Numbering consistent with exam	
Answers consistent with questions in exam	
Comments	

NAF and editor discussion pre-IC and SMC

FOCUS:

- *the look and layout of the assessment as formatted by the editor*

Achievement standard number	
Assessment	
Check against the Final Draft/First/Second Proofs to ensure all changes requested by the examiner were made	
Formatting is suitable and consistent	
References to resources are accurate with respect to question numbers etc.	
Graphs, pictures, tables, diagrams, etc. are clear and formatted consistently	
Lines and spaces for answers are appropriate	
Comments	

Editor informed that this check has been completed on:

Approved to go to IC and SMC check:

Signed (NAF): _____

Date: _____

NAF Critique 2: Second proof post IC and SMC consultation

FOCUS:

- *the validity of the assessment after any changes made in response to IC and SMC feedback*
- *if there are **significant changes**, then there is an escalation process (refer to Section 3.6 in the Guide Notes for Assessment Developers 2024).*

Achievement Standard number		
Assessment	IC	SMC
IC/SC comments have been addressed		
Comments		
If items have been changed, check:		
• they are still valid against the standard (outcomes and ENs, assessment specifications)		
• layout and wording are clear and consistent with unchanged items		
• item numbering is correct		
• all references to diagrams, graphs, images etc, are correct		
• order of items is logical		

If applicable

Sign

There are significant changes	
The Manager has approved these changes	

Date as applicable

Discussed with editor on:
Editor advised that this check has been completed on:

Signed: _____

Date: _____

Third proof check

Checked by:	Date:
-------------	-------

Achievement Standard number:	
Changes from draft / previous proof to this proof (where applicable)	
Amendments made	
No new errors made as a result of amendments	
Front cover	
Correct number, level, year, barcode	
Correct subject, title	
Correct number of credits	
Correct achievement criteria	
All appropriate instructions present (You must ...)	
Check number of pages against front cover	
Instructions re options (where applicable)	
Front cover instructions specify options	
Front cover matches questions	
Check 'either/or' is in optional questions	
Page/section/question numbering and/or headings	
Sequence of page numbers	
Correct footer	
Sequence of section / headings	
Sequence of main questions	
Sequence of parts and sub-parts – (a) (i) 1	
Resources (within exam and resource booklet)	
Resources compared with/proof-read against original material	
Sequence of resource labels (Fig. 1, Fig. 2; Table 1, etc)	
Resources match questions and instructions	
Graphs, tables and diagrams: dimensions, units, scale, addition of data	
Artwork relevant and appropriate, and of acceptable standard/resolution	
Images and tables have consistent spacing/cell padding	
Read for:	
• grammar, punctuation, style	
• spelling (including accents)	
• sense/consistency/clarity/ambiguity/equity	
• consistency of size, type, and format of fonts, and spacing (see InDesign Style Guide)	
Assessment schedule	
Amendments made	
Correct subject, title, number, header	
Numbering consistent with exam	
Answers consistent with questions in exam	
Comments	

NAF Critique 3: Third Proof post examiner / discussion

FOCUS:

- after any changes the assessment materials are still valid and correct before the Printers Proof (PDF) and on Assessment Master
- n.b. If there are **significant changes**, then there is an escalation process (refer to Section 3.6 in the Guide Notes for Assessment Developers 2024).

Achievement Standard number	
Assessments, if items have changed check:	
• they are still valid against the standard (outcomes and ENs, assessment specifications)	
• layout and wording are clear and consistent with unchanged items	
• item numbering is correct	
• all references to diagrams, graphs, images etc, are correct	
• order of items is logical	
Go back to Critique 2 if there have been a lot of changes	
Technical	
Front cover details are correct for:	
• standard number	
• title	
• number of credits	
• outcomes	
• instructions	
Spelling, punctuation, and style correct – see back page of this yellow book	
Pages that are deliberately blank have a note to say that they are deliberately blank	
Indents of bullets and question sub-parts are consistent	
Headers and footers are there, consistent and correct.	

Sign if applicable

Sign

There are significant changes:	
The manager has approved these changes:	
The DCE (Assessment) has been notified:	

Check completed and editor informed:

Signed: _____

Date: _____

Fourth proof check

Checked by:	Date:
-------------	-------

Achievement Standard number:	
<i>Changes from draft/previous proof to this proof (where applicable)</i>	
Amendments made	
No new errors made as a result of amendments	
Front cover	
Correct number, level, year, barcode	
Correct subject and title	
Correct number of credits	
Correct achievement criteria	
All appropriate instructions present (You must ...)	
Check number of pages against front cover	
Instructions re options (where applicable)	
Front cover instructions specify options	
Front cover matches questions	
Check 'either/or' is in optional questions	
Page/section /question numbering and /or headings	
Sequence of page numbers	
Correct footer	
Sequence of section / headings	
Sequence of main questions	
Sequence of parts and sub-parts – (a) (i) 1	
Resources (within exam and resource booklet)	
Resources compared with /proof-read against original material	
Sequence of resource labels (Fig. 1, Fig. 2; Table 1, etc)	
Resources match questions and instructions	
Graphs, tables and diagrams: dimensions, units, scale, addition of data	
Artwork relevant and appropriate, and of acceptable standard/resolution	
Images and tables have consistent spacing / cell padding	
Read for:	
• grammar, punctuation, style	
• spelling (including accents)	
• sense / consistency / clarity / ambiguity / equity	
• consistency of size, type, and format of fonts, and spacing (see InDesign Style Guide)	
Assessment schedule	
Amendments made	
Correct subject, title, number, header	
Numbering consistent with exam	
Answers consistent with questions in exam	
Comments	

NAF Digital useability check

FOCUS:

- *experience the digital assessment as a candidate*
- *ensure that the digital assessment is comparable to the paper assessment and has the required functions specific to the assessment in your subject.*

Achievement standard number	
General	
Is there a 4-digit code page?	
In the Exam Overview page, the number of pages to be completed for the standard is the same as the number of items/questions for the standard.	
Items	
Resources are clear and legible	
Resources are correctly referred to in instructions and are adjacent to the associated questions	
If a drop-down menu is used all options are displayed	
All expected text entry boxes are displayed	
If multiple option choice is utilised, all options are displayed	
Planning Spaces	
Rich text editor available where required (bold, italics, underline, numbering, bullet points)	
Answer Spaces	
Space sized to show expected length of answer (max of 20 lines) Number of lines should be the same as the paper version	
Test box expands where required	
Rich text editor available where required (bold, italics, underline, numbering, bullet points)	
Spell check is enabled, if required	
If word count is specified in the assessment specifications, it is specified in the digital instruction, and the word counter is displayed	
Highlighter/sticky notes is enabled	
Comments	

Check completed and editor informed:

Signed: _____

Date: _____

Printer's proofs (Sherpas): NAF final sign-off (PDF and Assessment Master)

This is your final check. Please ensure you check these printer's proofs carefully and return them without delay to your subject editor.

These proofs may have been returned to you marked with changes by the examiner. Please consider and check these changes before sign-off.

Please indicate approval below.

Approved to print with no changes:	Y/N
Approved to print with changes from the examiner/NAF checked	Y/N
Comments	

Signed: _____

Date: _____

Grammar, Punctuation, Style

The full style guide for Secondary Examinations can be accessed online from the Editors' homepage on Confluence.

Abbreviations and acronyms

- Full stops in e.g., i.e. and etc.

Also: Full stop where the abbreviation comprises the first few letters of the word: e.g. fig.

But no full stop where the abbreviation includes the last letter of the word: e.g. Mr, St, Mt.

- Plurals of abbreviations require no apostrophe and no full stop: e.g. figs 1 and 2, MRIs, KPIs, 1890s.
- Abbreviations for organisations and countries require no full stop: e.g. UK, UN, USA, NZQA.
- On first mention of a term, introduce the acronym in parentheses:
e.g. The New Zealand Qualifications Authority (NZQA) is preparing to ...
- Lowercase and full stops for a.m. and p.m.

Bulleted lists

- When all items in a list consist of a single word, lowercase the items and close with a final full stop.
- Where each item in a list follows on from the stem to form a continuous sentence, there are no capitals at the beginning of each bullet point, and only one final full stop. The stem requires a colon.
- Where the list consists of a series of self-contained sentences, each bullet starts with a capital and ends with a full stop. The stem ends with a colon.

Gender-neutral language

- Where the subject is singular, use his/her.
- If possible, recast the sentence so that the subject is plural:
e.g. Each candidate is responsible for his/her ... becomes All candidates are responsible for their ...

Measurements, numbers, and numerals

- For dates, use 25 November 2004, Thursday, 25 November 2004, 25/11/04.
- For decades, use 1990s.
- For plurals of numerals, add s: e.g. AK47s.
- Spell out numbers under 10.
- Always use numerals with units of measurement: e.g. 3 metres, 6 km.
- Use commas in numbers of 4 digits or more: e.g. 4,657, 12,000, 130,450, 3,276,984 except in science, accountancy or other subjects where standard practice is to use a thousand space: e.g. 10 000, 150 567, 1 234 567. Whichever method is used to indicate 'thousand', it should be applied consistently throughout that entire session (exam, resource booklet, etc.). May exclude comma in 4-digit numbers, especially when included in lines of text.
- For series of numbers, use an en dash and all digits: e.g. pp. 102–105, 1910–1918.

Possessives

- For proper names ending in -s, add 's for the possessive: e.g. Jones's.
Except for a name of two or more syllables that ends in an 'eez' sound:
e.g. Aristophanes' comedies, the Ganges' source; also, classical names.

Punctuation

- Use the serial comma.
- Ellipses are three dots with a space either side: e.g. Blah blah ... blah blah.
- Obliques are thin-spaced (in InDesign – Command-Shift-Option-M) either side for and/or, his/her.
- For options or alternatives, use a full space either side of the oblique.
- Quotation marks: Use double quotation marks to indicate speech/quote, use single quotation marks to indicate a quote within a quote.
Use single quotation marks to offset a word or short phrase that is not a direct quote but signifies words and expressions that are being used ironically, or are being used out of their ordinary meaning or context.

References

We use APA referencing style. Guidance is available online and in hard-copy.

Journal article Author, A., & Author, B. (year). Title of article. *Journal Title*, Volume(Issue), page range.

Book Author, A., & Author, B. (year). *Title of book*. Publisher.

Webpage Author, A., & Author, B. (year). *Title of page*. Site Name. URL Group Author. (year). Title of page. URL

2024 Yellow Book

Literacy and Numeracy

Level: 1

Subject: Literacy Numeracy
(circle)

Unit standard: 32403/32405 32406
(circle)

Assessment session: 1 2
(circle)

NAF: Kevin Hoar

Editor: Boženka Vandniška

Check contracts set up for Ext. contractors

NAF and editor

Milestones

NAF and editor to discuss and agree milestones and record them below.

Pre-submission	Date
NAF and examiner (and MD) discuss feedback from critiques: MOE, NZCER, SAC, Pasifika, Māori.	
Submission	
NAF handover to editor (subject edit/layout)	09/02/24
Post-submission	
Subject editor to 2nd editor (2nd edit)	23/02/24
1st Proof (^{Indesign PDF} Assessment Master screenshots) sent to examiner/MD (check)	27/02/24
1st Proof back from examiner (subject editor prepares 2nd proof)	04/03/24
NAF and editor discussion before going to IC/SMC	05/03/24
2nd Proof sent to IC/SMC (check completed in AM digital platform)	05/03/24 ¹⁰
2nd Proof back from IC/SC (NAF check 2)	13/03/24
2nd Proof comments sent to examiner and MD then discussed with NAF	13/03/24
2nd Proof back from examiner /MD . (NAF check 3). 3rd edit.	14/03/24
3rd Proof sent to examiner, MD , and NAF. Assessment in Assessment Master and in PDF. (Ex /MD /NAF check including digital usability checklist)	19/03/24
3rd Proof back from examiner, MD . (NAF check 4). 4th edit. <u>PS check.</u> ^{wed 20/03}	20/03/24
Digital Assessment to UAT (Waiting for MAO translation)	
PDF sent to printer	
Sherpa sent to examiner, MD (check)	
Sherpa back from examiner, MD . (NAF check and sign off)	
Approval to print	
Translation (Numeracy only): • Straker • NPAM	

NAF Critique 1: Final draft to editor

FOCUS:

- the content of the items
- sentences, vocabulary, punctuation, grammar, technical details.

Standard number	
Assessment	
Critiquer's feedback has been addressed (discussed, incorporated, or rejected)	✓
Outcomes and explanatory notes of Standard are covered	✓
Assessment specifications are covered	✓
Sufficient knowledge and skills of the standard are covered	✓
No evident biases: gender, race, age, stereotyping, political	None
Standard title and number are correct	x
Items	
Items are at the appropriate curriculum level (NZC 4/5)	✓
Item wording is clear and logical	✓
Item order is logical	✓
Numbering of parts/sub-parts is sensible and appropriate	✓
Wording and setting out is consistent for similar items	✓
Words in items, instructions and information are consistent with the intent of those in the standard	✓
Resources	
Resources and stimulus material/information are:	
• necessary (integral to paper)	✓
• clear	✓
• accessible to all (consideration of Mana Ōrite and UDL)	✓
• reproducible to a good standard	✓
Assessment schedules	
Outcomes provided and correct	✓
Numbering consistent with exam	✓
Answers consistent with questions in exam	✓
Comments	
<p>Minister of Education will approve new version for the Literacy/Numeracy unit standards by end of February 2024.</p>	

First proof check – digital

Checked by:	Date:
-------------	-------

Achievement Standard number:	
Digital Assessment is comparable to the paper assessment	
Metadata	
QTI item original title – 9xxxx-Qx	
QTI item original ID – LX-SUBJ-2023-PRD-9xxxx-Q1	
Rubric added	
Standard testlet title – 9xxxx	
Standard testlet original ID – LX-SUBJ-2023-9xxxx	
Standard testlet metadata: <ul style="list-style-type: none"> • std number. • standard title • achievement criteria (plus in te reo Māori if translated) 	
Session testlet metadata: <ul style="list-style-type: none"> • level • subject • year 	
Within session testlet, 'summary component' knows it is a summary component	
Intro page (Review of standard you are attempting)	
Level	
Subject	
List of standard numbers	
Optional screens for translations	
Headphone check	
Keyboard check	
Overview page	
Standard number	
Standard title	
Achievement criteria present and correct	
Question/text selection	
No. of QTI items matches the number of items specified in FileMaker's 'standard items count'	
'Page X' at the top of every QTI item	
If the assessment has a resource booklet, the statement 'Make sure you have the paper Resource Booklet 9xxxxR' appears at the start of the assessment	
Highlighter/sticky notes are 'active' for every QTI item	
If a dropdown menu is used, all options are displayed	
All expected text entry boxes are displayed	
If multiple option choice is used – all options are displayed	

First proof check – digital (continued)

Achievement Standard number	
Answer spaces	
Component identifiers added	
Space sized to show expected length of answer (max 20 lines): <ul style="list-style-type: none"> • in the split-panel template, provide the same number of expected lines as in the paper • in the single-panel template, provide half the number of expected lines as in the paper. 	
Text box expands, where required	
Rich text editor is available, where required	
Spell check enabled, on rich text boxes	
If word count is specified in the paper: <ul style="list-style-type: none"> • it is specified in the digital instruction • the word counter is displayed and standard wording is used 	
Recommended word count is set at the correct number of words, as per instruction	
Tables work as expected	
Content	
The sequence of questions and parts of questions is easy to follow	
Presentation of optional sections or parts of the examination is easy to follow	
Terminology relating specifically to the use of an online environment is clear and easy to understand	
The wording used in questions is consistent throughout the online assessment(s)	
Cross-references to other (parts of) questions or resources are accurate	
Sources/acknowledgements	
Resources	
Resources are clear and legible	
Resources are correctly referred to in instructions and match the questions	
Resource material in the online assessment is easily accessible	
Images are appropriate width for single column (944 px) or split column (427 px) (or less)	
Browser	
Which browser did you use to check – Chrome or Safari?	
Comments	

Please turn over for first proof paper check ➤

First proof check – paper

Checked by: <i>Carlyyn</i>	Date: 23/12/24
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Achievement Standard number:	32406
Changes from draft/previous proof to this proof (where applicable)	
Amendments made	
No new errors made as a result of amendments	
Front cover	
Correct number, level, year, barcode	✓
Correct subject and title	✓
Correct number of credits	✓
Correct achievement criteria	
All appropriate instructions present (You must ...)	✓
Check number of pages against front cover	✓
Instructions re options (where applicable)	
Front cover instructions specify options	
Front cover matches questions	
Check 'either/or' is in optional questions	
Page/section/question numbering and/or headings	
Sequence of page numbers	✓
Correct footer	✓
Sequence of section/headings	✓
Sequence of main questions	✓
Sequence of parts and sub-parts – (a) (i) 1	✓
Resources (within exam and resource booklet)	
Resources compared with/proof-read against original material	✓
Sequence of resource labels (Fig. 1, Fig. 2; Table 1, etc)	✓
Resources match questions and instructions	✓
Graphs, tables and diagrams: dimensions, units, scale, addition of data	✓
Artwork relevant and appropriate, and of acceptable standard/resolution <i>some pixellation</i>	✗
Images and tables have consistent spacing/cell padding	✗
Read for:	
• grammar, punctuation, style	✓
• spelling (including accents)	✓
• sense/consistency/clarity/ambiguity/equity	✓
• consistency of size, type, and format of fonts, and spacing (see InDesign Style Guide)	✓
Assessment schedule	
Amendments made	
Correct subject, title, number, header	
Numbering consistent with exam	
Answers consistent with questions in exam	
Comments	

NAF Critique 2: Second proof post IC and SMC consultation

FOCUS:

- the validity of the assessment after any changes made in response to IC and SMC feedback
- if there are **significant changes**, then there is an escalation process (refer to Section 3.6 in the Guide Notes for Assessment Developers 2024).

Achievement Standard number		
Assessment	IC	SMC
IC/SC comments have been addressed	✓	✓
<p>Comments <u>IC</u></p> <p>Q1(c) Too much info?</p> <p>Q2(f) Graphics too large + are they needed?</p> <p>Some question parts are easier than others.</p> <p>Q2(a) Is this a non-linear relationship question?</p>	<p style="text-align: center;"><u>SMC</u></p> <p>Q5(c) Way qn is asked only one answer really. Change on wording or address answers.</p> <p>One question is a non-linear relationship (graph). Is this acceptable.</p>	
If items have been changed, check:		
• they are still valid against the standard (outcomes and ENs, assessment specifications)	✓	✓
• layout and wording are clear and consistent with unchanged items	✓ # minor	✓
• item numbering is correct	✓ # minor issue	✓
• all references to diagrams, graphs, images etc, are correct	✓	✓
• order of items is logical	✓	✓

If applicable

Sign

There are significant changes	}	Not Applicable.	
The Manager has approved these changes			

Date as applicable

Discussed with editor on:	12 March 2024.
Editor advised that this check has been completed on:	12 March 2024.

Signed: K Hoar.

Date: 12 March 2024.

Third proof check

Checked by: <i>Frances</i>	Date: <i>15 March 2024</i>
----------------------------	----------------------------

Achievement Standard number:	<i>32406</i>
Changes from draft / previous proof to this proof (where applicable)	
Amendments made	?
No new errors made as a result of amendments	?
Front cover	
Correct number, level, year, barcode	<i>But is this correct? there is no barcode.</i>
Correct subject, title	✓
Correct number of credits	✓
Correct achievement criteria	✓
All appropriate instructions present (You must ...)	—
Check number of pages against front cover	✓
Instructions re options (where applicable)	
Front cover instructions specify options	✓
Front cover matches questions	✓
Check 'either/or' is in optional questions	—
Page/section/question numbering and/or headings	
Sequence of page numbers	✓
Correct footer	✓
Sequence of section / headings	✓
Sequence of main questions	✓
Sequence of parts and sub-parts – (a) (i) 1	✓
Resources (within exam and resource booklet)	
Resources compared with/proof-read against original material	
Sequence of resource labels (Fig. 1, Fig. 2; Table 1, etc)	✓
Resources match questions and instructions	✓
Graphs, tables and diagrams: dimensions, units, scale, addition of data	✓
Artwork relevant and appropriate, and of acceptable standard/resolution	✓
Images and tables have consistent spacing/cell padding	✓
Read for:	
• grammar, punctuation, style	✓
• spelling (including accents)	✓
• sense/consistency/clarity/ambiguity/equity	✓
• consistency of size, type, and format of fonts, and spacing (see InDesign Style Guide)	✓
Assessment schedule	
Amendments made	?
Correct subject, title, number, header	✓
Numbering consistent with exam	✓
Answers consistent with questions in exam	✓
Comments <i>Has the NAF seen the 2nd proof? Yes</i> <i>EX Yes</i>	

NAF Critique 3: Third Proof post examiner/discussion

FOCUS:

- after any changes the assessment materials are still valid and correct before the Printers Proof (PDF) and on Assessment Master
- n.b. If there are **significant changes**, then there is an escalation process (refer to Section 3.6 in the Guide Notes for Assessment Developers 2024).

Achievement Standard number	
Assessments, if items have changed check:	
• they are still valid against the standard (outcomes and ENs, assessment specifications)	
• layout and wording are clear and consistent with unchanged items	
• item numbering is correct	
• all references to diagrams, graphs, images etc, are correct	
• order of items is logical	
Go back to Critique 2 if there have been a lot of changes	
Technical	
Front cover details are correct for:	
• standard number	
• title	
• number of credits	
• outcomes	
• instructions	
Spelling, punctuation, and style correct – see back page of this yellow book	
Pages that are deliberately blank have a note to say that they are deliberately blank	
Indents of bullets and question sub-parts are consistent	
Headers and footers are there, consistent and correct.	

Sign if applicable

Sign

There are significant changes:	
The manager has approved these changes:	
The DCE (Assessment) has been notified:	

Check completed and editor informed:

Signed: _____

Date: _____

Fifth edit

Checked by: *Sarah* Date: *08/04/24*
 32406

Achievement Standard numbers	Q1	Q2	Q3	Q4	Q5
Digital assessment is comparable to the paper assessment	✓	✓	✓	✓	✓
Metadata					
QTI item original title – 9xxxx-Qx	See 2023 screenshots	Check	✓	✓	✓
QTI item original ID – LX-SUBJ-2023-PRD-9xxxx-Q1	See 2023 screenshots	Check	✓	✓	✓
Standard testlet title – 9xxxx	① & ②	Check			
Standard testlet original ID – LX-SUBJ-2023-9xxxx		✓			
Standard testlet metadata: <ul style="list-style-type: none"> standard number <i>52406 currently</i> standard title ✓ achievement criteria (plus in te reo Māori if translated) 	check	✓			
Session testlet metadata: <ul style="list-style-type: none"> level subject <i>Currently blank.</i> year 	check	✓			
Within session testlet, 'summary component' knows it is a summary component <i>2023 has "xNo" for "Is question"</i>	check	✓			
Intro page (Review of standard you are attempting) ③					
Level <i>"Your data" page</i>	✓	✓ replaced code			
Subject <i>looks odd?</i>	✓				
List of standard numbers	N/A	<i>Polly button not showing</i>			
Overview page					
Standard number	?				
Standard title	✓				
Achievement criteria present and correct	?				
Question/text selection					
No. of QTI items matches the number of items specified in Filemaker's 'standard items count' <i>Not indicated on FM ⑤</i>	?				
'Page X' at the top of every QTI item	✓	✓	✓	✓	✓
If the assessment has a resource booklet, the statement 'Make sure you have the paper Resource Booklet 9xxxxR' appears at the start of the assessment					
Highlighter/sticky notes are 'active' for every QTI item	✓	✓	Check	✓	✓
If a dropdown menu is used, all options are displayed	✓	✓	✓	✓	✓
All expected text entry boxes are displayed	✓	✓	✓	✓	✓
If multiple option choice is used, all options are displayed	✓	✓	✓	✓	✓
Answer spaces					
Component identifiers added	✓	✓	✓	✓	
Space sized to show expected length of answer (max 20 lines): <ul style="list-style-type: none"> split-panel template – same number of lines as in the paper single-panel template – half the number of lines as in the paper 	✓	✓	✓	✓	
Text box expands, where required	✓	✓	✓	✓	
Rich text editor is available, where required	✓	✓	✓	✓	
Spell check enabled	✓	✓	✓	✓	
If word count is specified in the paper: <ul style="list-style-type: none"> it is specified in the digital instruction the word counter is displayed and standard wording is used 					
Recommended word count is set at the correct number of words					
Tables work as expected	✓	✓	✓	✓	

⑤
 merged Jackie
 - for help
 12 April
 5v.

Fifth edit continued

32406

Achievement Standard numbers	Q1	Q2	Q3	Q4	Q5
Content					
The sequence of questions and parts of questions is easy to follow	✓	✓	✓	✓	✓
Presentation of optional sections or parts of the examination is easy to follow	✓	✓	✓	✓	✓
Terminology relating specifically to the use of an online environment is clear and easy to understand	✓	✓	✓	✓	✓
The wording used in questions is consistent throughout the online assessments	✓	✓	✓	✓	✓
Cross-references to other (parts of) questions or resources are accurate	✓	✓	✓	✓	✓
Sources/acknowledgements	✓	✓	✓	✓	✓
Resources					
Resources are clear and legible	✓	✓	✓	✓	✓
Resources are correctly referred to in instructions and match the questions	✓	✓	✓	✓	✓
Resource material in the online assessment is easily accessible	✓	✓	✓	✓	✓
Images are appropriate width for single column (944 px) or split column (427 px), or less	✓	✓	✓	✓	✓
Browser					
Which browser did you use to check – Chrome or Safari?	Chrome				
Comments					

Extra checks for languages

Grid view					
Audio files correctly named – Lx-SUBJ-Qx-[full/Sx]-20xx					
Language introduction pages					
Headphone check					
Keyboard check					
QTI					
Language instruction – ‘Answer in your choice of ...’					
Instruction box about how to operate audio player ‘you may listen to each passage ...’					
Spell checker switched off for Pacific languages					
Audio player					
Track settings: Maximum plays = 1					
Set play count at: Start					
Correct code used for number of sections: buttons spread right across player box correctly					
Listening notes					
Autosize off					
Comments					

NAF Digital useability check

FOCUS:

- *experience the digital assessment as a candidate*
- *ensure that the digital assessment is comparable to the paper assessment and has the required functions specific to the assessment in your subject.*

Achievement standard number	
General	
Is there a 4-digit code page?	
In the Exam Overview page, the number of pages to be completed for the standard is the same as the number of items/questions for the standard.	
Items	
Resources are clear and legible	
Resources are correctly referred to in instructions and are adjacent to the associated questions	
If a drop-down menu is used all options are displayed	
All expected text entry boxes are displayed	
If multiple option choice is utilised, all options are displayed	
Planning Spaces	
Rich text editor available where required (bold, italics, underline, numbering, bullet points)	
Answer Spaces	
Space sized to show expected length of answer (max of 20 lines) Number of lines should be the same as the paper version	
Test box expands where required	
Rich text editor available where required (bold, italics, underline, numbering, bullet points)	
Spell check is enabled, if required	
If word count is specified in the assessment specifications, it is specified in the digital instruction, and the word counter is displayed	
Highlighter/sticky notes is enabled	
Comments	

Check completed and editor informed:

Signed: _____

Date: _____

Printer's proofs (Sherpas): NAF final sign-off (PDF and Assessment Master)

This is your final check. Please ensure you check these printer's proofs carefully and return them without delay to your subject editor.

These proofs may have been returned to you marked with changes by the examiner. Please consider and check these changes before sign-off.

Please indicate approval below.

Approved to print with no changes:	Y/N
Approved to print with changes from the examiner/NAF checked	Y/N
Comments	

Signed: _____

Date: _____

Grammar, Punctuation, Style

The full style guide for Secondary Examinations can be accessed online from the Editors' homepage on Confluence.

Abbreviations and acronyms

- Full stops in e.g., i.e. and etc.
 - Also: Full stop where the abbreviation comprises the first few letters of the word: e.g. fig.
 - But no full stop where the abbreviation includes the last letter of the word: e.g. Mr, St, Mt.
 - Plurals of abbreviations require no apostrophe and no full stop: e.g. figs 1 and 2, MRIs, KPIs, 1890s.
 - Abbreviations for organisations and countries require no full stop: e.g. UK, UN, USA, NZQA.
 - On first mention of a term, introduce the acronym in parentheses:
 - e.g. The New Zealand Qualifications Authority (NZQA) is preparing to ...
 - Lowercase and full stops for a.m. and p.m.

Bulleted lists

- When all items in a list consist of a single word, lowercase the items and close with a final full stop.
- Where each item in a list follows on from the stem to form a continuous sentence, there are no capitals at the beginning of each bullet point, and only one final full stop. The stem requires a colon.
- Where the list consists of a series of self-contained sentences, each bullet starts with a capital and ends with a full stop. The stem ends with a colon.

Gender-neutral language

- Where the subject is singular, use his/her.
- If possible, recast the sentence so that the subject is plural:
 - e.g. Each candidate is responsible for his/her ... becomes All candidates are responsible for their ...

Measurements, numbers, and numerals

- For dates, use 25 November 2004, Thursday, 25 November 2004, 25/11/04.
- For decades, use 1990s.
- For plurals of numerals, add s: e.g. AK47s.
- Spell out numbers under 10.
- Always use numerals with units of measurement: e.g. 3 metres, 6 km.
- Use commas in numbers of 4 digits or more: e.g. 4,657, 12,000, 130,450, 3,276,984 except in science, accountancy or other subjects where standard practice is to use a thousand space: e.g. 10 000, 150 567, 1 234 567. Whichever method is used to indicate 'thousand', it should be applied consistently throughout that entire session (exam, resource booklet, etc.). May exclude comma in 4-digit numbers, especially when included in lines of text.
- For series of numbers, use an en dash and all digits: e.g. pp. 102–105, 1910–1918.

Possessives

- For proper names ending in -s, add 's for the possessive: e.g. Jones's.
 - Except** for a name of two or more syllables that ends in an 'eez' sound:
 - e.g. Aristophanes' comedies, the Ganges' source; also, classical names.

Punctuation

- Use the serial comma.
- Ellipses are three dots with a space either side: e.g. Blah blah ... blah blah.
- Obliques are thin-spaced (in InDesign – Command-Shift-Option-M) either side for and/or, his/her.
- For options or alternatives, use a full space either side of the oblique.
- Quotation marks: Use double quotation marks to indicate speech/quote, use single quotation marks to indicate a quote within a quote.
 - Use single quotation marks to offset a word or short phrase that is not a direct quote but signifies words and expressions that are being used ironically, or are being used out of their ordinary meaning or context.

References

We use APA referencing style. Guidance is available online and in hard-copy.

<i>Journal article</i>	Author, A., & Author, B. (year). Title of article. <i>Journal Title</i> , Volume(Issue), page range.
<i>Book</i>	Author, A., & Author, B. (year). <i>Title of book</i> . Publisher.
<i>Webpage</i>	Author, A., & Author, B. (year). <i>Title of page</i> . Site Name. URL Group Author. (year). Title of page. URL

CAA Numeracy 2024	Mathematical relationships															Target Percentage		
	Number			Spatial properties and representations			Location and Navigation		Measurement			Statistics and data.			Probability		Target Percentage	Percentage
Outcomes	Whole numbers	Percentage Fractions	Rates and Ratios	Integers, Powers	Linear and sequences	Symmetry and Transform 2D-3D	Navigation	Location	Units and conversions	Perimeter and area	Volume and Mass	Time and temperature	Use Data displays (summary, comp, time series)	Statistical literacy	Evaluate claims	Prob, chance, risk		
1.1 Select an appropriate operation, representation, variable, and/or method to meet the mathematical and/or statistical demands of situations.	2a, 3f,				3a,	3b,		3i,	6e,	6a,	4c,4d,	5e,	5a,				30%	36.67%
2.1 Select and use mathematical and/or statistical procedures that are appropriate to the situations.	2b,	4a,5c,6b,	4e,		2c,2d,	3e,		2f,						4h,6g,		5d,	50%	40.00%
3.1 Demonstrate the appropriateness of responses in relation to situations.		3c,				5g,			6d,		4f,		5b,	2e,		6f,	20%	23.33%
Target Percentage			25%		10%	10%		10%		20%				20%		5%		
Running percentage			26.67%		10.00%	10.00%		6.67%		23.33%				16.67%		3.33%		

Frequency Table

Outcome 1	2	0	0	0	1	1	0	1	0	1	1	2	1	1	0	0	0	11
Outcome 2	1	3	1	0	2	0	1	1	0	0	0	0	0	0	2	0	1	12
Outcome 3	0	1	0	0	0	1	0	0	0	1	0	1	0	1	1	0	1	7
	3	4	1	0	3	2	1	2	0	2	1	3	1	2	3	0	2	30

Context and identifier

Context and identifier	Possible items																	
Art	Q4, Q6,	Q3			Q1	Q2, Q7,	Q5											
Driving Ms Deena		Q1,			Q5,			Q2,		Q4, Q7,	Q6,	Q3,					Q8,	
Grocery Shopping		Q5,	Q1, Q3, Q6, Q7,											Q2,	Q4,			
Helping Mum		Q6,	Q7,					Q3,		Q2,	Q4, Q5,	Q1,						
Kaimoana	Q3,		Q2, Q6,							Q4,				Q1, Q5,	Q7,			
Polyfest		Q3,	Q6,		Q7,								Q5,	Q1,	Q2,	Q4,		
Whanau Celebration	Q1,		Q4,		Q5,			Q2,		Q3,	Q7,	Q6,						
Op Shop		Q2,						Q3,		Q4,	Q5,				Q6,			
Rugby 7s	Q3,	Q2,	Q4,							Q5,	Q1,				Q7,		Q6,	
Tuatara	Q1, Q2,				Q4,			Q6			Q7,		Q3,		Q5,			
Turtles	Q1,	Q4,				Q6,				Q2,		Q7,	Q3,			Q5,		
Water	Q2, Q6,	Q1,	Q5,									Q3, Q4, Q7,			Q8,			

CAA Term 2

1. Grocery Shopping		Q5,	Q1, Q3, Q6, Q7,											Q2,	Q4,			
2. Tuatara	Q1, Q2,				Q4,			Q6		Q7,		Q3,		Q5,				
3. Art	Q4, Q6,	Q3			Q1	Q2, Q7,	Q5											
4. Water	Q2, Q6,	Q1,	Q5,								Q3, Q4, Q7,			Q8,				
5. Polyfest		Q3,	Q6,			Q7,						Q5,		Q1,	Q2,	Q4,		
6. Rugby 7s	Q3,	Q2,	Q4,							Q5,	Q1,			Q7,		Q6,		

CAA Term 3

1. Turtles	Q1,	Q4,			Q6,					Q2,		Q7,	Q3,			Q5,		
2. Op Shop		Q2,			Q3,			Q1,		Q4,		Q5,				Q6,		
3. Helping Mum		Q6,	Q7,					Q3,		Q2,		Q4, Q5,	Q1,					

4. Kaimoana
5. Whanau Celebration
6. Driving Ms Deena

Q3,
Q1,

Q1,

Q2, Q6,
Q4,

Q5,
Q5,

Q2,
Q2,

Q4,
Q4, Q7,

Q3,

Q7,
Q6,

Q6,
Q3,

Q1, Q5, Q7,

Q8,

NZCER Feedback 2024

Numeracy assessment Term 2

General

I enjoyed the contexts chosen. At times, I feel the questions could be a little more direct to minimise the interpretation load. This will also reduce the time needed to answer all the questions.

Question	Comment	Suggested change
Question 1: Tuatara		
1a	<p>I think two misconceptions could be covered by including additional options.</p> <ol style="list-style-type: none"> 1. Students who read the number line starting from the left as 0. 2. Students who mistake the divisions for 100 years each (starting from either end). 	<p>Add an option at -175 for people who read 0 as on the left.</p> <p>Consider adding an option for students who read the number line from the left and see the intervals as 100 years each to get to 225.</p> <p>Add an option for students who read from the right but mistake the divisions for 100 years.</p> <p>Start with: New Zealand is home to the last surviving dinosaur—the tuatara.</p>
1b		
1c	<p>I think students will find this question hard. You need to corral all the information and outline assumptions. You need to be able to think about average and range.</p>	<p>On average, a mature female tuatara lays between 6–10 eggs once every 4 years.</p>
1d		
1e	<p>Need to refer to the graph somewhere in the lead-in to the question.</p> <p>Note that 'tuatara' is sometimes capitalised and sometimes not.</p>	<p>In 2003, 60 adult tuatara were released on Tiritiri Matangi Island. Ten years later, 31 tuatara were found, and their body lengths were measured (see the graph below). The red line on the graph is the body length median.</p> <p>Is there any evidence in the graph that there are now young tuatara on the island? ...</p>
1e		

1f	<p>The 'E' doesn't appear to be over a land mass (perhaps because the island is small). Students might think the E is pointing towards Rangitoto ki te Tonga and get confused. Perhaps avoid naming the island so that they focus on the directions.</p> <p>Many Wellington students will know 'A' is Kapiti island and therefore rule it out.</p> <p>Suggest avoiding naming the island to avoid people ruling out places they know the names of or being confused by names already on the graphic (see suggested wording).</p>	<p>Half of all the tuatara in New Zealand live on an island 97 km northwest of Wellington.</p> <p>Which letter shows the location of the island.</p>
Question 2: Art		
2a		
2b		
2c	<p>I think this is a great context but a demanding question. To be successful, students must understand the concept of proportionality in drawing and the human face and then apply reasoning using the representations provided. For many, this might be the first time they have been introduced to these ideas.</p> <p>Perhaps leave out the information about cartoonists.</p> <p>Perhaps ask a more direct question-see last alternative in adjacent column.</p>	<p>Kylie thinks the cartoon picture of Richie McCaw's face has the right size parts compared to the usual face parts shown in the diagram. Do you think she's right? Use information from the cartoon and the diagram to explain your answer.</p> <p>OR</p> <p>Kylie thinks the size of the parts of Richie McCaw's face in the cartoon matches the usual fractions you see in most faces, like in the diagram. Do you agree with Kylie? Use information from the cartoon and the diagram to explain your answer.</p> <p>Perhaps consider a more straightforward application.</p> <p>The diagram on the right shows that the distance from the tip of the nose to the chin is usually about $\frac{1}{3}$ of the length of the face. Has the cartoonist used the same fraction in their drawing of Richie McCaw?</p>

		Explain your answer using information from the cartoon.
2d	Is it 'a' top view rather than 'the' top view? The top view can be shown in different ways.	The sculpture can be found on a farm in Northland.
2e	<p>Note the work 'click' is included twice.</p> <p>Note the question is numbered as 5 rather than e.</p> <p>Use an open response if providing this many options. Some will be tempted to just select the middle one (which happens to be correct).</p>	Start with: "This is the cover from the first Superman comic book."
2f	<p>I think we need to make sure students know they must refer to the map (not their local knowledge).</p> <p>Could possibly look at including less contextual info.</p> <p>Perhaps ask more directly. Could include the information from the map in question if interpreting the map is not part of the intended demand.</p>	<p>Tirau is famous for its Visitor's Centre which is made in the shape of a sheep and dog.</p> <p>The map below says it should take 5h 47 m to drive from Wellington to Tirau. How much time is this to the nearest hour?</p> <p>Or</p> <p>The map below has information about how long it takes to drive from Wellington to Tirau. How much time is this to the nearest hour?</p>
Question 3: Water		
3a	<p>Interesting topic. Interesting to note that there is variation in human water content associated with sex, age and BMI.</p> <p>In terms of communication and accuracy of contextual information, I think it would be more straightforward to ask for the comparison of an average</p>	<p>In adult men, about 60 percent of their bodies are water. In adult women, the average percentage is about 55 percent.</p> <p>If an adult male and female both weigh 70 kg, how much more water, on average, will the male's body hold?</p> <p>_____ kg</p>

	adult man and woman of the same weight.	
3b	Some possible rewording to the right. It might be worth avoiding mixing weight and mass.	When full, the large water bottle shown holds 15 litres. The full water bottle weighs 15.352 kilograms. If 1 litre of water weighs 1 kilogram, how much does the empty water bottle weigh, in grams?
3c		
3d	Suggest adding the word 'amount' into the first sentence. Perhaps, for readability, avoid mentioning Wai Ma and the idea of a charge (stick with paying).	In some cities people pay for the amount of water they use. Here is Cindy's water bill for one month. How much is Cindy paying for each cubic metre (m ³) of water she uses? Add units to the box.
3e	Ask the question directly—it is about saving water rather than what is best for the whānau. 'What is best' has situational and cultural connotations. Also, how often do they shower. Everything else is given an amount per day (I assume it is a daily shower). Consider reframing the question in terms of the table rather than the whānau (see below). This table of information helps people to understand how much water is used by different activities. Consider the alternative below. Here are some ideas for saving water: <ul style="list-style-type: none"> • Cut the daily shower to 2 minutes per person. 	Which of these ideas will save the most water. Explain your answer using information from the table.

	<ul style="list-style-type: none"> • Run the washing machine once every two days rather than every day. • Water the vegetable garden every three days rather than every day. <p>For a household with six people, which of the ideas is likely to save the most water? Explain your answer using information from the table.</p> <p>Note the question is labelled '5' rather than 'e'.</p>	
3f	Suggest a slightly simpler introduction.	Below is a climate graph for the Hawkes Bay. ...
Question 4: Polyfest		
4a	<p>Suggest using the word 'about'.</p> <p>Suggest using multichoice so students don't get wound up in the level or precision required.</p>	<p>About how many more people attended Polyfest in 2015 than 2021.</p> <p>25,000 35,000 47,500 80,000</p>
4b		
4c	<p>This seems to involve a lot of working out what the ticketing system means—fixed day versus single day/Person vs child etc.</p> <p>I think we should focus on the proportional reasoning needed. Ask more directly.</p>	<p>If you go online and purchase Single Day passes for more than 1 day, you get a 15% discount off the total price.</p> <p>What will the total cost be to buy Single Day passes for 6 adults for both Friday and Saturday?</p>
4c		
4d		

4e	<p>This might be read as a comparison of Tonga and Samoa.</p> <p>Perhaps talk about the length of the performance by stage rather than by culture, e.g.: performances on the Tongan stage compared with performances on the Samoan stage.</p>	How much longer are the performances on the Tongan stage compared to those on the Samoan stage.
4f		
4f		
Question 5: Rugby 7s		
5a	<p>We might need to help people identify the outline of the field- not everyone knows about rugby field.</p>	<p>The picture below shows a rugby field with its markings. The field is 105 metres long and 68 metres wide.</p> <p>OR</p> <p>The picture below shows a rugby field. The outer edges of the field are marked with yellow lines. ...</p>
5b	I would prefer drag and drop.	
5c	<p>Might be useful to make Staceys' claim directly about the game. Possibly using tense to support this.</p>	<p>Stacey played all 14 minutes of a Rugby 7s game and ran a total of 1,540 metres.</p> <p>Ani claims that, on average, Stacy ran over 100 metres every minute that she played.</p> <p>...</p>
5d	<p>This question could be confusing for many students, especially those who have little or no experience of rugby. For instance: "In Rugby 7s, players covert tries with dropped goals" could be quite mysterious for some ELLs (covert, tries, dropped goal).</p> <p>The term 'Angle to work with' might be a bit vague for some students.</p>	Suggest labelling an angle and asking students to estimate its size.
5e		
5f	A bar chart showing placing (rank) feels rare.	This graph shows how well the New Zealand men's and women's teams

	<p>In terms of the number of teams who have been in the finals you argue that two teams have been in the world cup finals (the men's team and the women's team).</p> <p>Suggest focussing on one team (men's or women's).</p> <p>Suggest avoiding the idea of a final.</p>	<p>have done at the Rugby 7s World Cup between 1993 and 2022. Note that the first women's world cup was held in 2009.</p> <p>How many times has the New Zealand women's team been placed either first or second in the World Cup?</p>
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Numeracy Draft CAA Term 2 2024

Pasifika review – MOE/NZQA

Thank you for the opportunity to provide feedback. The review panel consisted of members of ODCEP and the MOE Pacific Secondary/Tertiary Team. We also were fortunate to have our Tupu Tai interns (current Pacific university students) review assessments with their lens and as recent NCEA students.

Overall feedback:

- **Context**
 - Some of the CAA questions had a lot of context provided which meant that you had to read through before getting to the actual question. At times the context was irrelevant to answering the question. This may be a challenge for ākongā who read slower than others – where possible, we made note of where the context could be condensed or even removed
- **Weighting of questions**
 - There were some questions that required quite a lot of things for ākongā to work out (for example, read through a table, work out totals of each item, work out timings, subtract timings from each other and then divided by total etc). We would be interested in how the questions are weighted – if they are weighted the same and/or differently and how this is marked/assessed accordingly. Do students have to get all of the answers correct in the CAA to achieve the standard?
- **Imagery**
 - There was some imagery, graphs and tables that should be digitised or removed completely. Some of the imagery was overwhelming and detracted from the question – this should not be the case.
 - There was also some imagery in particular - colours and tables that ākongā may not be able to see clearly – a complete review of this is needed perhaps from someone with a background in Accessibility & Inclusion would be beneficial.

Numeracy Draft CAA Term 2

Question	Comments
1a Tuatara	Straight forward – students should be able to work this out Change 'select' to 'click' possibly Make measurement scale accurate as bars are not consistent
b	Straight forward – students should be able to work this out Tuatara is 40 times heavier than the Weta. (1000grams divided by 25grams)
c	This question is quite confusing as there are too many variables and numbers to consider. Not sure how you work out the correct answer. Also why is 'one' in bold font?

d	Seems straight forward however student could be distracted by the text which is background context only and not needed for them to answer the question. (Answer - 200) recommend reframing to; 'From the graph, estimate the number...'
e	It takes too long to understand what the question is asking. Recommend being clearer by removing some of the contextual information. Recommend removing from 'In 2003, 60 adults tuatara... [end at] measured'. Start sentence from; 'The red line is the body length median of adult tuatara found on Tiritiri Matangi Island in 3023. Does the graph show that there are now young Tuatara on the island? Explain...'
f	Unclear that the students should use the scale to work out the distance – maybe this could be in the instructions (as students won't automatically use). Recommend framing as; 'Using the scale, which letter shows the location of Stephen's Island?' Also, what does E becoming B mean?
2a Computer designs	Recommend adding a Pattern 4 and asking a question about Pattern 5 instead. This would provide more clarity to students as they determine the patterns. Recommend also reframing this question; 'To create Pattern 5, how many squares in total would Nicole need?' Recommend removing 'include all squares of different sizes' as this isn't required.
b	The colours are distracting and would not be accessible to those who are colour blind. Overall the pattern is quite busy and then it detracts from the activity, which is focused on the red lines – recommend using a different tipare and having less red lines
c	We did not agree with Kylie – it is because the lines on Richie's face are misleading due to his hair also being in the frame, in comparison to the silhouette example which is the skull. This leads to a confusing question and confusing answer. Recommend the lines on Richie's face start from his forehead rather than the hair. Recommend making the skull diagram clearer so that it serves a better purpose – as it stands, it is hard to read the fractions, as it looks handwritten, recommend digitising. Recommend reframing question for clarity to; 'Compare the diagram and the cartoon of Richie McCaw, do you think that the fractions used are similar or different? Please explain your answer. Overall the question and answer required is very complex – do we think Year 11-13s (and/or Y9 and 10) will provide this answer?
d	3 out of 5 reviewers could not answer this question. The 2 people who did get an answer had different ways of working it out. We are unclear what the intent of this question is and think students would get confused. Recommend removing or changing to a different context that fits intent (whatever it is).
e	Straightforward: $2,600,000 \div 1000 = 2600$

f	Straightforward: 6 hours
3a	<p>Re-word description to read 'Water makes up more than half of a person's body weight. For males, water makes up 63% of their body weight and for females, water makes up 55% of their body weight'.</p> <p>Tina – 58kg ($58 \times 0.55 = 31.9\text{kg}$ water weight)</p> <p>Tane – 74kg ($74 \times 0.63 = 46.62\text{kg}$ water weight)</p> <p>Tane has 14.72kgs more water weight than Tina</p> <p>Keen to know what photos will be used noting context.</p>
b	Straight forward: 352g
c	Straight forward: 15 glasses
d	Straight forward: \$1.45
e	<p>The question requires a logic answer, however the content within the question shows a table with litres – what purpose does this table serve? It seems to serve no purpose based on the possible answers provided. The question / answers seem to be more focused on critical thinking rather than numeracy. It also seems subjective. There is too much complexity and ambiguity.</p> <p>We recommend being more explicit:</p> <p>Tala's whanau of 6 people want to use less water. Using this table of information about daily estimated water use [Table needs to reflect daily context], they decide to cut their shower time to 2 minutes each. How much water would they save if they make this change? Explain your answer.</p> <p>Answer: 48 litres x 6 people = 288 litres, divided by 2 minutes = 144 litres of water saved</p>
f	Straight forward
4a	<p>Recommend: 'Polyfest is a secondary schools' festival that showcases cultural performances and speeches from Pacific communities in Aotearoa.'</p> <p>Noting the answer can be between a range, the question should be framed as; 'How many more people were estimated to have attended Polyfest in 2015 in comparison to 2021?'</p>
4b	Straight forward
4c	Are these ticket prices for Polyfest or something else? Just good to have clear context.

	Recommend clarifying total whanau numbers – change from (6 people plus 2 children under 5) to (8 people, including 2 children under 5). Noting the answer is for students to work out using ‘6’.
4d	<p>This seems relevant to Polyfest. Recommend: ‘Here is the Saturday Programme for the Samoan stage at Polyfest’.</p> <p>Unsure whether the programme needs to include ‘school names’ at all (noting they are fictional schools).</p> <p>If we cannot include real school names, could they just be put as; ‘South Auckland School 1’, ‘South Auckland School 2’, ‘West Auckland School 1’, ‘West Auckland School 2’ etc? Main thinking is that this may be confusing to students why real schools aren’t being used.</p> <p>The way the reviewers figured this out, was by totalling the South Auckland Schools (8), dividing them by total amount (14), and dividing this by 100%. The answer would be 57% probability which would be the fourth arrow.</p>
4e	<p>At first glance, the table is overwhelming to read and is not accessible. The imperfect circling of certain schools is distracting to the reader.</p> <p>The timing within the column for the Tongan stage (which is the focus of the question) is unclear, for example, Redwood starts at 9am, when does Southside High School start? Is it 9:20am or 9:25am? Both start and end times are unclear. This will impact on how students interpret and answer the question. Due to the inaccuracy in timing, it is hard to determine the answer.</p> <p>The table needs to be simplified. It is unclear.</p>
4f	<p>Is there a reason why we are not explicitly naming real schools in the examples? Noting question 4e, and now this one.</p> <p>We got the answer, but were also confused, why is there a yellow dot? Also, we do not need the 10 and 8 labels, as this just confuses the image. The rows suffice and students can count from left to right.</p>
5a	Straight forward
5b	Straight forward
5c	Straight forward
5d	We got the answer but recommend clarifying image that both the ‘circles’ are ‘goal posts’.
5e	Can the answer be clearer? It just stops at ‘This is because’. Should there be context around 50-50 chance etc.
5f	Upon initial review, some of the reviewers were able to find the answer, but we all wondered whether a bar graph was the most appropriate graph to convey the messaging. Perhaps a line graph showing ‘placing’ might suit? Or could we flip the content in y to x and then to x to y?

INDEPENDENT CHECKER'S REPORT 2024

LEVEL / SUBJECT: NUMERACY	STANDARD: 32406
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Part A: Applying the checklist

After you have completed the assessment “as a student” (or according to the instructions in the Editor’s covering letter), enter **YES**, **NO**, or **N/A** in the checklist below.

Complete one checklist per standard.

From a candidate’s point of view, check that:	YES / NO N/A
The assessment is of suitable length (show the time taken to complete: _____ <u>40-45 mins</u> _____ MINUTES)	Y
• The instructions are easy to follow and make sense.	Y
• All pages are present and in the correct order.	N
• The instructions throughout the exam paper are in the right places and in sequence.	N
• Question parts are arranged so that scrolling is minimised.	N/A
• The numbering of questions and parts of questions is easy to follow.	See notes
• The text of questions is clear and easy to understand.	N
• Adequate space is provided to complete each question.	Y
• Cross-references to other parts of questions or resources are correct.	Y
• The terminology used is consistent with classroom usage for 14 – 16-year-old students.	Y
• Words used in tasks match the words used in associated resource materials.	Y
• All necessary resource material is provided.	Y
• No unnecessary information is included in resource materials or tasks.	N
• Diagrams/graphs/charts/tables/maps/images etc. are clearly presented.	N
• There are no language or grammatical issues that would confuse students.	N
• All questions / question options appear to be of equal difficulty.	N
From a teacher’s point of view, check that:	YES / NO N/A
• Assessment tasks are appropriate for the curriculum level of the unit standard.	Y
• Assessment tasks are appropriate for the unit standard.	N?
• Assessment tasks cover sufficient content (knowledge, understanding and skills) of the unit standard.	Y
• Assessment tasks are fair.	N
• Assessment tasks are inclusive and are unlikely to (dis)advantage any particular group of candidates.	Y

From a candidate's point of view, check that:	YES / NO N/A
<ul style="list-style-type: none">• Assessment tasks are free of overt political / religious / social / gender / cultural bias or stereotyping.	Y

Part B: Suggesting amendments to the assessment.

For each **NO** you entered in the checklist in Part A, write a brief comment below explaining why, and suggest an amendment either here or on the assessment.

Add any **other** comments that you consider helpful at the end of this report.

Page	Question	Comments and suggested changes
2		We have 2 question 2(e)s. One should be 2(d). Editor – please alter.
5		5(b) Not sure if a screen shot issue or something else. The answer boxes for question 5(b) are also at top of 5(c). Editor - please remove duplication on page 28.
1		1(c) This question has too much information. Candidates will find it very confusing and probably give up on it. Will block them from moving on – do they find averages for egg numbers per year or every four years? Do they assume every batch takes an average amount of time to hatch. And then they are asked for 10 years of eggs. Off putting. Realise the skills are expected but could be a problem. Examiner to ponder and advise if anything needs altering.
1		1(f) Do you think that Wellington could be a little clearer? Probably is on screen. Is it the red dot? NAF agrees. Editor – please alter Wellington to a larger font size.
2		2(f) There is a lot of information and pictures for this one. The actual information needed is lost between pictures. Maybe the skill is finding it? Seems a lot for what is a relatively straightforward question. Examiner and Editor – Maybe the top two pictures could be smaller to make the middle line of text more obvious.
2		<p>2. I feel this question is easier than others. Calculations are minimal and not much required as justification except Richie's nose. There is a lot going on in Q4. Q5 next easiest, I think. Examiner to ponder and advise if anything needs altering – hopefully not..., please NOT.</p> <p>I know it is an assessment and candidates need to estimate from graphs, but it was slightly off putting having to do it so often and second guessing myself. It could be the screenshots, but candidates will worry if they have to get it exact or what the acceptable range is. No issue here – ranges are always part of the assessment schedule and Kaiako/ākonga should be used to these.</p> <p>While for Q2(a) candidates can draw the diagram to find the number of squares, it is a non-linear pattern. Not difficult but just putting it out there. Examiner – is this being a non-linear pattern, a problem? See my comment in the SMC checklist.</p> <p>The graphics for 4(e) are slightly confusing but workable. Don't worry, Bozenka, no change is needed here!</p> <p>There is a full stop in 3(d) line 2 which should be a comma? Editor – please remove the full stop (no comma needed).</p>

Other comments and suggested changes

NAF FINAL PROOF (SHERPA) CHECKLIST 2024

LEVEL / SUBJECT: NUMERACY	STANDARD: 32406
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This is the final proof check and approval to print. This needs to be a full and robust review. The NAF is accountable for the development and delivery of external assessments. The NAF ensures that national external assessments are valid, reliable, and error-free.

The proof has been produced by the Printers and will be used by them in printing the final exam material. Proofs may have been returned to you marked with changes by the examiner. Please consider and check these changes before sign-off.

- If changes are required (X):
1. Mark up clearly on proofs and provide page references below.
 2. Changes approved by your Team Leader or EA Manager.
 3. Editor actions change/s and revisits signoff with NAF.
 4. Editor orders new Sherpa.

For all assessments (paper & digital):	✓ or ✗	If ✗, page ref/s
• A line-by-line proofread of all text and questions has been actioned.	✓	
• Page order and page number references are correct. [paper only]	✓	
• Question titles still match the context of the text and questions.	✓	
• There is no shift in the layout.	✓	
• Visual resources are accurate.	✓	
• There are no irregularities in fonts, colour, symbols, formulae.	✓	
• Formatting: layout and spacing is appropriate (e.g. images have not moved; text does not butt up against frame edges, etc.)	✓	
• Historical dates are correct.	NA	
• Symbols are accurate and used consistently (including + / – signs; sub- and superscripts; special language characters).	✓	
• Units / scales are correct and are used consistently throughout all parts of the examination.	✓	
• Diagrams / graphs / charts / tables / maps / images / labels, etc. still show details necessary to the question(s) and associated text (including titles, axes, captions, labels, and references).	✓	
• Cross-references to other parts of questions / resources are correct (including text and numerals).	✓	
• URLs do not contain offensive text or answer text. IF digital, check URLs are viable.	✓	

APPROVAL TO PRINT (tick)	Signatures:
<input type="checkbox"/> ✓ Approved to print with no changes	NAF: <i>Kevin Hoar</i> Date: 13 / 08 / 2024
	IF changes, Team Leader/Manager: Date: / /

Comments

18 March 2024

Numeracy Assessments - Assessment Development and Marking Timeline 2024


(Pink = marking; blue = assessment development 2024; green = assessment development for 2025. Highlighted = pressure points)

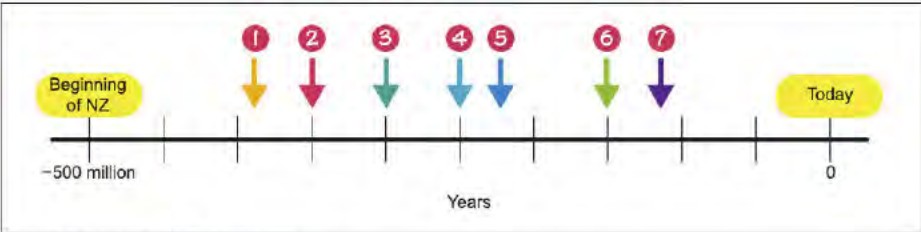

9 February 2024	Handover of assessment 1 to the Editor.
23 – 29 February	1 st proof assessment 1 (AM screenshots) sent to Examiner/MD/NAF
12 – 15 March	2 nd proof IC comments sent to Examiner/MD and discussed with NAF
19 – 22 March	3 rd proof sent to Examiner/MD/NAF as PDF and AM (Ex/MD/NAF to check including digital usability checklist)
25 – 28 March	Assessment finalised prior to translation.
28 March – 25 April	Assessment 1 translated into te reo Māori, Cook Island Māori, Niuean and Braille.
22 – 24 April	Sherpa A1 sent to Examiner/NAF (check, likely digital sherpa)
7 May	Final sign-off by NAF.
7 May	Handover assessment 2 to editor
20 – 31 May	Assessment Event 1
4 – 10 June (TBC)	1 st proof assessment 2 to Examiner / MD / NAF






15 – 16 June	Benchmarking meetings (online)
17 – 19 June	Panel Meetings (two to three online meetings).
17 – 19 June	Marking commences (after panel meeting).
28 June	Matariki – public holiday.
17 June to 12 July	Various senior marking meetings (PL + CMs) throughout the marking round.
24 June – 5 July	Intensive check marking – limit marker script numbers. Marking through a ‘single pair of eyes’ – that of the PL.
24-28 June (TBC)	2 nd proof assessment to Ex/MD/NAF
Friday 5 July	End of term 2
6 – 21 July	Marking continues. Check marking continues at more targeted rates. Markers mark on Assessment Master. Senior markers mark Google Drive and assessments submitted on paper as this is highly problematic!
15-21 July (TBC)	3 rd proof to Ex/MD/NAF – check PDF and AM
22 July	Marking complete.
22 – 30 July	D & DA craft their magic to get all the results spreadsheets ready for the cut-score meetings. Also, prepare student feedback reports for those who did not achieve. (TBC by D & DA)
22 – 30 July	Panel Leader prepares and submits the Assessment Report for Assessment 1.

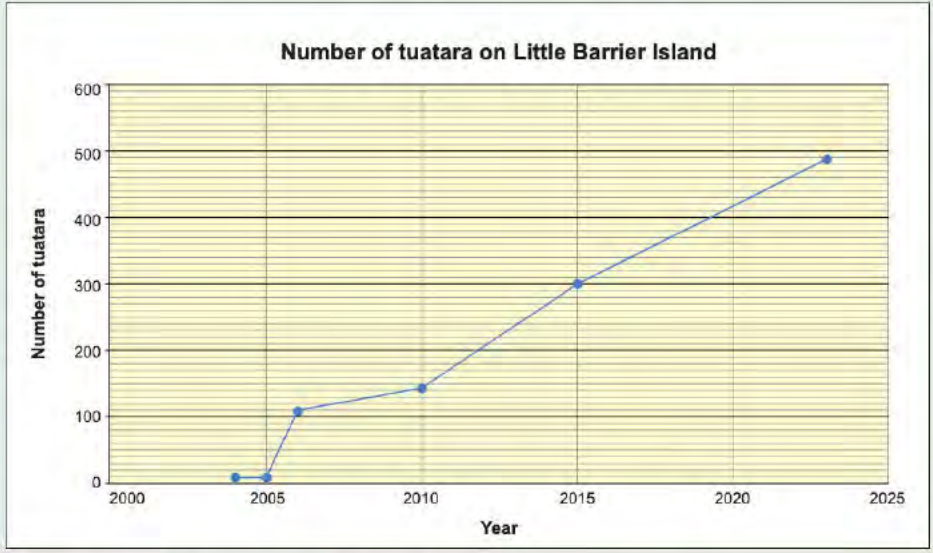
31 July	Panel Leader and NAF meet with NZCER to finalise Assessment 1 cut-score.
1 – 2 August	D & DA finalise results for release on 5 August 2024. (TBC by D & DA)
23-26 August (TBC)	Sherpa A2 sent to EX/MD/NAF – final check
1 August – 23 September	Develop 60+ question items for the 2025 Numeracy assessment. PL will determine which question items (including contexts) will go into which of the two assessments.
9 – 20 September	Assessment Event 2
25 – 29 September	Benchmarking meetings (online)
27 September	End of term 3
30 September – 2 October	Panel Meetings (two to three online meetings).
30 September – 2 October	Marking commences (after panel meeting).
30 September – 13 October	Various senior marking meetings (PL + CMs) throughout the marking round.
14 October	Start term 4
1 – 9 October	Intensive check marking – limit marker script numbers. Marking through a ‘single pair of eyes’ – that of the PL.
	Marking continues. Check marking continues at more targeted rates.

	Markers (including senior markers) mark on RMA. All papers scanned into RMA.
20 October	Marking complete.
21 – 29 October	D & DA craft their magic to get all the results spreadsheets ready for the cut-score meetings. Also, prepare student feedback reports for those who did not achieve. (TBC by D & DA)
21 – 29 October	Panel Leader prepares and submits the Assessment Report for Assessment 1.
30 October	Panel Leader and NAF meet with NZCER to finalise Assessment 1 cut-score.
31 October – 13 November	D & DA finalise results for release on 14 November 2024. (TBC by D & DA)
21 – 31 October (TBD)	Finalise draft for Numeracy assessment 1 for 2025 Create draft parallel assessment for second week of assessment slot.
4 – 10 November (TBD)	Numeracy assessment 1 to materials critiquers (MCs)
11 – 17 November (TBD)	Development team review and make changes. Finalise draft parallel assessment.
14 November (TBD)	Handover first assessment + parallel assessment to Editor.

Q#	Screen	Comments
1a	<p data-bbox="181 312 271 336">Page 1</p> <p data-bbox="181 368 405 392">QUESTION ONE: Tuatara</p> <p data-bbox="181 424 1088 448">When Polly is switched on, select the text you want read aloud, then click the Play button on the Polly toolbar.</p> <hr/> <p data-bbox="181 528 629 576">New Zealand is home to the last surviving dinosaurs – the tuatara.</p> <p data-bbox="181 608 573 632">Tuatara first lived about 225 million years ago.</p> <p data-bbox="181 663 562 711">The oldest rocks show New Zealand is about 500 million years old.</p>  <p data-bbox="848 887 898 903">Tuatara</p>	<p data-bbox="1189 312 1603 368">General Point raised by SAC and MOE accessibility review:</p> <p data-bbox="1189 376 1671 647">How will (or can) text to speech applications such as Polly cope with the content of images? Unless metatext can be “read”, the text included in these images that students must decode will not be understood by students who rely on these applications. Human readers are allowed to read but not interpret. How are they suppose to “read” images in the absence of alternative text?</p> <p data-bbox="1189 655 1648 743"><i>KH: Alternative text will be added to each image/diagram – this was an omission. We will work with the Editor to get these done.</i></p> <p data-bbox="1189 751 1458 775">This question works well</p> <p data-bbox="1189 783 1659 839">My answer is 4 – clearly in the middle of the scale.</p> <p data-bbox="1189 871 1637 959"><i>Oops – first answer is incorrect. Possibly falling into the trap of thinking that 225 is half of 500.</i></p> <p data-bbox="1189 999 1648 1126"><i>Braille? No-one has applied for this to be translated into braille. I don’t think we could do that in the time available before the assessment is sat.</i></p>

Q#	Screen	Comments
	<p>(a) On the timeline below, which arrow shows 225 million years ago?</p>  <p>Select the number for the correct arrow.</p> <p>1 2 3 4 5 6 7</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>How will this diagram be read by text to speech? Good point. Will check with graph questions from previous assessments. VW: Hard to see any functionality that will address converting diagrams to speech.</p>	
1b	<p>Tuatara eat small animals, such as wētā, worms, beetles, and spiders.</p> <p>The tuatara weighs 1 kilogram.</p> <p>The wētā weighs 25 grams.</p>  <p>(b) How many times heavier is the tuatara than the wētā?</p> <p><input type="text"/> times heavier</p>	<p>This question works well.</p> <p>Answer: $1000/25 = 40$ Tuatara is 40 times heavier than the weka.</p> <p><i>Correct answer.</i></p>


Q#	Screen	Comments
1c	<p>Tuatara are endangered.</p> <p>A breeding programme for tuatara has been set up.</p> <p>A female tuatara lays 6 to 10 eggs every 4 years. The eggs take 11 to 16 months to hatch.</p>  <p style="text-align: center;">Tuatara hatchling</p> <p>(c) If all the eggs survive, approximately how many tuatara would you expect to get from one female in 10 years? Show the calculations you used to get your answer. Type your answer in the box.</p> <div data-bbox="174 778 1003 922" style="border: 1px solid black; padding: 5px;"> <p>B I U     Spell Check</p> <hr/> <hr/> </div>	<p>Interesting question! This requires some good thinking.</p> <p>It should be possible to get three hatches within ten years. E.g. eggs laid at beginning of year 1, 5 and 9. The last eggs laid have 12 months to hatch within the 10 year period so might make it.</p> <p>Working on an average of 8 eggs per laying this gives an answer of 24 tuatara in eight years.</p> <p>It would be reasonable to accept 16 if the candidate explained why only two sets of eggs laid, or the thirs laying is two close to the end of the ten year period.</p> <p><i>Answer is in assessment schedule range.</i></p> <p>1(c) This question has too much information. Candidates will find it very confusing and probably give up on it. Will block them from moving on – do they find averages for egg numbers per year or every four years? Do they assume every batch takes an average amount of time to hatch. And then they are asked for 10 years of eggs. Off putting. Realise the skills are expected but could be a problem</p> <p>Do not agree.</p>

Q#	Screen	Comments
1d	<p data-bbox="181 331 1043 384">Only 8 adult tuatara remained on Little Barrier Island in 2004. The island was made rat-free in 2006 and 100 adult tuatara were released on the island. This graph shows tuatara numbers over time.</p>  <p data-bbox="170 981 701 1005">(d) About how many tuatara were on Little Barrier Island in 2012?</p> <input data-bbox="210 1029 398 1056" type="text"/>	<p data-bbox="1182 311 1641 427">Answer 200 tuatara, but the lines on the graph will lead to some inaccuracies. It is not exactly clear where 2012 is without measuring, which would not be expected.</p> <p data-bbox="1182 464 1619 520"><i>Range of answers accepted. ■ has the correct answer.</i></p> <p data-bbox="1182 557 1664 647">It would be worth considering redrawing the graph with the years in 2-year intervals rather than 5-year intervals on the x-axis.</p> <p data-bbox="1182 684 1659 801">■. 2-year intervals could be done but that requires a change of graphic. I have the graph – just need to know how hard that is for BV</p> <p data-bbox="1182 837 1671 957">The colouring of the graph line and background may be an issue for anyone with yellow/blue colour-blindness. Maybe purple line and pale-yellow background???</p> <p data-bbox="1182 962 1644 1018">■: Colours could be changed along with scale change.</p>

Commented [BV1]: @Kevin Hoar Do I need to redraw the graph?

Commented [KH2R1]: I would say 'no'. That would make the question too easy. Can the blue lines be changed to say purple? That gets over the blue/yellow colour-blindness issue.


Q#	Screen	Comments
1e	<p data-bbox="181 336 1093 384">In 2003, 60 adult tuatara were released on Tiritiri Matangi Island. Ten years later, 31 tuatara were found, and their body lengths were measured. The dotted line is the median body length.</p> <div data-bbox="181 411 1122 751"> </div> <p data-bbox="174 775 790 799">(e) Does the graph suggest that there are now young tuatara on the island?</p> <p data-bbox="208 807 864 831">Explain your answer using numbers from the graph. Type your answer in the box.</p> <div data-bbox="174 839 1122 986"> <p data-bbox="181 847 392 863">B I U </p> <p data-bbox="1032 847 1122 863">Spell Check</p> </div>	<p data-bbox="1189 312 1664 491">Answer – yes. Because there are definitely two and maybe three data points with much shorter lengths than most: 90, 150 and 175 cm. This suggests there are at least two, maybe three youngsters on the island.</p> <p data-bbox="1189 528 1664 616">■ <i>has stated one of the possible answers – depends on how much the examiner wants to get the one point.</i></p> <p data-bbox="1189 655 1641 807">1e Same concern as before for students with visual difficulties and how will text to speech read the diagram? Will check with graph questions from previous assessments.</p>

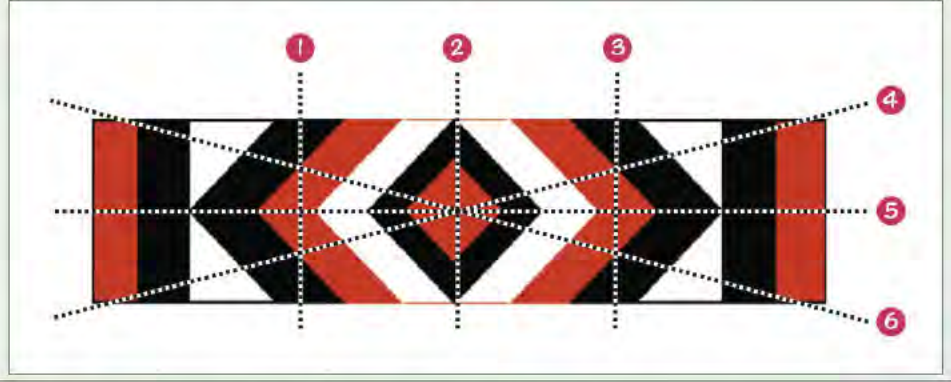
Q#	Screen	Comments
1f	<p>Half of all the tuatara in New Zealand live on an island that is about 95 km northwest of Wellington.</p>  <p>(f) From the dropdown menu, select the letter that shows the location of the island. Use the scale on the map to help you: <input type="text"/></p>	<p>Answer B</p> <p><i>Wrong answer.</i></p> <p>Not easy to measure the angle and distance on screen: I would be tempted to accept D as well.</p> <p>The question gives a scale for distance only. This suggests that the bearing is not needed. If so why is it given?</p> <p>█: The idea is that students use the bearing to narrow down the possible locations then use the scale to find the correct location. D is the answer???? Leave as is.</p> <p>1(f) Do you think that Wellington could be a little clearer? Probably is on screen. Is it the red dot? NAF agrees.</p> <p>Editor – please alter Wellington to a larger font size.</p> <p>█: imported map but easily fixed with a text box.</p>
	<p>Source (images): Material from the following sources has been adapted for use in this assessment:</p> <p>Tuatara, https://www.kayak-newzealand.com/wp-content/uploads/2017/09/kayak-nature-tour-tuatara-reptile.jpg Tuatara, wētā, https://www.ryanphotographic.com/tuatara.htm/ Tuatara hatchling, https://www.bbc.co.uk/programmes/articles/2hjZs1Yq7xK0WCgJMRck0Cb/filming-tiny-lime-travell Tuatara Lengths graph, https://tiritrimatangi.org.nz/wp-content/uploads/2020/11/Tiritiri-10-year-Tuatara-Survey-20150217-Final-Version.pdf Map, https://www.google.com/maps/</p>	

Commented [BV3]: @Kevin Hoar Should I delete the bearing?



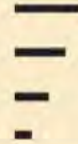




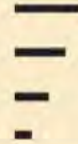




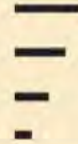



Commented [KH4R3]: I would suggest no change here (except making Wellington label bigger). This question is about navigation and measurement.

Commented [KH5]: Please move A to Mana Island.



Q#	Screen	Comments
2a	<p data-bbox="174 320 271 347">Page 2</p> <p data-bbox="174 379 360 400">QUESTION TWO: Art</p> <p data-bbox="185 467 506 488">Nicole creates this growing tree design.</p> <div data-bbox="219 515 1055 791" style="border: 1px solid black; padding: 10px;">  <p data-bbox="253 732 327 751">Pattern 1</p> <p data-bbox="414 732 488 751">Pattern 2</p> <p data-bbox="616 732 689 751">Pattern 3</p> <p data-bbox="869 732 943 751">Pattern 4</p> </div> <p data-bbox="174 810 1021 831">(a) To create Pattern 5, how many squares would Nicole need, in total? Include all squares of different sizes:</p> <input data-bbox="212 855 398 879" type="text"/>	<p data-bbox="1189 312 1312 333">Answer 31.</p> <p data-bbox="1189 373 1469 394">Nice algebraic patterning!</p> <p data-bbox="1189 434 1361 454"><i>Correct answer.</i></p> <p data-bbox="1189 494 1659 675">While for Q2(a) candidates can draw the diagram to find the number of squares, it is a non-linear pattern. Not difficult but just putting it out there. Examiner – is this being a non-linear pattern, a problem? See my comment in the SMC checklist.</p> <p data-bbox="1189 683 1659 799">■: The pattern is exponential though functional thinking is not needed to answer it. Students can solve the problem recursively which is easily with L4.</p>


Q#	Screen	Comments
2b	<p data-bbox="185 336 896 395">Ariana is making a new tipare or kōpare (headband) design for her kapa haka group. Ariana's design is shown below.</p>  <p data-bbox="185 831 772 879">(b) Which numbers show lines of reflection symmetry in Ariana's design? Select the correct numbers below. There is more than one answer.</p> <p data-bbox="185 903 694 967"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 </p>	<p data-bbox="1189 312 1377 336">Answers: 2 and 5</p> <p data-bbox="1189 371 1644 432">Straightforward question. 4 and 6 are good distractors, 1 and 3 less so.</p> <p data-bbox="1189 467 1451 523"><i>Correct answer. Good comment as well.</i></p>


Q#	Screen	Comments
2c	<p data-bbox="174 320 808 344">The diagram on the left shows fractions that are usually found in human faces.</p> <div data-bbox="230 368 1025 758"> </div> <p data-bbox="309 774 495 790">Usual fractions in a human face</p> <p data-bbox="763 774 949 790">Cartoon of Richie McGaw's face</p> <p data-bbox="163 850 696 871">(c) In this cartoon, is the bottom of Richie's nose in the right place?</p> <p data-bbox="197 882 1043 903">Use information from both the diagram and the cartoon to explain your answer. Type your answer in the box.</p> <div data-bbox="163 911 1093 1050"> <p data-bbox="174 919 376 935">B I U [bulleted list] [numbered list] [undo] [redo]</p> <p data-bbox="999 919 1093 935">Spell Check</p> </div>	<p data-bbox="1189 312 1312 336">Answer no.</p> <p data-bbox="1189 371 1671 491">The left hand diagram shows the bottom of the nose should be just above the red line, whilst Richie's nose is quite a way above the equivalent blue line.</p> <p data-bbox="1189 528 1458 552">Richie's nose is too high.</p> <p data-bbox="1189 587 1659 863"><i>Although a correct answer, it doesn't mention any of the fractions involved. The comment "Use information from both the diagram and the cartoon..." is a little ambiguous – information could be general OR using fractions. Examiner needs to decide if that sentence needs modifying if fractions are expected in the answer.</i></p> <p data-bbox="1189 898 1671 1050"><i>Neil: I was aware of this issue when I saw the layout. I think the horizontal alignment is a problem and Neil's answer verifies that. Vertically aligning the diagrams would be better.</i></p> <p data-bbox="1189 1058 1648 1209">I feel this question is easier than others. Calculations are minimal and not much required as justification except Richie's nose. There is a lot going on in Q4. Q5 next easiest, I think</p> <p data-bbox="1189 1217 1570 1265"><i>Neil Comment is also a product of horizontal alignment.</i></p>


Q#	Screen	Comments					
2e	<p data-bbox="174 316 1014 368">Below is a photo of a sculpture at a park in Northland. The sculpture is made of red and black steel. On the right are the front and right-side views of the sculpture.</p> <div data-bbox="174 400 1099 651">  <p data-bbox="264 600 517 619">Sculpture <i>Untitled</i> by Richard Thompson</p> <p data-bbox="663 600 730 619">Front view</p> <p data-bbox="898 600 994 619">Right-side view</p> </div> <p data-bbox="165 679 909 703">(d) Select the letter that shows the correct top view of the sculpture from the image below:</p> <div data-bbox="185 730 589 799"> <p>A B C D E</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> </div> <div data-bbox="174 815 965 1050"> <table border="1"> <tr> <td data-bbox="181 820 333 1050"> <p>A</p>  </td> <td data-bbox="338 820 492 1050"> <p>B</p>  </td> <td data-bbox="497 820 651 1050"> <p>C</p>  </td> <td data-bbox="656 820 810 1050"> <p>D</p>  </td> <td data-bbox="815 820 969 1050"> <p>E</p>  </td> </tr> </table> </div>	<p>A</p> 	<p>B</p> 	<p>C</p> 	<p>D</p> 	<p>E</p> 	<p data-bbox="1189 316 1294 339">Answer E</p> <p data-bbox="1189 371 1361 400"><i>Correct answer.</i></p> <p data-bbox="1189 432 1249 461">Nice.</p>
<p>A</p> 	<p>B</p> 	<p>C</p> 	<p>D</p> 	<p>E</p> 			

Q#	Screen	Comments
2e	<p>Comic books are pieces of art that can be worth a lot of money.</p> <p>This is the cover of the first ever Superman comic.</p> <p>In 1979, the comic sold for \$US 1,000.</p> <p>In 2022, it sold for \$US 2.6 million.</p> <div data-bbox="786 336 1115 786" style="text-align: center;"> </div> <p style="text-align: center;">Cover of first Superman comic</p> <p>(e) How many \$1,000 comics can you buy for \$2.6 million?</p> <p>Select the correct answer:</p> <p>26 <input type="radio"/> 260 <input type="radio"/> 2,600 <input type="radio"/> 26,000 <input type="radio"/> 260,000 <input type="radio"/></p>	<p>Answer</p> <p>$2\,600\,000 / 1\,000 = 2\,600$ comics.</p> <p><i>Correct answer.</i></p>





























































Q#	Screen	Comments
2f	<p data-bbox="174 331 1075 359">Tirau, a town in the North Island, is famous for its visitor centre which is in the shape of a dog and two sheep.</p>  <p data-bbox="174 646 963 670">The map below shows that the drive from Wellington to Tirau will take 5 hours and 49 minutes.</p>  <p data-bbox="161 1220 616 1244">(f) How much time is that rounded to the nearest hour?</p> <p data-bbox="197 1268 436 1292"><input type="text"/> hours</p>	<p data-bbox="1182 311 1288 335">6 hours,</p> <p data-bbox="1182 367 1366 391"><i>Correct answer.</i></p> <p data-bbox="1182 430 1534 454">Good rounding question. <i>Agree.</i></p> <p data-bbox="1182 494 1668 734">2(f) There is a lot of information and pictures for this one. The actual information needed is lost between pictures. Maybe the skill is finding it? Seems a lot for what is a relatively straightforward question. Examiner and Editor – Maybe the top two pictures could be smaller to make the middle line of text more obvious.</p> <p data-bbox="1182 742 1668 798">■: Agree that dog and sheep pics could be reduced to enlarge the map.</p>

Q#	Screen	Comments
	<p>Source (images): Material from the following sources has been adapted for use in this assessment:</p> <p>Richie McCaw. 9 September, 2007. Webb, Murray, 1947- .Digital caricatures. Ref. DCCL-0003904. Alexander Turnbull Library, Wellington https://www.natlib.govt.nz/records/22669945</p> <p>Head proportions, https://mammothmemory.net/art/techniques/painting-and-drawing-techniques/proportions-of-a-face.html</p> <p>Sculpture, https://www.gibbsfarm.org.nz/images/thompson/thompson_05.</p> <p>Superman comic cover, https://news.artnet.com/market/top-10-comic-book-auction-records-2180493</p> <p>Tirau Visitor Centre – Dog, https://places.nz/13825</p> <p>Tirau Visitor Centre – Sheep, https://www.nzherald.co.nz/travel/road-trip-must-dos-an-ironclad-pit-stop-in-tirau/QIGPDCDM6LXUHZ5B</p> <p>Map – Wellington to Tirau, https://www.aa.co.nz/travel/time-and-distance-calculator/</p>	
3a	<p>Page 3</p> <p>QUESTION THREE: Water</p> <div data-bbox="170 715 1133 1086" style="border: 1px solid black; padding: 10px;"> <p>The large water bottle shown holds 15 litres of water when it is full, and weighs 15.352 kilograms.</p> <div style="text-align: center;">  </div> </div> <p>(a) How much does the empty water bottle weigh, in grams?</p> <p>Note: 1 litre of water weighs 1 kilogram.</p> <p><input type="text"/> g</p>	<p>$15.352 - 15 = 0.352 \text{ kg} = 352 \text{ g}$</p> <p><i>Correct answer.</i></p>

Q#	Screen	Comments
3b	<p data-bbox="181 341 622 363">Each of these three bottles holds 1.5 litres of water.</p>  <p data-bbox="165 730 712 753">(b) How many 300 mL glasses can you fill from all three bottles?</p> <p data-bbox="203 778 539 801"><input type="text"/> 300 mL glasses</p>	<p data-bbox="1189 309 1491 331">3 bottles hold 4.5l = 4500ml</p> <p data-bbox="1189 368 1357 391">4500 / 300 = 15</p> <p data-bbox="1189 432 1570 454">So 15 glasses – with no spills at all.</p> <p data-bbox="1189 496 1361 518"><i>Correct answer.</i></p> <p data-bbox="1189 528 1653 582"><i>Maybe we need to add 'assuming there are no spills.'</i></p> <p data-bbox="1189 624 1671 735">█ : <i>We will watch student answers for signs they are allowing for spillage and alter the marking schedule if that is common. I don't think it will be.</i></p>

Q#	Screen	Comments
3c	<p>Water makes up about 75% of a piglet's body weight. For adult pigs, the percentage is about 50%.</p> <p>This piglet weighs 8 kilograms, while the adult pig weighs 120 kilograms.</p>  <p>(c) How much more water, in kilograms, does the adult pig have in their body than the piglet has in their body?</p> <p><input type="text"/> kg</p>	<p>75% of 8kg = 6 kg 50% of 120 kg = 60 kg</p> <p>60 – 6 = 54</p> <p>The adult pig has 54 kg more water in their body than the piglet.</p> <p><i>Correct answer.</i></p>

Q#	Screen	Comments									
3d	<p>In some cities, people pay for the amount of water they use</p> <p>Here is Cindy's water bill for one month.</p> <table border="1" data-bbox="264 440 1016 580"> <thead> <tr> <th colspan="3" data-bbox="264 440 1016 491">Wai Mā Services</th> </tr> <tr> <th data-bbox="264 491 517 539">Amount used (m³)</th> <th data-bbox="517 491 770 539">Rate (\$/m³)</th> <th data-bbox="770 491 1016 539">Charge (\$)</th> </tr> </thead> <tbody> <tr> <td data-bbox="264 539 517 580">24.8</td> <td data-bbox="517 539 770 580">?</td> <td data-bbox="770 539 1016 580">\$35.96</td> </tr> </tbody> </table> <p>(d) How much does Cindy pay for each cubic metre (m³) of water used?</p> <p>Note: \$/m³ means dollars per cubic metre.</p> <p>\$ <input data-bbox="219 708 412 740" type="text"/></p>	Wai Mā Services			Amount used (m ³)	Rate (\$/m ³)	Charge (\$)	24.8	?	\$35.96	<p>$35.96 / 24.8 = 1.45$</p> <p>So Cindy pays \$1.45 per cubic metre.</p> <p><i>Correct answer.</i></p> <p>There is a full stop in 3(d) line 2 which should be a comma?</p> <p>Editor – please remove the full stop (no comma needed).</p>
Wai Mā Services											
Amount used (m ³)	Rate (\$/m ³)	Charge (\$)									
24.8	?	\$35.96									

Q#	Screen	Comments												
3e	<p>Tala's whānau want to use less water. There are 6 people in Tala's whānau.</p> <p>Tala has two ideas for saving water:</p> <ul style="list-style-type: none"> • Cutting the daily shower time to 2 minutes per person. • Running the washing machine once every two days rather than every day. <table border="1" data-bbox="680 336 1122 767"> <thead> <tr> <th>Activity</th> <th>Estimated water use</th> </tr> </thead> <tbody> <tr> <td> Using a hose for 10 minutes</td> <td>160 litres</td> </tr> <tr> <td> Having a bath (half full)</td> <td>80 litres</td> </tr> <tr> <td> Having a shower (4 minutes)</td> <td>48 litres</td> </tr> <tr> <td> Having a shower (8 minutes)</td> <td>96 litres</td> </tr> <tr> <td> Running a washing machine (6kg front loader)</td> <td>60 litres</td> </tr> </tbody> </table> <p>(e) Which of these two ways would save the most water? Explain your answer using information from the table.</p> <div data-bbox="170 842 1133 986"> <p>B I U                                             </p> <p style="text-align: right;">Spell Check</p> </div>	Activity	Estimated water use	 Using a hose for 10 minutes	160 litres	 Having a bath (half full)	80 litres	 Having a shower (4 minutes)	48 litres	 Having a shower (8 minutes)	96 litres	 Running a washing machine (6kg front loader)	60 litres	<p>Running a washing machine every two days saves 60 L over two days, so 30 L per day.</p> <p>6 people probably need more than one load every two days – lets go for 3 loads. Total saving 90 L.</p> <p>An 8 min shower uses 96 L. Cutting it by 2 min saves $\frac{1}{4}$ of 96 l = 24 l 6 people save 144 l per day.</p> <p>So reducing the shower time saves more water per day.</p> <p><i>Interesting answer. Not sure about some of the logic. I can see that this question will not be quick to mark.</i></p> <p>█ : Assumes 3 loads of washing so would be accepted. I think most answers will be straight forward.</p>
Activity	Estimated water use													
 Using a hose for 10 minutes	160 litres													
 Having a bath (half full)	80 litres													
 Having a shower (4 minutes)	48 litres													
 Having a shower (8 minutes)	96 litres													
 Running a washing machine (6kg front loader)	60 litres													

Q#	Screen	Comments																																																				
3f	<p data-bbox="174 339 880 363">This graph shows the average rainfall and temperature for each month of the year.</p> <div data-bbox="280 391 1034 858" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Climate graph</p> <table border="1" data-bbox="302 486 1019 837"> <caption>Climate Graph Data</caption> <thead> <tr> <th>Month</th> <th>Rainfall (mm)</th> <th>Average High Temperature (°C)</th> <th>Average Low Temperature (°C)</th> </tr> </thead> <tbody> <tr><td>J</td><td>45</td><td>19</td><td>14</td></tr> <tr><td>F</td><td>60</td><td>20</td><td>15</td></tr> <tr><td>M</td><td>80</td><td>18</td><td>12</td></tr> <tr><td>A</td><td>70</td><td>15</td><td>8</td></tr> <tr><td>M</td><td>60</td><td>12</td><td>5</td></tr> <tr><td>J</td><td>80</td><td>10</td><td>5</td></tr> <tr><td>J</td><td>90</td><td>10</td><td>5</td></tr> <tr><td>A</td><td>65</td><td>12</td><td>7</td></tr> <tr><td>S</td><td>55</td><td>15</td><td>10</td></tr> <tr><td>O</td><td>55</td><td>17</td><td>12</td></tr> <tr><td>N</td><td>55</td><td>18</td><td>13</td></tr> <tr><td>D</td><td>55</td><td>19</td><td>14</td></tr> </tbody> </table> </div> <p data-bbox="174 890 869 914">(f) Which season has the highest average rainfall? Use information from the graph.</p> <p data-bbox="208 922 477 946">Select the correct answer below.</p> <p data-bbox="185 970 723 994"><input type="radio"/> Summer (Dec, Jan, Feb) <input type="radio"/> Autumn (Mar, Apr, May)</p> <p data-bbox="185 1026 712 1050"><input type="radio"/> Winter (Jun, Jul, Aug) <input type="radio"/> Spring (Sep, Oct, Nov)</p>	Month	Rainfall (mm)	Average High Temperature (°C)	Average Low Temperature (°C)	J	45	19	14	F	60	20	15	M	80	18	12	A	70	15	8	M	60	12	5	J	80	10	5	J	90	10	5	A	65	12	7	S	55	15	10	O	55	17	12	N	55	18	13	D	55	19	14	<p data-bbox="1189 316 1648 403">It would be better if the information for the graph informed the candidate where the data came from. E.g. Wellington.</p> <p data-bbox="1189 435 1648 523">Answer is winter – I made this 240mm compared to 124mm for summer, 221mm for autumn and 174mm for spring.</p> <p data-bbox="1189 563 1361 587"><i>Correct answer.</i></p> <p data-bbox="1189 627 1671 683">█: <i>Data is from Ekatahuna. That detail was removed. Not sure I want it back in.</i></p> <p data-bbox="1189 691 1671 770">Lines need to be dashed to support colour blind students Suggest the green bars have dots or dashes in them.</p> <p data-bbox="1189 778 1671 866">█ <i>This is an imported graphic. It would need to be fully recreated. Possible but time may prevent this.</i></p>
Month	Rainfall (mm)	Average High Temperature (°C)	Average Low Temperature (°C)																																																			
J	45	19	14																																																			
F	60	20	15																																																			
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J	90	10	5																																																			
A	65	12	7																																																			
S	55	15	10																																																			
O	55	17	12																																																			
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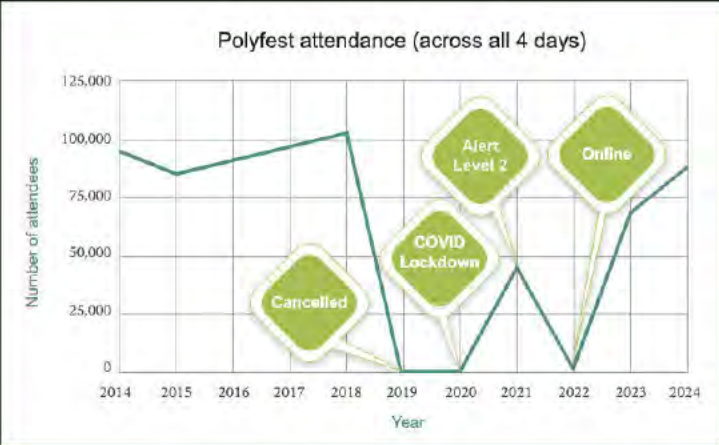
Commented [BV6]: @Kevin Hoar Do we need to amend the title?

Commented [KH7R6]: If so, make it Masterton.

Commented [KH8R6]: Add on ... for Masterton.


Q#	Screen	Comments
	<p>Source (images): Material from the following sources has been adapted for use in this assessment:</p> <p>Large water bottle, https://springnz.co.nz/wp-content/uploads/2021/11/water-bottle-600x700-2.jpg Three 1-litre water bottles, https://www.annaricco.com/products/mineral-water-1-5-liter Pig, https://www.pinterest.nz/pin/pig-png-image--584482857867545266/ Piglet, https://kids.nationalgeographic.com/animals/mammals/facts/pig Water use table icons, https://www.nzherald.co.nz/watercare-to-increase-auckland-water-bills-by-7-per-cent-from-july/JUXW5IRE Climate graph, https://viticulture.weebly.com/graphs--maps.html</p>	

Q#	Screen	Comments																								
4a	<p data-bbox="170 312 271 344">Page 4</p> <p data-bbox="170 376 421 400">QUESTION FOUR: Polyfest</p> <p data-bbox="170 432 994 491">Polyfest is a festival. It has music, dances, costumes, and speeches from different Pacific cultures. Here is a graph of people attending Polyfest over time.</p> <div data-bbox="304 520 1008 959"> <table border="1"> <caption>Polyfest attendance (across all 4 days)</caption> <thead> <tr> <th>Year</th> <th>Number of attendees</th> </tr> </thead> <tbody> <tr><td>2014</td><td>95,000</td></tr> <tr><td>2015</td><td>85,000</td></tr> <tr><td>2016</td><td>90,000</td></tr> <tr><td>2017</td><td>95,000</td></tr> <tr><td>2018</td><td>100,000</td></tr> <tr><td>2019</td><td>0</td></tr> <tr><td>2020</td><td>0</td></tr> <tr><td>2021</td><td>45,000</td></tr> <tr><td>2022</td><td>0</td></tr> <tr><td>2023</td><td>65,000</td></tr> <tr><td>2024</td><td>85,000</td></tr> </tbody> </table> </div> <p data-bbox="170 983 734 1007">(a) How many more people attended Polyfest in 2015 than in 2021?</p> <p data-bbox="210 1015 465 1038"><input type="text"/> people</p>	Year	Number of attendees	2014	95,000	2015	85,000	2016	90,000	2017	95,000	2018	100,000	2019	0	2020	0	2021	45,000	2022	0	2023	65,000	2024	85,000	<p data-bbox="1189 312 1666 368">Reading from the graph might be inaccurate for some candidates</p> <p data-bbox="1189 400 1585 456">80 00 – 40 000 = 40 000 more people attended in 2015 than 2021</p> <p data-bbox="1189 496 1659 552"><i>Correct answer. Accepting a range from 35 to 45 thousand.</i></p>
Year	Number of attendees																									
2014	95,000																									
2015	85,000																									
2016	90,000																									
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2023	65,000																									
2024	85,000																									

Q#	Screen	Comments
4b	<p data-bbox="174 336 922 363">Polyfest organisers think that the festival will have around 100,000 attendees in 2025.</p>  <p data-bbox="174 874 1079 928">(b) Do you agree or disagree with the organisers' comment? Explain your answer using information from the graph above. Type your answer in the box:</p> <div data-bbox="174 938 1164 1066"> <p>B I U [bulleted list icon] [numbered list icon] [undo icon] [redo icon] Spell Check</p> </div>	<p data-bbox="1189 312 1644 432">It would be helpful if candidates were told that the green diamonds provided information about major events that affected Polyfest.</p> <p data-bbox="1189 464 1518 491">Online is inadequate as a cue.</p> <p data-bbox="1189 555 1666 711">The last two years after Covid are showing an increasing trend which could touch 100 000 in 2025. Previous data points should be ignored when forecasting as they are related to major events that affected attendance.</p> <p data-bbox="1189 743 1666 863">Previous to Covid attendances only just got to 100 000 so I would say it is reasonable to say the attendance in 2015 would fall just short of 100 000.</p> <p data-bbox="1189 895 1666 959"><i>Reasoning is good, but did not state agree or disagree.</i></p> <p data-bbox="1189 991 1644 1054">█ : Event held online? Not sure that adds anything.</p>

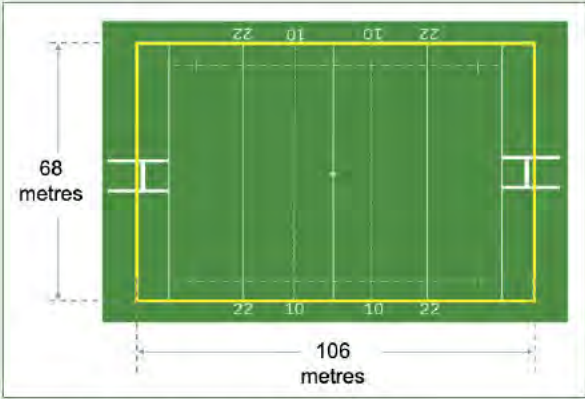
Commented [BV9]: @Kevin Hoar Do we need to make any changes here?






















Q#	Screen	Comments						
4c	<p>Here are the ticket prices for Polyfest.</p> <p>If you buy Single Day passes for 2 days online, you get a 15% discount off the total price.</p> <div data-bbox="331 421 983 651" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="background-color: #4F7942; color: white; padding: 2px; margin: 0;">Ticket prices per person (Free entry for children under 5)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #D9EAD3; padding: 2px;">\$6.00</td> <td style="padding: 2px;">Single Day (Online price – fixed day)</td> </tr> <tr> <td style="background-color: #D9EAD3; padding: 2px;">\$7.00</td> <td style="padding: 2px;">Flexi Pass (Online price – any single day)</td> </tr> <tr> <td style="background-color: #D9EAD3; padding: 2px;">\$8.50</td> <td style="padding: 2px;">Gate entry per day</td> </tr> </table> </div> <p>(c) Six adults want to attend Polyfest on both Saturday and Sunday.</p> <p>What will the total ticket cost be for the group?</p> <p>\$ <input style="width: 80px;" type="text"/></p>	\$6.00	Single Day (Online price – fixed day)	\$7.00	Flexi Pass (Online price – any single day)	\$8.50	Gate entry per day	<p>The group's best option is to buy 12 single day passes.</p> <p>These cost \$72 or \$61.20 at a saving of 15%</p> <p>$72 \times 0.85 = \\$61.20$</p> <p><i>Correct answer.</i></p>
\$6.00	Single Day (Online price – fixed day)							
\$7.00	Flexi Pass (Online price – any single day)							
\$8.50	Gate entry per day							

Q#	Screen	Comments																														
4d	<p>Here is the Saturday programme for the Māori Stage.</p> <p>It gives the name of the school and the area students are from, i.e., CA, O, SA, or WA.</p> <p>Each school has the same chance of winning.</p> <table border="1" data-bbox="779 341 1111 911"> <thead> <tr> <th colspan="2">Māori Stage</th> </tr> <tr> <th>Name of School</th> <th>Area</th> </tr> </thead> <tbody> <tr> <td>Moana College</td> <td>(SA)</td> </tr> <tr> <td>East Shores College</td> <td>(O)</td> </tr> <tr> <td>Kōwhiri College</td> <td>(SA)</td> </tr> <tr> <td>Manukau Harbour HS</td> <td>(SA)</td> </tr> <tr> <td>Crestview College</td> <td>(CA)</td> </tr> <tr> <th colspan="2">Break</th> </tr> <tr> <td>Maungakiekie College</td> <td>(CA)</td> </tr> <tr> <td>Tāne HS</td> <td>(WA)</td> </tr> <tr> <td>Southside HS</td> <td>(SA)</td> </tr> <tr> <td>Redwood College</td> <td>(CA)</td> </tr> <tr> <th colspan="2">Lunch</th> </tr> <tr> <td>Kauri Park College</td> <td>(SA)</td> </tr> <tr> <td>Hauraki HS</td> <td>(WA)</td> </tr> </tbody> </table> <p>(d) What is the probability of a school from the SA area winning?</p>  <p>Select the number for the arrow that matches the probability:</p> <p>1 2 3 4 5</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	Māori Stage		Name of School	Area	Moana College	(SA)	East Shores College	(O)	Kōwhiri College	(SA)	Manukau Harbour HS	(SA)	Crestview College	(CA)	Break		Maungakiekie College	(CA)	Tāne HS	(WA)	Southside HS	(SA)	Redwood College	(CA)	Lunch		Kauri Park College	(SA)	Hauraki HS	(WA)	<p>Answer 2</p> <p>5 schools in SA, 11 schools in all</p> <p>$5 / 11 < 0.5$ which is where 2 is on the number line</p> <p><i>Correct answer.</i></p>
Māori Stage																																
Name of School	Area																															
Moana College	(SA)																															
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Kauri Park College	(SA)																															
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Q#	Screen	Comments																														
4e	<p data-bbox="174 328 792 352">Here is part of a morning's timetable for the Tongan and Samoan Stages.</p> <table border="1" data-bbox="181 384 1128 948"> <thead> <tr> <th data-bbox="226 424 378 472">Time</th> <th data-bbox="416 424 741 472">Tongan stage</th> <th data-bbox="779 424 1088 472">Samoan stage</th> </tr> </thead> <tbody> <tr> <td data-bbox="226 488 338 504">9:00 am</td> <td data-bbox="416 504 741 536">Redwood College (CA)</td> <td data-bbox="779 504 1088 536">Manukau Harbour HS (SA)</td> </tr> <tr> <td data-bbox="226 536 338 552">9:15 am</td> <td data-bbox="416 536 741 568"></td> <td data-bbox="779 536 1088 568">Tāne HS (WA)</td> </tr> <tr> <td data-bbox="226 568 338 584">9:30 am</td> <td data-bbox="416 568 741 600">Southside HS (SA)</td> <td data-bbox="779 568 1088 600">Kauri Park College (SA)</td> </tr> <tr> <td data-bbox="226 600 338 616">9:45 am</td> <td data-bbox="416 600 741 632">Tāne HS (WA)</td> <td data-bbox="779 600 1088 632">Moana College (SA)</td> </tr> <tr> <td data-bbox="226 632 338 647">10:00 am</td> <td data-bbox="416 632 741 663"></td> <td data-bbox="779 632 1088 663">Maungakiekie College (CA)</td> </tr> <tr> <td data-bbox="226 663 338 679">10:15 am</td> <td data-bbox="416 663 741 695">Kowhai College (SA)</td> <td data-bbox="779 663 1088 695">Southside HS (SA)</td> </tr> <tr> <td data-bbox="226 695 338 711">10:30 am</td> <td data-bbox="416 695 741 727">Food break</td> <td data-bbox="779 695 1088 727">Hauraki HS (WA)</td> </tr> <tr> <td data-bbox="226 727 338 743">10:45 am</td> <td data-bbox="416 727 741 759">Food break</td> <td data-bbox="779 727 1088 759">Food break</td> </tr> <tr> <td data-bbox="226 759 338 775">11:00 am</td> <td data-bbox="416 759 741 791">East Shores College (O)</td> <td data-bbox="779 759 1088 791">North Sun College (SA)</td> </tr> </tbody> </table> <p data-bbox="174 979 976 1003">Each stage has a fixed time for performances and a 5-minute break between performances.</p> <p data-bbox="174 1027 1120 1051">(e) How much longer, in minutes, are performances on the Tongan stage compared to those on the Samoan stage?</p> <p data-bbox="208 1075 477 1099"><input type="text"/> minutes</p>	Time	Tongan stage	Samoan stage	9:00 am	Redwood College (CA)	Manukau Harbour HS (SA)	9:15 am		Tāne HS (WA)	9:30 am	Southside HS (SA)	Kauri Park College (SA)	9:45 am	Tāne HS (WA)	Moana College (SA)	10:00 am		Maungakiekie College (CA)	10:15 am	Kowhai College (SA)	Southside HS (SA)	10:30 am	Food break	Hauraki HS (WA)	10:45 am	Food break	Food break	11:00 am	East Shores College (O)	North Sun College (SA)	<p data-bbox="1189 312 1424 336">Tongans take 15 mins</p> <p data-bbox="1189 344 1335 368">$(60 - 3 \times 5) / 3$</p> <p data-bbox="1189 376 1458 400">Samoans take 7 minutes</p> <p data-bbox="1189 408 1312 432">$(60 - 5 \times 5) / 5$</p> <p data-bbox="1189 472 1559 496">So Tongans take 8 minutes longer.</p> <p data-bbox="1189 528 1641 584">A super question, great reasoning needed from a variety of strands. <i>Excellent!</i></p> <p data-bbox="1189 624 1361 647"><i>Correct answer.</i></p>
Time	Tongan stage	Samoan stage																														
9:00 am	Redwood College (CA)	Manukau Harbour HS (SA)																														
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9:45 am	Tāne HS (WA)	Moana College (SA)																														
10:00 am		Maungakiekie College (CA)																														
10:15 am	Kowhai College (SA)	Southside HS (SA)																														
10:30 am	Food break	Hauraki HS (WA)																														
10:45 am	Food break	Food break																														
11:00 am	East Shores College (O)	North Sun College (SA)																														

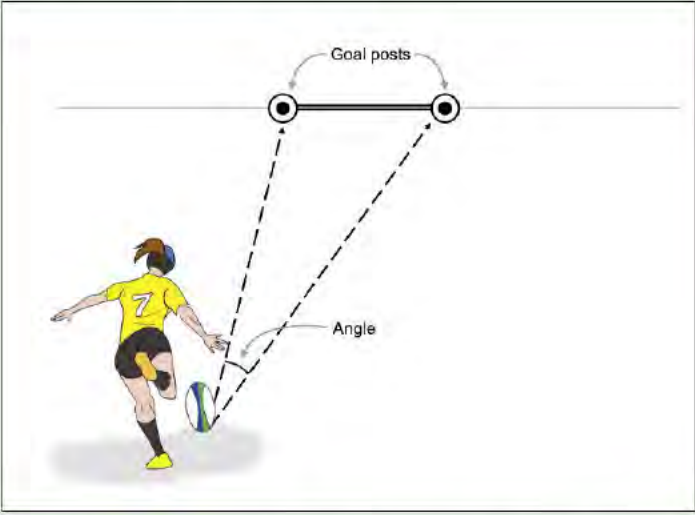
Q#	Screen	Comments
4f	<p data-bbox="174 336 1151 400">A Niuean group starts off their performance in Formation A. There are 40 performers and a leader in the group. After a while, they move to Formation B.</p> <div data-bbox="421 427 909 1034" style="text-align: center;"> <p>The diagram illustrates two formations. Formation A is a 4x10 grid of green circles representing performers, with a single orange circle representing a leader below it. Formation B is a 5x8 grid of green circles representing performers, with a single orange circle representing a leader below it. An arrow points from Formation A down to Formation B.</p> </div> <p data-bbox="165 1054 1070 1078">(f) What is the smallest number of performers from Formation A that need to move to make Formation B?</p> <p data-bbox="203 1102 506 1129"><input type="text"/> performers</p>	<p data-bbox="1184 309 1420 336">Answer 8 performers</p> <p data-bbox="1184 368 1644 395">The two last columns become the fifth row.</p> <p data-bbox="1184 432 1361 459"><i>Correct answer.</i></p>

Q#	Screen	Comments
5a	<p data-bbox="165 312 255 341">Page 5</p> <p data-bbox="165 371 398 395">QUESTION FIVE: Rugby 7s</p> <p data-bbox="165 427 618 451">This rugby field is 106 metres long and 68 metres wide.</p>  <p data-bbox="165 895 607 919">(a) What is the area of this rugby field in square metres?</p> <p data-bbox="199 927 416 959"><input type="text"/> m²</p>	<p data-bbox="1189 312 1480 336">Answer $106 \times 68 = 7208 \text{ m}^2$</p> <p data-bbox="1189 371 1361 395"><i>Correct answer.</i></p>

Q#	Screen	Comments														
5b	<p data-bbox="174 328 1032 352">Here are all the players in a rugby 7s team. Their heights are given in metres.</p> <table border="1" data-bbox="174 376 1032 608"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Nikau 2 m</td> <td>Josh 1.77 m</td> <td>Simoni 1.85 m</td> <td>Chris 1.81 m</td> <td>Hōne 1.8 m</td> <td>Caleb 1.9 m</td> <td>Nepo 1.72 m</td> </tr> </tbody> </table> <p data-bbox="174 632 1032 655">(b) Which two players need to swap places, so the heights are in order from tallest to shortest? _____ and _____</p>								Nikau 2 m	Josh 1.77 m	Simoni 1.85 m	Chris 1.81 m	Hōne 1.8 m	Caleb 1.9 m	Nepo 1.72 m	<p data-bbox="1189 312 1671 336">Caleb and Josh need to switch</p> <p data-bbox="1189 368 1671 392"><i>Correct answer.</i></p>
																
Nikau 2 m	Josh 1.77 m	Simoni 1.85 m	Chris 1.81 m	Hōne 1.8 m	Caleb 1.9 m	Nepo 1.72 m										


Q#	Screen	Comments
5c	<p data-bbox="174 316 965 336">(b) Which two players need to swap places, so the heights are in order from tallest to shortest?</p> <p data-bbox="210 344 645 371"><input type="text"/> and <input type="text"/></p> <p data-bbox="185 411 624 459">Michaela played all 14 minutes of a Rugby 7s game and ran a total of 1,540 metres.</p> <p data-bbox="185 496 595 544">Ani says that, on average, Michaela ran over 100 metres for every minute that she played.</p>  <p data-bbox="835 751 943 767">Michaela running</p> <p data-bbox="174 810 887 831">(c) Is Ani's claim reasonable? Use the measurements provided to explain your answer.</p> <p data-bbox="210 847 450 868">Type your answer in the box.</p> <div data-bbox="174 879 1137 1038"> <p data-bbox="181 884 394 900">B I U </p> <p data-bbox="1043 884 1137 900">Spell Check</p> </div>	<p data-bbox="1189 316 1666 368">Question (b) repeated in this screen dump – I presume not on the real screen?</p> <p data-bbox="1189 403 1357 424">$1540 / 14 = 110$</p> <p data-bbox="1189 467 1644 520">Average of 110 m per minute. The claim of over 100m per minute is justified.</p> <p data-bbox="1189 560 1361 580"><i>Correct answer.</i></p> <p data-bbox="1189 624 1666 740">Also 5(c), the question says more than 100 metres per minute. Why would you disagree with the statement? It doesn't state that it was 100 m per minute.</p> <p data-bbox="1189 746 1644 927"><i>Examiner to ponder: A good point made here – the statement says '...ran over 100 metres for every minute...'. Unless the student made an incorrect calculation – because of the 'over', a student would not disagree with the statement shown below.</i></p> <p data-bbox="1189 933 1644 959">Marking schedule altered accordingly</p>

Commented [BV10]: Correct. Please disregard.

Q#	Screen	Comments
5d	<p data-bbox="181 331 741 360">In Rugby 7s, players can score extra points by drop-kicking a goal.</p>  <p data-bbox="174 922 891 948">(d) Estimate the angle this player must work with to get the ball between the goal posts.</p> <p data-bbox="210 954 412 979"><input type="text"/> °</p>	<p data-bbox="1189 312 1402 338">Answer 25 degrees</p> <p data-bbox="1189 371 1599 429">Hard to measure by eye – 45 would be better.</p> <p data-bbox="1189 467 1361 493"><i>Correct answer.</i></p>







































Commented [BV11]: @Kevin Hoar Can you discuss this with Vince?

Commented [KH12R11]: Can do.

Q#	Screen	Comments
5e	<p data-bbox="188 339 745 389">In a coin toss, Sarah usually picks "heads". But the last three tosses have all come up "tails".</p>  <p data-bbox="174 624 860 671">(e) Should Sarah choose "heads" or "tails" for the fourth toss, or won't it matter? Explain your answer using ideas about probability. Type your answer in the box.</p> <div data-bbox="174 679 1144 847"> <p data-bbox="181 687 394 703">B I U ☰ ☷ ☹ ☺</p> <p data-bbox="1043 687 1137 703">Spell Check</p> </div>	<p data-bbox="1189 312 1644 400">I really do not like "or won't it matter?" Rephrase – "or won't it matter if she wants to get the toss correct?"</p> <p data-bbox="1189 435 1666 523">The outcome of one coin toss is independent of the outcome of any previous tosses.</p> <p data-bbox="1189 560 1644 679">So on the fourth toss there is an equal chance of the coin landing Heads or Tails. So it wont matter which she chooses if she wants to get the toss correct.</p> <p data-bbox="1189 716 1361 740"><i>Correct answer.</i></p> <p data-bbox="1189 777 1621 833">Change "or won't it matter" to "or is either choice alright?"</p>

Commented [BV13]: @Kevin Hoar OK to change the wording?

Commented [KH14R13]: Will discuss with Vince. I wonder if we just remove 'or won't it matter'.

Q#	Screen	Comments																																																																																																												
5f	<p data-bbox="181 341 1025 389">The first Rugby 7s World Cup for men was in 1993. This table shows the placing of men's teams in the World Cup since 1993.</p> <table border="1" data-bbox="226 421 1070 954"> <thead> <tr> <th>Team</th> <th>1993</th> <th>1997</th> <th>2001</th> <th>2005</th> <th>2009</th> <th>2013</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td> Argentina</td> <td>9th</td> <td>13th</td> <td>3rd</td> <td>5th</td> <td>2nd</td> <td>11th</td> <td>5th</td> <td>5th</td> </tr> <tr> <td> Australia</td> <td>2nd</td> <td>5th</td> <td>2nd</td> <td>3rd</td> <td>10th</td> <td>5th</td> <td>10th</td> <td>4th</td> </tr> <tr> <td> Canada</td> <td>15th</td> <td>21st</td> <td>5th</td> <td>18th</td> <td>13th</td> <td>9th</td> <td>12th</td> <td>13th</td> </tr> <tr> <td> England</td> <td>1st</td> <td>5th</td> <td>5th</td> <td>3rd</td> <td>5th</td> <td>2nd</td> <td>2nd</td> <td>9th</td> </tr> <tr> <td> Fiji</td> <td>3rd</td> <td>1st</td> <td>3rd</td> <td>1st</td> <td>5th</td> <td>3rd</td> <td>4th</td> <td>1st</td> </tr> <tr> <td> France</td> <td>15th</td> <td>5th</td> <td>21st</td> <td>5th</td> <td>13th</td> <td>5th</td> <td>8th</td> <td>6th</td> </tr> <tr> <td> Hong Kong</td> <td>17th</td> <td>10th</td> <td>21st</td> <td>21st</td> <td>19th</td> <td>21st</td> <td>18th</td> <td>19th</td> </tr> <tr> <td> New Zealand</td> <td>7th</td> <td>3rd</td> <td>1st</td> <td>2nd</td> <td>5th</td> <td>1st</td> <td>1st</td> <td>2nd</td> </tr> <tr> <td> South Africa</td> <td>5th</td> <td>2nd</td> <td>5th</td> <td>5th</td> <td>5th</td> <td>5th</td> <td>3rd</td> <td>7th</td> </tr> <tr> <td> United States</td> <td>17th</td> <td>18th</td> <td>13th</td> <td>13th</td> <td>13th</td> <td>13th</td> <td>6th</td> <td>11th</td> </tr> <tr> <td> Wales</td> <td>11th</td> <td>13th</td> <td>11th</td> <td></td> <td>1st</td> <td>5th</td> <td>11th</td> <td>15th</td> </tr> </tbody> </table> <p data-bbox="181 963 878 1024">The first and second teams play in the final. The following statement was made: "New Zealand has been in the men's final for over 60% of the Rugby 7s World Cups."</p> <p data-bbox="174 1053 815 1077">(f) Is this statement true? Explain your answer using information from the table.</p> <p data-bbox="203 1086 441 1110">Type your answer in the box.</p> <div data-bbox="174 1118 1122 1262"> <p data-bbox="181 1123 389 1142">B I U     </p> <p data-bbox="1025 1123 1122 1142">Spell Check</p> </div>	Team	1993	1997	2001	2005	2009	2013	2018	2022	 Argentina	9th	13th	3rd	5th	2nd	11th	5th	5th	 Australia	2nd	5th	2nd	3rd	10th	5th	10th	4th	 Canada	15th	21st	5th	18th	13th	9th	12th	13th	 England	1st	5th	5th	3rd	5th	2nd	2nd	9th	 Fiji	3rd	1st	3rd	1st	5th	3rd	4th	1st	 France	15th	5th	21st	5th	13th	5th	8th	6th	 Hong Kong	17th	10th	21st	21st	19th	21st	18th	19th	 New Zealand	7th	3rd	1st	2nd	5th	1st	1st	2nd	 South Africa	5th	2nd	5th	5th	5th	5th	3rd	7th	 United States	17th	18th	13th	13th	13th	13th	6th	11th	 Wales	11th	13th	11th		1st	5th	11th	15th	<p data-bbox="1189 309 1473 336">NZ were in 5 finals out of 8</p> <p data-bbox="1189 371 1599 399">This is 62.5% so the statement is true.</p> <p data-bbox="1189 434 1375 461"><i>Correct answer?</i></p>
Team	1993	1997	2001	2005	2009	2013	2018	2022																																																																																																						
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 Fiji	3rd	1st	3rd	1st	5th	3rd	4th	1st																																																																																																						
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 Wales	11th	13th	11th		1st	5th	11th	15th																																																																																																						

Q#	Screen	Comments
	<p>Source (images): Material from the following sources has been adapted for use in this assessment:</p> <p>Rugby player sillouettes, https://stock.adobe.com Rugby player, https://www.cbc.ca/sports/olympics/summer/rugby/rugby-sevens-women-gold-1.6125318 https://www.istockphoto.com/vector/a-woman-kicking-a-rugby-ball-gm1528107920-524973341 https://t4.ftcdn.net/jpg/01/12/32/65/240_F_112326523_2obxVUfbRCvvrZO1FSP1IR10s0jMDB96.jpg Flags, https://stock.adobe.com</p>	

From: [MaryJane Parker](#)
To: [Kevin Hoar](#); [Sue Chalmers](#)
Subject: RE: Fw: Numeracy achievement
Date: Thursday, 16 November 2023 9:55:04 AM
Attachments: [image001.png](#)
[image002.png](#)

It is not an easy website to navigate!!

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Thursday, November 16, 2023 9:45 AM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Fw: Numeracy achievement

Totally agree.

If it is already on the NCEA.education website, it must be legit and useful.

[REDACTED]

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Kevin.hoar@nzqa.govt.nz



www.nzqa.govt.nz



125 The Terrace, PO Box 160, Wellington,
6140

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We are all different – embrace life to the fullest

From: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Sent: Thursday, 16 November 2023 09:38
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: Fw: Numeracy achievement

Absolutely. Really good to refer them to the existing support material.

From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Sent: Thursday, November 16, 2023 9:29 AM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: FW: Fw: Numeracy achievement

Hi

At [Supporting Teaching and Learning in Te Reo Matatini me te Pāngarau | Literacy and Numeracy | NCEA \(education.govt.nz\)](#) there is guidance regarding PAT and they give an indication of the level students should be working at. Do you think it would be ok to pass this on to the school querying this?

Regards
Mary Jane

From: MaryJane Parker
Sent: Wednesday, November 15, 2023 2:11 PM
To: Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>
Subject: FW: Fw: Numeracy achievement

Hi

We got this from [REDACTED] today. Obviously needs some more work. But I am guessing a few schools will ask this question.

Mary Jane

From: [REDACTED]
Sent: Wednesday, November 15, 2023 2:06 PM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Fw: Numeracy achievement

Hi Kevin and MaryJane

PAT and AsTTle vary a bit in style of item. PAT items are more likely to be good indicators of potential success on the Numeracy CAA than AsTTle. PAT has a more applied style. On the maths teacher Facebook page some teachers have reported using 5B AsTTle or Level 5 on PAT as screening tools for entry of students to the CAA. Those schools are getting 80%+ success rate. We would need to get evidence from the schools to collaborate the stories.

That's all we have at the moment but some research would be a good idea.

Regards

[REDACTED]

On Wed, Nov 15, 2023 at 1:58 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED]

MaryJane has asked the following about PAT and Numeracy.

Any brief response to her query.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Kevin.hoar@nzqa.govt.nz



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From: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Sent: Wednesday, 15 November 2023 12:46

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Numeracy achievement

Hi Kevin





Is there any steer on what the PAT results in Numeracy mean for achievement of the CAA.
Similar to e-asTTle?

Mj

Mary Jane Parker | Workstream Lead – Literacy and Numeracy

External Assessment | **Aromatawai ā-waho**



-  [Redacted]
-  maryjane.parker@nzqa.govt.nz
-  www.nzqa.govt.nz
-  C/- ERO, Eden 4, 14 Normanby Road, Mt Eden, Auckland 1024

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[Redacted signature block]

From: [REDACTED]
To: [Kevin Hoar](#)
Cc: [REDACTED] [MaryJane Parker](#)
Subject: Re: Booking a meeting with you.
Date: Thursday, 23 May 2024 10:12:43 AM
Attachments: [Outlook-0qe15qq1.png](#)

Kia ora Kevin, [REDACTED] and MaryJane

Thanks for getting back. Below is an invite to the Zoom meeting on Friday 26 July for setting the cut-score.

Topic: [REDACTED] Zoom Meeting about cutscore
Time: Jul 26, 2024 10:00 AM Auckland, Wellington

Join Zoom Meeting

<https://us02web.zoom.us/j/89137531968?pwd=M3hqTHdGWes4K1lnbTg4eVJXNGN2QT09>

I've also set up another meeting for Wednesday 31 July at 11:00am.

We may not need that meeting but blocking it out means we will all be available if needed.

Here is the invite.

[REDACTED] is inviting you to a scheduled Zoom meeting.

Topic: [REDACTED] Zoom Meeting cutscore follow up
Time: Jul 31, 2024 11:00 AM Auckland, Wellington

Join Zoom Meeting

<https://us02web.zoom.us/j/85400619655?pwd=U09Odm02YjNQRUpCY2RCVEZ5cUh6Zz09>

Thanks for agreeing to these times. Much appreciated.

Regards

[REDACTED]

On Wed, May 22, 2024 at 3:40 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED] and MaryJane.

That day and time suits me as well.

[REDACTED] - will you send a Zoom invitation?

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

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From: Charles Darr [REDACTED] >
Sent: Wednesday, 22 May 2024 15:37
To: vince.wright.3.14 [REDACTED] Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>;
MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Booking a meeting with you.

Kia ora [REDACTED]

Yes, I can meet that day. Does 10:00 AM suit.

It would be great to have a Winsteps analysis for the mathematics items showing the Rasch stats and the percentage correct for each item. It would also be good to have the score conversion table that Winsteps produces from raw scores to logits. Elson has provided these before.

Best,

[REDACTED]

From: [REDACTED]
Sent: Wednesday, May 22, 2024 2:39 PM
To: [REDACTED] Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Booking a meeting with you.

CAUTION: This email originated from outside of NZCER. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello [REDACTED]

I am trying to get ahead of the game regarding the Term 2 Numeracy CAA.
Are you available for a meeting anytime on Friday 26 July?
That will be our first run at a cut score setting though we may not have all data by then.

Please let me know of any data analysis that would be useful for that meeting.
Results are due out to students in the week beginning 5 August so time is tight.
It might also be worthwhile pencilling in another meeting time on Wednesday 31 July to follow up, even if it turns out not to be needed.

I look forward to hearing from you.
Regards

[REDACTED]

--

[Redacted]

[Redacted]

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[Redacted]

[Redacted]

From: [REDACTED]
To: [Alana Saunders](#)
Cc: [Eldon Paki](#); [Kevin Hoar](#); [Catherine Edser](#)
Subject: Re: Statistics for cutscore meeting
Date: Thursday, 23 May 2024 5:28:24 PM

Hi Alana

15 July might be okay for a data analysis but it won't be until 21 July for all digital marking to be complete. Given 64,000 students are enrolled we should have a dataset of about 25,000 by then.

Given the size of the dataset we get a pretty good idea of how the assessment is tracking after the first week. The distributions don't appear to change much after that.

If Eldon is pressed for time he could run the Winstep analysis in the week of 15 July. If you can produce the usual spreadsheet of complete results before our meeting on 26 July we should have confidence in the data.

How does that sound?

Regards

[REDACTED]

On Thu, May 23, 2024 at 5:14 PM Alana Saunders <Alana.Saunders@nzqa.govt.nz> wrote:

Hi [REDACTED]

Can I clarify what dates you would be wanting information from us? We have data extraction scheduled for the week of 15 July. Would this be too soon?

I'll continue to produce the generic spreadsheet I have produced in the past (unless you don't need it). Eldon does the winsteps stuff and currently we don't have that scheduled so I will need to touch base with him. He will be on leave from 22 July which might make things difficult.

If you let us know when you'd need data, Eldon and I can touch base on Monday when he is back from his current leave and figure out what to do. Don't let me deter you if you need data closer to the 26th – we'll find a way to make something work.

Thanks,

Alana

From: [REDACTED]

Sent: Thursday, May 23, 2024 10:45 AM

To: Eldon Paki <Eldon.Paki@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Alana Saunders <Alana.Saunders@nzqa.govt.nz>

Subject: Statistics for cutscore meeting

Hi Eldon and Alana

It was nice to catch up at our virtual meeting.

This is a "heads up" about stats we will need to set the Numeracy cutscore for Term 2 CAA, 2024.

Kevin, Charles and I have a Zoom meeting set for 10am Friday 26 July to discuss the setting. Marking should be near-complete by Monday 22 July.

Last year you provided a Winstep analysis for the Numeracy items that gave a Rasch scale logit and percentage correct for each item. That was extremely helpful to us in setting and justifying the placement of the cutscore.

Are you able to provide this again?

If you can please schedule that in.

Thanks and regards

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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[Redacted]

From: [Alana Saunders](#)
To: [Hamsa Lilley](#); [Catherine Edser](#); [Sue Chalmers](#); [Susan Henry](#); [Kevin Hoar](#); [MaryJane Parker](#); [Rose Cole](#); [Kirsten Shaw](#); [Melissa Mead](#)
Cc: [Eldon Paki](#)
Subject: RE: Predicting the Literacy Reading, Literacy Writing and Numeracy achievement rate based on cohort characteristics
Date: Friday, 14 June 2024 4:34:17 PM
Attachments: [Predicting lit-num pass rates.pptx](#)
[Predicting Literacy and Numeracy 2024 Pass Rates v2.pdf](#)

Hi all,

Had a couple of typos pointed out that change meanings. Here are updated copies.

Thanks,
Alana

From: Alana Saunders
Sent: Friday, June 14, 2024 11:56 AM
To: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>; Catherine Edser <Catherine.Edser@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>; Rose Cole <Rose.Cole@nzqa.govt.nz>; Kirsten Shaw <Kirsten.Shaw@nzqa.govt.nz>; Melissa Mead <Melissa.Mead@nzqa.govt.nz>
Cc: Eldon Paki <Eldon.Paki@nzqa.govt.nz>
Subject: RE: Predicting the Literacy Reading, Literacy Writing and Numeracy achievement rate based on cohort characteristics

Hi all,

Here are the presentation slides and the paper I wrote. Thank you all for the discussion

Alana

-----Original Appointment-----

From: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>
Sent: Tuesday, June 11, 2024 3:58 PM
To: Catherine Edser; Alana Saunders; Sue Chalmers; Susan Henry; Kevin Hoar; MaryJane Parker; Rose Cole; Kirsten Shaw; Melissa Mead
Subject: Predicting the Literacy Reading, Literacy Writing and Numeracy achievement rate based on cohort characteristics
When: Friday, 14 June 2024 11:30 AM-12:00 PM (UTC+12:00) Auckland, Wellington.
Where: Microsoft Teams Meeting

Kia ora Lit Num people

Alana has developed a model to predict the achievement rate for the June assessments based on the cohort characteristics (gender, ethnicity and school EQI) and our knowledge of how the cohort performed in 2023. We wanted an opportunity to take you through the

model's predictions, including how different (or not) the May 2024 cohort is compared with the 2023 June and October cohorts in terms of gender, ethnicity and school EQI. There will be a paper if you can't make the session. We just wanted to squeeze it in before Alana goes on leave.

Hamsa

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 498 947 362 064

Passcode: 9jKfD3

For organizers: [Meeting options](#)

From: [REDACTED]
To: [Kevin Hoar](#)
Subject: Marking progress
Date: Sunday, 21 July 2024 2:34:38 PM

Hello Kevin

Eldon sent a provision data set on Friday and did some excellent Rasch analysis by item. He is on leave this week so the work before he left was much appreciated. We owe him a coffee. The data is from well over 90% of the students so it is pretty stable.

Alana will provide the full spreadsheet on Monday that allows us to play with the Outcome sufficiency requirements. At present, without imposing those sufficiency requirements this is what the results look like:

Cutscore	pass rate
15	53%
16	48%
17	43%
18	38%

It seems Alana's modelling was very close. I got the feeling from Check Marking that the data would not be great.

Can you please find out what the literacy data looks like and how their team is responding to it?

Most markers should be complete by the end on Sunday. The exception is [REDACTED] [REDACTED] who had computer problems, lost his AM login, and got no response from system support at NZQA. Nearly all of his scripts are not marked.

It is an easy fix with so many others prepared to mark. I will deal with that tomorrow.

I'll try to catch up tomorrow when you are back from leave.

Regards

[REDACTED]
[REDACTED]

Mathematics Education Consultant

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: Cut score prep
Date: Tuesday, 23 July 2024 6:50:01 PM
Attachments: [Outlook-mqe3j0qx.png](#)

Hi Kevin

The 'fringe' items are interesting.
Personally I think a numerate student at the end of level 4 should get 80% of those items.
So the standard is likely to be a bit lower than I would like.
However, we have to be pragmatic as well.

Regards

[REDACTED]

On Tue, Jul 23, 2024 at 2:31 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Thanks [REDACTED]

I think it is just yourself, myself and [REDACTED]
Is there anyone else you would like to attend?

I will do my homework and look over the attached document *assuming* my ferocious guard cats don't eat it!

Actually, no problem - I am in Welly, plus the homework is electronic.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

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From: [REDACTED]
Sent: Tuesday, 23 July 2024 14:14
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Cut score prep

Hi Kevin

I am getting prepared for the cut-score meeting. Currently my thinking is a total of 16/30 to pass with sufficiency requirements of 5, 5, 2 for the outcomes. That is a 45% pass rate. Raising

Outcome 3 requirement to 3 drops the pass rate to 39%.
A cut score of 15 with 5, 5, 2 gives 48% pass rate.

Firstly, I'll check with [REDACTED] that he is still booked in for this Friday. Is anyone else supposed to be there?

Second, take a look at the attached document. It gives 8 examples of critical questions in terms of students passing. In an ideal world these items should be all answered correctly. But they are not.

Please let me know what you think.

Regards

[REDACTED]

--

[REDACTED]

Mathematics Education Consultant

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

Mathematics Education Consultant

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED] [Kevin Hoar](#)
Subject: Re: Meeting on Friday
Date: Thursday, 25 July 2024 3:25:12 PM

Hi [REDACTED] and Kevin

Look forward to seeing you tomorrow.
Here is an invite to the Zoom tomorrow.

Join Zoom Meeting
<https://us02web.zoom.us/j/89137531968>

Meeting ID: 891 3753 1968

Regards

[REDACTED]

On Thu, Jul 25, 2024 at 3:21 PM [REDACTED] wrote:

Kia ora [REDACTED]

Yes, that will work for me.

Best,

[REDACTED]

From: [REDACTED]
Sent: Wednesday, July 24, 2024 9:23 AM
To: [REDACTED]
Subject: Meeting on Friday

CAUTION: This email originated from outside of NZCER. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello [REDACTED]

Are we all good for our Friday meeting at 10:00 am regarding the cut score?
Please let me know and I'll send out a Zoom invite.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: Cuts score for Numeracy query from Sue C.
Date: Monday, 29 July 2024 9:44:47 AM
Attachments: [Outlook-ossyhjt0.png](#)

Hi Kevin

Definitely needs Alana's data. Alana might do an analysis based on decile band profiles, e.g. 1-3, 4-6, 7-10, though that is less useful for secondary schools. That would compare the proportions of schools by decile band with those from last year. I suspect her modelling of 47% was based on that analysis.

I think one cut-score was 17 (CAA 1) and 16 (CAA 2) last year so it is not a substantial change.

Then we can tell a more complete picture.

[REDACTED]

Regards

[REDACTED]

On Mon, Jul 29, 2024 at 9:26 AM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED].

I received the following email from Sue Chalmers:

Thank you! This is a drop from 17 to 16 in the cutscore, and the lowest achievement rate to date. Any further insights [REDACTED] might have would be helpful as we will be asked for this when we release results – for the Minister, sector and media.

Any further thoughts or do you need Alana's data for that?

We can chat later.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



[REDACTED]
Kevin.hoar@nzqa.govt.nz
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[Redacted]

[Redacted]

From: [Kevin Hoar](#)
To: [Catherine Edser](#)
Subject: Numeracy Final signed Cut Score Report.
Date: Tuesday, 30 July 2024 11:31:56 AM
Attachments: [Outlook-32dxa0ds.png](#)
[June 2024 Process for setting Numeracy Cut Score \(signed\).docx](#)

Hi Catherine.

Attached is the Numeracy CSR, signed off by Sue Chalmers.

The cuts are at the top of page one, in colour.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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From: [Kevin Hoar](#)
To: [Stephen Mair](#)
Subject: Re: Student reporting thresholds for the May July 2024 Numeracy assessment
Date: Wednesday, 31 July 2024 12:31:57 PM
Attachments: [image001.png](#)

Yes, that is correct.

Cheers

Kevin

Get [Outlook for Android](#)

From: Stephen Mair <Stephen.Mair@nzqa.govt.nz>
Sent: Wednesday, July 31, 2024 11:26:48 AM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: Student reporting thresholds for the May July 2024 Numeracy assessment

Yes, sorry, found them eventually.

I have run the calculation in test and get the following Pass rate, is this what you are expecting:

Achieved = 25,137 = 45%

Not Achieved = 30,567 = 55%

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Wednesday, July 31, 2024 11:21 AM
To: Stephen Mair <Stephen.Mair@nzqa.govt.nz>
Cc: Uma Muthukrishnan <Uma.Muthukrishnan@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Re: Student reporting thresholds for the May July 2024 Numeracy assessment

Hi Stephen.

The signed-off cuts (signed off by Sue Chalmers yesterday) are:

Numeracy - Term 2 Assessment 2024.

Total cut score is **16** of the 30 possible items.

Outcome cuts:

Outcome 1 = **5**

Outcome 2 = **5**

Outcome 3 = **2**

Hope that helps.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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Kevin.hoar@nzqa.govt.nz



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From: Stephen Mair <Stephen.Mair@nzqa.govt.nz>

Sent: Wednesday, 31 July 2024 10:50

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Cc: Uma Muthukrishnan <Uma.Muthukrishnan@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Subject: RE: Student reporting thresholds for the May July 2024 Numeracy assessment

Hi Kevin,

Apologies if you have already sent them through and I have misplaced them, please can you let me know the cut-scores for Numeracy for each Outcome and Total

Thanks,

Stephen

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Sent: Tuesday, July 30, 2024 2:23 PM

To: Stephen Mair <Stephen.Mair@nzqa.govt.nz>

Cc: Uma Muthukrishnan <Uma.Muthukrishnan@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>

Subject: Student reporting thresholds for the May July 2024 Numeracy assessment

Hi Stephen.

I think I am supposed to send this document to you.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

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Numeracy Assessment Cut Score – Term 2 2024 (May - July)

FINAL CUT SCORES:

Numeracy 2024 – Assessment Event One (May - July)

Total cut score of **16** of the 30 items.

Outcome 1 – **5** of the 12 items.

Outcome 2 – **5** of the 11 items.

Outcome 3 – **2** of the 7 items.

This produces an Achievement rate of **45%**.

Background:

At the beginning of the marking round, the Lead marker (Panel Leader) had the following preliminary cuts (based on the final cut score for the Term 4 2023 assessment):

Outcome 1 = 5 of 12

Outcome 2 = 5 of 11

Outcome 3 = 3 of 7

Plus, an overall total of 17 out of the possible 30 items.

As common practice now, during the bench marking meeting, the senior marking team of thirteen completed a preliminary 'Angoff Test' on the results that they had 'benchmarked' by the second half of the second day. Consideration of the cuts above were used during the bench marking process. There was debate about the initial cut for Outcome 3, should it be 3 or 2.

From the preliminary Angoff Testing the total was revised up to 19. This also happened in 2023.

The senior marking team did know that it is most likely that the final cut would be revised downwards once the marking was completed.

At the conclusion of the marking process, a cut score meeting was held with the Lead marker (Panel Leader), ██████████ NZCER and the National Assessment Facilitator, Kevin Hoar on Friday 26 July 2024. The data from almost all of the digital results was used to carry out analysis to recommend the post marking cut score. This represented about 55,500 results.

From this meeting it was recommended that to gain Achievement for this assessment, students needed to:

1. Gain at least a total mark of **16** of the 30 question items
2. Gain a minimum of:
 - **5** of the 12 possible Outcome One question items
 - **5** of the 11 possible Outcome Two question items
 - **2** of the 7 possible Outcome Three question items.

There was support for the use of the Angoff Procedure and Rasch Analysis Data (from Eldon Paki). ██████████ did suggest that the Bookmark method could also be entertained in the future. The panel leader wondered if the Bookmark method, when compared it to the Angoff procedure, would produce the same outcome – he thought it would.

Rationale:

A cut score total of 16 across all items gives sufficient evidence that the candidate demonstrated an adequate proficiency with Numeracy. This setting is lower than the preliminary cut-score estimated through the Angoff procedure with Lead Markers during the bench marking process.

The Outcome criteria give assurance that the student has achieved the total score across all three outcomes. Given the small number of items used to assess each outcome, and the correspondingly large Standard Error of Measurement, setting the minimum totals too high would disadvantage a significant proportion of students. That is particularly true for Outcome 3, which was assessed by 7 items and has proved to be difficult for students in previous testing, and even though some students showed promise this assessment round, other students are still not at that level yet.

The recommended cut score settings give a achievement rate of **45%** for the cohort. That percentage is the lowest of all Numeracy assessments to date.

In summary:

Numeracy 2024 – Assessment Event One (May - July)

Total cut score of **16** of the 30 items.

Outcome 1 – **5** of the 12 items.

Outcome 2 – **5** of the 11 items.

Outcome 3 – **2** of the 7 items.

This produces an Achievement rate of **45%**.

Of note, changing the Outcome 3 cut from 2 to 3 decreased the overall achievement rate from 45% to 38%, thus showing that Outcome 3 is still the most challenging of all three outcomes.

Also, changing the total cut score from 16 to 15 would increase the achievement rate to 50%, but both the Panel Leader and [REDACTED] were concerned that 15 of the possible 30 was too low to represent a reliable achievement rate.

Process for setting Numeracy Cut Score June 2024

Phase one: Consideration of the assessment instrument

Phase two: Consideration of marking candidate responses

Phase three: Consideration of candidate performance

Phase four: Evaluation of the assessment to decide upon a cut score

Phase One: Consideration of the assessment instrument

Development Team	<i>Highlight any issues from development that could have impacted upon scores</i>
Experience and background of development team	Same team of four – highly experienced (secondary and adult teaching), all had NZCER training.
Changes in development team	No changes
Issues with development due to authoring tool	Limitations of AM – team produce each item as a power point slide. Editor finds this difficult as the slides are in landscape by default, but the assessment in AM is in portrait. This results in scrolling for students sitting on AM. <i>Action: will change future assessments into portrait.</i>
Changes/continuities in the instrument from previous years	Assessment structure same as November 2023. 30 items each including a visual literacy element.
Rationale for any changes	Designed to reduce the high literacy demand for students.
Number of objective and subjective items	23 objective items, containing 8 multiple-choice responses (two required two answers for the point), 9 single number responses and 6 items that accepted a range of responses. 7 subjective items.
Format of the assessment	Most responses completed digitally on AM. 791 submitted on paper via Google drive. Disadvantages for those completing the assessment on paper (see comments in Phase 4).
Identification of the construct through a matrix that relates the curriculum and achievement objectives (written form) at the relevant level to question/items. Including intended assessment outcome for each item	<i>Attached as appendix</i>

Number of question items	30
Scoring format per item	0 or 1
Weighting attached to items	None
Rationale for weights	NA
Estimate of the difficulty of assessment relative to difficulty in previous years	Assessment comparable to the 2023 Numeracy assessments. Comments in marker reports state that the assessment was appropriate and valid for any student who was ready to sit the assessment.

Phase Two: Consideration of marking candidate responses (Writing 32405 and Numeracy 32406 only as reading auto marked)

Marking Team	<i>Highlight any issues from marking that could have impacted upon scores</i>
Composition of team	102 markers from around New Zealand.
Previous experience of team	Same PL, seven previous CMs + five new CMs (but previous markers). 59 previous markers + 30 new markers. Many teach Mathematics as well as Numeracy, some teach Science and a couple teach other Numeracy-rich subjects.
Changes to team from previous years	Biggest team so far at 102. New markers required to make up the numbers.
Changes to marking process	Very little change to marking processes from 2023. Just a change in scale.
Impact of the number of entries and responses on marking	A new challenge marking over 55,500 responses. Last assessment round we marked 34,000 responses. With 102 on the panel, most marked about 580 responses.
Marking duration	5 weeks.
Marker reliability and validity process	Thorough training, extensive and ongoing check marking. Responses were reallocated from two markers who had serious health issues – both pulled out during week one of the marking period. Responses were reallocated to other markers and check markers. Check marking of all markers by the team of 12 check markers to ensure reliability. All reporting to the Panel Leader.

Frequency of marker quality control sampling	Daily, although a good proportion of check marking occurred in the first 3 weeks of the marking period.
Ratio of accurate to inaccurate sampled responses (for panel and per marker)	<i>NAF still awaiting feedback from the PL about this.</i>
Monitoring process and data available during marking	Marking timelines for all markers. Communication between check markers, the Panel Leader and the NAF about check marking. Paper responses (including Google drive) were not check marked (time and data management).
SOP for each marker for each question item desirable but may not be possible	NA
Issues noted regarding the fit of the student responses to expected response	It was noted by senior markers that schools who have been taking part in the Numeracy assessments over the last two years have shown a general improvement in student responses, especially in Outcome 3 responses. Unfortunately, it was also noted that many schools who took part for the first time in 2024, put students into the assessment who appeared to be no where near ready. Many students from first time schools were using 'IDK' or leaving the responses blank.
Changes to schedule and weighting during marking	Only changes made to the marking schedule was the addition of a couple of extra (but viable) responses. No responses were removed or altered during the marking process. Further notes about Outcome 3 responses were added when needed.
Estimate of the difficulty of the assessment relative to previous years	Comparable to that of 2023. Markers were making comments in their reports that the assessment was fit for purpose for a typical year 10 student who was at upper level 4 and lower level 5, but many students were clearly NOT at that stage.

Phase three: Consideration of candidate performance

NAF in consultation with SME	
Issues from authoring, sitting, or marking application that could have impacted results	All question parts conformed to the new version of US32406, which reflects upper L4 or lower L5 of the NZC. There will always be very simple question parts (upper L4) and difficult question parts (lower L5) when authoring. Risk was minimised thorough the panel meeting, which included practice tasks of Outcome 3

	<p>responses, a lengthy list of N and A exemplars for each Outcome 3 response in the assessment, and check marking throughout the process. The majority of check marking occurred over the first two weeks.</p> <p>There is the risk of 'unconscious bias' when marking in Assessment Master, as whole schools are allocated to markers. This will be eliminated when we move to marking in RMA.</p>																																													
<p>Entries, voids, and absences for assessment</p>	<p>2024 Entries = 65,125. Actuals = 55,500 2023: November entries = 46,792</p>																																													
<p>Question/item data, percentage of candidate subs that responded, percentage at score</p>	<p>See data analysis, once available.</p>																																													
<p>Students</p>	<table border="1" data-bbox="759 801 1385 1025"> <thead> <tr> <th>Equity Index</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>More</td> <td>7%</td> <td>14%</td> </tr> <tr> <td>Moderate</td> <td>55%</td> <td>57%</td> </tr> <tr> <td>Fewer</td> <td>31%</td> <td>23%</td> </tr> <tr> <td>Unassigned</td> <td>7%</td> <td>6%</td> </tr> </tbody> </table> <p data-bbox="759 1066 1385 1240">A larger number of students from a higher equity index sat the assessment this round, matched by a drop in the students from a lower equity index. This may have been reflected in the year 11 and higher results (still to receive data on this).</p> <table border="1" data-bbox="759 1276 1385 1500"> <thead> <tr> <th>Ethnicity</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>18%</td> <td>19%</td> </tr> <tr> <td>European</td> <td>57%</td> <td>45%</td> </tr> <tr> <td>Māori</td> <td>16%</td> <td>24%</td> </tr> <tr> <td>Pacific</td> <td>3%</td> <td>3%</td> </tr> <tr> <td>Other</td> <td>5%</td> <td>10%</td> </tr> </tbody> </table> <p data-bbox="759 1541 1385 1675">A higher proportion of students of Māori ethnicity sat the assessment this time, along with students from other ethnicities. The proportion of European ethnicity dropped by over 10%.</p> <table border="1" data-bbox="759 1715 1385 1863"> <thead> <tr> <th>Year level</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Below Yr 10</td> <td>5%</td> <td>2%</td> </tr> <tr> <td>Yr 10</td> <td>84%</td> <td>54%</td> </tr> <tr> <td>Above Yr 10</td> <td>11%</td> <td>44%</td> </tr> </tbody> </table> <p data-bbox="759 1904 1385 2047">The most apparent difference from 2023 to 2024 is the proportion of student year levels shifting. In 2022 and early 2023, by far the majority of students sitting Numeracy were year 10 students.</p>	Equity Index	2023	2024	More	7%	14%	Moderate	55%	57%	Fewer	31%	23%	Unassigned	7%	6%	Ethnicity	2023	2024	Asian	18%	19%	European	57%	45%	Māori	16%	24%	Pacific	3%	3%	Other	5%	10%	Year level	2023	2024	Below Yr 10	5%	2%	Yr 10	84%	54%	Above Yr 10	11%	44%
Equity Index	2023	2024																																												
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Unassigned	7%	6%																																												
Ethnicity	2023	2024																																												
Asian	18%	19%																																												
European	57%	45%																																												
Māori	16%	24%																																												
Pacific	3%	3%																																												
Other	5%	10%																																												
Year level	2023	2024																																												
Below Yr 10	5%	2%																																												
Yr 10	84%	54%																																												
Above Yr 10	11%	44%																																												

	<p>In 2024, this is changing – although the mode is still year 10, the number of year 11 and higher students (re)sitting the assessment has increased by 33%.</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>46%</td> <td>50%</td> </tr> <tr> <td>Male</td> <td>54%</td> <td>50%</td> </tr> <tr> <td>Unassigned</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Gender	2023	2024	Female	46%	50%	Male	54%	50%	Unassigned	0%	0%
Gender	2023	2024											
Female	46%	50%											
Male	54%	50%											
Unassigned	0%	0%											
Angoff analysis data													

Phase four: Evaluation of the assessment to decide on cut-score

State the claim NZQA makes for the assessment, and highlight any issues from instrument development, marking, or candidate performance that the National Assessment Facilitator considers could have impacted upon scores.

Cut-score Team	
<p>Changes in cohort</p> <p>Year 9 = 1,498</p> <p>Year 10 = 29,455</p> <p>Year 11 = 19,900</p> <p>Year 12 = 2,573</p> <p>Year 13 = 1,079</p>	<p>Given the varied nature of the cohort (different year levels, repeating students, schools entering whole year levels instead of students they think 'are ready', it is challenging to assess the impact of this.</p>
Changes in characteristics of the submission	NA
Effects of instrument on scores	<p>Paper responses – evaluation of results could help determine possible disadvantages for students responding on paper. Two things noted by markers:</p> <ol style="list-style-type: none"> 1. Poly (text to speech) is not available for students using paper (unless a student had a 'reader'). 2. Poor handwriting hampered many.
Relationship of assessment instrument to the construct and the claim	<p>Concerns remain about the two-week window of the assessment. Knowing the assessment material (students telling other students from other schools) could give some students an advantage.</p>
Distributions and variances of results in the current year and previous years	<p>Results for this assessment were lower than in past years.</p>

Impact of the assessment and possible cut-scores on student outcomes	The more detailed psychometric analysis that is to follow will allow us to analyse this.
--	--

Final cut-score confirmed	Numeracy 2024 – Assessment One (May - July) Total cut score of 16 of the 30 items. Outcome 1 – 5 of the 12 items. Outcome 2 – 5 of the 11 items. Outcome 3 – 2 of the 7 items. This produces an Achievement rate of 45% .
---------------------------	--

Cut scores approved

Signed: Sue Chalmers



Date: 30 July 2024

Key items regarding claim of Numerate

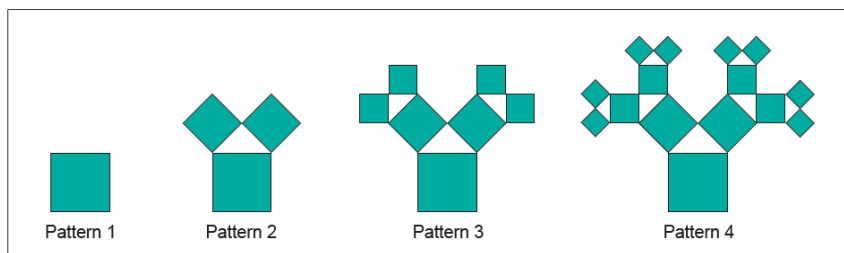
On average, with a cut-score of 16, students who pass get 6 out of these 10 items correct.

Pooled Angoff percentage across the 10 items is 65.5% so the cut-score matches senior marker expectations of these items.

2a 46% Correct

Angoff 65%

Nicole creates this growing tree design.



- (a) To create **Pattern 5**, how many squares would Nicole need, in total?
Include all squares of different sizes.

1b 48% Correct

70% Angoff

Tuatara eat small animals, such as wētā, worms, beetles, and spiders.

The tuatara weighs one kilogram.

The wētā weighs 25 grams.

- (b) How **many times heavier** is the tuatara than the wētā?

_____ times heavier



A tuatara eating a wētā

1c 49% Correct

65% Angoff

Tuatara are endangered.

A breeding programme for tuatara has been set up.

A female tuatara lays 6–10 eggs every four years.
The eggs take 11–16 months to hatch.

- (c) If all the eggs survive, about how many tuatara would you expect to get from **one** female in 10 years? Show the calculations you used to get your answer.

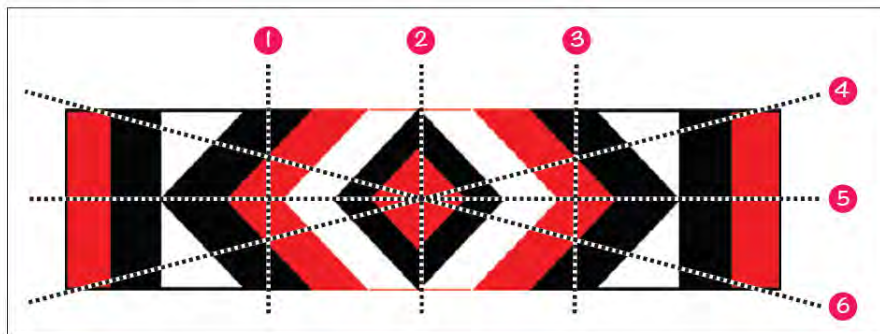


A tuatara hatching from an egg

2b 50% correct

65% Angoff

Ariana's design is shown below.



Tipare or kōpare (headband)

(b) Which numbers show lines of **reflection** symmetry in Ariana's design?

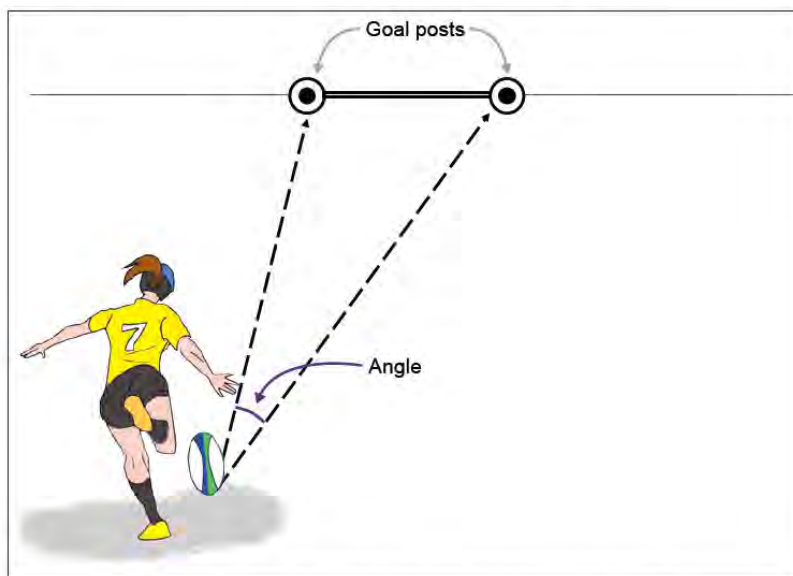
Tick (✓) the circle next to the correct numbers below. There is more than one answer.



5d 50% Correct

60% Angoff

In Rugby 7s, players can score extra points by drop-kicking a goal.



Rugby 7s player drop-kicking a goal between goal posts

(d) Estimate the angle this player must work with to get the ball between the goal posts.

_____ °

1a 51% Correct

65% Angoff

QUESTION ONE: Tuatara


New Zealand is home to the last surviving dinosaur – the tuatara.

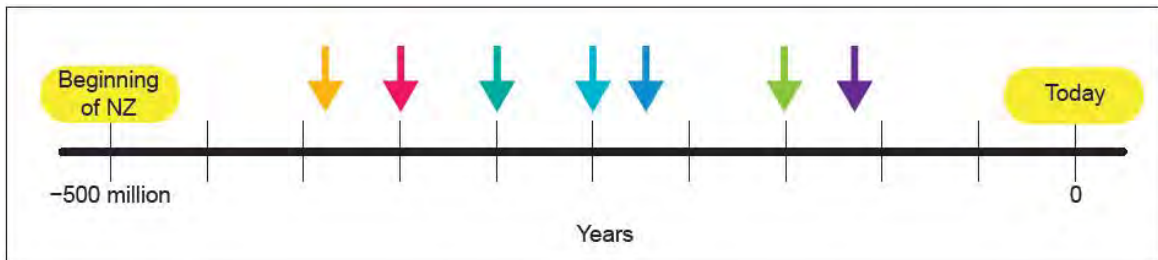
Tuatara first lived about 225 million years ago.

The oldest rocks show New Zealand is about 500 million years old.



A tuatara on a log

- (a) On the timeline below, circle  the arrow that shows 225 million years ago.



5c 52% Correct

70% Angoff

Michaela played all **14 minutes** of a Rugby 7s game and ran a total of **1,540 metres**.

Ani says that, on average, Michaela ran over **100 metres** for every minute that she played.



Michaela running

- (c) Is Ani's claim reasonable?

Use the measurements provided to explain your answer.

3d 53 % Correct

55% Angoff

In some cities, people pay for the amount of water they use.

Here is Cindy's water bill for **one month**.

Wai Mā Services		
Amount used (m ³)	Rate (\$/m ³)	Charge (\$)
24.8	?	\$35.96

(d) How much does Cindy pay for each cubic metre (m³) of water used?

Note: \$/m³ means dollars per cubic metre.

\$ _____

5e 53% Correct

70% Angoff

In a coin toss, Sarah usually picks "heads".

But the last three tosses have all come up "tails".

(e) Should Sarah choose "heads" or "tails" for the fourth toss, or is either choice alright?

Explain your answer using ideas about probability.



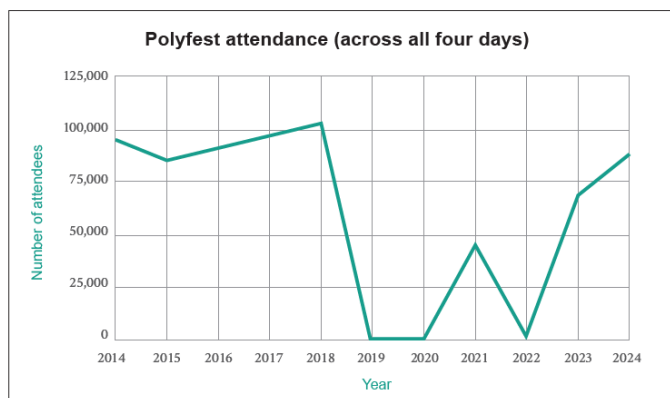
Sarah tossing a coin

4a 54% Correct

70% Angoff

Polyfest is a festival. It has music, dances, costumes, and speeches from different Pacific cultures.

Here is a graph of people attending Polyfest over time.



(a) How many more people attended Polyfest in 2015 than 2021?

_____ people

Predicting Literacy and Numeracy 2024 Pass Rates

Alana Saunders

14/06/2024

Contents

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Introduction and Motivation

The Literacy and Numeracy assessments are in their third official iteration. At this point, we have two sessions worth of data about both the students and the assessments.

The question was raised whether we would be able to predict Literacy and Numeracy pass rates based on what we already know about the students entered for 2024 and how similar cohorts performed in the past.

Note that these predicted pass rates are based on many assumptions we know will be violated eg. students in a given cohort will perform the same as they did in the past.

Data

Data has been extracted for Reading, Writing, and Numeracy. Pāngarau sample sizes were too small for modelling and Te Reo Matatini assessments in 2024 are new. Data from both iterations of 2023 was used. This has then been applied to 2024 assessed students to predict a pass rate.

Previous iterations

Data was extracted for 32403 (Reading), 32405 (Writing), and 32406 (Numeracy) separately. The following variables were taken:

Gender – F (Female) or M (Male)

Ethnicity – A (Asian), E (European), M (Māori), P (Pacific), O (Other)

MoE Year Level – Grouped into “Below Year 10”, “Year 10”, and “Above Year 10”

Region – Grouped into “North Island”, “South Island” and “Pacific Islands”

EQI Group – “More”, “Moderate”, and “Fewer”

Assessed Students – Number of results with an N or an A.

Achieved Students – Number of results with an A.

Pass Rate – Achieved Students/Assessed Students

Current iteration

Gender – F (Female), M (Male), U (Unassigned)

Ethnicity – A (Asian), E (European), M (Māori), P (Pacific), O (Other)

MoE Year Level – Grouped into “Below Year 10”, “Year 10”, and “Above Year 10”

Region – Grouped into “North Island”, “South Island” and “Pacific Islands”

EQI Group – “More”, “Moderate”, and “Fewer”

Entries – Number of students entered.

Model

The model chosen for each standard was the same. It involved putting in all characteristic variables into the model as all were significant predictors of pass rate. The chosen model is:

$$Pass Rate_i = \beta_0 + \beta_1 Gender_i + \beta_{2,j} Ethnicity_j + \beta_{3,k} Year Level_k + \beta_{4,l} Region_l + \beta_{5,m} EQI_m + \epsilon_i$$

where

$Pass Rate_i$ is the proportion of students with the given characteristics that passed.

$Gender_i$ is value β_1 for female and 0 for male

$Ethnicity_j$ is value $\beta_{2,j}$ for the j^{th} ethnicity A, M, P, or O, with 0 for E (European).

$Year Level_k$ is value $\beta_{3,k}$ for the k^{th} year level group, with 0 for “Year 10”.

$Region_l$ is value $\beta_{4,l}$ for the l^{th} region South Island or Pacific Islands, with 0 for the North Island.

EQI_m is value $\beta_{5,m}$ for the m^{th} EQI Group Fewer, Moderate, or Unassigned, with 0 for More.

ϵ_i is the residual term of the i^{th} group of characteristics.

Each distinct combination of variable then had their pass rate calculated. This was applied to the number of students in each cohort to estimate an overall pass rate.

Results

Reading

$$\begin{aligned} \text{Pass Rate}_i = & 0.509 + \begin{array}{|l} \hline 0.000 \text{ if Male} \\ 0.054 \text{ if Female} \\ \hline \end{array} + \begin{array}{|l} \hline 0.000 \text{ if European} \\ -0.136 \text{ if Asian} \\ -0.169 \text{ if Māori} \\ -0.271 \text{ if Pacific} \\ -0.068 \text{ if Other} \\ \hline \end{array} + \begin{array}{|l} \hline 0.000 \text{ if Year 10} \\ -0.057 \text{ if Below Year 10} \\ -0.050 \text{ if Above Year 10} \\ \hline \end{array} \\ & + \begin{array}{|l} \hline 0.000 \text{ if Region = North Island} \\ -0.048 \text{ if Region = South Island} \\ -0.314 \text{ if Region = Pacific} \\ \text{Islands} \\ \hline \end{array} + \begin{array}{|l} \hline 0.000 \text{ if EQI = More} \\ 0.155 \text{ if EQI = Moderate} \\ 0.276 \text{ if EQI = Fewer} \\ 0.362 \text{ if EQI = Unassigned} \\ \hline \end{array} \end{aligned}$$

We can then apply this to 2024 data to predict the percentage of students that will pass in each group and apply this to the number of assessed students in each group. Doing this gives 32,261 students out of 53,396 entries passing the reading exam or 60.4%.

The model shows:

- The pass rate for Females is 0.054 points higher than Males.
- The pass rate for Pacific students is 0.271 points lower than for European students.
- The pass rate for students above Year 10 is 0.050 points lower than students in Year 10.
- Students in the Pacific Islands have a pass rate that is 0.314 points lower than students in the North Island.
- Students with an Unassigned EQI have the highest pass rate, being 0.362 points higher than students in the More EQI group.
- The biggest influence on a student's pass rate for Reading is the Equity Index of their school.

Imagine a Female, Pacific, Year 10 student from the North Island in a school with Fewer Socioeconomic Barriers to Achievement. The estimated pass rate is:

$$\begin{aligned} \text{Pass Rate} &= 0.509 + 0.054 - 0.271 + 0.000 + 0.000 + 0.276 \\ &= 0.568 \end{aligned}$$

Now imagine that student was Below Year 10 when entered. We expect the pass rate to decrease.

$$\begin{aligned} \text{Pass Rate} &= 0.509 + 0.054 - 0.271 - 0.057 + 0.000 + 0.276 \\ &= 0.511 \end{aligned}$$

Writing

$$\begin{aligned}
 \text{Pass Rate}_i = & 0.349 + \begin{array}{|l} \hline 0.000 \text{ if Male} \\ 0.141 \text{ if Female} \\ \hline \end{array} + \begin{array}{|l} \hline 0.000 \text{ if European} \\ -0.044 \text{ if Asian} \\ -0.117 \text{ if Māori} \\ -0.118 \text{ if Pacific} \\ -0.004 \text{ if Other} \\ \hline \end{array} + \begin{array}{|l} \hline 0.000 \text{ if Year 10} \\ -0.090 \text{ if Below Year 10} \\ -0.042 \text{ if Above Year 10} \\ \hline \end{array} \\
 & + \begin{array}{|l} \hline 0.000 \text{ if Region = North Island} \\ -0.028 \text{ if Region = South Island} \\ -0.163 \text{ if Region = Pacific} \\ \text{Islands} \\ \hline \end{array} + \begin{array}{|l} \hline 0.000 \text{ if EQI = More} \\ 0.161 \text{ if EQI = Moderate} \\ 0.289 \text{ if EQI = Fewer} \\ 0.308 \text{ if EQI = Unassigned} \\ \hline \end{array}
 \end{aligned}$$

We can then apply this to 2024 data to predict the percentage of students that will pass in each group and apply this to the number of assessed students in each group. Doing this gives 26,526 students out of 50,634 entries passing the writing exam or 52.4%.

The model shows:

- The pass rate for Females is 0.141 points higher than Males. This difference is more pronounced than in the Reading paper.
- The pass rate for Pacific students is 0.118 points lower than for European students. For all ethnicities, the difference is less pronounced than Reading.
- The pass rate for students above Year 10 is 0.042 points lower than students in Year 10.
- Students in the Pacific Islands have a pass rate that is 0.163 points lower than students in the North Island. This is less pronounced than Reading.
- Students with an Unassigned EQI have the highest pass rate, being 0.308 points higher than students in the More EQI group.
- The biggest influence on a student's pass rate for Writing is the Equity Index of their school.

Imagine a Female, Pacific, Year 10 student from the North Island in a school with Fewer Socioeconomic Barriers to Achievement. The estimated pass rate is:

$$\begin{aligned}
 \text{Pass Rate} &= 0.349 + 0.141 - 0.118 + 0.000 + 0.000 + 0.308 \\
 &= 0.680
 \end{aligned}$$

Now imagine that student was Below Year 10 when entered. We expect the pass rate to decrease.

$$\begin{aligned}
 \text{Pass Rate} &= 0.349 + 0.141 - 0.118 - 0.090 + 0.000 + 0.308 \\
 &= 0.590
 \end{aligned}$$

Numeracy

$$\begin{aligned}
 \text{Pass Rate}_i = & 0.459 + \boxed{\begin{array}{l} 0.000 \text{ if Male} \\ -0.063 \text{ if Female} \end{array}} + \boxed{\begin{array}{l} 0.000 \text{ if European} \\ 0.020 \text{ if Asian} \\ -0.176 \text{ if Māori} \\ -0.271 \text{ if Pacific} \\ -0.098 \text{ if Other} \end{array}} + \boxed{\begin{array}{l} 0.000 \text{ if Year 10} \\ -0.008 \text{ if Below Year 10} \\ -0.110 \text{ if Above Year 10} \end{array}} \\
 & + \boxed{\begin{array}{l} 0.000 \text{ if Region = North Island} \\ -0.030 \text{ if Region = South Island} \\ -0.326 \text{ if Region = Pacific Islands} \end{array}} + \boxed{\begin{array}{l} 0.000 \text{ if EQI = More} \\ 0.140 \text{ if EQI = Moderate} \\ 0.287 \text{ if EQI = Fewer} \\ 0.423 \text{ if EQI = Unassigned} \end{array}}
 \end{aligned}$$

We can then apply this to 2024 data to predict the percentage of students that will pass in each group and apply this to the number of assessed students in each group. Doing this gives 25,543 students out of 54,338 entries passing the numeracy exam or 47.0%.

The model shows:

- The pass rate for Females is 0.063 points lower than Males. This is the only English Medium exam where the pass rate for Females is lower than Males.
- The pass rate for Pacific students is 0.271 points lower than for European students. For most ethnicities, this is similar as Reading. The Asian ethnicity has a positive impact on the pass rate in Numeracy unlike the other English Medium standards.
- The pass rate for students above Year 10 is 0.110 points lower than students in Year 10. This is the highest difference amongst English Medium standards. This is also a higher drop than for students below Year 10.
- Students in the Pacific Islands have a pass rate that is 0.326 points lower than students in the North Island. This is a higher drop than Reading and Numeracy.
- Students with an Unassigned EQI have the highest pass rate, being 0.423 points higher than students in the More EQI group. This is higher than other English Medium standards.
- The biggest influence on a student's pass rate for Numeracy is the Equity Index of their school.

Imagine a Female, Pacific, Year 10 student from the North Island in a school with Fewer Socioeconomic Barriers to Achievement. The estimated pass rate is:

$$\begin{aligned}
 \text{Pass Rate} &= 0.459 - 0.063 - 0.271 + 0.000 + 0.000 + 0.287 \\
 &= 0.412
 \end{aligned}$$

Now imagine that student was Below Year 10 when entered. We expect the pass rate to decrease.

$$\begin{aligned}
 \text{Pass Rate} &= 0.491 - 0.062 - 0.274 - 0.008 + 0.000 + 0.276 \\
 &= 0.404
 \end{aligned}$$

Summary

The estimated pass rate for Literacy Reading is 60.4% with a 90% confidence interval of [43.7,77.1]. We are 90% confident that the pass rate for Reading will be between 43.7% and 77.1%, estimating it will be 60.4%.

The estimated pass rate for Literacy Writing is 52.4% with a 90% confidence interval of [34.4,70.4]. We are 90% confident that the pass rate for Reading will be between 34.4% and 70.4%, estimating it will be 52.4%.

The estimated pass rate for Numeracy is 47.0% with a 90% confidence interval of [30.5,63.5]. We are 90% confident that the pass rate for Reading will be between 30.5% and 63.5%, estimating it will be 47.0%.

The predictors contributing to a predicted pass rate are gender, ethnicity, region, age group, and EQI.

The biggest influence on a student's pass rate for any English Medium Literacy or Numeracy exam is the Equity Index of their school.

How this compares to previous pass rates

	2023 Session One		2023 Session Two		2024 Session One	
	Participating	Achieved (%)	Participating	Achieved (%)	Participating	<i>Estimated</i> Achieved (%)
Reading	28,403	64.6%	30,486	57.3%	53,396	60.4%
Writing	26,551	56.4%	31,783	54.7%	50,634	52.4%
Numeracy	33,168	56.1%	35,143	50.6%	54,338	47.0%

We are expecting the Reading pass rate to be somewhere between the pass rates for 2023 Session One and Session Two while we are expecting the pass rates for Writing and Numeracy to decrease.

Appendix

The following tables show output for the model

$$Pass Rate_i = \beta_0 + \beta_1 Gender_i + \beta_{2,j} Ethnicity_j + \beta_{3,k} Year Level_k + \beta_{4,l} Region_l + \beta_{5,m} EQI_m + \epsilon_i$$

for each English Medium standard.

The significance column has a * if it is statistically significant at the level of $p < 0.05$.

Table 1 – Reading Output

Coefficient	Estimate	Standard Error	Significance
Intercept	0.50902	0.02232	*
<i>Gender</i>			
Male	0.00000	-	-
Female	0.05447	0.01402	*
<i>Ethnicity</i>			
European	0.00000	-	-
Asian	-0.13631	0.02062	*
Maori	-0.16891	0.01965	*
Pacific	-0.27052	0.02271	*

Other	-0.06811	0.02753	*
<i>Year Group</i>			
Year 10	0.00000	-	-
Below Year 10	-0.05671	0.02659	*
Above Year 10	-0.05005	0.01666	*
<i>Region</i>			
North Island	0.00000	-	-
South Island	-0.04821	0.01578	*
Pacific Islands	-0.31439	0.05796	*
<i>Equity Index Group</i>			
More	0.00000	-	-
Moderate	0.15539	0.01902	*
Fewer	0.27625	0.02057	*
Unassigned	0.36230	0.02695	*

The model has an Adjusted-R2 = 0.7122 which indicates that 71.22% of the variability in student scores is explained by the model.

Table 2 – Writing Output

Coefficient	Estimate	Standard Error	Significance
Intercept	0.348513	0.024107	*
<i>Gender</i>			
Male	0.000000	-	-
Female	0.141046	0.015153	*
<i>Ethnicity</i>			
European	0.000000	-	-
Asian	-0.043664	0.022653	
Maori	-0.117066	0.021393	*
Pacific	-0.118136	0.023956	*
Other	-0.003547	0.029785	
<i>Year Group</i>			
Year 10	0.000000	-	-
Below Year 10	-0.089695	0.030521	*
Above Year 10	-0.041682	0.017237	
<i>Region</i>			
North Island	0.000000	-	-
South Island	-0.027614	0.016926	
Pacific Islands	-0.163323	0.062147	*
<i>Equity Index Group</i>			
More	0.000000	-	-
Moderate	0.160521	0.020715	*
Fewer	0.289493	0.022021	*
Unassigned	0.307841	0.028944	*

The model has an Adjusted-R2 = 0.6489 which indicates that 64.89% of the variability in student scores is explained by the model.

Table 3 – Numeracy Output

Coefficient	Estimate	Standard Error	Significance
Intercept	0.458791	0.020473	*
<i>Gender</i>			
Male	0.000000	-	-
Female	-0.063155	0.012775	*
<i>Ethnicity</i>			
European	0.000000	-	-
Asian	0.019543	0.018423	
Maori	-0.175938	0.018305	*
Pacific	-0.271316	0.020016	*
Other	-0.098241	0.025399	*
<i>Year Group</i>			
Year 10	0.000000	-	-
Below Year 10	0.007657	0.019463	
Above Year 10	-0.109624	0.015152	*
<i>Region</i>			
North Island	0.000000	-	-
South Island	-0.029712	0.014261	*
Pacific Islands	-0.326250	0.055932	*
<i>Equity Index Group</i>			
More	0.000000	-	-
Moderate	0.140254	0.017921	*
Fewer	0.286879	0.018977	*
Unassigned	0.422676	0.024227	*

The model has an Adjusted-R2 = 0.7837 which indicates that 78.37% of the variability in student scores is explained by the model.

Predicting 2024 Literacy and Numeracy English Medium Pass Rates

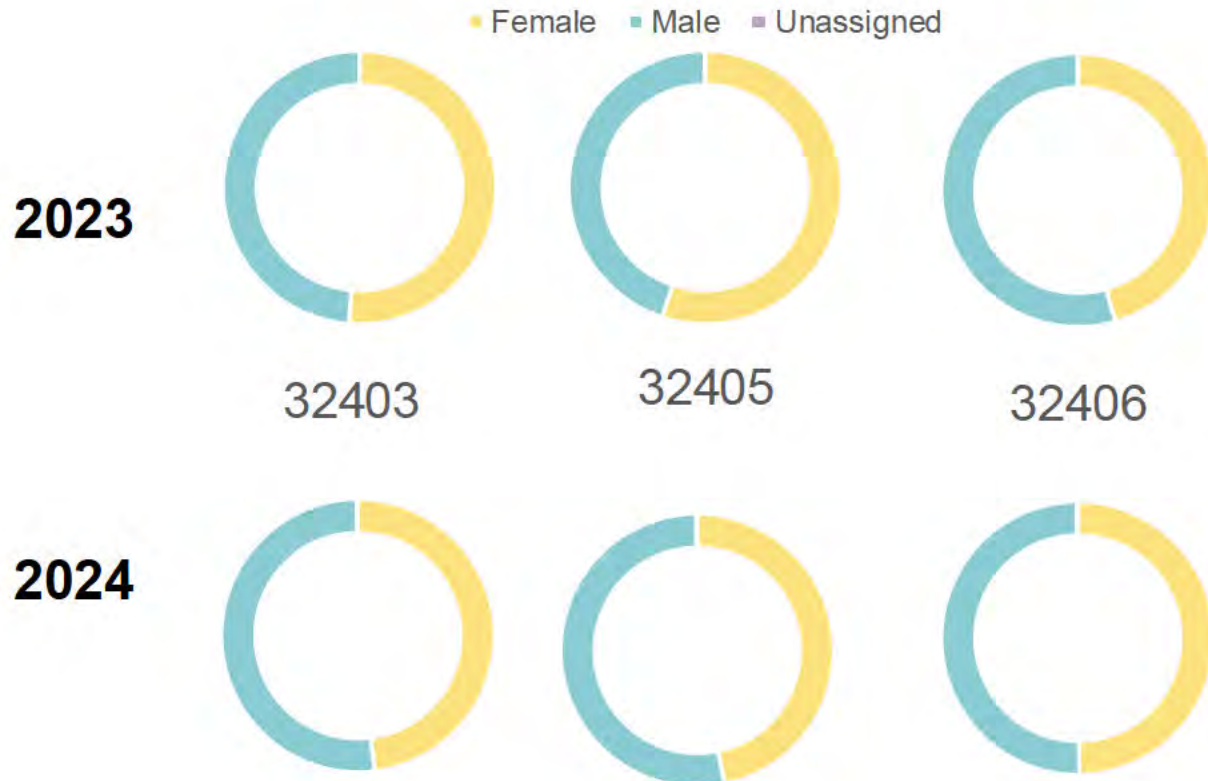


Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Cohorts in 2023 and 2024



Gender

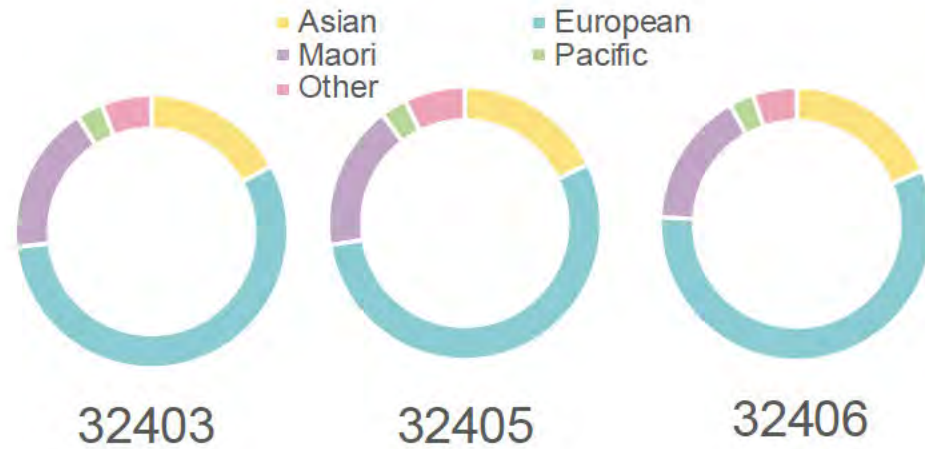


	32403	32405	32406
Female	16,573 (51%)	16,030 (55%)	14,550 (46%)
Male	15,762 (49%)	13,043 (45%)	17,355 (54%)
Unassigned	1 (0%)	2 (0%)	3 (0%)

	32403	32405	32406
Female	25,652 (48%)	23,689 (47%)	27,080 (50%)
Male	27,695 (52%)	26,896 (53%)	27,202 (50%)
Unassigned	49 (0%)	49 (0%)	56 (0%)

Ethnicity

2023



2024



	32403	32405	32406
Asian	5,505 (17%)	5,204 (18%)	5,938 (19%)
European	18,147 (56%)	15,848 (55%)	18,234 (57%)
Māori	5,729 (18%)	5,004 (17%)	5,125 (16%)
Pacific	1,016 (3%)	912 (3%)	940 (3%)
Other	1,925 (6%)	2,092 (7%)	1,657 (5%)

	32403	32405	32406
Asian	9,922 (19%)	9,399 (19%)	10,303 (19%)
European	24,355 (46%)	23,421 (46%)	24,228 (45%)
Māori	12,261 (23%)	11,509 (23%)	12,823 (24%)
Pacific	1,549 (3%)	1,475 (3%)	1,650 (3%)
Other	5,309 (10%)	4,830 (10%)	5,334 (10%)

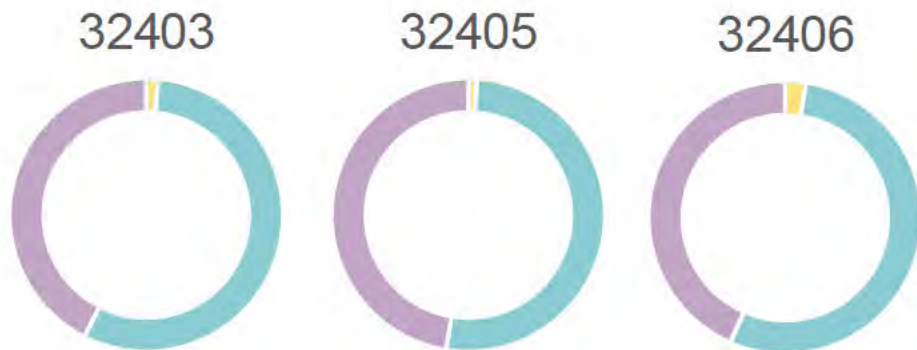
Year Level

Below Year 10 ■ Year 10 ■ Above Year 10



2023

	32403	32405	32406
Below Y10	742 (2%)	545 (2%)	1,609 (5%)
Year 10	27,553 (85%)	24,659 (85%)	26,805 (84%)
Above Y10	4,041 (12%)	3,871 (13%)	3,493 (11%)



2024

	32403	32405	32406
Below Y10	752 (1%)	521 (1%)	1,315 (2%)
Year 10	29,957 (56%)	26,128 (52%)	29,435 (54%)
Above Y10	22,687 (42%)	23,985 (47%)	23,588 (43%)

Region

■ North Island
 ■ South Island
 ■ Pacific Islands



	32403	32405	32406
North Island	23,655 (75%)	21,452 (74%)	22,929 (72%)
South Island	8,585 (25%)	7,512 (26%)	8,902 (28%)
Pacific Islands	96 (0%)	111 (0%)	77 (0%)

32403

32405

32406



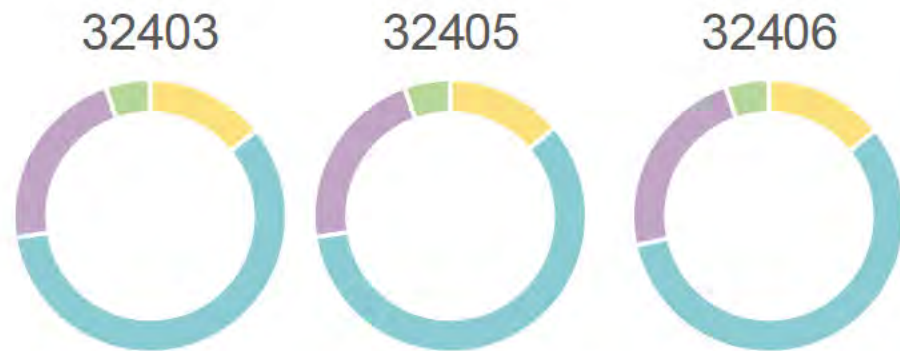
	32403	32405	32406
North Island	40,830 (76%)	39,091 (77%)	42,137 (78%)
South Island	12,378 (23%)	11,370 (22%)	12,013 (22%)
Pacific Islands	188 (0%)	173 (0%)	188 (0%)

2023

2024

Equity Index

More Moderate Fewer Unassigned



	32403	32405	32406
More	2,656 (8%)	2,295 (8%)	2,102 (7%)
Moderate	17,282 (53%)	15,471 (53%)	17,591 (55%)
Fewer	10,531 (33%)	9,887 (34%)	9,963 (31%)
Unassigned	1,867 (6%)	1,422 (5%)	2,252 (7%)

	32403	32405	32406
More	7,594 (14%)	6,998 (14%)	7,735 (14%)
Moderate	31,089 (58%)	29,722 (59%)	31,133 (57%)
Fewer	11,887 (22%)	11,149 (22%)	12,668 (23%)
Unassigned	2,826 (5%)	2,765 (5%)	2,802 (5%)

2023

2024

Model





$$Pass\ Rate_i = \beta_0 + \beta_1 Gender_i + \beta_{2,j} Ethnicity_j + \beta_{3,k} Year\ Level_k + \beta_{4,l} Region_l + \beta_{5,m} EQI_m + \epsilon_i$$

where

Pass Rate_i is the proportion of students with the given characteristics that passed.

Gender_i is value β_1 for female and 0 for male

Ethnicity_j is value $\beta_{2,j}$ for the *j*th ethnicity A, M, P, or O, with 0 for E (European).

Year Level_k is value $\beta_{3,k}$ for the *k*th year level group, with 0 for “Year 10”.

Region_l is value $\beta_{4,l}$ for the *l*th region South Island or Pacific Islands, with 0 for the North Island.

EQI_m is value $\beta_{5,m}$ for the *m*th EQI Group Fewer, Moderate, or Unassigned, with 0 for More.

ϵ_i is the residual term of the *i*th group of characteristics.

Each distinct combination of variable then had their pass rate calculated. This was applied to the number of students in each cohort to estimate an overall pass rate.

Predicted Pass Rates





- The estimated pass rate for Literacy Reading is 60% with a 90% confidence interval of [44,77]. We are 90% confident that the pass rate for Reading will be between 44% and 77%, estimating it will be 60%.
- The estimated pass rate for Literacy Writing is 52% with a 90% confidence interval of [34,70]. We are 90% confident that the pass rate for Writing will be between 34% and 70%, estimating it will be 52%.
- The estimated pass rate for Numeracy is 47% with a 90% confidence interval of [31,64]. We are 90% confident that the pass rate for Numeracy will be between 31% and 64%, estimating it will be 47%.
- The predictors contributing to a predicted pass rate are gender, ethnicity, region, age group, and EQI.
- The biggest influence on a student's pass rate for any English Medium Literacy or Numeracy exam is the Equity Index of their school.

Note that these predicted pass rates are based on many assumptions eg. students in a given cohort will perform the same as they did in the past.

Comparison with History





	2023 Session One		2023 Session Two		2024 Session One	
	Participating	Achieved (%)	Participating	Achieved (%)	Participating	<i>Estimated</i> Achieved (%)
Reading	28,403	64.6%	30,486	57.3%	53,396	60.4%
Writing	26,551	56.4%	31,783	54.7%	50,634	52.4%
Numeracy	33,168	56.1%	35,143	50.6%	54,338	47.0%

Kia ora
Thank you

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



From: [REDACTED]
To: [Alana Saunders](#)
Cc: [Eldon Paki](#); [Kevin Hoar](#); [Catherine Edser](#)
Subject: Re: Statistics for cutscore meeting
Date: Thursday, 23 May 2024 5:28:24 PM

Hi Alana

15 July might be okay for a data analysis but it won't be until 21 July for all digital marking to be complete. Given 64,000 students are enrolled we should have a dataset of about 25,000 by then.

Given the size of the dataset we get a pretty good idea of how the assessment is tracking after the first week. The distributions don't appear to change much after that.

If Eldon is pressed for time he could run the Winstep analysis in the week of 15 July. If you can produce the usual spreadsheet of complete results before our meeting on 26 July we should have confidence in the data.

How does that sound?

Regards

[REDACTED]

On Thu, May 23, 2024 at 5:14 PM Alana Saunders <Alana.Saunders@nzqa.govt.nz> wrote:

Hi [REDACTED]

Can I clarify what dates you would be wanting information from us? We have data extraction scheduled for the week of 15 July. Would this be too soon?

I'll continue to produce the generic spreadsheet I have produced in the past (unless you don't need it). Eldon does the winsteps stuff and currently we don't have that scheduled so I will need to touch base with him. He will be on leave from 22 July which might make things difficult.

If you let us know when you'd need data, Eldon and I can touch base on Monday when he is back from his current leave and figure out what to do. Don't let me deter you if you need data closer to the 26th – we'll find a way to make something work.

Thanks,

Alana

From: [REDACTED]

Sent: Thursday, May 23, 2024 10:45 AM

To: Eldon Paki <Eldon.Paki@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Alana Saunders <Alana.Saunders@nzqa.govt.nz>

Subject: Statistics for cutscore meeting

Hi Eldon and Alana

It was nice to catch up at our virtual meeting.

This is a "heads up" about stats we will need to set the Numeracy cutscore for Term 2 CAA, 2024.

Kevin, [REDACTED] and I have a Zoom meeting set for 10am Friday 26 July to discuss the setting. Marking should be near-complete by Monday 22 July.

Last year you provided a Winstep analysis for the Numeracy items that gave a Rasch scale logit and percentage correct for each item. That was extremely helpful to us in setting and justifying the placement of the cutscore.

Are you able to provide this again?

If you can please schedule that in.

Thanks and regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[Redacted]

[Redacted]

[Redacted]

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	JMLE MEASURE	MODEL S.E.	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
23	6505	51966	2.60	0.01	0.91	-9.90	0.79	-9.40
5	9884	51966	1.98	0.01	1.07	9.90	1.11	6.26
17	12324	51966	1.62	0.01	0.96	-6.92	0.84	-9.90
22	12565	51966	1.58	0.01	0.94	-9.60	1.16	9.90
21	13222	51966	1.50	0.01	1.00	0.00	1.00	-0.34
6	15674	51966	1.18	0.01	1.13	9.90	1.28	9.90
30	15710	51966	1.18	0.01	0.78	-9.90	0.64	-9.90
9	16912	51966	1.04	0.01	0.97	-5.22	0.93	-6.83
20	21957	51966	0.47	0.01	1.06	9.90	1.03	3.90
15	23152	51966	0.34	0.01	0.79	-9.90	0.70	-9.90
7	23666	51966	0.29	0.01	0.96	-9.90	0.92	-9.90
2	24730	51966	0.17	0.01	0.87	-9.90	0.82	-9.90
3	25516	51966	0.09	0.01	1.04	9.20	1.04	4.98
8	26131	51966	0.03	0.01	1.18	9.90	1.25	9.90
28	26197	51966	0.02	0.01	1.06	9.90	1.10	9.90
1	26669	51966	-0.03	0.01	1.17	9.90	1.31	9.90
27	26749	51966	-0.04	0.01	0.92	-9.90	0.88	-9.90
29	27393	51966	-0.11	0.01	1.08	9.90	1.12	9.90
16	27683	51966	-0.14	0.01	0.85	-9.90	0.79	-9.90
19	28156	51966	-0.19	0.01	1.10	9.90	1.16	9.90
13	29607	51966	-0.34	0.01	0.91	-9.90	0.86	-9.90
25	30999	51966	-0.50	0.01	0.93	-9.90	0.86	-9.90
11	31306	51966	-0.53	0.01	1.13	9.90	1.18	9.90
14	33977	51966	-0.83	0.01	0.83	-9.90	0.76	-9.90
24	34429	51966	-0.88	0.01	1.01	1.59	1.04	3.37
26	35313	51966	-0.99	0.01	1.05	8.55	1.18	9.90
4	42676	51966	-2.02	0.01	1.14	9.90	1.48	9.90
12	43809	51966	-2.22	0.01	1.00	0.16	1.09	4.34
18	45112	51966	-2.48	0.01	1.07	7.37	1.20	8.15
10	46510	51966	-2.80	0.02	1.05	4.40	1.15	5.46

PTMEASUR-AL		EXACT MATCH		ITEM
CORR.	EXP.	OBS%	EXP%	
0.43	0.38	89.2	88.4	Q4e
0.38	0.43	82.1	83.2	Q1e
0.48	0.45	80.6	80.1	Q3e
0.47	0.45	81.4	79.8	Q4d
0.46	0.46	79.0	79.1	Q4c
0.40	0.48	73.3	76.7	Q1f
0.61	0.48	82.3	76.7	Q5f
0.50	0.48	76.7	75.7	Q2c
0.47	0.50	70.3	73.0	Q4b
0.63	0.51	80.4	72.6	Q3c
0.54	0.51	73.9	72.5	Q2a
0.59	0.51	77.0	72.4	Q1b
0.49	0.51	70.5	72.4	Q1c
0.40	0.51	65.8	72.3	Q2b
0.47	0.51	70.2	72.4	Q5d
0.40	0.51	66.6	72.4	Q1a
0.56	0.51	75.0	72.4	Q5c
0.46	0.51	69.7	72.5	Q5e
0.60	0.51	77.8	72.5	Q3d
0.45	0.51	69.7	72.6	Q4a
0.56	0.51	75.8	73.0	Q3a
0.55	0.51	75.7	73.6	Q5a
0.43	0.51	69.4	73.7	Q2e
0.60	0.50	80.7	75.3	Q3b
0.49	0.50	75.6	75.6	Q4f
0.45	0.49	75.9	76.4	Q5b
0.34	0.44	82.7	84.4	Q1d
0.41	0.42	86.6	86.1	Q2f
0.36	0.40	87.7	88.0	Q3f
0.34	0.38	90.3	90.3	Q2d

From: [Eldon Paki](#)
To: [REDACTED]
Cc: [Kevin Hoar](#); [Alana Saunders](#)
Subject: 2024 Numeracy Session 1 - Output for Cut Score Setting Process
Date: Friday, 19 July 2024 2:25:19 PM
Attachments: [13-500WS.xlsx](#)
[13-500WS.txt](#)
[2024 Session01 Score to Measure v01.xlsx](#)

Hi [REDACTED]

Attached are the diagnostics based on the data extraction earlier today.

Note:

- The analysis used 51,966 student responses which makes me reasonably confident that the analysis has captured over 90 percent of the respondents
- 13-500WS.xlsx lists the items in order from the highest JMLE MEASURE to the lowest
 - That is, from the most difficult item to the least difficult (i.e. easiest) item
 - Q4e was the most difficult with JMLE MEASURE = 2.60
 - In contrast, Q2d was the least difficult (easiest) with JMLE MEASURE = -2.80
- 13-500WS.txt
 - This output is directly from Winsteps just in case you need it and was used to create 13-500WS.xlsx above
- 2024 Session01 Score to Measure v01.xlsx lists in order from the lowest SCORE to the highest SCORE.

Think that's about it from me.

Hokey Cokey??
Eldon

TABLE 13.1 32406 lit_num data 2024_T2 V3.csv ZOU500WS.TXT Jul 19 2024 12:18
 INPUT: 51966 PERSON 30 ITEM REPORTED: 51966 PERSON 30 ITEM 2 CATS WINSTEPS 5.2.5.1

PERSON: REAL SEP.: 2.59 REL.: .87 ... ITEM: REAL SEP.: 108.75 REL.: 1.00

ITEM STATISTICS: MEASURE ORDER

ENTRY	TOTAL	TOTAL	JMLE	MODEL	INFIT	OUTFIT	PTMEASUR-AL	EXACT MATCH	ITEM				
NUMBER	SCORE	COUNT	MEASURE	S.E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR. EXP.	OBS% EXP%			
23	6505	51966	2.60	.01	.91	-9.90	.79	-9.40	.43	.38	89.2	88.4	Q4e
5	9884	51966	1.98	.01	1.07	9.90	1.11	6.26	.38	.43	82.1	83.2	Q1e
17	12324	51966	1.62	.01	.96	-6.92	.84	-9.90	.48	.45	80.6	80.1	Q3e
22	12565	51966	1.58	.01	.94	-9.60	1.16	9.90	.47	.45	81.4	79.8	Q4d
21	13222	51966	1.50	.01	1.00	.00	1.00	-.34	.46	.46	79.0	79.1	Q4c
6	15674	51966	1.18	.01	1.13	9.90	1.28	9.90	.40	.48	73.3	76.7	Q1f
30	15710	51966	1.18	.01	.78	-9.90	.64	-9.90	.61	.48	82.3	76.7	Q5f
9	16912	51966	1.04	.01	.97	-5.22	.93	-6.83	.50	.48	76.7	75.7	Q2c
20	21957	51966	.47	.01	1.06	9.90	1.03	3.90	.47	.50	70.3	73.0	Q4b
15	23152	51966	.34	.01	.79	-9.90	.70	-9.90	.63	.51	80.4	72.6	Q3c
7	23666	51966	.29	.01	.96	-9.90	.92	-9.90	.54	.51	73.9	72.5	Q2a
2	24730	51966	.17	.01	.87	-9.90	.82	-9.90	.59	.51	77.0	72.4	Q1b
3	25516	51966	.09	.01	1.04	9.20	1.04	4.98	.49	.51	70.5	72.4	Q1c
8	26131	51966	.03	.01	1.18	9.90	1.25	9.90	.40	.51	65.8	72.3	Q2b
28	26197	51966	.02	.01	1.06	9.90	1.10	9.90	.47	.51	70.2	72.4	Q5d
1	26669	51966	-.03	.01	1.17	9.90	1.31	9.90	.40	.51	66.6	72.4	Q1a
27	26749	51966	-.04	.01	.92	-9.90	.88	-9.90	.56	.51	75.0	72.4	Q5c
29	27393	51966	-.11	.01	1.08	9.90	1.12	9.90	.46	.51	69.7	72.5	Q5e
16	27683	51966	-.14	.01	.85	-9.90	.79	-9.90	.60	.51	77.8	72.5	Q3d
19	28156	51966	-.19	.01	1.10	9.90	1.16	9.90	.45	.51	69.7	72.6	Q4a
13	29607	51966	-.34	.01	.91	-9.90	.86	-9.90	.56	.51	75.8	73.0	Q3a
25	30999	51966	-.50	.01	.93	-9.90	.86	-9.90	.55	.51	75.7	73.6	Q5a
11	31306	51966	-.53	.01	1.13	9.90	1.18	9.90	.43	.51	69.4	73.7	Q2e
14	33977	51966	-.83	.01	.83	-9.90	.76	-9.90	.60	.50	80.7	75.3	Q3b
24	34429	51966	-.88	.01	1.01	1.59	1.04	3.37	.49	.50	75.6	75.6	Q4f
26	35313	51966	-.99	.01	1.05	8.55	1.18	9.90	.45	.49	75.9	76.4	Q5b
4	42676	51966	-2.02	.01	1.14	9.90	1.48	9.90	.34	.44	82.7	84.4	Q1d
12	43809	51966	-2.22	.01	1.00	.16	1.09	4.34	.41	.42	86.6	86.1	Q2f
18	45112	51966	-2.48	.01	1.07	7.37	1.20	8.15	.36	.40	87.7	88.0	Q3f
10	46510	51966	-2.80	.02	1.05	4.40	1.15	5.46	.34	.38	90.3	90.3	Q2d
MEAN	26151.1	51966	.00	.01	1.00	.32	1.02	.66			77.1	76.9	
P.SD	10289.1	.0	1.27	.00	.11	8.87	.20	8.73			6.5	5.5	

TABLE 13.3 32406 lit_num data 2024_T2 V3.csv ZOU500WS.TXT Jul 19 2024 12:18
 INPUT: 51966 PERSON 30 ITEM REPORTED: 51966 PERSON 30 ITEM 2 CATS WINSTEPS 5.2.5.1

ITEM CATEGORY/OPTION/DISTRACTOR FREQUENCIES: MEASURE ORDER

ENTRY	DATA SCORE	DATA	ABILITY	S.E.	INFT	OUTF	PTMA				
NUMBER	CODE	VALUE	COUNT	%	MEAN	P.SD	MEAN	MNSQ	MNSQ	CORR.	ITEM
23	0	0 45461 87	-21	1.31	.01	.9	.9	-.43	Q4e		
1	1	1 6505 13	1.68	1.20	.01	.8	.8	.43			
5	0	0 42082 81	-.24	1.35	.01	1.1	1.1	-.38	Q1e		
1	1	1 9884 19	1.16	1.28	.01	1.1	1.1	.38			
17	0	0 39642 76	-.36	1.30	.01	1.0	1.0	-.48	Q3e		
1	1	1 12324 24	1.28	1.15	.01	.9	.8	.48			
22	0	0 39401 76	-.35	1.27	.01	.9	.9	-.47	Q4d		
1	1	1 12565 24	1.24	1.28	.01	.9	1.2	.47			
21	0	0 38744 75	-.36	1.30	.01	1.0	1.0	-.46	Q4c		
1	1	1 13222 25	1.16	1.22	.01	1.0	1.0	.46			
6	0	0 36292 70	-.35	1.34	.01	1.1	1.2	-.40	Q1f		
1	1	1 15674 30	.90	1.28	.01	1.2	1.3	.40			
30	0	0 36256 70	-.55	1.19	.01	.8	.8	-.61	Q5f		
1	1	1 15710 30	1.37	1.02	.01	.7	.6	.61			
9	0	0 35054 67	-.47	1.28	.01	1.0	1.0	-.50	Q2c		
1	1	1 16912 33	1.07	1.19	.01	1.0	.9	.50			
20	0	0 30009 58	-.55	1.32	.01	1.1	1.1	-.47	Q4b		
1	1	1 21957 42	.83	1.21	.01	1.0	1.0	.47			
15	0	0 28814 55	-.79	1.17	.01	.8	.8	-.63	Q3c		
1	1	1 23152 45	1.05	1.05	.01	.8	.7	.63			
7	0	0 28300 54	-.68	1.25	.01	1.0	.9	-.54	Q2a		
1	1	1 23666 46	.88	1.18	.01	1.0	.9	.54			
2	0	0 27236 52	-.78	1.19	.01	.9	.8	-.59	Q1b		
1	1	1 24730 48	.92	1.14	.01	.9	.8	.59			
3	0	0 26450 51	-.66	1.32	.01	1.1	1.1	-.49	Q1c		
1	1	1 25516 49	.75	1.20	.01	1.0	1.0	.49			
8	0	0 25835 50	-.55	1.36	.01	1.2	1.3	-.40	Q2b		
1	1	1 26131 50	.61	1.28	.01	1.2	1.2	.40			
28	0	0 25769 50	-.65	1.28	.01	1.0	1.1	-.47	Q5d		
1	1	1 26197 50	.71	1.26	.01	1.1	1.1	.47			
1	0	0 25297 49	-.56	1.33	.01	1.2	1.2	-.40	Q1a		
1	1	1 26669 51	.59	1.32	.01	1.2	1.4	.40			
27	0	0 25217 49	-.80	1.26	.01	1.0	.9	-.56	Q5c		
1	1	1 26749 51	.81	1.13	.01	.9	.8	.56			

29	0	0	24573	47	-.67	1.35	.01	1.1	1.2	-.46	Q5e
1	1	1	27393	53	.66	1.21	.01	1.0	1.0	.46	
16	0	0	24283	47	-.89	1.19	.01	.9	.8	-.60	Q3d
1	1	1	27683	53	.84	1.12	.01	.8	.8	.60	
19	0	0	23810	46	-.68	1.37	.01	1.1	1.3	-.45	Q4a
1	1	1	28156	54	.63	1.22	.01	1.0	1.0	.45	
13	0	0	22359	43	-.90	1.22	.01	.9	.9	-.56	Q3a
1	1	1	29607	57	.74	1.18	.01	.9	.9	.56	
25	0	0	20967	40	-.94	1.20	.01	.9	.8	-.55	Q5a
1	1	1	30999	60	.69	1.20	.01	.9	.9	.55	
11	0	0	20660	40	-.73	1.25	.01	1.1	1.1	-.43	Q2e
1	1	1	31306	60	.54	1.34	.01	1.2	1.3	.43	
14	0	0	17989	35	-1.15	1.17	.01	.8	.7	-.60	Q3b
1	1	1	33977	65	.66	1.15	.01	.8	.8	.60	
24	0	0	17537	34	-.96	1.30	.01	1.0	1.1	-.49	Q4f
1	1	1	34429	66	.53	1.24	.01	1.0	1.0	.49	
26	0	0	16653	32	-.92	1.39	.01	1.1	1.3	-.45	Q5b
1	1	1	35313	68	.48	1.23	.01	1.0	1.0	.45	
4	0	0	9290	18	-1.01	1.47	.02	1.3	1.6	-.34	Q1d
1	1	1	42676	82	.26	1.33	.01	1.1	1.1	.34	
12	0	0	8157	16	-1.35	1.40	.02	1.0	1.1	-.41	Q2f
1	1	1	43809	84	.29	1.30	.01	1.0	1.0	.41	
18	0	0	6854	13	-1.28	1.42	.02	1.2	1.2	-.36	Q3f
1	1	1	45112	87	.23	1.34	.01	1.1	1.1	.36	
10	0	0	5456	10	-1.40	1.45	.02	1.1	1.2	-.34	Q2d
1	1	1	46510	90	.20	1.34	.01	1.0	1.0	.34	

From: [Alana Saunders](#)
To: [Kevin Hoar](#)
Subject: RE: Numeracy May 2024 assessment year group numbers.
Date: Friday, 26 July 2024 1:42:14 PM
Attachments: [image003.png](#)
[PRS-5656 Numeracy assessments by year level v0.1.xlsx](#)

Hi Kevin,

Full data is attached.

[PRS-5656 Numeracy assessments by year level v0.1.xlsx]

Thanks,
Alana

From: Russell Hazeldine <Russell.Hazeldine@nzqa.govt.nz>
Sent: Friday, July 26, 2024 11:51 AM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: Alana Saunders <Alana.Saunders@nzqa.govt.nz>
Subject: RE: Numeracy May 2024 assessment year group numbers.

Good afternoon Kevin – Alana’s data below has been reviewed successfully

Cheers
Russell



From: Alana Saunders <Alana.Saunders@nzqa.govt.nz>
Sent: Friday, July 26, 2024 10:49 AM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Cc: Russell Hazeldine <Russell.Hazeldine@nzqa.govt.nz>
Subject: RE: Numeracy May 2024 assessment year group numbers.

Hi Kevin,

I can give you an unreviewed amount.

Year 10: 29,455
Other: 25,088
Total: 54,543

Proportion Year 10: 54%

Russell is reviewing these numbers at the moment so I’ll let you know if anything changes.

Thanks,
Alana

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Friday, July 26, 2024 10:45 AM
To: Alana Saunders <Alana.Saunders@nzqa.govt.nz>
Subject: Re: Numeracy May 2024 assessment year group numbers.

Hi Alana.

We are actually meeting with Charles at the moment.

Could you please find out the number (or %) of year 10s versus the total.
The other levels can come later.

Thanks so much.

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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We are all different – embrace life to the fullest

From: Alana Saunders <Alana.Saunders@nzqa.govt.nz>
Sent: Friday, 26 July 2024 10:11
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: RE: Numeracy May 2024 assessment year group numbers.

Hi Kevin,

It wouldn't be too hard. How quickly do you need this? I assume before you meet with Charles today? I'll need to shuffle some things around but that's fine.

Alana

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Friday, July 26, 2024 10:09 AM
To: Alana Saunders <Alana.Saunders@nzqa.govt.nz>
Subject: Numeracy May 2024 assessment year group numbers.

Hi Alana.

Is it possible / easy to get the numbers who sat the latest Numeracy assessment based on year levels - i.e. year 7, 8, 9, 10, 11, 12, 13, tertiary numbers.

Thanks so much.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

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Time Period	Secondary/Tertiary	Year Level	Participating Students
2024-T2	Secondary		1
2024-T2	Secondary	7	4
2024-T2	Secondary	8	12
2024-T2	Secondary	9	1,498
2024-T2	Secondary	10	29,455
2024-T2	Secondary	11	19,900
2024-T2	Secondary	12	2,573
2024-T2	Secondary	13	1,079
2024-T2	Secondary	14	18
2024-T2	Secondary	15	3

PRS-5656 Numeracy assessments by year level

Psychometrics, Reporting and Statistics, Data & Data Analysis, NZQA

Request:

Is it possible / easy to get the numbers who sat the latest Numeracy assessment based on year levels - i.e. year 7, 8, 9, 10, 11, 12, 13, tertiary numbers.

Requestor:

Kevin Hoar

Includes:

Students that appear in Assessment Master for the 2024 Term 2 Numeracy Session.
A breakdown for MoE Year Level and a Secondary/Tertiary flag.

Excludes:

Held Learners
Slave NSNs
Withdrawn Entries
Withdrawn Enrolments

Notes:

This information is live and as at 10:30am on 26/07/2024.
At this time, we don't know which students have voided so they are included in the counts.

Run Information:

Run on 26/07/2024, in PDSQL07 using assessment_master_marks and eqa dbo tables.

From: [Kevin Hoar](#)
To: [Alana Saunders](#); [Susan Henry](#)
Subject: Re: Lit-num quality assurance checks
Date: Thursday, 1 August 2024 12:55:56 PM
Attachments: [image001.png](#)

Second time around - stupid Office 365!

For Numeracy:

1. 791 (assuming we are talking about the number marked on Google Drive).
2. None that I am aware of, but who knows....
3. Cut is 16. Outcome cuts are 5, 5, 2.
4. 30 question items - 5 questions/context, each with 6 items/question parts.
5. Nothing I can think of.

Cheers.

Kevin

From: Alana Saunders <Alana.Saunders@nzqa.govt.nz>
Sent: Thursday, 1 August 2024 10:25
To: Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Lit-num quality assurance checks

Hello Sue and Kevin,

Apologies for being away the past few days. I am back on board and about to start quality assurance checks. I have some questions that would help with this if you wouldn't mind providing some information. For yours Sue, it would help if these could be split into week 1 and week 2.

1. Approximately how many students responded on paper?
2. Are there currently any students yet to have responses loaded?
3. What are the cut scores?
4. Only for Kevin – How many questions were there in the numeracy paper? I just want to check the database has the right number showing.
5. Is there anything else we should be aware of when doing checks?

Thanks,

Alana Saunders ([she/her](#))

Statistical Analyst | Kaitātari Tauanga

Psychometrics, Reporting and Statistics | Te Tauanga Hinengaro, Pūrongo, me te Tauranga

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa

Mon

Tue

Wed

Thu

Fri



Numeracy 32406

2024 – Term 2

Introduction

This report presents the analysis of the Numeracy 32406 assessment that was conducted during the 2nd term in 2024.

Results

The assessment (30 multiple choice items) was divided into three outcomes:

- Outcome 1 represented by 12 items
- Outcome 2 represented by 11 items
- Outcome 3 represented by 7 items.

To achieve the Standard, students were required to meet/exceed all of the following conditions:

- Condition 1
 - Correctly answer at least 5 items from Outcome 1
- Condition 2
 - Correctly answer at least 5 items from Outcome 2
- Condition 3
 - Correctly answer at least 2 items from Outcome 3
- Condition 4
 - Correctly answer a total of least 16 items.

A total of 55,765 student-responses were used for the analysis.

Table 1 shows the number of students and the percentage of students that met/exceeded each condition independent of the other conditions. As seen from the table, the lowest percentage of 48.8 percent shows the most difficult (hardest) of the four conditions was Condition 4.

Table 1. Number of students and percentage of students that met/exceeded each condition.

Condition	No. of students	Percent (%)
1	39,901	71.6
2	40,259	72.2
3	35,587	63.8
4	27,191	48.8

Table 2 shows the number of students and the percentage of students by grade.

Table 2. Number of students and percentage of students by grade. N = Not Achieved and A = Achieved.

Grade	No. of students	Percent (%)
N	30,431	54.6
A	25,334	45.4

The table shows that 54.6 percent of the students that participated in the assessment attained an N grade, i.e. 54.6 percent did not meet/exceed all four conditions concurrently. On the other hand, the table shows that 45.4 percent of the students attained an A grade, i.e. 45.4 percent of the students met/exceeded all four conditions concurrently.

Results by item are shown in Table 3. The table shows:

- An item's associated Outcome (1, 2, or 3)
- Percentage of students who voided the item
- Of the students who did not void the item
 - The percentage of students who answered the item incorrectly
 - The percentage of students who answered the item correctly.

An inspection of the table shows:

- Item Q1a
 - Is associated with Outcome 1
 - 0.1 percent of the 55,765 students voided the item
 - Of the students who did not void the item, 45.0 percent of them answered it incorrectly, and
 - Of the students who did not void the item, 55.0 percent of them answered it correctly
- The item with the highest void percentage was
 - Item Q5f
 - Associated with Outcome 3
 - 5.3 percent of the 55,765 students voided the item.

Table 3. Percentages of Voids, Incorrect, and Correct, by item.

Item	Outcome	Void (%)	Incorrect (%)	Correct (%)
Q1a	1	0.1	45.0	55.0
Q1b	2	0.9	52.0	48.0
Q1c	2	3.3	49.1	50.9
Q1d	1	0.4	17.6	82.4
Q1e	3	4.5	79.7	20.3
Q1f	2	0.4	69.5	30.5
Q2a	1	0.4	54.2	45.8
Q2b	1	0.2	49.4	50.6
Q2c	3	4.2	65.9	34.1
Q2d	2	0.2	10.2	89.8
Q2e	2	0.2	39.5	60.5
Q2f	2	0.7	15.2	84.8
Q3a	1	1.5	42.1	57.9
Q3b	2	0.8	34.1	65.9
Q3c	2	1.6	54.7	45.3
Q3d	1	3.8	44.5	55.5
Q3e	3	2.5	75.6	24.4
Q3f	1	0.3	12.7	87.3
Q4a	1	0.8	45.5	54.5
Q4b	3	2.8	56.3	43.7
Q4c	1	1.8	74.0	26.0
Q4d	2	0.5	74.3	25.7
Q4e	1	2.6	87.1	12.9
Q4f	2	1.9	32.2	67.8
Q5a	1	2.6	38.8	61.2
Q5b	2	0.8	31.5	68.5
Q5c	3	4.8	45.7	54.3
Q5d	1	2.6	48.2	51.8
Q5e	3	3.2	45.7	54.3
Q5f	3	5.3	67.8	32.2

Table 4 shows:

- The items ordered by incorrect percentages from the lowest value to the highest value, i.e. ordered from the least difficult (easiest) item to the most difficult (hardest) item
- The item's relative difficulty
 - Difficulty relative to the least difficult (easiest) item.

An inspection of the table shows:

- The least difficult (easiest) item was Q2d
 - Associated with Outcome 2
 - With 10.2 percent of students answering it incorrectly
- The most difficult (hardest) item was Q4e
 - Associated with Outcome 1
 - With 87.1 percent of students answering it incorrectly, and
 - With relative difficulty of 8.6

- That is, Q4e was 8.6 times more difficult (harder) than Q2d, the least difficult (easiest) item.

Table 4. Items ordered by incorrect percentages from the lowest value to the highest value, i.e., ordered from the least difficult (easiest) item to the most difficult (hardest) item, as well as an item's relative difficulty (relative to the least difficult item). Font colouring corresponds to the items associated outcome: Blue = Outcome 1, Green = Outcome 2, and Red = Outcome 3.

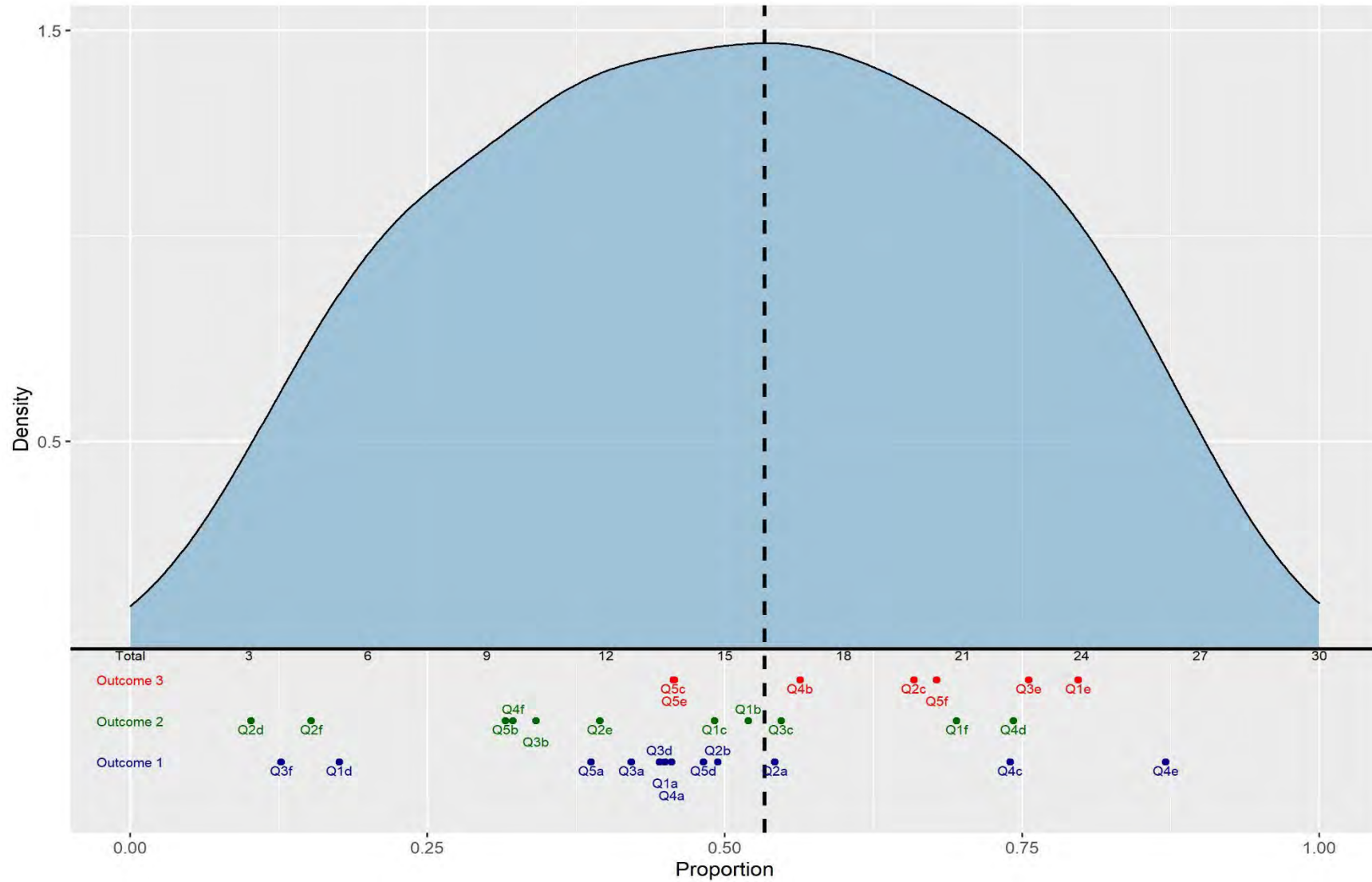
Item	Incorrect (%)	Relative Difficulty
Q2d	10.2	1.00 – Baseline
Q3f	12.7	1.2
Q2f	15.2	1.5
Q1d	17.6	1.7
Q5b	31.5	3.1
Q4f	32.2	3.2
Q3b	34.1	3.4
Q5a	38.8	3.8
Q2e	39.5	3.9
Q3a	42.1	4.1
Q3d	44.5	4.4
Q1a	45.0	4.4
Q4a	45.5	4.5
Q5c	45.7	4.5
Q5e	45.7	4.5
Q5d	48.2	4.7
Q1c	49.1	4.8
Q2b	49.4	4.9
Q1b	52.0	5.1
Q2a	54.2	5.3
Q3c	54.7	5.4
Q4b	56.3	5.5
Q2c	65.9	6.5
Q5f	67.8	6.7
Q1f	69.5	6.8
Q4c	74.0	7.3
Q4d	74.3	7.3
Q3e	75.6	7.4
Q1e	79.7	7.8
Q4e	87.1	8.6

The distribution of student scores and item difficulties are summarised graphically in Figure 1. For the purpose of presenting the data graphically, the item difficulties have been converted to proportions from percentages. The item difficulties are represented by dots separated into associated outcomes with the item number beside the dot. Items located to the right were more difficult than items located to the left. As can be seen from Figure 1:

- The distribution of student scores is asymmetric
 - More particularly, a negatively-skewed distribution
- The least difficult (easiest) item was Q2d
 - The dot farthest to the left

- Associated with Outcome 2
- The most difficult item was Q4e
 - The dot farthest to the right
 - Associated with Outcome 1.

Figure 1. Distribution of student scores, and location of item difficulties. The vertical dashed line is at the student score equal to 16. Font colouring corresponds to the items associated outcome: Blue = Outcome 1, Green = Outcome 2, and Red = Outcome 3.



From: [Kevin Hoar](#)
To: y [REDACTED]
Subject: Eldon's report on the first assessment round for 2024.
Date: Monday, 2 September 2024 8:58:26 AM
Attachments: [Outlook-fwxqejmf.png](#)
[2024 Numeracy Term 2 Report from Eldon v01.docx](#)

Hi [REDACTED]

To be honest, things are heating up here regarding Lit/Num.

Attached is Eldon's report for the Term 2 Numeracy assessment for your edification. Hopefully, there is information in this report that would inform the development of the 2025 assessments.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

Co-Requisite Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
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From: [Eldon Paki](#)
To: [REDACTED]
Cc: [Kevin Hoar](#); [Alana Saunders](#)
Subject: RE: FW: FW: Rasch
Date: Thursday, 18 July 2024 3:53:17 PM

Hi [REDACTED]

The stuff I provide to inform the cut score setting process that's outputted from the Winsteps software will need to be based on the data in the database as at tomorrow morning when Alana does the data extraction and forwards it to me to do my magic with Winsteps.

Recall that I'm on leave next week and I'm the only one in NZQA with their Winsteps "Driver's License" so I need to do my thing before COB tomorrow.

I'm hoping that over 90 percent will be complete by extraction time tomorrow morning. Once I do my Winsteps thing and various cross-checks, I'll be able to forward the stuff through to you sometime tomorrow afternoon.

I'm also hoping that the material I forward (that informs the cut score setting process) captures most of the student volume and will be representative of the uncaptured student volume at the time of the data extraction.

Any worries then let me know.

Hokey Cokey??

Eldon

From: [REDACTED]
Sent: Thursday, July 18, 2024 8:58 AM
To: Eldon Paki <Eldon.Paki@nzqa.govt.nz>; Alana Saunders <Alana.Saunders@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: FW: FW: Rasch

Hello Eldon and Alana

I hope all is well with you.

Our Numeracy marking team aims to be complete by Sunday 21 July. It is likely that most of the schools are complete by now but we have no easy way to check with AM. Kevin and I will meet with [REDACTED] to discuss cut-scores on Friday 26 July. So the time frame is short.

Is it worthwhile having a quick catchup today or tomorrow to discuss what is needed and things at your end?

I am happy to catch up next week. Monday and Tuesday mornings are relatively free.

Regards



On Thu, Jun 27, 2024 at 3:46 PM Eldon Paki <Eldon.Paki@nzqa.govt.nz> wrote:


Hi Vince,

Regarding the attached output from Winsteps back in Dec last year – for financial reasons, moving forward, Management do not wish to renew our Winsteps license.

If the Winsteps license is not renewed I won't be able to provide the two attached pieces of output.

Questions:

- Do you actually need these two outputs for the cut score decision-making process?
- Will an alternative to these outputs be acceptable?

I've discovered that  for the cut score decision-making process (i) doesn't actually use the csv file, (ii) but uses the following parts of the txt file:

- ENTRY NUMBER
- TOTAL SCORE
- TOTAL COUNT
- JMLE MEASURE
- PTMEASUR-AL
 - CORR.

Due of the cost-cutting environment, I've attempted to move away from Winsteps software to R software and have found you win some, you lose some.

Anyhow, using R:

- Producing the outputted csv file is simply impossible
- I'll be able to output the following parts of the txt file
 - ENTRY NUMBER
 - TOTAL SCORE
 - TOTAL COUNT
 - MEASURE
- It won't be the JMLE measure that Winsteps computes but will be the MLE measure that R computes
 - The Winsteps JMLE measure and the R MLE measure have the same orders of magnitude.

It may be easier to video-chat about these matters. If so, can you give me a couple of time-windows (in case of timeslot clashes)? I can't see it lasting longer than half an hour (I reckon it can be done in about 15-20 mins). Oops, just had a conversation with Kevin and he said you're a Zoom person while we're Microsoft Teams people.

Anyway, let me know via a response to the questions above, or with a couple of time-windows to set up the online meeting.

Hokey Cokey??
Eldon

From: Eldon Paki
Sent: Saturday, December 16, 2023 11:48 AM
To: [REDACTED]
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Alana Saunders <Alana.Saunders@nzqa.govt.nz>
Subject: RE: Rasch

Hi [REDACTED]

Attached are the Numeracy equivalent files of those I churned out for [REDACTED] related to Literature-Reading.

As mentioned yesterday the input dataset was the "unaffected" students.

One other caveat related to the input dataset – any non-responses (i.e. students not attempting the item) have been coded as "incorrect answer" (rather than legitimately as a non-response).

Regarding the csv file:

- For my purposes I pay attention to columns A and B
 - The Scores (in this assessment out of 30) and associated (JMLE) Measure
 - JMLE = Joint Maximum Likelihood Estimate.

Regarding the txt file:

- Regarding the 1st table only in the file
 - It orders the JMLE Measures for each item in decreasing order
 - That is, from the most difficult item to the least difficult item.

Here's a thought I've had which I may include in the analysis as a recommendation providing things stack up. I've got a suspicion that psychometrically the assessment may be double-testing a few mathematical skills, which if true means we could test those said skills just the once and therefore shorten the assessment by a "block" of items, like removing the block of items from Q5 (say), and shortening the assessment to 25 items (say).

I'll be available until 4:00 pm today. If you want to yarn over the phone then my work number (I'm here at work until about 4:30 pm – 5:00 pm-ish) is [REDACTED]. It'll pay to phone through on your cell of [REDACTED] (if I don't recognise the number I usually don't pickup).

Any worries then let me know.

Hokey Cokey??

Eldon

From: [REDACTED]
Sent: Friday, December 15, 2023 2:33 PM
To: Eldon Paki <Eldon.Paki@nzqa.govt.nz>
Subject: Re: Rasch

Hi Eldon

[Redacted]

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[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: [Kevin Hoar](#)
To: [Catherine Edser](#); [Hamsa Lilley](#)
Cc: [Susan Henry](#)
Subject: Re: Quick check in and confirmation of next steps with the lit num results issue
Date: Thursday, 15 August 2024 3:10:27 PM
Attachments: [Outlook-srrq4t35.png](#)

Hi Catherine.

For **Numeracy**:

Personally - I would like to invoke the 'no candidate is disadvantaged by a systems issue' situation and suggest that all 35 A to N results **stay as A**.

I think taking down even one result from A to N will result in further "please explain" work being done further down the line.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

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From: Catherine Edser <Catherine.Edser@nzqa.govt.nz>

Sent: Thursday, 15 August 2024 14:54

To: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>

Cc: Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: RE: Quick check in and confirmation of next steps with the lit num results issue

Looking at candidates whose result changed from A → N

Literacy Writing

- 4 candidates did not have a change to the total score (so the changes balanced out in total but dropped them below the cut score for at least one outcome).
- 100 candidates had a reduction to their total score; 1 was -6, 1 was -5, 6 were -4, 6 were -3, 26 were -2, and 60 were -1.

Numeracy

- 1 candidate did not have a change to the total score (so the changes balanced out in total but dropped them below the cut score for at least one outcome).
- 34 candidates had a reduction to their total score; 10 were -2 and 24 were -1.

Cheers,
Catherine.

From: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>
Sent: Thursday, August 15, 2024 2:22 PM
To: Catherine Edser <Catherine.Edser@nzqa.govt.nz>
Cc: Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: Quick check in and confirmation of next steps with the lit num results issue

Ok thank you.

From: Catherine Edser <Catherine.Edser@nzqa.govt.nz>
Sent: Thursday, August 15, 2024 2:21 PM
To: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>
Cc: Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: Quick check in and confirmation of next steps with the lit num results issue

If we process the scores as they are, it's definitely **will** have their feedback reports altered.

I ran the new and old scores through the thresholds (after Kevin helped me) for each level of evidence for each standard and outcome and it **will** change where the tick goes.

Doing this allowed me to remove/ignore cases where processing the new scores will cause the underlying number to change, but not move the tick in the feedback report (so the candidates/schools will not see ANY difference regardless of what we do).

I'm very happy for Kevin/Sue to spot-check a few to ensure I've done this correctly but yes, as far as I can see ... it's will.

Cheers,
Catherine.

From: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>
Sent: Thursday, August 15, 2024 2:19 PM
To: Catherine Edser <Catherine.Edser@nzqa.govt.nz>
Cc: Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: Quick check in and confirmation of next steps with the lit num results issue

And one more thing – Sue (Kevin if required but I think it is mostly writing), can you look at Catherine's s/s – what I want to understand is the accuracy of the Not Achieved reports

where the student actually did a lot better than the report says they had.

Thanks, Hamsa

From: Catherine Edser <Catherine.Edser@nzqa.govt.nz>

Sent: Thursday, August 15, 2024 2:12 PM

To: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>

Cc: Susan Henry <Susan.Henry@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: RE: Quick check in and confirmation of next steps with the lit num results issue

Hi Hamsa (and FYI Sue/Kevin),

Here's the spreadsheet what I have been working away on.

Summary for meeting:

- There are 405 assessments that have a material or unknown change in their result.
 - By type of change:
 - Upgrades = 260
 - Literacy Writing = 176
 - Numeracy = 77
 - Te Reo Matatini Te Reo Torohū = 6
 - Te Reo Matatini Reo Whakaputa = 1
 - Downgrades = 139
 - Literacy Writing = 104
 - Numeracy = 35
 - Unknown = 6
 - Literacy Writing = 5
 - Numeracy = 1
 - By Standard:
 - Literacy Writing = 285
 - Numeracy = 113
 - Te Reo Matatini Te Reo Torohū = 6
 - Te Reo Matatini Reo Whakaputa = 1
- There are 1,141 assessments where there is no material change to their result
 - Of these, 1,081 assessments (for 1,079 learners) are Not Achieved.
 - Of these, 725 learners will have their feedback report(s) altered.

So, in total if all results were transferred as is 1,130 learners would be affected.

Cheers,
Catherine.

-----Original Appointment-----

From: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>

Sent: Thursday, August 15, 2024 11:36 AM

To: Hamsa Lilley; Catherine Edser; Sue Chalmers; Amanda Picken; Gavin Middleton; Keri-Anne Stephens; Linda Glogau

Cc: Sheryl Ching; Natasha Ropata

Subject: Quick check in and confirmation of next steps with the lit num results issue

When: Thursday, 15 August 2024 3:00 PM-3:30 PM (UTC+12:00) Auckland, Wellington.

Where: Microsoft Teams Meeting

Kia ora koutou

We are working through next steps today. At this meeting we will confirm the approach, the results change process and comms to schools process.

Hamsa

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 443 110 743 576

Passcode: PJsWJX

For organizers: [Meeting options](#)

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Re: The data you requested from Alana and Catherine.
Date: Wednesday, 21 August 2024 6:14:01 PM
Attachments: [Outlook-rqxeihp1.png](#)

Hi [REDACTED]
Totally agree! It was the Year 11 and 12s who brought the overall pass rate stats down.
Cheers
Kevin

Get [Outlook for Android](#)

From: [REDACTED]
Sent: Wednesday, August 21, 2024 5:11:01 PM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: The data you requested from Alana and Catherine.

Hi Kevin

It really does confirm what we suspected about Year 11s who possibly sat previously. The data for low SES is awful.
The success rate of Year 10s is about the same as last year.
Let's hope for a balance of deciles in the next round.

Cheers

[REDACTED]

On Wed, Aug 21, 2024 at 4:45 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED].

I received the following information about success rates for different year levels for the first Numeracy assessment event this year.

Sorry it has taken so long.

Cheers.
Kevin

Assuming this has not already been resolved, here's the information Vince was asking for:

By Year Level:

Standard	Year Level	Participating students	Achieved students	Achievement rate
Numeracy	7	4	0	0.0%
	8	11	4	36.4%
	9	1,500	753	50.2%

10	29,750	16,893	56.8%
11	20,406	6,277	30.8%
12	2,648	861	32.5%
13	1,119	469	41.9%
14	21	12	57.1%
15	3	2	66.7%

By SES (I can probably go back to previous years, but this is what I have immediately to hand; if that's enough, great, if not, let us know):

Standard	Socio-economic Barriers to Achievement (EQI Group)	Participating students	Achieved students	Achievement rate
Numeracy	Fewer (High decile)	12,805	7,948	62.1%
	Moderate (Mid decile)	31,596	13,521	42.8%
	More (Low decile)	7,938	1,567	19.7%
	Unassigned	3,136	2,244	71.6%

Feel free to pass this on to him, with whatever notes / caveats you would like to add.

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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[Redacted]

[Redacted]

[Redacted]

SCORE	MEASURE	S.E.	INFO	NORMED	S.E.	FREQUENCY	%
0	-5.42	1.86	0.29	122	129	123	0.2
1	-4.13	1.06	0.89	211	73	296	0.6
2	-3.32	0.79	1.62	268	54	513	1.0
3	-2.80	0.67	2.24	304	46	845	1.6
4	-2.40	0.60	2.78	331	42	1217	2.3
5	-2.07	0.55	3.26	354	38	1425	2.7
6	-1.78	0.52	3.71	374	36	1775	3.4
7	-1.53	0.49	4.11	392	34	1893	3.6
8	-1.30	0.47	4.48	408	33	2003	3.9
9	-1.08	0.46	4.80	423	32	2089	4.0
10	-0.88	0.44	5.08	437	31	2242	4.3
11	-0.69	0.43	5.31	450	30	2409	4.6
12	-0.50	0.43	5.50	463	30	2464	4.7
13	-0.32	0.42	5.64	476	29	2401	4.6
14	-0.15	0.42	5.73	488	29	2546	4.9
15	0.03	0.42	5.77	500	29	2580	5.0
16	0.20	0.42	5.76	512	29	2581	5.0
17	0.38	0.42	5.70	524	29	2577	5.0
18	0.55	0.42	5.59	536	29	2501	4.8
19	0.73	0.43	5.43	549	30	2425	4.7
20	0.92	0.44	5.23	562	30	2352	4.5
21	1.12	0.45	4.98	575	31	2228	4.3
22	1.32	0.46	4.68	590	32	2170	4.2
23	1.55	0.48	4.34	605	33	1986	3.8
24	1.79	0.50	3.94	622	35	1821	3.5
25	2.06	0.54	3.48	640	37	1534	3.0
26	2.37	0.58	2.96	662	40	1208	2.3
27	2.74	0.65	2.37	688	45	838	1.6
28	3.24	0.77	1.70	722	53	529	1.0
29	4.02	1.04	0.92	777	72	281	0.5
30	5.29	1.85	0.29	865	128	114	0.2

CUM.FREQ.	%	PERCENTILE	1	2	3	4	5
123	0.2	0	0.00	0.00	0.00	0.00	0.00
419	0.8	1	0.02	0.01	0.01	0.11	0.00
932	1.8	1	0.04	0.03	0.03	0.21	0.00
1777	3.4	3	0.06	0.05	0.05	0.31	0.01
2994	5.8	5	0.09	0.07	0.08	0.40	0.01
4419	8.5	7	0.12	0.10	0.10	0.49	0.02
6194	11.9	10	0.15	0.12	0.13	0.56	0.02
8087	15.6	14	0.18	0.15	0.17	0.62	0.03
10090	19.4	17	0.22	0.19	0.20	0.67	0.04
12179	23.4	21	0.26	0.22	0.24	0.72	0.04
14421	27.8	26	0.30	0.26	0.28	0.76	0.05
16830	32.4	30	0.34	0.30	0.32	0.79	0.06
19294	37.1	35	0.38	0.34	0.36	0.82	0.08
21695	41.7	39	0.43	0.38	0.40	0.84	0.09
24241	46.6	44	0.47	0.42	0.44	0.87	0.11
26821	51.6	49	0.51	0.46	0.48	0.89	0.12
29402	56.6	54	0.56	0.51	0.53	0.90	0.14
31979	61.5	59	0.60	0.55	0.57	0.92	0.17
34480	66.4	64	0.64	0.59	0.61	0.93	0.19
36905	71.0	69	0.68	0.64	0.66	0.94	0.22
39257	75.5	73	0.72	0.68	0.70	0.95	0.26
41485	79.8	78	0.76	0.72	0.74	0.96	0.30
43655	84.0	82	0.80	0.76	0.77	0.97	0.34
45641	87.8	86	0.83	0.80	0.81	0.97	0.39
47462	91.3	90	0.86	0.83	0.85	0.98	0.45
48996	94.3	93	0.89	0.87	0.88	0.98	0.52
50204	96.6	95	0.92	0.90	0.91	0.99	0.60
51042	98.2	97	0.94	0.93	0.93	0.99	0.68
51571	99.2	99	0.96	0.96	0.96	0.99	0.78
51852	99.8	99	0.98	0.98	0.98	1.00	0.89
51966	100.0	99	1.00	1.00	1.00	1.00	1.00

Numeracy (32406)

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

- locating the position of 225 million years ago on a timeline
- reading a line graph to determine the number of tuatara present, for a given year
- extending a visual growth pattern (1, 3, 7, 15, ...) to find the total number of squares in the next term
- locating all the lines of reflection symmetry for a headband design
- applying the mass of one litre of water to find the mass of an empty water container
- finding the unit rate charge, given the total cost and amount used
- establishing which season had the highest rainfall, from a time series graph
- reading a line graph to determine the difference in attendance at *Polyfest*, for two given years
- using a timetable to compare the duration of two different types of performance
- calculating how many times heavier the tuatara is than the wētā, given the mass of both animals
- modelling how many tuatara will be born in 10 years, given the frequency of egg laying and the number of eggs per clutch
- interpreting the scale on a map to find the location of an offshore island
- selecting the top view that matches pictures of a sculpture
- calculating how many amounts of \$1000 there are in \$2,600,000
- interpreting a time given in hours and minutes and rounding it to the nearest hour
- calculating the number of 250 mL glasses that can be filled from three 1.5 L bottles
- using percentages to compare the amount of water in an adult pig with the amount of water in a piglet
- locating a probability of $\frac{2}{5}$ on a scale from 'impossible' to 'certain'
- using two visual displays to work out how many performers needed to move to change from one formation into another
- organising heights, expressed as decimals, in descending order
- explaining whether, or not, a dot plot of lengths given in mm, provides evidence for the presence of young tuatara
- comparing a cartoon image with normal proportions of human faces, using fractions
- interpreting a graphic about water usage to decide which measure saves the most water
- evaluating a claim about future numbers of attendees using evidence from a time series graph
- using rate (speed) to evaluate a claim about the average speed of a Rugby-7s player during a game
- explaining whether a captain should choose heads or tails for a future coin toss, given a record of three previous tosses
- using a data table to explain the correctness, or incorrectness, of a claim about the percentage of times NZ Sevens teams made Olympic finals.

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

- selecting mathematical and statistical approaches that did not meet the demands of the situation
- interpreting the question correctly
- understanding the problem, as shown by not providing an answer or stating they did not know (IDK)
- calculating or reasoning correctly
- selecting a correct procedure

- taking a position in relation to a given situation (usually any position is accepted if it is justified)
- justifying their position to a given situation by doing more than just restating the claim.

Marker reflections across the assessment that may support next steps:

- experiencing a wide range of realistic contexts from everyday life, and connecting the mathematics and statistics used across a range of contexts
- placing value within large whole numbers, an example of multiplicative operators between amounts, which is essential for working with rates and ratios
- understanding basic units of measurement, especially conversions between units
- interpreting rates
- identifying reflective symmetry
- locating numbers on various scales
- interpreting dot plots to give meaning
- understanding and interpretation of diagrammatic literacy
- interpreting viewpoints given a situation
- continued support for ākongā about taking a mathematical or statistical position and the use of evidence to explain their position.

NUMERACY RESULTS BY YEAR AND EQI GROUPING – ASSESSMENT EVENT ONE 2024

Numeracy achievement rates from the May 2024 assessment.

By Year Level:

Standard	Year Level	Participating students	Achieved students	Achievement rate
Numeracy	7	4	0	0.0%
	8	11	4	36.4%
	9	1,500	753	50.2%
	10	29,750	16,893	56.8%
	11	20,406	6,277	30.8%
	12	2,648	861	32.5%
	13	1,119	469	41.9%
	14	21	12	57.1%
	15	3	2	66.7%

By SES (I can probably go back to previous years, but this is what I have immediately to hand; if that's enough, great, if not, let us know 😊):

□

Standard	Socio-economic Barriers to Achievement (EQI Group)	Participating students	Achieved students	Achievement rate
Numeracy	Fewer	12,805	7,948	62.1%
	Moderate	31,596	13,521	42.8%
	More	7,938	1,567	19.7%
	Unassigned	3,136	2,244	71.6%

From: [REDACTED]
To: [Kevin Hoar](#)
Subject: Marking team
Date: Friday, 8 March 2024 9:55:33 AM

Hi Kevin

I have fielded a few inquiries from people wanting to mark this year who did so last year. It might be a good idea to send out a quick email letting people know that we haven't forgotten them, and letting them know the process for Term 2.

All the best

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: Email with link for markers to apply for LitNum, NCEA and Scholarship.
Date: Monday, 22 April 2024 11:38:08 AM
Attachments: [Outlook-2wrkcohh.png](#)
[Outlook-2wrkcohh.png](#)

Thanks Kevin

A bit cold so far but warm today. Go figure.

Cheers

[REDACTED]

On Mon, 22 Apr 2024, 9:17 am Kevin Hoar, <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED]

No rush. I have invited 77 already and I have about 20 newbies still on applied (many of which will not be suitable - I will be declining them).

Send it when you get back from Melbourne. I hope the weather over there is not too cold.

Cheers.

Kevin

PS: Bozenka should have the final lot of MC materials (from 4 MoE staff that looked at the second assessment last Thursday) up on EAD Hub by the end of the week.

All MC feedback will be uploaded into folder 3.1 for you to review when you return to sunny Taupō.

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz

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125 The Terrace, PO Box 160, Wellington, 6140

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From: [REDACTED]
Sent: Monday, 22 April 2024 11:04
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Email with link for markers to apply for LitNum, NCEA and Scholarship.

Hi Kevin

I'm still in Melbourne. I will email this to the team tonight.

Regards

On Mon, 22 Apr 2024, 6:42 am Kevin Hoar, <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED]

Below is an email with a link for markers to apply for Numeracy.

Feel free to forward this email onto the team from last year. Many have already applied and I have invited them to mark. **Please add a statement at the beginning of your email stating that anyone who has already applied has been invited to mark and can ignore this email.**

Kia ora

Thank you for marking in 2023. We appreciate your professionalism as we worked through full implementation of the new system. Ākonga of literacy, numeracy, te Reo Matatini me te Pāngarau assessments can be confident that their results accurately reflect the extent to which they met the unit standards.

We invite you to apply for a marking role for the first Assessment Event 20-31 May. Marking will take place in the month of July. Following the first event we will then check your availability to mark event 2, marking to take place in the Term 3 holiday period. You will find these subjects under 'Core Generic' in the application form.

You can access the application form by logging into your [marking home page](#).

If you have any concerns or questions, please do not hesitate to either contact our support team at examinations@nzqa.govt.nz or call the Marker Helpline on 0800 697 296.

Please ensure that your personal contact information, including your cell phone number, is accurate when you apply.

Please note, this email is not an offer of a contract, offers will be made in the appointment process.

Once again thank you for your contribution to assessment at a national level.

Ngā mihi

External Assessment Team

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



@ Kevin.hoar@nzqa.govt.nz



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From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Re: Term 2 CAA Marking Dates
Date: Wednesday, 22 May 2024 3:46:22 PM
Attachments: [Outlook-ycfsuj5f.png](#)

Hi [REDACTED]

Great email.

Only issue is the wrong dates for the two benchmarking meetings.

Should be Saturday 15 June and Sunday 16 June (not 16 and 17). Hopefully, all will realise this, but you may need to let them know just in case someone looks at the date and not the day.

Everything else is good.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
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125 The Terrace, PO Box 160, Wellington, 6140

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From: [REDACTED]

Sent: Wednesday, 22 May 2024 14:32

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; [REDACTED]

Alison.Price@nzqa.govt.nz. <Alison.Price@nzqa.govt.nz>; [REDACTED]

Subject: Term 2 CAA Marking Dates

Kia ora Senior Markers

Welcome to another round of Numeracy marking. Thank you for again accepting the role of Senior Marker.

There are 66,000 students enrolled to sit the CAA in Term 2, 2024. The actual number won't be known until Monday 3 June. However, there will be a lot of scripts to mark!

Here are some dates to add to your diary:

Saturday 16 June and Sunday 17 June (Starting at 9:00am each day)

In those two days we will confirm the Marking Scheme by collaboratively marking a 200+ scripts from a representative set of schools. This time the event will happen virtually using Zoom because no travel budget is available for a face to face meeting. I anticipate we will work together on Zoom for periods of time then go away to apply the Scheme to other student's scripts. We'll continue that 'sandwich model' supported by phone and email, until the scheme is sound and our judgments are consistent.

1. Sunday 23 June Starting at 7:00pm

We will have a Zoom meeting to tidy up matters related to marking teams, procedures for check marking and providing feedback, and target dates for completion. It will also be our final chance to make minor changes to the Marking Schedule. The meeting should take 1-2 hours.

2. Monday 24 June Starting at 7:00pm

Experienced marker webinar by Zoom. As usual we will run through the marking schedule using several scripts, introduce the marker allocation document, and assign markers to teams. I expect that 90 minutes will be the maximum time for this webinar.

3. Tuesday 25 June Starting at 7:00pm

New markers webinar by Zoom. The process will be as above but proceed at a slower pace. I will try to provide a video of marking to support the new markers post this session.

As a senior marker you can choose to go to whichever webinar works for you. My preference would be the new markers as it would be nice to introduce them to the person who will be providing feedback.

4. Marking begins as soon as markers have attended their training webinar. However, they are expected to only mark 20 scripts before asking you to check mark those scripts. You are free to set up whatever system works for you to provide feedback. Most of us now use a combination of email and Google docs.

5. The first 24-28 June is still term time so we can expect marking will proceed slowly at first. Target date to all complete marking is Sunday 21 July. So markers have two full weeks of "holidays" to complete. They all did so in the last round.

6. Paper marking will fall on a group of us, yet to be confirmed. We hope that the numbers are restricted to SAC students but last time we also had some innovative schools as well. More about that later.

Please get back to me with any queries.

I am looking forward to working with you all again.

Nga mihi





From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: email
Date: Thursday, 23 May 2024 5:28:52 PM
Attachments: [Outlook-4vhj4dkl.png](#)
[Outlook-f0bvuu3z.png](#)

Hi

Got her that time.

Cheers

[REDACTED]

On Thu, May 23, 2024 at 5:10 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED]

Try that email and see if you have any luck.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

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We are all different – embrace life to the fullest

From: [REDACTED]
Sent: Thursday, 23 May 2024 16:52
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: email

Hi Kevin

According to my list she should be [REDACTED] so I might try that.
She may have used a previous email and got confused.

Spreadsheet is now ready to roll but a lot of cross-checking.

Regards

[REDACTED]

On Thu, May 23, 2024 at 1:56 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Thanks [REDACTED]

I will look into her application.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



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New Zealand Qualifications Authority



[Redacted]
Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa
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From: [Redacted]

Sent: Thursday, 23 May 2024 13:25

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: email

Hi Kevin

So far the only bounce back from my email is [Redacted]

Can you please check [Redacted]

Thanks

[Redacted]

[Redacted]

[Redacted]

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[Redacted]

[Redacted]

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Fwd: Completions for Numeracy
Date: Friday, 7 June 2024 12:27:11 PM
Attachments: [image001.png](#)
[image002.png](#)
[NUME_T2_2024_Completions.xlsx](#)

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From: Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>
Sent: Tuesday, June 4, 2024 8:28:16 AM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Completions for Numeracy

Hi

Numbers attached

Cheers
Jackie

Jackie Ryan
Senior Business Analyst | Kaitātari Matua Umanga
Assessment Cycle Production Team
Assessment Division | Wāhanga Aromatawai
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Jackie.Ryan@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington 6011

Numeracy Term 2, 2024 Completions

School ID	Completed
2	84
3	122
4	42
5	121
6	35
7	78
8	155
9	71
10	6
11	15
12	10
13	183
14	91
15	363
16	302
17	114
18	15
19	137
20	100
21	161
22	7
23	83
24	260
25	138
26	48
27	513
28	182
29	203
30	195
31	177
32	278
35	22
36	480
37	657
38	159
39	34
40	375
41	227
42	498
43	414
44	246
45	293
46	148
47	39
48	223
49	375

50	42
51	61
53	247
54	71
57	16
58	114
59	377
61	25
62	50
63	80
64	542
65	24
66	10
67	185
68	195
69	867
70	130
74	240
75	276
77	263
78	218
79	208
80	388
81	443
83	162
84	137
85	251
86	346
87	626
88	168
89	292
90	158
91	31
93	60
94	56
95	295
96	324
97	18
99	47
100	58
102	383
103	225
104	47
105	207
106	245
108	60
109	32
110	74

111	94
112	253
113	121
114	106
115	94
116	56
117	145
118	474
119	17
120	491
121	475
122	416
123	334
124	99
125	34
126	250
127	39
129	93
130	138
131	442
132	342
134	122
135	323
136	200
138	366
139	67
140	187
141	45
142	478
143	122
144	310
145	33
146	423
148	25
151	211
152	211
153	110
154	62
157	10
158	69
159	121
160	26
162	39
164	54
166	144
167	205
169	42
170	49

171	416
172	401
173	330
174	37
175	90
177	59
179	106
180	17
181	104
183	67
185	36
187	40
188	111
189	267
190	72
191	73
192	93
195	54
197	182
198	77
200	91
201	29
202	462
203	301
204	78
205	54
206	36
208	108
209	278
210	78
211	103
212	11
214	69
215	88
216	137
217	294
218	46
219	18
220	25
221	21
223	291
224	60
225	71
227	103
228	218
229	77
230	73
232	11

233	169
234	34
235	35
236	81
237	137
240	120
241	131
242	46
243	6
244	29
245	79
246	59
247	380
248	89
249	95
250	230
251	227
252	204
253	240
254	58
256	85
257	83
258	90
259	159
260	125
261	457
262	173
263	9
265	76
268	103
269	300
272	235
273	410
274	172
276	165
277	182
278	98
280	2
281	10
284	35
286	148
287	51
288	249
289	210
290	10
291	8
292	46
293	145

294	241
295	276
296	358
297	11
298	201
299	18
300	12
301	24
303	64
304	73
305	72
306	16
307	62
308	42
309	15
310	38
311	26
312	431
314	275
315	132
316	475
317	30
318	245
319	186
320	45
321	160
324	63
326	127
327	106
328	53
330	88
331	157
333	128
334	178
335	235
336	221
337	70
338	219
339	132
340	153
343	24
346	161
347	136
348	88
349	59
350	15
351	84
353	35

354	55
357	59
358	131
359	21
360	195
361	125
362	39
365	131
366	83
369	74
370	28
371	36
372	100
373	124
374	322
375	4
376	212
377	53
378	104
380	23
381	75
382	122
383	148
384	101
386	72
387	93
391	42
392	56
393	53
394	6
395	40
397	45
399	153
400	52
401	50
402	4
404	61
405	225
408	183
409	32
418	21
419	27
421	38
424	19
428	60
429	17
432	228
435	35

439	8
443	42
451	135
452	14
471	35
472	158
476	17
478	123
482	11
487	108
491	41
494	75
495	259
498	215
527	7
528	13
530	74
531	133
532	174
533	215
536	134
546	52
548	97
549	37
551	33
552	277
553	43
563	62
564	360
608	37
615	135
630	43
632	16
654	434
658	11
661	37
683	42
704	46
706	14
708	230
739	48
847	6
854	51
874	19
903	1
949	8
958	13
961	186

1138	18
1139	8
1149	23
1156	22
1172	56
1189	20
1190	106
1210	18
1748	15
1798	16
1865	7
2085	16
2384	5
2445	8
3113	19
3625	88
3630	58
4158	98
4227	3
4228	18
6229	19
6231	46
6232	143
6233	19
6763	363
6929	303
6930	85
6962	39
6963	345
6975	147
6977	3

From: [REDACTED]
To: [Jackie Ryan](#); [Kevin Hoar](#)
Subject: Numeracy Term 2 CAA
Date: Friday, 7 June 2024 10:26:47 AM

Hello Jackie

How are things going with the Term 2 CAA?
Kevin returns Monday from leave. I've copied him into this email.

Do you have anything you can share about total numbers of students and numbers by school?
I have a big job allocating markers to schools next week and if I can get a run at that earlier it would be great.

Thanks and regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](#)
Subject: List of school numbers and names
Date: Tuesday, 11 June 2024 10:50:57 AM

Hi Kevin

Can you please send the list of school numbers and names.
The odd one is not on your list of submissions.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Re: Marking Allocations
Date: Tuesday, 11 June 2024 4:43:03 PM
Attachments: [Outlook-wervfzk.png](#)

Thanks so much for this [REDACTED]

Same as last year - let them all know that I will send an email to each marker with their username and temporary password to get onto the system.
Hopefully, tomorrow for the senior marking team but not until about the training day for the team of markers.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
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125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awhi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: [REDACTED]
Sent: Tuesday, 11 June 2024 15:02
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Marking Allocations

Hi Kevin

Here are two documents to stash somewhere:

- a. Breakdown of marker allocations by schools and the Senior Marker Teams.
- b. A spreadsheet of marker loads that has their total number of students.

I'll send an email out to everyone on Thursday.
Is there anything you want said?

Regards

[REDACTED]

--

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](#); [REDACTED]; Alison.Price@nzqa.govt.nz; [REDACTED]
Subject: This weekend
Date: Wednesday, 12 June 2024 5:44:05 PM
Attachments: [Credentials NUME Senior Markers Term 2 2024.docx](#)

Hello Numerate Ones

Welcome to another cycle of marking the Numeracy CAA. Personally, you may not fully embrace the title of 'senior marker' but rest assured that what we do matters. With nearly 56,000 student entries this is the largest single assessment NZQA has attempted, so we break our record from last year.

Here are some brief notes for our upcoming weekend.
We will meet virtually via Zoom on the following links:

Saturday June 15, 9:00am - 4:00pm

Join Zoom Meeting

<https://us02web.zoom.us/j/85623277052>

Sunday June 16, 9:00am - 3:00pm

Join Zoom Meeting

<https://us02web.zoom.us/j/83242443080>

In preparation, it is important that you use the attached document to access Assessment Master (<https://am.nzqa.sonet.com.au/marker>) so you are good to mark on Saturday. Please try changing your password tomorrow to see it works. It is hard to get digital support on the weekend. Just let me know if things don't work.

That's enough information for a start. I look forward to seeing you all on Saturday.

Regards

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [Jackie Ryan](#); [Kevin Hoar](#)
Subject: Re: Am setup
Date: Thursday, 13 June 2024 1:49:01 PM

Hi Jackie

It's okay. I see that a student can be complete marked before the next.
All good

[REDACTED]

On Thu, Jun 13, 2024 at 1:44 PM [REDACTED] wrote:

Hello Jackie

Just a query about the AM marking setup.
Does a marker have to complete all students on Q1 before moving to Q2?
That looks to be the case.

or is it set up so a student can be completed before moving to the next?

We have some large schools that need to be shared among several markers.

Thanks and regards

[REDACTED]

[REDACTED]

--
[REDACTED]

[REDACTED]

From: [REDACTED]
To: Kevin Hoar; [REDACTED]
Subject: Tomorrow
Date: Friday, 14 June 2024 10:41:55 AM
Attachments: [32406A-ass-2024_final_marking_scheme_pre_seniors.docx](#)
[Marking Allocations by School.docx](#)
[Marking weekend.pptx](#)

Warning 0x80010053, Encrypted content could not be scanned

Documents containing potential threats:

- Encrypted: 32406A-ass-2024_final_marking_scheme_pre_seniors.docx

see [REDACTED] for more information

Kia ora Senior Markers

I hope all is well. Given the weather I am grateful we are meeting virtually tomorrow.

Here are a few things to check:

1. Have you logged on to AM and changed your password?
2. Please have a printed copy of the marking schedule (attached). Password is [REDACTED]
3. Check you can access this folder on Google Drive [REDACTED]
I may need to enact permissions so you can.
4. I will use a PowerPoint (attached) to drive our agenda. It has links to the Google Drive documents.
5. School allocations (attached) shows which school/s each marker is allocated and the team you will check-mark.

I look forward to seeing you all at 9:00am tomorrow. There is a competition to find different spellings of Achieved again on AM.

See you all on <https://us02web.zoom.us/j/85623277052>

Nga mihi

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Assessment Schedule – Term 2, 2024**Subject: Numeracy (32406)****Outcomes**

Outcome 1	Outcome 2	Outcome 3
Formulate mathematical and statistical approaches to solving problems in a range of meaningful situations.	Use mathematics and statistics to meet the numeracy demands of a range of meaningful situations.	Explain the reasonableness of mathematical and statistical responses to situations.

Evidence

Question 1	Answer / Judgement	Outcome		
		1	2	3
1a	Fifth arrow from the LHS / third arrow from the RHS.	✓		
1b	40 times heavier.		✓	
1c	12 (min) to 30 (max) hatched tuatara if supported by a reasonable calculation. Examples: 2 clutches x 6 eggs per clutch = 12 baby turtles 3 clutches x 10 eggs per clutch = 30 baby turtles (assumes first clutch laid in first year) 2 x 8 eggs per clutch = 16 baby turtles (using average eggs per clutch)		✓	
1d	200 (accept between 180 and 220)	✓		
1e	It is highly likely that young are included on the graph. Three of the 31 tuatara have body lengths that are less than 180 mm. The median of 220 mm and the central clustering suggests adults are mostly between 190mm and 260mm long. <i>Tiritiri Matangi is an island sanctuary without predators, so after 10 years from release on the island, eggs would have hatched and young born.</i>			✓
1f	D.		✓	

Question 2	Answer / Judgement	Outcome		
		1	2	3
2a	31 squares.	✓		
2b	Middle vertical axis (2) AND only horizontal axis (5). Both needed.	✓		
2c	<p>Disagree. The diagram on the left has the bottom of the nose two thirds down the face or one third up the face. The bottom of Richie's nose is $7\frac{1}{2}$ out of twelve spaces down. Two thirds is eight twelfths so the bottom of the nose is too high. Student may use a similar argument for not one third up the face.</p> <p>Agree. There are 12 horizontal divisions. The bottom of the nose is about 4 spaces up from the chin. Since $4/12 = 1/3$ that approximately matches the diagram. Student may use a similar argument for down the face.</p> <p><i>Other suitable answers considered if fractions are used to justify the position. For example, Disagree. The top of Richie's mouth should be one quarter up the face, but it is four twelfths up which is one third. That's why the bottom of the nose is too high.</i></p>			✓
2d	E.		✓	
2e	2,600		✓	
2f	6 hours. (Watch for 5 hours, as some students may forget that time is base 60).		✓	

Question 3	Answer / Judgement	Outcome		
		1	2	3
3a	352 g.	✓		
3b	<p>$1.5 \times 3 = 4.5$ L or 4,500 mL. $4,500 / 300 = 15$ glasses (or $4.5 / 0.3 = 15$ glasses).</p> <p>Accept also if student gives an answer of 5 glasses, inferring that all 3 bottle fill the same number of glasses.</p>		✓	
3c	<p>54 kg or 54 L. $75\% \times 8 = 6$kg. $50\% \times 120 = 60$kg. $60 - 6 = 54$kg or 54L (since 1 kg of water has a volume of 1 L). <i>Unit not required.</i></p> <p>Also accepted is "ten times more" since $10 \times 6 = 60$.</p> <p>Do we accept rounded answers like 53.5 kg?</p>		✓	
3d	\$1.45 ($\$35.96 \div 24.8$) Accept sensible rounding, e.g. \$1.50.	✓		
3e	<p>Students will need to use a common time period to compare the options (required).</p> <p>Over 2 days:</p> <ul style="list-style-type: none"> Shower of 2 minutes gives $6 \times 2 \times 24 = 288$ litres saving (2-minute shower uses 24 L) Washing machine every two days saves 60 litres over those 2 days <p>In this scenario cutting shower time save 228 more litres of water over 2 days.</p> <p><i>Other reasonable responses are acceptable.</i></p>			✓
3f	Winter (JJA).	✓		

Question 4	Answer / Judgement	Outcome		
		1	2	3
4a	$85,000 - 45,000 = 40,000$ people. (Accept between 35,000 to 45,000)	✓		
4b	Agree – the numbers are trending upwards from 2023 and should return to pre-COVID levels of about 100,000. Disagree – removing the 2019 to 2022 numbers (due to issues), there is a relatively constant trend from 2014 to 2024. Cannot tell – an external factor, e.g., online / hardcopy advertisements, other unforeseen happenings may occur in 2025.			✓
4c	$6 \text{ adults} \times \$6.00 \times \text{two days} = \72 . $15\% \text{ of } \$72 = \10.8 . Online discounted total cost for 6 adults for two days is \$61.20	✓		
4d	Second arrow from the LHS. (5 out of 11 acts are from South Auckland. $5/11$ or 0.4545 or 45% (45.5%) accepted).		✓	
4e	8 minutes longer . Consider the first hour (9:00 – 10:00am). Tongan performances are 15 minutes since $(60 - 3 \times 5) = 45$ minutes of performance. $45 \div 3 = 15$ minutes per performance. Samoan performances are 7 minutes since $60 - (5 \times 5) = 35$ minutes of performance. $35 \div 5 = 7$ minutes per performance.	✓		
4f	8 performers .		✓	

Question 5	Answer / Judgement	Outcome		
		1	2	3
5a	$68 \times 106 = 7,208 \text{ m}^2$	✓		
5b	Josh and Caleb. (both needed in either order)		✓	
5c	$1,540 \text{ metres} / 14 \text{ minutes} = 110 \text{ m} / \text{min}$. Ani's claim is correct as Michaela runs over $100 \text{ m} / \text{min}$. The calculated value is close to the claim. Ani's claim is incorrect as Michaela ran on average $110 \text{ m} / \text{min}$. There may be some minutes in which she ran more than others. We cannot know for certain that she ran over 100 m in every minute of the game.			✓
5d	Accept in range $15 - 30^\circ$.	✓		
5e	It won't matter what she chooses – she could choose H or T. This is because each coin toss is an independent event and there is no influence from previous events. Do not accept answers based on misconceptions, such as Sarah should choose heads since the last 3 tosses have been tails and the run won't continue.			✓
5f	Agree. New Zealand has been first or second in five of the eight world cups. $5/8 = 62.5\%$ which is greater than 60% .			✓

Marking Allocations by School

Numeracy Term 2, 2024 Completions

School ID	Name	Student Numbers	Marker
2	Taipa Area School	84	
3	Kaitaia College	122	
4	Whangaroa College	42	
5	Kerikeri High School	121	
6	Broadwood Area School	35	
7	Okaihau College	78	
8	Bay of Islands College	155	
9	Northland College	71	
10	Te Kura Taumata o Panguru	6	
11	Opononi Area School	15	
12	Tauraroa Area School	10	
13	Kamo High School	183	
14	Tikipunga High School	91	
15	Whangarei Boys' HS	363	
16	Whangarei Girls' HS	302	
17	Pompallier Cath College	114	
18	Mangakahia Area School	15	
19	Dargaville High School	137	
20	Bream Bay College	100	
21	Otamatea High School	161	
22	Ruawai College	7	
23	Rodney College	83	
24	Mahurangi College	260	
25	Orewa College	138	
26	Kaipara College	48	
27	Long Bay College	513	
28	Rangitoto College	182	
29	Kristin School	203	
30	Glenfield College	195	
31	Birkenhead College	177	
32	Northcote College	278	
35	Carmel College	22	
36	Takapuna Grammar School	480	
37	Westlake Boys' High School	657	
38	Westlake Girls' High School	159	
39	Rosmini College	34	

40	Rutherford College	375
41	Macleans College	227
42	Green Bay High School	498
43	Massey High School	414
44	Waitakere College	246
45	Henderson High School	293
46	Liston School	148
47	St Dominic's Catholic Coll	39
48	Western Springs College]	223
49	Selwyn College	375
50	St Mary's College (Auck)	42
51	St Paul's College (Auck)	61
53	Auckland Girls' Grammar	247
54	Auckland Grammar School	71
57	Tamaki College	16
58	Tangaroa College	114
59	Sacred Heart Coll (Auck)	377
61	Baradene College of the SH	25
62	St Peter's College (Epsom)	50
63	Marcellin College	80
64	Epsom Girls' Grammar Sch	542
65	Glendowie College	24
66	Dilworth School	10
67	Diocesan School 4 Girls	185
68	St Cuthbert's College	195
69	Mt Albert Grammar School	867
70	Marist College	130
74	Mt Roskill Grammar School	240
75	Lynfield College	276
77	Bethlehem College (BOP)	263
78	Avondale College	218
79	Edgewater College	208
80	Pakuranga College	388
81	St Kentigern College	443
83	Kelston Boys' High School	162
84	Kelston Girls' College	137
85	One Tree Hill College	251
86	Onehunga High School	346
87	Howick College	626

88	Otahuhu College	168
89	King's College	292
90	McAuley High School	158
91	Mangere College	31
93	Auck 7 th -day Adventist High	60
94	De La Salle College	56
95	Papatoetoe High School	295
96	Aorere College	324
97	Sir Edmund Hillary Sen Coll	18
99	Manurewa High School	47
100	James Cook High School	58
102	Rosehill College	383
103	Pukekohe High School	225
104	Wesley College	47
105	Waiuku College	207
106	Tuakau College	245
108	Onewhero Area School	60
109	Coromandel Area School	32
110	Mercury Bay Area School	74
111	Thames High School	94
112	Hauraki Plains College	253
113	Paeroa College	121
114	Waihi College	106
115	Te Kauwhata College	94
116	Te Aroha College	56
117	Katikati College	145
118	Mount Maunganui College	474
119	Huntly College	17
120	Ōtūmoetai College	491
121	Tauranga Boys' College	475
122	Tauranga Girls' College	416
123	Te Puke High School	334
124	Matamata College	99
125	Raglan Area School	34
126	Morrinsville College	250
127	Ngaruawahia High School	39
129	Fairfield College	93
130	St Paul's Collegiate (Ham)	138
131	Hamilton Boys' High School	442
132	Hamilton Girls' High School	342
134	Flaxmere College (HB)	122
135	Fraser High School	323
136	St John's College (Hillcrest)	200

138	Hillcrest High School	366
139	Sacred Heart Girls' Coll (Ham)	67
140	Waikato Diocesan S4 Girls	187
141	St Peter's School (Cambridge)	45
142	Cambridge High School	478
143	Trident High School	122
144	Whakatane High School	310
145	Edgecumbe College	33
146	Te Awamutu College	423
148	Opotiki College	25
151	Western Heights High Sch	211
152	Rotorua Boys' High School	211
153	Rotorua Girls' High School	110
154	Rotorua Lakes High School	62
157	Ōtorohanga College	10
158	Tokoroa High School	69
159	Forest View High School	121
160	Te Kuiti High School	26
162	Piopio College	39
164	Reporoa College	54
166	Tauhara College	144
167	Taupō-Nui-A-Tia College	205
169	Taumarunui High School	42
170	Waitara High School	49
171	New Plymouth Boys' HS	416
172	New Plymouth Girls' HS	401
173	Spotswood College	330
174	Sacred Hearts Girls' Coll (NP)	37
175	Francis Douglas Mem Coll	90
177	Inglewood High School	59
179	Stratford High School	106
180	Taranaki Diocesan S4 Girls	17
181	Opunake High School	104
183	Ruapehu College	67
185	Patea Area School	36
187	Whanganui City College	40
188	Whanganui Girls' College	111
189	Whanganui High School	267
190	Cullinane College	72
191	Longburn Adventist College	73
192	Whanganui Collegiate Sch	93
195	Rangitikei College	54
197	Feilding High School	182

198	Awatapu College	77
200	Freyberg High School	91
201	Queen Elizabeth College	29
202	Palmerston Nth Boys' HS	462
203	Palmerston Nth Girls' HS	301
204	St Peter's College (PNorth)	78
205	Manawatū College	54
206	Ngata Memorial College	36
208	Lytton High School	108
209	Gisborne Boys' High School	278
210	Gisborne Girls' High School	78
211	Campion College	103
212	Tolaga Bay Area School	11
214	Wairoa College	69
215	Taradale High School	88
216	Napier Boys' High School	137
217	Napier Girls' High School	294
218	Tamatea High School	46
219	Sacred Heart College (Napier)	18
220	William Colenso College	25
221	Te Wharekura o Ruatoki	21
223	Havelock North High School	291
224	Iona College	60
225	Woodford House	71
227	Hastings Boys' High School	103
228	Hastings Girls' High School	218
229	Karamu High School	77
230	Lindisfarne College	73
232	Te Aute College	11
233	Central Hawkes Bay College	169
234	Dannevirke High School	34
235	Tararua College	35
236	Horowhenua College	81
237	Waiopahu College	137
240	Ōtaki College	120
241	Wairarapa College	131
242	Solway College	46
243	Makoura College	6
244	Chanel College	29
245	Rathkeale College	79
246	St Matthew's Collegiate (Mstn)	59
247	Kapiti College	380
248	Paraparaumu College	89

249	Kuranui College	95
250	Upper Hutt College	230
251	Heretaunga College	227
252	St Pat's Coll (Silverstream)	204
253	Aotea College	240
254	Mana College	58
256	Bishop Viard College	85
257	Tawa College	83
258	Taita College	90
259	Naenae College	159
260	St Bernard's College	125
261	Hutt Valley High School	457
262	Sacred Heart Coll (Lower Hutt)	173
263	Chilton Saint James School	9
265	St Oran's College	76
268	Newlands College	103
269	Onslow College	300
272	Wellington Girls' College	235
273	Wellington High School	410
274	Wellington East Girls' College	172
276	St Pat's College (Kilbirnie)	165
277	Rongotai College	182
278	Queen Margaret College	98
280	Samuel Marsden Collegiate	2
281	Scots College	10
284	St Catherines College	35
286	St Mary's College (Wellington)	148
287	Queen Charlotte College	51
288	Marlborough Boys' College	249
289	Marlborough Girls' College	210
290	Collingwood Area School	10
291	Rai Valley Area School	8
292	Golden Bay High School	46
293	Nayland College	145
294	Nelson College	241
295	Nelson College for Girls	276
296	Waimea College	358
297	Tapawera Area School	11
298	Motueka High School	201
299	Murchison Area School	18

300	Karamea Area School	12
301	Buller High School	24
303	Greymouth High School	64
304	John Paul II High School	73
305	Westland High School	72
306	South Westland Area School	16
307	Kaikoura High School	62
308	Amuri Area School	42
309	Cheviot Area School	15
310	Oxford Area School	38
311	Hurunui College	26
312	Rangiora High School	431
314	Kaiapoi High School	275
315	St Bede's College	132
316	Papanui High School	475
317	Christchurch Adventist Sch	30
318	St Andrew's College (Chch)	245
319	Burnside High School	186
320	Mairehau High School	45
321	Shirley Boys' High School	160
324	Avonside Girls' High School	63
326	Villa Maria College	127
327	Christchurch Boys' HS	106
328	Christchurch Girls' HS	53
330	Christ's College	88
331	St Thomas of Canterbury Coll	157
333	St Margaret's College	128
334	Riccarton High School	178
335	Middleton Grange School	235
336	Hagley Community College	221
337	Te Aratai College	70
338	Hornby High School	219
339	Hillmorton High School	132
340	Cashmere High School	153
343	Marian College	24
346	Darfield High School	161
347	Lincoln High School	136
348	Mount Hutt College	88
349	Ellesmere College	59
350	Akaroa Area School	15
351	Ashburton College	84
353	Mackenzie College	35
354	Opihi College	55

357	Craighead Diocesan School	59
358	Roncalli College	131
359	Mountainview High School	21
360	Timaru Boys' High School	195
361	Timaru Girls' High School	125
362	Waimate High School	39
365	Waitaki Boys' High School	131
366	Waitaki Girls' High School	83
369	St Kevin's College (Oamaru)	74
370	Maniototo Area School	28
371	East Otago High School	36
372	Dunstan High School	100
373	Cromwell College	124
374	Wakatipu High School	322
375	Roxburgh Area School	4
376	Logan Park High School	212
377	Otago Boys' High School	53
378	Otago Girls' High School	104
380	St Hildas Collegiate	23
381	Kaikorai Valley College	75
382	Bayfield High School	122
383	Kings High School	148
384	Queens High School	101
386	Columba College	72
387	John McGlashan College	93
391	Blue Mountain College	42
392	Tokomairiro High School	56
393	South Otago High School	53
394	The Catlins Area School	6
395	Northern Southland College	40
397	St Peter's College (Gore)	45
399	Central Southland College	153
400	Fiordland College	52
401	Menzies College	50
402	Waiau Area School	4
404	Southland Boys' High Sch	61
405	Southland Girls' High Sch	225
408	Verdon College	183
409	Aparima College	32
418	Rangiora New Life School	21
419	Rudolf Steiner Sch (Chch)	27
421	Richmond View School	38
424	Michael Park School	19

428	Whangamatā Area School	60
429	Excellere College	17
432	KingsWay School	228
435	Hukarere Girls' College	35
439	Totara Coll of Accelerated Learnng	8
443	Hastings Christian School	42
451	Hamilton Christian School	135
452	Southern Cross Campus	14
471	Zayed College for Girls	35
472	OneSchool Global (NZ)	158
476	Tongariro School	17
478	Wainuiomata High School	123
482	Aquinas College	11
487	Mt Hobson Academy	108
491	Sancta Maria College	41
494	Putāruru College	75
495	Taieri College	259
498	Te Aho o Te Kura Pounamu	215
527	Twizel Area School	7
528	Ponatahi Christian School	13
530	Waiheke High School	74
531	Catholic Cathedral College	133
532	John Paul College (Rotorua)	174
533	Mt Aspiring College	215
536	Trinity Catholic College	134
546	Whitby Collegiate	52
548	Aurora College	97
549	Taihape Area School	37
551	Coastal Taranaki School	33
552	James Hargest College	277
553	Mission Heights Junior Col	43
563	Albany Senior High School	62
564	Ormiston Senior College	360
608	Ashburton Christian School	37
615	Rototuna Senior High Sch	135
630	Te Kura Māori o Nga Tapuwae	43
632	Tai Wananga	16
654	Rolleston College	434
658	Murupara Area School	11
661	Tarawera High School	37
683	Ao Tawhiti Unlimited Discovery	42

704	Haeata Community Campus	46
706	Te Pa o Rakaihautu	14
708	Rototuna Junior High School	230
739	Manukura	48
847	AGE School	6
854	Vanguard Military School	51
874	Pacific Advance Secondary	19
903	Ko Taku Reo – Deaf Edn NZ	1
949	St Ignatius of Loyola Cath Coll	8
958	Liger Leadership Academy	13
961	Te Paepae o Aotea	186
1138	Renew School	18
1139	Lake Taupō Christian School	8
1149	Sonrise Christian School	23
1156	Horizon School	22
1172	Cornerstone Christian Sch	56
1189	Wā Ora Montessori	20
1190	Elim Christian College	106
1210	Northern Health School	18
1748	TKKM o Huiarau	15
1798	Te Wharekura o Manaia	16
1865	Te Wharekura o Maniapoto	7
2085	ACG Parnell College	16
2384	Te Kura o Kokohuia	5
2445	TKKM o Ngati Kahungunu Ki Heretaunga	8
3113	Te Wharekura o Manurewa	19
3625	Māruawai College	88
3630	Elim Christian Coll (Mt Albert)	58
4158	Hutt International Boys' Sch	98
4227	TKKM o Kaikohe	3
4228	TKKM o Puau Te Moananui-a-Kiwa	18
6229	Mangaia School (CI)	19
6231	Nukutere College (CI)	46
6232	Tereora College (CI)	143
6233	Titikaveka College (CI)	19
6763	Whangaparaoa College	363
6929	Alfriston College	303
6930	Botany Downs Secondary Sch	85
6962	Te Wharekura o Mauao	39
6963	Papamoia College	345
6975	Garin College	147

6977	Hobsonville Point Sec School	3	
1630	Central Regional Health Sch	1	
1631	Southern Health School	23	

Senior Marking Teams

<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>

<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>

<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>

Senior Marker Meeting – Numeracy Term 2, 2024

15-16 June



1. Share logistics, including:
 - Key dates
 - Check-marking of your team members, when and how often.
 - Feedback systems for on-going monitoring.
 - Your personal marking load.
 - Attendance at one of the marker training Zoom meetings.

2. Mark at least 50 scripts each, to:
 - Confirm the marking scheme, especially for Outcome 3 items.
 - Gather examples of Outcome 3 answers, that exemplify borderline judgments.
 - Schools 37 (Westlake Boys), 69 (Mt Albert Grammar), 87 (Howick College) as these have student numbers exceeding 580 (Standard marker load).

3. Carry out the Angoff procedure (Sunday morning) to estimate the cut-score. Note that in last two years we have slightly over-estimated the actual cut-score but been 'in the ballpark.'



Key dates:

15-16 June Senior Markers

23 June Senior Markers (Pre-training Zooms)

24 June, 7:00-8:30pm Zoom for experienced markers

25 June, 7:00-8:30pm Zoom for new markers

26 June on, marking starts but not too fast

6-21 June, School Holidays (key marking time)

21 June, Final day for marking complete.

Check-marking of your team members, when and how often.

1. You have either 7 or 8 markers to monitor. The list of allocations is found [here](#).
2. You are allocated the equivalent of 40 scripts to check per marker. Some will need more support than others.
3. However, you must check the first 20 scripts each person marks and another 10 or more after that.
4. Set up a system that works for you to provide feedback to your team. That might be emails or a Google Doc to share judgements.
5. Be aware that disorganised requests from markers to “find item k for student x in school y” are time-wasting. Better for markers to screen grab the student work and add it to a Google Doc.
6. I check-mark your marking, so let me know when you have done about 30 scripts.

Your personal marking load.

- If you have 7 markers allocated your load is about 300 students.
- If you have 8 markers allocated your load is about 260 students.
- I have given us 'split schools' which we will mark a lot of this weekend. (Watch the numbers)
- [REDACTED] have the paper copies to deal with (730 of them).
- [REDACTED] has the 'ragtails' as his name is last alphabetically.

Attendance at one of the marker training Zoom meetings.

- You choose which meeting you want to go to.
- We will stay as a whole group.
- I will produce an 'examples' marking video to share.

Angoff Document is available on [here](#):

Working pairs this weekend:

[REDACTED] School 37 (411-657)]

[REDACTED] [School 37 (1-410)

[REDACTED] [School 261 (1-160, 420 – 457]

[REDACTED] [School 69 (301 – 867]

[REDACTED] [School 87 (1-600)]

[REDACTED] [School 261 (161-340)]



The marking scheme is found [here](#):

The password is [REDACTED]

As you find good examples of Outcome 3 responses, screengrab the response, and add it to [this document](#) along with your judgment and justification.

From: [REDACTED]
To: [Kevin Hoar](#)
Subject: Link to Google Drive for Markers and Spreadsheet update
Date: Saturday, 15 June 2024 3:43:31 PM
Attachments: [32406 Term 2 2024 Marker list with allocated numbers.xlsx](#)

Hi Kevin

The updated marker allocation document is on this drive:

[REDACTED]

I've attached the revised spreadsheet that includes Michelle W.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Name	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Actual Load	Modelled load	
																			0		
Paper	200																		200	220	
Paper	230		1631	23		2384	5												258	260	
37 (1-180)	180		214	69															249	260	
37 (181-410)	230		658	11		1138	18	4228	18	6229	19							296	300		
37 (411-657)	247	261 (420 - 457)				6233	19												303	300	
Paper	100				261 (1-160)	160													260	260	
69 (1-300)	300																		300	260	
69 (301-600)	300																		300	300	
69 (600-867)	267	87 (600-626)	26																293	300	
87 (1-300)	300																		300	300	
87 (301-600)	300																		300	300	
261 (161-340)	180		119	17		219	18	528	13	632	16	205	54					298	300		
234	34		235	35		299	18	306	16	309	15	359	21	158	69	18	15	261 (341-420)	80	303	
88	168		85	251		90	158	4227	3										580	580	
122	416		139	67		249	95	1865	7										585	580	
131	442		130	138																580	580
86	346		105	107		65	24	210	78	220	25								580	580	
75	276		93	106		166	144	164	54											580	580
40	375		39	34		51	61	50	42	54	71									583	580
29	203		38	159		23	83	26	48	47	39	401	50							582	580
36	480		9	71		35	22	22	7											580	580
27	513		4	42		11	15	66	10											580	580
19	137		21	161		30	195	7	78	12	10									581	580
25	138		31	177		14	91	46	148	61	25									579	580
8	155		17	114		24	260	62	50											579	580
2	84		3	122		5	121	53	247	243	6									580	580
69	363		13	183		6	35													581	580
16	302		28	182		20	100													584	580
42	498		63	80		375	4													582	580
41	227		48	223		57	16	58	114											580	580
533	215		530	74		546	52	1189	20	608	37	551	33	198	77	174	37	206	36	581	580
32	278		67	185		94	56	93	60											579	580
43	414		70	130		125	34	280	2											580	580
64	542		109	32		10	6													580	580
44	246		45	293		127	39	402	4											582	580
49	375		68	195		157	10													580	580
59	377		84	137		97	18	99	47											579	580
80	388		99	113		110	74	527	7											582	580
102	383		83	162		91	31	394	6											582	580
95	295		104	106		115	94	141	45	169	42									582	580
126	250		144	310		148	25													585	580
77	263		96	324																587	580
89	292		250	230		224	60													582	580
81	443		117	145																588	580
103	225		112	253		104	47	116	56											581	580
74	240		79	208		307	62	304	73											583	580
118	474		124	99		212	11													584	580
120	491		129	93																584	580
121	475		175	90		180	17													582	580
138	366		228	218																584	580
132	342		167	205		145	33													580	580
123	334		118	111		216	137													582	580
78	218		135	323		162	39													580	580
142	478		179	106																584	580
171	415		208	108		177	59													583	580
172	401		197	182																583	580
146	423		259	159																582	580
151	211		152	211		153	110	170	49											581	580
189	267		203	301		232	11													579	580
173	330		288	249																579	580
273	410		260	125		218	46													581	580
202	462		159	121																583	580
209	278		227	103		298	201													582	580
269	300		272	235		281	10	284	35											580	580
247	380		240	120		236	81													581	580
223	291		225	71		289	210	291	8											580	580
252	204		253	240		372	100	371	36											580	580
217	294		233	169		200	91	201	29											583	580
136	200		140	187		160	26													413	580
251	227		237	137		245	79	248	89	242	46									578	580
296	358		305	72		333	128	310	24											582	580
312	431		303	64		369	74	482	11											580	580
241	131		274	172		162	173	278	98	263	9									583	580
134	122		143	122		111	94	211	103	204	78	246	59							578	580
316	475		308	42		310	38	221	21	847	6									582	580
552	277		536	134		553	43	563	62	1172	56	1139	8							580	580
654	434		739	48		548	97													579	580
564	360		3625	88		4158	98	3113	19	2085	16									581	580
6963	345		6930	85		6962	39	6231	46	404	61									576	580
432	228		451	135		399	153	395	40	418	21									577	580
314	275		315	132		324	63	330	88	343	24									582	580
318	245		319	186		317	30	320	45	381	75									581	580
276	165		277	182		286	148	256	85											580	580
192	93		190	72		191	173	195	54	215	88	268	103							583	580
295	276		231	160		311	26	265	76	362	39									577	580
246	161		347	136		340	153	339	132											582	580
338	219		348	88		337	70	331	157											579	580
382	122		383	148		384	101	386	72	387	93	391	42							578	580
374	322		377	53		378	104	380	23	424	19	428	60							581	580
405	225		408	183		409	32	491	41	494	75	300	12	297	11					579	580
181	104		183	67		185	36	187	40	335	235	392	56	421	38					576	580
6763	363		854	51		874	19	958	13	615	135									581	580
6929	303		1190	106		1210	18	1748	15	1798	16	661	37	351	84					579	580
336	221		358	131																	

From: [redacted]
To: [Kevin Hoar](#); [redacted]
Subject: RE: Google Drive Marking
Date: Monday, 24 June 2024 8:52:14 AM
Attachments: [image002.png](#)
[image003.png](#)

Ok. Thanks

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Monday, June 24, 2024 8:50 AM
To: ali-dave@xtra.co.nz; vince.wright.3.14 <vince.wright.3.14@gmail.com>
Subject: Re: Google Drive Marking

Hi [redacted]

The three blank lines is deliberate.

The ones above are from students who sat Numeracy in Week 1, while the ones below are students who sat Numeracy in Week 2.

They were segregated as we want to do some testing at NZQA to see if the Week 2 responses overall were better than the Week 1 responses.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



[redacted]

Kevin.hoar@nzqa.govt.nz

www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington,
6140

He rerekē tatou katoa – awhi i te oranga ki te katoa

We are all different – embrace life to the fullest

From: [redacted]
Sent: Sunday, 23 June 2024 15:22
To: [redacted]; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: RE: Google Drive Marking

Hi

Nothing in rows 248 – 250??

247	6228	171593098	32406	Yes	6228-171593098-32406.pdf	6228-171593098-32406.pdf
248						
249						
250						
251	3	143850523	32406	No	0003-143850523-32406.pdf	0003-143850523-32406.pdf

From: [redacted]
Sent: Monday, June 17, 2024 12:15 PM
To: [redacted]; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Google Drive Marking

Hello [redacted]

Using the spreadsheet is the best way to allocate scripts on Sharepoint.

Please mark the following:

- █ - Rows 6-205
- █ - Rows 206 - 435
- █ - 436 - 635

That will leave a few more than 100 to finish up at the end.

Regards

█

█

█

█

█

█

█

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From:
To:

[REDACTED]

Subject: Details for Numeracy Marking
Date: Thursday, 20 June 2024 11:35:06 AM
Attachments: [Marking Allocations by School_170624.docx](#)
[Step by step marking process June July 2024.docx](#)
[32406A-ass-2024_final_marking_scheme.Final.200624.docx](#)

Warning 0x80010053, Encrypted content could not be scanned

Documents containing potential threats:

- Encrypted: 32406A-ass-2024_final_marking scheme Final 200624.docx

see [REDACTED] for more information

Kia ora Numeracy Markers

Marking time is approaching fast. This email provides important information for you and several documents that you will need. I am trying to limit the number of messages you get from me. Please save this email to a place you can easily retrieve it.

1. Reminder of Zoom details for Monday and Tuesday evenings. If you can't attend a session for some reason please attend the other session.

Experience Markers Zoom

Time: Monday, June 24, 2024 19:00 (7:00 pm.) NZ time.

Join Zoom Meeting

<https://us02web.zoom.us/j/89362530290>

New Markers Zoom

Time: Tuesday, June 25, 2024 19:00 (7:00 pm.) NZ time.

Join on this link:

<https://us02web.zoom.us/j/81889313537>

2. In the next few days you will get an email from your Senior Marker introducing themselves and providing you with login details to Assessment Master. It is important that you set up your password prior to the Zoom meeting. It is an easy process.

3. Attached is a document called "Marker Allocation by School" dated 19 June. Use the Find function on Word and type in your Christian Name and first letter of your surname, e.g., Vince W. That will identify the schools allocated to you for marking. Your load should be around 580 students.

4. When you first log on to Assessment Master you will **not** see the schools allocated to you. You will need to 'Pool' your schools. That means making them visible for marking. Attached is a document called "Step by Step Marking Process" that discusses how to access Assessment Master, Pool schools, and mark scripts. As soon as you log on, please pool your schools for marking.

5. The marking schedule is also attached. You will need to use the password [REDACTED] to open it. It is confidential to members of the marking team until MOE releases it. Please do not share the marking schedule with anyone else. There are two parts to the schedule:

- a. A table with answers and decision guidelines.
- b. Exemplars explaining why Achieved or Non-Achieved was awarded for specific responses. The aim of this section is to get consistency around open items, mostly related to Outcome 3.

You will need a printed copy of the marking schedule for the Zoom meeting on Monday or Tuesday.

6. Normally we do not provide a paper copy of the exam to markers as it is restricted by copyright law. If you are at a school, your assessment coordinator may be able to provide a copy to you. Once you log on the Assessment Master you can see all the items anyway.

Finally, please curb your enthusiasm and **don't do any marking until after the Zoom meeting**. Your senior marker will establish a system for you to share queries with them. It is important that reliability is set in your early marking.

I am looking forward to seeing you all on Monday or Tuesday evening.

Nga mihi

[REDACTED]

[REDACTED]

[REDACTED]

Name

Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Actual load	Modelled load		
																				0	200		
Paper	200																			200	220		
Paper	230	1631	23	2354	5	49	60													318	260		
37 (1-130)	180	214	69			0	155	49	60											464	260		
37 (161-410)	230	638	11	1138	18	4228	18	6229	19	49	60									356	300		
37 (411-637)	247	261 (420-457)	37	6233	19																303	300	
Paper	200			261 (1-70)	70																270	260	
69 (1-300)	300	49	60																		360	260	
69 (301-600)	300																				300	300	
69 (600-867)	267	87 (600-626)	26																		293	300	
87 (1-300)	300																				300	300	
87 (301-600)	300																				300	300	
261 (161-340)	180	119	17	219	18	528	13	632	16	205	34	24	260	49	60					618	300		
234	34			299	18	306	16	309	15	359	21	62 (14-50)	37	18	13	261 (341-420)	80			236	300		
88	160	85	251	90	150	4227	3														350	350	
122	416	139	67	249	95	1865	7														355	350	
131	442	130	138																		380	350	
86	346	105	207	65	24	210	78	220	23												690	350	
75	276	93	106	166	144	164	54														350	350	
40	375	39	34	51	61	30	42	54	71												383	350	
29	203	38	159	23	83	26	48	47	39	401	50										382	350	
36	480	9	71	35	22	22	7															380	350
27	513	4	42	11	15	66	10															380	350
19	137	21	161	30	195	7	78	12	10													381	350
25	138	31	177	14	91	46	148	61	25	140 (125-1)	63										642	350	
62	14																					14	350
2	84	3	122	5	121	53	247	243	6	112	63										643	350	
69	363	12	183	6	37																	351	350
16	302	28	182	20	100																	354	350
42	498	63	80	375	4																	382	350
41	227	48	223	37	16	38	114															380	350
533	215	530	74	246	52	1189	20	608	37	351	33	198	77	174	37	206	36				381	350	
32	278	67	185	94	56	93	60															379	350
43	414	70	130	125	34	280	2															380	350
64	542	109	32	10	6																	380	350
44	246	45	293	127	39	402	4															382	350
49	20	68	195	157	10																	225	350
59	377	84	137	97	18	99	47	167 (1-61)	68													647	350
80	388	99	113	110	74	527	7															382	350
102	383	83	162	91	31	394	6	103	68													650	350
95	295	104	106	115	94	141	45	169	42													382	350
126	250	144	310	148	25	112	63															646	350
77	263	96	324																			387	350
89	292	250	230	224	60	112	63															645	350
81	443	117	145																			388	350
103 (1-20)	20																					20	380
74	240	79	208	307	62	304	73															383	350
118	474	124	99	212	11																	384	350
120	491	129	93	167 (137-205)	69																	633	350
121	475	175	90	180	17																	382	350
138	366	228	218																			384	350
132	342			145	33																	375	350
123	334	118	111	216	137																	382	350
70	218	135	323	162	29																	380	350
142	478	179	106	103	68																	632	350
171	416	208	108	177	59																	383	350
172	401	197	182																			383	350
146	423	259	159																			382	350
151	211	152	211	153	110	170	49															381	350
189	267	203	301	232	11																	379	350
173	330	288	249																			379	350
273	410	260	125	218	46																	381	350
202	462	159	121																			383	350
209	278	227	103	298	201																	382	350
269	300	172	235	281	10	284	35															380	350
247	380	240	120	236	51																	381	350
223	291	225	71	289	210	291	8															380	350
252	204	253	240	384	101	371	36															381	350
217	294	233	169	200	91	201	29															383	350
136	200			160	26	261 (71-160)	90	17	144													460	350
251	227	237	137	243	79	248	89	242	46													378	350
296	358	305	72	333	128	310	24	140 (1-61)	62													644	350
312	431	303	64	369	74	482	11															380	350
241	131	274	172	162	173	278	98	263	9													383	350
134	122	143	122	111	94	211	103	204	78	246	59											378	350
316	475	308	42	310	38	221	21	847	6	294	241											823	350
352	277	356	134	553	43	563	62	1172	56	1199	8	140 (63-12)	62									642	350
634	434	733	48	248	97																	379	350
564	360	3625	88	4158	98	3113	19	2085	16													381	350
6963	345	6930	85	6962	39	6231	46	404	61													376	350
432	228	451	135	399	133	395	40	418	21													377	350
314	275	315	132	324	63	330	88	343	24	104	47	116	36									685	350
318	245	319	186	317	30	320	45	381	75													381	350
276	165	277	182	286	148	236	85															380	350
192	93	190	72	191	73	195	54	215	88	268	103	158	69	235	35							387	350
295	276	231	160	311	26	265	76	362	39													377	350
246	161	347	136	340	153	339	132	167 (69-)	68													650	350
338	219	348	88	337	70	331	157	397	45													379	350
382	122	383	148	372	100	386	72</																

STEP BY STEP MARKING PROCESS JUNE / JULY 2024.

Set up

Step 1. Copy and paste the Assessment Master (AM) weblink <https://am.nzqa.sonet.com.au/marker> into your Chrome or Safari search engine. Save this into your favourites for future reference.

Step 2. Once AM opens, enter your username (to be provided in the email from Kevin Hoar) and your changed password (as instructed in the email from Kevin Hoar). Click enter. Wait for the AM rubber bands to wind up (it may take 10-20 seconds – please be patient).

WARNING: *You only get 3 shots at entering the username and password before it 'locks you out'* Click out of AM after the second go, click back in and try again. If you have no luck, you will need to contact NZQA on 0800 697 296 (weekdays only) and ask for Assessment Master access for Numeracy marking.

A list of allocated schools (between one and 12) that you will be marking will appear. The list is in numeric order by school number (4-digit MoE code), e.g., 0005 / 0238 / 1147.

Step 3. Click on “Scoring” for one of the listed schools. No candidate work will show at this point. This is deliberate.

Before you can see candidate work for the school, you will need to ‘pool’ them. That means adding the school’s data to the marking ‘pool’. No marking can occur until you ‘pool’ each of your allocated schools.

Go through the list of schools and ‘pool’ each one. Once that is done go back to “Home”.
SEE THE POOLING INSTRUCTIONS AT THE END OF THIS DOCUMENT.

Step 4. To mark, click the **scoring** button of the school you will mark.

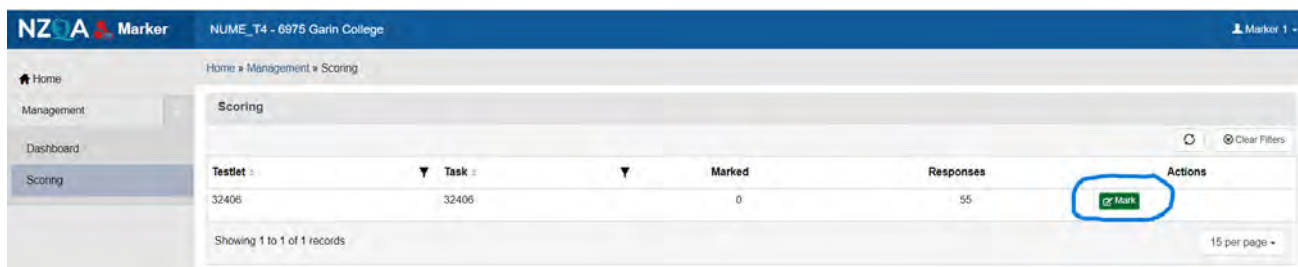


ID	Name	Action
22226	NUME_T2 - 0003 Kaitiaki College	Scoring

Showing 1 to 1 of 1 records

15 per page

Step 5. You will see a chart titled ‘scoring’.
Click on the **mark** button for one of the pooled schools.



Testlet	Task	Marked	Responses	Actions
32406	32406	0	55	Mark

Showing 1 to 1 of 1 records

15 per page

YOU ARE NOW READY TO MARK!

NOTE: You will mark ALL five questions (30 question items) for each candidate response *before* moving to the next candidate response.

Marking

You will now be looking at candidate response 1 for that school.

Points to be aware of:

- The top right-hand corner shows the code number (e.g., 104211). This is the response code.
- To navigate to the question two for that candidate response, CLICK ON THE '2' button at the top left of the image below (see the orange arrow →).
- Repeat for Q3, Q4 and Q5.

There are five questions in the whole CAA. Each question has **six** question items. There is a total of 30 items. Each item gets either an achieved (passed) or not achieved (failed) judgement as outlined by the marking schedule created by the Panel Leader.

Step 1. To mark each question item, e.g., 1a / 2b / 5d, click on either the 'Not Achieved' or 'Achieved' button in the right-hand column. When you click on either button it will go dark grey in colour.

NB: It is the dark grey button, once clicked, that is picked up by the digital system.

You must click on either Not Achieved or Achieved for EACH and every question item. Do not leave any blank. If there is no answer for any question item, click on 'Not Achieved'.

The screenshot shows the marking interface for Question One: Tuatara. At the top, there is a 'Page:' navigation bar with buttons for pages 1, 2, 3, 4, and 5. An orange arrow points to the '2' button. The main content area displays the question text and a photograph of a tuatara on a log. Below the text, there is a question item (a) asking which arrow on a timeline shows 225 million years ago. At the bottom of the question area, there are seven numbered buttons (1-7) for marking. On the right side, there is a sidebar with the response code '104211' circled in orange. Below the code, there are six question items (Q1a to Q1f) with 'Not Achieved' and 'Achieved' buttons. The 'Achieved' buttons are dark grey, indicating they have been clicked. At the bottom right, there is a 'Next' button and a page indicator '1 of 867'.

Step 2. Once you have marked all items in Question 1, click number '2' (page 2) at the top of the screen. Do NOT click "Next" until you have marked ALL 5 questions for that candidate response.

The screenshot shows the marking interface for Question Two. The question text asks if a statement is true and to explain the answer using numbers from a graph. The answer provided is: 'the year 13's are in the 70 and 80 percent range while the year 11's are in the 30 to 40 range'. On the right side, there are three question items (Q1f, Q1g, Q1h) with 'Not Achieved' and 'Achieved' buttons. The 'Achieved' buttons are dark grey, indicating they have been clicked. At the bottom right, there are 'Previous' and 'Next' buttons. The 'Next' button is circled in red.

Step 3. Click 'Next' to move to the next candidate response.

Step 4. Repeat Steps 1 and 2 until you have completed the marking for that school.

Step 5. To move to the next school, click on “back” (top RHS – it has a little white house showing).

Step 6. Then click on “Home” (top LHS). NB: This could take up to one minute or two to execute – please wait for this to happen (get a cup of tea or coffee). Do NOT keep clicking.

Step 7. Choose your next allocated school and repeat until all your allocated schools have been marked.

Step 8. Let your senior marker (check marker) know that you have finished your marking.

NOTE:

1. If a candidate has written a statement in an answer box that does not show all their answer (see example below):

Qn 4c

\$ \$25.50 per day for the whol

Place the cursor (arrow) between two words and double click. A blue vertical bar should show.

\$ \$25.50 per | day for the whol

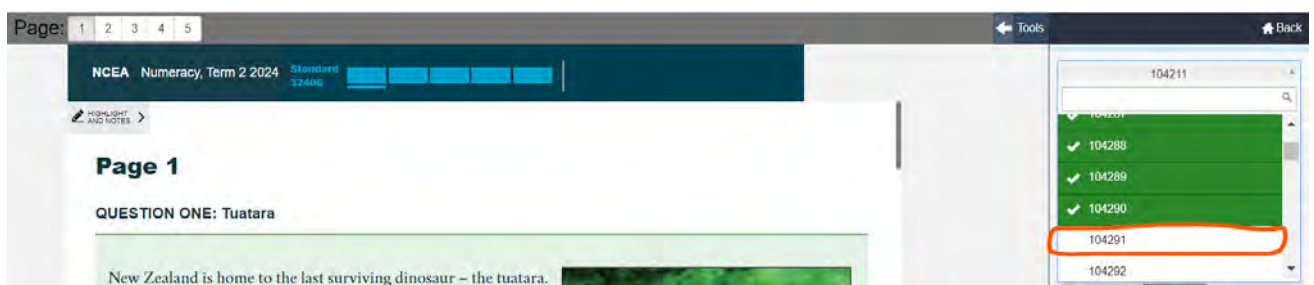
Use the > and < arrows on your keyboard to scroll along the rest of the answer.

2. *Please check that you actually DID ‘pool’ **all your schools** at the beginning of the marking process. In past years, some schools did not have their responses marked because they were not ‘pooled’ by the marker. Unfortunately, we cannot see if all schools have been pooled, unless the NAF checks all 400+ schools who have submitted their work. This would take about 4 days to do this check and he is NOT willing to do this!*

[To return to a school to continue marking do this:](#)

Login and find the school you were marking.

Click ‘Mark’ for the last candidate response you got up to. Then use the scroll down to find the next candidate response to be marked.



Green = marked and submitted.

Amber = started, but marking not complete.

White = not clicked on yet (still to be marked).

All bars will be green when all responses for that school have been marked.

Pooling School Responses on Assessment Master

These instructions outline how you can 'pool' the responses for the schools that you are marking. All schools MUST be 'pooled' **before any marking is done!**

- STEP ONE** Log onto Assessment Master (AM) – see details in the 'Set up' section above.
- STEP TWO** Click on the green 'scoring' button (RHS of screen) for one of the schools you have been allocated.
- STEP THREE** Click 'Dashboard' (LHS of screen)
- STEP FOUR** Click 'Add to pool' (do **NOT** click on 'add to pool by task'). Click on the next 'Add to pool'. Wait for about 20 seconds. Check to see that "pooled responses" is an actual number and it states '100%'.
- STEP FIVE** To 'pool' the remaining schools, click on "Home" (LHS) and repeat Steps 2 to 4.

NOTES:

1. The pooling process takes about 20 seconds for each school, so it should not take too long to pool all of your allocated schools. Larger cohort numbers take a little longer to pool.
2. Sometimes (if the AM system is on a 'go-slow') then it will take longer to pool each school. Please wait patiently for each screenshot to load – it can take up to a minute or two in some cases.
Do not keep re-clicking.

Assessment Schedule – Term 2, 2024

Subject: Numeracy (32406)

Outcomes

Outcome 1	Outcome 2	Outcome 3
Formulate mathematical and statistical approaches to solving problems in a range of meaningful situations.	Use mathematics and statistics to meet the numeracy demands of a range of meaningful situations.	Explain the reasonableness of mathematical and statistical responses to situations.

Evidence

Question 1	Answer / Judgement	Outcome		
		1	2	3
1a	Arrow 5	✓		
1b	40 times heavier.		✓	
1c	<p>12 (min) to 30 (max) hatched tuatara and supported by a reasonable calculation. The answer may be a single number, e.g., 25 tuatara, or a range (both values within accepted values), e.g., 15-25 tuatara.</p> <p>Examples (not exhaustive):</p> <ul style="list-style-type: none"> a. 2 clutches x 6 eggs per clutch = 12 baby tuatara 3 clutches x 10 eggs per clutch = 30 baby tuatara (assumes first clutch laid in first year) b. 2 x 8 eggs per clutch = 16 baby tuatara (using average eggs per clutch) c. $6 \div 4 = 1.5$ eggs per year, $1.5 \times 10 = 15$ tuatara $10 \div 4 = 2.5$ eggs per year, $2.5 \times 10 = 25$ tuatara 		✓	
1d	200 (accept between 180 and 220)	✓		
1e	<p>Answer should note some lengths appear to belong to young tuatara based on the main clustering of lengths. The student should reference at least one length of the shorter tuatara from the graph in mm.</p> <p>Not essential for Achieved but evidence of strong reasoning: Students might add that the median of 220 mm and the central clustering suggests adults are mostly between 190mm and 260mm long.</p> <p>Not achieved: Reference to any length less than the median of 220mm indicating a young tuatara. Reference only to the number of 3 or 6 lower lengths, without at least one of the three measurements associated with those data points.</p>			✓
1f	D.		✓	

Question 2	Answer / Judgement	Outcome		
		1	2	3
2a	31 squares.	✓		
2b	Middle vertical axis (2) AND only horizontal axis (5). Both needed but no extras.	✓		
2c	<p>Position is taken (agree or disagree) or can be reasonably inferred from the answer. There should be reference to fractions and comparison of the two diagrams is clear or can be inferred.</p> <p>Disagree. The diagram on the left has the bottom of the nose two thirds down the face or one third up the face. The bottom of Richie's nose is $7\frac{1}{2}$ out of twelve spaces down. Two thirds is eight twelfths so the bottom of the nose is too high. Student may use a similar argument for not one third up the face.</p> <p>Agree. There are 12 horizontal divisions. The bottom of the nose is about 4 spaces up from the chin. Since $4/12 = 1/3$ that approximately matches the diagram. Student may use a similar argument for down the face.</p> <p><i>Other suitable answers considered if fractions are used to justify the position. For example, Disagree. The top of Richie's mouth should be one quarter up the face, but it is four twelfths up which is one third. That's why the bottom of the nose is too high.</i></p>			✓
2d	E.		✓	
2e	2,600		✓	
2f	6 hours. (Watch for 5 hours, as some students may forget that time is base 60).		✓	

Question 3	Answer / Judgement	Outcome		
		1	2	3
3a	352 g.	✓		
3b	<p>$1.5 \times 3 = 4.5$ L or 4,500 mL. $4,500 / 300 = 15$ glasses (or $4.5 / 0.3 = 15$ glasses).</p> <p>Accept also if student gives an answer of 5 glasses, inferring that all 3 bottle fill the same number of glasses.</p>		✓	
3c	<p>54 kg or 54 L. $75\% \times 8 = 6$kg. $50\% \times 120 = 60$kg. $60 - 6 = 54$kg or 54L (since 1 kg of water has a volume of 1 L). <i>Unit not required.</i></p> <p>Also accepted is "ten times more" since $10 \times 6 = 60$.</p>		✓	
3d	\$1.45 ($\$35.96 \div 24.8$)	✓		
3e	<p>Students must include information about the savings from reducing shower times, as this is the best option. They need not include a direct comparison with reducing washing. They should use a consistent time period, such as:</p> <p>Over 2 days:</p> <ul style="list-style-type: none"> Shower of 2 minutes gives $6 \times 2 \times 24 = 288$ litres saving (2-minute shower uses 24 L) <p>Over 1 day:</p> <ul style="list-style-type: none"> Shower of 2 minutes gives $6 \times 1 \times 24 = 144$ litres saving per day <p>Also accept a calculation based on the usual shower time being 8 minutes. In that case the saving is $6 \times 2 \times 72 = 864$ L every 2 days or 432 L every day.</p> <p><i>Other reasonable responses are acceptable.</i></p> <p>Exception: Some students may assume each person uses the washing machine each day. In that case, using the machine once every two days saves $6 \times 60 = 360$L every two days. Accept this scenario.</p>			✓
3f	Winter (JJA).	✓		

Question 4	Answer / Judgement	Outcome		
		1	2	3
4a	85,000 – 45,000 = 40,000 people. (Accept between 35,000 to 45,000)	✓		
4b	Accept answers based on a trend of rising attendance or an uncertainty argument based of unpredictable events. For example: Agree – the numbers are trending upwards 2023-2024 and should return to pre-COVID levels of about 100,000. Disagree – removing the 2019 to 2022 numbers (due to issues), there is a relatively constant trend from 2014 to 2018 of attendance mostly under 100,000. Cannot tell – an external factor, e.g., online / hardcopy advertisements, other unforeseen happenings may occur in 2025.			✓
4c	6 adults x \$6.00 x two days = \$72. 15% of \$72 = \$10.8. Online discounted total cost for 6 adults for two days is \$61.20 (may be left as \$61.2) Exceptions: Accept 2 x 6 x 7 = \$84 (Assumes flexi-passes) or 2 x 6 x 8.5 = \$102 (assumes gate entry).	✓		
4d	Arrow 2 5 out of 11 acts are from South Auckland. 5/11 or 0.4545 or 45% (45.5%)		✓	
4e	8 minutes longer. (Number only needed) Consider the first hour (9:00 – 10:00am). Tongan performances are 15 minutes since (60 – 3 x 5) = 45 minutes of performance. 45 ÷ 3 = 15 minutes per performance. Samoan performances are 7 minutes since 60 – (5 x 5) = 35 minutes of performance. 35 ÷ 5 = 7 minutes per performance.	✓		
4f	8 performers. Accept also 9 performers if leader is also included.		✓	

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Question 5	Answer / Judgement	Outcome		
		1	2	3
5a	$68 \times 106 = 7,208 \text{ m}^2$	✓		
5b	Josh and Caleb. (both needed in either order) Student may use measures 1.77m and 1.9m.		✓	
5c	Position must be taken and supported by measurement-based calculations. Ani's claim is correct as Michaela runs faster than 100 m / min. $540 \text{ metres} / 14 \text{ minutes} = 110 \text{ m} / \text{min}.$ Ani's claim is correct as $14 \times 100\text{m} = 1400\text{m}$. Michaela ran 1540m so ran faster than 100m per minute. Ani's claim is incorrect as $540 \text{ metres} / 14 \text{ minutes} = 110 \text{ m} / \text{min}$ and that is much faster than 100 m/ min.			✓
5d	Accept in range 15 - 40 °.	✓		
5e	It won't matter what she chooses – she could choose H or T. She has a 50% chance of success with either choice. Student need not explain that each toss of independent of previous tosses. Do not accept answers based on misconceptions about non-independence, such as Sarah should choose heads since the last 3 tosses have been tails and the run won't continue.			✓
5f	Agree. New Zealand has been first or second in five of the eight world cups. $5/8 = 62.5\%$ which is greater than 60%. If 62.5% is stated, is it reasonable to assume 5/8 has been used, even if not stated. If student states $5/8 > 60\%$ assume conversion to percentage was done, in some way.			✓

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Exemplar Document for Outcome 3 Items

Numeracy CAA T2 2024

Item 1c Laying eggs

Achieved

- Accept answers in the range of 12-30 with at least one supporting calculation.
- Accept written word equivalents of calculations, accept partial calculations.
- Accept a single answer or a range within accepted tolerance, 12-30.
- Inclusion of hatching time not required for achieved. Students can assume hatching time overlaps periods of 4 years between laying.

Not Achieved

- Ranges with values outside of 12-30.
- No calculation.
- Lacking clarity around how numbers have been calculated. It should be easy to infer how the numbers relate to the context.

Examples

High quality Achieved.

You would expect to get around 16 Tuatara in 10 years. An example is if a female Tuatara laid 8 eggs every 4 years and they took 12 months to hatch. The Tuatara would lay 8 eggs after 4 years. The 8 eggs take 12 months to hatch. 4 years have passed and another 8 eggs are laid they take 12 months (1 year) to hatch. So to conclude you would expect approximately 16 Tuataras' from a single female in 10 years. $4 \text{ years (years for Tuatara eggs to be laid)} + 1 \text{ (time it takes to hatch)} + 4 + 1 = 10 \text{ years.}$

6-10 average is 8. 10 years divided by 4 = 2.5 but they lay eggs every 4 years so they will lay 16 eggs in 8 years and it will have just enough time to hatch before the 10 year mark making them have 16 tuataras alive

Both students clearly explain the assumptions they make in estimating the number of hatched tuatara. The assumptions are appropriate to the context and all calculations are sound.

Achieved

12-20 eggs is 8 years in total and there is 2 years left so half 6 and 10 will give 3-5.

15-25 eggs in 10 years.

The initial calculations are correct, but the student has incorrectly assumed that laying periods and egg counts can be halved, "half of 6 and 10 will give 3-5." Borderline achieved.

20 because i just went in the middle of the number witch was 8 so 8 years is 16 and 2 years is 4

Achieved as answer is within tolerances, calculation is easily inferred, though incorrect assumption as above is present.

You would expect 20 eggs because because every year you would get 2 eggs until the 10th year there will be 20.

Achieved as it is inferred the student means two layings by the words "would get 2 eggs" at a rate of 10 eggs per laying.

Not Achieved

B I U

10+10=20
20+2=22

You would get 22 tuataras in 10 years

Unclear where $20 + 2 = 22$ comes from despite the answer being within tolerance.

Item 1e Young tuatara

Achieved:

Answers must reference the length of **at least one** of the smaller tuatara, in relation to either the centre of the distribution (median) or the majority of the data. Must have at least one length measurement from the graph though missing mm measure is permitted.

Link to centre or main cluster may have to be inferred - e.g. describing the three smaller tuatara as 'outliers', or saying there are three tuatara who 'aren't as long', implies that student thinks those data points are away from the main cluster.

Not achieved:

- Implying that any length less than the median indicates a young tuatara.
- No numeric evidence.
- No link to centre or majority cluster (e.g. giving the values for the three smallest tuatara only).

Examples

High Quality Achieved

I think the graph suggest that there are some young Tutuara on the island, but I think majority are older Tuatara. This is because most of the measurements are further up on the graph meaning they are larger in size and are older. Whilst there are only a few dots at the lower end of the graph on the lower measurements, meaning there are some younger Tutaras on the island but not many. Out of the 31 Tuatara on the island 25 of them are larger than 200mm while 6 of they are less that 200mm. This is why I think there are some younger Tuataras still on the island but most of them are adults.

Achieved

No, there is not enough information to determine if it suggests young Tuatara's are now on the island. The smallest Tuatara is between 100-120mm in length, being a pretty big outlier. Though just because it is small does not mean it is young.

Student uses 'outlier' to describe the smallest tuatara, indicating attention to the main cluster and centre. They make good contextual links to conclude the short does not necessarily mean young.

Achieved with just enough evidence

(e) Does the graph suggest that there are now young tuatara on the island?

Explain your answer using numbers from the graph. Type your answer in the box.

B I U

Yes because there are some tuatara that aren't as long, for example there are tuatara that are about 115mm, 149mm and 174mm.

Student uses “aren’t as long” so it can be inferred that they reference the main cluster of lengths, and they provide length measurements from the graph.

Yes. Most of the tuatara are over 190 mm but there are a few below that length which i would assume are young tuatara.

Student uses “Most of the” so it can be inferred that they reference the main cluster of lengths, and they provide one length measurement from the graph.

Not Achieved

Yes, Tuataras who has body length of 115mm, 150mm and 175mm might be young Tuataras.





Length measures are present but there is no evidence of attending to centre or the main cluster of lengths in making the judgement.

Yes, the graph suggests that there are now young tuatara on the island. The data is split into two equal parts by the median. That means that there is young tuatara because half the population of the tuatara caught is less than 220mm. Which is a length for a young tuatara. Whereas older tuatara tend to be longer in length than 220 mm.

The student incorrectly uses the median (measure of centre) as the dividing line between young and old tuatara.

(e) Does the graph suggest that there are now young tuatara on the island?

Explain your answer using numbers from the graph. Type your answer in the box.

B I U    

I think that this graph suggests that there are more young tuatara on the graph. This is because the graoh is showing us that there are 3 tuatara lengths that are much smaller then the length of the other tuatara's which suggests there are younger tuatara's on the island.

Not achieved as there is no use of length measures. The student does appear to reference the main clustering by the phrase “much smaller.” If at least one length was present, Achieved would be awarded.

Item 2c Richie's nose

Requirements:

- Position taken (accept or reject).
- Use of fractions in some way.
- Inferred that student references both graphics.

Achieved

yes because the nose needs to be above 1/3 and it is the correct position for Richie Macaw's cartoon drawing

Accepts the location. Student uses fraction, "above 1/3" and compares the two graphics.

Yes, it is in the right place. The bottom of the nose should be in the 1/3 mark, seen in the normal human face. And the lines match up on the cartoon of Richie.

Accepts location of nose. Student uses fraction, "above 1/3" and compares the two graphics.

the bottom of his nose should be 2/3 of his whole face, but it's a little bit less than that, so no it is not in the right place, if we are using the lines on richies faces, 8/12, and 9/12 line but its too high.

Student rejects. Student takes fraction measurements from the top, hence use of 2/3. Use the 12 bars in Richie's image to show the nose is higher than on the left graphic. Applies equivalence in doing so, $2/3 = 8/12$.

Not Achieved

(c) In the cartoon, is the bottom of Richie's nose in the right place?

Use fractions from both the diagram and the cartoon to explain your answer. Type your answer in the box.

B I U

Richies face is in the right spot with his nose being in the middle third and so as the ther correct face.but the gap between the mouth and the nose is very short.

Student's use of fraction is imprecise. "Middle third" is a range of possible locations.

No, the bottom of Richie's nose is not in the right place because in the diagram of the human face, the nose is just above the 1/2 fraction line of the image while in the cartoon the nose is more above the 1/2 fraction line. This suggests that the bottom of Richie's nose is not in the right place.

Student incorrectly reads the left-hand diagram, believing that the nose is located at the 1/2 mark.

no its moved up a bit. the human nose was from 1.8-2.8cm and the cartoons nose is from 2.2-3cm

The student measures off the screen using a ruler, assuming the lengths in both diagrams should be the same. Answer has no use of fraction.

Item 3e Saving water

Requirements

- Position taken, usually in favour of cutting shower time as best option.
- Correct assumptions and calculations with rates.
- Common unit of time for comparison is explicit or can be inferred. Note that students can be granted achieved if they only detail the shower option.

High Quality Achieved

Assuming that Tala's family take a shower everyday, that is 24 litres per person perday. This equates to $24 \times 6 = 144$ litres per day. Meaning they will be saving $48 \times 6 - 144 = 144$ litres per day. Where as if they only use a washing machine every 2 days, they would only save an average of 30 litres perday. This mean by cutting the daily shower time to 2 minutes, they would be saving the most water.

Student clarifies the assumptions that make and take a position (Showers save more). They use one day as a common time-period for comparison and correctly calculate the savings, controlling the rates as they go.

Achieved

estimating that all 6 people shower once a day and only have 4 minute showers then cutting down two 2 minutes would mean they would save 1008 letters of water every week so I think cutting the showers down would be a better bet than only turning on the washing machine once every two days.

Student selects showers as saving the most water. They use one week as the time unit and calculate the saving correctly. It can be inferred that they correctly compare that saving with reducing the use of the washing machine.

Cutting the daily shower time to two minutes, because there are six people in Tala's household. If 6 people are using the shower for four minutes each, it will use 288 litres of water. However, if they cut down to two minutes each, they will only be using 144 litres. This will save mean they are using half of what they were using before.

Student takes a position that cutting shower time is best. They correctly calculate the daily saving. Comparison to reducing washing is not explicitly stated.

Not Achieved

(e) Which of Tala's two ideas would save the most water? Explain your answer using information from the table.

B I U    

Running a washing machine saves water the most by 12 liters because I did $48L$ divided-by $2 = 24 \times 6$ people = 72 litres and I did the same thing with Having a shower in 8 minutes which was 72 litres. Runing a washing machine for a day is 60 litres so that mean Running a washinh machine uses less liters by a margin of **12 litres**.

Answer = **Running the washing machine uses less water by 12 litres.**

Student argues for washing as the best option based on incorrect calculations, confusing amount of water used with savings.

(e) Which of Tala's two ideas would save the most water? Explain your answer using information from the table.

B I U    

Out of the 2 ideas tala has come up with the smartest idea would be to run the washing machine evry 2 days. Although you are saving 48L a day on cutting down the shower time, if you run the dishwashes once every 2 days you are saving 60L of water each day. Therefore if we use the information shown on the table it would be smartest to run the washing machine every 2 days.

Student argues for washing based on incorrect calculations. Saving 48L per day is based on reducing shower time for one person, not six. The use of time for comparison is not consistent, one day for shower time and 2 days for washing.

running a washing machine once every two days saves up more than having a daily shower time of two minutes. Having a shower for two minutes would use up 24 litres of water (48/2). If we do this daily, after three days the amount of water used would already be at 72 litres, whereas since we are using the washing machine once every two days, after three days, we have spent 60 litres, which saves more water than the shower.

Student takes a position in favour of the washing machine option. However, they make incorrect assumptions and calculations. The shower saving of 24 L per day is based on one person, not six, and using 3 days as the common time unit means the rate of 1 washing every two days is incorrectly applied.

Exception: Some students may assume each person uses the washing machine

each day. In that case, using the machine once every two days saves $6 \times 60 = 360\text{L}$

every two days. Accept this scenario as shown in the example below

If they cut down to only two minutes per person shower it would drop from 288 litres to 144 litres. If they only use the washing machine every second day it will drop from 360 litres to 180 litres. Tala's idea of the washing machine will save the most amount of water.

Item 4b Polyfest numbers

Requirements

Answers must clearly state either agree or disagree (can be reasonably inferred) with information (years or estimated numbers) from the graph.

For Agree, student needs to

- state there is an increasing trend in the recent years with either year or number of attendees stated from the graph

For Disagree

- discuss pre-COVID was mainly sitting below 100 000 and while slight increasing trends since COVID no reason to expect it to rise above 100 000

For Uncertain, student needs to

- state an external factor

Achieved

I agree, because all the drops in numbers of people attending Polyfest were due large disruptions, such as COVID-19. After 2022, the amount of attendees started to rise again, with roughly 70,000 -73,000 people coming in 2023 and roughly 85,000 - 90,000 people attending in 2024. There is a high chance that at 100,000 people could attend Polyfest in 2025.

Student takes a position and uses correct information from the graph to explain that the trend is increasing from 2022.

i agree because the numbers were low during the pandemic and looking at the graph in 2024 it was around 80-90 thousand and it is at a constant rate line on the graph so next year will reach 100,000 people.

Student explains their agreement using correct numbers from the graph with reference to a constant rate of increase and acknowledgement that numbers were previously low due COVID.

(b) Do you agree or disagree with the organisers' comment? Explain your answer using information from the graph above. Type your answer in the box.

B I U

I agree with it because in 2024 the number of people attending is increasingly going up. And throughout the years the numbers dropped because of it being cancelled, pandemic etc.. So in 2025 I do think it will hit around 100,000 throughout the four days of polyfest.

Students takes a position and explains that 2024 numbers are greater than 2023 and addresses the low numbers during COVID affected years.

Yes, I do agree. Even though the graph's numbers have been low recently, there are temporary reasons as to why. Before COVID, the festival had about 100,000 attendees per year. Since there isn't a reason for low attendance, I agree that in 2025 there will be around 100,000 attendees.

Student uses the pre-COVID numbers as an indication of long-term trend. They explain the low numbers are due to COVID and that this reason is no longer present.

(b) Do you agree or disagree with the organisers' comment? Explain your answer using information from the graph above. Type your answer in the box.

B I U

Cannot tell, this is because the attendees might go down because of another pandemic or weather condition as seen in 2019 and 2020 because of covid the polyfest had been cancelled.

Student explains the uncertainty of a prediction due to unforeseen circumstances, as had occurred previously.

Not Achieved

I agree with the organisers comment because the poly fest attendents rate is rising and is near the number of 100000.

Student states a trend but makes no reference to years or attendee numbers from the graph.

Item 5c Michaela

Required:

- Accept Ani's claim.
- Use correct calculations to explain their position.

Achieved

I think that it is responsible but not exact she would run 110m every min

It is reasonable to infer the student calculates $1540 \div 14 = 110$ and knows that translates to 110 metres per minute. They refer to Ani's claim as not being exact so accept the speed estimation as reasonable.

B *I* U    

Ani's claim is reasonable because if Michaela ran 100m each minute she would run 1400m but if she ran over 100m she would be close to Ani's estimate. Ani's claim is reasonable.

yes
because $100 \times 14 = 1400$ and she ran 1540 metres

Both students take an agreement position. They calculate that at 100 metre per minute, Michaela runs 1400 metres in 14 minutes. It can be reasonably inferred that they know because Michaela ran further, she ran faster than 100m/min.

Not Achieved

No because if Michaela ran for 14 minutes at 100 metres a minute it would only equal 1400 metres. But Michaela ran 1540 metres instead so Ani is wrong.

No, if she ran 100 metres for every minute she played, the total would be about 1400 metres.

Both students incorrectly reject the claim. The first student confuses the $14 \times 100 = 1400$ metres calculation to mean that Micheala ran slower than 100 metres per minute. The second student rejects Ani's claim as not exact, missing the meaning of "ran over."

this is incorrect, because
distance=1540 meters
time = 14 minutes
 $1540/14=110$
average=110 meter/min
therefore, 100 is not the average.

While the calculations are correct, the student incorrectly rejects Ani's claim as not being 110 metres per minute. They do not correctly interpret "ran over" as meaning faster.

Item 5e Heads or tails?

Requirements

- Position stated, that might be either, heads or tails.
- Statement of theoretical probability, e.g., 50-50, half, 50%.

If heads or tails is chosen, there must be no suggestion that either outcome is more likely to occur than the other.

Must **not** have any decision based on previous results which shows misunderstanding of independence of a coin toss.

Achieved

There is no way to tell what way it will land so it doesn't matter what one she picks because its always going to be 50 50

I think either choice heads or tails is acceptable as they both have a 0.5% chance of each happening.

Position stated (either), and justified using equally likely outcomes. No sign of considering previous outcomes.

Sarah should choose heads. This is because each time the coin is tossed it is totally random. It is just lucky that it was landing tails 3 times in a row so changing your choice to tails is pointless.

Position stated (heads), and independence of each toss is acknowledged. Student explains that changing her preferred option will make no difference to Sarah's chances.

Not Achieved.

either choice is acceptable because a coin is unpredictable because is a 1/2 odds it lands on either . the last three have been tails so I think she should choose tails because tails is 3 of 3]

Initial position stated (either), probability concept used is equally like outcomes. But the student's final position is based on previous results so fails to accept independence of each toss.

Sarah should go heads because it is not likely to be tails four times in a row

Students thinks that previous results affect the outcome of the fourth coin toss.

She should pick heads.

The probability of tails coming up thrice is $0.5 \times 0.5 \times 0.5$ (12.5%) and the chances of it being tails for a fourth time is 6.25% making the chances of the next flip being heads 93.75%

Justification is based on previous results, using the probability of getting four tails in a row. Student incorrectly uses the compliment of four tails in a row to calculate the probability of the next throw being heads.

It will always be a 50-50

No clear position stated.

Item 5f World Cup finals

Requirements

- Accept the claim.
- Clearly state 5 out of 8 or $5/8$.
- Convert to percentage or reasonable inference they have done so.

High Quality Achieved

this statement is true, because $5/8=0.625$
 0.625 can be converted into 62.5% so therefore it is correct.

Student accepts the statement and uses calculations to show the exact percentage for 5 out of 8.

Achieved

This statement is true New Zealand has been in over 60% of the rugby 7s world cup finals being in 5 of the 8 from 1993 to 2022

Position of agree is correct. Student recognises that the correct fraction, $\frac{5}{8}$, is bigger than 60%.

Yes, as there have been 8 world cups (meaning 8 finals) and NZ has been in 5 finals.

Yes that is correct because 60% of 8 is 4.8 and they won 5 games not 4.8 games.

Position of agree is correct. Student recognises that if 60% of 8 is 4.8 then $5/8$ must be greater than 60%.

Not achieved

Yes because they have made it to finals 5 times out of 8 games played.

yes becasue they have been 5 of the 8 world cup 7's finals

Correct position but no connection of 5 out of 8 as a percentage.

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Pooling and other important stuff markers need to know for next week.
Date: Thursday, 20 June 2024 9:45:58 AM
Attachments: [Outlook-efikwmqv.png](#)
[Step by step marking process June July 2024.docx](#)

Hi [REDACTED]

Attached is the doc you can send out to the markers in prep for next week.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



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125 The Terrace, PO Box 160, Wellington, 6140

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From: [REDACTED] z
To: [REDACTED]
Cc: ["Kevin Hoar"](#)
Subject: RE: 32406 marking
Date: Thursday, 20 June 2024 2:46:32 PM

Ok. Thanks

From: [REDACTED]
Sent: Thursday, June 20, 2024 2:33 PM
To: [REDACTED]
Cc: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: 32406 marking

Hi [REDACTED]

We are waiting for [REDACTED] to set you up using your Google password.
Sorry for the delay.

Regards

[REDACTED]

On Thu, Jun 20, 2024 at 1:28 PM [REDACTED] wrote:

Hi Kevin
Any update on access to google drive?

[REDACTED]

--

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Jordan Wall](#)
To: [Lachlan Price](#)
Cc: [Kevin Hoar](#); [Susan Henry](#); [Melissa Mead](#); [Katy Yung](#)
Subject: Fwd: Exceptions Form
Date: Friday, 21 June 2024 6:25:42 PM

Hey Lachlan, when you're back can you look into this. We can work to incorporate the form into the entire process if you'd like, so it can communicate with the Marker Dashboard/sheet.

I know this form was made before we changed the process so I think it may have been something we should have connected beforehand, but Melissa also shared in today's meeting that her markers commented on not having clarity on when the papers had been rescanned. If I can work with you to find a solution for this to automatically update a column it could cut down some manual work/comms for you :)

Talk more about it next week.

Get [Outlook for Android](#)

From: [REDACTED]
Sent: Friday, June 21, 2024 6:18:17 PM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Jordan Wall <Jordan.Wall@nzqa.govt.nz>
Subject: Exceptions Form

Hi Kevin

Can you please get Jordan to take a look at the Exceptions form. It is unintelligible and doesn't seem to allow text where it should. It is also not clear what you do with it when you complete it.

Already have one script with only odd numbered pages.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Re: AM
Date: Friday, 21 June 2024 8:51:04 AM
Attachments: [Outlook-p4igwdoa.png](#)

Thanks Vince.

I will check with them shortly.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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From: [REDACTED]
Sent: Friday, 21 June 2024 08:49
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: AM

Hi Kevin

I see this morning that I can now only access the 3 schools you put my name against in the marking allocation document.

I assume the systems people will give me access to the whole lot shortly, and give senior markers access to schools for their team.

It might pay to check.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

On Tue, 25 Jun 2024, 2:00 pm [Redacted] > wrote:

Kia ora markers

Thanks to several markers for suggesting changes to the exemplars that are on pages 5-14 of the Marking Schedule.

The attached version includes those suggestions.

To save paper you only need to replace pages 8, 10, 11, 13 and 14. The other pages remain as is.

Nga mihi

[Redacted]

--

[REDACTED]

[REDACTED]

[REDACTED]

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Re: Answers in Te Reo
Date: Wednesday, 3 July 2024 1:55:14 PM
Attachments: [Outlook-5uyppy2p.png](#)

Hi [REDACTED].

I have spoken to Sue Chalmers about what to do with candidate work that is in a different language.

The general response is that we will mark any response that is written/typed in English, te reo Māori, or in our realm country languages (Niuean and Tokelauan).

All other languages will not be marked. The marking team are *not* expected to translate any language into English. Again, this is a general comment - some exceptions may apply....

So, what do markers do if they come across responses written in a language other than English?

Firstly, if there are just a couple of words in a foreign language, and the language is te reo Māori, then use a computer translation app to translate the couple of words.

Secondly, if the couple of words are in a foreign language, and the language is Niuean or Tokelauan, then use a computer translation app to translate the couple of words. Contact NZQA if there is no translation app that can translate the couple of words.

Thirdly, if the couple of words are in a foreign language, and the language is something other than te reo Māori, Niuean or Tokelauan, then ignore the word(s) and mark the question item without those words. This may probably mean that the candidate gets a '0' for that question item. If there is enough information written (ignoring the foreign language) to get a '1', then give the candidate a '1'.

Fourthly, if the majority of the question item / assessment is in the language of te reo Māori, Niuean or Tokelauan, then complete an exception form and submit the exception form to NZQA **AND** email the Panel Leader (cc Kevin Hoar) with the school number and code (NSN if it is a paper on Google Drive). NZQA will organise to get the assessment translated. The marker will not need to be involved from that point.

Lastly, if the majority of the question item / assessment is in the language **other than** te reo Māori, Niuean or Tokelauan, give each question item containing the foreign language a score of '0'.

Please keep a tally of school numbers and codes (NSNs if they are papers on Google Drive) and forward that to the Panel Leader (cc Kevin Hoar) at the end of marking.

Please email ALL markers the five paragraphs indicated in purple above.

I think that covers everything regarding 'answers in a foreign language'.

Happy to hear your thoughts on all of this. Note - the emails to you (cc me) are more for statistical analysis. Also, they will make my job easier if I need to check them if a school contacts us after the fact.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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From: [REDACTED]

Sent: Wednesday, 3 July 2024 11:39

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Fwd: Answers in Te Reo

Hi Kevin

Can you give us a steer on answers in te Reo.

Thanks

[REDACTED]

----- Forwarded message -----

From: [REDACTED]

Date: Wed, Jul 3, 2024 at 11:38 AM

Subject: Re: Answers in Te Reo

To: [REDACTED]

Hi [REDACTED]

Since Maori is an official language it will need to be marked as such.

I'll just confirm if using Google Translate is an approved way to do that.

Regards

[Redacted]

On Wed, Jul 3, 2024 at 10:26 AM [Redacted] wrote:

Kia ora [Redacted]

One of my markers [Redacted] has come across a script (172079 from 0630 Te Kura Maori o Nga Tapuwae) which has it's written responses in Te Reo. Can you please let me know what we should do about this one?

Thanks!

[Redacted]

--

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: [Assessment Cycle Production Team](#)
To: [REDACTED]
Cc: [Kevin Hoar](#); [Jackie Ryan](#)
Subject: FW: School Allocations
Date: Thursday, 4 July 2024 3:58:13 PM
Attachments: [image001.png](#)

Hi [REDACTED],

Have allocated as requested, do I need to remove the original Marker and CM from these schools also?

Ngā mihi

[Victoria Black](#)

Senior Logistics Expert

Assessment Cycle Production Team

[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



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New Zealand Qualifications Authority

From: Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>
Sent: Thursday, July 4, 2024 3:01 PM
To: Assessment Cycle Production Team <acpt@nzqa.govt.nz>
Subject: FW: School Allocations

Jackie

[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)

125 The Terrace | PO Box 160 | Wellington 6140 | <http://www.nzqa.govt.nz>

From: [REDACTED]
Sent: Thursday, July 4, 2024 2:21 PM
To: Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>; Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: School Allocations

Hello Jackie

A marker withdrew due to ill-health, so we need to allocate some schools to other markers. The details are below:

School 24 (Mahurangi College) needs to be allocated to [REDACTED] and [REDACTED]
[REDACTED]

School 62 (St Peters College) needs to be allocated to [REDACTED]

School 8 (Bay of Islands College) needs to be allocated to [REDACTED].

School 17 (Pompallier) needs to be allocated to [REDACTED]

Thanks for your help

Regards

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

From: [Kevin Hoar](#)

To:



Subject: Re: Assessment Marker Outage
Date: Thursday, 4 July 2024 3:03:49 PM
Attachments: [Outlook-arxanpt5.png](#)

Hello Numeracy Marking Team.

Thank you so much for all the work you have done so far.

We just received an email about 5 minutes ago saying that the AM outage is now delayed by two hours! See the comment in italics below:

An outage to allow for Datafix changes to Assessment Master has been DELAYED originally to occur today, Thursday July 4 from 4pm to 7pm. It will now occur today from 6pm to 9pm.

I apologise for this change so late in the process and I apologise if you intended to mark this evening after 7 pm.

I understand the frustration that may arise from this message.
Hopefully all will be up and running for tomorrow!

Kind regards.

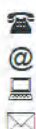
Kevin

Kevin Hoar | National Assessment Facilitator

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[Redacted]

Subject: Assessment Marker Outage

Kia ora markers

It's fantastic to hear of your progress in marking the Term 2 CAA.
This message is just to let you know that Assessment Master will be unavailable between 4 and 7 pm today (Thursday 4 July).

Thanks for your understanding.

Regards

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: [REDACTED]
To: [Kevin Hoar](#)
Subject: Issues with Google Drive scripts
Date: Tuesday, 9 July 2024 10:21:35 AM

Hi Kevin

We are almost done with the Google Drive scripts. [REDACTED] and I have cleaned up most of them now and [REDACTED] has a few to finish.

All of school 339 scripts were scanned upside down. You might like to contact them about the issue as there were a lot from that school to mark.

Below are issues related to scripts we cannot currently mark.

Row (Spreadsheet)	Student	Issue
498	143455551	Only odd numbered pages showing
501	168899051	Missing pages 11 on
535	171613392	Marking not showing as complete even when submitted
665	143771543	No even pages
669	145458223	Writing cannot be read in places
674	169538320	Writing cannot be read in places
700	171562106	PDF missing - I accidentally deleted it

I know [REDACTED] has given you a couple of others.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From:
To:

[Redacted]

Subject: Re: Update
Date: Friday, 12 July 2024 9:07:07 AM

Kia ora Markers

Thank you to all of you who volunteered to do extra marking. It was much appreciated. I have allocated the extra marking on a 'first in first served' basis and I will be in touch if more is available.

All the best

[Redacted]

On Thu, Jul 11, 2024 at 3:01 PM [Redacted] wrote:
Kia ora Markers

I thought it was time for a quick update regarding progress on Numeracy marking. At this stage we look on track for completion of marking by Sunday 21 July. **There is a small amount of extra marking available for early finishers.** Please let me know if you have capacity to mark an extra 100 or so papers.

There have been a very small number of answers provided by students in languages other than English, e.g. Te reo, Chinese. Here is what to do in those circumstances:

1. If you feel confident in interpreting the answers then do so. You might use Google Translate if there are only a few words in the other language. We are only officially obliged to translate Te reo, Niuean, Cook Island Māori and Tokelauan.
2. If you are not confident about being fair to the student, please let me know the School and Student NSN and I will complete an "exceptions" form.

The process for claiming remuneration will be open from Monday 22 July. Kevin will put out a guide before then as there are some allowances you are entitled to. The number of scripts claimed for should align with the marking allocation document, unless you have marked extra scripts.

All the best for the remainder of marking.
Thank you for all your hard work.

Regards

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Re: Marker Survey
Date: Monday, 15 July 2024 3:57:31 PM
Attachments: [Outlook-voeqo1xl.png](#)
[Outlook-cwxw02m3.png](#)
[Outlook-dp2k31qt.png](#)

Cool - no problems.

As long as we get the info.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
External Assessment Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



[REDACTED]
Kevin.hoar@nzqa.govt.nz
www.nzqa.govt.nz

125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awahi i te oranga ki te katoa
We are all different – embrace life to the fullest

From: [REDACTED]
Sent: Monday, 15 July 2024 15:52
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Re: Marker Survey

Hi Kevin

We might do that in a different way. I created a spreadsheet last time and markers just checked if they wanted to mark again.
That worked pretty well.
I also have a short list of previous markers who want to return for Round 2. That includes Helen Smythe who has been a check marker. She was overseas this round.

Regards

[REDACTED]

On Mon, Jul 15, 2024 at 3:45 PM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Thanks [REDACTED]

The only extra question I would add is 'Would you like to mark Numeracy for the second assessment round in October?'

This question could be the second to last question.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

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From: [REDACTED]

Sent: Monday, 15 July 2024 15:30

To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Subject: Re: Marker Survey

Hi Kevin

This link should still work.

<https://docs.google.com/forms/d/1Zeiiy5UpusZU6TuE5AVv0x-IR1MOE1LndvOKes08FyQ/edit>

Cheers

Hi [REDACTED]

Do you have a copy of last year's survey? I can't remember what was asked.

Nothing comes to mind from my end (but that could just be me - with a very blank mind!!!)

I sure I will think of something....

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

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*He rerekē tatou katoa – awahi i te oranga ki te katoa
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From: [REDACTED]
Sent: Monday, 15 July 2024 14:24
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Marker Survey

Hello Kevin

I intend to survey the markers again this round.
Is there anything you would like me to ask them?

I will develop the form this week to share with them.

Regards

[REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

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[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [MaryJane Parker](#)
To: [Kevin Hoar](#)
Subject: RE: Survey and availability for Numeracy next term
Date: Tuesday, 30 July 2024 1:55:25 PM
Attachments: [image001.png](#)

Thanks.

Mary Jane

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Tuesday, July 30, 2024 1:52 PM
To: MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>
Subject: Fw: Survey and availability for Numeracy next term

Hi MaryJane.

This is an email from [REDACTED] to the whole Numeracy team. It has the email addresses.
Can you use this?

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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[REDACTED]



Kevin.hoar@nzqa.govt.nz



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From: [REDACTED]

Sent: Thursday, 18 July 2024 10:34

To:

[Redacted content]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Subject: Re: Survey and availability for Numeracy next term

Kia ora again

Hopefully I have fixed the access problems to the spreadsheet now.

Regards

[REDACTED]

On Thu, Jul 18, 2024 at 9:36 AM Vince Wright <vince.wright.3.14@gmail.com> wrote:

Kia ora Markers

Our Herculean task of marking 66,000 papers is almost done. As usual you have been a wonderful team to work with.

I am looking forward to analysing the data next week to see how the students performed. It is very hard to get an overall picture from marking individual schools.

I have two short tasks for you to complete your work.

1. Please complete the marker survey which is available on this link: [REDACTED]

[REDACTED]

We value your views on the marking process and the Numeracy Standard. Your comments are collated and reported in the Lead Marker's report to the Ministry of Education.

2. Indicate your availability for marking the Term 3 CAA, 2024, using this shared document: [\[REDACTED\]](#)

[REDACTED]

Select the appropriate response from the menu opposite your name and, only if necessary, add a comment.

Your contract for marking extends to the Term 3 CAA so this is the only notice you need to give us. Be aware that the marking period is during the next school holiday break (28 Sept-13 Oct).

Once again, thanks for your hard work and commitment.

Nga mihi

[REDACTED]

--

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

|

--

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

From: [REDACTED]
To: [Kevin Hoar](#)
Subject: Allocation Spreadsheets
Date: Wednesday, 24 July 2024 10:00:44 AM
Attachments: [32406 Term 2 2024 Marker list with allocated numbers 24072024.xlsx](#)

Hi Kevin

Can you please update your allocation spreadsheet as attached.
The reallocation of [REDACTED] has changed things a bit.

Thanks

[REDACTED]

From: [REDACTED]
To: [Kevin Hoar](#)
Subject: Marker Report
Date: Thursday, 25 July 2024 11:40:52 AM
Attachments: [Lead Marker Report on Numeracy Pilot Term 2 2024.docx](#)

Hi Kevin

I am not sure when this report is due but here it is.

Can you please give me dates for the writing weekend?

Thanks

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

2023 Term 2 NCEA Assessment Report



Standard number: US 32406: Use mathematics and statistics to meet the numeracy demands of a range of situations.

Candidates who were awarded **Achievement** commonly:

Met all outcomes of the standard to the required level. This included:

- Formulating mathematical and statistical approaches to solve problems in a range of everyday situations. (Outcome 1).
- Using mathematical and statistical procedures accurately to meet the numeracy demands of a range of situations (Outcome 2).
- Explaining mathematical and statistical responses to situations (Outcome 3).

Candidates whose work was assessed as **Not Achieved** commonly:

- did not meet the minimum requirement for a total from all 30 items, AND
- did not meet the minimum requirements of **all three** Outcomes above.

Standard specific comments

Outcome 1

The requirement of this outcome, as stated in the standard, is to formulate mathematical and statistical approaches that meet the demands of a given situation. This includes:

- making sense of the mathematical and statistical demands.
- selecting an appropriate operation, representation, variable and/or method to solve the problem.

Marker comments (specific)

Students who met this outcome were able to:

- Locate the position of 225 million years ago on a timeline.
- Read a line graph to determine the number of tuatara present, for a given year.
- Extend a visual growth pattern (1, 3, 7, 15, ...) to find the total number of squares in the next term.
- Locate all the lines of reflection symmetry for a headband design.
- Apply the mass of one litre of water to find the mass of an empty water container.
- Given the total cost and amount used, find the unit rate charge.
- Establish which season had the highest rainfall, from a time series graph.

- Read a line graph to determine the difference in attendance at Polyfest, for two given years.
- Use a timetable to compare the duration of two different types of performance.

Students who did not meet this outcome:

- selected mathematical and statistical approaches that did not meet the demands of the situation.

Outcome 2

The requirement of this outcome, as stated in the standard, is to use mathematical and statistical procedures accurately in the situations. In general, the procedures required are achieved at the end of Level Four or beginning of Level Five of the New Zealand Curriculum. Note that students have access to a calculator, as an assessment condition. Therefore, greater importance is attached to choosing a correct calculation than to the specific method a student uses.

Markers comments (specific):

Students who met this outcome were able to:

- Given the mass of a tuatara and a wētā, calculate how many times heavier the tuatara is than the wētā.
- Model how many tuatara will be born in 10 years, given the frequency of egg laying and the number of eggs per clutch.
- Interpret the scale on a map to find the location of Stephen's Island.
- Select the top view that matches pictures of a sculpture.
- Calculate how many amounts of \$1000 are in \$2,600,000.
- Interpret a time in hours and minutes and round it to the nearest hour.
- Calculate the number of 250 mL glasses that can be filled from three 1.5 L bottles.
- Use percentages to compare the amount of water in an adult pig with the amount in a piglet.
- Locate a probability of $\frac{2}{5}$ on a scale from impossible to certain.
- Use two visual displays to work out how many performers needed to move to change one formation into another.
- Organise heights, expressed as decimals, in descending order.

Students who did not meet this outcome:

- misinterpreted the question.
- provided no answer.
- calculated or reasoned incorrectly.
- selected an incorrect procedure.

Outcome 3

The requirement of this outcome, as stated in the standard, is to describe whether the method selected and/or calculation used is reasonable and meets the demands of the situation. In the assessment students were required to interpret the mathematics and statistics used by others, take a position in terms of the appropriateness of the response, and justify that position using evidence from the situation, and from their own experience.

Markers comments (specific):

Students who met this outcome were able to:

- Explain whether, or not, a dot plot of lengths in mm provides evidence for the presence of young tuatara.
- Compare a cartoon of Richie McCaw with normal proportions of human faces, using fractions.
- Interpret a graphic about water usage to decide which measure saves the most water.
- Evaluate a claim about future numbers of attendees using evidence from a time series graph.
- Use rate (speed) to evaluate a claim about a Michaela Blyde's average speed during a game.
- Explain whether a captain should choose heads or tails for a future coin toss, given a record of three previous tosses.
- Use a data table to explain the correctness, or incorrectness, of a claim about the percentage of times NZ Sevens teams made Olympic finals.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not take a position (Usually any position is accepted if it is justified).
- left open response sections blank.
- restated the claim without justifying their position using the available information.

Standard specific comments about candidates' performance

Over 55,000 students sat the Numeracy CAA in Term 2, 2024. That represents an increase of about 67% on the number from the Term 2 CAA in 2023. Given that the number of students in Year 10 is about 65,000 the group of students from Term 2, 2024, is representative of the population of New Zealand students.

In previous years students have tended to be stronger at calculating with whole numbers, than working with decimals, percentages, rates/ratios and fractions. Students attempting this CAA showed improved skills with solving percentage problems, comparing amounts multiplicatively, recognising the independence of probabilistic events, rounding time measures, and ordering decimals. Calculating a unit rate was well done by most students. Strength in reading time series graphs continued and working with capacity was stronger than with previous measurement related items. A simple modelling task with rates was well answered.

Interpreting rates for water saving from a diagram, identifying reflective symmetry, locating numbers on scales, and interpreting dot plots were areas of comparative weakness. Diagram literacy needs attention with a significant proportion of students. Another surprising result was that 60% of students had difficulty with identifying the number of thousands in 2,600,000. Place value with large whole numbers was an area of concern.

Outcome three required candidates to explain their position regarding a mathematical or statistical claim or method. With schools that entered students in the numeracy CAAs in previous years, markers felt that students exhibited improved capacity in taking a position and writing an evidenced-based argument. For schools with limited previous involvement, responses from students were variable. A significant proportion of students were ill-prepared to explain their mathematical and statistical thinking. Students will need continued support

about taking a mathematical or statistical position and use evidence to explain their position. The standard requires this aspect of critical numeracy.

From: [REDACTED]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: Check markers
Date: Sunday, 28 July 2024 12:40:34 PM

Hi Kevin

Thanks for clarifying..

Regards

On Sun, 28 Jul 2024, 11:53 am Kevin Hoar, <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi [REDACTED].

Yes, they can claim both. The first is for check marking the actual responses and the second is for talking/emailing the markers about the responses.

Cheers

Kevin

Get [Outlook for Android](#)

From: [REDACTED]
Sent: Saturday, July 27, 2024 9:49:16 PM
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Check markers

Hi Kevin

Just had a query about the Check Marker form.
Can they claim 40 scripts per marker in line and \$220 per marker in the last line?
That looks like double counting.

Regards

[REDACTED]

[REDACTED]

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From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Re: Trial of Outcome 3
Date: Monday, 29 July 2024 9:23:51 AM
Attachments: [Outlook-ozffdzxq.png](#)

Hi [REDACTED].

With respect to Alana's analysis of year levels - was I asking her to do this, or were you? Let me know. BTW - I'm in a meeting from 9.30 to 10.15 and 11.00 to 11.30 am today.

[REDACTED]

I will also see about transferring a copy of the 'unused' items across to the 2025 folder on the EAD Hub.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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[REDACTED]
Kevin.hoar@nzqa.govt.nz

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From: [REDACTED]
Sent: Monday, 29 July 2024 08:37
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Subject: Trial of Outcome 3

Hi Kevin

I hope you had a good weekend.

Given we are writing assessments for next year shortly we need to progress the trial of Outcome 3 items.

I am not sure when that is supposed to happen.

Can you please follow that up with Sue.

I will check the items that were not used this year to see which ones might be reincarnated. Some were rejected because they didn't balance the outcomes within the blueprint. Those are the ones we want.

I will be interested in what Alana finds in her analysis by year for the latest CAA. If 54% Year 10 is correct we might have some disturbing news about how the sector is responding to this assessment. Please hold my marker report until I've had a chance to review the data.

Regards

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: [REDACTED]
To: [Kevin Hoar](#)
Subject: FYI
Date: Friday, 2 August 2024 3:45:08 PM
Attachments: [Survey results from Markers of Term 2.docx](#)

Hi Kevin

Here is a collation of the main themes from marker feedback.
Interesting perspectives.

Cheers

[REDACTED]

[REDACTED]

[REDACTED]

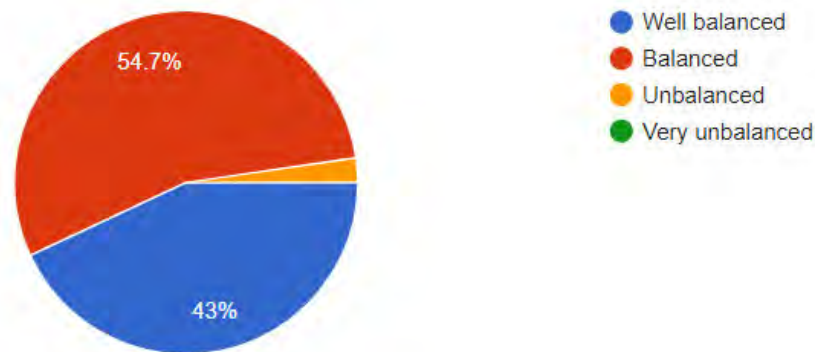
[REDACTED]

Survey results from Markers of Term 2, 2024 CAA

86 of 89 markers responded. 3 withdrew due to [REDACTED]

In your opinion, was the CAA a balanced sampling of the content and outcomes of the Numeracy Standard?

86 responses



Contexts – Verbal responses

Quite variable experiences depending on the schools marked.

Generally supportive of contexts used.

I thought the contexts were both realistic and relevant and catered for elements of our diverse communities.

Questions were appropriate and weren't too wordy, which makes it accessible for students to understand.

Overall, generally felt easy to understand and real-world

Hard to get contexts that were meaningful for all students. Example comments:

Good variety. For my Cook Island school with the water saving question some commented that they have shower over bath and the shower water is saved to bath the younger children, so were confused.

I had a comment from a couple of students that they didn't know about sport so this question was unfair (final question in paper).

Not so sure the tuatara was engaging. Some students thought they were birds?! The other contexts were good.

Yes. Although some students didn't understand sevens, and there were difficulties interpreting aspects of the contexts such as with 1e and 3e.

Some contexts worked well:

I thought Tuatara, and Poly fest were perfect examples, but I was surprised at the Rugby 7s. I found some students got sidetracked on this example either explaining their team preference for rugby or commenting on rugby teams performances. As this was the last question I wonder whether we should have a multi choice and put this explanation question further up the paper

Some contexts were not so accessible:

I feel Question 4 (Polyfest) had the most poor responses across this assessment activity. However, it is difficult to tell from an unrepresentative, non-random sample of student responses.

I think the Tuatara question confused many students. Especially the question of 'if there are young Tuatara on the island'.

Most seemed fine with them. The water savings questions was difficult for students to access.

I think the conexts were good. The tutara age/length question was not answered as well as I expected. I felt students struggled to explain the position of Ritchie's nose using fractions. Students also seemed to confuse water usage and water saved a lot.

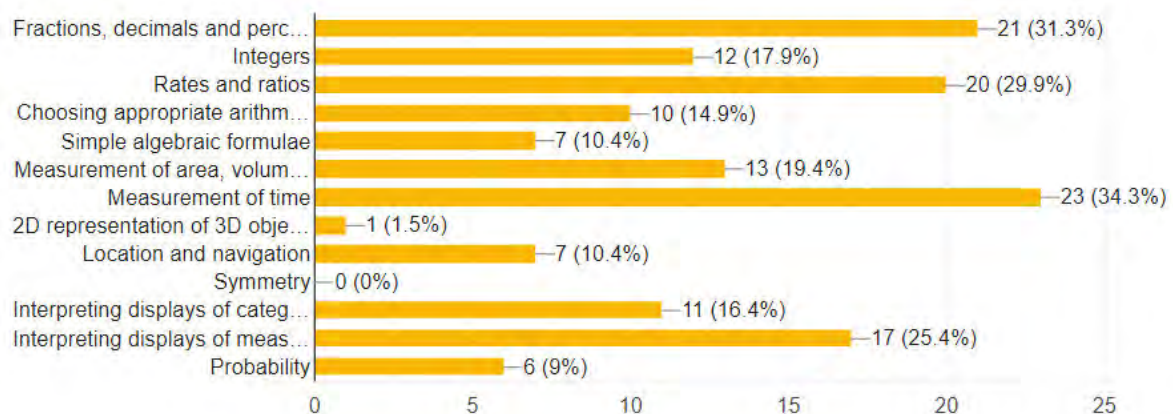
Students sometimes answer based on personal experience of the context, rather than from the information given.

There were quite a number of cases where students ended up writing about the context rather than the actual Numeracy involved eg in the Polyfest question about attendance, quite a few students discussed lockdown, covid 19 etc but did not actually answer the question.

Which of the following topics do you think need more emphasis in future assessments? (Optional)



67 responses



Preparedness of students to attempt the CAA

Variable preparation

I certainly felt like I was clicking Not Achieved more often than Achieved, so perhaps the students were ill-prepared for the assessment or at least not 'ready' in line with the intention of the CAA.

From the marking I have done, I would say some were prepared.

My expectation was high but clearly it was not after doing the marking

Many students were ill-prepared, in some cases whole schools

It varied between schools. There were a large number of students in my marking allocation that were clearly not ready to sit the assessment.

I certainly felt like I was clicking Not Achieved more often than Achieved, so perhaps the students were ill-prepared for the assessment or at least not 'ready' in line with the intention of the CAA.

Some of the schools I marked obviously had entered students who were not prepared. I found some of their comments saddening as they wrote about their distress in their assessments.

I did at points feel very sorry for students who were put through the assessment despite clearly being a long way off being ready for it.

This time around, students didn't seem very prepared at all. Shorter responses and a lot more sporadic in terms of quality from the schools I saw

Outcome 3 explanations still problematic

Students are really not good at explaining their reasoning for the more complex problems. They did not seem prepared for this. I also felt that many students did not read the questions properly that led to them not getting achieved.

My cohort of scripts seemed to do poorly overall with outcome 3. They needed more explicit teaching and practice about how to answer them questions.

93% of my marking was from a single school, so I can only comment for them specifically. Students were well prepared for Outcomes 1 and 2. For Outcome 3, students are still struggling to a) read the question and b) answer the actual question. Literacy is, as expected, a driving factor in their ability to answer O3.

Test of reading comprehension not numeracy?

I still think the 'language of questions' could be a lot clearer and easy to read. A lot of people still view numeracy test as a bunch of reading comprehension assessment.

Poorly. Of the schools I marked, the success rate would be very low. Literacy appeared to be an issue in many cases as they clearly didn't understand the questions, making it difficult to gauge what their numeracy skills were like.

Very obvious which schools were well prepared and which were not. Still a huge literacy component in this assessment and the wording of questions is not always clear, which I think is a huge stumbling block for a lot of students. I'm not sure their numeracy knowledge is always accurately demonstrated due to misunderstanding of questions.

For the majority of the schools I marked, I would say they were not prepared. Basic reading skills let many down, it was very obvious when multiple choice answers were just randomly picked - would like to see less of these. Many blank questions, and answers that were not even close or made sense.

In the two schools I marked, students in one school seemed better prepared than in the other. Overall I would say students are unprepared for the literacy requirements of this assessment. Many of the questions require a high level of reading comprehension and I am unsure that it is a true measure of their Numeracy ability.

I sometimes wonder with Outcome 3, if you could test the student orally, whether they would do better. I felt that if you could probe them with 'why?' type questions, they'd give you a far deeper answer. I guess that is the downside of a purely written test. Some students need more practice asking themselves 'why am I saying that' to encourage deeper written answers.

Decile rating of school (1 response)

Fair. I think this assessment was not appropriate for lower decile school students. The language and literacy levels needed were extremely high. This disadvantaged students from lower decile schools.

Language Barriers

There were a number of students who couldn't quite articulate their answers for outcome 3 as it looks like English is not their first language. How do schools equip these students and will there be provisions for students to use a translation device or some sort? It is a tricky one...

Variability of the difficulty of questions

Put it this way, I think the assessment could get better in terms of being achievable for those who are at the requisite level, and not achievable for those who are not. There were some questions that felt very easy (1d, 2c, 2d, 3f, 4f) and others that felt very challenging (4d, 4e). So some students appeared to be well prepared, but would be not achieved for details, whereas others did not feel prepared but would pass on what felt like very straightforward responses.

2C is an obvious case where the bar was set quite low and students could pass without doing much with the fractions, whereas students trying to do more would often be penalised for that effort and those mistakes. In other words, the schedule seemed to incentivise a shorter response than one that engaged with the key material ($\frac{1}{3}$ of 12 is 4). A similar example would be question 5e where students would be achieved for the false assumption (which could be tested in the future) that two outcomes = 50/50 without maybe understanding that they needed

to be equally likely. Or 5f where students stating $5/8$ is greater than 60% when we were assuming that they can calculate percentages without actually testing this.

From: [Catherine Edser](#)
To: [Kevin Hoar](#)
Subject: RE: Analysis of data
Date: Wednesday, 21 August 2024 4:45:45 PM
Attachments: [image001.png](#)

I didn't know about that last caveat!
That might explain a lot ...

Thanks heaps

From: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>
Sent: Wednesday, August 21, 2024 4:41 PM
To: Catherine Edser <Catherine.Edser@nzqa.govt.nz>
Subject: Re: Analysis of data

Thanks so much for this Catherine.

██████████ will be most interested in this data, especially looking at the differences in achievement rates for Years 10 versus 11 and 12.

I will pass it onto ██████████ (with the usual caveats - do not sell / no media releases / make fun of NZQA, etc.)

Cheers.
Kevin

Kevin Hoar | National Assessment Facilitator

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From: Catherine Edser <Catherine.Edser@nzqa.govt.nz>
Sent: Wednesday, 21 August 2024 16:33
To: Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

Cc: Eldon Paki <Eldon.Paki@nzqa.govt.nz>; Alana Saunders <Alana.Saunders@nzqa.govt.nz>

Subject: RE: Analysis of data

Hi Kevin,

Just addressing this email now that the flurry of activity re results has subsided. Assuming this has not already been resolved, here's the information [REDACTED] was asking for:

By Year Level:

Standard	Year Level	Participating students	Achieved students	Achievement rate
Numeracy	7	4	0	0.0%
	8	11	4	36.4%
	9	1,500	753	50.2%
	10	29,750	16,893	56.8%
	11	20,406	6,277	30.8%
	12	2,648	861	32.5%
	13	1,119	469	41.9%
	14	21	12	57.1%
	15	3	2	66.7%

By SES (I can probably go back to previous years, but this is what I have immediately to hand; if that's enough, great, if not, let us know):

Standard	Socio-economic Barriers to Achievement (EQI Group)	Participating students	Achieved students	Achievement rate
Numeracy	Fewer	12,805	7,948	62.1%
	Moderate	31,596	13,521	42.8%
	More	7,938	1,567	19.7%
	Unassigned	3,136	2,244	71.6%

Feel free to pass this on to him, with whatever notes/caveats you would like to add.

Cheers,
Catherine.

Catherine Edser (She/Her)

Acting Director Data, Evaluation and System Performance

Data, Evaluation and System Performance

DDI: [REDACTED]

From: Alana Saunders <Alana.Saunders@nzqa.govt.nz>

Sent: Saturday, August 17, 2024 8:14 PM

To: Catherine Edser <Catherine.Edser@nzqa.govt.nz>

Cc: Eldon Paki <Eldon.Paki@nzqa.govt.nz>

Subject: Re: Analysis of data

Hi Catherine,

[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

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[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

From: [Kevin Hoar](#)
To: [REDACTED]
Subject: Possible Outcome 3 exemplars for Term 2 2024.
Date: Saturday, 24 August 2024 4:26:26 PM
Attachments: [Outlook-4blwihii.png](#)
[Exemplars Term 2 2024.docx](#)

Hi [REDACTED].

Attached is my attempt of choosing the 'just achieved' exemplar from your examples in the marking schedule.

Please have a look and if you are okay with my choices, I will get Bozenka to format them into a document ready for our website.

NB: I haven't corrected the student responses in any way.

Cheers

Kevin

Kevin Hoar | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



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Numeracy 2024 – Term 2
**32406 Apply mathematics and statistics in a
range of everyday situations**

EXEMPLARS

**Sample exemplars of acceptable candidate responses
to Outcome 3 questions**

Outcome 3 Exemplar Responses Term 2 2024

Question item 1(c)

Insert question from assessment master (AM) here.

Insert the following answer into an AM textbox:

12-20 eggs is 8 years in total and there is 2 years left so half 6 and 10 will give 3-5.

15-25 eggs in 10 years.

The initial calculations are correct, but the student has incorrectly assumed that laying periods and egg counts can be halved, “half of 6 and 10 will give you 3-5.”

Borderline achieved.

Question item 1(e)

Insert question from assessment master (AM) here.

Insert the following answer into an AM textbox:

Yes. Most of the tuatara are over 190 mm but there are a few below that length which I would assume are young tuatara.

Student uses “Most of the...” so it can be inferred that they reference the main cluster of lengths, and they provide one length measurement from the graph.

Question item 2(c)

Insert question from assessment master (AM) here.

Insert the following answer into an AM textbox:

Yes, it is in the right place. The bottom of the nose should be in the $\frac{1}{3}$ mark, seen in the normal human face. And the lines match up on the cartoon of Richie.

Accepts location of the nose. Student uses fraction, “in the $\frac{1}{3}$ mark” and compares the two graphics.

Question item 3(e)

Insert question from assessment master (AM) here.

Insert the following answer into an AM textbox:

Cutting the daily shower time to two minutes because there are six people in Tala's household. If 6 people are using the shower for four minutes each, it will use 288 litres of water. However, if they cut down to 2 minutes each they will only be using 144 litres each. This will save mean they are using half of what they were using before.

Student takes a position that cutting shower time is best. They correctly calculate the daily saving. Comparison to reducing washing is not explicitly stated.

Question item 4(b)

Insert question from assessment master (AM) here.

Insert the following answer into an AM textbox:

Yes, I do agree. Even though the graph's numbers have been low recently, there are temporary reasons as to why. Before COVID, the festival had about 100,000 attendees per year. Since there isn't a reason for low attendance, I agree that in 2025 there will be about 100,000 attendees.

Student uses the pre-COVID numbers as an indication of long-term trend. They explain the low numbers are due to COVID and that this reason is no longer present.

AND:

Insert the following answer into an AM textbox:

Cannot tell, this is because the attendee numbers might go down because of another pandemic or weather condition as seen in 2019 and 2020 because of covid the polyfest had been cancelled.

Student explains the uncertainty of a prediction due to unforeseen circumstances, as had occurred previously.

Question item 5(c)

Insert question from assessment master (AM) here.

Insert the following answer into an AM textbox:

I think that it is reasonable but not exact she would run 110m every min.

It is reasonable to infer the student calculates $1540 \div 40 = 110$ and knows that translates to 110 metres per minute. They refer to Ani's claim as not being exact so accept the speed estimation as reasonable.

Question item 5(e)

Insert question from assessment master (AM) here.

Insert the following answer into an AM textbox:

There is no way to tell what way it will land so it doesn't matter what one she picks because its always going to be 50 50. I think either choice heads or tails is acceptable as they both have a 0.5% chance of each happening.

Position stated (either) and justified using equally likely outcomes. No sign of considering previous outcomes.

Question item 5(f)

Insert question from assessment master (AM) here.

Insert the following answer into an AM textbox:

Yes, that is correct because 60% of 8 is 4.8 and they won 5 games, not 4.8.

Position of agreement is correct. Student recognises that if 60% of 8 is 4.8 then 5/8 must be greater than 60%.

From: [Redacted]
To: [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)
Subject: Re: Eldon's report on the first assessment round for 2024.
Date: Monday, 2 September 2024 9:20:33 AM
Attachments: [Outlook-fwxqejmf.png](#)

Hi Kevin

Please give me a ring when you can.

Regards

[Redacted]

On Mon, Sep 2, 2024 at 8:58 AM Kevin Hoar <Kevin.Hoar@nzqa.govt.nz> wrote:

Hi Vince.

To be honest, things are heating up here regarding Lit/Num.

Attached is Eldon's report for the Term 2 Numeracy assessment for your edification. Hopefully, there is information in this report that would inform the development of the 2025 assessments.

Cheers.

Kevin

Kevin Hoar | National Assessment Facilitator
Co-Requisite Team
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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Angoff Standard Setting

Please rate each item by the percentage of minimally competent student

Item No.														
Judge	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	2f	3a	
	65	70	65	90	65	55	65	85	65	85	65	85	75	
	65	65	70	90	60	70	60	80	65	90	85	95	70	
	65	70	50	85	50	60	65	70	70	85	80	95	85	
	60	70	60	85	40	50	75	60	50	85	75	90	75	
	60	65	75	88	40	50	60	80	40	85	70	96	76	
	65	75	65	80	65	65	70	75	55	70	75	85	70	
	65	65	65	85	60	65	70	75	60	90	90	90	75	
	65	50	70	85	55	70	70	75	60	80	80	90	75	
	70	75	65	90	65	65	65	75	60	80	85	90	75	
	60	70	60	90	40	50	60	65	50	90	80	80	70	
	60	75	60	80	70	75	65	70	50	60	75	90	75	
	70	60	60	80	50	60	75	80	70	80	75	75	80	
	70	70	50	70	40	60	50	60	60	80	70	90	60	
Mean	65	70	65	85	55	60	65	75	60	85	75	90	75	
Actual Difference	65	70	65	85	55	60	65	75	60	85	75	90	75	

60

Max	70	75	75	90	70	75	75	85	70	90	90	96	85
Min	60	50	50	70	40	50	50	60	40	60	65	75	60
Difference	10	25	25	20	30	25	25	25	30	30	25	21	25

80%

60%

79%

nts that you estimate will achieve that item.

3b	3c	3d	3e	3f	4a	4b	4c	4d	4e	4f	5a	5b	5c	5d
75	75	80	50	90	85	75	60	50	50	90	80	75	75	50
70	65	60	50	95	85	70	50	50	35	75	75	95	70	50
75	75	75	50	90	85	85	60	70	40	80	85	90	70	55
80	70	65	45	80	75	75	60	50	50	80	85	85	75	65
68	50	80	75	90	72	77	65	68	35	80	90	80	70	70
80	65	75	55	85	85	70	65	65	50	75	80	80	75	60
80	70	70	60	90	80	75	50	55	45	60	75	95	70	50
70	70	65	60	85	85	70	50	60	55	70	85	80	75	50
75	60	70	60	90	70	65	60	55	40	85	80	90	70	60
80	70	70	60	90	75	70	65	50	40	70	80	90	70	70
75	60	65	50	90	75	55	65	70	60	65	80	75	60	70
70	50	60	60	80	75	70	65	70	40	80	70	70	60	70
50	60	60	50	70	70	80	70	50	40	90	90	70	80	65
75	65	70	55	90	75	70	60	55	40	80	80	80	70	60
75	65	70	55	90	75	70	60	55	40	80	80	80	70	60
80	75	80	75	95	85	85	70	70	60	90	90	95	80	70
50	50	60	45	70	70	55	50	50	35	60	70	70	60	50
30	25	20	30	25	15	30	20	20	25	30	20	25	20	20

5e	5f	Average Rating
60	65	70.66666667
70	65	69.83333333
70	75	72
70	65	68.33333333
60	60	69.16666667
70	70	70.66666667
75	75	71
75	70	70
70	65	70.83333333
60	60	67.83333333
60	55	67.83333333
70	65	68
70	60	65.16666667
		#DIV/0!
70	65	69.5
		#DIV/0!
70	65	

Overall Rating 70.83333333
Overall Rating 69.5
Cut score 21.25

75 75
60 55
15 20

Angoff Standard Setting Please rate each item by the percentage of minimally competent students that you estimate will achieve that item.

Judge	1b	1c	2a	2c	3a	3b	3c	4a	4b	4c	5a	5b	5c	6a	6b	7a	7b	7c	8a
	65	50	50	55	75	90	65	75	70	95	80	75	45	55	50	65	75	55	40
	80	60	70	60	70	80	70	60	90	80	70	50	40	50	50	70	60	60	80
	70	70	60	65	80	85	60	75	80	75	70	75	60	75	50	75	80	65	70
	70	60	70	60	60	80	75	70	70	80	70	55	50	60	50	50	60	50	70

8b	8c	10a	10b	10c	Average Rating
50	75	75	50	40	63.33333
60	60	70	60	70	65.41667
60	80	75	70	60	70.20833
60	70	60	60	60	63.33333
Overall Rating					65.57292
Cut score					16.85



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