

Aide-Memoire: NCEA Co-requisite Assessment Event 1 results

To:	Hon Erica Stanford, Minister of Education
From:	Dr Grant Klinkum, Chief Executive
Date:	1 August 2024
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Purpose

1. This aide memoire is to advise you of the results for the May 2024 NCEA assessments for Reading, Writing, Numeracy, Te Reo Matatini (Te Reo Torohū and Te Reo Whakaputa) and Pāngarau.
2. NZQA proposes to proactively release this briefing as part of the next publication of documents.

Key points

- Just under 75,000 students participated in the May assessment event for Reading, Writing and Numeracy. Students achieved better in Reading (58.6%) and Writing (55.1%) than in Numeracy (45.2%).
- Compared to 2023, achievement in Reading and Writing has remained relatively consistent, but Numeracy achievement has decreased.
- Just over 400 students participated in one or more of the Te Reo Matatini (Te Reo Torohū and Te Reo Whakaputa) and Pāngarau Tapā (assessments). Students achieved better in Te Reo Torohū (74.3%) and Te Reo Whakaputa (83.0%) than in Pāngarau (25.0%).
- The Reading results were released to students and schools on Tuesday 23 July. The results for the other co-requisite assessments will be released to students and schools on Monday 5 August.

Background

3. From 2024, all learners need to achieve a 20-credit co-requisite specific to literacy or te reo matatini and numeracy or pāngarau skills to be awarded any level of NCEA. A two-year transitional period in 2024 and 2025 offers schools, kura, and all NCEA providers with time to adjust to the new requirements and new forms of assessment. It also allows changes in teaching and learning to lift student capability.
4. The recommended assessment option for meeting the NCEA Co-requisite requirement is via the six co-requisite unit standards (Reading, Writing, Numeracy, Te Reo Torohū, Te Reo Whakaputa and Pāngarau developed, reviewed and maintained by the Ministry of

Education.¹ The assessments against these unit standards are developed, delivered and marked by NZQA.

5. NZQA piloted these assessments in 2021 and 2022. In 2023, we ran two much larger assessment events. We continue to draw on support from the New Zealand Council for Educational Research (NZCER), including advice on assessment design, marking methodology, and cut score setting processes to determine the boundary for achievement for each of the six standards.
6. Including the 2021 pilot, this is the sixth time NZQA has delivered these assessments. We are confident in the intra-year reliability of these assessments and the marking of them. The same Reading, Writing, and Numeracy teams have been engaged in the development since the first assessment for all three standards. All team members are highly experienced in literacy or numeracy and the development of multiple-choice items, and all members have received NZCER training.
7. The same Panel Leaders have led the Writing and Numeracy marking panels² since the first assessment in 2021. They have retained a team of senior markers for check marking that remains relatively unchanged, and when new Check Markers have been appointed, they have been recruited from the pool of markers. New markers have been recruited for each event as the number of assessments has increased. They have received rigorous training and are carefully monitored and supported through check marking.
8. We run a range of statistical analyses of the assessments after each assessment round. These analyses inform us about how the items in each of our assessments performed, and refinements to be made.
9. Students have two opportunities to sit these assessments in 2024, in May and in September.
10. The first assessment event for Reading, Writing and Numeracy was held over a two-week period from 20 to 31 May. The first assessment event for Te Reo Matatini me te Pāngarau was held over a two-week period from 10 to 21 June.
11. Two assessments for Writing were delivered, one in week one and one in week two.
12. The Reading results were released to students and schools on Tuesday 23 July. The results for the other co-requisite assessments will be released to students and schools on Monday 5 August.

Reading, Writing and Numeracy Assessments

Participation

13. Some 161,000 assessments were completed by 74,213 students across 498 schools and kura in the first assessment event.
14. This is an increase on both events held in 2023. In the June 2023 window, 88,000 assessments were completed by 41,300 students across 323 schools and kura. In the October/November 2023 window, 97,000 assessments were completed by 46,700 students across 407 schools and kura.

¹ There are also additional literacy and numeracy-rich standards that can be used to achieve the NCEA Co-requisite through the 2024 and 2025 transition period only, including a sub-set of standards with usage restrictions.

² Reading is a multi-choice assessment that is computer marked.

15. In 2024, Year 10s made up 48.5% of the participating students (36,008). Year 11s made up 41.9% of the participating students. In 2023 across both events, 75.4% of participating students were in Year 10.
16. The breakdown of students by socio-economic barriers to attainment (EQI group) is shown in the table below, with 2023 for comparison. The proportional participation by EQI group between 2023 and 2024 has changed. In 2023, participation was proportionally higher from students in schools with fewer socio-economic barriers to attainment, and lower from students in schools with moderate and more socio-economic barriers to attainment.

Year	Fewer	Moderate	More	Unassigned
2023	28.0%	53.5%	13.1%	5.4%
2024	22.3%	56.7%	14.8%	6.2%

17. Of the participating students, 46.3% did all three assessments.

Achievement

18. Compared to 2023, achievement in Reading and Writing has remained relatively consistent, but Numeracy achievement has decreased. Those who appeared not ready commonly limited their ability to achieve by failing to follow the instructions in the assessments.

Reading

19. 54,601 students participated in the Reading assessment and 32,009 achieved (58.6%). The 2024 assessment event 1 achievement in Reading is lower than the first 2023 assessment event (64.6%) and higher than the second (57.3%). See table below.

Event	Participating	Achieved (n)	Achieved (%)
2023 Event 1	28,403	18,339	64.6%
2023 Event 2	30,486	17,468	57.3%
2024 Event 1	54,601	32,009	58.6%

20. Of the students participating in Reading, 12,518 students were repeaters, i.e. they had attempted the assessment in a previous year. 44.0% (5,507) of repeating students achieved the standard.
21. Achievement of the Reading standard by socioeconomic barriers to attainment (School EQI Group) differs, as shown in the table below.

School EQI Group	Not Achieved	Achieved (n)	Achieved (%)
Fewer	3,497	8,574	71.0%
Moderate	13,282	18,279	57.9%
More	5,080	2,702	34.7%
Unassigned ³	996	2,709	73.1%

³ Unassigned are schools without an EQI number. These include all private schools and Te Aho o Te Kura Pounamu (Te Kura is given an EQI number based on its non-dual enrolled students, however its unique nature means that it is inappropriate for inclusion within an EQI Band or Group).

22. Tables with achievement by gender and ethnicity are included in Appendix 1.

Writing achievement

23. 51,580 students participated in the Writing assessment and 28,445 achieved (55.1%). The 2024 assessment event 1 achievement in Writing is very similar to both 2023 assessment events. See table below.

Event	Participating	Achieved (n)	Achieved (%)
2023 Event 1	26,551	14,968	56.4%
2023 Event 2	31,783	17,375	54.7%
2024 Event 1	51,580	28,445	55.1%

24. Of the students participating in Writing, 13,350 students were repeaters, i.e. they had attempted the assessment in a previous year. 44.8% (5,987) of repeating students achieved the standard.

25. Achievement of the Writing standard by socioeconomic barriers to attainment (School EQI Group) differs, as shown in the table below.

School EQI Group	Not Achieved	Achieved (n)	Achieved (%)
Fewer	3,939	7,390	65.2%
Moderate	13,634	16,444	54.7%
More	4,672	2,439	34.3%
Unassigned	1,193	2,403	66.8%

26. Tables with achievement by gender and ethnicity are included in Appendix 1

Numeracy

27. 55,504 students participated in the Numeracy assessment and 25,076 achieved (45.2%). 2024 assessment event 1 achievement in Numeracy is lower than the first 2023 assessment event (56.1%) and the second (50.6%).

See table below.

Event	Participating	Achieved (n)	Achieved (%)
2023 Event 1	33,168	18,604	56.1%
2023 Event 2	35,143	17,788	50.6%
2024 Event 1	55,504	25,076	45.2%

28. Markers noted that many students appeared not to be ready to attempt the assessment, particularly the items assessing mathematical reasoning.

29. Of the students participating in Numeracy, 15,781 students were repeaters, i.e. they had attempted the assessment in a previous year. 26.4% (4,174) of repeating students achieved the standard.

30. Achievement of the Numeracy standard by socioeconomic barriers to attainment (School EQI Group) differs, as shown in the table below.

School EQI Group	Not Achieved	Achieved (n)	Achieved (%)
Fewer	4,906	7,914	61.7%
Moderate	18,238	13,380	42.3%
More	6,402	1,553	19.5%
Unassigned	1,234	2,400	66.0%

31. Tables with achievement by gender and ethnicity are included in Appendix 1.

Te Reo Matatini me te Pāngarau assessments

32. Due to the small numbers involved, only overall participation and achievement numbers are provided, not demographic breakdowns.

Te Reo Matatini

33. In 2022 and 2023, there was only one Te Reo Matatini standard of 10 credits with reading, writing and oral components. For 2024, this single standard was replaced with two 5 credit standards - Te Reo Torohū and Te Reo Whakaputa. The assessment design also underwent a significant change. Students were able to access the new standards much more successfully, as is evident in the results.
34. There were 264 ākonga who participated in the Te Reo Toro Tapā (assessment), and of those, 219 (83.0%) achieved.
35. There were 218 ākonga who participated in the Te Reo Whakaputa Tapā (assessment), and of those 162 (74.3%) achieved.
36. The 2023 achievement rates by assessment event for the single Te Reo Matatini standard (now expired), are provided below:

Te Reo Matatini Standard 32414 (now discontinued)	Participating	Achieved (n)	Achieved (%)
2023 Event 1	61	28	45.9%
2023 Event 2	208	72	34.6%

Pāngarau

37. There were 265 ākonga who participated in the Pāngarau Tapā (assessment), and of those 65 (25%) achieved. See table below, including a comparison with 2023 achievement.

Event	Participating	Achieved (n)	Achieved (%)
2023 Event 1	58	7	12.1%
2023 Event 2	181	40	22.1%
2024 Event 1	265	65	25.0%

38. The marking panel found that a number of the ākonga participating did not have an adequate level of te reo Māori to answer the Pāngarau reasoning components of the assessment in te reo.

39. The design of assessment is being reviewed for 2025, with support from NZCER.

Next steps

40. The results for the Writing, Numeracy, Te Reo Matatini (Te Reo Torohū and Te Reo Whakaputa) and Pāngarau co-requisite assessments will be released to students and schools on Monday 5 August. Each school only receives their results.
41. NZQA is not planning any pro-active communications with media about the release. We have however already received a request from Radio New Zealand for achievement data.
42. Reactive questions and answers have been prepared and are attached as Appendix 2 to this briefing.



Dr Grant Klinkum

Chief Executive, NZQA

1 August 2024

Hon Erica Stanford

Minister of Education

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Reading

Achievement by ethnicity

Ethnicity	Not Achieved	Achieved (n)	Achieved (%)
Māori	6,819	5,719	45.6%
Pacific	4,631	2,707	36.9%
Asian	4,736	5,943	55.7%
MELAA	562	825	59.5%
European	10,732	22,985	68.2%

Achievement by gender

Gender	Not Achieved	Achieved (n)	Achieved (%)
Female	10,515	15,688	59.9%
Male	12,007	16,260	57.5%

Writing

Achievement by ethnicity

Ethnicity	Not Achieved	Achieved (n)	Achieved (%)
Māori	6,523	5,150	44.1%
Pacific	3,797	2,900	43.3%
Asian	4,723	5,300	52.9%
MELAA	609	726	54.4%
European	12,340	19,909	61.7%

Achievement by gender

Gender	Not Achieved	Achieved (n)	Achieved (%)
Female	9,213	14,885	61.8%
Male	13,863	13,488	49.3%

Numeracy

Achievement by ethnicity

Ethnicity	Not Achieved	Achieved (n)	Achieved (%)
Māori	9,385	3,751	28.6%
Pacific	5,792	1,685	22.5%
Asian	5,280	5,757	52.2%
MELAA	857	638	42.7%
European	16,217	17,629	52.1%

Achievement by gender

Gender	Not Achieved	Achieved (n)	Achieved (%)
Female	15,989	11,600	42.0%
Male	14,334	13,433	48.4%