Overview of Results: NCEA Literacy and Numeracy Assessment June 2023

The purpose of this report is to provide a high-level snapshot of areas of strength and weakness following the first assessment event of the NCEA Literacy and Numeracy standards, which took place during the week 12 – 16 June 2023. A more detailed Assessment Report will be released following the second assessment event results release. The assessments involved online Common Assessment Activities, each of which learners completed in a single sitting with no time limit.

Careful consideration must be given to simply re-entering students for the second assessment because they didn't achieve in the first one. Ensure students have undergone sufficient additional teaching to address areas of weakness, and they are well prepared before they attempt an assessment again. The following guidance has been provided by the markers of the assessments – an experienced group of teachers with insights from marking numerous student responses.

Literacy Reading (32403)

Students whose reading was clearly at or above the standard demonstrated strengths in:
- careful and considered close reading of both the texts and the questions
- identifying the writer's purpose (i.e., why did they write this text?)
- identifying the writer's audience (i.e., who did they write this text for?)
- recognising the strategies and language choices the writer used to achieve their purpose
- using language comprehension skills to help make sense of unfamiliar texts (e.g., inferring unknown vocabulary from the context
- using their knowledge of language patterns and word families
- understanding how to determine the relevance, reliability, and trustworthiness of information.

Students whose reading was below the standard demonstrated that they had difficulty in:
- using close reading strategies to understand the texts and/or questions
- understanding the writer's purpose
- understanding the writer's intended audience
- understanding the reason why the writer made certain language choices
- selecting and using reading strategies to help them make sense of texts (e.g., unfamiliar vocabulary)
- making decisions about the relevance or reliability of information.

Markers reflections across the assessment that may support next steps:
- developing 'close reading' skills (as distinct from 'skim and scan')
- using context 'clues' and language strategies to help them understand unfamiliar texts or parts of texts
- recognising the writer's purpose (to persuade - influence action/ behaviour/thinking, to instruct, inform, explain, narrate, describe etc.)
- using the provided text(s) to answer the questions
- understanding what makes a text 'trustworthy' (how to determine the reliability of a source).

Literacy Writing (32405)

Students whose writing was clearly at or above the standard demonstrated strengths in:

- making sure their writing directly addressed the purpose and audience as required by the task
- adding appropriate details to develop and support their ideas
- adopting an appropriate and convincing writer 'position'
- structuring their writing clearly and appropriately
- selecting and using language that showed a clear understanding of the intended reader
- using writing conventions accurately.

Students whose writing was below the standard demonstrated that they had difficulty in:

- responding to the task(s) (e.g., some students went 'off topic', or did not follow the instructions
- selecting appropriate ideas
- choosing relevant / appropriate details to support their idea(s)
- structuring their writing clearly for reader understanding
- making appropriate language choices (e.g., sentence structures; tone, register and word choices) for the purpose and audience
- using writing conventions accurately
- editing and proofreading their writing.

Markers reflections across the assessment that may support next steps:

- understanding the requirements for different text forms and types
- planning and structuring writing
- developing relevant, appropriate details to support ideas
- making appropriate language choices (e.g., sentence structures; tone, register and word choices) for a specified purpose and audience
- developing knowledge of text conventions in order to communicate clearly and accurately
- understanding the importance of editing and proofreading writing.

Numeracy (32406)

Students whose numeracy was clearly at or above the standard demonstrated strengths in:
- applying a simple pay rate directly
- interpreting bar graphs
- recognising angles by subdividing 360°
- calculating a simple probability
- recognising the need for division
- recognising a reduction as a percentage
- interpreting a simple time series graph
- applying multiplication to an array
- dividing perimeter to find the length of one side
- calculating an average amount
- calculating cost per unit
- interpreting an array to calculate side lengths of a rectangle
- recognising the correct viewpoint that matched a photograph.

Students whose numeracy was below the standard demonstrated that they had difficulty in:
- applying an inverse rate
- using fractions in a measurement situation involving capacity and cost
- solving problems with area, capacity, and volume with metric units
- interpreting a times series graph that showed percentages
- identifying the multiplier between two amounts
- applying the scale on a map or picture
- coordinating plan views to develop a top view
- calculating the interior angle of an octagon
- reducing or increasing a price by a simple percentage
- explaining how an area calculation was made
- applying a ratio.

Markers reflections across the assessment that may support next steps:
- understanding proportional reasoning, such as application of fractions, rates, scale, and percentages as operators and discounts
- understanding metric units of measure, especially those involving area, capacity, and volume, and applying measurement in practical situations
- interpreting viewpoints, which is an important life skill
- identify multiplicative operators between amounts, which is critical for competence for working with rates and ratios
- experience with a wide range of realistic contexts from everyday life, and connecting the mathematics and statistics used across a range of contexts
- explaining the reasonableness of mathematical and statistical responses to situation (outcome 3): making a statement of a position in response to a claim and using the information available from the situation to justify that position.