SOME KEY POINTS TO ASSIST WITH THE UNDERSTANDING OF

NUMERACY STANDARD US 32406 - 10 Credits

The new numeracy and literacy standards are unit standards and NOT achievement standards.

This means that akonga/learners who sit these assessments can only gain grades of Not Achieved or Achieved.

The title of the numeracy standard is:

US42406: Use mathematics and statistics to meet the numeracy demands of a range of situations.

The purpose of the standard is to assess the ākonga/learner's ability to use mathematics and statistics in everyday life as it relates to the young adults we teach, to ensure success in further learning across the curriculum, life and work.

Two important resources for you to familiarise yourself with are:

- the learning matrix
- unpacking numeracy.

Ākonga/learners who are ready to sit this standard have mastered New Zealand Curriculum Level 4 of Mathematics and Statistics and have started working at Curriculum Level 5.

The assessment is intended only to be undertaken when the teacher is confident that the ākonga/learner has sufficient knowledge to achieve the standard from Year 9 onwards. To assist with determining ākonga/learner readiness the relevant frameworks tools are given below:

1. Curriculum Progress Tools, include the Learning Progressions Framework (LPF) and Progress and Consistency Tool (PaCT) - Mathematics.
2. e-asTTLe and PAT are helpful tools to determine readiness.

Teacher judgement is also important.

For further information about these frameworks please refer to Unpacking Numeracy.

For further information about readiness tools, please refer to this document

NOTE
In the Unit Standard, three Outcomes with performance criteria are given while the Learning Matrix refers to these as Process ideas.

The content list given in the unpacking of numeracy lists seven content ideas;
Operations on numbers, Mathematical Relationships, Spatial Properties and Representations, Location and Navigation, Measurement, Statistics and Data, Elements of Chance

THE ASSESSMENT

To gain the numeracy unit standard akonga/learners must sit a Common Assessment Activity (CAA) that is developed by NZQA and marked externally. The CAA is a digital assessment and will be available to schools in the pilot in terms 2 and 3 in 2022, and is planned for terms 1, 2 and 3 from 2023 if it is mandated for all schools from next year.

There is **no time limit** on the amount of time akonga/learners are allowed to sit the CAA, so long as it is completed in one sitting. While the CAA is designed for the average learner to complete in one hour they should not be limited to this.

It is intended that all akonga/learners within the school will complete their assessment within one session at the same time.
However, this will not always be possible. During the pilot some of the exceptions are:
- insufficient technology for all students with entries to do the assessment at the same time
- sickness

However, all assessments must be completed during the designated week.

The questions will be set in a simple context with which the candidates are likely to be familiar. The best preparation for this will be in ensuring coverage of the curriculum which involves solving problems in contexts relevant to the candidates.

The questions in the assessment will be predominantly selected response (eg. multi-choice) with some possible short answer questions that may require one or two words, or one or two sentences.

Extended responses will most often be required to provide evidence for outcome/process 3, again this will require one or 2 sentences.

There will be between 25 and 30 response opportunities for the akonga/learner to provide evidence. Responses are likely to involve more than 1 content area.

It is good practice for units to be included in the answer for all questions. An akonga/learner, in responding to a question with a measurement content and operations on number, is strongly advised to include units in their response.

However It depends how the question is asked. If the student is asked "how long is a given piece of string?" then yes, they require units. But if they are asked how many kms is it from A to B, then a number would be sufficient – the marker would interpret a response with no units as kms. However, the student could provide the units and remove all doubt.

SUFFICIENCY

Akonga/learners are required to meet all three outcomes/processes on multiple occasions.

Markers are looking for positive evidence to justify the award of Achieved for the standard. If the candidate shows strong evidence for two of the three outcomes/processes, and reduced evidence for the third outcomes/processes, they may achieve the standard based on a holistic judgment.

Sufficiency will be determined in a cut score meeting as currently happens with achievement standards.

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Note: Given the number of bullet points in each of the content areas that questions will be derived from, the questions will vary from one assessment task to another.

In preparation for the assessment, teachers are advised to provide practice opportunities using e-asTTle, PaCT, and other tools on the Ministry's website. NZQA also provides practice login opportunities and guidelines to enable teachers and students to become familiar with the Assessment Master platform or teacher professional judgement.

If have any questions about the content of this document please contact Jan Wallace or Ingrid Rinsma (resources@nzamt.org.nz)

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