



Briefing Note: Further advice on the list of standards to recognise towards the NCEA co-requisite in 2024 and 2025

To:	Hon Jan Tinetti, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education (Māori)		
Date:	29 May 2023	Priority:	High
Security Level:	In Confidence	METIS No:	1311516
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is to provide you with further information about the list of standards you have agreed to recognise towards the NCEA co-requisite in 2024 and 2025 [METIS 1309010 refers].

Summary

- As of 2023, there are 931 unique standards across Levels 1-to-4 of the New Zealand Qualifications and Credentials Framework (NZQCF) that students can use towards the requirements of NCEA literacy, numeracy, or both (816 credential literacy, 60 credential numeracy, and 55 credential both). These can be used in any combination that gives a student 10 credits for numeracy and 10 credits for literacy.
- The list of standards you have agreed to recognise towards the NCEA co-requisite in 2024 and 2025 includes 131 standards across Levels 1-3 of the NZQCF. These will be made available alongside the five new co-requisite standards. With only 136 standards available to all students, the list you have agreed to implement for the transitional period has 795 fewer assessment options than the current state, or an 85% reduction in variability. Fifty-eight of these standards will be available for literacy, 48 for te reo matatini, and 48 for numeracy | pāngarau. No standard will be tagged for literacy and numeracy (or te reo matatini and pāngarau), and certain prescribed combinations will apply (e.g., both of the literacy co-requisite standards must be used together). A very small number of students who fulfil the eligibility criteria outlined in the education report will have the option of using some of the further 24 restricted usage standards [METIS 1309010 refers].
- As noted in the education report [METIS 1309010 refers], the list strikes a balance between increasing the robustness of the assessment of foundational literacy and numeracy skills and not prematurely cutting off pathways for students during this transition period. At the same time, it places positive pressure on the schools, kura, and providers that still have work to do to prepare for the future state of there being only five co-requisite standards to choose from in 2026.

Proactive Release

Agree that the Ministry of Education release this paper, with appropriate redactions, once you have considered its contents and any resulting announcements have been made.

Agree / Disagree

Note that you have agreed to meet with your Professional Advisory Group to discuss the implications of your decision.

Noted



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30/05/2023



Hon Jan Tinetti
Minister of Education

6 / 2 / 2023

Background

1. A key aim of the transitional period is to bridge the gap between the current state of NCEA literacy and numeracy and the future state of the co-requisite [METIS 1308525 refers]. The current state allows for a wide range of standards and high levels of flexibility as to when and how students are assessed (931 standards as of 2023, over two-thirds of which are internally assessed). The future state supports greater consistency and robustness by minimising the variation in how, and reducing flexibility in when, students' foundational literacy and numeracy skills are assessed (from 2026 there will be only five co-requisite standards, all of which are externally assessed).
2. The list of standards you have agreed to recognise towards the NCEA co-requisite in 2024 and 2025 includes 131 standards across Levels 1-3 of the NZQCF, which is an 85% reduction from the current state. Of the 131 achievement standards on the recommended list, 81 are from Level 2 and 3 English, Mathematics and Statistics, Te Reo Māori, Te Reo Rangatira and Pāngarau. With most students completing the co-requisite in level 1, we predict that these standards will not be widely used but they may be important in terms of flexibility and course design for some schools and kura. A further 16 are those new Level 1 achievement standards for English, Mathematics and Statistics, Te Reo Māori and Pāngarau, which you signalled would be on the list in your announcement on 19 April 2023. And four come from Level 1 Te Reo Rangatira, the Māori-medium equivalent subject of English, which is widely considered to be more demanding than the *New Zealand Curriculum* subject Te Reo Māori. This means 97 of the standards are from Mathematics and Statistics, Te Reo Māori, Te Reo Rangatira and Pāngarau. The remaining 30 are a small selection of new Level 1 achievement standards from the Science, Social Sciences, Pūtaiao and Tikanga-a-lwi curriculum areas
3. By including this small selection of the new Level 1 achievement standards from the Science, Social Sciences, Pūtaiao and Tikanga-a-lwi curriculum areas, we open a small number of additional pathways by which students can achieve the co-requisite during the transitional period. Without the inclusion of these standards, and thus a further limiting of pathways, we would predict a larger fall in attainment at NCEA Level 1 from 2024 onwards. In particular, these standards can be used to support more contextualised assessments of literacy and numeracy than those on Option A alone, and will help to reinforce our earlier communications that literacy and numeracy | te reo matatini me te pāngarau are taught across the Curriculum.

Key Risks and Benefits

4. Option B is less risky in terms of possible drops in student attainment than Option A. It is also less risky than Option C in terms of maintaining positive pressure on the sector (see *Table 1* below).
5. However, no option removes these risks completely. Despite Option B providing more pathways for students to achieve the co-requisite than Option A, there is still a risk, when compared to Option C (which more closely resembles the current state), that some students will not meet the requirements.
6. The most effective mitigation for the risks all three options pose to robustness and credibility are strong communications to the sector that, wherever possible, all schools, kura and NCEA providers should use the CAAs (and/or portfolios for te reo matatini and pāngarau). As noted in previous communications, students should only be assessed when they are ready, with Year 9 being the earliest possible point for assessment.

Table 1 – Risks and benefits of options

	Option B (Recommended)	Option A	Option C
Robustness	The additional achievement standards have a meaningful alignment to the outcomes sought through the new co-requisite unit standards.	Strongest alignment to the new co-requisite unit standards. Offers limited pathways during the transitional period.	The alignment with the outcomes sought through the new co-requisite unit standards is relatively low.
Credibility	Lower public credibility compared to Option A. The sector will generally see this list as quite challenging but reasonable.	Relatively high public credibility, the sector will really struggle with this level of change.	Low public credibility, many in the sector would agree.
Equity and accessibility	Moderate level of equity and accessibility, particularly through 'restricted usage standards' for target groups.	Lowest level of equity and accessibility – no provision of standards for tertiary and alternative education	Highest level of equity and accessibility in purely numerical terms (more standards, more assessment options).
NCEA attainment	Moderate risk of reduced attainment during the transitional period.	Highest risk of drop in NCEA attainment, disproportionately impacting priority student groups.	Lowest risk of reduction in attainment.
Moves sector towards the future state	Moderate impact, a positive step towards the future states.	Highest impact, closest to future state.	Lowest impact, similar to the current state.

Next Steps

7. This briefing note supports your decision on the education report *Advice on the list of standards to recognise towards the NCEA Literacy and Numeracy | Te Reo Matatini me te Pāngarau Co-requisite in 2024 and 2025* [METIS 1309010 refers].
8. We will work with your office to communicate your decisions to the sector.

Proactive Release

9. It is recommended that this briefing note is proactively released, once you have considered its contents and any resulting announcements have been made, with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.