



28 February 2022



Tēnā koe 

Thank you for your three requests of 17 January 2022 to the Ministry of Education requesting information as presented below.

Your requests have been considered under the Official Information Act 1982 (the Act).

Section 165 of the Education and Training Act 2020 requires schools to monitor and evaluate the performance of their students. They must also provide information about each student's performance to their parent(s) in a timely manner in a form that is readily understandable. Each school determines the approach to, and frequency of, assessment to meet these requirements, teaching and learning needs, and the expectations of their community. The Ministry provides guidance on effective practice through Assessment Online, which you can view here: [Home - Assessment \(tki.org.nz\)](https://www.tki.org.nz/Home-Assessment).

Schools have discretion to use a variety of assessment tools and information to determine what level students are at, what progress they are making, and where they have strengths or may need extra help. This includes tools provided by the Ministry of Education (such as e-asTTle and PaCT) and independent tools (such as the Progressive Achievement Tests provided by NZCER).

Official Information Request 1280159:

- 1. All analyses, assessments, evaluations, reports, advice, recommendations or any other such similar documents/information (in their final format) MOE has produced or received regarding updates that might be needed or updates that are occurring to the assessment tools referenced above, and any other assessment tools, as part of the "refresh process".*

We have identified 12 documents in scope of this request. Our decision as to their release is outlined in the accompanying **Appendix A Document Table** below.

Some information has been withheld under the following sections of the Act:

- *9(2)(f)(iv) of the Act to maintain the confidentiality of advice tendered by Ministers of the Crown and officials.*
- *9(2)(j) of the Act to enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).*

We do not believe the public interest outweighs the need to withhold this information at this time. Where documents are already publicly available or soon to be made publicly available, we have refused these under section 18(d) of the Act and provided links to where you can find them online.

Official Information Request 1280162:

1. *All analyses, assessments, evaluations, reports or any other such similar documents/information (in their final format) MOE has produced or received regarding the impact of 2021 lockdowns on student learning progress that are not publicly available.*
2. *While my request above (1.) is confined to 2021 lockdowns, it seems likely any such analyses would assess/reference the impact of cumulative lockdowns (2020 and 2021). Where any such analyses does so, I request these documents/information in full too. Analyses solely about 2020 lockdowns I am not requesting.*
3. *While the two requests above are for final documents (not all draft iterations), if assessment data (such as e-asTTle or any other data from another assessment tool) has informed the analyses, I request a national breakdown of the data, by year level, subject, decile and region of students who sat such assessments. I also request a national summary of the results by subject, year level, decile and region.*

I am refusing this request under section 18(e) of the Act, as analysis of this data is not yet complete, so the information does not yet exist in its final format as requested.

We are, however, aware of the following Education Review Office publications that may be of interest to you:

[Learning in a Covid-19 World: Supporting Primary School Students as They Return to the Classroom | Education Review Office \(ero.govt.nz\)](#)

[Learning in a Covid-19 World: Supporting Secondary School Students as They Return to the Classroom | Education Review Office \(ero.govt.nz\)](#)

[Responding to the Covid-19 crisis: Supporting Auckland NCEA students | Education Review Office \(ero.govt.nz\).](#)

Official Information Request 1280171:

1. *In mathematics, reading and writing the number of year 4-10 students each year since 2010 (by total number and percentage of students who undertook the assessment) who were:*
 - a) *above threshold, at/ threshold or below threshold*
 - b) *above curriculum expectations, at curriculum expectations or below curriculum expectations*

I am refusing this request under section 18(g) of the Act, as the information requested is not held by the Ministry. The specific analysis requested would need to be created from the raw data on trends in student performance. The data is not set up to perform this type of analysis, as it is for research only, not for reporting purposes.

However, you may be interested to some trend data on achievement is available at the following links:

<https://www.educationcounts.govt.nz/publications/schooling/achievement-and-progress-in-mathematics,-reading-and-writing-in-primary-schooling>

<https://www.educationcounts.govt.nz/publications/series/he-whakaaro/he-whakaaro-student-learning-during-covid-19>

It should also be noted that the students who participate in e-asTTle in most year levels are not representative of the overall population. Further, the composition of students participating in e-asTTle has changed over time, so changes in these figures between years could be misleading.

E-asTTle is an optional tool and not all schools or teachers choose to use it. Within a school, some students may be assessed multiple times, while others are not assessed at all. Teachers might use e-asTTle in different ways, which has potential to alter interpretations of the scores.

Teachers can use the tool as a formative assessment (e.g. before a particular unit of work, to identify what students already know before the teaching begins) or as a summative assessment (e.g. after the same unit of work, to see what information was retained). We currently cannot definitively distinguish between these uses of assessments.

Please note, the Ministry now proactively publishes OIA responses on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

Thank you again for your email. You have the right to ask an Ombudsman to review this decision. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Nāku noa, nā



Ellen MacGregor-Reid
Hautū | Deputy Secretary
Te Mahau | Te Poutāhū (Curriculum Centre)

Appendix A Document Table

Official Information Request 1280159:

All analyses, assessments, evaluations, reports, advice, recommendations or any other such similar documents/information (in their final format) MOE has produced or received regarding updates that might be needed or updates that are occurring to the assessment tools referenced above, and any other assessment tools, as part of the “refresh process”.

#	Date	Title	Decision on release
1	01/01/2018	Report: Trends in assessment: An overview of themes in the literature	Refused under section 18(d) of the Act: Trends in assessment report.pdf (nzcer.org.nz)
2	04/06/2019	Report: Strengthening curriculum, progress, and achievement in a system that learns	Refused under section 18(d) of the Act: MAG report: Strengthening curriculum, progress, and achievement in a system that learns
3	20/05/2021	Report: New Zealand Curriculum Refresh: Determining how learning is progressing: Options for calibrating teacher judgements	Refused under section 18(d) of the Act Report soon to be made publicly available
4	20/05/2021	Report: New Zealand Curriculum Refresh: Progressions Approach	Refused under section 18(d) of the Act Report soon to be made publicly available
5	23/06/2021	Report: How our education system is performing for literacy: Progress and achievement of New Zealand learners in English medium settings	Refused under section 18(d) of the Act: How our education system is performing for literacy: Progress and achievement of New Zealand learners in English medium settings
6	1/09/2021	Report: Pāngarau Mathematics and Tauanga Statistics in Aotearoa New Zealand	Refused under section 18(d) of the Act: Pangarau-Mathematics-and-Tauanga-Statistics-in-Aotearoa-New-Zealand-Digital.pdf (royalsociety.org.nz)
7	04/05/2021	Paper: Shifting the dial for Literacy (full report)	Refused under section 18(d) of the Act: Shifting the dial on literacy
8	01/12/2021	Briefing Note 1274455: e-asTTle	Withheld in full Under 9(2)(f)(iv) and 9(2)(j) of the Act due to active budget work and commercial negotiations

#	Date	Title	Decision on release
9	22/12/2021	Briefing Note: Update on the School Entry Kete and the New Zealand Curriculum (NZC)	Refused under section 18(d) of the Act: 15.-BN-1270636-Update-on-the-School-Entry-Kete-and-the-New-Zealand-Curriculum-NZC-002_Redacted.pdf (education.govt.nz)
10	26/11/2021	2021-22 Work Programme Assessment: Tools Steering Group	Withheld in full Under 9(2)(f)(iv) and 9(2)(j) of the Act due to active budget work and commercial negotiations
11	09/11/2021	Memorandum: e-asTTle Risk	Withheld in Full Under 9(2)(f)(iv) and 9(2)(j) of the Act due to active budget work and commercial negotiations
12	2022	Cabinet Paper: Strategies for Te Reo Matatini and Pāngarau Literacy and Mathematics (Including Statistics and Numeracy)	Withheld in Full Under section 9(2)(f)(iv) of the Act. Once the Minister has made the announcement, will be proactively released on education.govt.nz