



7/03/2024

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Tēnā koe [REDACTED]

OIA: 1320865 – e-asTTle data on passed math, reading, writing from 2019 - 2023 by year, region and ethnicity and metric for passing

Thank you for your email of 8 January 2024 to the Ministry of Education (the Ministry) requesting the following information:

e-asTTle data on the following from 2019 to 2023 by year, region, and ethnicity:

- 1. The number of tests taken*
- 2. Number of students who passed math, reading and writing*
- 3. Ethnicity of students who passed math, reading and writing*
- 4. The metric for passing*
- 5. If territorial data is available could this be provided*
- 6. If underlying data is available for the e-asTTle tool review could this be provided for years 2019-2023*

Your request has been considered under the Official Information Act 1982 (the Act).

We extended your request by 20 working days on 13 February 2023 under section 15A(1)(b) of the Act, as consultations necessary to make a decision on the request were such that a proper response could not have been reasonably made within the original time limit. We informed you that you could expect to receive a response on or before 12 March 2024.

In response to **part one** and **five** of your request, the information has been provided in **Appendix A**.

To cleanse, verify and finalise the 2023 data for release outside of the Ministry's scheduled work programme would impose a significant administrative burden on the Ministry. It is therefore necessary to refuse your request for 2023 data at this time under section 18(f) of the Act, due to the substantial collation and research necessary to provide a response.

I am refusing **parts two and three** of your request under section 18(g) of the Act, as the information is not held by the Ministry in a way that can be readily retrieved.

Regarding **part four** of your request, e-asTTle does not capture a passing metric, instead it is designed to determine what level students are at, what progress they are making, and where they have strengths or may need extra help. Therefore, I am refusing part four of your request under section 18(e) of the Act, as the information you have requested does not exist.

Regulation 21 of the *Education (School Boards) Amendment Regulations 2022*

<https://www.legislation.govt.nz/regulation/public/2022/0290/10.0/LMS778043.html> requires the board of a school, together with the school's principal and teaching staff, to use good quality assessment or aromatawai information to report to each student at the school and their parents on the student's progress and achievement. The reports must be written in plain language; be provided at least twice per year; and include the student's progress and achievement across any relevant foundation curriculum policy statements and national curriculum statements made under section 90 of the Education and Training Act 2020 (as well as in literacy and mathematics or te reo matatini and pāngarau).

Schools currently have discretion to use a variety of assessment tools and information to determine what level students are at and what progress they are making. The purpose of every e-asTTle assessment is to determine what a student knows now and what they can learn next; consequently, there is no concept or metric for passing. e-asTTle helps by providing scores and information that can be used by teachers, students, whānau and school leaders to better understand the student's progress and make decisions on how to support their learning.

e-asTTle is currently 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. For example, 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 distinguish between these uses of assessments.

As mentioned above, the Ministry does not use e-asTTle to measure the number of students that have 'passed'. There are other studies that are more suited for this purpose including international studies such as PISA and PiRLS and the curriculum insights and progress study (formerly the National Monitoring Study of Student Achievement, NMSSA). You can find further information on achievement levels in the Ngā Ara o te Mātauranga: the pathways of education report.

<https://www.educationcounts.govt.nz/publications/series/nga-ara-o-te-matauranga-education-system-report>

The information regarding **part six** of your request is provided as **Appendix B**. Please note, the total annual numbers of assessments in this attachment differs to those showing in parts one and five of your request. This is because the information for part six was extracted as part of work to explore opportunities to strengthen e-asTTle and has only included state and integrated schools and assessments for year levels 4 to 10 (whereas the total annual numbers of assessments in Appendix A includes use of e-asTTle in private schools and in other year levels).

Please note, we may publish this response on our website after five working days. Your name and contact details will be removed.

You have the right to ask an Ombudsman to review my decision on your request, in accordance with section 28 of the Act. You can do this by writing to info@ombudsman.parliament.nz or to Office of the Ombudsman, PO Box 10152, Wellington 6143.

Thank you again for your email. If you have further questions, please feel free to contact our media team in the first instance at media.team@education.govt.nz.

Nāku noa, nā



Pauline Cleaver
Hautū Taupua | Acting Deputy Secretary
Te Mahau | Te Poutāhū (Curriculum Centre)