

25 August 2021

Literacy and Numeracy unit standards – remote collection of evidence

This document relates to the impact of the COVID-19 lockdown on the collection of evidence for the Literacy and Numeracy unit standards.

Evidence for the Literacy and Numeracy unit standards can still be generated while students are learning remotely. The evidence needs to be embedded in learning activities that are part of the planned teaching and learning programme. It is anticipated that the assessor would continue to provide/suggest the activities that will generate the evidence.

A reminder of some of the requirements for evidence for the Literacy and Numeracy unit standards:

- The assessor needs to ensure that selected activities enable all evidence for the Literacy unit standards to align to step/koru 4 of the Learning Progressions for Adult Literacy and all evidence for the Numeracy unit standards to align to koru/step 5 of the Learning Progressions for Adult Numeracy.
- Evidence for each standard needs to come from at least three separate activities and be generated over a period of at least one month.
- Evidence needs to be from real contexts.
- Evidence needs to be naturally occurring. This may be from set class work, an activity from another learning area the learner is enrolled in such as technology classwork, an activity from involvement in activities and interests outside the classroom such as family or leisure. Evidence could also be collected from current employment situations, such as working on a family farm or part-time work in a supermarket as an essential worker.

For any evidence generated while learning remotely, it is important that learner progress is tracked so there is evidence of what was completed and when it was completed. Learners need to work independently/without guidance. Assessors will need to be satisfied that evidence can be attributed to the individual learner. This may require learners to sign and date a declaration form to attest that the submitted evidence is their own work and it was produced without undue assistance. Refer to individual standards for information about guidance.

Learners' everyday life during the lockdown may lead to opportunities for assessors to provide guidance to generate evidence. For example:

- 26623 Use number to solve problems and 26627 Use measurement to solve problems: planning a running route in their backyard as part of an exercise regime.
- 26624 Read texts with understanding: investigating and reading conflicting articles about the wearing of face masks.

GUIDANCE FOR DELIVERING ONLINE ASSESSEMENT

Literacy standards

Unit 26622

Write to communicate ideas for a purpose and audience

Learners should have access to paper or electronic resources such as dictionaries and spell checkers. Assessors can provide general feedback to learners' draft materials in the usual way, but no specific assistance should be given.

Unit 26624

Read texts with understanding

Learners should have access to resources such as dictionaries, but they cannot have a text read aloud to them or use technology to assist their reading.

Unit 26625

Actively participate in spoken interactions

Gathering evidence remotely for this standard may be challenging but is possible. Attention should be paid to keeping learner evidence for moderation purposes.

Evidence is required for three interactions, which must be face to face ie. participants must be able to see each other. These must include a one-to one, a small group situation, and both familiar and less familiar situations. At least one of these interactions must include the participants actually being physically present together during the interaction. Two interactions may be by an electronic medium.

Numeracy standards

Unit 26623

Use number to solve problems

The problem being solved needs to be specified and learner evidence needs to include the solution of the problem with evidence of the methods used.

Unit 26626

Interpret statistical information for a purpose

The purpose for which the learner is interpreting the statistical information needs to be specified and learner evidence needs to include the conclusion that has been drawn.

Unit 26627

Use measurement to solve problems

The problem being solved needs to be specified and learner evidence needs to include the measurements that have been taken to solve the problem, the calculation(s) that have been carried out and the solution of the problem.

Relevant Resources

- **NZQA subject** page: <https://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy>
As well as links to all Literacy and Numeracy unit standards and documentation, this page also has links to:
 - Thematic learning modules (six modules that can be found from the link Literacy: other resources and Numeracy: other resources.
 - Evidence collection sheets for the Literacy unit standards (these can be found from the link Literacy: other resources)
 - Observation sheet for capturing learner evidence for 26627 Use measurement to solve problems (this can be found from the link Numeracy: other resources)
 - Numeracy activities (these can be found from the link Numeracy: other resources)
- **Learning Progressions for Adult Literacy:** <https://ako.ac.nz/knowledge-centre/learning-progressions-for-adult-literacy/>
- **Learning Progressions for Adult Numeracy:** <https://ako.ac.nz/knowledge-centre/learning-progressions-for-adult-numeracy/>
- **Information about assessing remote learning** can be found at: <https://www.nzqa.govt.nz/about-us/covid-19/> and from your NZQA school provider login

For further enquiries about the online assessment guidance, and interpretation of the qualifications and standards, please contact the NQS team at nqs@nzqa.govt.nz.