

Student progression profiles to meet the Level 1 NCEA literacy and numeracy requirement

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The following student profiles exemplify student progressions to meet NCEA Level 1 literacy requirement. The examples provide a profile of students who will not meet the literacy requirement by gaining the specified achievement standards in a year 11 programme of learning.

Student Q

Q entered the New Zealand school system at the start of year 9 and was found to be at Stage One of the English Language Learning Progressions. This was the first occasion in which her learning occurred in an English-medium environment although she had learned English as a foreign language in her previous school. She received support from the ESOL department throughout years 9 and 10 and was a focus student in the Secondary Literacy Project. At the end of year 10, evidence of her achievement across the curriculum indicated that she would not be ready to be assessed at curriculum level 6 in year 11. She was now at the upper end of Stage Two of the English Language Learning Progressions. Throughout her year 11 programme, Q is collecting evidence towards the literacy unit standards from her year 11 programme, and is achieving some ESOL unit standards. Q may take two years to meet the requirement for literacy at NCEA Level 1 and in Year 12 may also be working at Level Two in some subjects.

Student R

R has been in this school since the beginning of year 9. Her asTTle reading score on entry to year 9 was 3B. She participated in a regular year 9 and 10 programme and her teachers supported her literacy development through the use of the Literacy Learning Progressions. By the end of year 10 her asTTle reading score was 3A and samples of her writing were assessed at Curriculum level 4. R's year 10 teachers provided a range of evidence from across subjects to indicate that she always attempted class work, but they had concerns that she would struggle to meet the requirement at curriculum level 6 in year 11. At year 11, evidence is being collected towards the Literacy Unit Standards from her work in English, Food Technology, Health and Science. R works part-time at McDonalds. She is using her workplace activities to demonstrate naturally occurring evidence towards Unit 26624, *Read texts with understanding*, and Unit 26625, *Actively participate in spoken interactions* standards. (Note that other students might also do this through sport or cultural activities and events).

Student S

S entered secondary school with an asTTle reading score of 4B. He participated in regular year 9 and 10 programme supported by the Literacy Learning Progressions, and during this time he required extra support with his writing in most subjects. By the end of year 10 his asTTle reading score was 5B. He had made progress with his writing skills, and he was proficient in his oral communication skills. Evidence from his work in year 10 indicated that he would be capable of working at Curriculum Level 6. He entered a year 11 programme where it was intended that the literacy requirement would be met through achievement standards. At the end of the second term S had not achieved any achievement standards

from the opportunities provided, and his teachers were concerned about his progress. At this point it was decided to collect evidence in a portfolio for the literacy unit standards from his class work across three learning areas.

Student T

This student entered year 9 and was assessed working at Level 4A through an entry asTTle assessment. With identified needs of finding and selecting information, predicting and acquiring vocabulary knowledge, he subsequently progressed by the end of year 10 to Level 5A in another asTTle reading assessment. Other evidence was provided by teachers to show that he was writing at a level that would allow him to succeed at NCEA Level One, and he had good oral communication and reading skills. In addition, he was always well organised and submitted any internal assessments on time and was able to work independently.

In year 11, T was put into a class for whom most of the work across the curriculum was aimed at Level 6 and assessments drawn from Achievement Standards. After one term this student was found to have achieved most of the assessments offered in his learning programme and his teachers felt he had sufficient literacy skills to achieve the NCEA L1 literacy requirement via Achievement Standards. However, in order to ensure he could continue in his learning progression to NCEA Level Two, his teachers continued to track his achievement and support him to develop the required literacy knowledge and skills to enable him to meet the reading and writing demands in each of his subjects.

Student U

U entered secondary school with strong supporting evidence that she was already working at Level 5 of the curriculum. In year 10 her class work and assessments reflected deterioration in her achievement which alerted teachers. U was identified as a student at risk but a decision was made after consultation with the student and her parents, that she would be placed in a year 11 class and offered only Achievement Standards assessments.

In Term two teacher feedback around student progress indicated that U was failing to achieve. Concern about her failing to achieve NCEA Level One prompted discussions about whether to offer her the opportunity to achieve literacy through the literacy unit standards. The decision to continue to support U to gain the NCEA Level 1 literacy requirement via achievement standards was made since the literacy standards would have meant her working well below the level she was capable of. Regular conferencing with U and at times her parents, helped to ensure that she could engage and achieve literacy requirement.

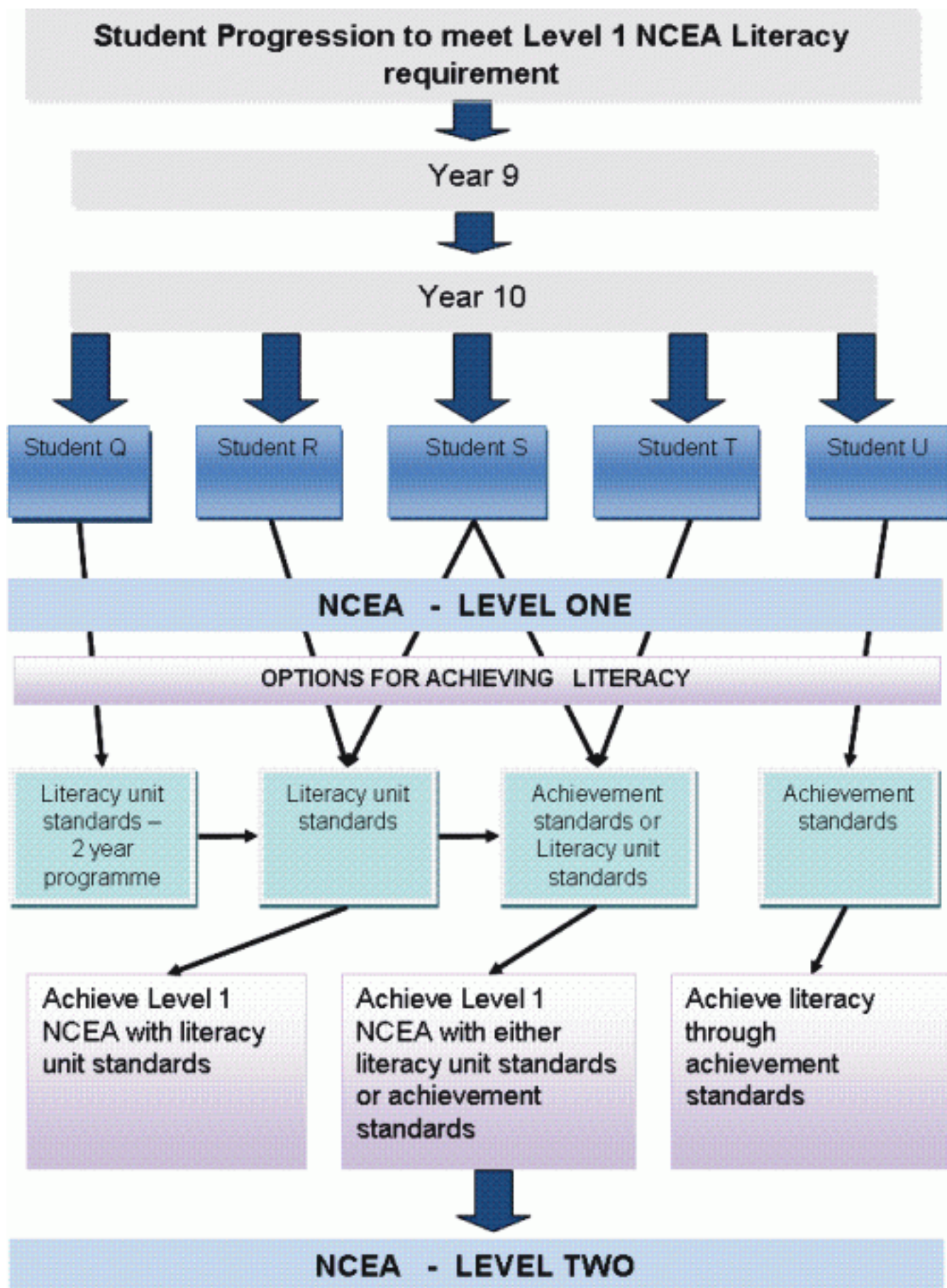


Diagram 1: Student Progression to meet Level 1 NCEA Literacy requirement

Student Progression to meet Level 1 NCEA Numeracy requirement

Students in years 9 and 10 will be in mathematics classes. Most students will be operating between curriculum levels 4 and 5 in mathematics. Some will be at a level significantly above or below these levels. Decisions about year 11 mathematics courses will depend on the level at which individual students are operating at the end of year 10.

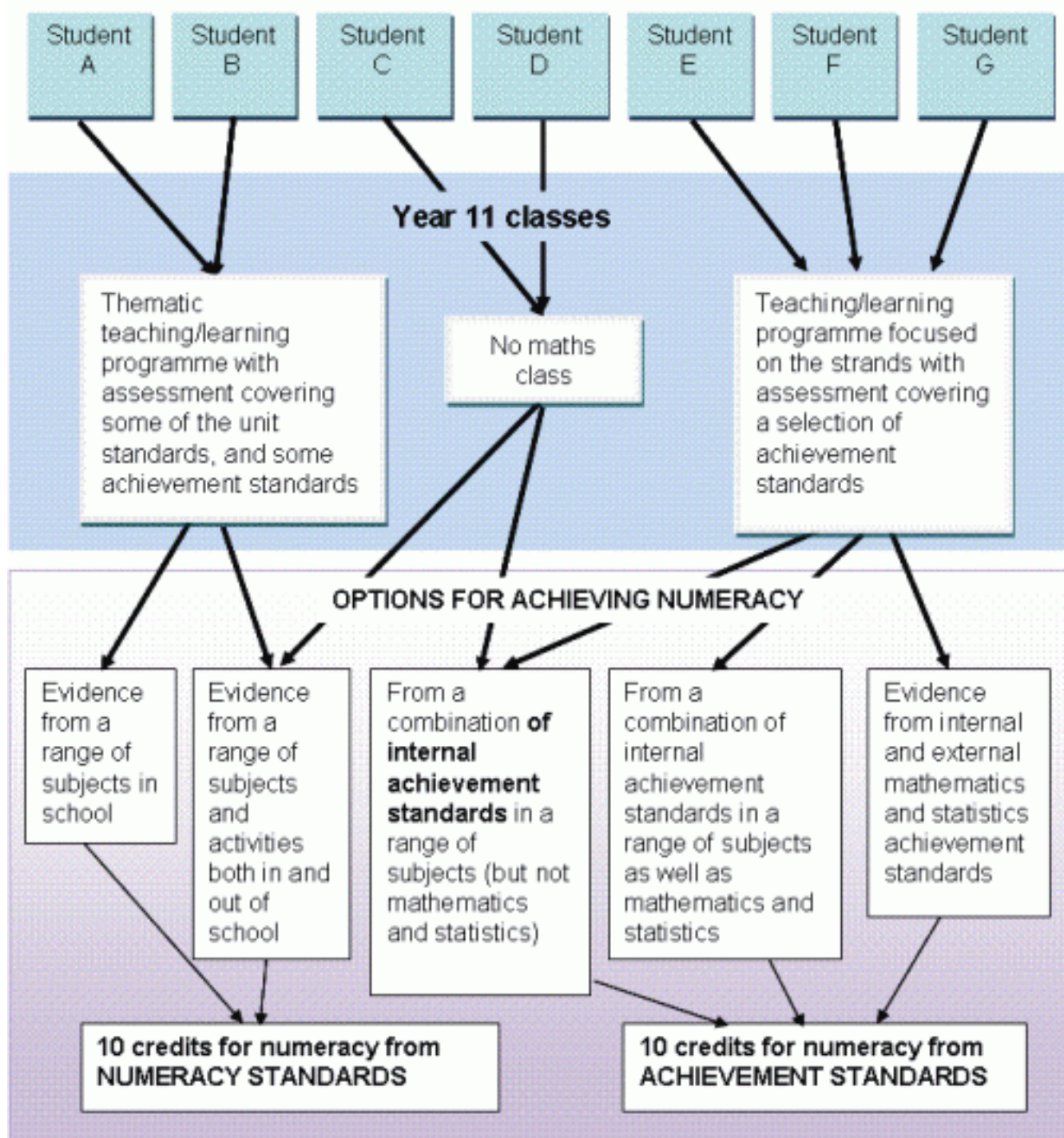


Diagram 2: Student Progression to meet Level 1 NCEA Numeracy requirement

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