

# The New English Achievement Standards (Level 1)

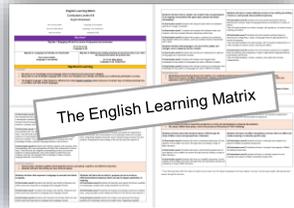
For those websites you can never find, click [here!](#)

## Under the LEARNING Tab:

A. The Big Ideas outlined in the **English Learning Matrix** (DOWNLOAD ON RIGHT OF THEIR PAGE).

These are:

- Engaging with text is a source of **enjoyment and enrichment**  
*Ko te reo te ora*
- Language and **identity** are inextricable  
*Ko te reo te tuakiri*
- Making/creating meaning is an active process** that occurs when we interpret and when we produce text  
*Ko te reo tōku ahurei*



The English Learning Matrix

These big ideas “reflect the nature of English and are drawn from the English whakatauki in the NZC.”

Falling from these is significant learning around:

- Language
- Interpreting text
- Aesthetic qualities, and
- Māori voices.

B. What we already know about our **NZ English Curriculum**, as outlined below.

There are two key strands:

- Making** meaning of ideas or information they receive
- Creating** meaning for themselves or others.

Students learn about these through:

- Oral** language
- Written** language
- Visual** language



The English Curriculum

In the English classroom, when learning about the three strands (oral, written, visual language), we focus on:

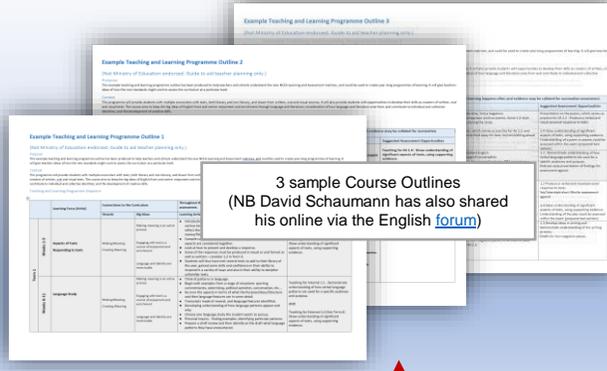
- text **purposes and audiences**
- ideas** within language contexts
- language features** that enhance texts
- the **structure and organisation** of texts.

And of course, for each of these we have Achievement Objectives.

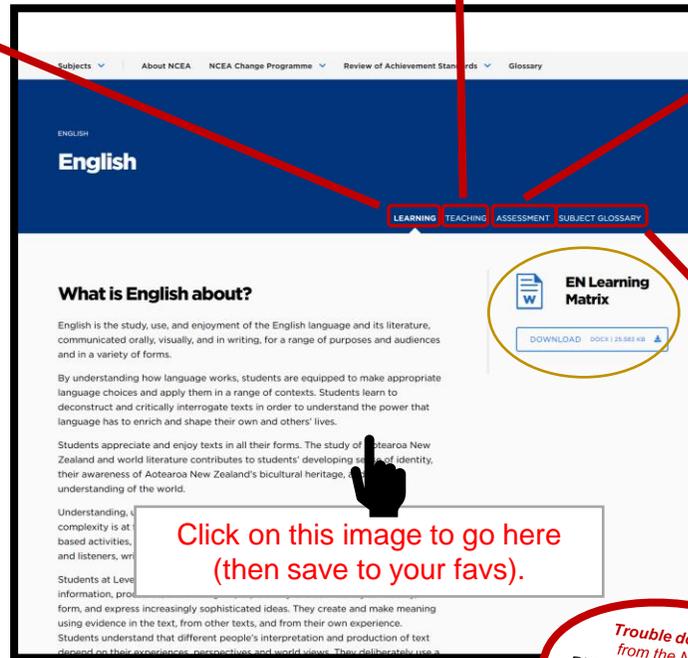
C. How the **Key Competencies** from the NZC relate to English.

D. Learning Pathways

## Under the TEACHING Tab:



3 sample Course Outlines (NB David Schaumann has also shared his online via the English [forum](#))



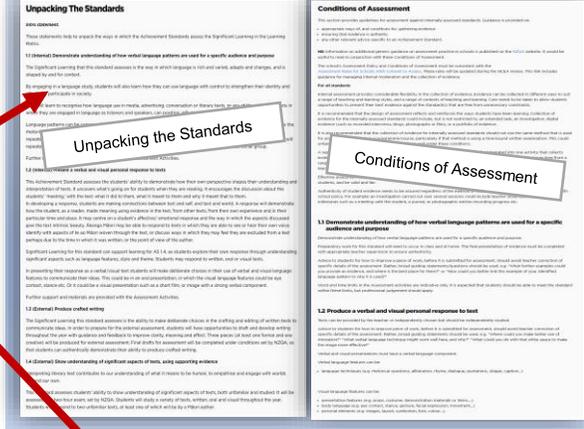
Click on this image to go here (then save to your favs).

**Trouble downloading from the NCEA Site?**  
RIGHT-click then choose to 'open link in a new tab', THEN it'll appear as a download in bottom left of your screen.

## Under the ASSESSMENT Tab:



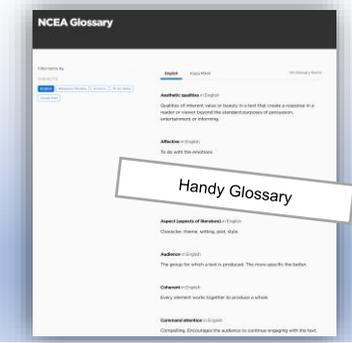
The 4 New Achievement Standards (Piloted 2021)



Unpacking the Standards

Conditions of Assessment

## Under the SUBJECT GLOSSARY Tab:



Handy Glossary

# The DRAFT Literacy Assessment Standards

## Literacy Assessment Standards (one for reading, one for writing)

## Literacy Assessment Standards (one for reading, one for writing)

Discusses big ideas about **reading** and **writing** (not to be confused with those regarding English in general as outlined on the previous page!). The Big Ideas in this document are:

1. Learners make sense of texts.
  2. Learners read critically.
  3. Learners read for different purposes.
- Writing:
1. Learners write meaningful texts for different purposes and audiences.
  2. Learners use language conventions appropriately to support communication

The collage shows several pages from the Literacy Learning Matrix and Unpacking the Big Ideas and Significant Learning for Reading documents. The pages contain detailed information about the Literacy Learning Matrix, including the purpose, classification, and available grade. It also includes a table of the Literacy Learning Matrix and a list of Significant Learning outcomes. The pages are arranged in a grid, with red arrows pointing from the central draft document to the relevant pages.

The screenshot shows the draft NCEA Literacy and Numeracy standards. The top page is titled "Draft NCEA Literacy and Numeracy standards: Have your say" and the bottom page is titled "Draft English-medium Literacy and Numeracy Assessment Standards:". The bottom page has a red box around the text "Click on this image to go here (then save to your favs)." and a hand icon pointing to it. The page also includes a list of links to various documents, such as "Literacy - Learning Matrix and Unpacking Literacy (PDF)", "Literacy - Reading and Writing Standards (PDF)", "Literacy - Learning Matrix and Unpacking Numeracy (PDF)", and "Numeracy - Numeracy Standard (PDF)".

This page tells you the Matrix is aligned with several curriculum frameworks including:

- Upper level 4, lower level 5 of the **English** learning area of the NZ Curriculum (this doesn't mean you can't push for literacy across the curriculum in your school!)
- Step 4 of the **Learning Progressions for Adult Literacy (LPAL)**
- Upper stage 3, lower stage 4 of the **English Language Learning Progressions (ELLP)**
- Upper level 2, lower level 3 on the **PIAAC framework**.

The Literacy Learning Matrix then **unpacks** the big ideas by explaining what learners must do.

Note that, big ideas 2 and 3 are switched around between the orange table (shown here top right) and the pages on unpacking the ideas (shown on the right here). Sigh...