

## Literacy and Numeracy for Adults Assessment Tool Release 3.0.32

The following changes were released within the Assessment Tool Production and Training environments on 11 June 2011.

### Overview

The purpose of this document is to outline the changes and enhancements recently released to the Literacy and Numeracy for Adults Assessment Tool. This helps Organisation Administrators and Educators become aware of system modifications that will affect usage and viewing of both Assessment Tool environments.

### New Enhancements for Organisation Administrators and Educators

- A 'Has\_Completed\_Assessment' column has been added to the 'Export as CSV' assessment codes file to help in establishing at a glance which Learners have yet to sit an assessment:

	A	B	C	D	E	F
1	Assessment_Expiry_Date					
2	Expires: 28/06/2011					
3						
4	Name	Assessment_name	External_learner_reference	Assessment_code	Has_Completed_Assessment	Person_id
5	Benfield, Andrea	Trade May 2011	DEMO0241	fq38bc	FALSE	
6	Bolton, Michelle	Trade May 2011	DEMO0232	kn59r5	FALSE	
7	Clark, Paul	Trade May 2011	DEMO0212	ze92bm	TRUE	
8	Connor, Sarah	Trade May 2011	DEMO0291	h327xd	FALSE	
9	Graham, Kayleen	Trade May 2011	DEMO0277	wc322u	FALSE	
10	Davies, Rob	Trade May 2011	DEMO0264	ft82c6	TRUE	
11	Denton, Frances	Trade May 2011	DEMO0280	63862a	FALSE	
12	Dodson, Molly	Trade May 2011	DEMO0211	pz77hu	TRUE	
13	Owens, Talicia	Trade May 2011	DEMO0236	zk24bt	TRUE	
14	Fisher, Brandon	Trade May 2011	DEMO0228	uc89xw	TRUE	
15	Fisher, Zara	Trade May 2011	DEMO0201	2u47yc	FALSE	
16	Foto, Simbisai	Trade May 2011	DEMO0209	yv892j	FALSE	
17	Jones, Helen	Trade May 2011	DEMO0247	y863hs	FALSE	
18	Gaskin, Michael	Trade May 2011	DEMO0278	m493hg	TRUE	
19	Gillies, Elizabeth	Trade May 2011	DEMO0263	tk358r	FALSE	
20	Moore, Robert	Trade May 2011	DEMO0255	ne865r	TRUE	
21						

- The assessment expiry date has been added to the top of the csv and pdf exports of assessment codes as a further aid to Educators:

	A	B	C	D	E	F
1	Assessment_Expiry_Date					
2	Expires: 28/06/2011					
3						
4	Name	Assessment_name	External_learner_reference	Assessment_code	Has_Completed_Assessment	Person_id
5	Benfield, Andrea	Trade May 2011	DEMO0241	fq38bc	FALSE	
6	Bolton, Michelle	Trade May 2011	DEMO0232	kn59r5	FALSE	
7	Clark, Paul	Trade May 2011	DEMO0212	ze92bm	TRUE	
8	Connor, Sarah	Trade May 2011	DEMO0291	h327xd	FALSE	
9	Graham, Kayleen	Trade May 2011	DEMO0277	wc322u	FALSE	
10	Davies, Rob	Trade May 2011	DEMO0264	ft82c6	TRUE	
11	Denton, Frances	Trade May 2011	DEMO0280	63862a	FALSE	
12	Dunn, Talicia	Trade May 2011	DEMO0236	zk24bt	TRUE	
13	Fisher, Brandon	Trade May 2011	DEMO0228	uc89xw	TRUE	
14	Fisher, Zara	Trade May 2011	DEMO0201	2u47yc	FALSE	
15	Foto, Simbisai	Trade May 2011	DEMO0209	yv892j	FALSE	
16	Gaskin, Michael	Trade May 2011	DEMO0278	m493hg	TRUE	

  

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Assessment Codes: Trades May 2011

**Benfield, Andrea**  
Assessment: Trades May 2011  
Assessment Code: **fq38bc**

**Bolton, Michelle**  
Assessment: Trades May 2011  
Assessment Code: **kn59r5**

**Clark, Paul**  
Assessment: Trades May 2011

**Dunn, Talicia**  
Assessment: Trades May 2011  
Assessment Code: **zk24bt**

**Fisher, Brandon**  
Assessment: Trades May 2011  
Assessment Code: **uc89xw**

**Fisher, Zara**  
Assessment: Trades May 2011

Expires: 28/06/2011

- The NSN field has been moved ahead of the Gender field when creating a new Learner record:

**Create New Learner**

**First Name** (Required)

**Last Name** (Required)

**Date of Birth** (Required)

**National Student Number** (Required)

**Gender** (Required)  Female  Male

**Ethnicity 1** (Required)

**Ethnicity 2**

**Ethnicity 3**

**Email Address**

**External Learner Reference**

**Is English the Learner's First Language?**

[Cancel](#)

- Recalibration of Vocabulary Assessment Items

The assessment items (questions) written to assess receptive vocabulary knowledge in the Literacy and Numeracy for Adults Assessment Tool have been recalibrated. The recalibration is based on data collected from learners who have used the Vocabulary assessment since it became available in November 2010. The recalibration exercise ensures that the information the Assessment Tool uses to select assessment items for learners at different achievement levels and calculate scale scores is based on the best data available.

**Key points**

Item calibrations tell the Assessment Tool how difficult assessment items are in comparison to each other. The Assessment Tool uses the item calibrations to select appropriate items to administer to a learner and to calculate a learner's scale score at the end of an assessment.

The new calibrations update the original calibrations, which were based on data collected as part of the item trials during development of the Vocabulary Assessment in 2010. The analysis shows little change between the original and updated calibrations.

Existing scale scores have been updated to take account of the new calibrations and can be compared meaningfully with scale scores from Vocabulary Assessments taken from now on.

The “cut points” for each of the performance level descriptors (Emerging, Expanding and Extended) have moved slightly to take account of the new calibrations, but this does not affect the performance level descriptors learners reported for any existing Vocabulary Assessment results.

**What is a recalibration?**

The Assessment Tool requires information about the relative difficulty of assessment items to make judgements about which items to administer to different learners and calculate their final scale scores. This information is referred to as item calibration. The original item calibration was based on data collected in online trials of the Vocabulary assessment items in 2010. Now, with thousands of “real” Vocabulary Assessments completed new analysis has taken place to ensure that the calibrations are

based on a larger amount of learner data. The analysis shows little change between the original and updated calibrations.

**What happens to existing learners’ scores?**

Scores from Vocabulary Assessments learners completed before the new calibrations were introduced (12 June 2011) have been updated so that they can be compared meaningfully with scores from any assessments taken from now on. This means that some learners’ scores for Vocabulary Assessments taken before 12 June 2001 may now be slightly higher or lower than originally reported. This does not mean that the learners have done better or worse, rather that the reporting scale has been adjusted.

**Does recalibration affect whether learners’ scores are described as emerging, expanding or extended?**

The cut points for the performance level descriptors (Emerging, Expanding and Extended) have been updated to reflect the new calibrations. Performance level descriptors reported for Vocabulary Assessments taken before 12 June 2001 will still be the same as originally reported. The table below shows the score ranges required for each of the performance descriptors using the new calibrations.

**Table 1 New cut points for Vocabulary performance descriptors**

<b>Descriptor</b>	<b>Scale score range</b>
Extended	Greater than 610
Expanding	Greater than 467 but less than or equal to 609
Emerging	Less than or equal to 467

**Table 2 Original cut points for Vocabulary performance descriptors**

<b>Descriptor</b>	<b>Scale score range</b>
Extended	Greater or equal to 616
Expanding	Greater than 508 but less than 616
Emerging	Less than or equal to 508

**Table 3 Vocabulary performance descriptors (unchanged)**

<b>Vocabulary</b>	
<b>Learners at this step:</b>	
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• have an emerging vocabulary. They will be most comfortable with concrete nouns and frequently used verbs, adjectives and adverbs. These will usually be words used at home and in the community, or words specific to workplaces with which they are familiar. Learners towards the top end of this step will be able to make sense of some lower frequency words, particularly when these are presented with contextual supports.</li> </ul>
<b>Expanding</b>	<ul style="list-style-type: none"> <li>• have an expanding vocabulary that is likely to include some general academic and specialised words. They understand that words can have more than one meaning and can sometimes recognise when a word has been used figuratively. They are beginning to make sense of some popular idioms, such as "business as usual" and "look up to".</li> </ul>
<b>Extended</b>	<ul style="list-style-type: none"> <li>• have an extended vocabulary that allows them to make sense of many general academic and specialised words. They are likely to understand when words and phrases have been used figuratively and can make sense of a range of idioms. Learners towards the top end of this step will have access to many low frequency words.</li> </ul>

## **Other Recent Enhancements within the Assessment Tool include:**

- A new reporting function, called the Gain Report, identifies learners who have made a statistically significant improvement in their assessment results has been released as part of the Literacy and Numeracy for Adults Assessment tool. Find out more at the Assessment for Learning website: (<http://literacyandnumeracyforadults.com/Assessment-for-Learning2>)

### **Changes to Assessment life-span**

- Adaptive, Snapshot and Vocabulary assessments will now remain active for a period of 26 weeks (previously 6 weeks). These Assessments will now retire 26 weeks after they are created. This change has been made as a result of sector feedback and to assist organisations in their use of the Assessment Tool.
- Non-adaptive (online), non-adaptive for print, and writing assessments will continue to expire 8 weeks after they are created. These assessments contain a fixed selection of items and extending their life span would cause issues for the ongoing maintenance of the item bank, such as the introduction of new items and the retirement of existing items.

### **Changes to the Log-in page**

- The Welcome page has been redesigned as a result of numerous support requests related to logging into the Assessment Tool and entering assessment codes. The layout and accompanying text has been altered to make the login instructions for Learners, Educators and Organisation Administrators clearer.

You can keep updated with Assessment Tool news by visiting our News and Updates page within the Assessment for Learning website (<http://literacyandnumeracyforadults.com/Assessment-for-Learning2>).

If you have any questions regarding any of these updates or enhancements, please contact the Assessment Tool Service Desk by sending an email to [assessforadults@nzcer.org.nz](mailto:assessforadults@nzcer.org.nz).