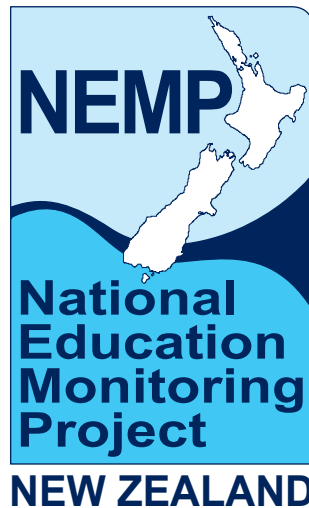


Reading and Speaking

Assessment Results 2008





Reading and Speaking

Assessment Results

2008

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**NATIONAL EDUCATION MONITORING
REPORT 49**



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

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NEMP REPORTS

CYCLE 1

1995 1 Science
2 Art
3 Graphs, Tables and Maps

1996 4 Music
5 Aspects of Technology
6 Reading and Speaking

1997 7 Information Skills
8 Social Studies
9 Mathematics

1998 10 Listening and Viewing
11 Health and Physical Education
12 Writing

CYCLE 2

1999 13 Science
14 Art
15 Graphs, Tables and Maps
16 Māori Students' Results

2000 17 Music
18 Aspects of Technology
19 Reading and Speaking
20 Māori Students' Results

2001 21 Information Skills
22 Social Studies
23 Mathematics
24 Māori Students' Results

2002 25 Listening and Viewing
26 Health and Physical Education
27 Writing
28 Māori Students' Results

CYCLE 3

2003 29 Science
30 Visual Arts
31 Graphs, Tables and Maps
42 Māori Medium Students' Results

2004 32 Music
33 Aspects of Technology
34 Reading and Speaking
43 Māori Medium Students' Results

2005 35 Information Skills
36 Social Studies
37 Mathematics
38 Māori Medium Students' Results

2006 39 Listening and Viewing
40 Health and Physical Education
41 Writing

CYCLE 4

2007 44 Science
45 Visual Arts
46 Graphs, Tables and Maps

2008 47 Music
48 Aspects of Technology
49 Reading and Speaking

2009 Information Skills for Inquiry Learning
Social Studies
Mathematics and Statistics

2010 Listening and Viewing
Health and Physical Education
Writing

Note that reports are published the year after the research is undertaken
i.e. reports for 2009 will not be available until 2010.



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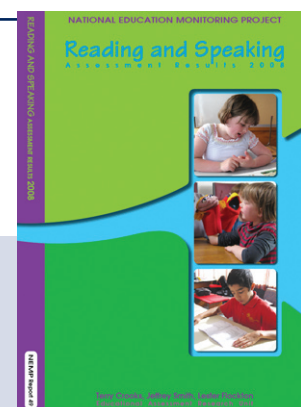
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This report was prepared and published by the Educational Assessment Research Unit, University of Otago, New Zealand, under contract to the Ministry of Education, New Zealand.

ISSN 1174-0000 ISBN 1-877182-77-X



A Acknowledgements

The Project directors acknowledge the vital support and contributions of many people to this report, including:

- ▶ the very dedicated staff of the Educational Assessment Research Unit
- ▶ Heleen Visser, Hadyn Green and other staff members of the Ministry of Education
- ▶ members of the Project's National Advisory Committee
- ▶ members of the Project's Reading and Speaking Advisory Panel
- ▶ principals and children of the schools where tasks were trialled
- ▶ principals, staff and Board of Trustee members of the 246 schools included in the 2008 sample
- ▶ the 2867 children in the samples for the assessments, and their parents
- ▶ the 96 teachers who administered the assessments to the children
- ▶ the 43 senior tertiary students who assisted with the marking process
- ▶ the 192 teachers who assisted with the marking of tasks early in 2009
- ▶ the people and organisations who granted permission for the publication of their work in this report, to illustrate our assessment resources (acknowledged in full on page 74).

S Summary

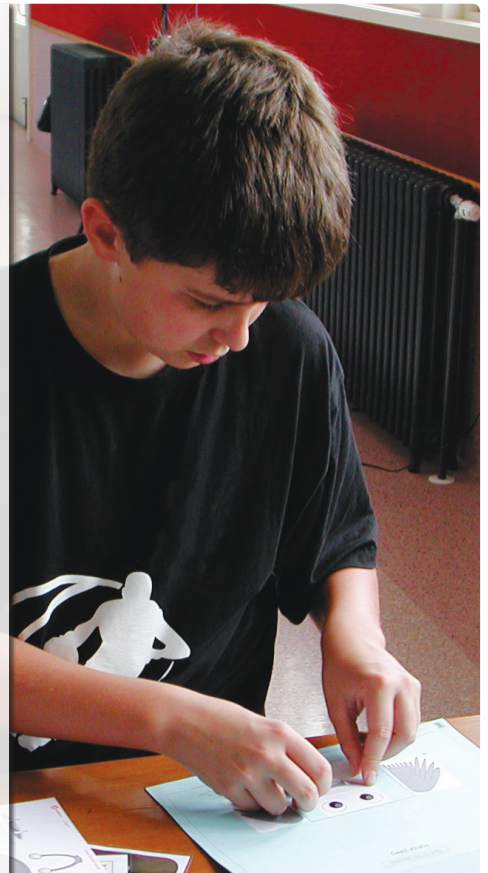
Overview: Both year 4 and year 8 students showed greater skill in reading words accurately (decoding) than in interpreting and acting on the messages they were reading (comprehension). Performance was quite weak in scanning for information. Year 8 students, on average, performed at a substantially higher level than year 4 students, but there was a quite large overlap in performance. Performance differences between year 4 and year 8 students were generally smaller on speaking than reading tasks.

Performance in reading did not improve or decline between 2004 and 2008, but trends since 1996 show a quite substantial improvement overall for year 4 students and a small improvement for year 8 students. In both cases the improvement occurred mainly between 1996 and 2000, with little change since then.

Performance in speaking did not improve or decline between 2004 and 2008. Over the 12 years since 1996, the accumulated evidence suggests a small improvement for year 4 students and a small decline for year 8 students.

The relative popularity of reading and speaking compared to other school subjects has not changed over the past 12 years, but reading has become a less popular activity outside of school, especially for year 8 students. Reading books (both fiction and non-fiction) has declined markedly in popularity compared to reading magazines and comics.

Girls in both year 4 and year 8 typically performed a little better than boys on both reading and speaking tasks, but with a huge overlap in performance. On average, Pakeha students scored moderately higher than Māori students in both reading and speaking, but the performance gap in reading has narrowed a little over the last eight years. At year 4 level, Pasifika students scored moderately lower than Pakeha students in both reading and speaking, a disparity which has decreased a little over the past eight years, but the corresponding differences for year 8 students are quite large and not decreasing.



New Zealand's National Education Monitoring Project commenced in 1993, with the task of assessing and reporting on the achievement of New Zealand primary school children in all areas of the school curriculum. Children are assessed at two class levels: year 4 (halfway through primary education) and year 8 (at the end of primary education). Different curriculum areas and skills are assessed each year, over a four-year cycle. The main goal of national monitoring is to provide detailed information about what children know, think and can do, so that patterns of performance can be recognised, successes celebrated, and desirable changes to educational practices and resources identified and implemented.



Each year, random samples of children are selected nationally, then assessed in their own schools by teachers specially seconded and trained for this work.

Task instructions are given orally by teachers, through video presentations, on laptop computers, or in writing. Many of the assessment tasks involve the children in the use of equipment and materials. Their responses are presented orally, by demonstration, in writing, in computer files, or through submission of other physical products. Many of the responses are recorded on videotape for subsequent analysis.

The use of many tasks with both year 4 and year 8 students allows comparisons of the performance of years 4 and 8 students in 2008. Because about 45% of the tasks have been used twice, in 2004 and again in 2008, trends in performance across the four-year period can also be analysed and reported.



ASSESSING READING AND SPEAKING

In 2008, the second year of the fourth cycle of national monitoring, three areas were assessed: music, aspects of technology, and reading and speaking. This report presents details and results of the assessments of reading and speaking.

Frameworks for reading and speaking assessment are presented in **Chapter 2**. These frameworks highlight the importance of constructing and communicating meaning for a variety of purposes, and indicate how particular understandings, insights, skills, processes and motivational factors contribute to effectiveness in reading and speaking.

ORAL READING

Chapter 3 examines achievement in oral reading, with the main emphasis on decoding of words rather than comprehension. Six of the tasks related to reading in English. Averaged across 76 components of these tasks, 22% more year 8 than year 4 students succeeded well. This indicates very substantial progress in oral reading between year 4 and year 8.

Averaged across 48 components in three trend tasks, 2% more year 4 students succeeded in 2008 than in 2004. One of the three tasks involved identifying

the number of syllables in 25 words. On these words, 4% more students correctly identified the number of syllables in 2008 than in 2004. On the other two trend tasks, involving oral reading and comprehension aspects, students performed comparably in 2004 and 2008.



Similar analyses were completed for the year 8 students. Averaged across the 48 components of

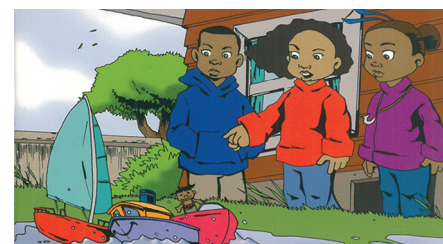
the same three tasks, on average, 1% more year 8 students succeeded in 2008 than in 2004. This time, the 1% advantage was seen in both the syllables task and the other two trend tasks.

One task involved reading of three short books in Māori orally and answering comprehension questions. Averaged across 12 task components, 13% more year 8 than year 4 students read successfully in Māori. There was no change in average performance on the task components between 2004 and 2008, for year 4 or year 8 students.

READING COMPREHENSION

Chapter 4 features silent reading with the focus on reading comprehension. Year 8 students demonstrated consistently higher levels of performance than year 4 students. Averaged across 177 components of 19 tasks, 20% more year 8 than year 4 students succeeded with the task components. Many of the students (including substantial proportions of year 8 students) did not appear to be efficient at scanning for information.

Averaged across the 74 components of the seven trend tasks given to year 4 students, 2% fewer year 4 students succeeded with the task components in 2008 than in 2004. This is a small to marginal decline in performance. For year 8 students, with 86 components of nine trend tasks included, on average there was no change in performance between 2004 and 2008.



SURVEY

Chapter 7 presents the results of the reading and speaking surveys. These sought information from students about their involvement in reading and speaking activities, in school and beyond, and about their enjoyment of these activities.

Reading was fourth in popularity among 14 school subjects for year 4 students and sixth for year 8 students. These placings are essentially unchanged since 1996. The two favourite reading activities in school at both year levels were silent reading and reading with a buddy or partner.

Year 4 students appeared to think about reading as a technical task, requiring learning hard words and concentrating hard, whereas year 8 students placed greatest emphasis on enjoying reading and reading a lot.

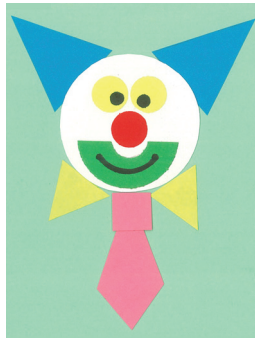
More than 75% of year 4 and year 8 students were positive about reading at school, their own competence in reading, their parents' views about their competence in reading, looking at books in a bookshop, going to a library, having their teacher read a story out loud and talking to a group in their class.

Reading was a high-preference leisure activity for only about 20% of the students (down from 34% for year 4 students and 30% for year 8 students in 2000). About 80% of year 4 students were positive about reading in their own time (not in school), but this dropped to 59% of year 8 students (down from 77% in 1996). Fiction books and comics were equally popular reading for year 4 students, closely followed by magazines.

ORAL DESCRIPTIONS

Chapter 5 presents the results for 11 tasks that involved students in giving oral descriptions. The performances of year 4 and year 8 students were compared on 65 task components. On average, 14% more year 8 than year 4 students succeeded on these components. Most students were able to make a good start on tasks and to present some relevant aspects in their descriptions. What distinguished the better performers was their attention to detail and giving their information in a coherent, logically ordered way.

Changes in performance between 2004 and 2008 could be examined on three trend tasks. Averaged across the 29 components of these tasks, there was no change in the performance of year 4 students between 2004 and 2008, but 1% more year 8 students succeeded in 2008 than in 2004.



ORAL PRESENTATION

Chapter 6 included 14 tasks that involved students in making oral presentations for various purposes. The performances of year 4 and year 8 students were compared on 43 components of 11 tasks.

On average, 12.5% more year 8 than year 4 students succeeded on these components. In general, year 4 students performed almost as well as year 8 students on task components related to enthusiastic involvement

and expressiveness, but markedly less well on task components that required careful coordination between the team members or precision of ideas.

Changes in performance between 2004 and 2008 were examined on six trend tasks for year 4 students and seven trend tasks for year 8 students. Averaged across 23 components of the year 4 trend tasks, there was no change in performance between 2004 and 2008. For year 8 students the seven trend tasks included 28 components. On average, 2% more year 8 students succeeded with these components in 2008 than in 2004.



For year 8 students, magazines were most popular, followed by fiction books and comics, then non-fiction books. In 1996, fiction books were clearly most popular for students in both year levels. There were some other noteworthy changes from 1996 to 2008:



- 16% fewer year 4 and year 8 students were very positive about their teacher reading a story aloud;
- 15% fewer year 4 and 19% fewer year 8 students were very positive about getting a book for a present;

- 19% fewer year 8 students were very positive about looking at books in a bookshop, and 14% fewer about going to a library;
- the percentage of students who were very positive about how good they were at reading increased by 12% for year 4 and 11% for year 8.

PERFORMANCE OF SUBGROUPS

Chapter 8 reports the results of analyses that compared the task performance and survey responses of different demographic subgroups.

School type (full primary school, intermediate school, or year 7–13 high school), school size, community size and geographic zone did not seem to be important factors predicting achievement on the reading and speaking tasks. The same was true for the 2004, 2000 and 1996 assessments. However, for year 4 students there were statistically significant differences in the performance of students from low, medium and high decile schools on 92% of the reading tasks (compared to 88% in 2004 and 2000, and 71% in 1996), and 78% of the speaking tasks (cf. 90% in 2004, 87% in 2000 and 75% in 1996). There were also differences for year 8 students on 77% of the reading tasks (which compares with 87% in 2004, 58% in 2000 and 93% in 1996), and 84% of the speaking tasks (which compares with 86% in 2004, 56% in 2000 and 67% in 1996).

For the comparisons of boys with girls, Pakeha with Māori, Pakeha with Pasifika students, and students for whom the predominant language at home was English with those for whom it was not, effect sizes were used. Effect size is the difference in mean (average) performance of the two groups, divided by the pooled standard deviation of the scores on the particular task. For this summary, these effect sizes were averaged across tasks.

Girls averaged higher than boys on reading tasks, with a small mean effect size of 0.17 for year 4 students (compared to 0.22 in 2004 and 0.25 in 2000) and a small to moderate mean effect size of 0.21 for year 8 students (compared to 0.15 in 2004 and 0.10 in 2000). On speaking tasks, the advantage of girls over boys was small to moderate, with mean effect sizes of 0.20 for year 4 students (compared to 0.15 in 2004 and 0.24 in 2000) and 0.17 for year 8 students (compared to 0.17 in 2004 and 0.06 in 2000). These are small changes in disparity. The reading and speaking survey results showed that, both at year 4 and year 8, girls were markedly more enthusiastic about reading and speaking than boys.

Pakeha students averaged higher than Māori students on the tasks involving reading in English, with a moderate to large mean effect size of 0.41 for year 4 students (compared to 0.42 in 2004 and 0.63 in 2000) and a moderate effect size of 0.28 for year 8 students (compared to 0.37 in 2004 and 0.35 in 2000). This indicates that a substantial reduction in disparity for year 4 students has been maintained and there is now a small decrease in disparity for year 8 students. As in earlier assessments, year 8 Māori students performed substantially better than Pakeha students on reading in Māori. Pakeha students scored higher than Māori students on speaking tasks, with moderate mean effect sizes of 0.34 for year 4 students (compared to 0.29 in 2004 and 0.41 in 2000) and 0.36 for year 8 students (compared to 0.34 in 2004 and 0.35 in 2000). This indicates little change in disparity at either year level. The reading and speaking survey results showed that year 8 Pakeha students were markedly more enthusiastic about reading than year 8 Māori students.

Pakeha students averaged higher than Pasifika students on the tasks involving reading in English, with a moderate to large mean effect size of 0.44 for year 4 students (compared to 0.34 in 2004 and 0.64 in 2000) and a large mean effect size of 0.61 for year 8 students (compared to 0.47 in 2004 and 0.60 in 2000). This indicates some reduction in disparity over eight years for year 4 students, with

little change over the same period for year 8 students. As in the previous two assessments, Pasifika students averaged substantially higher than Pakeha students on tasks involving reading in Māori. Pakeha students averaged higher than Pasifika students on speaking tasks, with large mean effect sizes of 0.48 for year 4 students (compared to 0.52 in 2004 and 0.77 in 2000) and 0.63 for year 8 students (compared to 0.45 in 2004 and 0.47 in 2000). Disparity has reduced for year 4 students but increased for year 8 students.

Compared to students for whom the predominant language spoken at home was not English, students for whom the predominant language at home was English scored higher at both year levels on tasks involving reading and speaking in English. For reading in English, there was a moderate mean effect size of 0.30 for year 4 students (compared to 0.29 in 2004) and a moderate mean effect size of 0.28 for year 8 students (compared to 0.18 in 2004). On speaking tasks, there was a moderate mean effect size of 0.30 for year 4 students (compared to 0.28 in 2004) and a moderate mean effect size of 0.33 for year 8 students (compared to 0.21 in 2004). As in the 2004 assessments, students for whom the predominant language at home was not English scored higher at both year levels on tasks involving reading in Māori. No corresponding effect sizes from 2000 are available for any of these comparisons.

OVERALL TRENDS IN READING RESULTS

Considering all of the English reading trend tasks in chapters 3 and 4, it is appropriate to conclude that over the four years between 2004 and 2008 average reading performance did not improve or decline, for either year 4 or year 8 students. For year 4 students, this no-change result follows a substantial gain of 12% between 1996 and 2000, and a smaller gain of 2% between 2000 and 2004, suggesting overall a substantial improvement between 1996 and 2008. For year 8 students, the current no-change result follows a small gain of 4% between 1996 and 2000, and no change between 2000 and 2004, suggesting overall a small improvement between 1996 and 2008.

OVERALL TRENDS IN SPEAKING RESULTS

Looking at all of the speaking trend tasks in chapters 5 and 6, there is no evidence of change in speaking performance for year 4 students between 2004 and 2008. This result follows a small gain of 1.5% between 1996 and 2000, and a similar gain between 2000 and 2004. For year 8 students, the average gain between 2004 and 2008 is 1%, which was preceded by a loss of 3.5% between 1996 and 2004 and a further loss of 1.5% between 2000 and 2004. Overall, the picture is of a small improvement for year 4 students between 1996 and 2008, but a small decline for year 8 students over the same time period.

The National Education Monitoring Project



This chapter presents a concise outline of the rationale and operating procedures for national monitoring, together with some information about the reactions of participants in the 2008 assessments. Detailed information about the sample of students and schools is available in the Appendix.

Purpose of National Monitoring

The New Zealand Curriculum Framework (1993, p26) states that the purpose of national monitoring is to provide information on how well overall national standards are being maintained, and where improvements might be needed.

The focus of the National Education Monitoring Project (NEMP) is on the educational achievements and attitudes of New Zealand primary and intermediate school children. NEMP provides a national “snapshot” of children’s knowledge, skills and motivation, and a way to identify which aspects are improving, staying constant or declining. This information allows successes to be celebrated and priorities for curriculum change and teacher development to be debated more effectively, with the goal of helping to improve the education which children receive.

Assessment and reporting procedures are designed to provide a rich picture of what children can do and thus to optimise value to the educational community. The result is a detailed national picture of student achievement. It is neither feasible nor appropriate, given the purpose and the approach used, to release information about individual students or schools.

Monitoring at Two Class Levels

National monitoring assesses and reports what children know and can do at two levels in primary and intermediate schools: year 4 (ages 8-9) and year 8 (ages 12-13).

National Samples of Students

National monitoring information is gathered using carefully selected random samples of students, rather than all year 4 and year 8 students. This enables a relatively extensive exploration of students’ achievement, far more detailed than would be possible if all students were to be assessed. The main national samples of 1440 year 4 children and 1440 year 8 children represent about 2.5% of the children at those levels in New Zealand schools, large enough samples to give a trustworthy national picture.

Three Sets of Tasks at Each Level

So that a considerable amount of information can be gathered without placing too many demands on individual students, different students attempt different tasks. The 1440 students selected in the main sample at each year level are divided into three groups of 480 students, comprising four students from each of 120 schools. Each group attempts one third of the tasks.

YEAR		NEW ZEALAND CURRICULUM	Communication skills Problem-solving skills Self-management and competitive skills Social and cooperative skills Work and study skills	Attitudes
1	2007 (2003) (1999) (1995)	Science Visual Arts Information Skills: <i>graphs, tables, maps, charts & diagrams</i>		
2	2008 (2004) (2000) (1996)	Language: <i>reading and speaking</i> Aspects of Technology Music		
3	2009 (2005) (2001) (1997)	Mathematics and Statistics: <i>numeracy skills</i> Social Studies Information Skills for Inquiry Learning: <i>library, research</i>		
4	2010 (2006) (2002) (1998)	Language: <i>writing, listening, viewing</i> Health and Physical Education		

Timing of Assessments

The assessments take place in the second half of the school year, between August and November. The year 8 assessments occur first, over a five-week period. The year 4 assessments follow, over a similar period. Each student participates in about four hours of assessment activities spread over one week.

Specially Trained Teacher Administrators

The assessments are conducted by experienced teachers, usually working in their own region of New Zealand. They are selected from a national pool of applicants, attend a week of specialist training in Wellington led by senior Project staff and then work in pairs to conduct assessments of 60 children over five weeks. Their employing school is fully funded by the Project to employ a relief teacher during their secondment.

Four-Year Assessment Cycle

Each year, the assessments cover about one quarter of the areas within the national curriculum for primary schools. The New Zealand Curriculum Framework is the blueprint for the school curriculum. It places emphasis on seven essential learning areas, eight essential skills and a variety of attitudes and values. National monitoring aims to address all of these areas, rather than restrict itself to pre-selected priority areas.

The first four-year cycle of assessments began in 1995 and was completed in 1998. The second cycle ran from 1999 to 2002.

The third cycle began in 2003 and finished in 2006. The fourth cycle began in 2007. The areas covered each year and the reports produced are listed opposite the contents page of this report.

Approximately 45% of the tasks are kept constant from one cycle to the next. This re-use of tasks allows trends in achievement across a four-year interval to be observed and reported.

Important Learning Outcomes Assessed

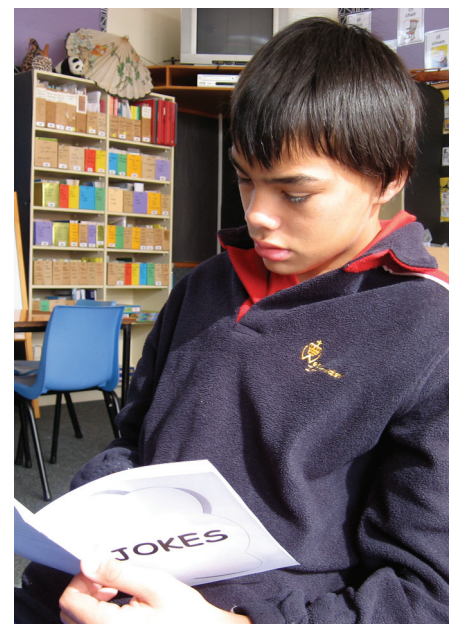
The assessment tasks emphasise aspects of the curriculum which are particularly important to life in our community, and which are likely to be of enduring importance to students. Care is taken to achieve balanced coverage of important skills, knowledge and understandings within the various curriculum strands, but without attempting to follow slavishly the finer details of current curriculum statements. Such details change from time to time, whereas national monitoring needs to take a long-term perspective if it is to achieve its goals.

Wide Range of Task Difficulty

National monitoring aims to show what students know and can do. Because children at any particular class level vary greatly in educational development, tasks spanning multiple levels of the curriculum need to be included if all children are to enjoy some success and all children are to experience some challenge. Many tasks include several aspects, progressing from aspects most children can handle well to aspects that are less straightforward.

Engaging Task Approaches

Special care is taken to use tasks and approaches that interest students and stimulate them to do their best. Students' individual efforts are not reported and have no obvious consequences for them. This means that worthwhile and engaging tasks are needed to ensure that students' results represent their capabilities rather than their level of motivation. One helpful factor is that extensive use is made of equipment and supplies which allow students to be involved in hands-on activities. Presenting some of the tasks on video or computer also allows the use of richer stimulus material, and standardises the presentation of those tasks.



Positive Student Reactions to Tasks

At the conclusion of each assessment session, students completed evaluation forms in which they identified tasks that they particularly enjoyed, tasks they felt relatively neutral about and tasks that did not appeal. Averaged across all tasks in the 2008 assessments, 74% of year 4 students indicated that they particularly enjoyed the tasks. The range across the 104 tasks was from 95% down to 40%. As usual, year 8 students were more demanding. On average, 61% of them indicated that they particularly enjoyed the tasks, with a range across 119 tasks from 92% down to 31%. Four tasks were more disliked than liked, by year 8 students only: a unison team singing task, a task involving reading in te reo Māori, a reading comprehension task and a task involving evaluating furniture designs.

Appropriate Support for Students

A key goal in Project planning is to minimise the extent to which student strengths or weaknesses in one area of the curriculum might unduly influence their assessed performance in other areas. For instance, skills in reading and writing often play a key role in success or failure in paper-and-pencil tests in areas such as science, social studies, or even mathematics. In national monitoring, a majority of tasks are presented orally by teachers, on video, or on computer, and most answers are given orally or by demonstration rather than in writing. Where reading or writing skills are required to perform tasks in areas other than reading and writing, teachers are happy to help students to understand these tasks or to communicate their responses. Teachers are working with no more than four students at a time, so are readily available to help individuals.

To free teachers further to concentrate on providing appropriate guidance and help to students, so that the students achieve as well as they can, teachers are not asked to record judgements on the work the students are doing. All marking and analysis is done later, when the students' work has reached the Project office in Dunedin. Some of the work comes on paper, but much of it arrives recorded on videotape. In 2008, about 65% of the students' work came in that form, on a total of about 4200 videotapes. The video recordings give a detailed picture of what students and teachers did and said, allowing rich analysis of both process and task achievement.

Four Task Approaches Used

In 2008, four task approaches were used. Each student was expected to spend about an hour working in each format. The four approaches were:

- *One-to-one interview*
Each student worked individually with a teacher, with the whole session recorded on videotape.
- *Stations*
Four students, working independently, moved around a series of stations where tasks had been set up. This session was not videotaped.
- *Group and Independent*
Four students worked collaboratively, supervised by a teacher, on some tasks. This was recorded on videotape. The students then worked individually on some paper-and-pencil tasks.
- *Team*
Four students worked collaboratively, supervised by a teacher, on some tasks. This was recorded on videotape.



Professional Development Benefits for Teacher Administrators

The teacher administrators reported that they found their training and assessment work very stimulating and professionally enriching. Working so closely with interesting tasks administered to 60 children in at least five schools offered valuable insights. Some teachers have reported major changes in their teaching and assessment practices as a result of their experiences working with the Project. Given that 96 teachers served as teacher administrators in 2008, or about 0.5% of all primary teachers, the Project is making a major contribution to the professional development of teachers in assessment knowledge and skills. This contribution will steadily grow, since preference for appointment each year is given to teachers who have not previously served as teacher administrators. The total after 14 years is 1298 different teachers, 90 of whom have served more than once.

Marking Arrangements

The marking and analysis of the students' work occurs in Dunedin. The marking process includes extensive discussion of initial examples and careful checks of the consistency of marking by different markers.

Tasks which can be marked objectively or with modest amounts of professional experience usually are marked by senior tertiary students, most of whom have completed two or three years of pre-service preparation for primary school teaching. Forty-four student markers worked on the 2008 tasks, employed five hours per day for about four weeks.

The tasks that require higher levels of professional judgement are marked by teachers, selected from throughout New Zealand. In 2008, 200 teachers were appointed as markers. Most teachers worked either mornings or afternoons for one week. Teacher professional development through participation in the marking process is another substantial



benefit from national monitoring. In evaluations of their experiences on a four-point scale (“dissatisfied” to “highly satisfied”), 63% to 90% of the teachers who marked student work in January 2009 chose “highly satisfied” in response to questions about:

- the instructions and guidance given during marking sessions
- the degree to which marking was professionally satisfying and interesting
- its contribution to their professional development in the area of assessment
- the overall experience.

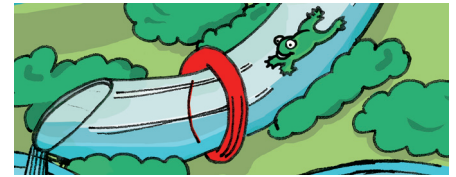
Analysis of Results

The results are analysed and reported task by task. Most task reports include a total score, created by adding scores for appropriate task components. Details of how the total score has been constructed for particular assessment tasks can be obtained from the NEMP office (earu@otago.ac.nz).



Although the emphasis is on the overall national picture, some attention is also given to possible differences in performance patterns for different demographic groups and categories of school. The variables considered are:

- **Student gender:**
 - male
 - female
- **Student ethnicity:**
 - Māori
 - Pasifika
 - Pakeha (includes all other students)
- **Home language:** (predominant language spoken at home)
 - English
 - any other language
- **Geographical zone:**
 - Greater Auckland
 - other North Island
 - South Island
- **Size of community:**
 - main centre over 100,000
 - provincial city of 10,000 to 100,000
 - rural area or town of less than 10,000



- **Socio-economic index for the school:**
 - lowest three deciles
 - middle four deciles
 - highest three deciles
- **Size of school:**
 - YEAR 4 SCHOOLS
 - less than 25 year-4 students
 - 25 to 60 year-4 students
 - more than 60 year-4 students
 - YEAR 8 SCHOOLS
 - less than 35 year-8 students
 - 35 to 150 year-8 students
 - more than 150 year-8 students
- **Type of school:** (for year 8 sample only)
 - full primary school
 - intermediate school
 - year 7–13 high school
 (some students were in other types of schools, but too few to allow separate analysis).

Categories containing fewer children, such as Asian students or female Māori students, were not used because the resulting statistics would be based on the performance of fewer than 70 children, and would therefore be unreliable.

An exception to this guideline was made for Pasifika children and children whose home language was not English because of the agreed importance of gaining some information about their performance.

Funding Arrangements

National monitoring is funded by the Ministry of Education, and organised by the Educational Assessment Research Unit at the University of Otago, under the direction of Professors Terry Crooks and Jeffrey Smith. The current contract runs until 2010. The cost is about \$2.7 million per year, less than one tenth of a percent of the budget allocation for primary and secondary education. Almost half of the funding is used to pay for the time and expenses of the teachers who assist with the assessments as task developers, teacher administrators or markers.

Reviews by International Scholars

In June 1996, three scholars from the United States and England, with distinguished international reputations in the field of educational assessment, accepted an invitation from the Project directors to visit the Project. They conducted a thorough review of the progress of the Project, with particular attention to the procedures and tasks used in 1995 and the results emerging. At the end of their review, they prepared a report which concluded as follows:

The National Education Monitoring Project is well conceived and admirably implemented. Decisions about design, task development, scoring and reporting have been made thoughtfully. The work is of exceptionally high quality and displays considerable originality. We believe that the project has considerable potential for advancing the understanding of and public debate about the educational achievement of New Zealand students. It may also serve as a model for national and/or state monitoring in other countries.

(Professors Paul Black, Michael Kane & Robert Linn, 1996)

A further review was conducted late in 1998 by another distinguished panel (Professors Elliot Eisner, Caroline Gipps and Wynne Harlen). Amid very helpful suggestions for further refinements and investigations, they commented that:

We want to acknowledge publicly that the overall design of NEMP is very well thought through... The vast majority of tasks are well designed, engaging to students and consistent with good assessment principles in making clear to students what is expected of them.

Further Information

A more extended description of national monitoring, including detailed information about task development procedures, is available in:

Flockton, L. (1999). *School-wide Assessment: National Education Monitoring Project*. Wellington: New Zealand Council for Educational Research.

2 Assessing Reading and Speaking

The national curriculum statement, English in the New Zealand Curriculum, says students should be able to engage with and enjoy language in all its varieties. They should be able to understand, respond to and use oral, written and visual language effectively in a variety of contexts.

Language is broad and pervasive; there is seldom a time or place in any area of the curriculum where language is not present. The same is true of language in relation to human activity in everyday life.

Language is Communication

The purpose of language is communication. Communication is a process of sharing knowledge, experiences, information, ideas and feelings. Communication through language involves webs of interaction between messages that are given and received.

We produce messages by speaking, writing and presenting. We consume messages by listening, reading and viewing.

Interrelationships Within and Beyond Language as a Learning Area

Because communication is essentially an interactive process, the oral, written and visual components of language are highly interrelated. The ability to read and present a play, for example, combines skills of reading and speaking. The idea of interrelationships is even greater when the components of language are applied throughout and beyond the curriculum. Much of the learning that takes place in mathematics or social studies, for example, is inescapably language dependent. Our day-to-day transactions of personal and social activity rely heavily on oral, written and visual communications.



Characteristics Within Language Components

Accepting the connections that exist within and beyond the components of language, it is recognised that there are particular skills that have special and distinctive relevance within each component. Reading, for example, requires an ability to interpret printed symbols in order to get meaning out of those symbols. In turn, essential technical skills are often a precondition for higher level skills such as identifying main points, analysing, thinking critically and making inferences from what is read.

National Monitoring Assessment of Language Components

One of the purposes of national monitoring is to find out and report on what students know and can do in respect of important learning outcomes. Since language and communication is an extensive domain, it requires organised treatment for assessment and reporting. Within the four-year programme of monitoring, the Project has chosen an arrangement that focuses on speaking and reading in one year, and listening, viewing and writing in another. On each occasion the emphasis is on understandings and skills that are particularly relevant within, and to some extent between, the respective components. This treatment of the language domain is not to suggest that each component represents a separate curricular experience, but rather to acknowledge the distinctive characteristics of each.

Speaking and Reading

The primacy of oral language is widely recognised, with spoken language being language in the true sense of the term. Children first encounter language and begin to learn to use and interpret it in its spoken form well before they commence formal education. The development of their language from fundamental beginnings through to more sophisticated constructions requires increasingly rich and complex opportunities and interactions in personal, social, cultural and curricular settings. These experiences lead to understandings about the meanings, effects and consequences of what is said, and help children to gain greater control over what they say and how they say it.

Reading demands the ability to decode and give meaning to the symbolic representations of sounds that are constructed into words, phrases, sentences and statements intended to convey ideas and information. The effective reader is able to go beyond the symbolic representations of letters and words to interpret the underlying meanings, messages and intentions of what has been written. Children encounter written language in a variety of settings including the home, the school and the community, and they see it presented in a variety of forms such as signs, labels, letters, brochures and books. To be able to read is to be able to obtain personal satisfaction from literary experiences and to use written information for knowing and doing.

Frameworks for National Monitoring Assessment

National monitoring task frameworks are developed with the Project's curriculum advisory panels. These frameworks have two key purposes. They provide valuable guideline structures for the development and selection of tasks, and they bring into focus those important dimensions of the learning domain which are arguably the basis for valid analyses of students' skills, knowledge and understandings.

The assessment frameworks are organising tools which interrelate understandings with skills and processes. They are intended to be flexible and broad enough to encourage and enable the development of tasks that lead to meaningful descriptions of what students know and can do. They are also designed to help ensure a balanced representation of important learning outcomes.

The frameworks for speaking and reading, as shown on the following page, have central organising themes supported by three interrelated aspects.



The speaking theme, “constructing and communicating meaning orally for various purposes”, and the reading theme, “constructing meaning from a range of texts for a variety of purposes”, together endorse the unity and interrelatedness of these two components of language. They also highlight the centrality and fundamental importance of active pursuit of meaning.

The understandings or characteristics aspect of each framework summarises important ideas about the actions, impact and consequences of the ways in which messages might be shaped, communicated, interpreted and used.

The skills and processes aspect lists key abilities that students could be expected to demonstrate while engaging in speaking or reading. The performance of these skills and processes is highly related to demonstrations of ideas listed in the understandings aspect.

The motivation aspect of the frameworks draws attention to the importance of having information about students' interests, attitudes, confidence and involvement in respect of their speaking and reading activities, both within and beyond the school setting. Educational research and practice confirm the impact of student motivation and attitudes on progress and learning outcomes as an important adjunct to opportunities to learn.

The Choice of Reading and Speaking Tasks for National Monitoring

The choice of tasks for national monitoring is guided by a number of educational and practical considerations. Uppermost in any decisions relating to the choice or administration of a task is the central consideration of validity and the effect that a whole range of decisions can have on this key attribute. Tasks are chosen because they provide a good

representation of important dimensions of reading or speaking, but also because they meet a number of requirements to do with their administration and presentation. For example:

- each task, with its associated materials, needs to be structured to ensure a high level of consistency in the way it is presented by specially trained teacher administrators to students of wide ranging backgrounds and abilities, and in diverse settings throughout New Zealand;
- tasks need to span the expected range of capabilities of year 4 and 8 students and to allow the most able students to show the extent of their abilities while also giving the least able the opportunity to show what they can do;
- materials for tasks need to be sufficiently portable, economical, safe and within the handling capabilities of students. Resources need to be chosen to have meaning for students;
- the time needed for completing an individual task has to be balanced against the total time available for all of the assessment tasks, without denying students sufficient opportunity to demonstrate their capabilities;
- each task needs to be capable of sustaining the attention and effort of students if they are to produce responses that truly indicate what they know and can do. Since neither the student nor the school receives immediate or specific feedback on performance, the motivational potential of the assessment is critical;
- tasks need to avoid unnecessary bias on the grounds of gender, culture or social background, while accepting that it is appropriate to have tasks that reflect the interests of particular groups within the community.

READING FRAMEWORK 2008

CENTRAL ORGANISING THEME

Constructing meaning from a range of texts for a variety of purposes:

- reading for enjoyment – reading to follow instructions – reading to search for information –
- reading to assimilate knowledge – reading to critically analyse texts and ideas –

UNDERSTANDINGS

Characteristics of texts and reading processes

- Reading is both a social and a personal activity.
- Reading in one language can enrich and support reading in another language.
- Reading is a means of exchanging and interpreting meaning.
- Reading is an important way of acquiring language and knowledge.
- Reading is used in interrelated ways with speaking, listening, viewing and writing.
- Reading requires knowledge of language conventions which differ according to context and culture.
- Conventions in languages differ according to context and culture.
- Readers respond to the qualities of texts, including aesthetic experiences.
- Reading is informed by awareness of the writer's experiences, purposes and perspectives.
- The medium of reading is not restricted to print on paper.
- Reading is a complex thinking process which requires the integration of information from many sources.
- People read for a variety of purposes and need to adjust their strategies accordingly.
- Comprehension is affected by the reader's previous experiences, knowledge and interests.
- Reading requires knowledge of language conventions, which differ according to context and culture.
- Effective reading requires close monitoring for understanding and accuracy.

SKILLS AND PROCESSES

- Selecting texts for personal satisfaction and for information
- Integrating semantic, syntactic and visual information in text
- Using decoding strategies at word and sub-word levels
- Monitoring and self-correcting.
- Recognising words and knowing their meanings
- Comprehending literal meaning
- Making connections within and across texts, and with prior experiences
- Adjusting reading speed to complexity and purpose
- Creating mental images from texts as they are read
- Retelling
- Identifying main points and central ideas
- Summarising
- Analysing and interpreting
- Making inferences
- Thinking critically about what is read, the writer's intentions and the text's trustworthiness
- Appreciating the writer's use of language
- Reading aloud effectively for an audience
- Discussing books and authors knowledgeably

MOTIVATION

- Enthusiasm for reading for a variety of purposes •
 - Voluntary engagement in reading •
 - Commitment to being a good reader •

SPEAKING FRAMEWORK 2008

CENTRAL ORGANISING THEME

Constructing and communicating meaning orally for various purposes:

- seeking and giving information – telling a story – speaking to an audience –
- reading aloud – taking part in conversation or discussion –

UNDERSTANDINGS

- Speaking is a social activity.
- Spoken messages can have different meanings for different audiences, and on different occasions.
- Spoken messages can be interpreted differently when spoken by different people.
- Spoken messages influence the behaviour of others.
- Speakers adjust to the reactions of others.
- The way something is said can influence the interpretation of a message.
- Speaking involves fitting messages according to roles, audiences, purposes and contexts.
- Speaking in one language can enrich speaking, reading and writing in another language.
- Spoken language is a vehicle for creativity.

SKILLS AND PROCESSES

PRESENTATIONAL SKILLS

Speech Production

- Audibility
- Clarity of speech

Message

- Relevance to audience and purpose
- Clarity of message
- Grammatical appropriateness
- Coherence
- Quality and range of vocabulary

PURPOSES

- Conveying information
- Expressing ideas
- Expressing opinions
- Persuading
- Questioning
- Discussing
- Instructing, directing

Style

- Fluency and pacing
- Expressiveness
- Conveying confidence
- Stimulating interest

Context

- Adapting to varying contexts
- Appropriate verbal and non-verbal language

- Greeting, farewelling, thanking
- Telling a story
- Reciting and orating
- Communicating a role
- Experimenting with language (e.g. humour, parody, rhyme, rhythm, word play)

MOTIVATION

- Enthusiasm for communicating orally for a wide variety of purposes •
 - Voluntary engagement in oral communication •
 - Commitment to being a good oral communicator •

National Monitoring Reading and Speaking Assessment Tasks and Survey

Many tasks centred on speaking or reading, but others interrelated those language components. The interrelated tasks typically involved reading some written material in conjunction with oral activity. Most of the interrelated tasks were assessed in only one domain. When a task involving both reading and speaking was being assessed for speaking only, any support necessary for the reading component was made available by the teacher administrator.

Tasks in Chapters 3 and 4 are classified as reading tasks, but most in Chapter 3 involved oral reading or talking about reading and so included a speaking aspect. The tasks in Chapters 5 and 6 are classified as speaking tasks, but some of them, such as poetry and play reading, involved substantial reading (but are classified as speaking because students had substantial opportunity to practice the material and the marking criteria gave strong weight to oral performance).

One of this year's reading tasks assessed the students' ability to read Māori. This task is clearly identified in the results.

Thirty-two reading tasks and 25 speaking tasks were administered. Each student also completed a survey questionnaire that investigated their interests, attitudes, perceptions of competence and involvement in reading and speaking activity.

Eleven reading tasks and 10 speaking tasks were administered in one-to-one interview settings, where each student worked individually with a teacher. Twenty-one reading tasks used a station or independent approach, with students working by themselves. Fifteen speaking tasks were presented in team or group situations involving small groups of students working together, but the focus of the assessments in these tasks often was the performance of individual students.

Forty-eight of the 57 tasks were the same or very similar for both year 4 and 8. One task used the same procedures but slightly different content for the year 4 and year 8 versions. The remaining eight tasks were attempted only by year 8 students.

Marking Methods

The students' responses were assessed using specially designed marking procedures. The criteria used had been developed in advance by Project staff, but were sometimes modified as a result of issues raised during the marking. Where tasks required marker judgement, the responses from year 4 and year 8 students were intermingled during marking sessions, with the goal of ensuring that the same marking criteria and standards were used for both. If these tasks were trend tasks, substantial representative samples of the responses of year 4 and year 8 students assessed in the earlier years were also intermingled into the marking process, to help ensure that all comparisons were based on the same marking criteria and standards.

Task-by-Task Reporting

National monitoring assessment is reported task by task so that results can be understood in relation to what the students were asked to do.

Access Tasks



Teachers and principals have expressed considerable interest in access to NEMP task materials and marking instructions, so that they can use them within their own schools. Some are interested in comparing the performance of their own students to national results on some aspects of the curriculum, while others want to use tasks as models of good practice. Some would like to modify tasks to suit their own purposes, while others want to follow the original procedures as closely as possible. There is obvious merit in making available carefully developed tasks that are seen to be highly valid and useful for assessing student learning.

Some of the tasks in this report cannot be made available in this way. Link tasks must be saved for use in four years' time, and other tasks use copyright or expensive resources that cannot be duplicated by NEMP and provided economically to schools. There are also limitations on how precisely a school's administration and marking of tasks can mirror the ways that they are administered and marked by the Project. Nevertheless, a substantial number of tasks are suitable to duplicate for teachers and schools. In this report, these access tasks are identified with the symbol above, and can be purchased in a pack from the New Zealand Council for Educational Research (P.O. Box 3237, Wellington 6140, New Zealand or email bev.webber@nzcer.org.nz). Teachers are also encouraged to use the NEMP web site (<http://nemp.otago.ac.nz>).



Trend Tasks

Twenty-three of the tasks in this report were previously used in identical form in the 2004 reading and speaking assessments. These were called *link tasks* in the 2004 report, but were not described in detail to avoid any distortions in the 2008 results that might have occurred if the tasks had been widely available for use in schools since 2004. In the current report, these tasks are called *trend tasks* and are used to examine trends in student performance: whether they have improved, stayed constant or declined over the four-year period since the 2004 assessments.

Link Tasks

To allow comparisons between the 2008 and 2012 assessments, 27 of the tasks used for the first time in 2008 have been designated link tasks. Results of student performance on these tasks are presented in this report, but the tasks are described only in general terms because they will be used again in 2012.

Reading the Tasks and Results

ABOUT THE TASK

The content, instructions and key resources are shown for each task, as they were presented to the students. Sentences in bold blue are an instruction to the teacher administrator. The students' results are shown in red.

Students did this task by themselves in a station. See page 8 for descriptions of all four approaches used.

Trend Task: Hide and Peep

Approach: **Station** Year: **4 & 8**

Focus: **Matching text with pictures**

Resources: **5 cards**

What this task was aiming to evaluate.

The resources used in this task.

Questions / instructions:

1. Look at the pictures below.
2. Read the story cards.
3. Match **each** story card to its correct picture. The story cards need to match what is happening in the pictures.
4. Write the number from the story card in the box beside its matching picture.

- In 2008, 86% of year 4 students matched card 3 to the correct picture.
- In 2004, 85% of year 4 students matched card 3 to the correct picture.
- In 2008, 97% of year 8 students matched card 3 to the correct picture.
- In 2004, 93% of year 8 students matched card 3 to the correct picture.

	% response 2008 ('04)		Total score:	% response 2008 ('04)	
	year 4	year 8		year 4	year 8
Card 1: boy with hands over face	78 (79)	94 (93)	5	23 (24)	52 (52)
Card 2: boy, girl, egg	69 (71)	86 (86)	4	29 (32)	29 (27)
Card 3: sunny "Park" picture	86 (85)	97 (93)	3	20 (20)	10 (13)
Card 4: egg cracking	35 (38)	61 (63)	2	14 (10)	6 (3)
Card 5: boy on path	59 (62)	83 (81)	1	14 (14)	3 (5)

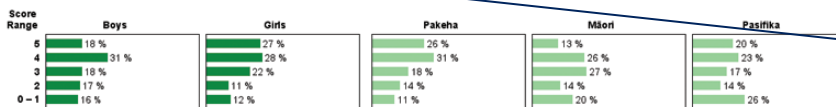
The total score is created by adding those marking criteria that seem to capture best the overall task performance. For some tasks this is all of the criteria but for others, it is just one or two of the criteria.

WHAT THE STUDENTS READ OR HEARD (BLUE) MARKING CRITERIA (RED)

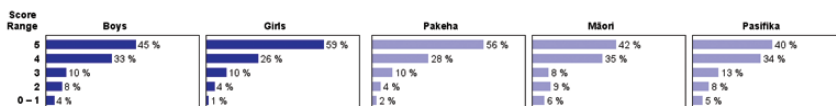
PERFORMANCE PATTERNS

Subgroup Analyses:

Year 4



Year 8



Commentary:

About one quarter of year 4 students and half of year 8 students correctly matched all five reading passages with corresponding pictures from the nine pictures available. Performance was very similar in 2004 and 2008.

Performance patterns for boys and girls; Pakeha, Māori and Pasifika students, based on their total scores on the task. Note that Pakeha is defined as everyone not included in Māori or Pasifika.

Comments that assist with interpreting the results.

3 Oral Reading

Overview: Year 8 students performed substantially better than year 4 students on reading tasks involving oral reading in English, with an average of 22% more year 8 than year 4 students succeeding on the same reading task components. There was no meaningful change in oral reading performance in English between the 2004 and 2008 assessments, for either year 4 or year 8 students. For one task involving reading in Māori, there was moderate progress between year 4 and year 8, but no change in performance at either year level between 2004 and 2008.



Skilfulness in reading requires an ability to recognise or decode written words together with an ability to understand and interpret what is said or intended by the writer. This chapter focuses more on recognising or decoding words, with just two tasks including some components focused on comprehension (although comprehension clearly helps oral reading). Chapter 4 reverses the emphasis, focusing mainly on comprehension (which is usually only possible if many of the words can be recognised or decoded).

All seven tasks were identical for year 4 and year 8 students. Four of these are trend tasks (fully described with data for both 2004 and 2008), and three are link tasks (to be used again in 2012 so only partially described here).

Six of the tasks were administered in one-to-one interviews and the seventh using the station approach.

The task details and results for trend tasks are presented in the first section. The first three of the trend tasks involved reading in English, while the fourth involved reading in Māori. The second section contains a little task information and the results for the link tasks, which all focused on reading in English.

Reading in English

Averaged across 76 components of six tasks that involved reading in English, 22% more year 8 than year 4 students succeeded well in 2008. Year 8 students scored higher on all 88 components. These results indicate substantial progress in reading between year 4 and year 8.

Averaged across 48 components in three trend tasks, on average 2% more year 4 students succeeded in 2008 than in 2004. One of the three tasks involved identifying the number of syllables in 25 words. On these words, on average, 4% more students correctly identified the number of syllables in 2008 than in 2004. On the other two trend tasks, involving oral reading and comprehension aspects, students performed comparably in 2004 and 2008.

Similar analyses were completed for the year 8 students. Averaged across the 48 components of the same three tasks, on average, 1% more year 8 students succeeded in 2008 than in 2004. This time, the 1% advantage applied both to the syllables task and to the other two trend tasks.

Overall, it is probably appropriate to conclude that the oral reading skills of year 4 and year 8 students changed very little between 2004 and 2008.

Reading in Māori

The students were invited to read orally three books in Māori of increasing difficulty. After each reading, they were asked three comprehension questions. Averaged across these 12 task components, on average, 13% more year 8 than year 4 students read successfully in Māori. There was no change in average performance on the task components between 2004 and 2008, for year 4 or year 8 students.



Approach: One to one
 Focus: Comprehending literal meaning; appreciating the writer's use of language
 Resources: 6 pictures of shop signs

Questions / instructions:

Shops have all sorts of interesting signs. They usually tell us something about the shops. I'm going to show you pictures of some shop signs. As you look at each picture try to do two things: read to me the words on the sign, then tell me what you think the sign means.

Show student each picture in order from 1 to 6. Say, "Here is picture number 1 (2, 3, etc.)". Ask the two questions for each sign (below). Don't give help with reading words. Do give encouragement to try.

1. Read the words on the sign.
2. Tell me what you think the sign means.



Sign 1:

		% response 2008 ('04)	
		year 4	year 8
Read words on sign accurately:	all	90 (88)	98 (98)
	most	9 (11)	2 (2)
	few or none	1 (1)	0 (0)
Mentions:	shop is open	71 (73)	82 (81)
	sells ice-cream (<i>Deep South brand</i>)	72 (70)	80 (79)



Sign 3:

		% response 2008 ('04)	
		year 4	year 8
Read words on sign accurately:	all	51 (54)	85 (85)
	most	45 (42)	15 (15)
	few or none	4 (4)	0 (0)
Mentions:	place to use computers (<i>for email, internet, games</i>)	36 (35)	68 (55)
	fast, quick computer connection	23 (24)	62 (43)



Sign 2:

		% response 2008 ('04)	
		year 4	year 8
Read words on sign accurately:	all	53 (60)	81 (80)
	most	43 (37)	19 (18)
	few or none	4 (3)	0 (2)
Mentions:	shop sells <i>Subway</i> sandwiches/rolls	27 (21)	34 (31)
	tasty, nice to eat sandwiches	24 (28)	43 (32)
	good idea to eat <i>Subway</i> (<i>healthy, good, fresh</i>)	29 (47)	64 (65)



Sign 4:

		% response 2008 ('04)	
		year 4	year 8
Read words on sign accurately:	all	62 (51)	85 (93)
	all (<i>but 'Appointment' is read as 'Appointments'</i>)	3 (6)	6 (2)
	most	27 (33)	9 (5)
	few or none	8 (10)	0 (0)
Mentions:	haircuts for men	66 (60)	78 (80)
	just walk in (<i>no appointment</i>)	42 (42)	90 (87)
	two people can have haircut at same time	25 (32)	31 (31)



Sign 5:

Read words on sign accurately:	all	49 (51)	86 (87)
	most	45 (41)	14 (11)
	few or none	6 (8)	0 (2)

Mentions:	Bob buys other people's things	7 (4)	36 (45)
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Sign 6:

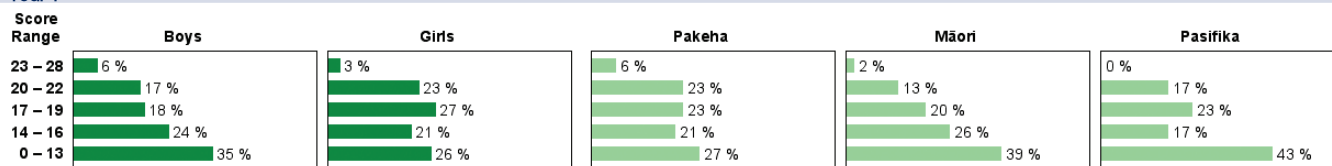
Read words on sign accurately:	all (<i>including Wellington City Council</i>)	17 (17)	51 (46)
	all (<i>excluding Wellington City Council</i>)	26 (22)	34 (37)
	most	53 (57)	15 (17)
	few or none	4 (4)	0 (0)

Mentions:	dogs not allowed	81 (83)	91 (93)
	place (<i>central city</i>) not allowed	33 (31)	61 (71)
	time not allowed (<i>8am – 6pm</i>) every day	35 (28)	71 (70)

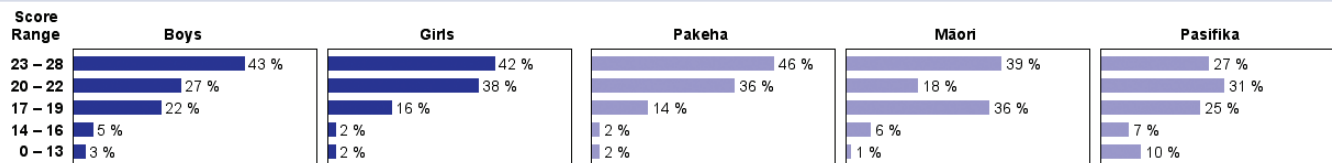
Total score:	23–28	4 (6)	43 (36)
	20–22	20 (15)	32 (36)
	17–19	23 (25)	19 (20)
	14–16	22 (28)	3 (8)
	0–13	31 (26)	3 (0)

Subgroup Analyses:

Year 4



Year 8



Commentary:

More than 40% of year 4 and at least 85% of year 8 students read all words on these signs accurately. Substantially fewer students interpreted and explained the meanings of the signs. Year 4 students performed similarly in 2004 and 2008, but year 8 students did a little better in 2008 than 2004.

Approach: One to one
 Focus: Comprehending literal meaning
 Resources: 3 cards

Questions / instructions:

Show student the paragraphs cards.

Here are some short paragraphs, but things like commas and full stops have been left out. Try to read each paragraph, so that it makes sense to someone who is listening.

Point to paragraph 1.

Start by reading the first one to yourself. When you are ready, read it out loud to me, so that it makes good sense.

1
 oh no said dad we're locked out don't worry i can get in said mum i'll climb through the window mum tried but she couldn't get in

Allow time.

Do you want to read it again, or were you happy with that?

Allow for student to read again if they want to.

	year 4	year 8
read expressively in a way that makes sense	41 (34)	48 (51)
read in a way that makes sense	42 (53)	44 (43)
some parts read so that makes sense	10 (8)	5 (3)
words read accurately but overall made little sense	3 (2)	2 (2)
attempted but struggled to read words	4 (2)	1 (1)
not attempted	0 (1)	0 (0)

Point to paragraph 2.

Start by reading it to yourself. When you are ready, read it out loud to me, so that it makes good sense.

2
 the little girl sat down on the television there were wild animals in the bedroom her sister was sound asleep

Allow time.

Do you want to read it again, or were you happy with that?

Allow for student to read again if they want to.

	year 4	year 8
read fluently in a way that makes sense	6 (7)	34 (32)
read in a way that makes sense	7 (9)	16 (15)
some parts read so that makes sense	11 (13)	14 (9)
words read accurately but overall made little sense	71 (66)	35 (44)
attempted but struggled to read words	5 (5)	1 (0)
not attempted	0 (0)	0 (0)

Point to paragraph 3.

Start by reading it to yourself. When you are ready, read it out loud to me, so that it makes good sense.

3
 my mum walked into the room on her head she wore a party hat carefully she put down the birthday cake she had been baking in her pocket she had the matches to light the candles

Allow time.

Do you want to read it again, or were you happy with that?

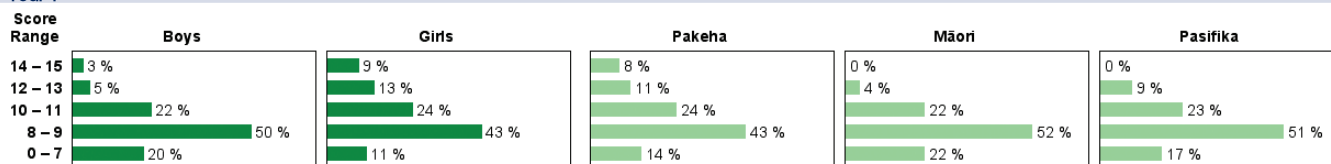
Allow for student to read again if they want to.

	year 4	year 8
read fluently in a way that makes sense	9 (7)	32 (34)
read in a way that makes sense	13 (17)	31 (31)
some parts read so that makes sense	23 (23)	18 (21)
words read accurately but overall made little sense	45 (46)	18 (14)
attempted but struggled to read words	10 (7)	1 (0)
not attempted	0 (0)	0 (0)

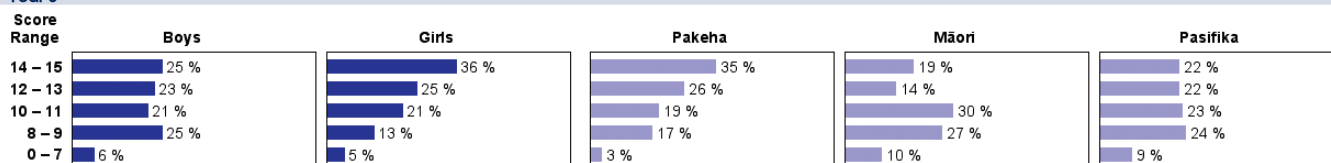
Total score:	14-15	5 (3)	31 (27)
	12-13	10 (15)	23 (25)
	10-11	23 (23)	22 (28)
	8-9	46 (44)	19 (19)
	0-7	16 (15)	5 (1)

Subgroup Analyses:

Year 4



Year 8



Commentary:

At least 90% of both year 4 and year 8 students read the words accurately, but far fewer read the second and third passages choosing appropriate punctuation so that they made sense. A little more than half of the year 8 students managed that compared to 13 to 22% of year 4 students. There was no clear evidence of change between 2004 and 2008.

Approach: Station

Year: 4 & 8

Focus: Identifying syllables

Resources: Work book

Questions / instructions:

Syllables are parts of words.

Dog has one syllable: dog 1 2 3 4 5

Monkey has two syllables: monkey 1 2 3 4 5

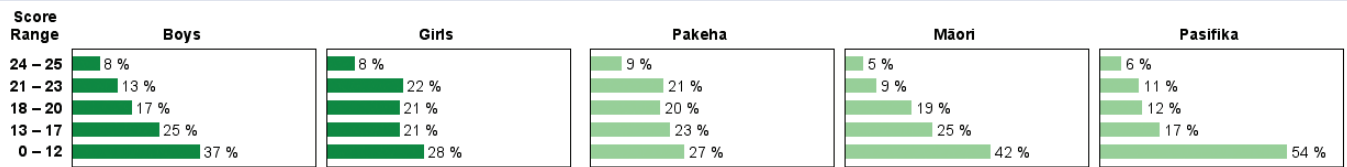
Elephant has three syllables: elephant 1 2 3 4 5

Here are some words. For each word, work out the number of syllables it has, then tick the number.

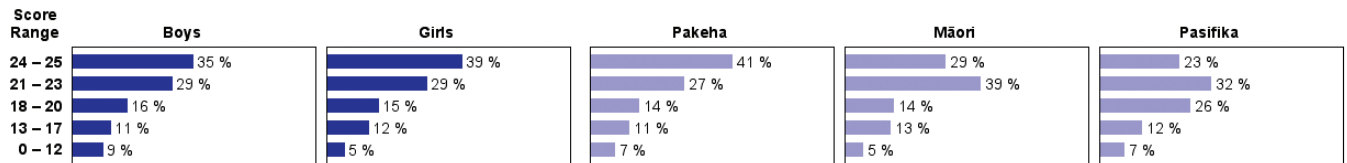
		% response 2008 ('04)			% response 2008 ('04)		
		year 4	year 8		year 4	year 8	
1. goat	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	72 (70)	90 (89)	16. family	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	62 (59)	78 (76)
2. dollars	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	81 (78)	93 (92)	17. intermediate	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	64 (51)	85 (86)
3. unidentified	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	48 (33)	74 (72)	18. doing	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	78 (78)	93 (94)
4. friend	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	39 (37)	65 (68)	19. followed	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	58 (61)	80 (82)
5. different	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	45 (45)	75 (73)	20. television	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5	68 (62)	87 (83)
6. unhappiness	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5	63 (60)	85 (84)	21. rugby	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	76 (76)	95 (95)
7. luckily	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	54 (49)	81 (79)	22. everywhere	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	55 (51)	63 (59)
8. kennel	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	75 (75)	95 (95)	23. hospitality	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	52 (40)	79 (78)
9. mouse	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	58 (56)	85 (85)	24. protractor	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	70 (64)	93 (93)
10. disability	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	55 (48)	80 (80)	25. movies	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	74 (73)	94 (91)
11. brought	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	41 (37)	69 (70)				
12. orange	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	71 (69)	89 (88)	Total score:		24–25	8 (8)
13. previous	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	68 (59)	89 (88)			21–23	17 (16)
14. shake	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	58 (55)	83 (82)			18–20	19 (16)
15. disappearing	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5	65 (58)	84 (84)			13–17	20 (22)
						0–12	36 (38)

Subgroup Analyses:

Year 4



Year 8



Commentary:

About two thirds of the year 8 students correctly identified the number of syllables in 80% or more of the words, a level achieved by just one quarter of the year 4 students. Both year 4 and year 8 students performed similarly in 2004 and 2008. Year 8 Pakeha, Māori and Pasifika students performed similarly.

Trend Task: Stories in Māori

Approach: One to one

Year: 4 & 8

Focus: Reading aloud effectively for an audience, comprehending literal meaning

Resources: 3 Māori story books: Hoihoi Tahī; Nanakia; Te Rou Mamao

Questions / instructions:

In this activity we have some stories that are written in Māori. Some children can read a little bit in Māori, and others can read a lot. These three books have very short stories that are written in Māori.

Place the three books on the table.

I would like you to have a go at reading this first little story. It doesn't matter if you can't read all of it, but have a go.

First Book: Hoihoi Tahī.

Hoihoi Tahī!

Hoihoi tahī! Kei oho ake a Pēpi.
Hoihoi tahī! Kei oho ake a Pēpi.
Hoihoi tahī! Kei oho ake a Pēpi.
Hoihoi tahī! Kei oho ake a Pēpi.
Hoihoi tahī!
Kua oho a Pēpi.



This story is about being noisy. As you read it aloud, think what the story is about. If you come to words you can't read, just give them a go, and carry on with the story.

When you've finished reading, I'll ask you some questions.

Student reads aloud independently of help from the teacher, but with encouragement.

Percentage of words wrong:

(not self-corrected)

	% response 2008 ('04)	
	year 4	year 8
0	4 (2)	11 (15)
1-5 (1 word)	3 (1)	12 (11)
6-10 (2-3 words)	4 (4)	15 (10)
11-20 (4-6 words)	9 (8)	18 (15)
21-30 (7-10 words)	12 (10)	14 (18)
more than 30 (10 or more words)	63 (68)	29 (29)
did not attempt or abandoned reading	5 (7)	1 (2)
1. Have you read this story before? student had read story before	1 (1)	1 (1)
2. What do you think "Hoihoi Tahī" means? keep quiet, don't be noisy	69 (72)	80 (83)
3. Who woke the baby up? mum/girl/sister/woman	20 (19)	27 (29)
4. How do you know this? Show me where in the story it shows this. baby wakes up when mum/girl/sister/woman shouts at the boy to keep quiet	20 (16)	29 (25)

Show the story titled Nanakia.

Nanakia

Nā te hau nanakia, i kāhaki ā mātou poi hau.
Nā te wai puke nanakia, i kāhaki ā mātou tauira waka.
Nā ngā ngaru iti nanakia, i kāhaki ā mātou hanganga kirikiri.
Nā taku mōkai kūao nanakia, i kāhaki ōku hū
Anei ōku hū hou. "Tēnā koe mōkai."



Here is another story. It's called Nanakia, and it's about things that sometimes annoy us. Would you like to have a go at reading this story to me?

If they say yes, carry on. If not, discontinue the task.

Read the story out loud to me, then I'll ask you some questions.

Student reads aloud independently of help from the teacher, but with encouragement.

Percentage of words wrong:

(not self-corrected)

	% response 2008 ('04)	
	year 4	year 8
0	0 (0)	3 (2)
1-5 (1-2 words)	2 (2)	7 (8)
6-10 (3-4 words)	1 (0)	9 (9)
11-20 (5-9 words)	5 (3)	14 (14)
21-30 (10-13 words)	7 (5)	13 (13)
more than 30 (13 or more words)	58 (60)	41 (38)
did not attempt or abandoned reading	27 (30)	13 (16)
5. Have you read this story before? student had read story before	0 (1)	0 (1)
6. What made the balloons fly away? the wind	44 (43)	56 (61)
7. What do you think the word "kāhaki" might mean? carried away messed up/ruined	0 (1) 1 (1)	1 (2) 2 (2)
8. Why do you think the girl is happy that her puppy has messed up her shoes? because she has been able to get a new pair	13 (14)	25 (26)

Show the story titled Te Rou Mamao.

Te Rou Mamao

He pouaka whakaata hou tā Koro Hoani.
 Ka whakaatu au i ngā āhuatanga o tana rou mamao ki a ia.
 Ka kī a Koro, "Kāore he pikitia."
 Ka whakaatu au, "Mā tēnei e whakakā te pouaka whakaata."
 Ka kī a Koro, "He makaro te pikitia."
 Ka whakaatu au, "Mā tinei ka whakarite i ngā hongere."
 Ka kī a Koro, "He pōuri te pikitia."
 Ka whakaatu au, "Mā tēnei ka tīni te āhua o te pikitia."
 Ka kī a Koro, "He iti te reo."
 Ka whakaatu au, "Mā tēnei ka kaha te reo."
 Ka kī a Koro, "He piataata te pikitia."
 Ka whakaatu au, "Mā tēnei ka tīni te āhua o te pikitia."
 Ka kī a Koro, "He hoihoi te reo."
 Ka whakaatu au, "Mā ēnei ka iti haere te reo."
 Ka kī a Koro, "He kaupapa maroke tēnei."
 Ka whakaatu au, "Mā tēnei ka tīni te hongere."
 Ka kī a Koro, "Hei aha. Me whakarongo tāua ki te reo irirangi."



Te Rou Mamao is a story about a grandfather and his granddaughter. Would you like to have a go at reading this story to me?

If they say yes, carry on. If not, discontinue the task.

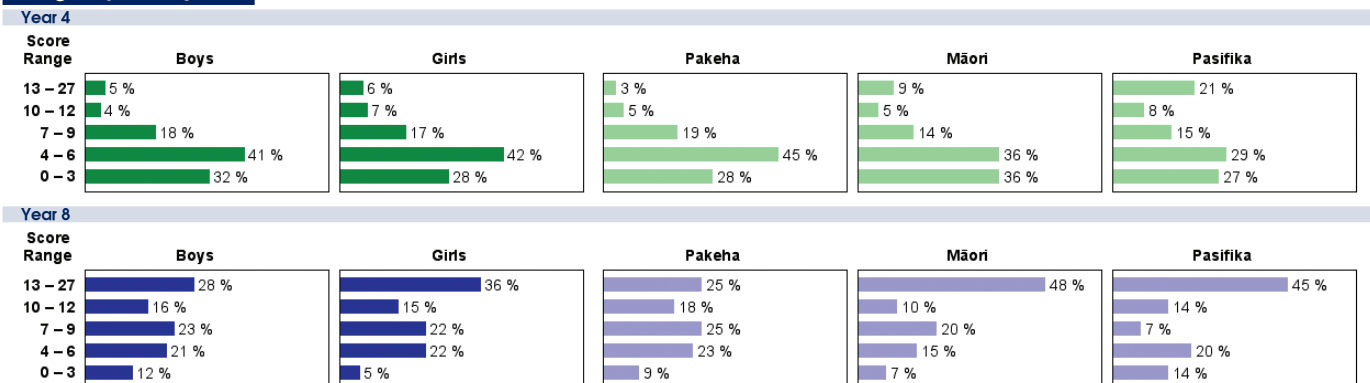
Read the story out loud to me, then I'll ask you some questions.

Student reads aloud independently of help from the teacher, but with encouragement.

Percentage of words wrong:

	% response 2008 ('04)	
	year 4	year 8
(not self-corrected)	0 (0)	2 (2)
1-5 (1-8 words)	2 (2)	10 (9)
6-10 (9-16 words)	2 (2)	9 (11)
11-20 (17-32 words)	4 (4)	19 (13)
21-30 (33-48 words)	5 (5)	10 (14)
more than 30 (48 or more words)	39 (40)	27 (20)
did not attempt or abandoned reading	48 (47)	23 (31)
9. Have you read this story before?		
student had read story before	1 (1)	1 (1)
10. What do you think this story is about?		
a grandfather learning how to work his new television/a girl helping her grandfather to use his new television/ what a remote control is used for/ how hard it can be working out how to operate things	8 (14)	29 (26)
11. What name in Māori is given to the remote for the television?		
rou mamao: one or both words	6 (7)	9 (7)
12. Why does the grandfather end up listening to the radio?		
he thinks the remote is too hard to use/ he thinks it is easier to just listen to the radio	4 (8)	19 (18)
Total score:		
13-27	6 (5)	32 (30)
10-12	5 (5)	15 (18)
7-9	17 (17)	23 (19)
4-6	42 (37)	21 (18)
0-3	30 (36)	9 (15)

Subgroup Analyses:



Commentary:

Students were generally willing to try reading in Māori, and three quarters of year 8 students and half of year 4 students attempted all three books. Even though most of the students did not attain instructional levels (90% or better) of oral reading accuracy, many of them were able to answer some comprehension questions from visual clues. There was no meaningful change in performance between 2004 and 2008. Māori and Pasifika students predominated among the high achievers.

Link Tasks 1 – 3

% responses
y4 y8

LINK TASK: 1

Approach: One to one

Year: 4 & 8

Focus: Accuracy of oral reading

Total score:	5	46	85
	4	25	10
	3	17	4
	2	7	1
	1	2	0
	0	3	0

LINK TASK: 2

Approach: One to one

Year: 4 & 8

Focus: Accuracy of oral reading

Total score:	5	22	76
	4	32	20
	3	24	2
	2	12	1
	1	6	1
	0	4	0

LINK TASK: 3

Approach: One to one

Year: 4 & 8

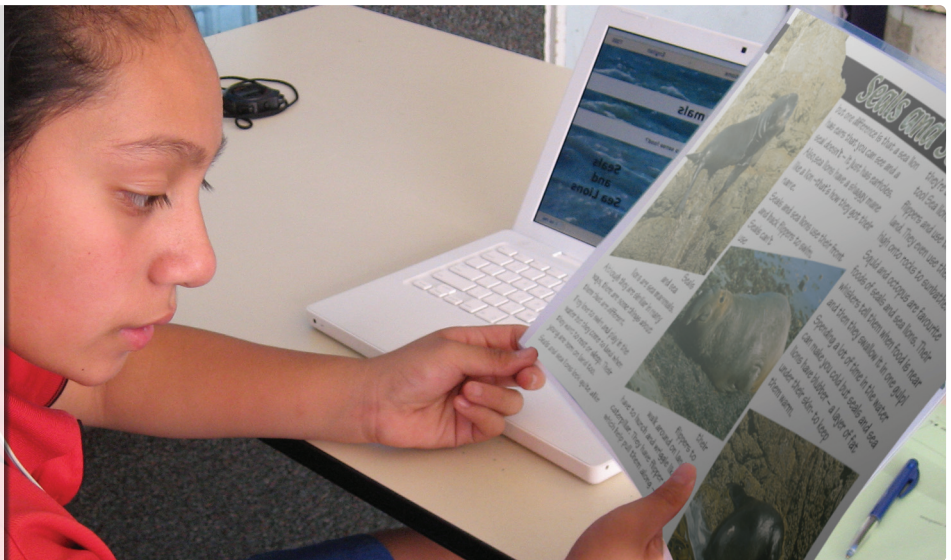
Focus: Use of de-coding strategies

Total score:	49–53	9	27
	43–48	18	34
	37–42	21	19
	31–36	16	10
	0–30	36	10

4 Reading Comprehension

Overview: Year 8 students performed substantially better than year 4 students on silent reading tasks in English that assessed a variety of reading comprehension skills.

Averaged across all task components that both years attempted, 20% more year 8 than year 4 students succeeded. There were particularly large differences on tasks that were best answered by scanning for information, even though a substantial proportion of year 8 students lacked proficiency in scanning. When trends from 2004 to 2008 were examined, we found a very small decline in performance for year 4 students, with no change for year 8 students.



The assessments included 25 tasks that involved students in silent reading to obtain information, answer questions and make decisions.

Nineteen of the tasks were identical for year 4 and year 8 students. The remaining six tasks were given only to year 8 students. Five of the tasks were administered in one to one interviews, 19 using the stations approach, and one as an independent task during a group and independent session.

Nine tasks are trend tasks (fully described with data for both 2004 and 2008), four are released tasks (fully described with data for 2008 only) and 12 are link tasks (to be used again in 2012, so only partially described here). The tasks are presented in that order, with tasks for year 8 students only following the tasks used with both year levels.



Comparing results for year 4 and year 8 students

When results for year 4 and year 8 students in 2008 are compared, it is clear that year 8 students demonstrated consistently higher levels of reading comprehension than year 4 students. Averaged across 177 components of 19 tasks, 20% more year 8 than year 4 students succeeded with the components. Year 8 students scored higher on all except three components. The margin was greatest (averaging 45%) on *When Disaster Strikes* (p33), a task involving scanning for information about how to respond to emergencies, taken from the inside back cover of a 2004 telephone book. This information was quite dense, and as in the 2000 and 2004 assessments, many of the students (including substantial proportions of year 8 students) did not appear to be efficient at scanning for information.

Trend results: comparing 2004 and 2008 results

Averaged across the 74 components of the seven trend tasks given to year 4 students, 2% fewer year 4 students succeeded with the task components in 2008 than in 2004. The 2008 students did better on 20 components, identically on six components, and worse on 48 components. This is a small to marginal decline in performance. For year 8 students, with 86 components of nine trend tasks included, on average, there was no change in performance between 2004 and 2008.

Overall reading results

Considering all of the English reading trend tasks in chapters 3 and 4, it is appropriate to conclude that over the four years between 2004 and 2008, average reading performance did not improve or decline, for either year 4 or year 8 students. For year 4 students, this no-change result follows a substantial gain of 12% between 1996 and 2000, and a smaller gain of 2% between 2000 and 2004, suggesting overall a substantial improvement between 1996 and 2008. For year 8 students, the no-change result between 2004 and 2008 follows a small gain of 4% between 1996 and 2000, and no change between 2000 and 2004, suggesting overall a small improvement between 1996 and 2008.

Trend Task: Cool, Cool Joanna

Approach: Station
 Focus: Comprehension
 Resources: Work book

Year: 4 & 8

Part 1:

My little sister Joanna is a cool, cool kid. She isn't afraid of anything. Once when the cat left a dead rat on the doorstep, Joanna just picked it up by the tail and took it to school for the nature table.

Another day there was this great big dog standing on the footpath, growling at us. Joanna just growled back at it and walked past. The dog looked quite surprised.

One Saturday morning our school was collecting for sick children in other countries – the seniors, that is. Joanna was still in the junior school, but she came along too.

"I know she's too little for collecting," Mum said, "but you'd better take her."

The thing was that Mum was going to church to polish the brass and she didn't want to take Joanna with her. Dad was going to help his friend Wally to paint his roof and he certainly didn't want Joanna with him.

Joanna didn't say anything. She only talks when she has something to say.

When we got to school, Miss Lewis was giving out the collection bags. Joanna lined up with the rest of us. Miss Lewis said, "You're too little for collecting, dear."

Joanna didn't budge. I explained that she was my little sister and that I was in charge of her. Miss Lewis **sighed** and handed Joanna a collecting bag.

Questions / instructions:

This story has three parts. Read Part 1 and answer the questions for that part. Then read Part 2 and answer its questions. Then do the same for the third part. Do as much as you can.

Answer the questions on Part 1.
(Circle the answer).

	% response 2008 ('04)	
	year 4	year 8
1. What did Joanna do when the big dog growled at Joanna and her sister?		
a. She looked surprised and growled too		
b. She growled back and walked on ✓	78 (84)	96 (96)
c. She took it to school with her		
d. She growled and grabbed her sister		
2. Who was planning to collect money in this story?		
a. The school teachers		
b. The junior school children		
c. The senior school children ✓	62 (61)	86 (85)
d. The parents		
3. Why did Joanna go with her big sister that day?		
a. Her parents had other things to do ✓	64 (70)	82 (87)
b. She liked collecting money		
c. She wanted to go to school		
d. She didn't want to go with her parents		

	% response 2008 ('04)	
	year 4	year 8
4. What did Joanna do when the teacher told her she was too young?		
a. She said she was a big girl		
b. She said she could help		
c. She started to cry		
d. She said nothing ✓	75 (78)	90 (89)
5. They were collecting money for:		
a. the school		
b. old people		
c. young people		
d. sick children ✓	76 (83)	95 (94)
6. Why do you think Miss Lewis sighed when she gave Joanna a bag?		

Quality of response:

(- Miss Lewis was unhappy;
 - Joanna was too young;
 - Miss Lewis had no choice as Joanna was insistent.)

strong answer (two reasons given)	1 (2)	3 (4)
moderate answer (one reason given)	30 (37)	45 (55)
weak or no valid answer given	69 (61)	52 (41)

Part 2:

When we reached our collecting street, our driver instructed me to knock on every door on one side of the street. Another girl was to accompany him on the opposite side. He seemed uncertain about what to do with Joanna.

"She's too young to go up and down all these driveways," he said. So he suggested that she stand beside the car and wait for us.

Joanna looked furious, so the driver relented. "Perhaps people will put a contribution in your bag too, if you ask them politely," he suggested.

Every time I emerged from a driveway I looked back towards Joanna. She wasn't smiling, or asking politely, but she was collecting all right. She just looked at people and held out her bag. Strangely enough, nearly everyone seemed to oblige.

I was at the far end of the street when I noticed a boy on a bike ride up to Joanna. He stopped, and put his hand in his pocket.

Joanna held out the bag to him. Quick as a wink, the boy snatched it and pedalled off at high speed.

Joanna let out a roar that stopped passing cars and brought people out of their houses. Our driver came running and wondered what to do.

"Tell Miss Lewis," Joanna said. So we bundled into the car, returned to school and informed Miss Lewis. She was most upset, and immediately phoned the police. "I said she was too young for collecting," she complained.

When the police arrived, they asked me if I would recognise the boy if I saw him again. I was doubtful. "I'd know him," interjected Joanna. "And I'd know his bike."

The policeman judged Joanna to be too young to be sure, but she **insisted**.

	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
Answer the questions on Part 2. (Circle the answer).					
7. What did the driver want Joanna to do while they were collecting?					
a. Wait inside the car					
b. Walk up and down					
c. Wait near the car ✓	55 (59)	77 (82)			
d. Go with her sister					
8. Why do you think so many people put money in Joanna's bag?					
a. She smiled and asked politely					
b. She looked furious at being left alone					
c. They felt sorry for people in other countries					
d. They admired the little girl for her efforts ✓	19 (25)	57 (60)			
9. Why did the boy on the bike put his hand in his pocket?					
a. So that he could get some money out					
b. So that Joanna would hold the bag out to him ✓	57 (64)	81 (87)			
c. So that he could hide something					
d. So that Joanna would get curious					
10. What did the boy on the bike do next?					
a. Gave Joanna some money					
b. Roared at Joanna					
c. Took Joanna's bag ✓	62 (69)	85 (87)			
d. Ran off down the street					
11. Who believed they would recognise the boy if they saw him again?					
a. The driver					
b. Joanna ✓	49 (50)	74 (75)			
c. Joanna's sister					
d. The policeman					
12. What does it mean to say that she insisted (in the last line)?					
<i>definition given (in context)</i> <i>(e.g. kept asking, persistent)</i>	10 (5)	29 (25)			

Part 3:

I rushed off to acquaint our parents with the state of affairs, and they both hurried to the police station in a panic. The policeman explained that Joanna was being driven around the neighbourhood in a patrol car to see if the boy could be spotted.

"Poor little girl!" the policeman said. "She's so immature for this."

"Poor little nothing!" replied Dad. "You don't know our daughter."

We traced the patrol car to The Dive, a place where young people go to play the machines, a place we were normally forbidden to enter. Mum was most upset, but nevertheless we ventured inside. A policeman was standing patiently at the counter, while Joanna was confidently prowling around the machines, pausing at each one and closely observing the face of the player. Most of them were preoccupied and failed to notice her.

Eventually Joanna stopped beside one machine, and signalled to the policeman. "That's him," she announced decisively.

Then everyone spoke **simultaneously**. The policeman interrogated the boy, Mum told him off, and the other kids crowded around and made their own contribution to the hullabaloo.

"I never took any money," the boy proclaimed aggressively. "She's only a stupid kid anyway." At this, the policeman seemed uncertain.

"Look at his bike!" said Joanna.

So they all trooped out to the bicycle stand and located his bike. "That's the one," announced Joanna, triumphantly. "I can tell."

When the policeman began to examine the bag on the rear carrier, the boy changed his tone and quickly looked round for an escape route. Too late. The other policeman from the patrol car barred his way. All the other kids suddenly decided it was time to go home. The missing collecting bag was found and the culprit was caught red-handed.

Back at the police station, Joanna was the centre of attention as she proudly spelled out the details of the story, and the police took every word down – for the record. Joanna just loves to talk when she has something to say – and everyone is listening.

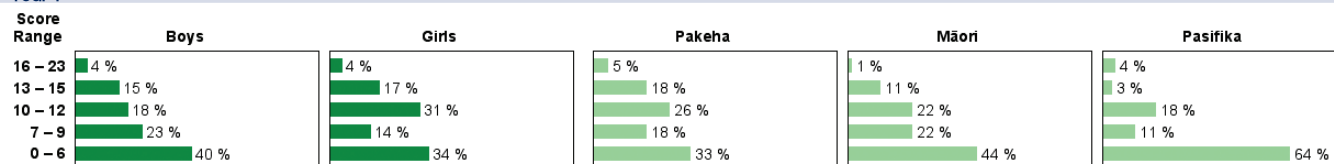
Now you can see why my sister is so cool. Mum says she's smart, and she'll go far, she will.

Answer the questions on Part 3. (Circle the answer).	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
13. How did they search for the boy?					
a. The collection driver took Joanna in his car					
b. Joanna went with her parents					
c. They walked round the neighbourhood					
d. Joanna went in a patrol car ✓	53 (61)	83 (82)			
14. What does "simultaneously" mean?					
a. loudly					
b. at once ✓	33 (34)	64 (70)			
c. angrily					
d. simply					
15. How did Joanna identify the boy?					
a. She examined his face ✓	24 (25)	51 (57)			
b. She saw the collecting bag					
c. She looked for his bike					
d. The other kids told her					
16. What did Joanna do when the boy claimed he was innocent?					
a. She said nothing					
b. She called the policeman					
c. She said he was lying					
d. She said we should find his bike ✓	36 (40)	72 (73)			
17. How did the policemen eventually decide that they had the right boy?					
a. Joanna told them he was the one					
b. The other kids told on him					
c. They recognised his face and his bike					
d. They found Joanna's bag on his bike. ✓			34 (41)	68 (75)	
18. Write down two things from this story that make Joanna look really "smart".					
Remembered boy who stole the bag:					
yes - remembered boy's face			6 (4)	12 (11)	
yes - remembered boy			14 (20)	27 (41)	
Remembered the boy's bike			11 (11)	27 (23)	
Knew to tell Miss Lewis when money was stolen			1 (0)	1 (3)	
Suggested that she should look for the bike			1 (0)	6 (7)	

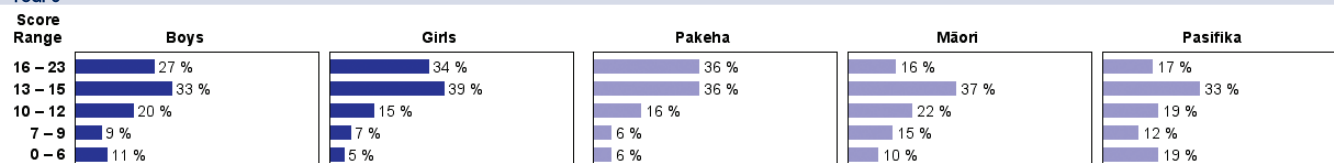
		% response 2008 ('04)	
		year 4	year 8
Total score:	16–23	4 (5)	30 (37)
	13–15	16 (20)	36 (33)
	10–12	24 (26)	18 (18)
	7–9	19 (22)	8 (7)
	0–6	37 (27)	8 (5)

Subgroup Analyses:

Year 4



Year 8



Commentary:

About two thirds of year 8 students, compared to 20% of year 4 students, scored higher than 12 of the 23 possible marks. There was slight evidence of a decline in performance between 2004 and 2008.

Trend Task: Tuatara and Weta

Approach: Station

Year: 4 & 8

Focus: Comprehension; analysing and interpreting

Resources: Tuatara model and card, Weta model and card

Questions / instructions:

Use the information cards to answer the questions.

TUATARA
The living fossil

The Tuatara lives on a few offshore islands around New Zealand.

The Tuatara is a survivor from the dinosaur age. Its ancestors stretch back 225 million years.

It is not a lizard. Instead it is called a living fossil.

It has teeth and powerful jaws and feeds on insects, snails, lizards and even small sea birds.

The word 'Tuatara' comes from the Māori language and means spiny-back.



GIANT WETA

The Giant Weta is a large, brown, flightless grasshopper.

It is one of the few protected insects and now mainly lives on New Zealand's offshore islands where it is safe from predators.

Giant Wetas can grow over 50mm long and weigh as much as 25 grams.

Although fearsome looking, it is actually quite tame and its diet is largely vegetarian (plant life).

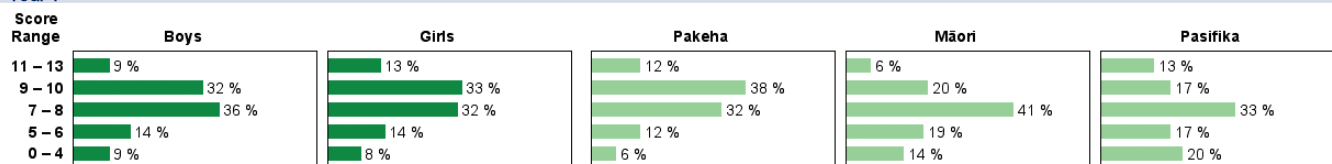
It leads a lonely, nocturnal (night) life, spending the day hidden in plants or under stones.



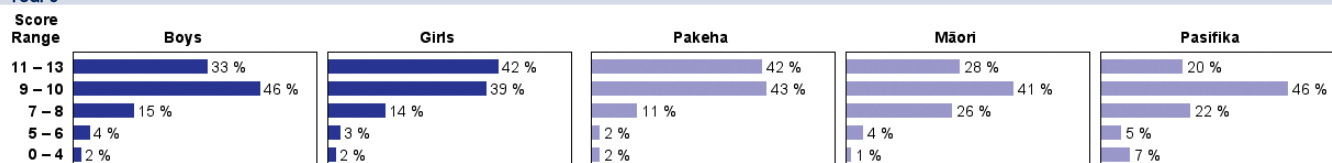
	% response 2008 ('04)		% response 2008 ('04)	
	year 4	year 8	year 4	year 8
1. Name three things a Tuatara feeds on. [insects, snails, lizards, small sea birds or sea birds]	3 or 4 valid answers: 89 (89)	97 (93)	2 valid answers: 3 (5)	0 (3)
	2 valid answers: 2 (1)	0 (1)	1 valid answer: 2 (1)	0 (1)
2. What does the word 'tuatara' mean in Māori? <i>spiny-back (both words needed, misspelling is okay)</i>	87 (89)	95 (94)		
3. What size can Giant Wetas grow to?				
Length: (over) 50 mm	87 (85)	96 (92)		
50 (without units)	0 (3)	0 (0)		
Mass: 25g	13 (10)	25 (27)		
25 (without units)	0 (1)	0 (0)		
4. When does the Giant Weta mainly move about? <i>at night/in the dark nocturnal</i>	47 (41)	68 (56)		
	5 (8)	8 (16)		
5. What is the same about where the creatures live?				
Mentioned:				
- offshore islands or offshore:				
- New Zealand			both places: 21 (21)	43 (37)
			offshore islands only: 23 (20)	27 (30)
			New Zealand only: 21 (20)	14 (12)
6. What is different about what the creatures eat?				
Mentioned:				
[Tuatara is a carnivore (eats animals/meat) AND Weta is a herbivore (eats plants)]				
			difference is captured (both creatures mentioned): 43 (48)	72 (74)
Total score:			11-13: 11 (9)	37 (39)
			9-10: 32 (35)	43 (40)
			7-8: 34 (31)	15 (21)
			5-6: 14 (17)	3 (8)
			0-4: 9 (8)	2 (2)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Forty-three percent of year 4 students and 80% of year 8 students scored well (nine or more) on this task. More students directly extracted information correctly from the individual passages than identified similarities or differences from the two passages. Performance was very similar in 2004 and 2008.

Approach: Station
 Focus: Matching text with pictures
 Resources: 5 cards

Year: 4 & 8

Questions / instructions:

1. Look at the pictures below.
2. Read the story cards.
3. Match **each** story card to its correct picture. The story cards need to match what is happening in the pictures.
4. Write the number from the story card in the box beside its matching picture.

Card 1:
 "Let's play hide and seek," said Mike. "I'll seek, you go and hide", Mike told Zara. "1.... 2.... 3....," Mike began counting to ten. "Ready or not here I come," he called.

Card 2:
 Mike climbed the tree as fast as he could. He found Zara staring at a really huge speckled egg. "I wonder what's inside?" said Mike.

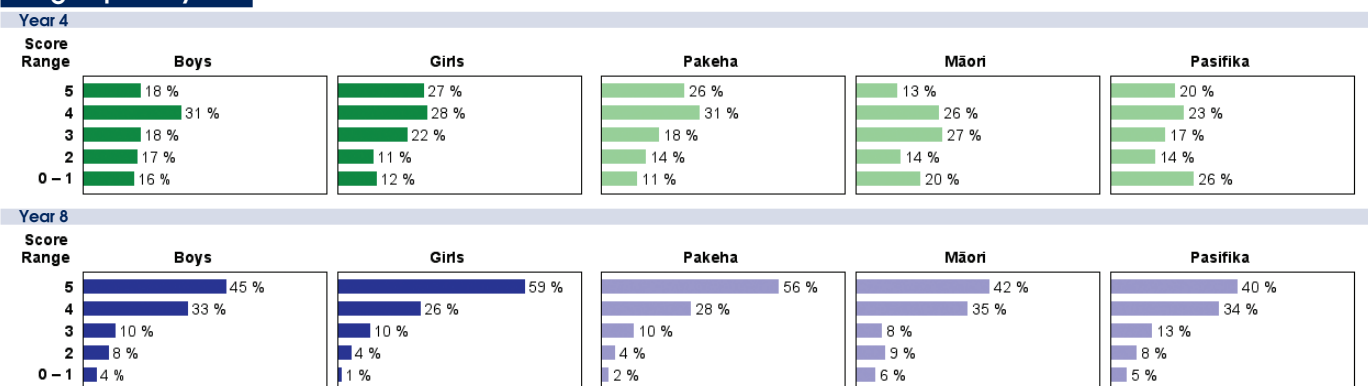
Card 3:
 It was a perfect day. The sun was shining and the birds were singing. A great day to explore in the park.

Card 4:
 All of a sudden the egg shuddered and cracked. Out of this egg would come the strangest creature Zara and Mike had ever seen.

Card 5:
 Mike was looking for Zara. "Wow Mike, you should see this! Come on up, it's amazing!" Zara called.

		% response 2008 ('04)			% response 2008 ('04)	
		year 4	year 8		year 4	year 8
Card 1:	boy with hands over face	78 (79)	94 (93)	Total score:	5	23 (24) 52 (52)
Card 2:	boy, girl, egg	69 (71)	86 (86)		4	29 (32) 29 (27)
Card 3:	sunny "Park" picture	86 (85)	97 (93)		3	20 (20) 10 (13)
Card 4:	egg cracking	35 (38)	61 (63)		2	14 (10) 6 (3)
Card 5:	boy on path	59 (62)	83 (81)		0-1	14 (14) 3 (5)

Subgroup Analyses:



Commentary:

About one quarter of year 4 students and half of year 8 students correctly matched all five reading passages with corresponding pictures from the nine pictures available. Performance was very similar in 2004 and 2008.

Trend Task: Holiday Fun

Approach: Station
 Focus: Comprehension
 Resources: Computer program on laptop computer

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

Click on the button that says **Holiday Fun**.

[Series of stills, each accompanied by an on-screen instruction to click on a specific object, which activates a simple animation; animation is followed by a related question and student is instructed to click correct answer from multichoice options. All instructions and question/answer mechanisms are on-screen, as per text below.]

What did the boy catch with his rod?

A big fat fish.

A wet old boot.

A croaking frog.

A very unhappy worm.

Click on the best answer.

It's holiday time. You are going to see some interesting things as you travel around.

Scene 1:

There is a boy on the bridge with a fishing rod. He is trying to catch a fish.



Click on the boy to see what he gets.

What did the boy catch with his rod?
Click the best answer.

- a big fat fish
- a wet old boot
- a croaking frog
- a very unhappy worm

% response
2008 ('04)
year 4 year 8

✓ 93 (91) 94 (94)

Scene 2:

People can choose to live in a tent that has things they enjoy. Click on the tent for people who like books.

Look carefully at these books. You will be asked a question about them. When you are ready, click on the open book to continue.



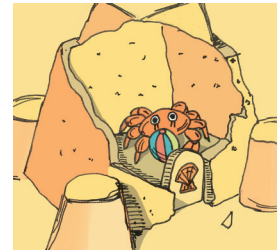
How many of these books are not about animals? Click the best answer.

2 4 6 8

✓ 83 (68) 92 (85)

Scene 3:

It's a great day at the beach.



Click on the sandcastle with a feather on top.

What was living inside the castle?
Click the best answer.

- a king sitting on his throne
- a bird laying fresh eggs
- a fish eating chips
- a crab playing with a ball

% response
2008 ('04)
year 4 year 8

✓ 95 (92) 99 (98)

Scene 4:

There are plenty of things happening at the circus.



Click on the clown who is wearing the green pants.

What happened to the clown?
Click on the best answer.

- He danced a happy dance.
- He exploded into thin air.
- He ran away to hide.
- He played with a big balloon.

✓ 90 (90) 97 (97)

Scene 5:
Swimming down the chutes is really cool on a hot day. The green frog is having as much fun as the children.



What happens when you click on the green frog?

What did the green frog do? Click on the best answer.

- It blew bubbles down the chute.
- It disappeared altogether.
- It turned into a lovely princess.
- It croacked a froggy sound. ✓

% response
2008 ('04)
year 4 year 8

95 (95) 99 (98)

Scene 7:
Holiday fun is finishing with a feast. The little dog near the tent is up to mischief.



Click on the little dog to see what he does.

What did the little dog do? Click the best answer.

- It chewed a boy's shoe.
- It pulled down a tent.
- It took one of the sausages. ✓
- It took a lot of sausages.

% response
2008 ('04)
year 4 year 8

91 (90) 97 (97)

Scene 6:
Animal World is always a popular place to visit on holidays. The animals are really cute. What happens when you click on the goat that said Maa?



What did the goat do? Click on the best answer.

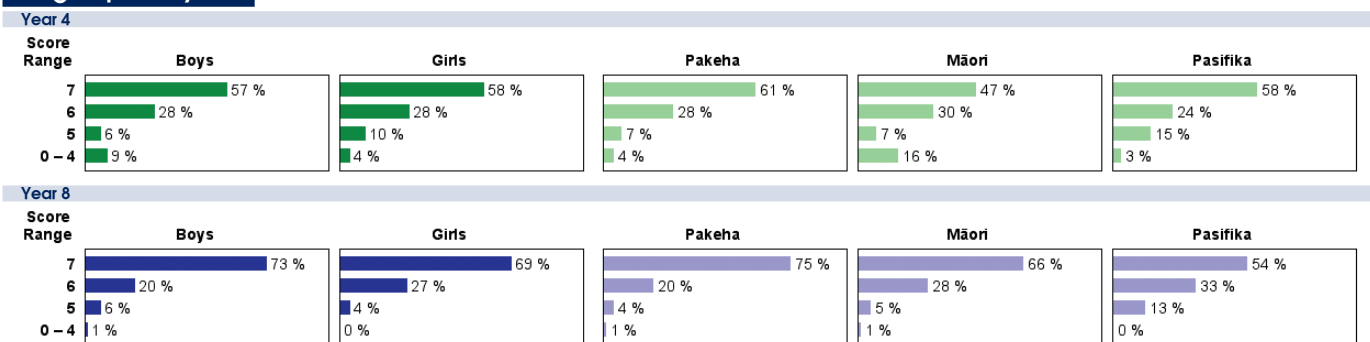
- It jumped onto another rock. ✓
- It wagged its tail happily.
- It jumped off the rock onto the grass.
- It kicked the boy with its hind legs.

81 (78) 86 (84)

Total score:

7	58 (49)	71 (66)
6	28 (28)	23 (26)
5	7 (13)	5 (6)
0-4	7 (10)	1 (2)

Subgroup Analyses:



Commentary:

This task involved both reading and responding appropriately on a laptop computer. It was handled well by all subgroups at both year levels. At year 4 level, performance was slightly higher in 2008 than in 2004. Year 4 Pasifika students performed similarly to Pakeha students on this task.

Approach: Station
 Focus: Comprehending literal meaning; making use of word level strategies
 Resources: Text in work book

Questions / instructions:

Write **one** word from the boxes in each space, so that the story makes good sense. Use words from the boxes only **once**.

cheerful	harsh	walked	useless
night	insects	bright	forest
disapproval	floor	brown	fly

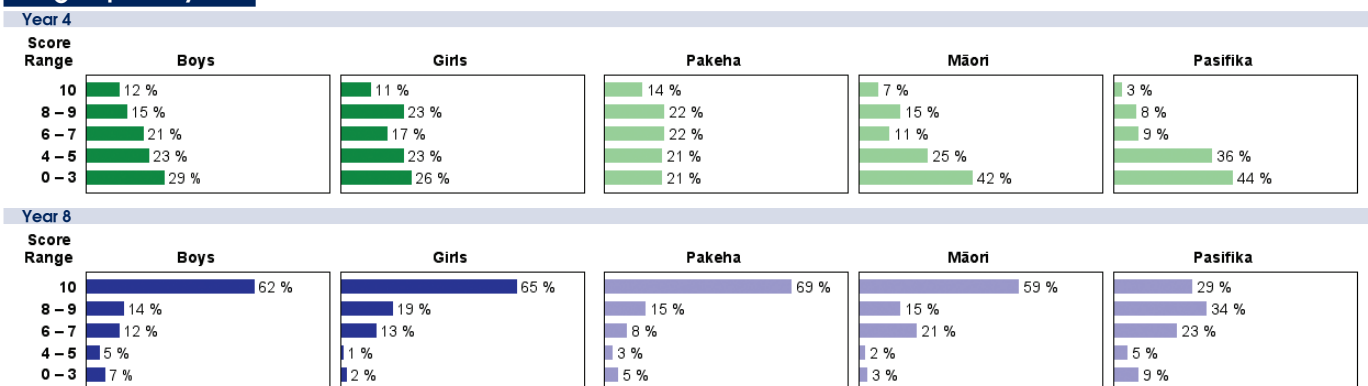


Legend of the Kiwi

Tāne, the God of the _____ taught the birds to sing so that the forest would be filled with _____ song. In those days the kiwi could sing and _____ but he liked to feast on all the worms and _____ and soon grew too fat and lazy to fly with the other birds. He grew so heavy his wings were _____ and his joyful song changed to a _____ call. The kiwi felt the growing _____ of the other birds. Soon he was spending all his time on the forest _____, eating and sleeping. Time passed. The kiwi became a bird of the _____, hiding in the dark places where the other birds could not see him. To this day, the kiwi lives in the dark and sleeps during the _____ light of day.

		% response 2008 ('04)		% response 2008 ('04)	
		year 4	year 8	year 4	year 8
Space 1:	forest	75 (77)	94 (94)		
Space 2:	cheerful	62 (63)	92 (92)		
Space 3:	fly	66 (71)	93 (91)		
Space 4:	insects	73 (80)	94 (94)		
Space 5:	useless	48 (53)	84 (86)		
Space 6:	harsh	44 (45)	82 (79)	Total score:	10
Space 7:	disapproval	28 (32)	80 (76)	8-9	12 (18) 63 (59)
Space 8:	floor	49 (69)	89 (87)	6-7	19 (17) 17 (20)
Space 9:	night	42 (49)	81 (84)	4-5	19 (25) 12 (13)
Space 10:	bright	55 (60)	89 (89)	0-3	22 (16) 3 (4)
				0-3	28 (24) 5 (4)

Subgroup Analyses:



Commentary:

This reading task, using a cloze procedure, had particularly large performance differences between year 4 and year 8 students. Looking at all of the words available and making an appropriate choice seems to have been hard for many year 4 students. The similar performance of Pakeha and Māori year 8 students is noteworthy.

Approach: Independent
 Focus: Adjusting reading speed to complexity and purpose
 Resources: 4 notices, 4 answer sheets, stopwatch

Questions / instructions:

[Important note: This task was written in 2004 and consequently, the notice is out of date at the time of release and publication. If administering this task, use the NEMP resource but please refer students to the latest phonebook for the most recent information.]

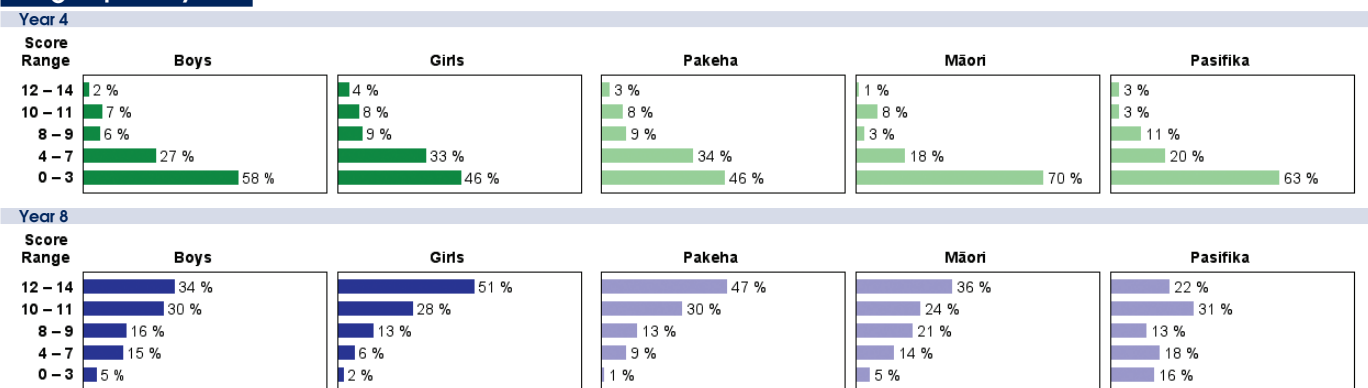
This activity is called *When Disaster Strikes*. I'm going to give you a copy of a notice that is printed in the back of phone books. Quickly skim read the notice to find answers to the questions on your answer sheet. You won't have to read every word on the notice to find your answers.

You have five minutes to find as many answers as you can in that time. You can start as soon as I say "Go" after giving you your answer sheets and a copy of the notice. I will tell you when the time is up.

Give each student a copy of the notice and their answer sheet. Say "Go". Allow five minutes only.

Question	% response 2008 ('04)		Question	% response 2008 ('04)	
	year 4	year 8		year 4	year 8
1. When there is a storm, what should you do to large windows? <i>tape across large windows</i>	34 (38)	66 (59)	7. If you have to be evacuated, what is one important thing you should do before you leave? <i>mentioned one thing listed under "Before you leave" (consider pets; turn off water, electricity, gas and heating; lock property.)</i>	23 (21)	66 (60)
2. How much water for each person should you have in your "B-READY KIT"? <i>3 litres per day OR 9 litres</i> <i>3 litres OR 3</i>	35 (38) 29 (11)	61 (66) 35 (14)	8. What is the phone number for more information about making your home shake safe? <i>0800 652 333</i> <i>one digit error</i>	15 (17) 2 (2)	73 (63) 12 (12)
3. When a disaster strikes, you could be on your own for how long? <i>3 days</i>	52 (44)	92 (85)	9. What does CD stand for? <i>Civil Defence (allow spelling errors)</i>	3 (7)	15 (11)
4. Where could you get more information on what to do in a disaster? <i>your Council</i> <i>Civil Defence</i>	16 (15) 1 (2)	57 (52) 5 (6)	Total score:	12-14 10-11 8-9 4-7 0-3	3 (5) 7 (4) 8 (10) 30 (29) 52 (52)
5. Where should you not go in a Tsunami Warning? <i>[beach, streams and rivers.]</i> <i>more than one mentioned</i> <i>one mentioned</i>	25 (30) 27 (23)	69 (68) 24 (22)			43 (36) 29 (24) 14 (18) 11 (14) 3 (8)
6. In an earthquake, when should you turn off heaters? <i>when shaking stops (or equivalent)</i>	14 (19)	67 (63)			

Subgroup Analyses:



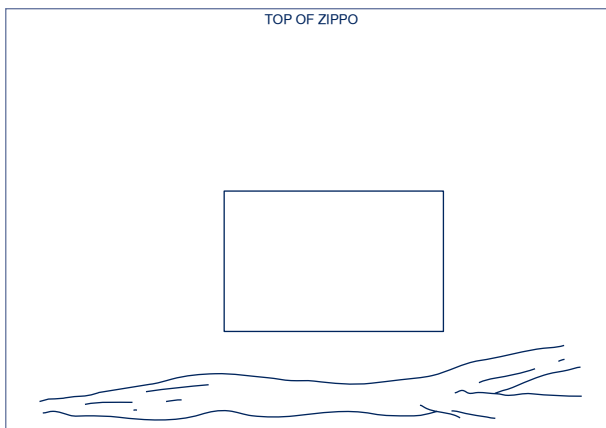
Commentary:

This task was very hard for the majority of year 4 students, many of whom found scanning for information among a lot of quite small text very challenging. Year 8 students managed much better, but the fact that 28% of them scored nine or less may suggest that the notice is a little too complex or compressed to serve its purpose well. From 2004 to 2008, the year 4 results changed very little but the year 8 results improved a little. Year 8 Pasifika students averaged substantially lower scores than Pakeha and Māori students.

Approach: Station
 Focus: Comprehending literal meaning
 Resources: Stickers, instruction card

Questions / instructions:

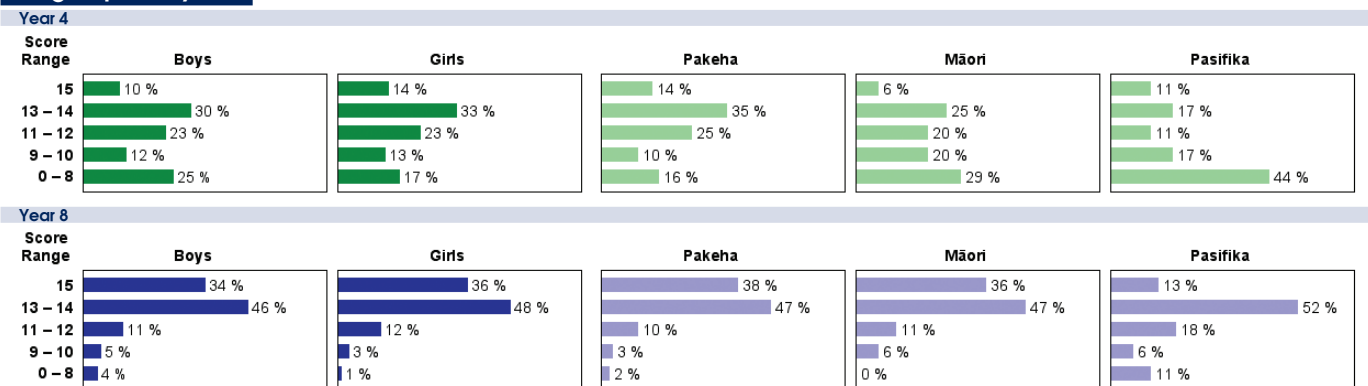
You are going to make a Zippo with stickers.
 The Zippo's body shape is a rectangle. The rectangle is drawn in your answer book.
 Follow the instructions on the card.
 Choose the stickers that fit with the instructions.



Instructions for Making a Zippo
 A Zippo's body is a rectangle.
 A Zippo can fly. It has 2 feathery wings attached to its body - one to the left side and one to the right.
 A Zippo has 2 eyes made up of 3 circles, to help it see in dark caves. One eye is in the top left hand corner of its body. The other eye is in the top right hand corner.
 A Zippo is a friendly creature. When it smiles, it shows its teeth. Its mouth is in the middle of its body.
 A Zippo has 3 short, clawed feet that help it to hold on to tree branches. Its feet are beside each other, in the middle of the base of its body.
 A Zippo has dark spiky hair under its antenna and above its eyes.
 A Zippo has 1 antenna that helps it to find other Zippos. Its antenna is up above its hair and between its eyes.

	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
student noticed "Top of Zippo" sign <i>[Note: If student did not notice sign, (i.e. incorrectly oriented the page) all remaining rows were marked as if orientation was correct.]</i>	70 (74)	88 (89)	Feet:	correct feet chosen <i>(3 clawed feet)</i>	76 (75) 93 (94)
Wings: feathery wings chosen	85 (84)	95 (93)	Placement:	between branch and bottom of middle of body <i>(if orientation incorrect, bottom of middle of body only)</i>	64 (64) 83 (84)
Placement: right side and left side of rectangle	77 (86)	92 (90)	Hair:	correct hair chosen <i>(dark and spiky)</i>	80 (85) 96 (97)
one side only	3 (3)	2 (0)	Placement:	above eyes at top of head <i>(disregarding antenna)</i>	84 (90) 98 (96)
Eyes: correct eyes chosen <i>(made up of three circles)</i>	81 (86)	96 (95)	Antenna:	correct antenna chosen <i>(single)</i>	80 (81) 97 (94)
Placement: at top of body, centered and attached OR split in two top corners	41 (63)	66 (81)	Placement:	on top of head between eyes <i>(disregarding hair)</i>	80 (85) 97 (95)
one or both eyes outside rectangle	47 (29)	30 (15)	Total score:	15	12 (16) 35 (44)
Mouth: correct mouth chosen <i>(curved lips with teeth)</i>	81 (87)	95 (94)		13-14	31 (39) 47 (36)
Placement: middle of body with teeth/ tongue facing downwards	50 (62)	70 (73)		11-12	23 (19) 11 (14)
				9-10	13 (13) 4 (3)
				0-8	21 (13) 3 (3)

Subgroup Analyses:



Commentary:

This was a popular task, handled well by most year 8 students, but with a wide spread of results for year 4 students. Results from 2004 and 2008 were very similar, apart from the marks for placement of the eyes where there was a difference in how the task was administered in 2004 and 2008 (scissors were provided in 2004, but not in 2008). Year 8 Pakeha and Māori students performed very similarly, with Pasifika students averaging substantially lower.

Approach: Station

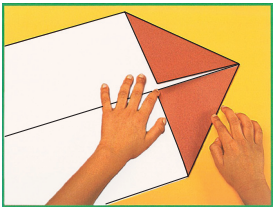

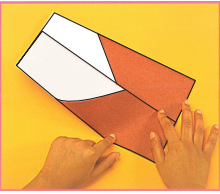
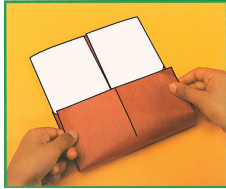
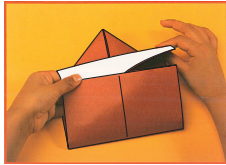
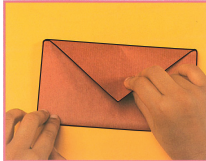
Focus: Comprehending literal meaning

Resources: Paper (coloured), sticker, black marker pen, instruction card, feather

Questions / instructions:

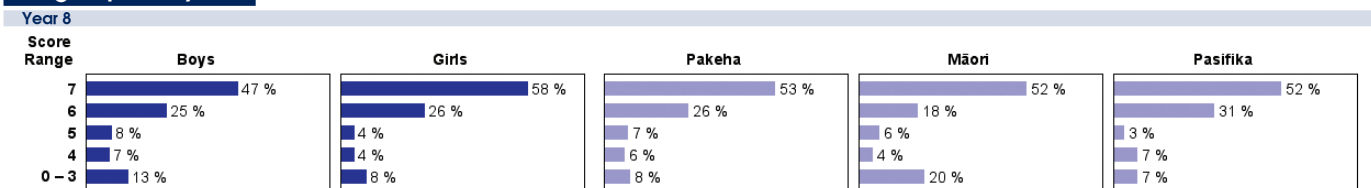
1. Read the instruction card on how to make a secrets folder.
2. Use the paper to make a secrets folder.
3. When you have made your secrets folder - ask the teacher to stick your student ID number on it.

Secrets Folder Instructions

1. Place the paper, coloured side down and fold in half lengthwise. Unfold. Fold the two top corners in to the centre line.
 
2. Fold the bottom edge up to the point at the top.
 
3. Now fold the outside edges in to the centre fold.
 
4. Fold the bottom edge to the top of the diagonal folds (two thirds of the way up).
 
5. Tuck the flap into the front pocket.
 
6. Fold the point down to form the front flap of the secrets folder.
 
7. Place a feather inside the folder.
8. Seal folder with a sticker.
9. Write on the front (side with no sticker): **My Secrets Folder**

	% response 2008 ('04)	year 8	% response 2008 ('04)	year 8
product is folder of right size		86 (83)		
coloured side facing outside		97 (99)		
Correct structure:				
yes, with inner flap in pocket		64 (57)		
yes, but inner flap not in pocket		18 (25)		
feather included in folder		91 (92)		
folder sealed with sticker		89 (93)		
"My Secrets Folder" written on side that doesn't have sticker		78 (72)		
Total score:				
		7		52 (49)
		6		26 (26)
		5		6 (6)
		4		6 (5)
		0-3		10 (14)

Subgroup Analyses:



Commentary:

More than half of the year 8 students followed the instructions fully, with another 26% missing just one point. There was little change between 2004 and 2008. Almost the same percentage of Pakeha, Māori and Pasifika students got full marks.

Approach: Station

Year: 8

Focus: Comprehending literal meaning; analysing and interpreting

Resources: Highlighter

Questions / instructions:

- A. Read the story.
- B. Decide whether each sentence below is a fact or an opinion. **Circle** your answer.
- C. On the story, use the highlighter pen to mark the parts that you said are **facts**.



Banana Story

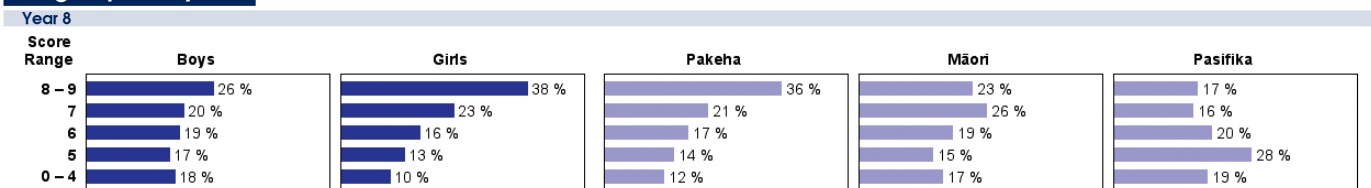
Overripe bananas aren't much good to eat. But they do make good banana cake and they can be used to help ripen other fruit. Ripe bananas give off a gas called ethylene. This gas makes fruit ripen faster. One way to ripen fruit is to put it in a plastic bag with a banana and seal it. Then the ethylene won't escape into the air. Apples are also good at helping other fruit ripen.

Bananas are very popular in New Zealand. New Zealanders eat more bananas than many other people. Making sure there are enough bananas for New Zealanders to eat is not easy. Bananas grow in warm countries and to get here they need to be put on ships. But the ethylene from bananas can be a problem. One ripe banana could make all the other bananas ripen and rot before they get to New Zealand. So the bananas sent here are completely green and are kept cool on the ship. When they arrive in New Zealand they are kept away from other fruit and in cool storage rooms until they are needed in the shops.

A banana ripener is someone who checks how fast the bananas are ripening. The banana ripener regularly checks to see if any bananas have started to turn yellow. If they have then they are taken away. A few days before the bananas are needed in the shops the banana ripener releases some ethylene gas and the bananas start to go yellow.

		% response 2008 ('04)	year 8	% response 2008 ('04)	year 8
1. You can do only two things with overripe bananas.	opinion	59 (59)			
2. The best way to ripen fruit is to put it with a banana.	opinion	44 (47)			
3. Bananas need to be kept cool on the ships.					
Fact: <i>("So the bananas sent here are completely green and are kept cool on the ship.")</i>					
yes, with correct highlighting		66 (72)			
yes, but with no correct highlighting		20 (17)			
4. Bananas and apples release ethylene gas.	fact	80 (82)			
	opinion	18 (17)			
5. Being a banana ripener is a hard job.	opinion	84 (84)			
6. Ethylene gas causes bananas to go yellow.					
Fact: <i>("A few days before the bananas are needed in the shops the banana ripener releases some ethylene gas and the bananas start to go yellow.")</i>					
yes, with correct highlighting		46 (48)			
yes, but without correct highlighting		35 (34)			
Total score:			8-9		32 (32)
			7		21 (23)
			6		18 (24)
			5		15 (10)
			0-4		14 (11)

Subgroup Analyses:



Commentary:

Many year 8 students were not confident in distinguishing facts from opinions. The result was a very wide distribution of marks for all groups, with girls and Pakeha students having markedly more high scores. There were noticeably more low scores in 2008 than in 2004.

Approach: One to one
 Focus: Retelling a story
 Resources: Story card - *Tusk The Cat*

Questions / instructions:

You are going to read a story called 'Tusk The Cat'. It is about a cat that goes missing. Read the story to yourself. If there are any words you get stuck on, I can help you. When you have finished reading, tell me by saying 'Finished' and then I'll ask you to tell the story to me.

Give the student the story card.

When Corbin Anderson gave me Tusk, he said he was the runt of the litter and would probably always be small and easy to look after. But he was wrong. Very, very wrong.

Tusk grew into the biggest cat I have ever seen. He had enormous ears and razor-sharp teeth. His claws could rip your skin to shreds without even trying. He was the blackest of cats. And he was fierce.

Tusk soon became the boss of our home. He sat in Dad's favourite chair, the one nobody else ever sat in. And if Tusk didn't get his tea on time, he would sharpen his claws on our brand new couch.

His favourite game was to hide under my bed and wait until it was my bedtime. Then he'd jump out and grab an ankle with both claws. Hard. And no matter how much I yelled and shook my leg, he just would not let go.

I wasn't the only one he attacked either. Before anyone could hang the washing on the clothes line, we had to trick Tusk to go inside. He was so greedy, it was easy to fool him.

We'd bang a spoon on the side of the cat food tin, and he'd go racing inside. Then we'd run out, slamming the door behind us. Mostly it worked, but sometimes it didn't, and I've got the scars to prove it.

Our family probably used more plasters than anyone else in New Zealand.

One day, we noticed that none of us were covered in plasters and Dad had been able to sit in his favourite chair. We tried to think of the last time we had seen Tusk the fierce attack cat, and we worked out that it had been at least a couple of days.

Something was wrong. Tusk had never missed a meal in his life. Never! We looked everywhere but we couldn't find him.

I felt sad and wanted to be alone - so I went to my secret hut. As I was fighting my way through the flax that hid the entrance, I felt the most awful pain in my ankle.

I looked down, and I saw three black balls of fur attached to my ankle. Each fur ball had enormous ears and razor-sharp claws and looked very fierce indeed. Suddenly I realised that I'd found Tusk, and I'd found Tusk's family too. Three kittens. And one of them was a little runt.

Even though my leg was bleeding and I was in terrible pain, I couldn't help smiling and laughing. I could see that our family was in for a world record in plaster using.

And I'd learnt something too. Something really important. Never trust boys called Corbin Anderson when they give you a runty kitten and tell you it's a tomcat.

Start reading the story to yourself now.

When the student says 'Finished', remove the story card before the student begins to retell.

Now tell me the story so that I get a good understanding of what it's about and what is happening.

Retelling of story:

- Tusk was the runt of the litter & was expected to remain small.
- Tusk grew into a big, fierce cat.
- Tusk became the boss of the home.
- Tusk was greedy.
- Tusk attacked family members/they used lots of plasters.
- Tusk went missing.
- Family missed Tusk & looked for Tusk.
- Tusk was found with three kittens/had had a family.
- The kittens were fierce too - just like Tusk.

Number of key points mentioned:	% responses	
	y4	y8
7-9	2	18
6	8	21
5	14	23
4	20	21
3	17	10
2	19	3
0-1	20	4

Extent to which story was retold with additional features:	% responses	
	y4	y8
comprehensively	3	10
substantially	14	33
moderately	33	34
little/not at all	50	23

student indicated understanding that Tusk is a female cat	% responses	
	y4	y8
	5	14

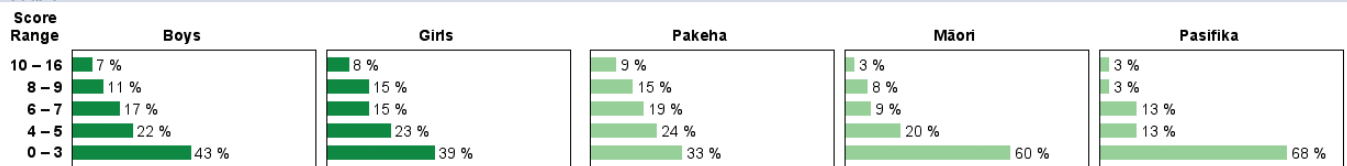
Coherence of story: (hanging together in logical order; beginning, middle, end; makes sense)	% responses	
	y4	y8
very high	3	16
quite high	17	44
moderate	34	28
low	46	12

Total score:	% responses	
	y4	y8
10-16	8	33
8-9	12	25
6-7	17	24
4-5	22	12
0-3	41	6

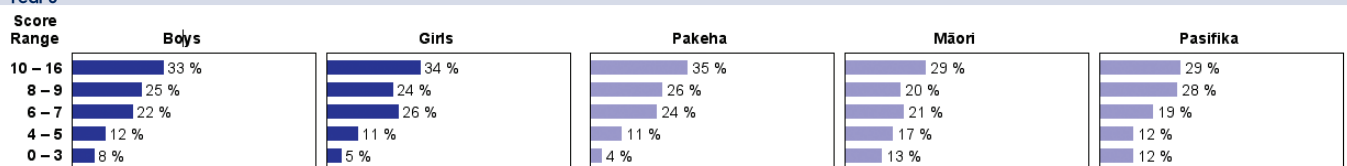


Subgroup Analyses:

Year 4





Year 8



Commentary:

This was a difficult reading passage for many year 4 students, particularly Māori and Pasifika students. Among year 8 students, performance patterns were similar for all five subgroups of students.

Approach: Station
 Focus: Making connections within and across text
 Resources: Information card

<p>Redback Spider</p> <p>What they look like</p> <p>Females have black bodies. There is a red stripe on their back which has a white edge around it.</p> <p>Where they are found</p> <p>Redbacks only live in Central Otago in the South Island and in New Plymouth in the North Island. They live around peoples' houses because they like warmth.</p> <p>Bites</p> <p>It is rare to be bitten by a redback as they will only bite when they are disturbed or trapped in clothing. The bite feels like a sharp pin prick and may lead to redness and pain where the bite occurred. If you are bitten you MUST go to a doctor.</p>  <p>Actual size of an adult female redback</p>	<p>White-Tailed Spider</p> <p>What they look like</p> <p>All white-tailed spiders are black with a white patch at the end of their abdomen.</p> <p>Where they are found</p> <p>White-Tailed spiders live in all parts of New Zealand. They mostly live around peoples' houses and gardens.</p> <p>Bites</p> <p>The bite can be painful but the burning, swelling, redness and itchiness quickly goes away and there are no long lasting effects. Putting ice on the bite can make it feel better.</p>  <p>Actual size of an adult female white-tailed spider.</p>
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Questions / instructions:

Ana has been bitten by a spider. Read the information about two spiders that have dangerous bites.

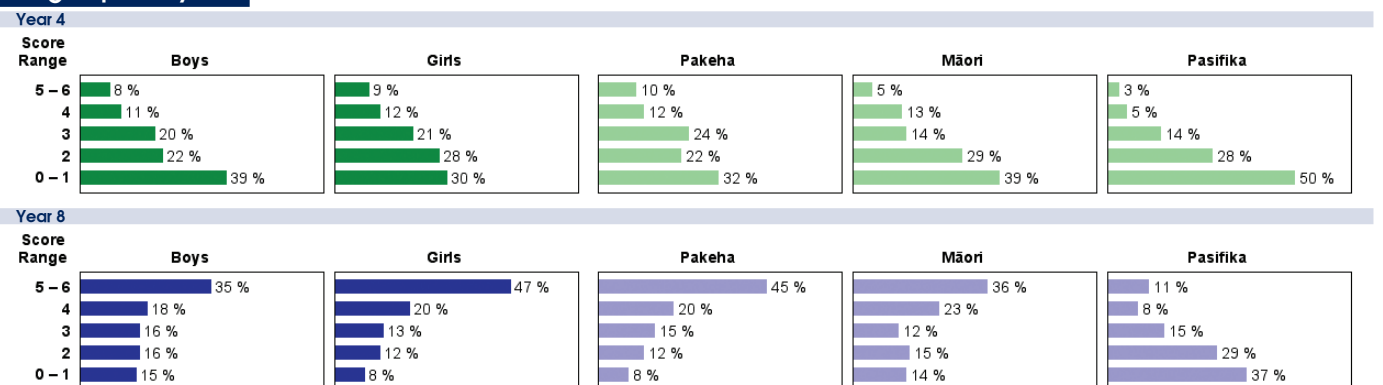
Use the clues below and tick ✓ the boxes to show which spider or spiders fit each clue.

	1. Redback	2. White-Tailed	3. Redback & White-Tailed
The bite was painful			
Ana was sitting at her back door			
Ana lives in New Plymouth			
The spider had a black body with a white spot			

- The bite was painful:** column 3 ticked OR both columns 1 and 2 ticked
 - Ana was sitting at her back door:** column 3 ticked OR both columns 1 and 2 ticked
 - Ana lives in New Plymouth:** column 3 ticked OR both columns 1 and 2 ticked
 - The spider had a black body with a white spot:** column 2 ticked
- Which spider has bitten Ana? **White-Tailed**
 - What should she do now? **put ice on the bite (to make it feel better)**

	% responses	
	y4	y8
The bite was painful:	29	46
Ana was sitting at her back door:	23	54
Ana lives in New Plymouth:	21	49
The spider had a black body with a white spot:	74	91
1. Which spider has bitten Ana?	45	73
2. What should she do now?	33	67
Total score:	5-6	9
	4	11
	3	21
	2	14
	0-1	35
		11

Subgroup Analyses:



Commentary:

It would have been better if the table which the students filled in was designed differently, either with column 3 (Redback and White-Tailed) omitted or with the word "only" added before the name of the spider in columns 1 and 2. Sixty percent of year 8 students and 20% of year 4 students scored more than half marks. Year 8 Pasifika students scored poorly compared to the other four subgroups.

Task: Black Robins

Approach: Station
 Focus: Comprehending literal meaning
 Resources: Highlighter

Year: 4 & 8

Questions / instructions:

Read the article about Black Robins.

[The article describes the location of the Chatham Islands, once the home to a thriving population of black robins. It then describes Mangere Island, the only island which the black robins now inhabit. This tiny island is uninhabitable for people due to the lack of fresh water and the difficulty of accessing the steep cliffs.

The cats and rats which arrived with Europeans started to threaten the bird population, gradually restricting the habitat of the black robins to Mangere Island only.

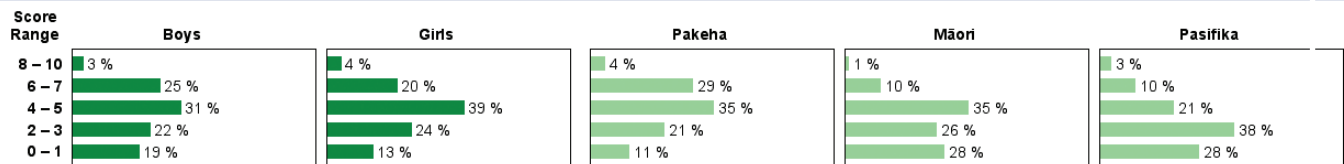
Unfortunately, even this island came under threat after almost a hundred years, as seabirds sought out new breeding grounds, due to the loss of land to farming on the other Chatham Islands.

For the specific reading refer to:
 Morris, R. (1980). *Seven Black Robins*. *School Journal Part 1 No. 3, 1980. 22-23.*

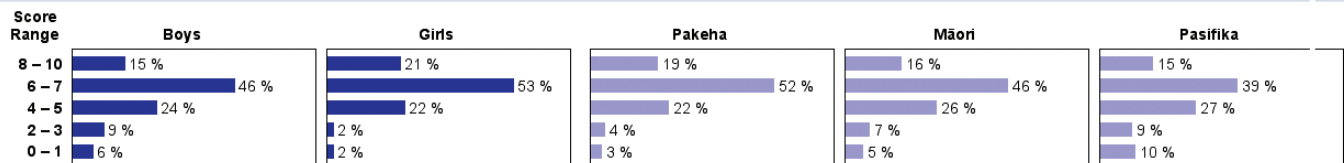
1. Put a <u>line</u> under each of the reasons why no-one lives on Mangere Island.			
Line under:	"no fresh water"	66	89
	"only way on to the island is up steep cliffs"	38	71
2. Put a tick ✓ above each of the animals that are a threat to Black Robins.			
Ticked above:	"cats"	68	91
	"rats"	67	91
	"seabirds"	20	23
3. Put a <u>dotted line</u> under what was killing the trees in the forest.			
Dotted line under "seabirds" AND "trampled":	both	4	16
	only one	53	66
4. Put a <u>circle</u> around how long the robins have lived on the island.			
Circled around:	"for nearly a hundred years"/ or "almost a century"	11	25
	"a hundred years" or "century"	34	44
5. Humans have affected sea birds too. Highlight the part that tells you this.			
Highlighted sentence: (<i>"Their breeding grounds on other islands had been taken over for farmland"</i>)	whole sentence, or part of it with key words included "breeding grounds...taken over"	15	35
Total score:	8-10	4	18
	6-7	22	49
	4-5	35	23
	2-3	23	6
	0-1	16	4

Subgroup Analyses:

Year 4



Year 8



Commentary:

Many students marked partial rather than complete answers to questions 2, 3, 4 and 5. This led to comparatively few very high scores. The text was also quite demanding for many year 4 students, resulting in a wide spread of marks. Year 4 Pakeha students scored markedly higher, on average, than their Māori and Pasifika counterparts, but at year 8 level performances were more similar.

Approach: Station
 Focus: Making connections
 Resources: Work book

Year: 8

Questions / instructions:

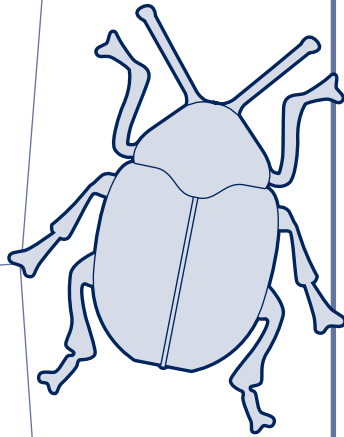
The Golden Scarab is an adventure story. It takes place in New Zealand but also tells about Ancient Egyptian times.
 Read the comments that some children made about the story.

'The Golden Scarab' was a thrilling mystery which, at some parts, I couldn't put down. It kept me on the edge of my seat and was extremely enjoyable.
 The climax is exciting and I liked the fact that it was educational as well as mysterious.
 It's totally awesome- please write another one!
Matt

'The Golden Scarab' was a great read. It intrigued me with a good story line that kept me wondering what would happen next.
 There was a lot of detail with the characters so I could really imagine them.
Jake

I thought 'The Golden Scarab' was really interesting and used lots of descriptive language.
 I can relate to the area it is set in.
 The beginning grabbed my attention straight away and made me want to read more.
 There is lots of interesting history about Egyptian culture with some funny parts as well.
Jordyn

I really enjoyed this book. I found it easy to understand. It was hard to put down, which means it's a good book. There were just a few things I didn't like. The writing was quite small so maybe the publishers could improve it by making the writing bigger. Also the plot was quite simple and sometimes I could guess what was going to happen.
Dylan

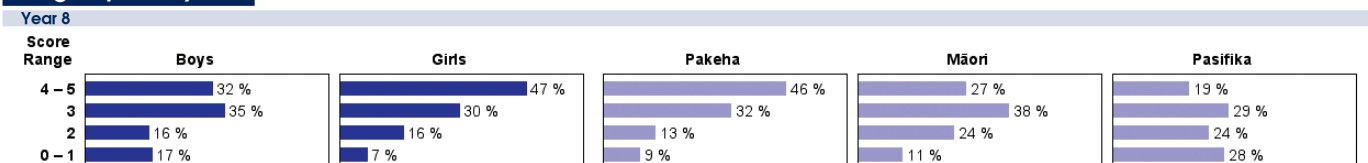


1. What did Matt and Dylan say that was the same?
 hard to/couldn't put the book down
 extremely enjoyable/really enjoyed this book
2. What did Jake and Dylan disagree about?
 how predictable the storyline/plot was/what will happen next
3. What did Matt and Jordyn both think was a good feature of the book?
 educational/interesting history about Egyptian culture
4. What did all the readers agree about?
 they all enjoyed the book/a great book

Total score: 4-5
 3
 2
 0-1

% responses	y8
77	
15	
66	
53	
87	
39	
33	
16	
12	

Subgroup Analyses:



Commentary:

Year 8 students handled the task of making connections among the four passages moderately well. Girls scored higher than boys and there was a substantial proportion of Pasifika students who had little success.

		% responses	
		y4	y8
LINK TASK: 4			
Approach:	One to one		
Year:	4 & 8		
Focus:	Analysing and interpreting		
Total score:	8–11	2	13
	6–7	15	40
	4–5	29	33
	2–3	34	12
	0–1	20	2

LINK TASK: 5			
Approach:	One to one		
Year:	4 & 8		
Focus:	Appreciating use of language		
Total score:	6–9	5	21
	4–5	21	37
	2–3	46	31
	0–1	28	11

LINK TASK: 6			
Approach:	One to one		
Year:	4 & 8		
Focus:	Knowing meanings; appreciating use of language		
Total score:	13–15	10	38
	11–12	18	22
	9–10	22	19
	7–8	20	11
	0–6	30	10

LINK TASK: 7			
Approach:	One to one		
Year:	4 & 8		
Focus:	Making inferences		
Total score:	10–18	9	21
	8–9	14	23
	6–7	15	24
	3–5	27	21
	0–2	35	11

LINK TASK: 8			
Approach:	Station		
Year:	4 & 8		
Focus:	Comprehending literal meaning		
Total score:	9–10	9	31
	7–8	19	27
	5–6	32	23
	3–4	29	14
	0–2	11	5

LINK TASK: 9			
Approach:	Station		
Year:	4 & 8		
Focus:	Comprehending literal meaning		
Total score:	14	20	31
	12–13	28	30
	10–11	14	22
	7–9	12	7
	0–6	26	10

		% responses	
		y4	y8
LINK TASK: 10			
Approach:	Station		
Year:	4 & 8		
Focus:	Comprehending and ordering instructions		
Total score:	5	24	54
	4	25	29
	3	23	10
	2	13	4
	0–1	15	3

LINK TASK: 11			
Approach:	Station		
Year:	4 & 8		
Focus:	Comprehending literal meaning		
Total score:	6		22
	5		30
	4		25
	3		12
	0–2		11

LINK TASK: 12			
Approach:	Station		
Year:	4 & 8		
Focus:	Recognising words and knowing meanings		
Total score:	9–10	9	41
	7–8	33	34
	5–6	32	19
	0–4	26	6

LINK TASK: 13			
Approach:	Station		
Year:	8		
Focus:	Identifying main ideas		
Total score:	9		27
	8		35
	7		19
	6		8
	0–5		11

LINK TASK: 14			
Approach:	Station		
Year:	8		
Focus:	Comprehending literal meaning		
Total score:	11–12		10
	9–10		34
	7–8		28
	5–6		16
	0–4		12

LINK TASK: 15			
Approach:	Station		
Year:	8		
Focus:	Summarising		
Total score:	4		34
	3		26
	2		20
	1		11
	0		9

5 Oral Descriptions

Overview: Year 8 students were moderately more successful than year 4 students at presenting oral descriptions. Averaged across all task components that both years attempted, 14% more year 8 than year 4 students succeeded. Most students were able to make a good start on tasks and to present some relevant aspects in their descriptions. What distinguished the better performers was their attention to detail and giving their information in a coherent, logically ordered way. There was no meaningful change in performance between the 2004 and 2008 assessments, for either year 4 or year 8 students.



The assessments included 11 speaking tasks that involved students in giving oral descriptions. Two were based on viewing and listening to video recordings, three on viewing photographs, one on observing objects and five on personal experiences and opinions. Eight of the tasks used the one-to-one interview approach, while the other three used the team or group approach. All of the tasks were identical for year 4 and year 8 students.

Three tasks are trend tasks (fully described with data for both 2004 and 2008), three are released tasks (fully described with data for 2008 only) and five are link tasks (to be used again in 2012, so only partially described here). The tasks are presented in that order.

Comparing results for year 4 and year 8 students

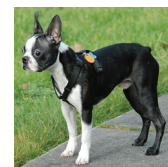
The performances of year 4 and year 8 students in 2004 were compared on 65 components of the 11 tasks. On average, 14% more year 8 than year 4 students succeeded on these components, with year 8 students scoring higher on 62 of the 65 components.

Most students were able to make a good start on tasks and to present some relevant aspects in their descriptions. What distinguished the better performers was their attention to detail and giving their information in a coherent, logically ordered way.



Trend results: comparing 2004 and 2008 results

Changes in performance between 2004 and 2008 could be examined on the three trend tasks. Averaged across the 29 components of these tasks, there was no change in the performance of year 4 students between 2004 and 2008, but 1% more year 8 students succeeded in 2008 than in 2004. Over two previous four-year periods (1996 to 2000 and 2000 to 2004), no change was observed in oral description performance for year 4 students, but there were small (2% and 3%) declines for year 8 students.



Trend Task: Wasp Nest

Approach: One to one

Year: 4 & 8

Focus: Coherence of message

Resources: Video on laptop computer, picture card



[Images from picture given to students, as above, taken directly from news video; script rewritten.]

VIDEO VOICEOVER:

What you see here are thousands and thousands of wasps in a far northern town in New Zealand and my name is Mike White. I've been asked to come up here because I'm a specialist in getting rid of wasps and other pests.

Now because this huge wasp nest is at the top of a very, very tall tree, a 25 metre tall tree – I have to be flown up there by helicopter, attached to a long rope – quite a dangerous job as you would imagine – to throw poisonous powder over this wasp nest. The wasp nest is about as big as a car.

So here I am wearing my protective clothing and you can see why I need to have protective clothing on this very dangerous job to get rid of these wasps.

Now I'm going to put this poisonous powder into the nest to destroy the wasps.

Well, I think that that's going to work very, very well so back to the base again and job well done and those people can sleep easy tonight.

Questions / instructions:

This activity uses the computer.

We are going to watch a video of something that could be on the news, and later on I'm going to ask you to be the news reporter.

The video is about a wasp nest in a tree. Put on the headphones, then I'll play the video.

Click the *Wasp Nest* button.

Now imagine that you are a news reporter, and you are going to tell a news story about what you saw on the video. Try to describe what happened, and to tell the news so that it sounds interesting. Before you tell the news story I'll play the video again, so that you can think about what you will say.

Click the *Pause/Play* button twice, to replay the video.

Here are some pictures from the video to help you tell the news story. You can think about it for a few moments, then tell me the story.

Give student picture.

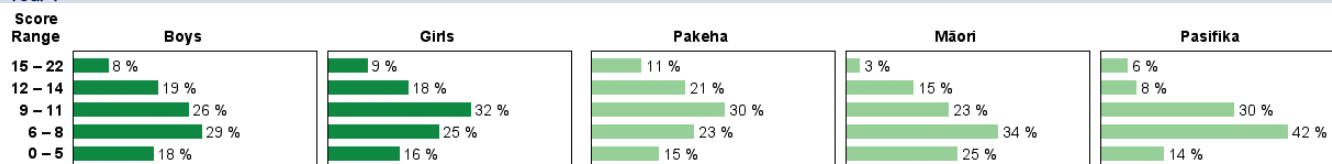
Tell me the news story. Remember to describe what happened, and to tell the news so that it sounds interesting.

	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
Mentioned:					
Huge wasp nest – “big as a car”	37 (36)	51 (57)	helicopter used	62 (62)	72 (62)
yes, lacking detail	16 (17)	17 (19)	man hangs at end of long rope from helicopter	38 (33)	44 (35)
thousands and thousands of wasps (or equivalent)	23 (24)	27 (20)	man wearing protective clothing	54 (54)	54 (45)
nest high in tree	31 (30)	45 (40)	Poison powder used:		
Tree – 25 metres	24 (24)	43 (45)	yes, sprayed into nest	49 (52)	55 (62)
very tall	12 (12)	15 (11)	mentioned	38 (38)	38 (27)
Specialist/expert at getting rid of wasps:			Job completed well:		
yes, named Mike White (or very similar)	18 (24)	37 (37)	people can sleep easy	23 (23)	22 (20)
yes, no name or inaccurate name	37 (40)	39 (37)	mentioned	33 (25)	35 (38)

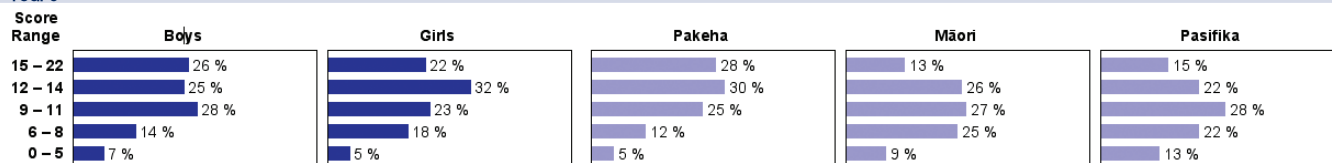
		% response 2008 ('04)		% response 2008 ('04)	
		year 4	year 8	year 4	year 8
Appropriate introduction for news story: <i>(highlighting risk from nest, drama of treatment)</i>	strong	9 (11)	21 (22)		
	medium	27 (29)	41 (47)		
	weak	64 (60)	38 (31)		
Logical flow and coherence:	strong	16 (14)	33 (27)		
	medium	58 (60)	54 (61)		
	weak	26 (26)	13 (12)		
Sense of drama conveyed:	strong/descriptive	8 (9)	14 (11)		
	medium/some	30 (31)	41 (49)		
	weak/basic	62 (60)	45 (40)		
Speech clarity:	very clear and well articulated	46 (59)	58 (62)		
	some minor limitations in speech clarity	44 (38)	38 (37)		
	some significant difficulties in understanding words spoken	7 (3)	3 (1)		
	very hard to understand	3 (0)	1 (0)		
Perspective: (told from)	newsreporter/third person	83 (76)	89 (85)		
	personal/first person	17 (24)	11 (15)		
	Total score: 15–22			9 (6)	24 (12)
	12–14			18 (20)	28 (43)
	9–11			28 (33)	26 (28)
			6–8	27 (25)	16 (14)
			0–5	18 (16)	6 (3)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Most year 8 students and a majority of year 4 students presented the main elements of the story, but many omitted details. The lack of detail was particularly noticeable for Māori and Pasifika students. Performance was similar in 2004 and 2008, except for an improvement in 2008 among the top quarter of year 8 students.

Trend Task: Popcorn Making



Year: 4 & 8

Approach: One to one
 Focus: Instructing, directing
 Resources: Video on laptop computer, picture



DESCRIPTION: Video of process from packet to popcorn, ready to eat. No voiceover; soundtrack of cooking sounds only.

Questions / instructions:

This activity uses the computer.

I want you to tell me how you would explain to someone how to make popcorn. You will need to give very good instructions, so that someone would know exactly what to do and things they should be careful about. We will watch a video of popcorn being made so that you have the information you need.

Click the **Popcorn Making** button.

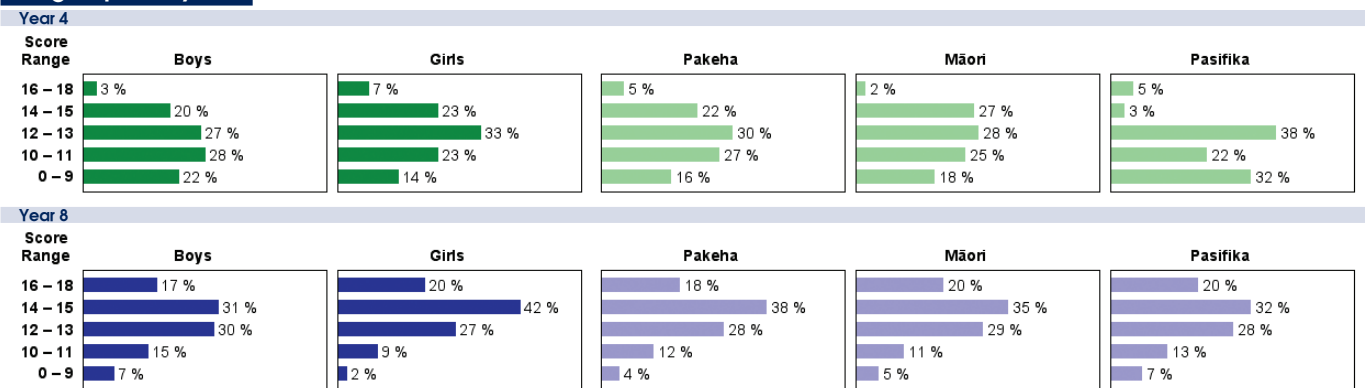
Here are some photos from the video to remind you how to make popcorn.

Hand out picture. [Images from video, same as above.]

Look at the pictures and think about the instructions you would give to someone so that they could make popcorn. When you are ready, tell me what instructions you would give from the start to the finish.

Explanation:	% response 2008 ('04)		Sequencing and organisation of steps:	% response 2008 ('04)		
	year 4	year 8		year 4	year 8	
Get popping corn	70 (77)	81 (82)	all steps mentioned are in correct order	74 (77)	71 (73)	
Cut/get butter	70 (82)	80 (80)		one or more steps mentioned are out of order, initially, but corrected	8 (7)	10 (10)
Put butter into pot/pan/saucepan	83 (85)	86 (85)		one step mentioned is out of correct order	13 (10)	15 (13)
Put pot on stove	45 (40)	51 (50)		two steps mentioned are out of correct order	3 (3)	3 (4)
Turn stove/element on	30 (35)	53 (46)		explanation jumbled or very limited	2 (3)	1 (0)
Wait for butter to melt	66 (64)	89 (93)	Speech clarity: very clear and well articulated	58 (62)	74 (81)	
Put corn into pot – yes, using spoon yes	27 (31) 68 (63)	54 (58) 45 (42)		some minor limitations in speech clarity	38 (32)	24 (16)
Put lid on pot	47 (38)	74 (79)	some significant difficulties in understanding words spoken	3 (4)	2 (3)	
Wait for corn to pop – fully mentioned	30 (22) 43 (56)	55 (44) 33 (37)	very hard to understand	1 (2)	0 (0)	
Take lid off	12 (14)	17 (14)	Total score:	16–18	5 (5)	
Tip popcorn into bowl	74 (63)	84 (90)		14–15	21 (17)	
				12–13	30 (36)	
				10–11	26 (30)	
				0–9	18 (12)	

Subgroup Analyses:



Commentary:

As was the case with "Wasp Nest", most students described some of the steps in the process and in the correct order, but many omitted a lot of the details. Year 8 Pakeha, Māori and Pasifika students performed very similarly, as did year 4 Pakeha and Māori students.

Approach: Group
 Focus: Giving instructions
 Resources: 1 clipboard, 4 packs of foam shapes, 4 pictures

Questions / instructions:

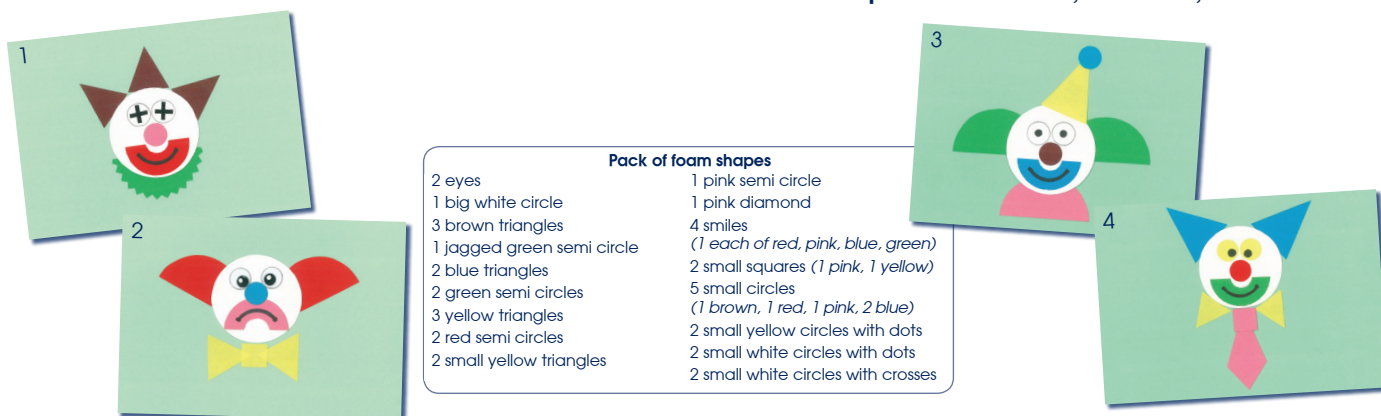
In this activity you are each going to give instructions to the others in your team to make a foam clown.

Hand each student a pack of foam shapes.

Here are your foam shapes. You will each get a picture of a different clown. You need to **tell** the others how to make the clown – but you can't show them or move their foam pieces. Try to make your instructions very clear.

Let's begin with [Student 1]. I'll give you a picture of a clown. Don't let the others in the team see your picture, but watch what they are doing to check that you are giving clear instructions. When the others have **finished** making the clown, show them the picture.

Attach picture 1 to clipboard and give to Student 1. Ensure that students cannot see the photo being described. Repeat for Student 2, Student 3, Student 4.



Clarity of individual instructions:

(including shape, colour, place)

	high	moderate	low
year 4	25 (23)	56 (62)	19 (15)
year 8	43 (37)	52 (55)	5 (8)

Completeness of set of instructions:

(i.e. to what extent should it have allowed the participants to create the desired picture)

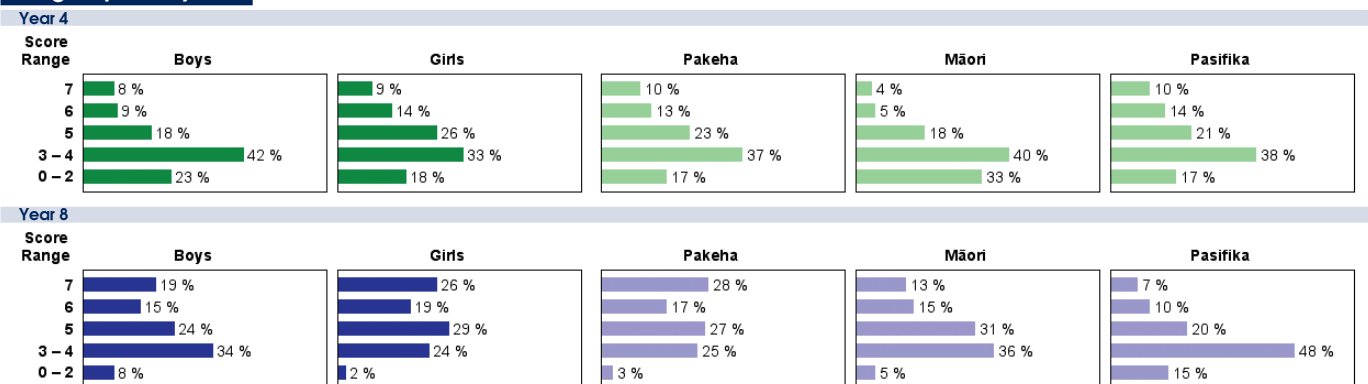
	all details covered	most details covered (1-2 wrong)	moderately complete (2+ wrong)	very incomplete
year 4	35 (26)	32 (39)	27 (29)	6 (6)
year 8	55 (55)	33 (27)	11 (15)	1 (3)

Efficiency of set of instructions

(e.g. sequenced in correct sensible order; extent to which correct positions signalled without need for corrective instructions)

	very efficient (no questions)	moderately efficient (few questions)	inefficient
year 4	16 (11)	64 (68)	20 (21)
year 8	31 (23)	63 (69)	6 (8)
Total score:	7	6	5
	9 (6)	11 (9)	22 (18)
	23 (15)	16 (19)	27 (29)
	3-4	37 (48)	29 (29)
	0-2	21 (19)	5 (8)

Subgroup Analyses:



Commentary:

This was a very popular task with a wide range of performance. Presenting a clear, complete and efficient set of instructions for such tasks is not easy. The improvement from year 4 to year 8 was moderate. There was little change from 2004 to 2008. At the bottom end, year 8 Pasifika students scored poorly, almost unchanged from year 4 Pasifika students.

Task: Favourite Game

Approach: One to one
 Focus: Conveying information, instructing; expressing ideas
 Resources: None

Year: 4 & 8

Questions / instructions:

I'm interested in hearing you tell me about a game you like to play outside.

Try to think of a game that you really enjoy. Think about it for a moment, and when you have thought of one, let me know.

Allow time.

1. What's the game called?

student gave the game a name 97 98

2. Imagine I know nothing about this game. Explain to me how the game is played, so that I would understand how to play it myself.

Extent of detail given in playing the game:

extensive detail 8 23
 substantial detail 37 41
 moderate detail 43 30
 very limited detail 12 6

How well organised was the explanation?

very well 19 31
 moderately well 72 65
 any other response 9 4

3. Tell me what makes this a really good game to play – why you like playing it.

Extent to which the student explained why he/she liked playing the game:

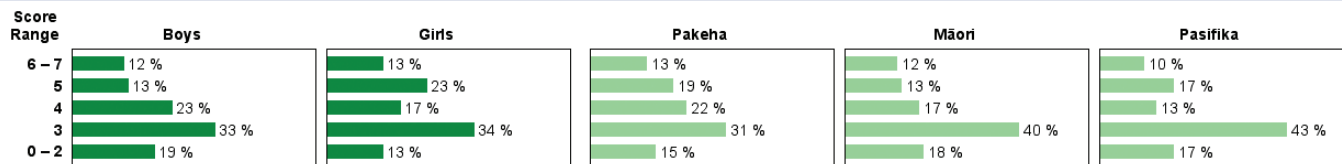
substantial justification 27 39
 a little justification 66 55
 not at all (e.g. "I like it" or equivalent) 7 6

Total score:

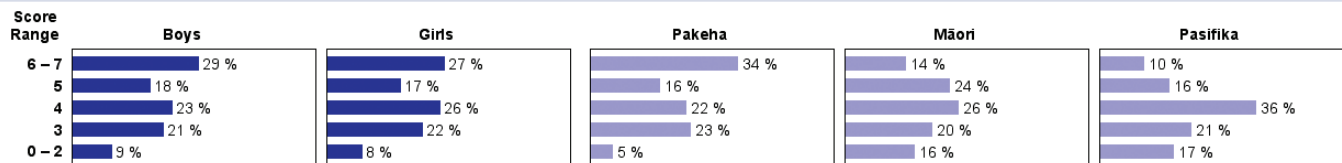
6-7	13	28
5	17	18
4	20	24
3	34	22
0-2	16	8

Subgroup Analyses:

Year 4



Year 8



Commentary:

Students who chose a very complex team game like rugby created a real challenge for themselves. Performance differences among the subgroups were small for year 4 students but, at year 8 level, Pakeha students scored markedly higher than Māori and Pasifika students, on average.

Approach: One to one
 Focus: Convey information
 Resources: 2 identical photo cards

Year: 4 & 8

Questions / instructions:

Give student one photo card.

We both have the same card showing 12 different pictures of dogs.

Choose one of the dogs to describe to me and I will try and guess which one it is. Describe what it looks like but don't tell me the kind of dog it is, or where it is on the chart, or what else is in the picture.

When you've finished your description I'll tell you which dog I think it is.

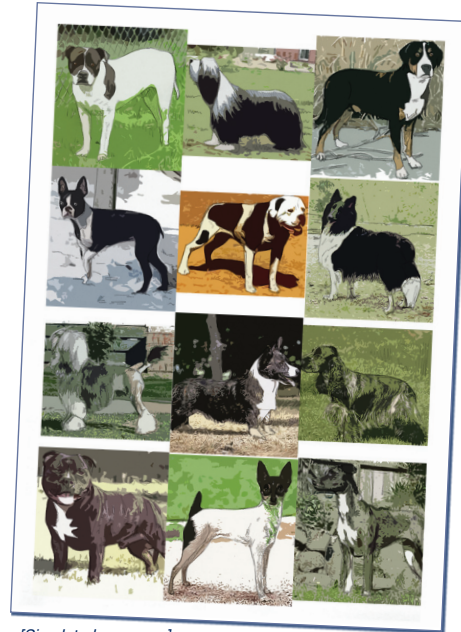
Allow student time to complete giving their description.

Is there anything else you can tell me about the dog?

- I think the dog is
Am I correct?

If not correct:

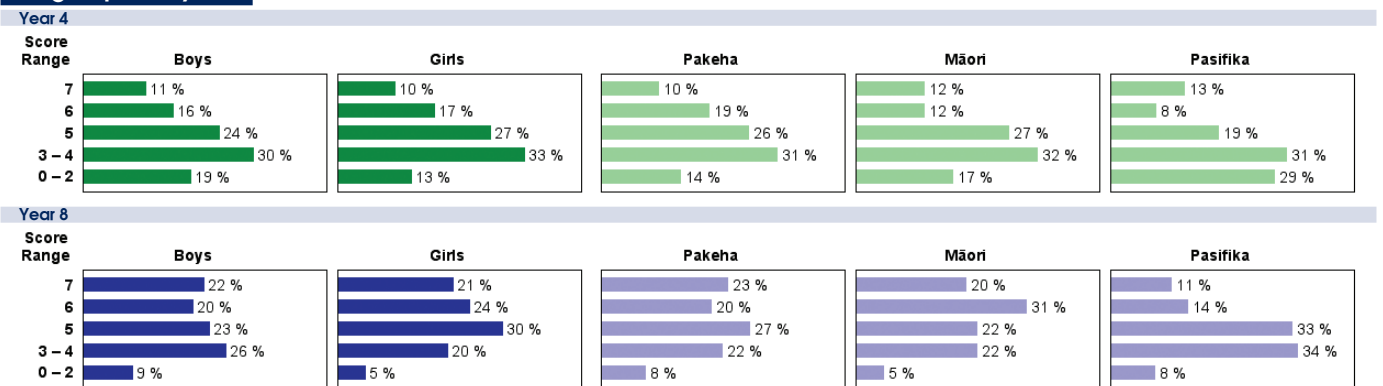
- Tell me some more to help me work out the dog you have chosen.
- I think the dog is
Am I correct?



[Simulated resource.]

	% responses			% responses	
	y4	y8		y4	y8
Extent to which the first clue reduced the number of dogs to consider:			Down to one dog before teacher prompted:	60	76
substantially (removes 6 or more)	50	60	Teacher identified correct dog:		
moderately (removes 3 to 5)	16	18	first attempt	71	88
not at all or very little (removes 0-2)	34	22	after further information	22	8
Extent to which the second clue reduced the number of dogs to consider:			Total score:	7	11
substantially (removes 6 or more)	37	45	6	16	22
moderately (removes 3 to 5)	25	25	5	26	27
not at all or very little (removes 0-2)	38	30	3-4	31	23
			0-2	16	7

Subgroup Analyses:



Commentary:

Year 8 students were somewhat more strategic than year 4 students in their choice of clues, but substantial numbers of students in all subgroups at both year levels scored well. Māori students performed similarly to Pakeha students at both year levels, with Pasifika students not far behind at year 8 level.

Task: Movie/Play

Approach: One to one
 Focus: Expressing ideas/opinions, discussing
 Resources: None

Year: 4 & 8

Questions / instructions:

In this activity you will be telling me about a movie or play you have seen. You might have seen it at school, at home, in a theatre, on TV, video or a DVD.

I want you to briefly sum up what the movie or play was about. Tell me how it starts off, what happens, and how it finishes. Remember that you are giving me a summary, so don't tell me everything about it.

Have some time to think about the movie or play you will be telling me about.

Allow a few minutes for thinking.

1. Do you remember the name of the movie/play?
 name clearly given 91 93
 unsure/unclear of name 7 5

2. Now tell me about the movie/play, so that I get a good idea of what it is all about.

Allow time.

Quality of picture presented about what the play/movie was about:

very good/excellent 5 19
 good 23 34
 moderately good 49 32
 poor 23 15

3. On a scale of one to ten, with one being the worst and ten the best, how would you rate the movie/play?

Rating of movie/play:
 high (8-10) 76 70
 medium (4-7) 19 29
 low (1-3) 1 1
 no clear rating 4 0

4. Why did you give it that rating?

Justification of rating given:
 strong 9 20
 moderate 35 44
 weak 56 36

5. Who do you think might enjoy the movie/play?

specific person/s or types of persons identified 90 93

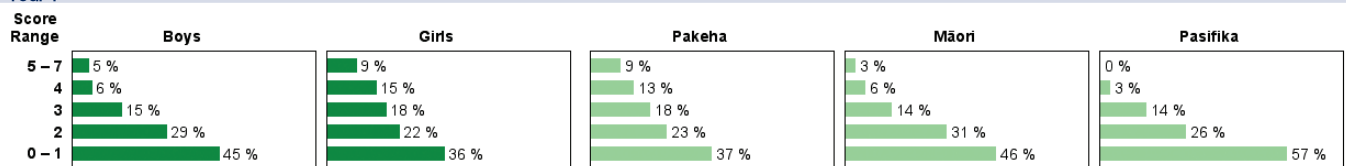
6. Why might they enjoy it?

Justification given:
(extent to which characteristics of people and movie/play connected)
 strong 5 14
 moderate 33 51
 weak 62 35

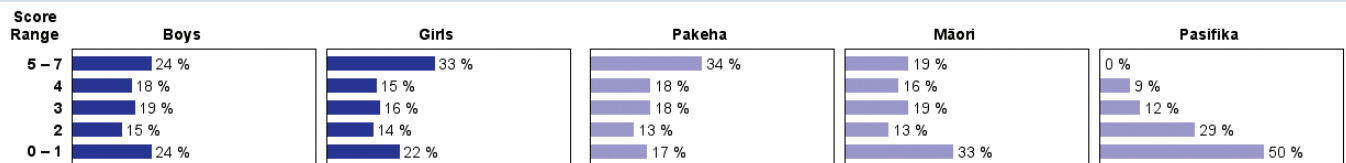
Total score:
 5-7 7 28
 4 10 17
 3 17 18
 2 25 14
 0-1 41 23

Subgroup Analyses:

Year 4



Year 8



Commentary:

A complication with this task was that some students chose a multi-episode TV show rather than a single movie or play. This made it harder for them to reach high scores. Most students named a movie, play or series which they rated highly, but had a harder time describing it and justifying their enthusiasm. High proportions of Pasifika students, notably at year 8 level, had low scores.

% responses
y4 y8

LINK TASK: 16

Approach: One to one

Year: 4 & 8

Focus: Persuading, expressing opinions

Total score:	7-8	15	38
	5-6	30	32
	3-4	32	22
	0-2	23	8

LINK TASK: 17

Approach: One to one

Year: 4 & 8

Focus: Conveying information

Total score:	11-14	3	16
	9-10	22	37
	7-8	24	30
	5-6	31	13
	0-4	20	4

LINK TASK: 18

Approach: One to one

Year: 4 & 8

Focus: Expressing ideas

Total score:	7-8	9	20
	5-6	33	34
	3-4	35	30
	0-2	23	16

LINK TASK: 19

Approach: Team (individual response)

Year: 4 & 8

Focus: Describing an object

Total score:	5-6	15	30
	4	11	18
	3	21	21
	2	18	14
	0-1	35	17

LINK TASK: 20

Approach: Team (individual response)

Year: 4 & 8

Focus: Introducing self and others

Total score:	7	21	40
	6	26	34
	5	23	13
	4	14	10
	0-3	16	3

6 Oral Presentations

Overview: Year 8 students were moderately more successful than year 4 students at presenting oral descriptions. Averaged across all task components that both years attempted, 12.5% more year 8 than year 4 students succeeded. In general, year 4 students performed almost as well as year 8 students on task components related to enthusiastic involvement and expressiveness, but markedly less well on task components that required careful coordination between the team members or precision of ideas. When trends from 2004 to 2008 were examined, we found no change for year 4 students and a very small improvement for year 8 students.



The assessments included 14 tasks that involved students in making oral presentations for various purposes: telling stories, developing and presenting puppet plays, presenting poems, performing conversations and plays, talking on allocated topics, and developing and asking questions. Two of the tasks were administered using the one-to-one interview approach, and the remaining 12 tasks using a team or group approach.

Eleven of the tasks were identical for year 4 and year 8 students. One task had the same instructions and the same marking procedures and criteria for both year 4 and year 8 students, but simplified stimulus materials for the year 4 students. The final two tasks were for year 8 students only.

Seven tasks are trend tasks (fully described with data for both 2004 and 2008) and seven are link tasks (to be used again in 2012, so only partially described here). The tasks are presented in that order, with the tasks done only by year 8 students last in each section.



Comparing results for year 4 and year 8 students

The performances of year 4 and year 8 students in 2008 were compared on 43 components of the 11 tasks that were the same for both year levels. On average, 12.5% more year 8 than year 4 students scored well on these components. Year 8 students scored higher on all except one of the components. In general, year 4 students performed almost as well as year 8 students on task components related to obvious involvement and expressiveness, but markedly less well on task components that required careful coordination between the team members or precision of ideas. Speech clarity was generally high at both year levels. Overall, year 4 students did almost as well as year 8 students on tasks involving recounting personal experiences, such as *My Place* (p55) and *Link Task 22* (p61), with bigger differences where they were asked to respond to new stimuli or situations.

Trend results: comparing 2004 and 2008 results

Changes in performance between 2004 and 2008 could be examined on six trend tasks for year 4 students and seven trend tasks for year 8 students. Averaged across 23 components of the year 4 trend tasks, there was no change in performance between 2004 and 2008. Improvements or declines on the individual tasks were generally small.

For year 8 students there were 28 components of the seven trend tasks and, on average, 2% more year 8 students succeeded with these components in 2008 than in 2004. Substantial improvements were evident on *Agree or Disagree* (p54) and *Come on Over* (p60), counteracted by substantial declines on *Birthday Surprise* (p53) and *My Place* (p55).

Overall speaking results

Looking at all of the speaking trend tasks in chapters 5 and 6, there is no evidence of change in speaking performance for year 4 students between 2004 and 2008. This result follows a small gain of 1.5% between 1996 and 2000, and an identical gain between 2000 and 2004. For year 8 students, the average gain between 2004 and 2008 is 1%, which was preceded by a loss of 3.5% between 1996 and 2004 and a further loss of 1.5% between 2000 and 2004. Overall, the picture is of a small improvement for year 4 students between 1996 and 2008, but a small decline for year 8 students over the same time period.

Approach: One to one
 Focus: Telling a story
 Resources: Video on laptop computer

Questions / instructions:

This activity uses the computer.

In this activity you are going to hear the start of a story called "Nanny Mihi's Birthday Surprise". You'll hear most of the story – but not its ending.

After you've heard the start of the story, you are going to be the story teller, and make up the rest of the story. If you already know this story try to think of your own ending – not the one you already know.

Click the *Birthday Surprise* button.

Now I want you to take over and be the story teller. Keep on telling the story and try to give it a good ending. Remember, you are the story teller. Try to make it interesting for me to listen to.

Allow time then encourage the student to take the role of a story teller.



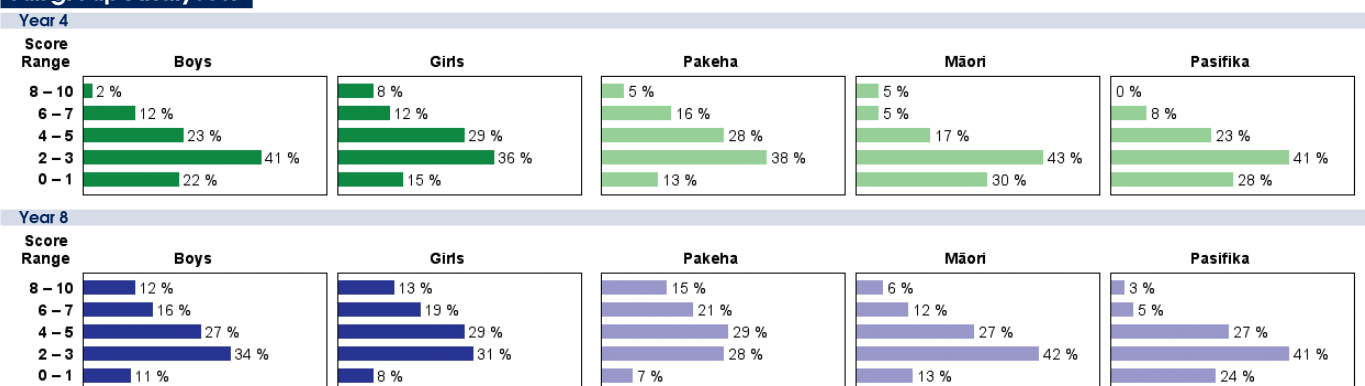
VIDEO VOICEOVER:

Nanny Mihi lives in her whare by the sea. Every school holidays we go and stay, but sometimes we make a special trip. "It's Nanny Mihi's birthday this weekend," said Mum. "Why don't we drive up and surprise her?" We packed up the car on Saturday with Nanny Mihi's presents. There was a straw hat for the sun, a new kete to carry things, some koromiko trees for Nanny's garden, and lots of kai for a birthday feast. But the biggest present of all was a goat to mow Nanny's weeds.

The car was very full with all of us, and the presents, and the goat. "Nanny will get a big surprise when she sees us!" we laughed. "Haere mai, mokopuna mā. What are you doing here?" called Nanny when we arrived. "Happy birthday, Nanny Mihi," we yelled, and we jumped out of the car and ran to hug her. "What a nice surprise for my birthday," she smiled. Then she got an even bigger surprise.

	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
Oral presentation:					
very expressive and lively	10 (14)	12 (20)	Creativity/originality of content:	high	8 (13)
moderately expressive	38 (33)	41 (40)		moderate	34 (33)
little expressiveness	52 (53)	47 (40)		little or none	58 (54)
Continuity: <i>(follows narrative thread appropriately)</i>			Used rich descriptive language:		
very well linked	24 (29)	36 (53)			8 (12)
partially fits, some discontinuity	63 (59)	57 (43)			17 (18)
doesn't follow story at all	13 (12)	7 (4)			
Achieving closure: <i>(bringing story to clear conclusion)</i>			Total score:	8-10	5 (10)
very cohesive, complete ending	5 (6)	11 (14)		6-7	12 (15)
quite cohesive, most elements				4-5	26 (20)
pulled together	23 (26)	37 (40)		2-3	39 (39)
partial, abrupt or confusing ending	51 (47)	41 (36)		0-1	18 (16)
story clearly not completed	21 (21)	11 (10)			

Subgroup Analyses:



Commentary:

In presenting an ending to this story, there was little difference between year 4 and 8 students in expressiveness, but the year 8 students tended to come up with a more appropriate and complete ending. At both year levels, there were slightly fewer high scores in 2008 than in 2004.

Approach: Team
 Focus: Justifying opinions
 Resources: 4 cards, Agree / Disagree sign

Questions / instructions:

Place 'Agree or Disagree' sign on the table.
 Place pile of cards upside down on the table.
 [See topics below, with results.]

There are some ideas written on these cards. You are going to tell the others in your team why you agree or disagree with them. In turns, you will pick up one of these cards and read it to the others. Then, each of you will take turns to say whether you agree or disagree, and why. If you partly agree and partly disagree, give your reasons for agreeing, and your reasons for disagreeing. After every one has had their say, the next person will read the next card.

[Student 1], read the first card to the others.

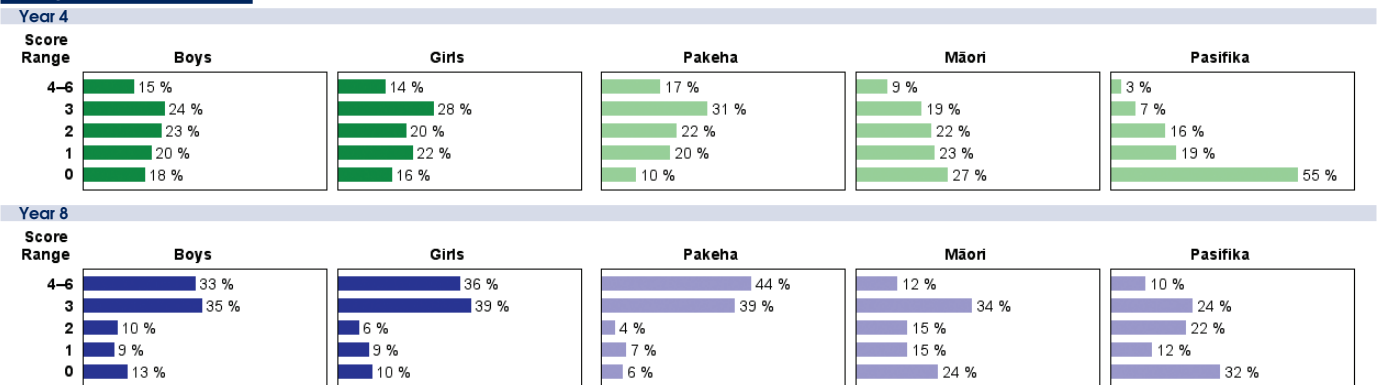
Student 1 reads the card.

- [Student 1]: Do you agree or disagree? Try to give good reasons. Now pass your card around the team so that everyone says if they agree or disagree and gives their reasons.
- [Student 2]: Do you agree or disagree? Try to give good reasons.
- [Student 3]: Do you agree or disagree? Try to give good reasons.
- [Student 4]: Do you agree or disagree? Try to give good reasons.

Ensure that everyone in the team talks about the statement. Then have Student 2 read out the next statement and go round the group getting each child to talk about this new statement. Keep doing this until all four statements have been read and commented upon.

		% response 2008 ('04)				% response 2008 ('04)	
		year 4	year 8			year 4	year 8
Topic 1: Fizzy drinks should be sold at school:				Topic 4: Maths is the most important school subject			
Support of topic:	strongly in favour	2 (2)	10 (5)	Support of topic:	strongly in favour	31 (34)	12 (15)
	mildly in favour	8 (8)	7 (22)		mildly in favour	21 (21)	22 (17)
	equivocal/neutral/unsure/unclear	10 (18)	25 (24)		equivocal/neutral/unsure/unclear	22 (23)	37 (32)
	mildly against	19 (22)	25 (33)		mildly against	12 (8)	17 (32)
	strongly against	61 (50)	33 (16)		strongly against	14 (14)	12 (4)
Topic 2: School holidays should be longer				Overall:			
Support of topic:	strongly in favour	19 (16)	20 (16)	Clarity of points made:	high	9 (6)	21 (14)
	mildly in favour	12 (15)	25 (31)		moderate	58 (50)	61 (64)
	equivocal/neutral/unsure/unclear	27 (16)	28 (28)		low	33 (44)	18 (22)
	mildly against	20 (20)	15 (23)	Relevance of arguments to viewpoints expressed:	high	11 (8)	29 (17)
	strongly against	22 (33)	12 (2)		moderate	64 (64)	54 (66)
Topic 3: Talking in class helps you learn					low	25 (28)	17 (17)
Support of topic:	strongly in favour	10 (4)	17 (8)	Overall strength of arguments in support of viewpoints:	high	5 (4)	18 (8)
	mildly in favour	17 (11)	24 (34)		moderate	38 (35)	55 (46)
	equivocal/neutral/unsure/unclear	21 (34)	45 (39)		low	57 (61)	27 (46)
	mildly against	21 (20)	9 (11)	Total score:	4-6	14 (10)	34 (21)
	strongly against	31 (31)	5 (8)		3	26 (25)	37 (33)
					2	22 (18)	8 (19)
					1	21 (24)	9 (15)
					0	17 (23)	12 (12)

Subgroup Analyses:



Commentary:

While the views expressed are recorded here, the total score is based on the final three criteria which were judged for each student separately. More year 8 students achieved high scores in 2008 than 2004, but there was little change from 2004 to 2008 for year 4 students. Year 8 Māori and both year 4 and 8 Pasifika students averaged substantially lower than their Pakeha counterparts.

Approach:	Team	Year:	4 & 8
Focus:	Reciting and orating		
Resources:	None		

Questions / instructions:

We all have a place that is very special to us. We also have reasons why this place is so special.

In this activity, which is called 'My Place', each of you is going to give a talk to the rest of the group about a place that is very special to you. You will need to think about the place that is special to you, and the reasons why it is special. Before we start, you can have a little time to think about your special place.

Allow time.

Now it's time for telling the others about your special place. Each person can talk for up to two minutes, or longer if you want. Try to give a really interesting talk for us to listen to. We will start with [Student 1].

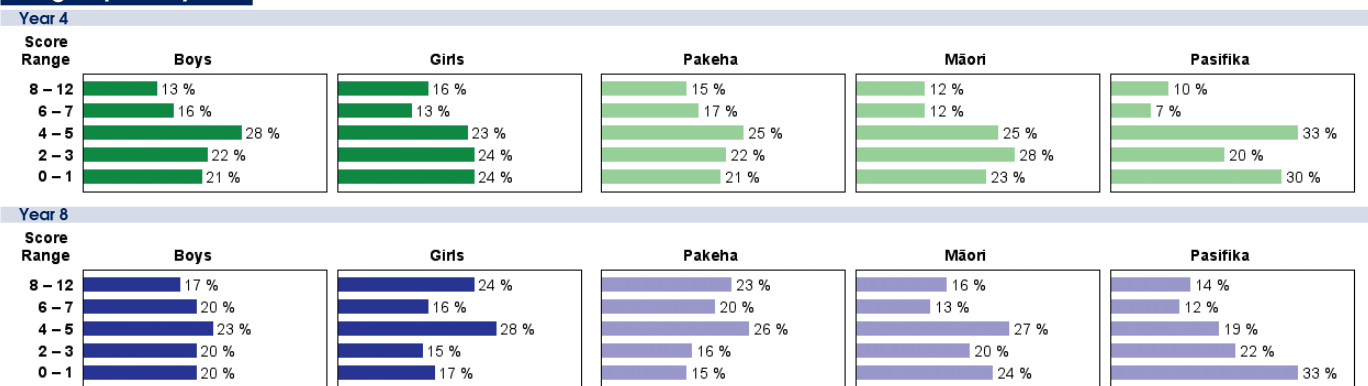
Have each student give their talk.

(Student 1, Student 2, Student 3, Student 4)

It is not necessary for the child to speak for a particular length of time, but if they go on for too long, politely bring closure.

	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
Relevance of comments to topic:			Communication of personal feeling about place:		
strong	21 (27)	25 (40)	strong and explicit feeling	6 (8)	11 (12)
moderate	67 (60)	63 (53)	implicit tone conveyed	22 (20)	26 (34)
weak	12 (13)	12 (7)	little/some feeling conveyed	42 (32)	41 (41)
			very weak	30 (40)	22 (13)
Clarity of individual comments: <i>(extent to which listener can picture these aspects/content of message/feeling/picture)</i>			Overall effectiveness in creating a vivid, interesting place: <i>(rich language throughout)</i>		
strong	11 (18)	15 (24)	very strong	1 (6)	2 (5)
moderate	51 (40)	54 (57)	quite strong	11 (14)	16 (19)
weak	38 (42)	31 (19)	moderate	33 (22)	38 (39)
			weak	55 (58)	44 (37)
Coherence of whole presentation: <i>(does it all hang together)</i>			Total score:		
strong	13 (20)	16 (24)	8-12	14 (20)	21 (30)
moderate	49 (42)	52 (56)	6-7	15 (13)	18 (21)
weak	38 (38)	32 (20)	4-5	26 (17)	25 (26)
			2-3	23 (21)	17 (13)
			0-1	22 (29)	19 (10)

Subgroup Analyses:



Commentary:

There was a wide range of performance on this task at both year levels. Differences among the subgroups were small, particularly for year 4 students. Between 2004 and 2008, the range of performance narrowed a little for year 4 students, while there was a moderate decline in average performance among year 8 students.

Trend Task: Story Puppets

Approach: Team
 Focus: Telling a story
 Resources: 6 puppets, card, special performance card

Year: 4 & 8

Questions / instructions:

In this activity you are going to make up then perform a puppet play.

Show the six puppets.

You will choose one puppet each. In your team you are going to think up a little story that can be acted out with the puppets. Each puppet will need to be telling part of the story.

You can have about 10 minutes to think up and practise your story. Here is what you are to do.

Show and read the instruction card to the team and hand students the puppets. Then allow 10 minutes for planning and practising the play.

Now it's time to do a special performance of your puppet play. I'll show the 'Special Performance' card to the camera to signal that you are going to start your play now.

Signal the start of the play by holding the 'Special Performance' card for about five seconds.

Students perform play.



Before you use the puppets
 (don't handle the puppets yet)

- Choose one puppet each, then put them down.
- Make up a short story that uses the four puppets you have chosen.
- Each puppet should be telling some of the story. Talking – not just making sounds.

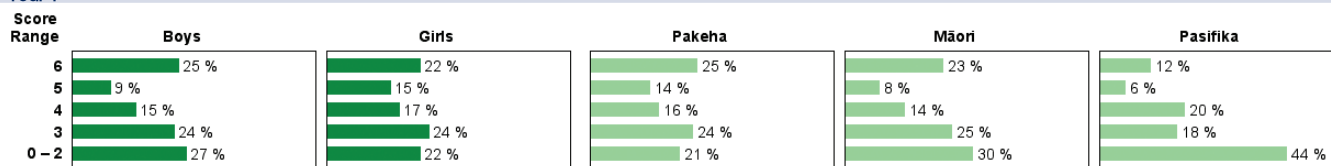
Using the puppets

- Practise telling the story with the puppets.
- Use special puppet voices.
- Each puppet should be telling some of the story. Talking – not just making sounds.

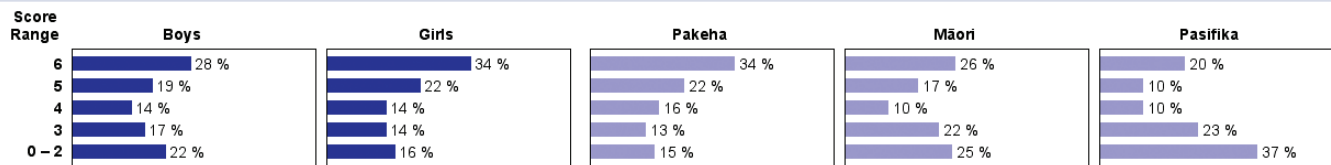
		% response 2008 ('04)				% response 2008 ('04)	
		year 4	year 8			year 4	year 8
Drama and characterisation through spoken word:	strong	39 (33)	46 (44)	Speech clarity: <i>(can listener hear/understand words)</i>	strong	37 (34)	49 (42)
	moderate	42 (39)	36 (30)		moderate	42 (39)	35 (39)
	weak	19 (28)	18 (26)		weak	21 (27)	16 (19)
Timing, continuity of interaction with others:	strong	38 (35)	56 (44)	Total score:	6	24 (21)	31 (32)
	moderate	47 (45)	33 (39)		5	11 (11)	20 (10)
	weak	15 (20)	11 (17)		4	16 (12)	15 (11)
					3	24 (22)	15 (19)
					0-2	25 (34)	19 (28)

Subgroup Analyses:

Year 4



Year 8



Commentary:

There was a wide range of performance at both year levels, with a very modest improvement from year 4 to year 8 (mainly arising from better co-ordination among the student performers). For both year 4 and year 8 students, performance increased moderately from 2004 to 2008, mainly through fewer low scores.

Approach: Team

Year: 4 & 8

Focus: Adapting to varying contexts; communicating a role; expressiveness

Resources: 2 pairs of cards, 4 team badges, special performance card, *Working Together* team card (see p74)

Questions / instructions:

Put on badges. Read and explain *Working Together* card with students.

In this activity you will be working in pairs. [Student 1] and [Student 2] will work together and [Student 3] and [Student 4] will work together.

Hand out cards. "Lost" to Students 1 & 2, "Argument" to Students 3 & 4. Allocate A speakers (Student 1 and Student 3) and B speakers (Student 2 and Student 4).

Here are two conversations between people. In [Student 1] and [Student 2's] conversation two children are lost. In [Student 3] and [Student 4's] conversation two children are having an argument.

In your pairs, practise saying the conversation in the way that you think it would be spoken. After you've had time to practise it in your pairs, we will all listen to how well you say it.

You can read and practise saying it together now. You can stand and move around if you want.

Allow time.

Now [Student 1] and [Student 2] can read their conversation to us. When they have finished, [Student 3] and [Student 4] can read theirs. Remember to make them sound as real as possible.

Lost

A. I think we're lost.
B. We can't be.
A. Where are we then?
B. I'm not sure.
A. Then we're lost. Now what?
B. I'm scared!
A. Come on. Don't be scared. Let's explore.
B. I don't like this. It's dark in here.
A. It's not as dark as you think. Once your eyes get used to it.
B. Don't go so fast. Wait for me!
A. Come on. Wait a minute. I can see a light!
B. What's that? Listen, what's that?
A. Someone's calling our names.
B. Yay! We've been found!

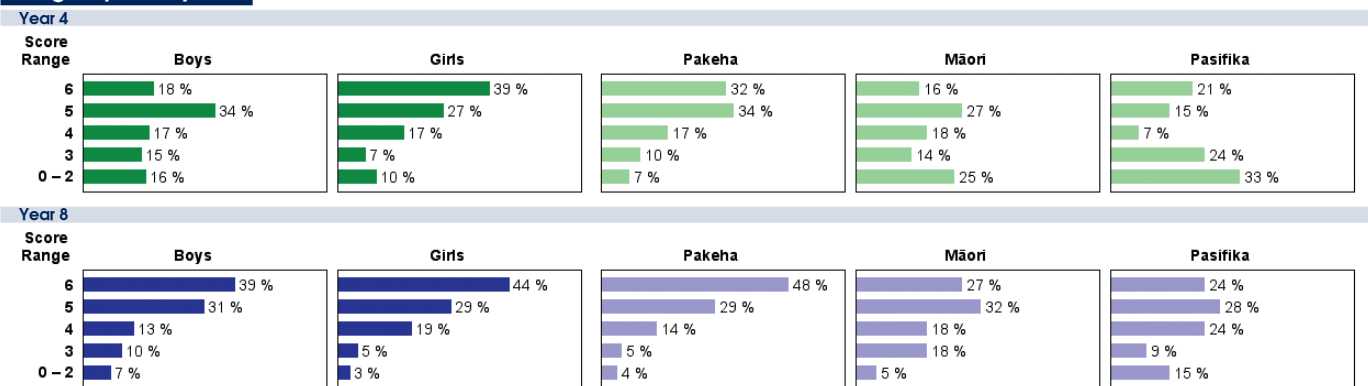
An Argument

A. I'm telling on you.
B. Don't you dare.
A. Well, you did it.
B. You were there too.
A. But I didn't do it.
B. Yeh, you never do anything wrong.
A. Wait till Mum finds out. She'll go mad!
B. It's your fault too. If you'd helped this wouldn't have happened.
A. It's not my problem. You're the one who broke it!
B. You always make me take the blame. Go away!
A. Hey, I didn't mean to make you cry.
B. Just go! I want to be alone.
A. Let me help you clean this up. I won't tell.
B. Really?

Wave 'Special Performance' card. Students perform conversation in pairs.

	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
Expressiveness/drama appropriate to scenario: <i>(including timing issues in responses to partner)</i>	high	43 (46)	51 (43)	high	75 (83)
	moderate	45 (40)	39 (44)	moderate	22 (15)
	low	12 (14)	10 (13)	low	3 (2)
	Total score:			6	28 (33)
Fluency of individual speech lines: <i>(including accuracy issues)</i>	high	48 (53)	70 (65)	5	30 (27)
	moderate	41 (42)	27 (34)	4	17 (20)
	low	11 (5)	3 (1)	3	12 (12)
	0-2			0-2	13 (8)

Subgroup Analyses:



Commentary:

This task was handled well by many students. There was little change from 2004 to 2008. Quite high proportions of year 4 Māori and Pasifika students had low scores.

Approach: Group
 Focus: Reading aloud effectively for an audience
 Resources: 5 copies of the play, Special Performance card

Questions / instructions:

In this activity your team is going to read a play called *Kea Magic*. Try to make it sound as interesting and realistic as you can. You don't have to do any acting unless you want to.

The play is about trying to keep a kea safe by making it invisible. But being invisible turns out to be not much fun. So then they have to think of a way to make it visible again.

Here are the copies of the play. [Student1] is Kea, [Student 2] is Grandma, [Student 3] is Fantail and [Student 4] is Tui.

Give each student a copy of the play. Allocate the parts.

First practise reading the play together.

Remain with the group to help with any words.

Now talk about how to make it sound really good. Think of ways to use your voices to make the play seem real.

After you've practised it twice you will do it again for a special recording on the video. You can stand and move around if you want.

Withdraw from the group. Allow time to practise the play twice.

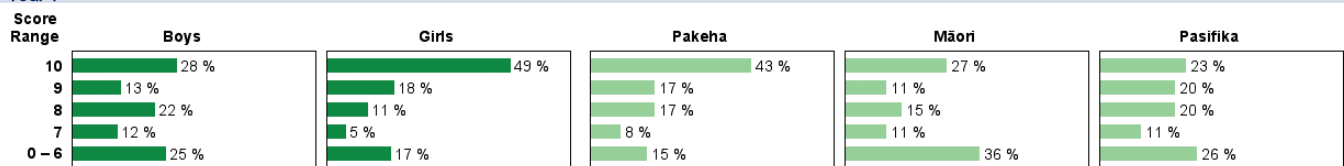
Now it's time to do your best performance of the play.

Wave 'Special Performance' card.

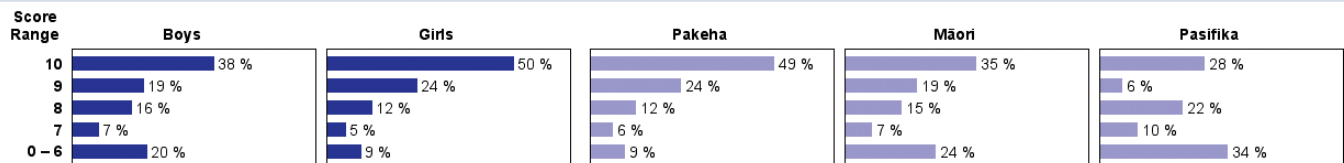
		% response 2008 ('04)				% response 2008 ('04)	
		year 4	year 8			year 4	year 8
Expressiveness in relation to context: <i>(capturing the feel of the part)</i>	strong	57 (59)	58 (59)	Accuracy:	strong	77 (76)	81 (84)
	moderate	33 (35)	35 (33)		moderate	19 (24)	18 (15)
	weak	10 (6)	7 (8)		weak	4 (0)	1 (1)
Timing, continuity:	strong	67 (68)	86 (86)	Speech clarity:	strong	75 (82)	78 (76)
	moderate	29 (30)	13 (13)		moderate	22 (17)	20 (22)
	weak	4 (2)	1 (1)		weak	3 (1)	2 (2)
Fluency within individual speeches:	strong	55 (58)	69 (73)	Total score:	10	38 (45)	44 (51)
	moderate	39 (38)	29 (26)		9	15 (10)	21 (17)
	weak	6 (4)	2 (1)		8	17 (13)	14 (9)
					7	9 (13)	7 (9)
				0-6	21 (19)	14 (14)	

Subgroup Analyses:

Year 4



Year 8



Commentary:

As with some other speaking tasks, year 4 students performed comparably to year 8 students in expressiveness, but lower in their co-ordination with other performers. There was little change between 2004 and 2008. On average, girls did markedly better than boys, and Pakeha students than Māori and Pasifika students.

YEAR 4: (A play for four characters.)

Kea: Grandma, grandma!

Grandma: What's the matter?

Fantail & Tui (*together*): We saw bird grabbers.

Grandma: Where?

Tui: On the other side of the forest.

Fantail: They were after Kea.

Grandma: We need to keep you safe.

Kea: I'm scared.

Grandma: Oh, I know. I'll make you invisible.

Tui: How?

Grandma: A little bit of this and a little bit of that. Now Kea, drink this up.

Fantail: Look, look you can't see Kea.

Kea: Can you really not see me?

Tui: Where are you?

Kea: Ouch, Tui, you just stood on my foot. Ouch. What did you do that for, Fantail?

Fantail: Do what? I was just stretching.

Kea: Ouch, you hit me again.

Grandma: Be careful, children. Now, off you go and play.

Tui: What shall we do?

Fantail: Let's play hopscotch.

Tui: It's my turn.

Kea: No it's not. It's my turn.

Fantail: How can it be your turn? We can't see if you step on the lines.

Kea: But I want to play. Grandma!!! They won't give me a turn.

Grandma: Can't you play nicely?

Tui: Grandma, we can't play, if we can't see Kea.

Fantail: Can you make it so we see Kea again?

Grandma: I never thought about making Kea visible again.

Kea: I promise to keep safe, if you change me back.

Grandma: Kea had to drink something to become invisible. Let's see if some food changes Kea back.

Fantail: What sort of food?

Grandma: Let's try a vegemite sandwich.

Kea: I love vegemite sandwiches. Mmm.

Tui: Look, look. Kea's beak's come back.

Kea: But I want everything back!

Grandma: Ok, ok. Let's think of other things to eat.

Fantail: Here's some pavlova.

Kea: Mmm, I love pavlova.

Grandma: Well, I don't suppose it will do Kea any harm.

Tui: I'm getting hungry just watching Kea eat.

Fantail: I can see Kea's feet. You look strange.

Grandma: I think you should try something healthy.

Tui: I've got some squashed kiwi fruit.

Kea: Yuck! But I want to be seen. Ok, I'll try some.

Fantail: Hey, I can see your wings now.

Grandma: What will we try next?

Kea: How about some ice-cream?

Tui: We like ice-cream too.

Grandma: Stay here and I'll see what I can do.

(Pause)

Grandma: Ok, my dears. Here's the ice-cream.

Kea, Tui & Fantail: Thanks grandma. You're the best.

Tui: Oh, look. I can see Kea's head.

Fantail: Now Kea's tummy's showing. Gee, look how big it's got!

Tui: I think you're too fat to fit in a cage now!

Kea: Grandma, they're making fun of me!

Grandma: Children, children. Visible or invisible, you need to play nicely together.

**YEAR 8: (A play for four characters.)**

Kea: Grandma, Grandma! Where are you?

Grandma: Why? What on earth is the matter?

Fantail & Tui (*together*): We saw some bird grabbers.

Grandma: Where?

Tui: On the other side of the forest.

Fantail: They were trying to trick Kea into going with them.

Grandma: We need to keep you safe, Kea.

Kea: How will you do that?

Fantail: Are you going to make Kea stay at home?

Tui: Fantail and I want to play with Kea.

Kea: Can't you do some magic, grandma, to keep me safe?

Grandma: Mmm.... I know, I'll make you invisible.

Kea: It will be so much fun being invisible.

Fantail: Kea better not do any tricks on us, eh Tui?

Tui: How are you going to make Kea invisible, Grandma?

Grandma: Oh, I'll mix a little bit of this and a little bit of that.

Tui: Are you going to tell us how to make it? Then we can do it too.

Grandma: Not on your life, young bird. Now Kea, drink this up.

Fantail: Look, look, you can't see Kea's tail.

Tui: Now his wings are gone - and look, his head's gone too.

Kea: I don't feel any different. Can you really not see me?

Tui: No. We really can't see you. Where are you?

Kea: Ouch, Tui, you just stood on my foot. Look where you're going!

Tui: I did but you weren't there.

Kea: Ouch. What did you do that for, Fantail?

Fantail: Do what? I was just stretching, like this.

Kea: Ouch, you hit me again.

Grandma: Be careful children. Now, off you go and play.

Tui: What shall we do?

Fantail: Let's play hopscotch.

Tui: I'll go first.

Fantail: Now it's my turn.

Kea: No it's not. It's my turn.

Fantail: How can it be your turn? We can't even see if you do it or not.

Kea: But I want a turn. Grandma!!! They won't give me a turn.

Grandma: What's the matter? Can't you play nicely together?

Fantail: But it's not fair.

Tui: Grandma, we can't play with Kea if we can't see him. Can you make Kea visible again?

Grandma: No, I don't know how to do it. I never thought about making Kea visible again.

Kea: But Grandma, this is no fun. I promise to keep safe, if you make me visible again.

Tui: If there's anything you need, we'll go and get it for you, Grandma.

Grandma: Kea had to drink something to become invisible. Let's see if some food changes Kea back.

Fantail: What sort of food do you think would help?

Grandma: Let's try a vegemite sandwich.

Kea: I love vegemite sandwiches. Mmm.

Tui: Look, look. I can see Kea's beak.

Kea: It's no use just my beak. I look really silly.

Grandma: Okay, calm down. We'll think of some other things for you to eat.

Fantail: What about pavlova? My dad made some last night and there's some left.

Kea: Mmm, I love pavlova.

Grandma: Well, I don't suppose it will do Kea any harm.

Fantail: I'm back again. Here's the pavlova.

Tui: I'm getting hungry just watching him eat.

Kea: Oh, this is yummy.

Fantail: Now I can see Kea's feet. He looks really strange.

Grandma: Don't tease. I wonder whether you should try some kiwi fruit. I'm sure that something healthy would be good.

Tui: I've got some kiwi fruit. It's a bit squashed but it should be okay.

Kea: Yuck! But I want to be visible so I'll try some.

Fantail: Hey, I can see your wings now. I thought you were strange before but you look even stranger now.

Kea: Stop making fun of me. (*sniffs*)

Grandma: What do you think we should try next?

Kea: How about some Hokey Pokey ice-cream? There's heaps of that about some Kiwi's store.

Tui & Fantail (*together*): We like that. Can we have some too?

Grandma: Well, I suppose. You stay here and I'll go and see what I can do.

(Pause)

Grandma: Okay, my dears. Here's the ice-cream. Don't get too messy.

Kea, Tui & Fantail (*together*): Thanks grandma. You're the best.

Tui: Oh, look. Kea's head's visible.

Fantail: Now Kea's tummy's showing. Gee, look how big it's got!

Tui: I think you're too fat to fit in the bird grabbers' cage now!

Kea: Grandma, they're making fun of me!

Grandma: Children, children. Visible or invisible, you need to play nicely together.

Trend Task: Come On Over

Approach: One to one
 Focus: Persuading
 Resources: Work book

Year: 8

Questions / instructions:

Sometimes we want to talk someone into thinking about things the same way we think about them. For example, you might try to persuade your parents to let you stay up late to watch a movie on TV. When we are trying to persuade someone we have to think of some good reasons for them to agree.

You are going to pretend that you want to have a friend come over to your place after school. You have to try and convince your parents that it would be a good idea.

You will need to try to think of some really good reasons for having your friend come to your house. Try to think of things your parents might not like about having your friend over and what you could say to them about those things.

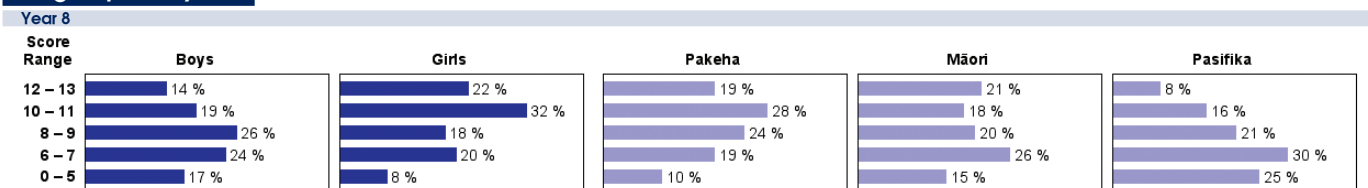
You can have a few moments to think about what you might say to your parents and how you might say it. Then you can imagine that I am your parent and tell me what you would say.

Allow time.

- Now imagine that I am your parent. Try to persuade me with your good reasons, and remember that I might not want to have your friend come over after school.

	% response 2008 ('04)		% response 2008 ('04)		
	year 8		year 8		
Degree to which enthusiasm for having friend over had been communicated:	very strongly	14 (8)	Overall strength of argument:		
	strongly	39 (32)		very persuasive	19 (16)
	moderately	39 (48)		quite persuasive	42 (34)
	weakly	8 (12)		a little persuasive	32 (40)
Degree to which possible parental arguments against had been addressed and/or countered by alternative arguments:	extensively	25 (17)	not persuasive	7 (10)	
	substantially	40 (29)	Total score: 12-13	18 (17)	
	moderately	30 (42)	10-11	25 (15)	
	very little/not at all	5 (12)	8-9	22 (18)	
Coherence of presentation:	very coherent	61 (50)	6-7	22 (29)	
	moderately coherent	35 (43)	0-5	13 (21)	
	not coherent	4 (7)			
Speech clarity:	high	84 (80)			
	moderate	14 (17)			
	low	2 (3)			

Subgroup Analyses:



Commentary:

There was a wide range of performance on this task, arising mainly from the first two criteria (communication of enthusiasm and addressing probable parental concerns). Performance improved a little from 2004 to 2008. Girls had their largest margin over boys for any speaking tasks.

		% responses	
		y4	y8
LINK TASK: 21			
Approach:	Team (individual response)		
Year:	4 & 8		
Focus:	Reading aloud effectively		
Total score:	10	8	19
	8-9	24	33
	6-7	33	30
	4-5	21	10
	0-3	14	8

		% responses	
		y4	y8
LINK TASK: 25			
Approach:	Team		
Year:	4 & 8		
Focus:	Discussing/expressing opinions		
Total score:	9-10	25	29
	7-8	31	31
	5-6	24	23
	0-4	20	17

		% responses	
		y4	y8
LINK TASK: 22			
Approach:	Team (individual response)		
Year:	4 & 8		
Focus:	Telling a story		
Total score:	8-9	9	18
	6-7	23	22
	4-5	28	23
	2-3	21	18
	0-1	19	19

		% responses	
		y4	y8
LINK TASK: 26			
Approach:	Team		
Year:	4 & 8		
Focus:	Expressing opinions; justifying; persuading		
Total score:	12-17	4	29
	9-11	24	28
	6-8	25	22
	3-5	31	16
	0-2	16	5

		% responses	
		y4	y8
LINK TASK: 23			
Approach:	Team (individual response)		
Year:	4 & 8		
Focus:	Telling a story		
Total score:	6-7	14	29
	4-5	43	40
	2-3	35	25
	0-1	8	6

		% responses	
		y4	y8
LINK TASK: 27			
Approach:	Team (individual response)		
Year:	8		
Focus:	Questioning		
Total score:	7-8		12
	5-6		36
	3-4		47
	0-2		5

		% responses	
		y4	y8
LINK TASK: 24			
Approach:	Team		
Year:	4 & 8		
Focus:	Reciting		
Total score:	6-7	8	16
	5	10	15
	4	9	23
	3	40	30
	0-2	33	16

7 Reading and Speaking Survey

Overview: Over the past 12 years, reading has retained its relative popularity among 12 to 14 school subjects, remaining fourth for year 4 students and sixth for year 8 students. More than 75% of year 4 and year 8 students were positive about reading at school and their own competence in reading. However, reading has declined markedly in preference as a leisure activity, included in the top three preferred activities in 2008 by 21% of year 4 students (compared to 34% in 2000) and 20% of year 8 students (down from 30% in 2000). About 80% of year 4 students were positive about reading in their own time (not in school), but this dropped to 59% of year 8 students (down from 77% in 1996). For students in both years since 1996, fiction and non-fiction books have become less popular reading choices compared to comics and magazines, and 19% fewer year 8 students expressed very positive views about getting a book for a present or looking at books in a bookshop.



Attitudes and Motivation

The national monitoring assessment programme recognises the impact of attitudinal and motivational factors on student achievement in individual assessment tasks. Students' attitudes, interests and liking for a subject have a strong bearing on progress and learning outcomes. Students are influenced and shaped by the quality and style of curriculum delivery, the choice of content and the suitability of resources. Other important factors influencing students' achievements are the expectations and support of significant people in their lives, the opportunities and experiences they have in and out of school, and the extent to which they have feelings of personal success and capability.

Reading and Speaking Surveys

The national monitoring reading and speaking surveys sought information from students about their curriculum preferences and their perceptions of their achievement. Students were also asked about their enjoyment of and involvement in reading and speaking activities, within school and beyond. The surveys were administered in a session which included group and independent tasks, with a teacher reading the survey to year 4 students and available to help with writing. There were five questions that invited students to select up to three choices from lists of eight to ten options, one question that asked for very brief written responses, and 21 questions in a four-or-five option rating format, with students circling the option they preferred.

Students were asked to select their three favourite school subjects from a list of fourteen subjects. Among the year 4 students, physical education was the most popular subject, listed as first, second or third choice by 56% of year 4 students. Mathematics came second (42%), visual arts third (33%), reading fourth (32%) and music fifth (26%). Writing rated sixth (25%), and

technology tenth (12%). The results for physical education, mathematics and reading are similar to those in the 1996 survey, but in 1996 art was first (70%) and music fourth (31%), just ahead of reading. The addition of drama and dance to the list, and the renaming of art as "visual art" might have had a substantial effect on the results for art and music.

For year 8 students, physical education was first in popularity (70%), technology second (47%), mathematics third (35%), visual arts fourth (25%), music fifth (21%), and reading sixth (20%). Twelve years earlier, in 1996, physical education was first (55%), art second (44%), mathematics third (40%), and technology fourth (23%), with music sixth (20%) and reading seventh (19%). Technology clearly has gained ground, while music and reading have maintained their positions.

The students were presented with a list of eight reading activities and asked which they liked doing most at school. They were invited to tick up to three activities. The responses are shown at top adjacent, in order of popularity for year 4 students.

PREFERRED READING ACTIVITIES AT SCHOOL	year 4	year 8
	2008 ('04) ['96]	2008 ('04) ['96]
silent reading	55 (57) [62]	66 (69) [78]
listening to the teacher reading	47 (51) [61]	33 (42) [58]
reading with a buddy or partner	47 (41) [47]	38 (35) [29]
reading with the teacher	32 (35) [30]	13 (8) [7]
looking at or browsing through books	23 (28) [20]	34 (33) [35]
written work	19 (20) [31]	20 (23) [37]
reading aloud	14 (15) [12]	13 (13) [11]
talking about books	14 (12) [16]	13 (15) [16]



IMPORTANT THINGS TO BE A GOOD READER	year 4	year 8
	2008 ('04) ['96]	2008 ('04) ['96]
learn hard words	52 (56) [44]	23 (25) [22]
listen to the teacher	36 (31) [29]	14 (14) [9]
concentrate hard	34 (39) [42]	29 (25) [34]
read a lot	34 (35) [32]	36 (39) [35]
go back and try again	31 (35) [45]	23 (31) [42]
sound out words	28 (30) [31]	34 (36) [36]
enjoy reading books	28 (26) [28]	59 (58) [52]
choose the right book	17 (13) [19]	28 (29) [28]
think about what I read	16 (12) [13]	31 (25) [27]
practise doing hard things	15 (14) [12]	7 (8) [6]

Year 4 and 8 students gave similar responses to most of the activities. However, year 4 students expressed much stronger preferences than year 8 students for reading with the teacher. Enjoyment of listening to the teacher reading has declined (especially for year 8 students) since 1996, and written work has declined markedly in popularity for both year 4 and year 8 students over the same period.

Another question asked the students to select up to three “important things a person needs to do to be a good reader”. They were given 10 approaches to choose from. The responses are at the bottom of the previous page, in order of indicated importance for year 4 students.

The results show that year 4 students tend to think about reading as a technical task, requiring learning hard words, concentrating hard and listening to the teacher, whereas year 8 students place less emphasis than year 4 students on listening to the teacher, and more on enjoying reading (especially), choosing the right book and thinking about what they read. These patterns have changed little over 12 years.

In response to a list of seven types of reading material, students indicated up to three which they liked reading in their own time. The responses are shown adjacent, in order of popularity for year 4 students.

The results reveal some important changes of voluntary reading activity between year 4 and year 8. In particular, year 8 students reported a considerably greater focus on reading magazines, and markedly less interest in poetry. Between 1996 and 2008, magazines have increased in popularity substantially for year 4 students and comics for year 8 students, with a corresponding decline in the popularity of books, both fiction and non-fiction.

The students were presented with a list of nine activities that they might do in their spare time, and asked to tick up to three activities that they most liked to do. The responses are shown adjacent, in order of popularity for year 4 students.

Comparative results from the 1996 survey are not included because a change in the ordering of the list of activities between 1996 and 2008 may have differentially affected the results between 1996 and later surveys. The addition of internet-related activities in the latest survey may also have a small impact.

The notable differences between year 4 and year 8 responses are the markedly lower interest of year 8 students in playing video or computer games or doing art, and their higher interest in activities relating to music. Between 2000 and 2008, reading decreased markedly in popularity for both year 4 students (34% to 21%) and year 8 students (30% to 20%). Other noteworthy changes were the increased popularity for year 4 students of playing video or computer games or sport, and decreased popularity of doing art. For year 8 students, music increased markedly in popularity.

Students were also asked if they had a favourite author. Fifty-five percent of year 4 students said “yes” (compared to 62% in 2004 and 69% in 1996), a noticeable decline. There is evidence of a smaller decline among year 8 students, with 47% saying “yes” in 2008, compared to 45% in 2000 and 56% in 1996.

Responses to the 21 rating items are presented in separate tables for year 4 students (p64) and year 8 students (p65). Some interesting positive features were present in the responses of both year 4 and year 8 students. More than 75% were positive about:

- reading at school
- their own competence in reading;
- their parents’ views about their competence in reading;
- looking at books in a bookshop;
- going to a library;
- having their teacher read a story out loud;
- talking to a group in their class.

Less positive features common to year 4 and 8 students were that significant percentages:

- did not know how good their teacher thought they were at reading (but this has improved very substantially since 1996);
- said they received little or no comment from their teacher about what they were good at or needed to improve at;
- said they had very limited opportunities to read to others at school;
- clearly disliked reading out loud to their whole class.

There were substantial differences between year 4 and year 8 students on some questions. Our experience with previous NEMP surveys (in all subjects) has shown that year 8 students are less inclined than year 4 students to use the most positive rating category. The comparisons used here are based on the percentages in the top two categories. The most noteworthy differences between year 4 and year 8 responses were that:

- 24% more year 4 students liked getting a book for a present;
- 23% more year 4 than year 8 students liked reading in their own time – not at school.

Looking at the most positive and least positive categories in each rating scale, there were some noteworthy changes from 1996 to 2008:









- 16% fewer year 4 and year 8 students were very positive about their teacher reading a story aloud;
- 15% fewer year 4 and 19% fewer year 8 students were very positive about getting a book for a present;
- 19% fewer year 8 students were very positive about looking at books in a bookshop;
- 14% fewer year 8 students were very positive about going to a library;
- the percentage of students who were very positive about how good they were at reading increased by 12% for year 4 and 11% for year 8.

PREFERRED READING MATERIAL IN OWN TIME	year 4	year 8
	2008 ('04) ['96]	2008 ('04) ['96]
story books (fiction)	52 (61) [69]	55 (68) [71]
comics	52 (49) [48]	46 (37) [31]
magazines	46 (42) [26]	63 (72) [64]
books about real things and people (non-fiction)	30 (37) [57]	40 (39) [46]
poetry	29 (33) [38]	15 (17) [19]
newspapers	22 (15) [20]	18 (21) [24]
junk mail	16 (18) [18]	17 (17) [14]







PREFERRED ACTIVITY IN OWN TIME	year 4	year 8
	2008 ('00)	2008 ('00)
play video or computer games	52 (40)	37 (34)
play games or sport	49 (34)	49 (44)
watch TV	37 (44)	33 (41)
play with friends	30 (33)	37 (41)
do art	25 (44)	11 (14)
talk on telephone with friends	23 (26)	25 (33)
music	22 (14)	37 (25)
read	21 (34)	20 (30)
make things	11 (14)	8 (12)
look up things on the internet	9 (-)	11 (-)
communicate on the internet	3 (-)	13 (-)

YEAR 4 READING AND SPEAKING SURVEY 2008 (2004) [1996]

1. How much do you like reading at school?	47 (47) [50]	38 (38) [40]	9 (11) [8]	6 (4) [2]	
2. How good do you think you are at reading?	44 (42) [32]	47 (47) [56]	7 (9) [11]	2 (2) [1]	
					<i>don't know</i>
3. How good does your teacher think you are at reading?	39 (42) [33]	38 (27) [23]	4 (7) [7]	2 (1) [0]	17 (23) [37]
4. How good does your Mum or Dad think you are at reading?	69 (68) [62]	18 (17) [22]	4 (4) [3]	2 (1) [1]	7 (10) [12]
	heaps	quite a lot	sometimes	never	
5. Does your teacher tell you what you are good at in reading?	16 (14)	22 (26)	49 (52)	13 (8)	
6. Does your teacher tell you what you need to improve at in reading?	14 (12)	22 (16)	51 (54)	13 (18)	
7. How often do you read to others at school?	15 (11)	21 (22)	47 (51)	17 (16)	
					
8. How much do you like reading in your own time – not at school?	57 (60) [56]	24 (22) [29]	10 (11) [10]	9 (7) [5]	
9. How do you feel about getting a book for a present?	60 (64) [75]	29 (24) [19]	7 (9) [3]	4 (3) [3]	
10. How do you feel about looking at books in a bookshop?	62 (60) [68]	26 (31) [23]	10 (7) [6]	2 (2) [3]	
11. How do you feel about going to a library?	65 (63) [72]	23 (30) [21]	8 (5) [5]	4 (2) [2]	
12. How do you feel about the stories/books you read as part of your reading programme at school?	44 (45) [47]	40 (38) [40]	10 (13) [9]	6 (4) [4]	
13. How do you feel when your teacher reads a story out loud?	62 (60) [78]	26 (28) [16]	9 (6) [3]	3 (6) [3]	
14. How do you feel about how well you read?	60 (59) [53]	32 (31) [38]	5 (7) [7]	3 (3) [2]	
15. How do you feel about reading in a group in the classroom?	35 (39) [43]	31 (36) [38]	19 (15) [12]	15 (10) [7]	
16. How do you feel when you are asked to read out loud to the teacher?	31 (34) [36]	37 (34) [34]	21 (19) [16]	11 (13) [14]	
17. How do you feel when asked to read out loud to the class?	27 (27) [26]	26 (24) [26]	23 (25) [20]	24 (24) [28]	
18. How much do you like talking to your whole class?	38 (31) [32]	33 (34) [39]	19 (23) [17]	10 (12) [12]	
19. How much do you like talking to a group in your class?	50 (49) [57]	32 (33) [29]	14 (12) [11]	4 (6) [3]	
	heaps	quite a lot	sometimes	never	
20. How often do you get to talk to your whole class?	13 (10) [10]	16 (15) [25]	62 (70) [61]	9 (5) [4]	
21. How often do you get to talk to others in your class?	37 (36) [45]	33 (35) [31]	25 (27) [22]	5 (2) [2]	

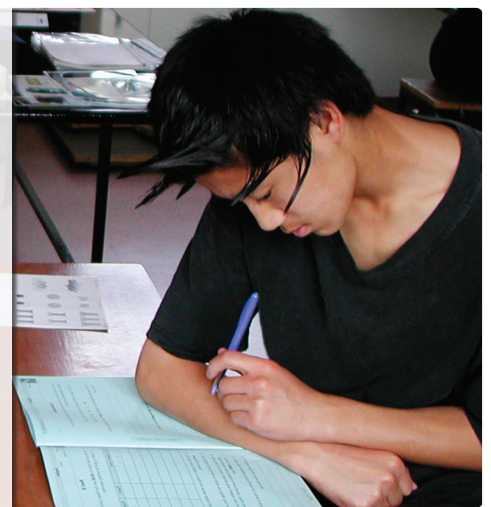
YEAR 8 READING AND SPEAKING SURVEY 2008 (2004) [1996]

					
1. How much do you like reading at school?	28 (31) [31]	51 (50) [55]	16 (16) [12]	5 (3) [2]	
2. How good do you think you are at reading?	29 (29) [18]	56 (54) [56]	13 (15) [23]	2 (2) [3]	
3. How good does your teacher think you are at reading?	24 (21) [10]	39 (37) [27]	8 (7) [8]	4 (3) [1]	25 (32) [54]
4. How good does your Mum or Dad think you are at reading?	38 (40) [27]	38 (33) [35]	6 (8) [9]	3 (1) [2]	15 (18) [27]
	heaps	quite a lot	sometimes	never	
5. Does your teacher tell you what you are good at in reading?	5 (6)	17 (16)	60 (59)	18 (19)	
6. Does your teacher tell you what you need to improve at in reading?	6 (7)	23 (18)	54 (52)	17 (23)	
7. How often do you read to others at school?	2 (4)	12 (10)	49 (61)	37 (25)	
8. How much do you like reading in your own time – not at school?	31 (37) [39]	28 (36) [38]	25 (17) [18]	16 (10) [5]	
9. How do you feel about getting a book for a present?	26 (35) [45]	39 (38) [39]	24 (20) [13]	11 (7) [3]	
10. How do you feel about looking at books in a bookshop?	33 (39) [52]	42 (37) [37]	18 (19) [9]	7 (5) [2]	
11. How do you feel about going to a library?	39 (40) [53]	37 (41) [32]	19 (15) [12]	5 (4) [3]	
12. How do you feel about the stories/books you read as part of your reading programme at school?	19 (21) [24]	45 (49) [52]	27 (23) [18]	9 (7) [6]	
13. How do you feel when your teacher reads a story out loud?	35 (41) [51]	40 (41) [36]	19 (13) [10]	6 (5) [3]	
14. How do you feel about how well you read?	36 (39) [30]	49 (45) [49]	12 (12) [18]	3 (4) [3]	
15. How do you feel about reading in a group in the classroom?	22 (31) [26]	34 (35) [41]	28 (25) [24]	16 (9) [9]	
16. How do you feel when you are asked to read out loud to the teacher?	21 (24) [19]	36 (35) [36]	27 (24) [25]	16 (17) [20]	
17. How do you feel when asked to read out loud to the class?	18 (18) [13]	25 (29) [25]	28 (23) [23]	29 (30) [39]	
18. How much do you like talking to your whole class?	30 (29) [17]	30 (37) [41]	27 (21) [28]	13 (13) [14]	
19. How much do you like talking to a group in your class?	44 (51) [51]	39 (35) [39]	14 (13) [8]	3 (1) [2]	
	heaps	quite a lot	sometimes	never	
20. How often do you get to talk to your whole class?	8 (11) [3]	20 (22) [30]	65 (61) [65]	7 (6) [2]	
21. How often do you get to talk to others in your class?	42 (47) [50]	34 (35) [37]	22 (17) [12]	2 (1) [1]	

8 Performance of Subgroups

Overview: Although national monitoring has been designed primarily to present an overall national picture of achievement, the data collected allow for some reporting on differences among subgroups. At the school level, socio-economic status (based on the decile rating of the schools) was the only important variable. Year 4 and year 8 students in high decile schools scored higher than same-year students in low decile schools, on at least three quarters of the reading and speaking tasks.

On average, girls scored a little higher than boys, at both year levels and on both reading and speaking, but there was a huge overlap in performance. Girls, especially year 4 girls, were clearly more enthusiastic about reading as an activity. Pakeha students at both year levels scored moderately higher than their Māori counterparts on both reading and speaking, but with evidence of some reduction in disparity in reading performance over the last eight years. The disparities between Pakeha and Pasifika students were a little larger, especially for year 8 students. Over the last eight years they have reduced a little for year 4 students but stayed constant or increased a little for year 8 students.



Although national monitoring has been designed primarily to present an overall national picture of student achievement, there is some provision for reporting on performance differences among subgroups of the sample. Eight demographic variables are available for creating subgroups, with students divided into subgroups on each variable, as detailed in Chapter 1 (p9).

Analyses of the relative performance of subgroups used an overall score for each task, created by adding together scores for appropriate components of the task.



SCHOOL VARIABLES

Five of the demographic variables related to the schools the students attended. For these five variables, statistical significance testing was used to explore differences in task performance among the subgroups. Where only two subgroups were compared (for *School Type*), differences in task performance between the two subgroups were checked for statistical significance using t-tests. Where three subgroups were compared, one-way analysis of variance was used to check for statistically significant differences among the three subgroups.

Because the number of students included in each analysis was quite large (approximately 450), the statistical tests were quite sensitive to small differences. To reduce the likelihood of attention being drawn to unimportant differences, the critical level for statistical significance for tasks reporting results for individual students was set at $p = .01$ (so that differences this large or larger among the subgroups would not be expected by chance in more than 1% of cases). For

tasks administered to teams or groups of students, $p = .05$ was used as the critical level, to compensate for the smaller numbers of cases in the subgroups.

For the first four of the five school variables, statistically significant differences among the subgroups were found for less than 20% of the tasks at both year 4 and year 8. For the fifth variable, statistically significant differences were found on high proportions of tasks. In the detailed report below, all “differences” mentioned are statistically significant (to save space, the words “statistically significant” are omitted).

School Size

Results were compared from students in large, medium-sized, and small schools (exact definitions were given in Chapter 1).

For year 4 students, there were differences among the subgroups on two of the 26 reading tasks, with students from small schools scoring lowest on *Link Task 3* (p22) and *Link Task 9* (p42).

There were differences on three of the 23 speaking tasks: students from medium-sized schools scored highest and students from small schools lowest on *Link Task 19* (p51), and students from small schools scored lowest on *Conversations* (p57) and *Kea Magic* (p58). There was also a difference on one question of the year 4 *Reading and Speaking Survey* (p64): students in small schools were least positive about looking at books in a bookshop (question 10).

For year 8 students, there were no differences on any of the reading or speaking tasks, nor on any questions of the year 8 *Reading and Speaking Survey* (p65).

School Type

Results were compared for year 8 students attending full primary schools and year 8 students attending intermediate schools. There were no differences between the two subgroups on reading tasks, nor on questions of the year 8 *Reading and Speaking Survey* (p65). There was, however, a difference on one of the 25 speaking tasks: students from full primary schools scored higher on *Link Task 20* (p51).

Results also were compared for year 8 students attending intermediate schools and year 8 students attending year 7 to 13 high schools. There were differences between the two subgroups on three of the 32 reading tasks, with the year 7 to 13 high school students scoring higher on all three tasks: *When Disaster Strikes* (p33) and *Link Tasks 5 and 6* (p42). The year 7 to 13 high school students also scored higher on two of the 25 speaking tasks: *Birthday Surprise* (p53) and *Link Task 22* (p61). There were no differences on any questions of the year 8 *Reading and Speaking Survey* (p65).

Community Size

Results were compared for students living in communities containing over 100,000 people (main centres), communities containing 10,000 to 100,000 people (provincial cities) and communities containing less than 10,000 people (rural areas).



For year 4 students, there were no differences among the three subgroups on reading tasks. There was a difference on one of the 23 speaking tasks, with students from provincial cities scoring highest and students from rural areas lowest on *Kea Magic* (p58). There were no differences on questions of the year 4 *Reading and Speaking Survey* (p64).

For year 8 students, there were differences among the three subgroups on four of the 32 reading tasks, with students from provincial cities scoring lowest on *Link Task 1* (p22) and students from rural areas lowest on *Link Task 3* (p22), *Hide and Peep* (p29) and *When Disaster Strikes* (p33). There were also differences on two of the 25 speaking tasks. Students from rural areas scored lowest on *Story Puppets* (p56) and *Link Task 24* (p61). There were no differences on questions of the year 8 *Reading and Speaking Survey* (p65).

Zone

Results were compared for students from Auckland, the rest of the North Island, and the South Island.

For year 4 students, there were differences among the three subgroups on four of the 26 reading tasks: *Cool, Cool Joanna* (p24), *Black Robins* (p40), and *Link Tasks 4 and 9* (p42). Students from the South Island scored highest on the first three of these, and students from the rest of the North Island lowest on the first two and last tasks. There were also differences among the three subgroups on four of the 23 speaking tasks: *Link Task 20* (p51), *Agree or Disagree* (p54), *Conversations* (p57) and *Link Task 25* (p61). Students from the South Island scored highest on the first three of these, with students from Auckland scoring lowest on all four. There were differences on two questions of the year 4 *Reading and Speaking Survey* (p64): students from the South Island were least positive about looking at books in a bookshop or going to a library (questions 10 and 11).

For year 8 students, there were differences among the three subgroups on two of the 32 reading tasks: students from the South Island scored highest on *Secrets Folder* (p36) and *Link Task 5* (p42). There were also differences on three of the 25 speaking tasks: students from the South Island scored highest on *Foam Clowns* (p47), *Agree or Disagree* (p54) and *Link Task 21* (p61). There were no differences on questions of the year 8 *Reading and Speaking Survey* (p65).

Socio-Economic Index

Schools are categorised by the Ministry of Education based on census data for the census mesh blocks where children attending the schools live. The SES index takes into account household income levels and categories of employment in the census mesh blocks. The SES index uses 10 subdivisions, each containing 10% of schools (deciles 1 to 10). For our purposes, the bottom three deciles (1-3) formed the low SES group, the middle four deciles (4-7) formed the medium SES group and the top three deciles (8-10) formed the high SES group. Results were compared for students attending schools in each of these three SES groups.

For year 4 students, there were differences among the three subgroups on 23 of the 26 reading tasks and 18 of the 23 speaking tasks. On all of these tasks, students from low decile schools scored lower than students from high decile schools. While students from high SES schools generally did better than students from medium SES schools, these differences were almost always smaller than the performance differences between students from low and medium SES schools. Because of the large number of tasks, they are not listed here. There were also differences on two questions of the year 4 *Reading and Speaking Survey* (p64): students from low decile schools reported more feedback from their teachers on their reading (question 5) and were more positive about the stories or books that they read as part of their reading programmes at school (question 12).

For year 8 students, there were differences among the three subgroups on 24 of the 32 reading tasks and 21 of the 25 speaking tasks. On all of these tasks, students from low decile schools scored lower than students from high decile schools. Because of the large number of tasks, they are not listed here. There were three differences on questions of the year 8 *Reading and Speaking Survey* (p65). Students from high decile schools reported less feedback from their teachers on their reading (question 5), were least positive about the stories or books that they read as part of their reading programmes at school (question 12) and reported more frequent opportunities to talk to others in their class (question 21).

STUDENT VARIABLES

Three demographic variables related to the students themselves:

- *Gender*: boys and girls
- *Ethnicity*: Māori, Pasifika and Pakeha (this term was used for all other students)
- *Language used predominantly at home*: English and other.

The analyses reported compare the performances of boys and girls, Pakeha and Māori students, Pakeha and Pasifika students, and students from predominantly English-speaking and non-English-speaking homes.

For each of these three comparisons, differences in task performance between the two subgroups are described using “effect sizes” and statistical significance.

For each task and each year level, the analyses began with a t-test comparing the performance of the two selected subgroups and checking for statistical significance of the differences. Then the mean score obtained by students in one subgroup was subtracted from the mean score obtained by students in the other subgroup, and the difference in means was divided by the pooled standard deviation of the scores obtained by the two groups of students. This computed effect size describes the magnitude of the difference between the two subgroups in a way that indicates the strength of the difference and is not affected by the sample size. An effect size of +.30, for instance, indicates that students in the first subgroup scored, on average, three tenths of a standard deviation higher than students in the second subgroup.

For each pair of subgroups at each year level, the effect sizes of all available tasks were averaged to produce a mean effect size for the curriculum area and year level, giving an overall indication of the typical performance difference between the two subgroups. The one reading task involving reading in Māori was not included in the average effect size for reading, but where the effect size for that task is statistically significant it is reported separately.

Gender

Results achieved by male and female students were compared using the effect size procedures.

For year 4 students, the mean effect size across the 25 reading tasks was 0.17 (girls averaged 0.17 standard deviations higher than boys). This is a small difference. There were statistically

significant ($p < .01$) differences favouring girls on four tasks: *Mixed-up Paragraphs* (p18), *Link Task 3* (p22), *Link Tasks 7 and 10* (p42). The mean effect size across the 20 speaking tasks was 0.20 (girls averaged 0.20 standard deviations higher than boys). This is a small to moderate difference. There were statistically significant differences favouring girls on eight speaking tasks, five involving oral descriptions and three involving oral presentations. Girls also gave more positive ratings than boys on 12 questions of the year 4 *Reading and Speaking Survey* (p64). They reported greater enjoyment of reading at school (question 1) and in their own time (question 8), and were more positive about receiving a book as a present (question 9), looking at books in a bookshop (question 10), going to a library (question 11), the stories or books in their school reading programme (question 12), reading in a group in class (question 15), reading out loud to the teacher (question 16), reading out loud to the class (question 17), talking to the whole class (question 18) and talking to a group in class (question 19). They also reported greater opportunity to talk to the whole class (question 20).

For year 8 students, the mean effect size across the 31 reading tasks was 0.21 (girls averaged 0.21 standard deviations higher than boys). This is a small to moderate difference. There were statistically significant ($p < .01$) differences favouring girls on 13 of the 31 tasks: two involving oral reading and 11 involving comprehension. The mean effect size across the 22 speaking tasks was 0.17 (girls averaged 0.17 standard deviations higher than boys). This is a small difference. There were statistically significant differences favouring girls on six speaking tasks: four oral description tasks and two oral presentation tasks. Year 8 girls also were more positive than boys on seven questions of the year 8 *Reading and Speaking Survey* (p65). They reported greater enjoyment of reading at school (question 1) and in their own time (question 8), and were more positive about receiving a book as a present (question 9), going to a library (question 11),



reading in a group in class (question 15), reading out loud to the teacher (question 16), and reading out loud to the class (question 17). Boys reported more frequent teacher guidance to help them to improve in reading (question 6).

Ethnicity

Results achieved by Māori, Pasifika and Pakeha (all other) students were compared using the effect size procedures. First, the results for Pakeha students were compared to those for Māori students. Second, the results for Pakeha students were compared to those for Pasifika students.

Pakeha-Māori Comparisons

For year 4 students, the mean effect size across the 25 reading tasks was 0.41 (Pakeha students averaged 0.41 standard deviations higher than Māori students). This is a moderate to large difference. There were statistically significant ($p < .01$) differences on 21 of the 25 tasks, with Pakeha students higher on all of these tasks. The mean effect size across the 20 speaking tasks was 0.34 (Pakeha students averaged 0.34 standard deviations higher than Māori students). This is a moderate difference. Pakeha students scored statistically significantly higher on 11 of the 20 tasks. There were also statistically significant differences on three questions of the year 4 *Reading and Speaking Survey* (p64): Māori students were more positive about the stories or books in their school reading programme (question 12) and about talking to the whole class (question 18), and reported greater opportunity to talk to the whole class (question 20).

For year 8 students, the mean effect size across the 31 reading tasks was 0.28 (Pakeha students averaged 0.28 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences on 14 of the 31 tasks, with Pakeha students higher on these 14 tasks involving reading in English. Māori students were higher (effect size 0.55) on the one task involving reading in Māori (*Stories in Māori* (p20)). The mean effect size across the 22 speaking tasks was 0.36 (Pakeha students averaged 0.36 standard deviations higher than Māori students). This is a moderate difference. Pakeha students scored statistically significantly higher on 14 of the 22 tasks. There were also statistically significant differences on seven questions of the year 8 *Reading and Speaking Survey* (p65). Pakeha students reported greater enjoyment of reading at school (question 1) and in their own time (question 8), and were more positive about receiving a book as a present (question 9), going to a library (question 11), reading in a group in class (question 15), reading out loud to the teacher (question 16) and reading out loud to the class (question 17). Twenty percent more Pakeha than Māori students said that they had a favourite author.

Pakeha-Pasifika Comparisons

Readers should note that only 27 to 54 Pasifika students were included in the analysis for each task. This is lower than normally preferred for NEMP subgroup analyses, but has been judged adequate for giving a useful indication, through the overall pattern of results, of the Pasifika students' performance. Because of the relatively small numbers of Pasifika students, $p = .05$ has been used here as the critical level for statistical significance.

For year 4 students, the mean effect size across the 25 reading tasks was 0.44 (Pakeha students averaged 0.44 standard deviations higher than Pasifika students). This is a moderate to large difference. There were statistically significant ($p < .05$) differences on 15 of the 25 tasks, with Pakeha students higher on these 15 tasks that involved reading in English. Pasifika students scored higher (effect size 0.54) on the one task that involved reading in Māori (*Stories in Māori* (p20)). The mean effect size across the 20 speaking tasks was 0.48 (Pakeha students averaged 0.48 standard deviations higher than Pasifika students). This is a large difference.

Pakeha students scored statistically significantly higher on 16 of the 20 tasks. There were also statistically significant differences on two questions of the year 4 *Reading and Speaking Survey* (p64): Pasifika students reported more feedback from their teacher about what they were good at in reading (question 5) and more opportunities to talk to their whole class (question 20).

For year 8 students, the mean effect size across the 31 reading tasks was 0.61 (Pakeha students averaged 0.61 standard deviations higher than Pasifika students). This is a large difference. There were statistically significant differences on 27 of the 31 tasks, with Pakeha students higher on these 27 tasks involving reading in English. Pasifika students scored higher (effect size 0.39) on the one task that involved reading in Māori (*Stories in Māori* (p20)). The mean effect size across the 22 speaking tasks was 0.63 (Pakeha students averaged 0.63 standard deviations higher than Pasifika students). This is a large difference. Pakeha students scored statistically significantly higher on 18 of the 22 tasks. There was also a statistically significant difference on one question of the year 8 *Reading and Speaking Survey* (p65): Pakeha students were more positive about getting a book for a present (question 9). Twenty-four percent more Pakeha than Pasifika students said that they had a favourite author.

Home Language

Results achieved by students who reported that English was the predominant language spoken at home were compared, using the effect size procedures, with the results of students who reported predominant use of another language at home (most commonly an Asian or Pasifika language).

For year 4 students, the mean effect size across the 25 reading tasks was 0.30 (students for whom English was the predominant language at home averaged 0.30 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences on 12 of the 25 tasks, all involving reading comprehension. Students whose predominant language at home was not English scored higher (effect size 0.61) on the one task that involved reading in Māori (*Stories in Māori* (p20)). The mean effect size across the 20 speaking tasks was 0.30 (students for whom English

was the predominant language at home averaged 0.30 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences on seven of the tasks, all favouring those for whom English was the predominant language spoken at home. There were also statistically significant differences on two questions of the year 4 *Reading and Speaking Survey* (p64): students for whom the predominant language at home was not English were more positive about reading at school (question 1) and reported receiving more feedback from their teacher about what they were good at in reading (question 5).

For year 8 students, the mean effect size across the 31 reading tasks was 0.28 (students for whom English was the predominant language at home averaged 0.28 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences on 13 of the 31 tasks: students for whom English was the predominant language spoken at home scored higher on these 13 tasks involving reading in English. The mean effect size across the 22 speaking tasks was 0.33 (students for whom English was the predominant language at home averaged 0.33 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences, favouring those for whom English was the predominant language spoken at home, on nine tasks. There were no statistically significant differences on questions of the year 8 *Reading and Speaking Survey* (p65).



Summary, with Comparisons to Previous Reading and Speaking Assessments

School type (full primary school, intermediate school or year 7–13 high school), school size, community size and geographic zone did not seem to be important factors predicting achievement on the reading and speaking tasks. The same was true for the 2004, 2000 and 1996 assessments. However, for year 4 students there were statistically significant differences in the performance of students from low, medium and high decile schools on 92% of the reading tasks (compared to 88% in 2004 and 2000, and 71% in 1996) and 78% of the speaking tasks (cf. 90% in 2004, 87% in 2000 and 75% in 1996). There were also differences for year 8 students on 77% of the reading tasks (which compares with 87% in 2004, 58% in 2000 and 93% in 1996) and 84% of the speaking tasks (which compares with 86% in 2004, 56% in 2000 and 67% in 1996).

For the comparisons of boys with girls, Pakeha with Māori, Pakeha with Pasifika students, and students for whom the predominant language at home was English with those for whom it was not, effect sizes were used. Effect size is the difference in mean (average) performance of the two groups, divided by the pooled standard deviation of the scores on the particular task. For this summary, these effect sizes were averaged across tasks.

Girls averaged higher than boys on reading tasks, with a small mean effect size of 0.17 for year 4 students (compared to 0.22 in 2004 and 0.25 in 2000) and a small to moderate mean effect size of 0.21 for year 8 students (compared to 0.15 in 2004 and 0.10 in 2000). On speaking tasks, the advantage of girls over boys was small to moderate, with mean effect sizes of 0.20 for year 4 students (compared to 0.15 in 2004 and 0.24 in 2000) and 0.17 for year 8 students (compared to 0.17 in 2004 and

0.06 in 2000). These are small changes in disparity. The reading and speaking survey results showed that, both at year 4 and year 8, girls were markedly more enthusiastic about reading and speaking than boys.

Pakeha students averaged higher than Māori students on the tasks involving reading in English, with a moderate to large mean effect size of 0.41 for year 4 students (compared to 0.42 in 2004 and 0.63 in 2000) and a moderate effect size of 0.28 for year 8 students (compared to 0.37 in 2004 and 0.35 in 2000). This indicates that a substantial reduction in disparity for year 4 students has been maintained and there is now a small decrease in disparity for year 8 students. As in earlier assessments, year 8 Māori students performed substantially better than Pakeha students on reading in Māori. Pakeha students scored higher than Māori students on speaking tasks, with moderate mean effect sizes of 0.34 for year 4 students (compared to 0.29 in 2004 and 0.41 in 2000) and 0.36 for year 8 students (compared to 0.34 in 2004 and 0.35 in 2000). This indicates little change in disparity at either year level. The reading and speaking survey results showed that year 8 Pakeha students were markedly more enthusiastic about reading than year 8 Māori students.

Pakeha students averaged higher than Pasifika students on the tasks involving reading in English, with a moderate to large mean effect size of 0.44 for year 4 students (compared to 0.34 in 2004 and 0.64 in 2000) and a large mean effect size of 0.61 for year 8 students (compared to 0.47 in 2004 and 0.60 in 2000). This indicates some reduction in disparity for year 4 students, with little change for year 8 students. As in the previous two assessments, Pasifika students averaged substantially higher



than Pakeha students on tasks involving reading in Māori. Pakeha students averaged higher than Pasifika students on speaking tasks, with large mean effect sizes of 0.48 for year 4 students (compared to 0.52 in 2004 and 0.77 in 2000) and 0.63 for year 8 students (compared to 0.45 in 2004 and 0.47 in 2000). Disparity has reduced for year 4 students but increased for year 8 students.

Compared to students for whom the predominant language spoken at home was not English, students for whom the predominant language at home was English scored higher at both year levels on tasks involving reading and speaking in English. For reading in English, there was a moderate mean effect size of 0.30 for year 4 students (compared to 0.29 in 2004) and a moderate mean effect size of 0.28 for year 8 students (compared to 0.18 in 2004). On speaking tasks, there was a moderate mean effect size of 0.30 for year 4 students (compared to 0.28 in 2004) and a moderate mean effect size of 0.33 for year 8 students (compared to 0.21 in 2004). As in the 2004 assessments, students for whom the predominant language at home was not English scored higher at both year levels on tasks involving reading in Māori. No corresponding effect sizes from 2000 are available for any of these comparisons.

A Appendix : The Sample of Schools and Students in 2008



Year 4 and Year 8 Samples

In 2008, 2867 children from 248 schools were in the main samples to participate in national monitoring. About half were in year 4, the other half in year 8. At each level, 120 schools were selected randomly from national lists of state, integrated and private schools teaching at that level, with their probability of selection proportional to the number of students enrolled in the level. The process used ensured that each region was fairly represented. Schools with fewer than four students enrolled at the given level were excluded from these main samples, as were special schools and Māori immersion schools (such as Kura Kaupapa Māori).

In late April 2008, the Ministry of Education provided computer files containing lists of eligible schools with year 4 and year 8 students, organised by region and district, including year 4 and year 8 roll numbers drawn from school statistical returns based on enrolments at 1 March 2008.

From these lists, we randomly selected 120 schools with year 4 students and 120 schools with year 8 students. Schools with four students in year 4 or 8 had about a



1% chance of being selected, while some of the largest intermediate (year 7 and 8) schools had a more than 90% chance of inclusion.

Pairing Small Schools

At the year 8 level, six of the 120 chosen schools in the main sample had fewer than 12 year 8 students. For each of these schools, we identified the nearest small school meeting our criteria to be paired with the first school. Wherever possible, schools with eight to 11 students were paired with schools with four to seven students, and vice versa. However, the travelling distances between the schools were also taken into account.

Similar pairing procedures were followed at the year 4 level. Here, two pairs of very small schools were included in the sample of 122 schools.

Contacting Schools

In the second week of May, we attempted to telephone the principals or acting principals of all schools in the year 8 sample. In these calls, we briefly explained the purpose of national monitoring, the safeguards for schools and students, and the practical demands that participation would make on schools and students.



We informed the principals about the materials which would be arriving in the school (a copy of a 20-minute NEMP DVD, plus copies for all staff and trustees of the general NEMP brochure and the information booklet for sample schools). We asked the principals to consult with their staff and Board of Trustees and confirm their participation by the middle of June.

A similar procedure was followed at the end of July with the principals of the schools selected in the year 4 samples. They were asked to respond to the invitation within about three weeks.

Response from Schools

Of the 126 schools originally invited to participate at year 8 level, 119 agreed. Two paired schools with four students decreased to one or two students, and were not replaced because their paired school now had close to 12 students. A third paired school with eight students lost some students and was replaced by another small school from the same district. Two large intermediate or middle schools had major building work under way and could not find suitable accommodation for the assessments. Both were replaced by nearby schools

of similar size and decile rating. One integrated college had a key personnel change affecting year 8 arrangements and was replaced by a school of similar character, size and decile rating. Finally, the principal of one independent school indicated that the school had more important priorities. It was replaced by another independent school with the same decile rating.

Of the 122 schools originally invited to participate at year 4 level, 121 agreed. One small primary school's Board of Trustees declined participation because a new principal was being appointed. This school was replaced by a school of similar size and decile rating from the same district.

Sampling of Students

Each school sent a list of the names of all year 4 or year 8 students on their roll. Using computer-generated random numbers, we randomly selected the required number of students (12 or four plus eight in a pair of small schools), at the same time clustering them into random groups of four students. The schools were then sent a list of their selected students and invited to inform us if special care would be needed in assessing any of those children (e.g. children with disabilities or limited skills in English).

For the year 8 sample, we received 123 comments about particular students. In 70 cases, we randomly selected replacement students because the children initially selected had left the school between the time the roll was provided and the start of the assessment programme in the school, or were expected to be away or involved in special activities throughout the assessment week. Two students were replaced because of incorrect classification. The remaining 51 comments concerned children with special needs. Each such child was discussed with the school and a decision agreed. Seven students were replaced because they were very recent immigrants or overseas students who had extremely limited English-language skills. Sixteen students were replaced because they had disabilities or other problems of such seriousness that it was agreed that the students would be placed at risk if they participated. Participation was agreed upon for the remaining 28 students, but a special note was prepared to give additional guidance to the teachers who would assess them.

For the year 4 sample, we received 155 comments about particular students. Fifty-four students originally selected were replaced because they had left the school or were expected to be away throughout the assessment week. Nineteen students were replaced because of their NESB (*Not from English-Speaking Background*) status and very limited English, six because they were in Māori immersion classes, and two because of a wrong year level. Forty-six students were replaced because they had disabilities or other problems of such seriousness the students appeared to be at risk if they participated. Special notes for the assessing teachers were made about 28 children retained in the sample.

Communication with Parents

Following these discussions with the school, Project staff prepared letters to all of the parents, including a copy of the NEMP brochure, and asked the schools to address the letters and mail them. Parents were told they could obtain further information from Project staff (using an 0800 number) or their school principal, and advised that they had the right to ask that their child be excluded from the assessment.

At the year 8 level, we received a number of phone calls including several from students or parents wanting more information about what would be involved. Nine students were replaced because they did not want to participate or their parents did not want them to (usually because of concern about missing regular classwork).

At the year 4 level we also received several phone calls from parents. Some wanted details confirmed or explained (notably about reasons for selection). Two children were replaced at their parents' request.

Practical Arrangement with Schools

On the basis of preferences expressed by the schools, we then allocated each school to one of the five assessment weeks available and gave them contact information for the two teachers who would come to the school for a week to conduct the assessments. We also provided information about the assessment schedule and the space and furniture requirements, offering to pay for hire of a nearby facility if the school was too crowded to accommodate the assessment programme. This proved necessary in several cases.



Results of the Sampling Process

As a result of the considerable care taken, and the attractiveness of the assessment arrangements to schools and children, the attrition from the initial sample was quite low. About 3% of selected schools in the main samples did not participate, and less than 4% of the originally sampled children had to be replaced for reasons other than their transfer to another school or planned absence for the assessment week. The main samples can be regarded as very representative of the populations from which they were chosen (all children in New Zealand schools at the two class levels apart from the 1–2% who were in special schools, Māori immersion programmes, or schools with fewer than four year 4 or year 8 children).

Of course, not all of the children in the samples actually could be assessed. Eleven student places in the year 8 sample and two in the year 4 sample were not filled because insufficient students were available in eight small schools. Six year 8 students and nine year 4 students left school at short notice and could not be replaced. Three year 8 students withdrew or were withdrawn by their parents too late to be replaced. Twenty year 8 students and twenty-two year 4 students were absent from school throughout the assessment week. Some other students were absent from school for some of their assessment sessions, and a very small percentage of performances were lost because of malfunctions in the video recording process. Some of the students ran out of time to complete the schedules of tasks. Nevertheless, for most of the tasks over 90% of the sampled students were assessed. Given the complexity of the Project, this is a very acceptable level of participation.

Composition of the Sample

Because of the sampling approach used, regions were fairly represented in the sample, in approximate proportion to the number of school children in the regions.

REGION

PERCENTAGES OF STUDENTS FROM EACH REGION:		
REGION	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Northland	4.2	4.2
Auckland	34.1	33.3
Waikato	9.2	10.0
Bay of Plenty/Poverty Bay	8.3	8.3
Hawkes Bay	4.2	3.3
Taranaki	2.5	2.5
Wanganui/Manawatu	5.0	5.8
Wellington/Wairarapa	10.8	10.0
Nelson/Marlborough/West Coast	4.1	4.2
Canterbury	11.7	12.5
Otago	4.2	3.3
Southland	1.7	2.5

DEMOGRAPHY

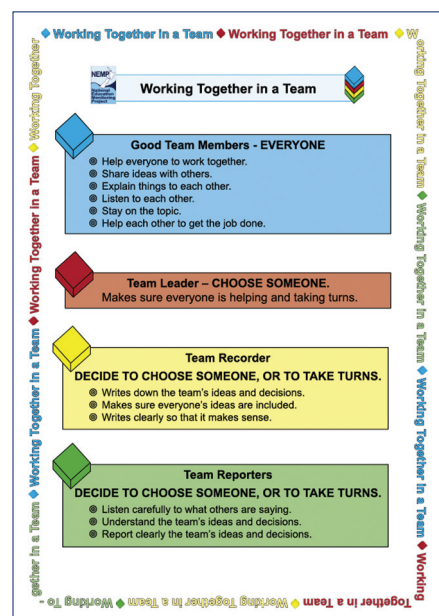
DEMOGRAPHIC VARIABLES: PERCENTAGES OF STUDENTS IN EACH CATEGORY			
VARIABLE	CATEGORY	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Gender	Male	52	52
	Female	48	48
Ethnicity	Pakeha	70	70
	Māori	22	20
	Pasifika	8	10
Main Language at Home	English	87	84
	Other	13	16
Geographic Zone	Greater Auckland	34	33
	Other North Island	44	45
	South Island	22	22
Community Size	< 10,000	18	21
	10,000 – 100,000	19	18
	> 100,000	63	61
School SES Index	Bottom 30%	22	21
	Middle 40%	38	44
	Top 30%	40	35
Size of School	< 25 y4 students	13	
	25 – 60 y4 students	48	
	> 60 y4 students	39	
	<35 y8 students		21
	35 – 150 y8 students		35
Type of School	> 150 y8 students		44
	Full Primary		30
	Intermediate or Middle		48
	Year 7 to 13 High School		12
	Other (<i>not analysed</i>)		10

R Resource Acknowledgements

The National Education Monitoring Project (NEMP) acknowledges the vital support and contribution of the people and organisations who have granted permission for the publication of their work in this report, in the illustration of NEMP assessment resources.

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pg	task	resource	reference
20	Stories in Māori	Hoihoi Tahī!	Rau, C. (text) & Ellison, A. (illus.) (2002) <i>Hoihoi Tahī!</i> Ngāruawahia, N.Z.: Kia Ata Mai Educational Trust.
		Nanakia	<i>He Kohikohinga 34: Nanakia</i> - pg8-9 (2002) was first published by Learning Media Limited in <i>He Kohikohinga</i> , on behalf of the Ministry of Education: Wellington, N.Z. Copyright text © Fitzgerald, T.; Copyright illustrations © Crown.
		Te Rou Mamao	<i>He Purapura: Te rou mamao</i> (2003) was first published in <i>He Purapura</i> by Learning Media Limited for the Ministry of Education: Wellington, N.Z. Copyright text © Watson, T; Copyright illustrations © Crown.
24	Cool, Cool Joanna	Story	<i>School Journal Part 3, Number 3: Cool, Cool Joanna</i> , (1983) was first published in <i>School Journal</i> . 40-48, by Learning Media on behalf of the Ministry of Education: Wellington, N.Z. Copyright © Mooney, K.
28	Tuatara and Weta	Models/original cards	SSS Edwards, Christchurch, N.Z.
32	Legend of the Kiwi	Story	Davis, L. (2001). <i>New Zealand English Curriculum homework book</i> . Tauranga, N.Z.: Sigma Publications.
33	When Disaster Strikes	Notice card	<i>When Disaster Strikes</i> (2004). Wellington, N.Z.: Ministry of Civil Defence & Emergency Management. <i>[Important note: This task was written in 2004 and consequently, the notice is out of date at the time of release and publication. If administering this task, use the NEMP resource but please refer students to the latest phonebook for the most recent information.]</i>
36	Secrets Folder	Pictures	Stevens, C. (2002). <i>Step-by-Step Origami</i> . Tunbridge Wells: Search Press.
37	Banana Story	Picture	[Photograph of bunch of bananas]. Retrieved March 10, 2009, from http://en.wikipedia.org/wiki/File:Bananas_on_countertop.JPG
38	Tusk the Cat	Story/illustrations	Material from <i>Tusk the Cat – School Journal Part 2, Number 2</i> (2002) was first published in <i>School Journal</i> , by Learning Media on behalf of the Ministry of Education: Wellington, N.Z. Copyright © Anderson, K.
39	Spiders	Illustrations	White, J. (Illus.) <i>Spiders in New Zealand</i> . Brochure code 1424. Wellington, New Zealand: Ministry of Health.
43	Chapter 5 Introduction	Pictures	[Boston terrier]. Retrieved March 11 2009, from http://en.wikipedia.org/wiki/File:BostonTerrierMaleBlack.jpg . Used under licence terms as at: http://en.wikipedia.org/wiki/Wikipedia:Text_of_the_GNU_Free_Documentation_License [Bearded collie]. Retrieved March 11 2009, from http://en.wikipedia.org/wiki/File:Bearded_Collie_600.jpg . Used under licence terms as at: http://commons.wikimedia.org/wiki/Commons:GNU_Free_Documentation_License
46	Wasp Nest	Video stills	Excerpt recorded 14 March 2002. [Television broadcast]. Auckland, N.Z.: 3 News.
53	Birthday Surprise	Story/illustrations	Drewery, M. (Illus.), Duncan, T. (Text), (2003). <i>Nanny Mihi's Birthday Surprise</i> . Auckland N.Z.: Reed.
58	Kea Magic	Picture	Crowe, A., & Gunson, D. (2001). <i>Which New Zealand bird?: A Simple Step-By-Step Guide To The Identification Of New Zealand's Native & Introduced Birds</i> . Auckland, N.Z.: Penguin Books (NZ).



Language is broad and pervasive; there is seldom a time or place in any area of the curriculum where language is not present. The same is true of language in relation to human activity in everyday life.

The purpose of language is communication. Communication is a process of sharing knowledge, experiences, information, ideas and feelings. Communication through language involves webs of interaction between messages that are given and received. We produce messages by speaking, writing and presenting. We consume messages by listening, reading and viewing.



National monitoring provides a “snapshot” of what New Zealand children can do at two levels, at the middle and end of primary education (year 4 and year 8).

The main purposes for national monitoring are:

- to meet public accountability and information requirements by identifying and reporting patterns and trends in educational performance
- to provide high quality, detailed information which policy makers, curriculum planners and educators can use to debate and review educational practices and resourcing.



ISSN 1174-0000

ISBN 1-877182-77-X

