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Reading the Tasks and Results

ABOUT THE TASK

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

PERFORMANCE PATTERNS

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 in a one-to-one situation. See page 6 for descriptions of all four approaches used.

What this task was aiming to evaluate.

The resources used in this task.

- In 2009, 31% of year 4 students were able to separate fiction from non-fiction but could not put them in the correct order.
- In 2005, 36% of year 4 students were able to separate fiction from non-fiction but could not put them in the correct order.
- In 2009, 33% of year 8 students were able to separate fiction from non-fiction but could not put them in the correct order.
- In 2005, 34% of year 8 students were able to separate fiction from non-fiction but could not put them in the correct order.

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.

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.

Trend Task: Book Sort

Approach: One to one

Year: 4 & 8

Focus: Sorting books by classification

Resources: 8 book covers (labelled A-H), recording book

Questions / instructions:

Put the book covers in order using the letters (A-H) on the backs.

Hand the student the book covers.

Imagine that these are real books and that you are helping to put them back in their right place in a school library.

[Fiction: A, C, D, F
Non-Fiction: G, H, E, B]



1. Look carefully at the information on the covers, then sort them and put them into order for putting on the library shelves.

Allow time for student to sort books.

responses showed that student correctly divided the books into fiction and non-fiction, and then placed the books into correct order within these categories (alphabetical for fiction, by Dewey number for non-fiction)

as above, except non-fiction was in alphabetical order by author rather than in Dewey number order/ B, G, H, E

separated fiction and non-fiction but not in order

2. Can you tell me why you have arranged them that way?

non-fiction and fiction not separated correctly in response to question 1, but separated correctly after explicitly requested to do so

fiction and non-fiction not correctly separated, even after prompting to do so

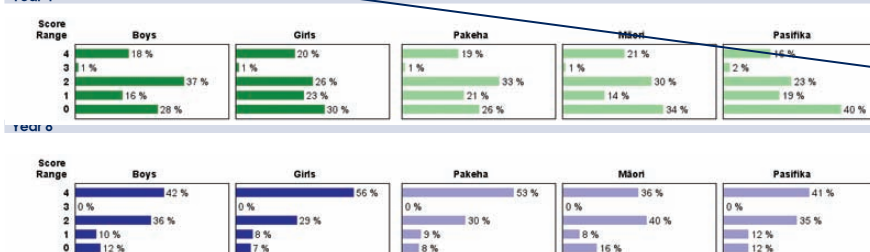
If the student hasn't divided the books into fiction/non-fiction, ask: Can you sort the books into fiction (story books) and non-fiction? Allow time for student to sort the books.

Total Score:

	% responses 2009 ('05)	year 4	year 8
1. Look carefully at the information on the covers, then sort them and put them into order for putting on the library shelves.		20 (29)	49 (44)
2. Can you tell me why you have arranged them that way?		1 (0)	0 (0)
Total Score:		31 (36)	33 (34)

Subgroup Analyses:

Year 4



Commentary:

This was a difficult task for the year 4 children, but about half of the year 8 children were able to successfully complete the task. Differences by ethnicity were small in both years, but year 8 girls performed substantially better on this task than year 8 boys.