

Reading and Speaking

Assessment Results 2000



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NATIONAL EDUCATION MONITORING REPORT 19

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	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	
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- Dr David Philips 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 trialed
- principals, staff, and Board of Trustee members of the 294 schools included in the 2000 sample
- the 3217 children in the 2000 sample, and their parents
- the 108 teachers who administered the assessments to the children
- the 44 senior tertiary students who assisted with the marking process
- the 188 teachers who assisted with the marking of tasks early in 2001

2 SUMMARY

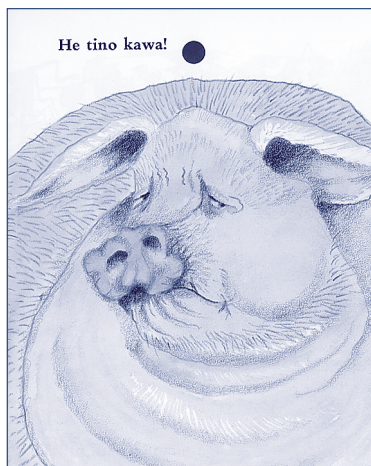
New Zealand's National Education Monitoring Project commenced in 1993, with the task of assessing and reporting on the achievement of New Zealand primary school children in all areas of the school curriculum. Children are assessed at two class levels: year 4 (halfway through primary education) and year 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 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, small 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 supplies. 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 year 4 and 8 students in 2000. Because some tasks have been used twice, in 1996 and again in 2000, trends in performance across the four year period can also be ana-

lysed.

In 2000, the second year of the second 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 identify particular understandings, insights, skills, processes, and motivational factors that contribute to effectiveness in reading and speaking.

Chapter 3 examines achievement in oral reading, with particular emphasis on reading accuracy. Four tasks related to reading in English. On average across the three *Reading Record* tasks (fiction, non-fiction and non-book), 35% more year 8 than year 4 students were judged to be in the highest of the 6 reading bands. The average gain on 10 components of the *Word Power* task was 36%. These results indicate very substantial progress in reading between year 4 and year 8.



Dramatic improvement in oral reading between 1996 and 2000 was apparent for year 4 students, with smaller improvement for year 8 students. For year 4 students, we describe placement in bands 4 and 5 as

representing performance well above normal expectation and placement in band 0 as representing performance well below expectation. Averaged across the three tasks, 32% of year 4 students were in band 4 or 5 in 1996, and this rose dramatically to 48% in 2000. At the bottom end of the performance range, 11% were in band 0 in 1996, but only 6% in 2000. Again, this is an important improvement.

For year 8 students, we describe placement in band 5 as representing performance above expectation, and placement in bands 0, 1 or 2 as representing performance well below expectation. Averaged across the three tasks, 51% of year 8 students were in band 5 in 1996, rising to 56% in 2000. Most of the increase was due to a 12% increase on *Reading Record Non-Book*. At the bottom end of the performance range, 8% were in band 0, 1, or 2 in 1996, dropping to 5% in 2000.

Two tasks involved reading in Māori. Averaged across 13 oral reading components in these two tasks, 13% more year 8 than year 4 students read successfully in Māori.

Chapter 4 focuses on reading comprehension, predominantly using silent reading tasks.

Year 8 students demonstrated consistently higher levels of reading comprehension than year 4 students. Averaged across 115 components of 9 tasks, 25% more year 8 than year 4 students succeeded with the components. Many of the students did not appear to be very efficient at scanning for information under time constraints.



Comparative results for 1996 and 2000 were consistent with the trends reported in Chapter 3: year 4 students made very substantial gains and year 8 students slight gains. Averaged across 34 task components, 11% more of the year 4 students succeeded in 2000 than in 1996. The corresponding gain for year 8 students was 3%.

Chapter 5 includes six tasks exploring students' oral responses to written material. Both reading and speaking skills were required, to varying degrees.

The performances of year 4 and year 8 students were compared on 15 components of four tasks. On average, 15% more year 8 than year 4 students succeeded on these components, with similar gains on all four tasks. This represents a



change from 1996, when year 4 and year 8 students performed similarly on tasks requiring oral presentation and dramatisation.

Trends in performance between 1996 and 2000 could be examined on two play reading tasks.

Averaged across five marking components, 12% more year 4 students succeeded in 2000 than in 1996, and 5% more year 8 students. This is

consistent with the patterns reported in Chapters 3 and 4: large gains for year 4 students and small gains for year 8 students.



Chapter 6 presents the results for five tasks that involved students in giving oral descriptions. The performances of year 4 and year 8 students were compared on 50 components of four tasks. On average, 17% more year 8 than year 4 students succeeded on these components.

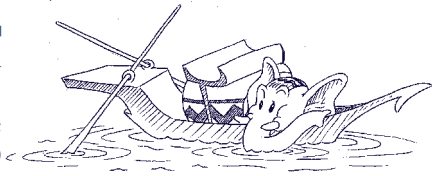
Averaged across the 16 components of one task, there was no change in the performance of year 4 students between 1996 and 2000, while 2% fewer year 8 students succeeded in 2000 than in 1996.

Chapter 7 includes nine tasks that involved students in making oral presentations for various purposes: telling stories, developing and presenting puppet plays, talking on allocated topics and planning to interview a visitor. The performances of year 4 and year 8 students were compared on 40 components of seven tasks. On average, 15% more year 8 than year 4 students succeeded on these components.

Averaged across 13 components of three tasks, 2% more year 4 students succeeded in 2000 than

in 1996, but 6% fewer year 8 students succeeded in 2000 than in 1996. This decrease was due

mainly to 16% fewer year 8 students in 2000 succeeding on the components of *Puppet Play*. It is appropriate to conclude that between 1996 and 2000 the performance of year 4 students did not change, but there was a small decline in the performance of year 8 students.



Chapter 8 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.

Year 4 students appeared to think about reading as a technical task, requiring learning hard words and listening to the teacher, whereas year 8 students place greater emphasis on enjoying reading, reading a lot, and choosing the right book. This difference increased between 1996 and 2000.

Reading was a moderately frequent leisure activity, with more than two thirds of year 4 and year 8 students enjoying reading fiction. Comics were second in popularity for year 4 students, followed fairly closely by poetry, non-fiction and magazines. For

year 8 students, magazines were second in popularity followed by non-fiction, with poetry and newspapers only attracting 14% followings.

High proportions of year 4 and year 8 students were positive about their own competence in reading, reading at school, having their teacher read a story out loud, talking to a group in class, reading when not at school, looking at books in a bookshop, going to a library, and getting a book for a present.



There were some noteworthy changes from 1996 to 2000:

- the percentage of students who were very positive about how good they were at reading improved markedly, by 18% for year 4 and 13% for year 8 (question 2) and by 10% for year 4 and 11% at year 8 (question 14);
- 12% fewer year 4 and 10% fewer year 8 students were very positive about getting a book for a present;
- 10% fewer year 8 students were very positive about looking at books in a bookshop, or about going to a library;
- 12% fewer year 4 and 9% fewer year 8 students were very positive about their teacher reading a story aloud;
- 12% fewer year 4 and year 8 students said that they got to talk to others in their class “heaps”.

Chapter 9 reports the results of analyses that compared the task performance and survey responses of different demographic subgroups. School size, community size, and school type (full primary or intermediate) did not seem to be important factors predicting achievement on reading and speaking tasks. Students from the South Island scored highest on 12% of the tasks at both year levels, but were lowest on the two Māori reading tasks.

At year 4 level, girls performed better than boys on 53% of the reading and speaking tasks and recorded more positive responses on 8 reading survey questions. At year 8 level, the advantage of girls over boys had dropped to 12% of the reading and speaking tasks, but they still recorded more positive responses on 6 reading survey questions.

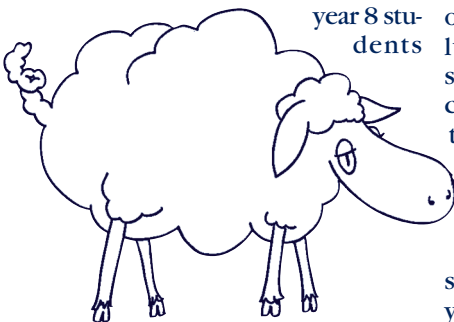
Non-Māori year 4 students performed better than Māori year 4 students on 94% of the English language reading tasks and 67% of the speaking tasks. The corresponding figures for year 8 students



were 53% of reading tasks and 43% of speaking tasks. Year 8 Māori students scored higher than non-Māori students on both Māori language reading tasks.

There were differences between the three SES (decile) subgroups for 88% of the reading and speaking tasks at year 4 level, dropping to 57% at year 8 level. Students from low decile schools generally scored lowest.

Given the importance of reading in other aspects of the school curriculum and in life in our community, some of these patterns must be of concern. It is encouraging, however, to note that the gaps narrowed from year 4 to year 8, and that lower performance on tasks did not generally seem to be accompanied by negative attitudes to reading and speaking activities in school and beyond.



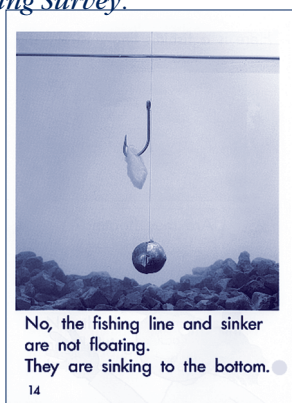
Chapter 10 reports the results of analyses of the achievement of Pacific students. Additional sampling of schools with high proportions of Pacific Island students permitted comparison of the achievement of Pacific

Island, Māori and other children attending schools that have more than 15% Pacific Island students enrolled. The results apply only to such schools.

For year 4 students, there were statistically significant differences in performance among the three groups on 8 of the 23 tasks. The Pacific students scored significantly higher than the Māori students on one task but lower than the “other” students on five tasks. The Māori students scored significantly lower than the “other” students on seven tasks. It is noteworthy that both Pacific and Māori students scored significantly lower than the “other” students on all three tasks included from Chapter 7 (*Oral Presentations*). Pacific students gave significantly more positive ratings than “other” students on five items of the *Year 4 Reading and Speaking Survey*.

For year 8 students, there were statistically significant differences in performance among the three groups on 7 of the 26 tasks. Both

Pacific and Māori students scored significantly lower than the “other” students on 2 tasks. The Pacific students scored significantly lower than the “other” students on 5 further tasks, and than the Māori students on 1 task. The Pacific students gave more positive ratings on 4 items of the *Year 8 Reading and Speaking Survey*.



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 2000 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 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 percent of the children at those levels in New Zealand schools, large enough samples to give a trustworthy national picture. Additional samples of 120 children at each level allow the achievement of Pacific students to be

assessed and reported. At year 8 level only, a special sample of 120 children learning in Māori immersion schools or classes is selected. Their achievement can then be compared with the achievement of Māori students in the main year 8 sample, whose education is predominantly in English (these comparisons are not reported here, but in a separate report that shows the tasks in both Māori and English).

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.

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.



YEAR		NEW ZEALAND CURRICULUM		
1	1999 (1995)	Science Art Information Skills <i>graphs, tables, maps, charts and diagrams</i>	Communication skills Problem-solving skills Self-management and competitive skills Social and co-operative skills Work and study skills Attitudes	
2	2000 (1996)	Language <i>reading and speaking</i> Aspects of technology Music		
3	2001 (1997)	Mathematics <i>numeracy skills</i> Social Studies Information Skills <i>library, research</i>		
4	2002 (1998)	Language: <i>writing, listening, viewing</i> Health and Physical Education		

Four year assessment cycle

Each year, the assessments cover about one quarter of 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 preselected priority areas.

The first four year cycle of assessments began in 1995 and was completed in 1998. The second cycle runs from 1999 to 2002. The areas covered each year and the reports produced to date are listed inside the front cover of this report. Similar cycles of assessment are expected to be repeated in subsequent four year periods.

About one third 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 emphasize 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 slavishly follow 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 standardizes the presentation of those tasks.

Positive students' reactions to tasks

At the conclusion of each assessment session, students completed evaluation forms in which they identified tasks that they particularly enjoyed and tasks that did not appeal. Averaged across all tasks in the 2000 assessments, 77 percent of year 8 students indicated that they particularly enjoyed the tasks, and only 14 percent indicated that they did not enjoy the tasks. Year 4 students were even more positive about the tasks. On average, 84 percent of them indicated that they particularly enjoyed the tasks, and only 11 percent indicated that they did not enjoy the tasks. The most popular tasks were enjoyed by about 95 percent of the students. All tasks had more students liking them than disliking them. The students' parents and teachers also reacted very positively to the tasks and assessment approaches.

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 test areas such as science, social studies, or even mathematics. In national monitoring, a majority of tasks are presented orally by teachers, on videotape, 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 further free teachers to concentrate on providing appropriate guidance and help to students, so that the students achieve their best efforts, 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 2000, more than half of the students' work came in that form, on a total of about 4700 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 2000, 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.
- *Team.* Four students worked collaboratively, supervised by a teacher, on some tasks. This was recorded on videotape.
- *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.

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 105 teachers served as teacher administrators in 2000, or about half a percent 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 six years is 586 different teachers.



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 to four years of preservice preparation for primary school teaching. Forty-four student markers worked on the 2000 tasks, employed 5 hours per day for 6 or 7 weeks.

The tasks that require higher levels of professional judgement are marked by teachers, selected from throughout New Zealand. In 2000, approximately 60 percent of the teachers who applied were appointed: a total of 195. 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"), more than 75 percent of the teachers who marked student work in 2000 chose "highly satisfied" in response to questions about:

- the extent to which marking was professionally satisfying and interesting;
- its contribution to professional development in the area of assessment;
- whether they would recommend NEMP marking work to colleagues;
- whether they would be happy to do NEMP marking again.

Analysis of results

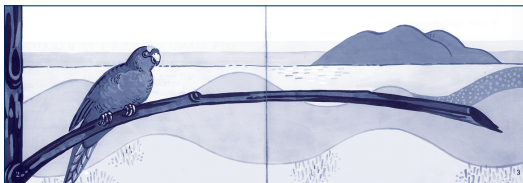
The results are analysed and reported task by task. Although the emphasis is on the overall national picture, some attention is also given to possible differences in performance patterns for different demographic groups and categories of school. The variables considered are:

- Student gender:* male, female
- Student ethnicity:* Māori, non-Māori
- Geographical zone:* Greater Auckland, other North Island, South Island
- Size of community:* urban area over 100,000, community of 10,000 to 100,000, rural area or town of less than 10,000
- Socio-economic index for the school:* bottom three deciles, middle four deciles, highest three deciles
- Size of school:*

YEAR 4 SCHOOLS	less than 20 Y4 students	20–35 Y4 students	more than 35 Y4 students
YEAR 8 SCHOOLS	less than 35 Y8 students	35–150 Y8 students	more than 150 Y8 students
- Type of school (for year 8 sample only):* Full primary school, intermediate 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 less than 70 children, and would therefore be too unreliable.

A further subgroup analysis has also been included. This compares the performance of Pacific, Māori and other students attending schools with 15 percent or more Pacific students enrolled. Schools in this category within the main samples are combined with the supplementary samples of 10 schools with 20 percent or more Pacific students enrolled. The resulting samples include about 90 students attempting each task, approximately evenly distributed among the three subgroups.



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 Associate Professor Terry Crooks and Lester Flockton. The current contract runs until 2003. The cost is about \$2.5 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.

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 to 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 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 inter-relatedness of these two components of language. They also highlight the centrality and fundamental importance of active pursuit of meaning.

The *understandings* 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 stu-

dents 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* aspects of the frameworks draw attention to the importance of having information about students’ interests, attitudes, confidence and involvement in respect to 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.

NEMP SPEAKING FRAMEWORK

Constructing and communicating meaning orally for various purposes:

- seeking and giving information
- telling a story
- performing a role
- talking to an audience
- reading aloud
- taking part in conversation or discussion.

UNDERSTANDINGS

- Messages can have different meanings for different audiences, and on different occasions.
- Messages can be interpreted differently when spoken by different people.
- Messages can influence the behaviour of others.
- Speakers can adjust to the reactions of others.
- The way something is said can influence the interpretation of a message.
- A role being portrayed needs to be consistent with the message being given.

MOTIVATION

- Enthusiasm for communicating orally.
- Active participation in oral communication activities.

SKILLS AND PROCESSES

Presentational Skills

Speech Production

- Audibility
- Clarity of speech

Message

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

Style

- Fluency
- Expressiveness
- Conveying confidence
- Stimulating interest

Context

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

Purposes

- Conveying information
- Expressing ideas
- Expressing opinions
- Persuading
- Questioning
- Discussing
- Instructing, directing
- Greeting, farewelling, thanking
- Telling a story
- Communicating a role
- Experimenting with language (humour, parody)

NEMP READING FRAMEWORK

Constructing meaning from text for a range of purposes:

- reading for enjoyment
- reading to follow instructions
- reading to search for information
- reading to assimilate knowledge
- reading to critically analyse.

UNDERSTANDINGS AND INSIGHTS

- Reading is a complex thinking process which requires the integration of information from many sources.
- Reading is a means of exchanging and interpreting meaning.
- We read for different purposes.
- We adjust our reading strategies to suit the purpose and the material being read.
- Much of the information needed to understand a message is supplied by the reader.
- What is read is selectively interpreted.
- Comprehension is affected by the reader’s level of interest.
- Reading is used in interrelated ways with speaking, listening and writing.
- Language conventions differ according to context and culture.
- Language can have aesthetic qualities.
- Language uses linguistic conventions which have limitations.
- Text is written by people who have individual styles and personalities.
- The medium of reading is not restricted to print on paper.

SKILLS AND PROCESSES

Vocabulary

- Making use of semantic, syntactic, visual and grapho-phonetic cues in text
- Making self-corrections
- Adjusting reading speed to complexity and purpose
- Using and expanding word knowledge

Presentation

- Reading aloud
- Comprehending literal meaning
- Retelling and summarising
- Identifying main points and central ideas
- Thinking critically about what is read

- Analysing and interpreting
- Making inferences

Appreciation

- Investigating the writer’s use of language
- Selecting texts for personal satisfaction and for information
- Discussing books and authors knowledgeably

MOTIVATION

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

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.



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.

All tasks in chapters 3 and 4 are classified as reading tasks, and all tasks in chapters 6 and 7 are classified as speaking tasks. Two tasks from Chapter 5 (*Favourite Book* and *Language of Poetry*) are reading tasks, while the other four are speaking tasks (they involved reading but students had substantial opportunity to practise the material and the marking criteria gave strong weight to oral performance).

A special feature of this year's assessments is that two of the reading tasks assessed the students' ability to read Māori. These tasks are clearly identified in the results.



Nineteen reading tasks and eighteen 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.

Nine reading tasks and seven speaking tasks were administered in one-to-one interview settings, where each student worked individually with a teacher. Ten reading tasks used a stations or independent approach, with students working by themselves. Eleven speaking tasks were presented in team or group situations involving small groups of students working together.

Thirty of the thirty-seven tasks were the same or very similar for both year 4 and 8. Minor differences are described in the task commentaries. Two pairs of tasks used the same procedures but different content for the year 4 and year 8 versions. The remaining three tasks were attempted only by year 8 students.

Trend tasks

Thirteen of the tasks in this report were previously used in identical form in the 1996 reading and speaking assessments. These were called *link tasks* in the 1996 report, but were not described in detail to avoid any distortions in 2000 results that might have occurred if the tasks had been widely available for use in schools since 1996. 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 1996 assessments.

Link tasks

To allow comparisons between the 2000 and 2004 assessments, twelve of the tasks used for the first time in 2000 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 2004.

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. Tasks that required marker judgement and were common to year 4 and year 8 were intermingled during marking sessions, with the goal of ensuring that the same scoring standards and procedures were used for both.

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 left* and can be purchased in a kit from the New Zealand Council for Educational Research (P.O. Box 3237, Wellington 6000, New Zealand). Teachers are also encouraged to use the NEMP web site (<http://nemp.otago.ac.nz>) to view video clips and listen to audio material associated with some of the tasks.



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 mainly on the former aspect, with little direct emphasis on comprehension (although comprehension clearly helps oral reading). Chapter 4 reverses the emphasis, focusing mainly on comprehension (which usually is possible only if many of the words can be recognised or decoded).

This chapter has two sections. The majority of the chapter details the three *Reading Record* tasks. These were administered as three parallel oral reading tasks that followed similar assessment procedures, but focused on different categories of text: fiction books, non-fiction books, and non-book materials. Each task had three reading texts in each of six reading bands (levels). Two of the three texts in each band had been used in the 1996 assessments, and the new third text was carefully selected to require similar reading skills to the third text that was released in the report on the 1996 assessments. This allows trustworthy comparisons between the 1996 and 2000 results.

The final section of the chapter gives results for three other tasks. One involved reading a sequence of three texts in Māori. The others involved reading individual words in English and in Māori.

All tasks were administered to both year 4 and year 8 students, using the one to one interview approach. The *Word Power* task was modified for year 4 students by omitting 15 of the 25 words used in the year 8 version, but followed the same procedures with the remaining words.

Reading in English

On average across the three *Reading Record* tasks (fiction, non-fiction and non-book), 35 percent more year 8 than year 4 students were judged to be in the highest of the 6 reading bands. The average gain on 10 components of the *Word Power* task was 36 percent. These results indicate very substantial progress in reading between year 4 and year 8.

Very substantial improvement in oral reading between 1996 and 2000 was apparent for year 4 students, with small improvements for year 8 students.

For year 4 students, we describe placement in bands 4 and 5 as representing performance well above normal expectation and placement in band 0 as representing performance well below expectation. Averaged across the three tasks, 32 percent of year 4 students were in band 4 or 5 in 1996, and this rose dramatically to 48 percent in 2000. At the bottom end of the performance range, 11 percent were in band 0 in 1996, but only 6 percent in 2000. Again, this is an important improvement.

For year 8 students, we describe placement in band 5 as representing performance above expectation, and placement in bands 0, 1 or 2 as representing performance well below expectation. Averaged across the three tasks, 51 percent of year 8 students were in band 5 in 1996, rising to 56 percent in 2000. Most of the increase was due to a 12 percent increase on *Reading Record Non-Book*. At the bottom end of the performance range, 8 percent were in band 0, 1, or 2 in 1996, dropping to 5 percent in 2000.

Reading in Māori

Averaged across 13 oral reading components in two tasks, 13 percent more year 8 than year 4 students read successfully in Māori.

Reading passages and reading bands

Three different reading record tasks were included in the reading assessments. One task used fiction passages drawn from a range of children’s literature. The second task used passages from non-fiction books and included a variety of topics such as disasters, scientific phenomena, cooking and cultural events. The third task used text from a range of non-book sources including food packets, brochures, posters, newspaper articles and posters. All of the passages were drawn from authentic published materials.

Each of the three tasks was based on a set of 18 passages, chosen to represent a wide range of text complexity and readability. Each set was arranged into six national monitoring reading bands, each band containing three passages of similar readability in terms of vocabulary and content. One of the three passages from each band on each task is released with this report, to illustrate the range of texts that were used.

The six reading bands, coded by number and folder colour, differed systematically in the complexity of words and ideas. Band 0 contained passages with very basic vocabulary and ideas supported by picture clues, while band 5 used the most challenging vocabulary and textual composition. Bands 1 to 4 represented intermediate steps of vocabulary and content complexity. The material was selected in the expectation that year 4 students of average capability would be able to handle readings in band 2, and that year 8 students of average capability would be able to handle band 4 material.

Students were assigned to their final reading bands according to word reading accuracy in running text. The goal was to identify the highest band in which the student read with 90 to 95 percent accuracy (counting self-corrected words as correct). This level was chosen so the students’ reading could be analysed to obtain information about word analysis strategies and comprehension. It is important to note, therefore, that the reading proficiency of students on any given band is predominantly at an instructional rather than fluency level. The highest and lowest bands were exceptions: many students classified in band 5 read fluently at this high level, and a few students classified in band 0 made more errors than would be appropriate for instructional level text.

Using the NEMP reading band indicator

The purpose of the Reading Band Indicator is to enable the teacher administrator to obtain an initial indication of the student’s reading band.

There are 6 colour-coded bands: 0 buff; 1 yellow; 2 pink; 3 green; 4 blue; 5 purple.

Instructions for administering the reading band indicator

1. Introduce the chart:
“In this activity I want you to read some passages to me, so that I can get an idea of the skills you use when reading. This chart is to help us decide which reading passages to use. I’ll ask you to read a few of the patches to me starting with this one” [point to a yellow patch].
2. Select a patch to read at each progressive band/colour through to the point when one or more word reading errors occur. If no errors are made, direct the student to the next higher band (colour).
3. When an error is made, direct the student to read the other patches at the same band/colour to ascertain whether this is the appropriate band.
4. The appropriate band on the indicator is the one where the student makes one or more errors on at least two of the three patches for a band/colour.
5. Once the student has reached the appropriate band, discontinue the Reading Band Indicator and proceed to the reading passages in the folders.

Selecting and reading passages

Once the starting band had been identified, students were given the folder containing the three reading passages for that band. Students were invited to choose one passage to read out loud to the teacher. During the oral reading, the teacher monitored errors to see if they were within the preliminary target range of 1 error per 7 to 12 words. Unless the passage was clearly far too hard, the teacher asked the five listed comprehension questions for that passage. Students were then asked to read a second passage, in the same band or the next higher or lower band depending on the error rate observed in the first reading. Again, this reading was followed by five comprehension questions. About 14 percent of students moved up a band for their second reading, about 80 percent stayed in the same band, and about 6 percent moved down a band.

Instructions to students

A standard set of procedures was followed with every passage. The teacher introduced the passage by giving a brief account of context, followed by instructions on the oral reading:

“I want you to read this book [/story/passage/part] to me [from this dot to the next dot] and to think about it as you read. If you come to words you don’t know, do what you usually do when you try to work out new words. Try to work out the words **aloud** so that I can find out how you do it. Don’t worry about mistakes but stop and correct them if you are able to. I will keep quiet and let you work things out unless you get badly stuck. Think about the story/information as you read. When you have finished I will ask you to tell me about it, and I will ask you some questions.”

Scoring and analysis

Each oral reading was examined using standard techniques for taking running records. Words that appeared in a passage many times were only counted once, as were highly specialised words. A whole line omitted was counted as a single error. Self-corrections were identified and recorded. The number of errors was converted to a percentage of the number of words in the marked passage, and the number of self-corrections to a percentage of the total number of errors that could have been corrected. Responses to comprehension questions were also marked (correct/incorrect, or out of two).

Some students were asked to read more than two passages, usually because their initial passage was judged by the teacher to be too easy or difficult for them and therefore not useful. Where this happened, the final two readings were used in the scoring process.

Students were classified into reading bands on the basis of errors in the two readings, considered against the target range of 90 to 95 percent accuracy. The decision rules were:

TWO READINGS, SAME BAND:

- one or both in target range — choose that band;
- both with fewer errors than target range — choose that band;
- both band 0 and more errors than target range — choose band 0;
- both above band 0 and more errors than target range — cannot assign a band

TWO READINGS, DIFFERENT BANDS:

- both in target range — choose higher band;
- more errors than target in higher band, fewer than target in lower band — choose lower band;
- more errors than target in both bands, lower is band 0 — choose band 0;
- more errors than target in both bands, neither is band 0 — cannot assign a band;

ONLY ONE READING:

- in target range or fewer errors than target range — choose that band;
- more errors than target range, band is 0 — choose band 0
- more errors than target range, band is not 0 — cannot assign a band.

The Reading Record tasks provided a wealth of information about students' reading skills and abilities. In this chapter, we focus on the students' band classification, as a good indication of their ability to read words in context. Running records and the responses to comprehension questions are available for more detailed analysis in later probe studies. Also, researchers wanting greater detail could re-examine the videotaped performances.

Because each task involved 18 different reading passages, each with their own five comprehension questions, it is not feasible concisely and meaningfully to report the comprehension results here. Chapter 4 provides extensive information on students' reading comprehension using other tasks.



Trend Task

Reading Record — Fiction

Approach: One to one

Level: Year 4 and year 8

Focus: Accuracy of oral reading.

Resources: Reading Band Indicator Chart, instruction manual, pack of 18 texts arranged in 6 reading bands.

Questions/instructions:

The procedures for administering this task have been described on pages 14 to 16.

Examples of the reading passages in each of the six bands are shown on pages 17 to 19.

Reading Band:	% responses	
	2000 ('96)	2000 ('96)
year 4	year 4	year 8
5	25 (10)	53 (51)
4	27 (20)	28 (29)
3	24 (29)	15 (11)
2	12 (22)	2 (7)
1	7 (9)	2 (1)
0	5 (10)	0 (1)

Commentary:

The results show a dramatic improvement in reading for year 4 students from 1996 to 2000. The percentage of students in the highest reading band has more than doubled (from 10 to 25), while the percentage in the lowest band has halved (from 10 to 5). There is little improvement at the top end of year 8 students, but the percentage of year 8 students in the three lowest bands has halved (from 9 to 4). These results can only be seen as very encouraging.

Fiction Band 0

Who Sneezed?, Pat Edwards, (ill.) Katy Sleight, Longman Cheshire Pty Limited, Hong Kong: 1990.

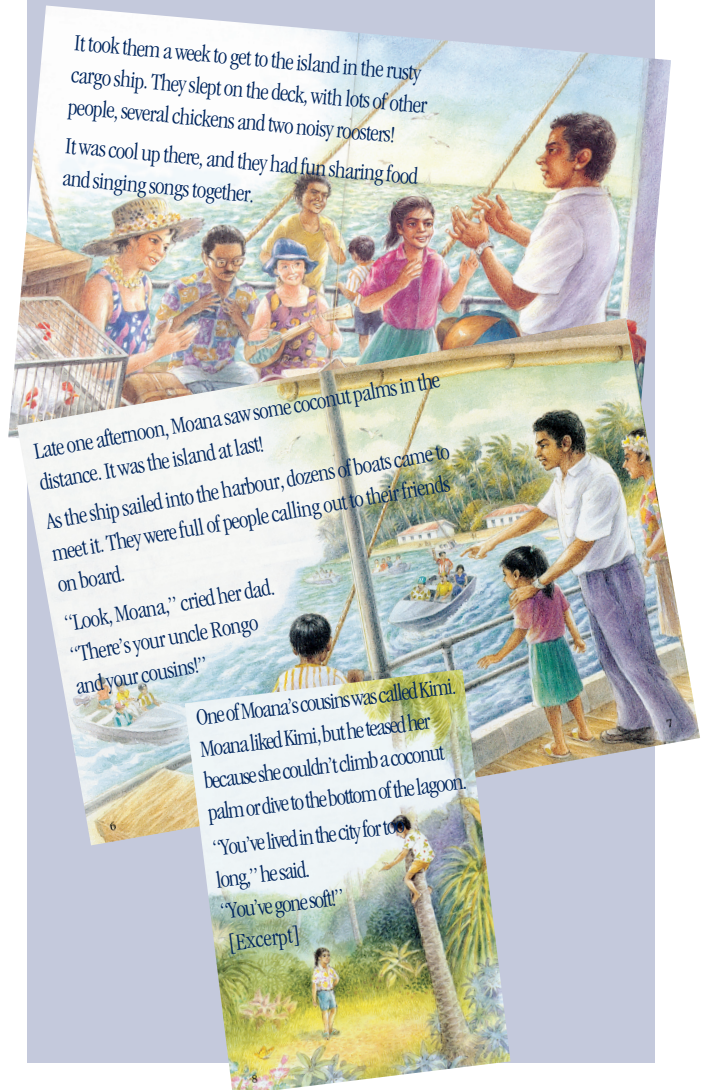
Introduction: This book is called *Who Sneezed?* In this story the girl's hears a big Atishoo! Someone had sneezed but she can't find out who it was.



Fiction Band 1

Moana's Island, Andrew Campbell, (ill.) Mrinal Mitra, Reed Publishing (NZ) Ltd, Auckland, NZ: 1995.

Introduction: This book is called *Moana's Island?* The story is about a girl called Moana who lives in the city but who was born on an island far away. On her 7th birthday her father takes her back to the island to meet all her cousins.



Fiction Band 2

The Worst Soccer Team Ever!, William Taylor, (ill.) Kelvin Hawley, Reed Methuen, Auckland: 1987.

Introduction: This book is called *The Worst Soccer Team Ever*. It is a story told by one of the pupils about a soccer team at an intermediate school. Tom Coleman is telling about what happened when 74 boys and one girl, Lavender go to Mr Crow to sign up for the teams.

Text:

It is one thing to say you are going to play sport. It is quite another thing to take on the establishment and actually get in a team.

It wasn't that our school was not big in sport. It sure was. We had teams for just about everything. They call it "character building". But no one, it seemed, was very much interested in building our particular characters. It's a great truth that schools really only take an interest in those who can play sport well. Those of us not built like born winners only ever got to toddle round a field or a court on sports afternoons when nothing got organised and half the kids snuck off, followed by half the teachers going to look for them. Those who were left scragged each other, which I suppose is a kind of sport.

To those who have got it, it shall be given. So it says in the Bible, and I agree. It all means that the big-time Saturday sport got sewn up by those who've got what it takes. In other words, they got it given them in heaps while the rest of us missed out.

Seventy-five of us kids had turned up for the meeting. Seventy-four boys and Lavender.

"There'll be two school teams this year. Got most of it sorted out from the lists that went round the classes last week. Most of those who played last year are playing again this year. We won't need too many try-outs."

As I said "sewn up".

"Why can't we have more teams, Mr Crow?" I asked. "There's hundreds of us here."

"Interest fades, lad, and don't interrupt me. Just enough here for two teams. Those who don't get in a team'll have a go as emergencies. Only two of us coaching this year. Me and Mr White. What's that girl doing here? Netball meeting's in Room 12, dearie."

"I'm here for soccer, Mr Crow," said Lavender.

"Made a mistake, dearie. Don't have girls' soccer," he chuckled.

"Netball meeting in Room 12."

"I want to play soccer," said Lavender.

"Girls don't play soccer," said Mr Crow.

"This one does," said Lavender. "Well, to be truthful, Mr Crow, this one is going to."

"Over my dead body," said Mr Crow quite politely.

"If that's the way you want it, Mr Crow," said Lavender. "I'll be ringing the Human Rights Commission tomorrow morning."

"Out! Out! Out! No one speaks to me like that. Not in twelve years."

The fat was in the fire, as they say, so I helped it along. "Maybe you could tell us, Mr Crow, under what rule or law of Association Football girls aren't allowed to play?"

[Excerpt]

Fiction Band 3

Bird Fable, Kurt Kauter, (ill.) Helena Rysava, Greifenverlag, 1973.

Introduction: This short reading is a fable where two birds have a conversation. In it some important matters are discussed and we are given a message to think about.

Text:

"Tell me, what does a snowflake weigh?" said the song thrush to the pigeon.

"Next to nothing," was the reply.

"In that case, I have a wondrous story to tell you," said the song thrush. "I was

sitting on the branch of a fir tree one day, quite close to the trunk, when it began to snow. It didn't fall violently like in a wild storm, no... but rather as in a dream, soundlessly and weightlessly. Since I had nothing better to do, I counted the snowflakes which came to rest on the twigs and needles of my branch. There were exactly 3,741,952 of them. When the three million, seven hundred and forty one thousand, nine hundred and fifty third flake fell — as you say, a mere nothing — the branch broke." And so saying, she flew off.

The pigeon, a specialist in such questions since way back when Noah built his ark, reflected briefly, and then said to herself, "Perhaps it would only take a single extra person's voice for there to be peace on earth."

[Excerpt from Kurt Kauter's "Thus Spake the Marabou"]



Fiction Band 4

The Endless Steppe, Esther Hautzig, (ill.) Krystyna Turska, Penguin Books.

Introduction: This passage is from *The Endless Steppe* by Esther Hautzig. In this story the Rudomin family of Poland are arrested by the Russians and sent to exile in Siberia. This book tells of hardship and courage and is a very moving account of this part of World War 2.

Text:

My father was on the doorstep, his hands behind his back. Next to him stood two Russian soldiers with fixed bayonets.

Not one word was spoken. Father and Mother exchanged a guarded look, but Father kept his eyes away from me, as if he was ashamed to have me see him in pyjamas with bayonets at his back. Slowly and silently, Father walked through the hall, past the umbrella stand with his walking sticks, into the dining-room. The soldiers walked heavily beside him. When they reached the centre of the room, the silence was broken. One of the soldiers shouted:

“Down on the floor! All of you! You’re under arrest!”

Clearly, before we would do such a silly thing, my father would explain everything and the soldiers would go away. He had not done anything wrong — neither stolen, nor killed anyone, nor committed any other crime — they could not arrest him. He would insist that they apologize. But he remained silent. We sat on the floor — first my father, then me. For a second, I thought my mother would refuse to. My mother must have thought so too because he murmured her name softly: “Raya — ” Very awkwardly, but determined to keep her back straight, my mother sat down on the floor too.

How could we be arrested without having done anything wrong? I decided to find out.

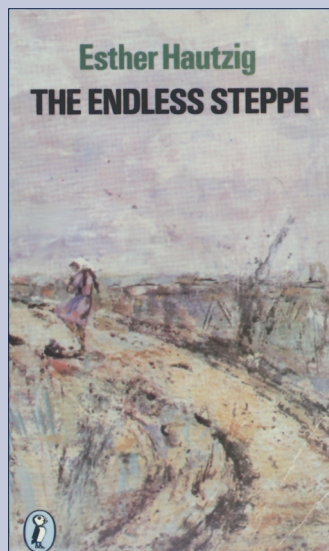
“Why are we under arrest?” I asked.

My mother lifted an admonishing hand, but it was too late.

The soldiers looked from me to my suddenly very pale parents and then at each other. The one who had issued the order had bright little eyes and an extraordinarily broad nose; it was he who pulled out a long white paper and read from it.

“... you are capitalists and therefore enemies of the people ... you are to be sent to another part of our great and mighty country...”

The soldier read on and on, the words seeming to pour out of his huge nostrils — so many words and so dull. Most of them were incomprehensible to me. What was a capitalist? The only words that meant anything to me were the ones that were bringing my world to an end. I was to be taken from my home, from the city where I was born, from the people I loved. I didn’t feel like an enemy of the people, only an enemy of these horrid soldiers. I hated them. Loathed them. Despised them. I wished they were dead. [Excerpt]



Fiction Band 5

The War of the Worlds, H.G. Wells, Penguin Books, Harmondsworth: 1946.

Introduction: This passage is taken from the War of the Worlds, a science fiction story by H.G. Wells. The unwelcome visitors had arrived from Mars and were moving across the country, huge, armoured and using heat rays.

Text:

But the Martian machine took no more notice for the moment of the people running this way and that than a man would of the confusion of ants in a nest against which his foot had kicked. When, half suffocated, I raised my head above water the Martian’s hood pointed at the batteries that were still firing across the river, and as it advanced it swung loose what must have been the generator of the Heat-Ray.

In another moment it was on the bank, and in a stride wading half-way across. The knees of its foremost legs bent at the farther bank,

and in another moment it had raised itself to its full height again, close to the village of Shepperton. Forthwith the six guns, which, unknown to anyone on the right bank, had been hidden behind the outskirts of that village, fired simultaneously. The sudden near

concussions, the last close upon the first, made my heart jump. The monster was already raising the case generating the Heat-Ray, as the first shell burst six yards above the hood.

I gave a cry of astonishment. I saw and thought nothing of the other four Martian monsters: my attention was riveted upon the nearer incident. Simultaneously two other shells burst in the air near the body as the hood twisted round in time to receive, but not in time to dodge, the fourth shell.

The shell burst clean in the face of the thing. The hood bulged, flashed, was whirled off in a dozen tattered fragments of glittering metal.

“Hit!” shouted I, with something between a scream and a cheer.

I heard answering shouts from the people in the water about me. I could have leapt out of the water with that momentary exultation.

The decapitated colossus reeled like a drunken giant; but it did not fall over. It recovered its balance by a miracle, and, no longer heeding its steps, and with the camera that fired the Heat-Ray now rigidly upheld, it reeled swiftly upon Shepperton. The living intelligence, the Martian within the hood, was slain and splashed to the four windows of heaven, and the thing was now but a mere intricate device of metal whirling to destruction. [Excerpt]



Reading Record — Non-Fiction

Trend Task

Approach: One to one

Level: Year 4 and year 8

Focus: Accuracy of oral reading.

Resources: Reading Band Indicator Chart, instruction manual, pack of 18 texts arranged in 6 reading bands.

Questions/instructions:

The procedures for administering this task have been described on pages 14 to 16.

Examples of the reading passages in each of the six bands are shown on pages 20 to 22.

Reading Band:	% responses	
	2000 ('96)	2000 ('96)
year 4	year 4	year 8
5	24 (11)	57 (55)
4	23 (23)	24 (26)
3	24 (24)	12 (11)
2	13 (15)	5 (5)
1	9 (12)	2 (2)
0	7 (15)	0 (1)

Commentary:

The results show very little change in reading for year 8 students between 1996 and 2000. For year 4 students, however, a dramatic improvement is evident. The percentage of year 4 students in the highest band has doubled (from 11 to 24) and the percentage of year 4 students in the lowest band has halved (from 15 to 7).

Non-Fiction Band 0

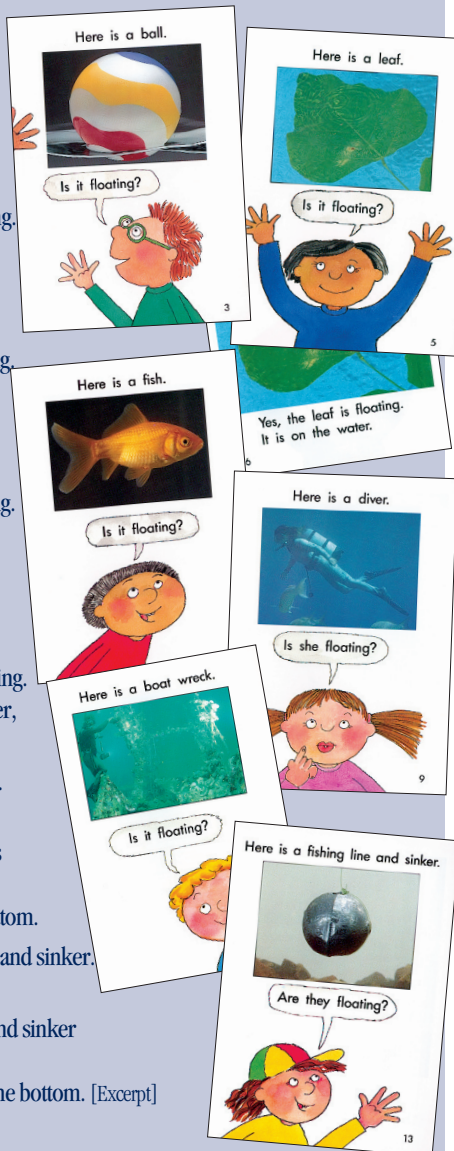
Is It Floating?, Fred & Jeanne Biddulph, (photo.) Dave Watts, Silvestris, Applecross Enterprises Ltd, NZ: 1992.

Introduction: This book is called *Is It Floating?*

In it we explore things that float in water and things that sink in water.

Text:

Is It Floating?
 Here is a ball.
 Is it floating?
 Yes, the ball is floating.
 It is in the water.
 Here is a leaf.
 Is it floating?
 Yes, the leaf is floating.
 It is on the water.
 Here is a fish.
 Is it floating?
 Yes, the fish is floating.
 It is under the water, but it is floating.
 Here is a diver.
 Is she floating?
 Yes, the diver is floating.
 She is under the water, but she is floating.
 Here is a boat wreck.
 Is it floating?
 No, the boat wreck is not floating.
 It has sunk to the bottom.
 Here is a fishing line and sinker.
 Are they floating?
 No, the fishing line and sinker are not floating.
 They are sinking to the bottom. [Excerpt]



Non-Fiction Band 1

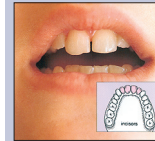
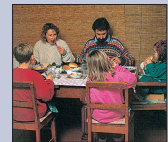
Teeth, Fred & Jeanne Biddulph, (photo.) Graham Meadows Photo., Applecross Ltd, NZ: 1993.

Introduction: This book is called *Teeth*.

It provides a lot of information about the teeth we have in our mouths and their different uses.

Text:

Did you know that our teeth have special jobs? Because we eat meat as well as fruit and vegetables, we need different kinds of teeth.



Incisors

Look at these teeth. What special work do they do? These teeth are called *incisors*. They are strong and sharp. You have eight incisors, four in each jaw.

Incisors nip off or bite food. They cut like scissors. Rabbits, rodents and many other plant eaters have strong incisors that are always growing. But because they are always nibbling, these teeth are worn down as they grow.



Canines

Look at these teeth. What special work do they do? These teeth are called *canines*. They are very sharp and pointed. You have four canines, two in each jaw.

Canine teeth are tearing teeth. They help us tear off bits of food. The word canine means "like a dog". Dogs have strong canine teeth to help them tear up meat. These teeth are sometimes called fangs. Animals that hunt, such as lions, wolves, tigers and hyenas, have powerful fangs.



Molars

Look at these teeth. What special work do they do? These teeth are *pre-molars* and *molars*. They are very strong teeth. People have eight pre-molars and between eight and twelve molars. Pre-molars help us to crush food. Molars are for grinding. We crush and grind food as we chew.



The huge molars of an elephant can crush and grind woody food like small branches. This food can wear the molar down until it falls out. But the elephant can grow a new tooth to replace it. There are five molars growing in the gum below, waiting to come through. [Excerpt]



Non-Fiction Band 4

Learning to Cook, from Jabberwocky magazine.

Introduction: This article comes from a magazine for children. The page is headed *Learn to Cook*, and gives clear directions for cooking a chocolate cake.

I n t r o d u c t i o n

The Māori people are Polynesians, closely related to the inhabitants of other islands of the central and eastern Pacific. About 3,500 years ago skilled navigators with ocean-going canoes sailed into the central Pacific from the west. Those who settled in the islands of Samoa and Tonga developed features of language, culture and society which were distinctively Polynesian.



10 T A O N G A M A O R I

These were carried by their descendants to all parts of the Polynesian triangle, which stretches from New Zealand to Hawaii and Easter Island.

Aotearoa (New Zealand) was one of the last land masses to be discovered by humans. Its long isolation had resulted in many unusual features of plant and animal life. The only land mammals were two small bats. In the absence of animal predators, many species of flightless birds, some very large, had evolved. When the Polynesians arrived, the coun-

try was covered in forest, birds were extraordinarily abundant, and sea mammals, particularly fur seals, were very numerous around the coast.

About 1,000 years ago, the first Polynesian explorers set foot on Aotearoa. They were probably the first of many colonising expeditions from the region that includes the Cook and Society Islands. The Polynesians who discovered Aotearoa were descended from people who had lived for generations on small tropical islands. They were

T A O N G A M A O R I

Non-Fiction Band 5

Taonga Māori, National Museum of NZ, Australian Museum, Sydney: 1989.

Introduction: This passage is from the introduction to the book *Taonga Māori*. The book is about the art treasures of the New Zealand Māori and the introduction outlines the history of the Māori people.



fishermen and gardeners who took plants and animals with them on their voyages of exploration. Many of their tropical plants could not survive in temperate New Zealand, but they established several food plants in warmer parts of the country and introduced one domestic animal, the dog.

Fig 5. Necklace unit. Ngāti Kahungaiti tribal area. The first Polynesians to reach New Zealand were descendants of East Polynesian voyagers, different to those of more recent times. Single stone units such as this were sometimes handed down through many generations as heirlooms. (42)
Fig 6. Matau, fishhook. Fishing hook of foremost importance to all Māori tribes, as it had been to their ancestors in tropical Polynesia. (17)

M A O R I T R E A S U R E S 11

Text:

It's time we made a chocolate cake. Sooner or later every cook needs to make one whether it is as a birthday cake, or for a party, or to take to a cake stall or just because you fancy making one. Here is a recipe that makes a big cake. The measurements for the tin given are the ideal, but check to see what similar tin is available. Maybe you will need to make it in two small tins or one nearly as big as suggested with the remaining mixture put in muffin tins. DO NOT make this in one small very deep tin. This month you will need to use your initiative about not only the tin size, but also about the flavour of the icing. Good cooks must understand when and how to make modification to recipes to fit in with what is available.

Prepare cake tin by lining the bottom and up the two short sides to 2 centimetres higher than the sides with greaseproof paper. This should be one piece of paper and is used to remove cake from tin.

Brush lightly with oil.

Preheat oven to 180°C and position oven rack about centre of oven.

Soften butter and beat in the two sugars until soft and well blended.

Beat eggs to combine and gradually beat into butter sugar mixture. Gradually beat in milk and vanilla.

Sift flour, cocoa, salt, baking powder and baking soda onto a paper or into a bowl.

Carefully stir dry ingredients into previous mixture and mix thoroughly.

Gradually stir in boiling water. This will be a wet mixture.



CHOCOLATE CAKE

It's time we made a chocolate cake. Sooner or later every cook needs to make one whether it is as a birthday cake, or for a party, or to take to a cake stall or just because you fancy making one. Here is a recipe that makes a big cake. The measurements for the tin given are the ideal, but check to see what similar tin is available. Maybe you will need to make it in two small tins or one nearly as big as suggested with the remaining mixture put in muffin tins. DO NOT make this in one small very deep tin. This month you will need to use your initiative about not only the tin size, but also about the flavour of the icing. Good cooks must understand when and how to make modification to recipes to fit in with what is available.

1 Prepare cake tin by lining the bottom and up the two short sides to 2 centimetres higher than the sides with greaseproof paper. This should be one piece of paper and is used to remove cake from tin.

2 Brush lightly with oil.

3 Preheat oven to 180°C and position oven rack about centre of oven.

4 Soften butter and beat in the two sugars until soft and well blended.

5 Beat eggs to combine and gradually beat into butter sugar mixture. Gradually beat in milk and vanilla.

6 Sift flour, cocoa, salt, baking powder and baking soda onto a paper or into a bowl.

7 Carefully stir dry ingredients into previous mixture and mix thoroughly.

8 Gradually stir in boiling water. This will be a wet mixture.

9 Pour into prepared cake tin.

10 Bake at 180°C for 35-40 minutes or until cake springs back when top is pressed lightly with finger.

11 Allow to cool 10 minutes in tin then using paper ends lift onto cooling rack.

12 Cool completely then gently peel off paper.

Make an icing of your choice using 1 1/2 to 2 cups of icing sugar depending on size of cake or cakes. (See introduction).

Choose from flavourings such as: chocolate - add cocoa, coffee - add coffee powder; orange - add orange juice as liquid; vanilla - add vanilla essence; peppermint - add peppermint essence and green colouring.

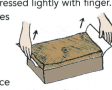
Icings can be made just with icing sugar and water or with the addition of soft butter to give a softer textured icing. If not icing cake just dust it with icing sugar through a sieve.

YOU WILL NEED

- Measuring cups and spoons
- Mixing bowl
- Sifter
- Wooden spoon
- Cake tin 32 X 23 X 5 centimetres
- Greaseproof paper
- Scraper
- Cake rack
- Oil for greasing tin

INGREDIENTS

- 125 grams butter
- 1 cup Chelsea white sugar
- 1 cup Chelsea brown sugar
- 2 eggs
- 1/2 cup milk
- 1 teaspoon vanilla essence
- 2 cups flour
- 6 tablespoons cocoa
- 1/2 teaspoon salt
- 1 teaspoon baking powder
- 1 teaspoon baking soda
- 1 cup boiling water



CHELSEA
There's no substitute for Chelsea



Trend Task

Reading Record — Non-Book

Approach: One to one

Level: Year 4 and year 8

Focus: Accuracy of oral reading.

Resources: *Reading Band Indicator Chart*, instruction manual, pack of 18 texts arranged in 6 reading bands.

Questions/instructions:

The procedures for administering this task have been described on pages 14 to 16.

Examples of the reading passages in each of the six bands are shown on pages 23 to 25.

Reading Band:	% responses	
	2000 ('96)	2000 ('96)
5	16 (9)	59 (47)
4	28 (23)	26 (32)
3	29 (34)	10 (14)
2	12 (15)	4 (3)
1	8 (11)	1 (3)
0	7 (8)	0 (1)

Commentary:

The results show significant improvement for both year 4 and year 8 students between 1996 and 2000. The percentage of year 4 students in the highest bands has almost doubled (from 9 to 16), while the percentage in the lowest two bands has decreased from 19 to 15. For year 8 students, the percentage in the top band has increased from 47 to 59 percent with the percentage in the bottom two bands decreasing from 4 to 1.

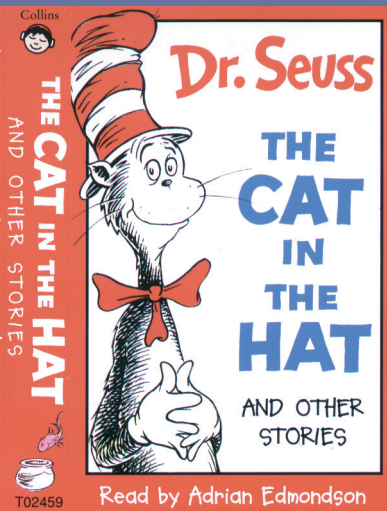
Non-Book Band 0

The Cat in the Hat (Cassette Tape Cover), Dr. Seuss, Collins.

Introduction:

This short piece of writing is from the jacket of a cassette tape of some Dr Seuss stories, including *The Cat in the Hat*.

The Cat in the Hat is a tape you will like. There are four stories on this tape. The first story is "The Cat in the Hat," then there is "The Cat in the Hat Comes Back." The other two stories are "Fox in Socks" and "Green Eggs and Ham." The stories are told in a way that makes them fun. And the music will get your feet tapping. The tape is for all ages. Young people and older will enjoy hearing it. The tape is 45 minutes long.



[NEMP modified text]

Non-Book Band 1

Lego (Information sheet).

Introduction: This information sheet is about *Lego*. It explains the different types of *Lego* that are available.

Text:

The Lego System helps children learn about the world around them.

This has smaller bricks, real people figures, real rubber tyres, motors, and lots of bricks for both the boys and the girls.

Where will the fun end? There is no end to the things that children can make with Lego System.

You can mix and match your Lego as every Lego kit fits together with other kits.

Lego Technic should be used by children aged 7 and up. Boys and girls can have hours of fun as they make things that really move and work.

You can build more than one model out of every set or make up your own ideas.

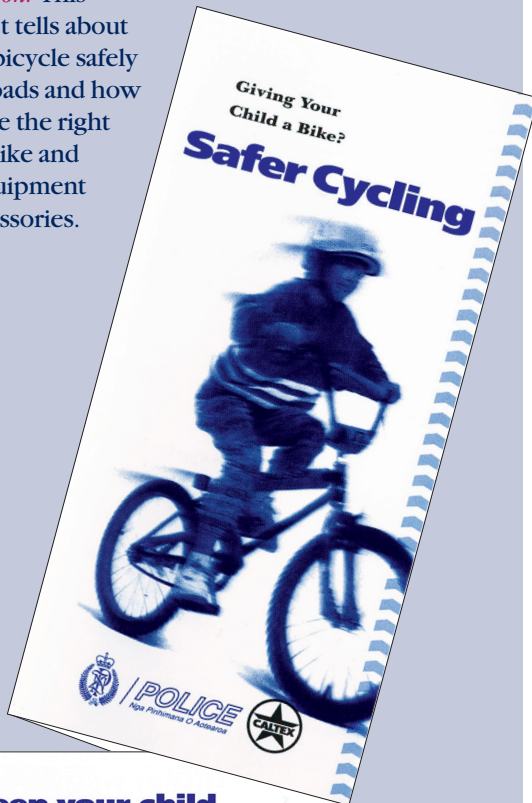
The motor set fits with every other set. [Excerpt]



Non-Book Band 2

Safer Cycling (Pamphlet), Caltex Oil (N.Z.) Limited.

Introduction: This pamphlet tells about riding a bicycle safely on the roads and how to choose the right type of bike and extra equipment and accessories.



Keep your child safe on the roads.

A bicycle is a great thing to give a child – a means to hours of fun and freedom. But if a bike is the wrong size or in poor condition, it can be a very dangerous present. Similarly, cycling without a standards approved helmet, cycling without lights and reflective gear at night, or simply without knowing the road rules, is very unsafe.

It is your responsibility to make sure your child has the right bike, the right gear, and the right skills. So if you've just given your child a bike, or you're getting one soon, read this brochure and complete the checklist. You'll help keep your child safe on the roads.

1 Choose the right type of bike.

No bike is safe if it's ridden in places and ways it was not designed for. So before you buy, decide what sort of bike is most suitable for your child. For example, for a paper round, make sure that it is sturdy and simple to ride.

Avoid choosing a bike that is too complicated. A young child is better off watching the road than struggling with gears they can't use properly. Save the racing or mountain bike until your child has the road skills to handle one.

Non-Book Band 3

Kiwi Conservation Club, Royal Forest and Bird Protection Society, Kiwi Conservation Club: NZ

Introduction: This pamphlet is called the *Kiwi Conservation Club*. The pamphlet gives information about the Royal Forest and Bird Protection Society's conservation club for children. It tells you about who the club would appeal to and what you get if you are a member.

Text:

Children for the environment

Do you enjoy going to the bush and the beach, finding out about our native plants and animals, and helping protect the natural world?

Do you want to help endangered wildlife, protect the ozone layer and reduce the Greenhouse effect?

Join the KCC and you will get...

Regular copies of the KCC magazine. This is full of interesting stories, games, jokes and projects for you to take part in.

The special KCC member's badge

The local KCC newsletter about activities near you.

The KCC membership certificate with the Kiwi Conservation Code.

The KCC member's sticker

Your local club...

Explores beaches, rivers and forests

Discovers our special plants and animals

Grows and plants native trees

Finds out about recycling and ways to reduce pollution and waste.



Non-Book Band 4

Glue Ear, Public Health Commission.

Introduction: This pamphlet called *Glue Ear* is put out by the Department of Health. It explains what glue ear is, how to recognise symptoms, and what can be done to help a child suffering from glue ear.

What is glue ear?
Glue ear is a condition where the middle ear fills up with a glue-like fluid.
Glue ear is caused by a blockage of the eustachian tubes. These tubes drain fluid down from the middle ear to the back of the nose and throat and allow air into the middle ear. When the tubes are blocked, a build up of glue-like liquid in the middle ear may occur. The eardrum can no longer vibrate properly and hearing is affected. (see Fig 2)
Blockage of the eustachian tubes may be caused by blocked noses, colds, enlarged adenoids, allergies or irritation of nasal passages.

1. The Normal Ear

2. The Glue Ear

3. Ear With Grommet

To allow air back into the middle ear, the fluid may have to be drawn out and ventilation tubes – called grommets – inserted into the eardrum. Once the air returns to the middle ear, hearing usually returns to normal. (see Fig 3)
Hearing loss in young children can seriously affect their speech, their play, their development and their progress at school.

How can I tell if my child has glue ear?

might be:

Glue Ear

Text:

What is glue ear?

Glue ear is a condition where the middle ear fills up with a glue-like fluid.

Glue ear is caused by a blockage of the eustachian tubes. These tubes drain fluid down from the middle ear to the back of the nose and throat and allow air into the middle ear. When the tubes are blocked, a build up of glue-like liquid in the middle ear may occur. The eardrum can no longer vibrate properly and hearing is affected (see Fig 2)

Blockage of the eustachian tubes may be caused by blocked noses, colds, enlarged adenoids, allergies or irritation of nasal passages.

To allow air back into the middle ear, the fluid may have to be drawn out and ventilation tubes – called grommets – inserted into the eardrum. Once the air returns to the middle ear, hearing usually returns to normal. (see Fig 3)

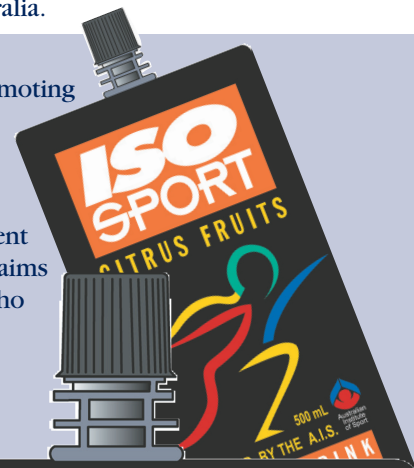
Hearing loss in young children can seriously affect their speech, their play, their development and their progress at school. [Excerpt]

Non-Book Band 5

Isosport, A Division of Berrivale Orchards Limited, Berri, South Australia.

Introduction: This advertising is promoting a product called *ISOSPORT*.

It is a fluid and energy replacement mixture which claims to help people who engage in heavy exercise.



ISOSPORT



Australian Institute of Sport

ISOSPORT is a fluid and energy replacement that has been scientifically developed, tested and endorsed by the Australian Institute of Sport.

ISOSPORT enables athletes to train and sustain performance longer than if they drink water alone because isosport helps prevent dehydration and cramps - extending endurance by replenishing vital fluids, energy and minerals (electrolytes) during high work loads, training and competition.

ISOSPORT can help in the rapid recovery of fluid levels and energy (carbohydrates) before, during and after heavy exercise.

ISOSPORT has vital components which rapidly absorb into the bloodstream via the stomach and small intestine enabling rapid recovery.

INGREDIENTS: Water, sugar, glucose, fructose, glucose polymers, food acid (330), sodium citrate, sodium chloride, potassium chloride, flavours, colours (102, 110).



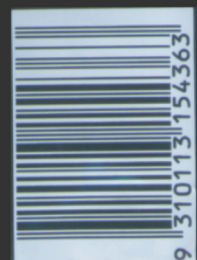
ISOSPORT PERFORMANCE FOODS

A Division of Berrivale Orchards Limited
McKay Road, Berri S.A. 5343
Telephone (085) 82 1611

PRODUCT OF AUSTRALIA

NUTRITIONAL INFORMATION		
	Per Serving	Per 100mL
Energy	304kJ(74 cal.)	121kJ(29 cal.)
Protein	0	0
Fat	0	0
Carbohydrate		
• Total	17.5g	7.0g
• Glucose	4.3g	1.7g
• Glucose Polymers	2.5g	1.0g
• Sucrose	7.5g	3.0g
• Fructose	3.2g	1.3g
• Sodium*	102.5mg	41.0mg
• Potassium*	29.3mg	11.7mg

* Formulated to contain 18 mmol/Litre of Sodium and 3 mmol/Litre of Potassium



BEST BEFORE
[201198

Cheer pack

Stories In Māori : Texts

NGĀ MANU I RUNGA I TE RĀKAU

Kotahi te manu i runga i te rākau.



- E rua ngā manu i runga i te rākau.
- E toru ngā manu i runga i te rākau.
- E whā ngā manu i runga i te rākau.
- E rima ngā manu i runga i te rākau.
- E ono ngā manu i runga i te rākau.
- E whitu ngā manu i runga i te rākau.
- E waru ngā manu i runga i te rākau.
- E iwa ngā manu i runga i te rākau.

Tekau ngā manu i runga i te rākau.



Aue! Kei te rere atu ngā manu.



POAKA KUNEKUNE

Titiro ki te āporo nei.
He reka te āhua.
He tino reka!



Titiro ki te pīūti nei.
He reka te āhua.
He tino reka!

Titiro ki te paukena nei.
He reka te āhua.
He tino reka!



Titiro ki te kūmara nei.
He reka te āhua.
He tino reka!

Titiro ki te rēmana nei.
He reka te āhua...



He tino kawa!

AUEEE!

KARENGO



He rite te tipu o te karengo
i ngā toka o te takutai ki te taru.
Mātotoru ana, matomato ana.
Me āta kato mai mā te huhuti i ngā
rau.



Kia pai tonu te horoi ki te wai tai
kia takataka ai ngā kirikiri
me ngā kota ririki.



Kia kī te kete,
kua hoki ki te kāinga.
Hei konā koe whakatika ai
ngā karengo mō te kai.



Tuatahi, me tuku ngā rau ki tētahi
paepae.



Tuarua, me tuku te paepae
ki te puku o te ōmu.
Mā te mahana o reira e tunu.



Tuatoru, kia pai tonu tō matakītaki
atu,
tō kōrori, me te hoatu he wai
kia kore e tere pakapaka rawa
i te wā e tunu ana.

Stories in Māori

Approach: One to one

Focus: Accuracy of oral reading in Māori.

Resources: 3 story books in Māori.

Level: Year 4 and year 8

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. Here are three very short stories that are written in Māori. 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: *Ngā Manu i Runga i te Rākau*

Let's begin with the first story, which is about birds. As you read out loud, 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 to tell me what the story was about.

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

1. Have you read this story before?
2. Tell me what the story was about.
3. How many birds were there altogether?
4. What happened at the end of the story?

	% responses	
	y4	y8
full attempt to read	81	94
had read story before	7	3
0 - 10% errors	5	14
Comprehension		
more and more birds landed on branch	56	75
eventually 10 birds	64	80
branch broke	41	57
birds flew away	30	38
Overall success	4	12

Show the story titled *Poaka Kunekune* and ask the student if they think they might be able to read it. If they say yes, carry on. If not, discontinue the task.

Poaka Kunekune is a little story about a pig. Read it out loud to me, then I'll ask you what it's about.

5. Have you read this story before?
6. Tell me what the story is about.
7. What did the food taste like?
8. What happened to the pig at the end of the story?

	% responses	
	y4	y8
full attempt to read	23	58
had read story before	3	2
0 - 10% errors	4	8
Comprehension		
about a pig	22	56
pig ate fruit and vegetables	12	28
pig found food delicious, sweet	11	22
mentioned all apple, peach, pumpkin, kumara	0	2
pig tried to eat lemon	2	8
pig upset — lemon sour	2	10
Overall success	0	4

Show the story titled *Karengo* and ask the student if they think they might be able to read it. If they say yes, carry on. If not, discontinue the task.

The family in the story are gathering karengo to eat. Read the story to the end of page 7, then I'll ask you what it's about.

	% responses	
	y4	y8
9. Have you read the story before?		
10. Tell me what the story is about.		
11. Why does it say that it's good to wash karengo?		
12. Why does the author say you have to take care when you are cooking karengo?		
full attempt to read	6	22
had read story before	0	1
0 - 10% errors	2	15
Comprehension		
seaweed on rocky coast	1	2
picking seaweed	4	15
washing seaweed	0	2
washing to remove sand/shells	2	2
carry home in bag	0	1
put seaweed in dish	0	1
cook seaweed	2	12
stop it burning	1	4
Overall success	0	4
Total score:	3	0
	2	1
	1	3
	0	96
		87

Commentary:

A major reason for including this task was to assess the capability of Māori students, in general education and in Māori immersion programmes, to read in Māori. These results will be reported separately. However, it is pleasing that 81 percent of year 4 students and 94 percent of year 8 students tried to read at least one of the stories. For many of these students most of the Māori words will have meant little, but knowledge of Māori pronunciation and picture clues in the book could be used to attempt the task. Success on each book was judged by a combination of error rate and comprehension. Four percent of year 4 students and thirteen percent of year 8 students read at least one book successfully.

Word power

Approach: One to one

Level: Year 4 and year 8

Focus: Pronouncing correctly English words that would be unfamiliar for many students.

Resources: List of words, masking card.

Questions/instructions:

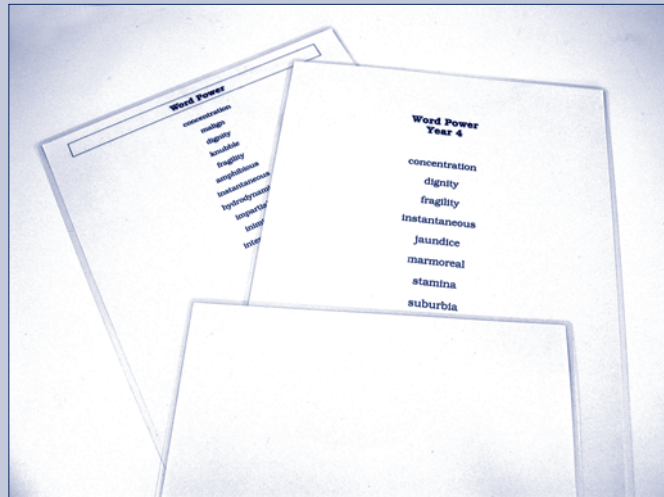
I'm going to show you a list of words that you probably haven't seen before. This activity is for you to show me how you work out and say words. As you see each word, try to work it out and tell me how you think the word is said. You can have two tries at each word.

Here is the list.

Place list of words before the student.

Place the masking card under each word as it is presented.

Remember, you can have two tries at each word. If you work a word out in parts or syllables, that's fine. But also try to say the whole word.



		% responses	
		y4	y8
Pronounced correctly	concentration	53	89
	malign	-	25
	dignity	63	89
	knubble	-	67
	fragility	25	64
	amphibious	-	56
	instantaneous	10	52
	hydrodynamics	-	49
	impartiality	-	15
	inimitable	-	47
	interventionist	-	61
	jaundice	9	30

		% responses	
		y4	y8
	marmoreal	26	64
	misanthropical	-	48
	notoriety	-	13
	prerogative	-	25
	stamina	40	83
	suburbia	25	61
	strident	-	77
	venial	-	27
	scared	17	55
	spoonerism	37	77
	stratosphere	-	69
	inconsequential	-	33
	pneumatic	-	48

Commentary:

Year 4 students were asked to attempt only 10 of the 25 words. A good proportion of students succeeded with regular but unfamiliar words like *marmoreal*, *suburbia* and *spoonerism*. Less predictable words like *impartiality*, *jaundice* and *venial* were handled less well. On average, 36 percent more year 8 than year 4 students succeeded with words that both years attempted.

Link task 1

LINK TASK 1

Approach: One to one

Level: Year 4 and year 8

Focus: Pronouncing Māori words.

Resources: Twelve pictures with words.

	% responses	
	y4	y8
Total score: 56 - 60	2	9
51 - 55	5	17
46 - 50	7	21
41 - 45	12	21
36 - 40	18	12
31 - 35	21	10
26 - 30	18	6
21 - 25	9	2
0 - 20	8	2

Commentary:

Students were marked for accuracy of syllables, linking fluently with appropriate stress, and number of attempts required. Thirty-three percent more year 8 than year 4 students scored 46 or higher.

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

Six of the tasks were identical for year 4 and year 8 students. Three further tasks used the same procedures, instructions and content for year 4 and year 8 students, but the year 4 material was presented in a larger format so that the font size was more appropriate for the younger students. The other two tasks were given only to year 8 students.

Three tasks are trend tasks (fully described with data for both 1996 and 2000), four are released tasks (fully described with data for 2000 only), and four are link tasks (to be used again in 2004, so only partially described here). The tasks are presented in that order, with the tasks for year 8 students only following tasks for students at both levels.

When results for year 4 and year 8 students in 2000 are compared, it is clear that year 8 students demonstrated consistently higher levels of reading comprehension than year 4 students. Averaged across 115 components of 9 tasks, 25 percent more year 8 than year 4 students succeeded with the components. The margin was greatest for two tasks involving scanning for information under a time constraint (*Garage Sale* and *Link Task 2*), for which the margins were 35 and 34 percent. Many of the students did not appear to be very efficient at scanning for information. Differences on individual components were largest for components that students found difficult, perhaps because year 8 students had little scope to do better on the easy components (due to a ceiling effect).

Comparative results for 1996 and 2000 were consistent with the trends reported in Chapter 3: year 4 students made very substantial gains while year 8 students made slight gains. Averaged across 34 task components, 11 percent more of the year 4 students succeeded in 2000 than in 1996. The differences were greatest on the more difficult components towards the end of *An Elephant Story*. Averaged across the same 34 task components, 3 percent more of the year 8 students succeeded in 2000 than in 1996.



Trend Task



Signs Around Town

Approach: One to one

Level: Year 4 and year 8

Focus: Reading signs with strong visual cues.







Resources: Ten photographs.




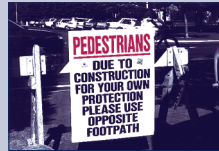
Questions/instructions:

I'm going to show you some pictures of signs. Signs usually give us messages or tell us something.

As you look at each picture, try to do two things: read out loud the words on the sign, then tell me what you think the sign means.

Show student each sign in order from 1 to 10. Say, "Here's picture number 1"; "Here's picture number 2", 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.	% responses	
	2000 ('96) year 4	2000 ('96) year 8
2. Explain what you think the sign means without just reading out the words.		
 read words accurately	90 (83)	98 (96)
explained vehicles can't go in this way	89	95
 read words accurately	66 (71)	80 (73)
explained you can use a phone here with a Telecom card	66	90
 read words accurately	88	97
explained you can get fish & chips here	83	88
explained you can drive in to get them	72	91
 read words accurately	86 (79)	94 (91)
explained gates will be closed at 5.30pm	63	88
 read words accurately	85	95
explained you should not block this area, it might be needed as a fire exit.	33	68
 read words accurately	70	92
Explained : you can park here for McDonalds	55	72
you can be towed away if you park here and don't go to McDonalds	23	60

	% responses	
	2000 ('96) year 4	2000 ('96) year 8
 read words accurately	32 (26)	82 (75)
explained that dogs are not allowed in this area	96	97
 no more than 2 words incorrect	85	97
explained that ducks should not be fed here	70	74
explained where ducks should be fed	55	68
explained why	45	56
 read words accurately	67	95
explained no bikes of any sort allowed here	46	85
 no more than 1 word wrong	51	91
explained construction going on	38	74
explained walk on opposite path	51	74
Total score: 21 - 25	17	64
17 - 20	36	29
13 - 16	27	5
9 - 12	11	2
5 - 8	6	0
0 - 4	3	0

Commentary:

On average, about 20 percent more year 8 than year 4 students read the words on individual signs accurately, or explained their meaning adequately. The differences were much larger on the more difficult signs. For four of the signs, it was possible to compare reading accuracy in 1996 and 2000. On average 4 percent more year 4 students and 5 percent more year 8 students read accurately in 2000 than in 1996.

Cats' Eyes



Trend Task

Approach: Station

Level: Year 4 and year 8

Focus: Reading comprehension.

Resources: Story sheet.

Questions/instructions:



Cats' Eyes

Some animals hunt for their food at night. They have special eyes that help them see when there is only a little light.

Many people think that cats can see in the dark. This is not true. Cats cannot see when it is completely dark, but they need much less light than people need.

All cats, large or small, have narrow black pupils in their eyes. These grow larger when there is not much light, and become narrow again when it is bright.

What about dogs? Can they see at night? No. They have eyes like ours, with round pupils, which also become larger when there is less light.



Put a ring around the **a**, **b** or **c** beside the best answer.

		% responses	
		2000 ('96)	2000 ('96)
		year 4	year 8
1. Some animals can hunt at night because...			
a. they are clever			
b. they cannot see in daylight			
<input checked="" type="radio"/> c. they can see when there is not much light	c	75 (69)	94 (95)
2. Can cats see when it is completely dark?			
a. Yes			
<input checked="" type="radio"/> b. No	b	74 (69)	92 (89)
c. Don't know			

		% responses	
		2000 ('96)	2000 ('96)
		year 4	year 8
3. When are cats' pupils very narrow?			
<input checked="" type="radio"/> a. When it is light	a	51 (51)	78 (77)
b. When it is nearly dark			
c. When it is completely dark			
4. Dogs' eyes are different from cats' eyes because dogs...			
a. have narrow pupils			
<input checked="" type="radio"/> b. have round pupils	b	69 (61)	89 (89)
c. have pupils that become smaller at night			
5. What does the story tell us about humans' eyes?			
a. They have narrow pupils			
<input checked="" type="radio"/> b. They have round pupils	b	68 (68)	93 (91)
c. Their pupils change when they go hunting			
6. Which of these do you think would have narrow pupils in their eyes?			
a. Dogs			
<input checked="" type="radio"/> b. Tigers	b	62 (58)	87 (87)
c. Humans			
Total score:		6	24 (20)
		5	22 (19)
		4	17 (20)
		3	15 (15)
		2	14 (12)
		0-1	8 (14)

Commentary:

Year 8 students showed distinctly better comprehension than year 4 students, with 38 percent more year 8 than year 4 students answering all 6 questions correctly. Seven percent more year 4 students scored perfectly, and six percent fewer very poorly, in 2000 than in 1996. There was little difference between 1996 and 2000 for year 8 students.

Trend Task



An Elephant Story

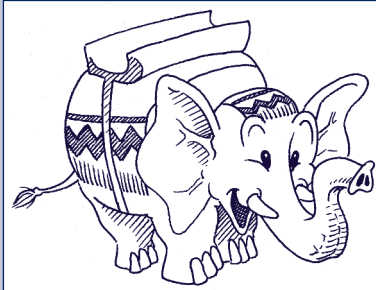
Approach: Station

Focus: Reading comprehension.

Resources: A story in four parts, on 4 separate sheets.

Level: Year 4 and year 8

Read Part 1 of the story.



PART 1

Once upon a time, in a land far away, there lived a rich man called Lee Chin. He had a very big elephant. It was a fine strong elephant, and Lee Chin was very proud of it. Many people came to look at it. The elephant made him very happy. Now the King of this land was going to have a birthday. All the rich people had to give him a present for his birthday. What could Lee Chin give the King? That night he had a good idea. "I would like

to give my elephant to the King," he said. "It would be a wonderful gift." His friends thought so too. So, one day Lee Chin set off with his friends to take his elephant to the Palace. He had dressed the elephant up in a fine cloak of many colours. Then they began the long journey. On the way they came to some high mountains. The elephant was much too big to be able to walk across the mountains on the narrow track. So Lee Chin said, "I will have to take my elephant down the river on a boat." Luckily, there was a boat nearby, with a boatman waiting for people to take a ride. "Will you take my elephant down the river on your boat?" asked Lee Chin. "Yes," said the boatman. "I will help you. But first you must tell me how heavy it is." "Why?" asked Lee Chin. "So that I can work out how much you will have to pay me. A heavy animal costs more than a light one," he said. Now that was a problem. The rich man had

no idea how heavy his elephant was. "I cannot weigh it," said Lee Chin. "I don't have any scales that are big enough. What can I do?"

Do questions 1 to 6 on your answer sheet now.

PART 2

Lee Chin had a serious problem. How could he possibly weigh such a colossal animal. He asked his friends for help. "I have an idea," said the first one. "You could try to weigh one leg at a time." "That would not solve the problem," said the second friend. "I believe you will need a huge see-saw to do this job. Put the elephant on one end of the see-saw and see how many men it takes to balance it." But nobody knew where to get a big enough see-saw. A third friend had another idea. "I think you will require a large set of scales. Arrange to have the elephant sit on all of the scales at once, then record the weight on all of the scales, and add them up."

Circle the letter alongside the best answer.

1. How did the rich man feel about the elephant?

- a. He was proud of it.
- b. He was worried about it.
- c. He wanted to get rid of it.

% responses	
2000 ('96)	2000('96)
year 4	year 8
a	77 (77) 94 (95)

2. Why should Lee Chin have to give something to the King?

- a. The King did not like him.
- b. The King wanted Lee Chin's elephant.
- c. The King was having a birthday.

c	85 (83) 97 (96)
---	-----------------

3. Why didn't they climb over the mountains?

- a. The mountains were too high.
- b. The track was too narrow.
- c. Lee Chin was too old.

b	62 (66) 85 (84)
---	-----------------

4. What did Lee Chin ask the boatman to do?

- a. Take the elephant down the river.
- b. Weigh the elephant.
- c. Give his elephant to the King.

a	76 (74) 92 (91)
---	-----------------

5. What did the boatman want to know first?

- a. Whether Lee Chin had enough money.
- b. How much the elephant weighed.
- c. Why they wanted to take the elephant on board.

% responses	
2000 ('96)	2000('96)
year 4	year 8
b	82 (76) 97 (95)

6. Why did he want to know this? (Write an answer in your own words.)

to work out how much had to be paid 48 (40) 78 (76)

Now read Part 2 of the story. Circle the letter alongside the best answer.

7. What was the first method suggested for weighing the elephant?

- a. Use a see-saw.
- b. Try to weigh the legs.
- c. Try to lift it up.

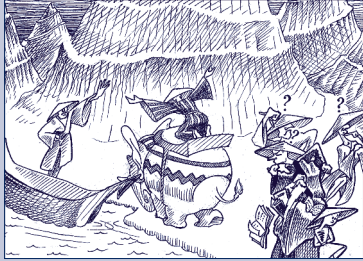
b	65 (57) 88 (84)
---	-----------------

8. What did they think was wrong with the see-saw method?

- a. The see-saw would get smashed.
- b. The elephant would fall off.
- c. They could not find a big enough see-saw.

c	79 (66) 96 (96)
---	-----------------

But nobody was excited by that idea either. It seemed that none of his friends had a sensible answer. So Lee Chin asked for Tsao Tsao, the Wise Man, to be called. Maybe he could find a solution. Accordingly, Tsao Tsao was approached and he was asked for his views.



Unfortunately, he had little to offer either. He went to his large library, and searched through many books, but could find nothing related to the weighing of elephants. Apparently it was not a common problem for those who write books.

By now Lee Chin was becoming impatient. He talked to the boatman again to see if he would change the rules, but he would not. Surely someone could find a practical solution.

Do questions 7 to 12 on your answer sheet now.

PART 3

Now while the wise man was consulting his library, his young daughter, Little Tsao had a flash of inspiration. She immediately announced that she had discovered a solution to their difficulties, but her announcement was ignored. Nobody would possibly expect an immature person like her to come up with a solution to a problem that had stumped so many wise adults.

She tried a second time, with a much louder call. This time they heard her speak, but again she was disappointed at their reaction. They burst into laughter.

“What would a mere child know of such complex matters?” they exclaimed, and they continued to ignore her.

However, Lee Chin heard Little Tsao’s plea, and asked for her opinion on the matter.

“I’ve listened to so much irrelevant nonsense on the subject already that I may as well give her a chance.”

So little Tsao was given the floor. First, she requested that the huge beast be transferred on to the boat. Lee Chin and his servants did as they were asked. Initially, the boat rocked back and forth, and sank well down in the water with the extreme weight of the elephant. Eventually, the vessel settled down. Then Little Tsao asked the rich man’s servants to paint a straight line around the sides of the boat to indicate where the water came up to. This was done and the elephant was then restored to dry land again.

Do questions 13 to 18 on your answer sheet now.

	% responses	
	2000 ('96) year 4	2000 ('96) year 8
9. The third method required many scales. Where was the elephant supposed to sit?		
a. On the boat.		
b. On the scales.	b 68 (58)	94 (93)
c. In the water.		
10. How would they get the answer in this method?		
a. By adding up the amounts on all the scales.	a 57 (42)	85 (80)
b. By counting how many scales it took.		
c. By waiting till the scales reached their highest point.		
11. What did the Wise Man try to do to solve the problem?		
a. Asked Lee Chin for advice.		
b. Looked through his books.	b 61 (52)	88 (87)
c. Told them how to weigh the elephant.		
12. Why was Lee Chin getting impatient? (Write an answer in your own words.)		
nobody had a solution	19 (15)	39 (34)
Now read Part 3 of the story. Circle the letter alongside the best answer.		
13. Who had the flash of inspiration?		
a. Lee Chin.		
b. The Wise Man.		
c. The Wise Man’s daughter.	c 63 (41)	90 (87)
d. The King’s daughter.		

	% responses	
	2000 ('96) year 4	2000 ('96) year 8
14. What happened the first time that Little Tsao asked to be heard?		
a. They ignored her.	a 55 (37)	87 (84)
b. Lee Chin spoke to her.		
c. They laughed.		
d. They told her to be quiet.		
15. How did she get people’s attention in the end?		
a. She asked the King to listen.		
b. She said she had a plan.		
c. Lee Chin encouraged her to speak.	c 42 (28)	74 (72)
d. She threatened them.		
16. What did she ask them to do first?		
a. Get some large scales.		
b. Weigh the boat.		
c. Put the elephant on board.	c 50 (36)	87 (80)
d. Get some paint.		
17. Where did they draw a line?		
a. On one side of the elephant.		
b. On both sides of the elephant.		
c. At the water line on the boat.	c 49 (34)	79 (77)
d. Around the top of the boat.		
18. What do you think she will ask them to do next? (Write an answer in your own words.)		
fill boat with something until water level reaches the line	2	19
<i>(better answer)</i>	(7)	(29)
fill boat with something and/or see how high the water comes up	9	18

Now read Part 4 of the story. Circle the letter alongside the best answer.

PART 4

The next phase in Little Tsao's plan was now ready for operation. She surprised the company by asking that the vessel be loaded with stones. Indeed, she asked them to continue loading the vessel until it had submerged to the point that the surrounding water had reached the threshold line already drawn. The people were still somewhat confused, but they followed her orders to the letter.

"Now, a set of scales will be necessary for the final phase," she explained. "Kindly remove the stones, weigh them in batches, and calculate the total weight of all the batches. This sum is the figure you have been seeking — the weight of the elephant." At last the onlookers were able to follow her reasoning. "What an elegant solution!" ventured one.

An Elephant Story
Part 4
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An Elephant Story
Part 3
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An Elephant Story
Part 2
Lee Chin had a serious problem. How could he possibly weigh such a colossal animal. He asked his friends for help.

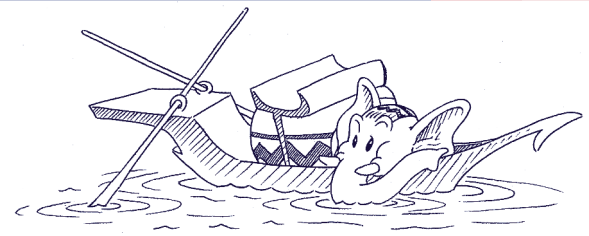
An Elephant Story
Part 1
Once upon a time, in a land far away, there lived a rich man called Lee Chin. He had a very big elephant. It was a fine strong elephant, and Lee Chin was very proud of it. Many people came to look at it. The elephant made him very happy.

"A virtual stroke of genius!" acknowledged another. "Why didn't we come up with such a brilliant solution?" "Indeed!" agreed the relieved Lee Chin. The clever young woman's technique was duly applied, and the waiting boatman was immediately able to estimate the price that Lee Chin was required to pay. Being wealthy, he was readily able to meet his obligations, and the vessel was soon heading downstream with its precious cargo aboard. Suffice it to say that the mission was duly accomplished, the King was well satisfied with his unusual present, and the townsfolk expressed nothing but admiration for the clever young woman who was able to produce such a neat solution to Lee Chin's problem.

Do questions 19 to 24 on your answer sheet now.

Question	% responses	
	2000 ('96) year 4	2000 ('96) year 8
19. What did the servants do with the stones at first?		
a. Weighed them.		
b. Put them in the boat.	b 48 (31)	85 (79)
c. Counted them.		
d. Put them in the water.		
20. At what point were they to stop what they did with the stones?		
a. When they ran out of stones.		
b. When she told them to stop.		
c. When they reached the boat's normal water-line.		
d. When they reached the painted line on the boat.	d 38 (24)	75 (69)
21. What did they do with the scales?		
a. Weighed the stones.	a 50 (28)	84 (79)
b. Weighed the elephant.		
c. Weighed the boat.		
d. Weighed Lee Chin		
22. Why was the weight of the stones important?		
a. It showed the weight of the boat.		
b. It showed the weight of the boat and the elephant.		
c. It showed the weight of the elephant.	c 49 (25)	80 (74)
d. None of these.		
23. What was the "precious cargo"?		
a. The elephant.	a 51 (30)	85 (80)
b. Lee Chin.		
c. The stones.		
d. Little Tsao.		

Question	% responses	
	2000 ('96) year 4	2000 ('96) year 8
24. How did they work out the weight of the elephant in the end? (Write an answer in your own words.)		
found equivalent weight in stones and then weighed the stones (2)	7 (4)	32 (32)
found equivalent weight in stones or then weighed the stones (1)	24 (11)	42 (35)
other (0)	69 (85)	26 (33)
Total score: 21 - 25	15 (10)	59 (55)
16 - 20	23 (16)	26 (24)
11 - 15	26 (17)	9 (13)
6 - 10	20 (29)	5 (6)
0 - 5	16 (28)	1 (2)



Commentary:
On average, about 25 percent more year 8 than year 4 students got each question correct. Almost 50 percent more got a total score of 21 or above. Comparison of the results for 1996 and 2000 reveals little change for year 8 students, but very substantial improvement for year 4 students. The percentage of year 4 students scoring more than half marks increased from 36 percent to 55 percent.

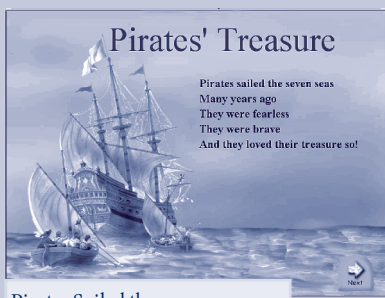
Treasure

Approach: Station

Focus: Reading to follow instructions.

Resources: Computer programme on laptop computer.

Level: Year 4 and year 8



Pirates Sailed the seven seas
Many years ago
They were fearless
They were brave
And they loved their treasure so!

Questions/instructions:

This activity is done on the computer. Click on the button that says *Treasure* to begin the task. The computer will then tell you what to do. If it doesn't, tell the teacher.

The pirates have hidden their treasure!
Visit each of these five places and follow the instructions. Each time you find some treasure it goes into your treasure chest!
But . . . you have only one go at each place, So read carefully, and think before you click!



% responses
y4 y8



Ahoy there!
You will find a purse of sparkling gold coins on the top of the mast where the red flag flutters. Click there to find the treasure!

50 76



Ahoy there!
You will find brilliant gold chains under the flag with the one sword on it. Click there to find the treasure!

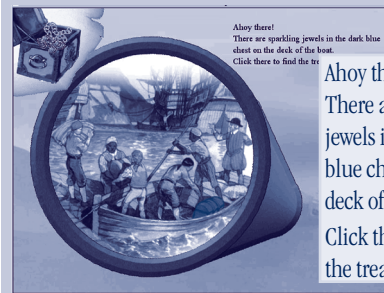
51 84



Ahoy there!
You will find a purse of magnificent pearls in the pocket of the pirate's jacket. Click there to find the treasure.

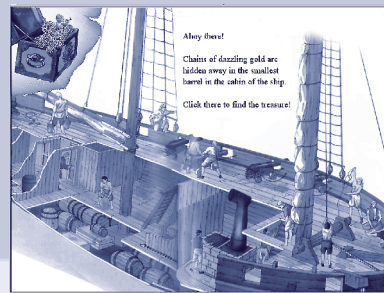
% responses
y4 y8

66 92



Ahoy there!
There are sparkling jewels in the dark blue chest on the deck of the boat. Click there to find the treasure!

69 91



Ahoy there!
Chains of dazzling gold are hidden away in the smallest barrel in the cabin of the ship. Click there to find the treasure!

53 88



Now it's time to sail away
With your treasure.
A lifeboat is waiting for you
And it's got more treasure on it.
Click it now. [Not marked]

Total score:

5	25	64
4	23	20
3	13	6
2	10	4
1	13	4
0	16	2

Commentary:

Year 4 students averaged 58 percent success on each scene, while year 8 students averaged 88 percent success. Almost 40 percent more year 8 than year 4 students got full marks.



Garage Sale

Approach: Independent

Focus: Extracting information from text.

Resources: Garage sale notice, question and recording booklet.

Level: Year 4 and year 8

Questions/instructions:

This activity is called *Garage Sale*. I'm going to give you a copy of a notice that a class made for the children in their school.

Quickly skim read the notice to find answers to the questions in your book. You won't have to read every word on the notice to find your answers.

You will have five minutes to find your answers, so do as many as you can in that time.

I will tell you when the time is up. You can start as soon as I give you your books.

Give each student a copy of the 'Garage sale' notice and their answer book. Allow 5 minutes only.

Nau mai, haere mai.

**Room 8 Garage Sale and Fair –
This Thursday at 12.40 p.m. in Room 8.**

<p style="text-align: center;">Sweets</p> <p style="font-size: small;">Fudge and coconut ice made by Sally's mother. 10c a piece.</p>	<p style="text-align: center;">Comics</p> <p style="font-size: small;">Lots of magazines and comics for sale - all sorts, new and old. All 20c each.</p>
<p style="text-align: center;">Books</p> <p style="font-size: small;">I have 40 Babysitter's Club books to sell. Lots of recent ones. \$2 each. Ana</p>	<p style="text-align: center;">Lollipops</p> <p style="font-size: small;">You can get lollipops in all sizes and colours, including spirals. 5c-\$1.00. Thomas</p>
<p style="text-align: center;">Blocks</p> <p style="font-size: small;">Set of wooden blocks suitable for toddler or preschooler. \$5. Nik.</p>	<p style="text-align: center;">Jigsaws</p> <p style="font-size: small;">1x200 piece, picture of a horse. 1x50 piece, picture of flowers, 1x500 piece, picture of animals. \$2 each. Pita</p>
<p style="text-align: center;">Dolls' clothes</p> <p style="font-size: small;">Mostly for Barbie. Come and have a look. 10c-50c. Ngawai</p>	<p style="text-align: center;">Cakes</p> <p style="font-size: small;">I have made 15 small chocolate cakes, with icing. \$1.50 each. Lucy.</p>
<p style="text-align: center;">Sausage Sizzle</p> <p style="font-size: small;">Sausages with bread, onions and sauce. Have two for lunch! \$1 each.</p>	<p style="text-align: center;">Cricket Bat</p> <p style="font-size: small;">Small, suitable for practice only. \$5. Johnny.</p>
<p style="text-align: center;">Autographs</p> <p style="font-size: small;">I have 20 different autographs to sell. Mostly cricket and rugby players. 50c each. Tara.</p>	<p style="text-align: center;">Photos</p> <p style="font-size: small;">Miss Jackson will be taking photos with an instant camera. Have a photo with your friends or family. \$1 each.</p>
<p style="text-align: center;">Pet Rocks</p> <p style="font-size: small;">You can choose an animal or a pattern. Room 8 painted and varnished them. 50c each.</p>	<p style="text-align: center;">Face painting</p> <p style="font-size: small;">Mere's older sister will be face painting for only \$1 each. Choose your own design.</p>

Tautoko mai.

Be there or be square!

Bring your money!

Help us raise money for our class camp!

		% responses	
		y4	y8
Who is selling cakes?	Lucy	76	94
When is the garage sale and fair?	Thursday	47	86
	12.40pm (2)	38	71
	12.40 (1)	10	17
How much are photos?	\$1	76	94
Who will be doing face painting?	Mere's older sister (2)	61	92
	Mere's sister (1)	6	3
	Who made pet rocks?	room 8	64
What is Thomas selling?	lollipops	60	91
	How many jigsaws are for sale?	3	32
Who helped Sally?	her mother/mum	40	89
	What is money being raised for?	class camp (2)	33
camp (1)		7	4
What do you get with a sausage?	bread, onion, sauce (3)	33	76
	2 of the above (2)	8	8
	1 of the above (1)	3	4
	Total score:	15 - 16	15
	13 - 14	11	21
	9 - 12	21	12
	5 - 8	22	6
	0 - 4	31	2

Commentary:

Year 8 students enjoyed a high level of success on this task, with 59 percent getting either 15 or 16 out of 16. The corresponding figure for year 4 was 15 percent.

Syllables



Approach: Station

Level: Year 4 and year 8

Focus: Identifying the number of syllables in words.

Resources: None

Questions/instructions:

Syllables are parts of words.

girl has one syllable:	girl	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
mother has two syllables:	moth – er	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
barbecue has three syllables:	bar – be – cue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

						% responses								% responses			
	1	2	3	4	5	y4	y8		1	2	3	4	5	y4	y8		
1. make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	76	94	11. happiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	72	93
2. microwave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	74	96	12. juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	62	86
3. honey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	80	95	13. helicopter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	65	86
4. Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	84	98	14. Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	64	87
5. people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	78	97	15. unfortunately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	55	87
6. experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	63	88	16. bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	74	90
7. mountain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	74	95	17. January	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	49	67
8. school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	61	85	18. refrigerator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	54	80
9. tamariki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	45	74	19. enormous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	72	91
10. kiwi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	76	94	20. imagination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	57	80
						Total score:		19 – 20	18	60							
								17 – 18	21	16							
								13 – 16	23	15							
								9 – 12	15	5							
								5 – 8	15	4							
								0 – 4	8	0							

Commentary:

On average, 21 percent more year 8 than year 4 students gave the correct answer for each word. Year 8 students scored very highly, with 60 percent gaining a total score of 19 or 20. “January” was the most challenging word, with the third syllable not commonly pronounced.

Journey of a Letter

Approach: Station

Level: Year 8 only

Focus: Cloze test of reading.

Resources: Computer programme on laptop computer.

Questions/instructions:

This activity is done on the computer.

1. Click on the button that says *Journey of a Letter* to begin the task. The computer will then tell you what to do.

If it doesn't, tell the teacher.



OOPS!
The last word has been missed off the end of each line. Type in the word you think is missing, so each line makes sense.

Our first job is to collect the _____
 Van drivers visit every post _____
 and Post Shop to collect all _____
 mail posted that day. The _____
 then takes all the mail to a _____
 called the Mail Service Centre. _____
 the Centre all the bags are _____
 and the envelopes are all _____
 up so their addresses _____
 facing the same _____
 ready for postmarking to be _____

Read Start again Done

	% responses
Our first job is to collect the <u>letters, mail, post</u> .	y8 90
Van drivers visit every post <u>box [best]</u> <u>office</u>	60 27
and Post Shop to collect all <u>the, people's</u>	70
mail posted that day. The <u>van, drivers,</u> <u>postman</u>	88
then takes all the mail to a <u>place, building [best]</u> <u>factory, office</u>	67 8
called the Mail Service Centre. <u>At, In</u>	52
the Centre all the bags are <u>opened, emptied,</u> <u>undone, upended</u>	24
and the envelopes are all <u>faced, turned,</u> <u>piled, stacked,</u> <u>sorted</u>	29
up so their addresses <u>are</u>	76
facing the same <u>way, direction</u>	84
ready for postmarking to be <u>stamped, done,</u> <u>added</u>	42
Total score: 11 - 13	25
8 - 10	44
5 - 7	21
0 - 4	10

Commentary:

This task produced a wide range of scores.

Link tasks 2-5

LINK TASK 2

Approach: Independent

Level: Year 4 and year 8

Focus: Scanning text for information.

Resources: Brochure.

	% responses	
	y4	y8
Total score: 17 - 20	2	22
14 - 16	1	22
11 - 13	10	25
8 - 10	22	21
5 - 7	31	7
2 - 4	20	3
0 - 1	14	0

Commentary:

Fifty - six percent more year 8 than year 4 students scored 11 or more.

LINK TASK 3

Approach: Independent

Level: Year 4 and year 8

Focus: Reading comprehension.

Resources: Red pencil.

	% responses	
	y4	y8
Total score: 10 - 11	0	4
8 - 9	7	29
6 - 7	11	12
4 - 5	25	27
2 - 3	28	19
0 - 1	29	9

Commentary:

Twenty - six percent more year 8 than year 4 students scored 8 or more.

LINK TASK 4

Approach: Independent

Level: Year 4 and year 8

Focus: Completing a story.

Resources: Series of pictures and text.

	% responses	
	y4	y8
Total score: 3	16	34
2	57	59
1	22	7
0	5	0

Commentary:

Eighteen percent more year 8 than year 4 students met all three criteria.

LINK TASK 5

Approach: Station

Level: Year 8

Focus: Reading comprehension.

Resources: None.

	% responses	
	y4	y8
Component: 1		74
2		67
3		71
4		62

Assessments on six tasks are reported in this chapter. Four of the tasks involved prepared readings of fully scripted plays or poems. Because the students had time to practise these tasks before performing, we have categorised them as speaking tasks (albeit with a substantial reading aspect). The fifth task examined students' engagement with reading by asking for information about a favourite book, while the sixth task explored students' understanding of similes in three poems.

The play reading tasks used the same procedures and marking criteria for year 4 and year 8 students, but the plays were different. Three of the four remaining tasks were identical for year 4 and year 8 students, and the last was almost identical (it involved one less question for year 4 students).

The play reading tasks are trend tasks (fully described with data for both 1996 and 2000) and the poetry reading tasks are link tasks (to be used again in 2004, so only partially described here). The other two tasks are released tasks, used for the first time in 2000 and fully described here.

The performances of year 4 and year 8 students in 2000 were compared on 15 components of the four tasks attempted by both year levels. On average, 15 percent more year 8 than year 4 students succeeded on these components, with similar gains on all four tasks. These findings contrast with our findings in 1996, where results in tasks requiring oral presentation and dramatisation of written material showed little difference between year 4 and year 8 students.

Trends in performance between 1996 and 2000 could be examined on the two play reading tasks, each of which used the same five marking components. Averaged across these components, 12 percent more year 4 students succeeded on the components in 2000 than in 1996, and the corresponding gain for year 8 students was 5 percent. This is consistent with the pattern of gains reported in Chapters 3 and 4 — large for year 4 students and small for year 8 students.



Three Woolly Lambs



Trend task

Approach: Team

Level: Year 4

Focus: Preparing and presenting a fully scripted play reading.

Resources: 5 copies of the play.

Questions/instructions:

In this activity your team is going to read a play. Try to enjoy doing the play, and to make it sound as interesting and realistic as you can. You don't have to dress up, and you don't have to do any acting unless you want to.

Before you get ready for the play, I will tell you what it is about. The play is called "Three Woolly Lambs". There are 4 characters in the play. They are called Little Woolly Lamb, Middle Woolly Lamb, Big Woolly Lamb, and Taniwha. In this play the terrifying Taniwha wants to eat the woolly lambs. But they cleverly stop the Taniwha.

Before you do the play, I want you to practise reading it through together one time. After that you can talk about how you are going to make it really good. It is important to think of ways to use your voices to make the play realistic and interesting. After you've practised it, you will do it again for a special recording on the video. To get started, I will tell each of you the part you will play. After you've practised it once, you can change who does the parts if you want to.

Here are the copies of the play.

Tell each child the part they will play, ensuring that less confident readers are given shorter parts to read. Taniwha is the longest part, the middle woolly lamb the next longest, and the big woolly lamb and little woolly lamb are of similar lengths.

The Three Clever Woolly Lambs

CAST: Little Woolly Lamb
Middle Woolly Lamb
Big Woolly Lamb
Taniwha



Little: Look at the yummy green grass on that hill over there.

Middle: Yes, I would like to eat some of that grass.

Big: Yes it does look good. Off we go.

All lambs: (Softly) Clip, Clop, Clip, Clop.



Taniwha: Who's that clip-clopping on my bridge?

Little: It's me, Little Woolly Lamb. I'm going up to the top of the hill to eat the yummy green grass.

Taniwha: Oh, no you're not! I'm going to gobble you up.

Little: Oh please don't gobble me up. Middle Woolly Lamb is bigger than me. Why don't you wait for Middle Woolly Lamb?

Taniwha: Well be quick.

All lambs (Louder than before) Clip, Clop, Clip, Clop.

Taniwha: Who's that clip-clopping on my bridge?

Middle: It's me. Middle Woolly Lamb. I'm going up the hill to eat the lovely green grass.

Taniwha: Oh, no you're not! I'm going to gobble you up.

Middle: I'm not big enough for you. Why don't you wait for Big Woolly Lamb? Big Woolly Lamb is much bigger than me.

Taniwha: Well be quick.

All lambs (Very loudly) Clip, Clop, Clip, Clop. Clip, Clop, Clip, Clop.



Taniwha: Who's that clip-clopping on my bridge?

Big: It's me. Big Woolly Lamb. I'm going up the hill to eat the yummy green grass.

Taniwha: Oh no you're not. You're not going anywhere! I'm going to gobble you up.

Big and Middle: No you're not. We'll push you back where you belong.

Taniwha: Aaaaaaaah!

Big: That takes care of that nasty old Taniwha. Thank you Middle Woolly Lamb.

Middle: Thank you Big Woolly Lamb. Now lets eat some of that yummy green grass.

Expressiveness — capturing the feel of the part

% responses
2000 ('96) 2000 ('96)
year 4

strong 44 (31)

moderate 41 (52)

weak 15 (17)

Timing & continuity

strong 72 (61)

moderate 22 (33)

weak 6 (6)

Fluency within individual speeches

strong 46 (35)

moderate 44 (53)

weak 10 (12)

Accuracy

strong 66 (48)

moderate 29 (47)

weak 5 (5)

Speech clarity

strong 72 (75)

moderate 25 (25)

weak 3 (0)

Total score: 9-10

47 (29)

7-8 23 (32)

5-6 17 (28)

3-4 9 (8)

0-2 4 (3)

Commentary:

Two thirds or more of the students achieved high levels of speech clarity, reading accuracy and continuity, but slightly less than half presented their parts fluently and expressively. On average, about 10 percent more students scored highly on each attribute in 2000 than in 1996, with 18 percent more achieving a total score of 9 or 10. This task used the same procedures and criteria as the year 8 task *Dial 111* (opposite).

Trend task

Play Reading: Dial 111

Approach: Team

Level: Year 8

Focus: Preparing and presenting a fully scripted play reading.

Resources: 5 copies of the play.

Questions/instructions:

In this activity your team is going to read a play. Try to enjoy doing the play, and to make it sound as interesting and realistic as you can. You don't have to dress up, and you don't have to do any acting unless you want to.

Before you get ready for the play, I will tell you what it is about. The play is called "Dial 111". There are 4 characters: Mr Pannick, a telephone operator, an ambulance driver, and a nurse. In the play, Mr Pannick rings the operator to ask for an ambulance because

something has happened to his wife. But it takes a long time to get all the important information from Mr Pannick, and everyone gets confused.

Before you do the play, I want you to practise reading it through together one time. After that you can talk about how you are going to make it really good. It is important to think of ways to use your voices to make the play realistic and interesting. After you've practised it, you will do it again for a special recording on the video.

To get started, I will tell each of you the part you will play. After you've practised it once, you can change who does the parts if you want to. Here are the copies of the play.

Tell each child the part they will play, ensuring that less confident readers are given shorter parts to read. Mr Pannick is the longest part, the operator the next longest, and the ambulance driver and nurse are of similar lengths.

DIAL 111
A Play for 4 Characters
CHARACTERS
Mr Pannick
Telephone Operator
Ambulance Driver
Nurse

Mr Pannick is telephoning for an ambulance.

Mr Pannick Operator, operator, get me an ambulance, quick!
Operator Certainly, sir. What's the trouble?
Mr Pannick It's my wife. Please hurry.
Operator Now calm down, sir.
Where are you ringing from?
Mr Pannick From the front room.
Operator Yes, sir, but where's that?
Mr Pannick Next to the dining room.
Don't waste time. Hurry!
Operator Listen, sir. Take a deep breath and tell me where your house is.
Mr Pannick It's by the fish and chip shop.
Operator Yes, sir, but where's the fish and chip shop?

Mr Pannick About ten metres from my house.
Now get me an ambulance!
Operator How can I send an ambulance if I don't know where you live?
Please give me your name.
Mr Pannick Pannick!
Operator Steady on, sir, for goodness sake don't panic, please.
Mr Pannick I'm not panicking. My name is Pannick.
Operator OK, I've got your name, now where do you live?
Mr Pannick 81, East Street. Please hurry!
Operator Where's East Street?
Mr Pannick It's opposite West Street.
Do you want me to send you a map?
Operator WHAT TOWN IS EAST STREET IN?
Mr Pannick There's no need to shout. It's in Nutville.
Operator Well, thank goodness for that. Right, Mr Pannick, we'll get an ambulance along to 81, East Street, Nutville. OK?
Mr Pannick NO!
Operator What do you mean, no?

Mr Pannick Don't send the ambulance there.
Operator Why ever not? You live there don't you?
Mr Pannick Yes, I live there all right.
Operator Well?
Mr Pannick I'm phoning from my mother-in-law's.
Operator I just can't believe this is happening to me. OK. I hate to ask this question, but I'm going to have to. Here goes...WHERE DOES YOUR MOTHER-IN-LAW LIVE?
Mr Pannick 63 Main Street, Brownville, near Wellington City.
Operator Well I'll be Why didn't you say all that in the first place?
Mr Pannick You never gave me the chance!
(Ten minutes later the ambulance arrives. An ambulance driver and a nurse get out. They go into the house.)
Driver Mr Pannick?
Mr Pannick Yes, that's right.
Nurse We came as soon as we could.
Driver Where's your wife, sir?
Mr Pannick In the bathroom. Come on, get on with it.
Nurse Can you tell me where the bathroom is?

Mr Pannick Why? Didn't you go before you came out?
Driver No, sir. You don't understand.
Nurse We want to know where the bathroom is so that we can see to your wife.
Mr Pannick Well, why stand around talking then?
Driver Look, sir, we know you're upset but if you don't let us know where she is, we can't help you, can we? I'll tell you what, Mr Pannick, you sit down there on that nice comfy chair and relax.
(Mr Pannick sinks into an easy chair)
Nurse There, that's better, isn't it? Now, where's your wife?
Mr Pannick How many times do I have to tell you? She's in the bathroom.
Driver Thank you very much, Mr Pannick. BUT WHERE IS IT?
Mr Pannick Take a look out of that window.
Driver I'm looking.
Mr Pannick Do you see that tiny brick building in the garden?
Well, that's the bathroom.
Nurse You couldn't swing a cat round in there.
Mr Pannick We don't bath our cat.

Nurse No, I didn't mean oh, never mind!
Driver How does your mother-in-law bath in there?
Mr Pannick It's not easy.
Driver And you say your wife is in there?
Mr Pannick Well, she was when I rang. I heard her shouting.
Nurse Hang on. We'll take a look.
(They both go into the garden and come back trying hard not to laugh)
Mr Pannick You've found her then?
Driver Yes, we found her.
Nurse Didn't you see what was wrong before you rang us?
Mr Pannick No, I can't stand the sight of blood, it makes me faint.
Driver Me too!
Mr Pannick What do you do when you find someone bleeding then?
Driver I give 'em a "do-it-yourself" first aid book.
Nurse Have you any idea what's happened to your wife?
Mr Pannick None at all.
Nurse Well, I'll tell you. She was standing on the edge of the toilet seat to open a window when her foot slipped.

Driver She's stuck round the bend.
Mr Pannick That doesn't surprise me. She's been round the bend for years.
Nurse We've made her as comfortable as we could.
Driver You don't really need us any more. You need the Fire Brigade.
Mr Pannick OK. I'll phone the operator.
(He picks up the telephone and dials 111)
Operator Emergency, Which service do you require?
Mr Pannick Get me the Fire Brigade and be quick.
Operator Where are you ringing from, sir?
Mr Pannick From the front room.
Operator Yes, sir, but where's that?
Mr Pannick Next to the dining room and get a move on.
Operator Excuse me, sir, but I seem to know your voice.
What is your name?
Mr Pannick It's Pannick, Mr Pannick.
Operator Did you say Pannick?
The Mr Pannick who wanted that ambulance?
Mr Pannick Yes, that's me.
Operator OH NO!
END

Expressiveness capturing the feel of the part	% responses
strong	54 (47)
moderate	33 (35)
weak	13 (18)
Timing & continuity	
strong	81 (78)
moderate	16 (16)
weak	3 (6)
Fluency within individual speeches	
strong	54 (51)
moderate	36 (32)
weak	10 (17)
Accuracy	
strong	61 (60)
moderate	33 (29)
weak	6 (11)
Speech clarity	
strong	80 (70)
moderate	18 (27)
weak	2 (3)
Total score: 9-10	52 (47)
7-8	27 (25)
5-6	11 (11)
3-4	7 (9)
0-2	3 (8)

Commentary:

About 80% of the students achieved high levels of speech clarity and continuity, with just over half presenting their parts accurately, fluently and expressively. About 5% more students scored higher on each attribute and the total score in 2000 than in 1996. This task used the same procedures and criteria as the year 4 task *Three Woolly Lambs* (opposite).

Favourite Book

Approach: One to one

Level: Year 4 and year 8

Focus: Enjoyment of reading.

Resources: Sheet of photographs.

Questions/instructions:

Show the student the photo page.



Here are some pictures showing children enjoying reading books. In this activity I'm interested in hearing you tell me about a book you've read this year. Try to think of one that you really enjoyed. When you've thought of one, let me know.

Allow time for student to think of a book. If they can't think of a book from this year, suggest they choose a book from a previous year. When student is ready, ask:

1. Can you remember the name or title of the book?

Prompt: What was the title?

	% responses	
	y4	y8
specifies title clearly	83	84
identifies series — no specific title	10	7
unclear/unsure of title	4	5
no response	3	4

2. Do you remember who wrote it?

Prompt: Who wrote it?

named fully	27	52
surname only	1	2
unclear/ unsure	4	25
no response	68	21

3. Now think about the book and what made it really good for you to read. Explain to me why you enjoyed the book.

		% responses	
		y4	y8
What made it good	genre/type	20	43
	topic/content	64	77
	pictures	17	6
	characters	36	40
	reading level	10	11
	learned a lot from it	7	8
	writing style	23	30

How strongly did student communicate enjoyment?

extremely strongly	2	3
strongly	18	35
moderately	42	44
a little	35	14
not at all	3	4

4. Did someone give you the book to read, or did you find it on your own?

Prompt: Where did you get the book from?

home	11	10
friend	4	7
school library	32	36
classroom	17	9
community library	6	8
gift	19	15
school book club	1	1
personal purchase	5	8
Duffy's Books	4	3
don't read at all	1	3

Commentary:

This task gives an interesting picture of students' use of and response to books. Students are not very conscious of authors, particularly at year 4 level. They say they choose books mainly because of the topic/content, but also because of the characters, genre and writing style. By far the most important source is the school library, suggesting the importance of students having access to quality school library resources.

Language of Poetry

Approach: One to one

Focus: Understanding metaphors in poetry.

Resources: Three short poems.

Level: Year 4 and year 8

Questions/instructions:

In this activity we will be reading parts of poems that have words with special meanings. Words in poems sometimes mean something different from what they actually say. I'll read some short pieces of poetry with interesting uses of words. Here is the first piece of poetry.

Show Poem 1 and read to the student.

Guard Dog

The guard dog howled.
The young man scowled.
He had a face like thunder.

Anonymous

Then point to words "a face like thunder"

1. What does "a face like thunder" mean?
2. What does it make you think of?

	% responses	
	y4	y8
highly appropriate, rich response	1	1
relevant, reasonably full response	15	24
relevant but quite limited response	57	60
any other response	27	15

Show Poem 2 and read to the student. YEAR 8 ONLY

Some Days

Some days this school
is a huge concrete sandwich
squeezing me out like jam.

David Harmer

Then point to the words "a huge concrete sandwich squeezing me out like jam"

3. What does "a huge concrete sandwich squeezing me out like jam" mean?
4. What does it make you think of?

highly appropriate, rich response	-	3
relevant, reasonably full response	-	23
relevant but quite limited response	-	44
any other response	-	30

% responses
y4 y8

Show Poem 3 and read to the student.

My Cat

My cat
becomes a tiger.
His eyes are
wide and bright.
He shimmers
in the shadows,
then melts
into the night.

Alan Bagnall

Then point to the words
"then melts into the night"

5. What does "then melts into the night" mean?
6. What does it make you think of?

highly appropriate, rich response	2	4
relevant, reasonably full response	12	25
relevant but quite limited response	45	50
any other response	41	21

Commentary:

Year 4 students attempted poems 1 and 3 only. A substantial number of students explained the literal meaning but could not link this to keywords like "thunder" and "melt". This meant that they could not enjoy the figurative richness of the simile. Ten to 15 percent more year 8 than year 4 students scored in the top two categories.

Link tasks 6-7

LINK TASK 6

Approach: Team

Level: Year 4 and year 8

Focus: Reading poetry aloud.

Resources: 4 poetry booklets and instructions.

	% responses	
	y4	y8
Total score: 9-10	24	40
7-8	26	30
5-6	29	25
3-4	13	4
0-2	8	1

Commentary:

About 15 percent more year 8 than year 4 students scored 9 or above.

LINK TASK 7

Approach: Team

Level: Year 4 and year 8

Focus: Group performance.

Resources: Chart, 4 copies of individual materials.

	% responses	
	y4	y8
Total score: 7-8	18	41
5-6	40	39
3-4	34	20
0-2	8	0

Commentary:

About 20 percent more year 8 than year 4 students scored 9 or above.

The assessments included five speaking tasks that involved students in giving oral descriptions: two based on viewing and listening to video recordings, two based on viewing photographs, and one based on viewing a video recording without sound. Four of the tasks used the one-to-one interview approach, while the fifth used the team approach.

Four of the tasks were identical for year 4 and year 8 students. Only year 8 students attempted the fifth task.

One task is a trend task (fully described with data for both 1996 and 2000), two are released tasks (fully described with data for 2000 only), and two are link tasks (to be used again in 2004, so only partially described here). The tasks are presented in that order.

The performances of year 4 and year 8 students in 2000 were compared on 50 components of the four tasks attempted by both year levels. On average, 17 percent more year 8 than year 4 students succeeded on these components. The largest differences (averaging 29 percent) occurred on *Statues*, which required developing and delivering a complex set of instructions. The smallest differences (averaging 11 percent) occurred on *Link Task 9*, a task that largely required description.

Changes in performance between 1996 and 2000 could be examined on the trend task, *Bike Puncture*. Averaged across the 16 components of this task, there was no change in the performance of year 4 students between 1996 and 2000, but 2 percent fewer year 8 students succeeded in 2000 than in 1996. In both cases it is appropriate to conclude that performance was not significantly different in 2000 than in 1996.



Bike Puncture



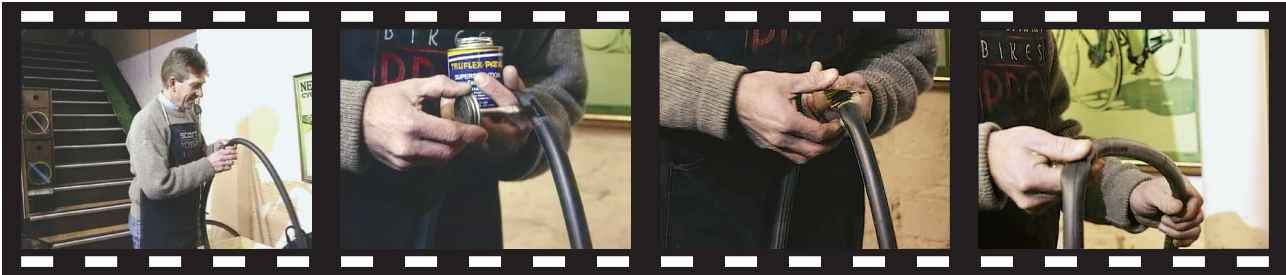
Trend task

Approach: One to one

Level: Year 4 and year 8

Focus: Retelling a process.

Resources: Video recording on laptop computer, tyre tube and puncture repair kit.



Questions/instructions:

Video showed bicycle technician Peter Goding checking tube for a puncture, repairing it, reinflating and checking for further leaks.

Have you ever fixed a bike puncture?

Have you ever watched someone else fix a bike puncture?

We are going to watch a video showing how to fix a bike puncture once the tube has been taken out of the tyre. After watching the video, I want you to tell me what you would do to fix a puncture.

Click the **Play** button to start the video.

Now I want you to explain to me, as clearly as you can, how you would fix a puncture. Here is a bike tube and a puncture repair kit. Use these to show and explain how you would fix the puncture.

Steps included	% responses	
	2000 ('96) year 4	2000 ('96) year 8
pump tube up	51 (48)	81 (86)
find hole	78 (64)	93 (97)
check for other holes	31 (31)	55 (56)
rough up tube with sandpaper	65 (73)	86 (94)
roughened area as large as patch	5 (2)	20 (20)
put glue on roughened area	93 (98)	97 (97)
wait for glue to dry	72 (77)	86 (84)
peel cover off patch	39 (41)	63 (63)
place patch over area of glue/hole	74 (68)	79 (82)
press down firmly	30 (29)	53 (53)
peel off backing paper	57 (57)	77 (74)
check all edges pressed down	27 (33)	46 (52)
pump up tube	16 (15)	29 (39)
check for leaks	24 (20)	43 (40)

Sequencing

	% responses	
	2000 ('96) year 4	2000 ('96) year 8
all steps mentioned are in correct order	53 (45)	61 (59)
1 or more steps out of order, but later corrected	21 (28)	29 (28)
1 step out of order	12 (15)	6 (9)
2 steps out of order	5 (7)	3 (0)
explanation jumbled or very incomplete	9 (5)	1 (4)
Speech clarity		
very clear and well articulated	19 (22)	44 (50)
some minor limitations	62 (64)	54 (46)
significant limitations	17 (14)	2 (4)
very hard to understand	2 (0)	0 (0)
Total score: 16-19	2 (1)	24 (22)
13-15	27 (23)	45 (50)
10-12	43 (46)	25 (22)
7-9	19 (24)	5 (6)
4-6	6 (3)	1 (0)
0-3	3 (3)	0 (0)

Commentary:

On average 18 percent more year 8 than year 4 students succeeded with each task component, with 40 percent more gaining a total score of 13 or more. The 2000 results were very similar to the 1996 results, at both year levels.



Statues

Approach: Team

Focus: Giving instructions.

Resources: 5 photographs.

Level: Year 4 and year 8

Questions/instructions:

This activity is called *Statues*.

Show example photograph.



The children in this photograph are using their bodies to make a statue. Have a good look at the photo, then try to make the same statue. Three of you can make the statue and one of you can check to make sure they have made it correctly.

Allow time.

Now you're going to take turns at telling the others in the group how to make a statue. One person will have a photo. That person will *tell* the others how to make the statue - but they can't show them or touch them. They need to make the instructions very clear. Let's begin with [A1 name]. I'll give you a photo. The others in the team can't see it, so you have to tell them how to make the statue.

Give photo 1 to A1. Ensure that students are arranged so that they cannot see the photo being described.

Repeat for students A2, A3, A4.



	% responses	
	y4	y8
Clarity of the individual instructions	high	8 26
	moderate	60 57
	low	32 17
Sequencing of set of instructions <i>gross movement first, then finer details</i>	very appropriate	11 38
	moderately appropriate	76 57
	inappropriate	13 5
Completeness of instructions	most details covered	20 55
	moderately complete	61 41
	very incomplete	19 4
Overall effectiveness of the instructions	very high	1 13
	quite high	21 45
	moderate	54 34
	low	24 8
Total score:	8-9	5 24
	6-7	12 28
	4-5	45 30
	2-3	22 15
	0-1	16 3

Commentary:

About 30 percent more year 8 than year 4 students were successful on each task component and overall.

News

Approach: One to one

Level: Year 8 only

Focus: Presenting a news report based on observed events.

Resources: Video recording without sound on laptop computer, still pictures from video.



The video recording showed a raging flood with substantial damage occurring and then a person being swept away and rescued.

% responses
y8

Questions/instructions:

In this activity you will be watching a video clip showing something that could be on the news. Watch the video carefully, because at the end I want you to tell me all about it.

Click the *Play* button to start the video.

Now I want you to imagine that you are a news reporter. You are going to tell a news story about what you saw on the video. You should try to describe what happened, and to tell the news so that it sounds interesting. Here are some pictures from the video to help you tell the news story.

Give student pictures. (left)

Tell me all about the news story.

Aspects mentioned:	heavy rain	65
	flooding through town	88
	car stranded	52
	debris threatening bridge	28
	house collapsing	82
	houses threatened by water swells	26
	man falling into flood	66
	emergency services rushing to rescue	76
	man rescued with rope and float	69
	everyone recovering	22

Appropriate introduction:

<i>highlighting drama, capturing attention</i>	strong	23
	medium	37
	weak	40

Coherence, flow, continuity:	strong	27
	medium	64
	weak	9

Sense of drama conveyed:	strong	21
	medium	52
	weak	27

Speech clarity:	very clear & well articulated	20
	some minor limitations	68
	significant difficulties	11
	very hard to understand	1

Commentary:

About two thirds of the students included the major aspects in their account, but only about one quarter were rated strong in how they introduced and linked their story or conveyed the sense of drama.

Link tasks 8-9

LINK TASK 8

Approach: One to one

Level: Year 4 and year 8

Focus: Retelling a process viewed.

Resources: Video recording on laptop computer;
still photos from video.

	% responses	
	y4	y8
Total score: 16-18	4	20
13-15	21	44
10-12	38	26
7-9	28	8
4-6	6	2
0-3	3	0

Commentary:

About 40 percent more year 8 than year 4 students scored a total of 13 or more.

LINK TASK 9

Approach: One to one

Level: Year 4 and year 8

Focus: Presenting an advertisement based on a
photograph.

Resources: Photograph.

	% responses	
	y4	y8
Total score: 17-23	2	8
13-16	12	35
10-12	27	30
7-9	31	19
4-6	16	6
0-3	12	2

Commentary:

About 30 percent more year 8 than year 4 students scored a total of 13 or more.



The assessments included nine tasks that involved students in making oral presentations for various purposes: telling stories, developing and presenting puppet plays, talking on allocated topics and planning to interview a visitor.

Seven of the tasks were identical for year 4 and year 8 students. The other two tasks were in effect a pair of tasks, with very similar instructions, the same marking procedures and criteria, but different stimulus materials for year 4 and year 8 students.

Four tasks are trend tasks (fully described with data for both 1996 and 2000), two are released tasks (fully described with data for 2000 only), and three are link tasks (to be used again in 2004, so only partially described here).

The tasks are presented in that order.

The performances of year 4 and year 8 students in 2000 were compared on 40 components of the 7 tasks attempted by both year levels. On average, 15 percent more year 8 than year 4 students succeeded on these components. The largest differences (averaging 21 percent) occurred on *Special Visitor*, which required developing sets of questions for an overseas visitor to a school class. The smallest differences (averaging 8 percent) occurred on *Puppet Play*, which involved the planning and preparation of a play using hand puppets.

Changes in performance between 1996 and 2000 could be examined on the four trend tasks. Averaged across 13 components of three tasks, 2 percent more year 4 students succeeded in 2000 than in 1996, but 6 percent fewer year 8 students succeeded in 2000 than in 1996. This decrease was due mainly to 16 percent fewer year 8 students in 2000 succeeding on the components of *Puppet Play*.

It is appropriate to conclude that between 1996 and 2000 the performance of year 4 students did not change, but there was a small decline in the performance of year 8 students.



Trend task

The Sandwich

Approach: One to one

Level: Year 4 and year 8

Focus: Retelling a story from a picture book without words.

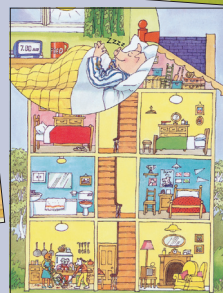
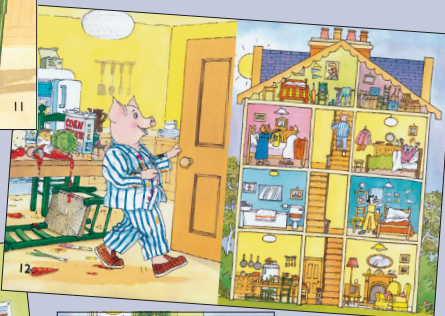
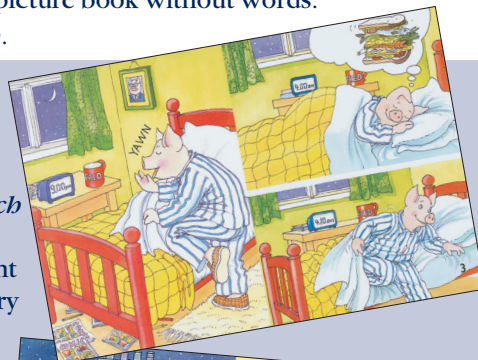
Resources: Book *The Sandwich*.

Question/instructions:

In this activity I would like you to tell a story.

This book called *The Sandwich* tells a story in pictures but it doesn't have any words. I want you to make up your own story by looking at the pictures. Pretend that you are going to tell the story to a young child. You need to make it as interesting as possible.

Here is the book. Have a quick look through it first, then you can start to tell me the story in a way that makes it fun to listen to.



		% responses	
		2000 ('96)	2000('96)
		year 4	year 8
Covering the main thread of the story	strong	60 (62)	73 (80)
	moderate	34 (36)	24 (19)
	weak	6 (2)	3 (1)
Embellishing the story detailed description	strong	27 (29)	39 (41)
	moderate	53 (45)	50 (53)
	weak	20 (26)	11 (6)
Clear oral expression of ideas	strong	54 (52)	65 (69)
	moderate	34 (40)	30 (28)
	weak	8 (8)	5 (3)
Making presentation interesting	strong	26 (23)	35 (39)
	moderate	54 (46)	52 (49)
	weak	20 (31)	13 (12)
Overall effectiveness in presenting story	very high	8 (2)	15 (19)
	quite high	33 (37)	39 (37)
	moderate	47 (48)	40 (36)
	low	12 (13)	6 (8)
Total score:	10-11	18 (17)	29 (32)
	8-9	22 (20)	22 (23)
	6-7	25 (25)	27 (28)
	4-5	18 (18)	13 (11)
	2-3	10 (17)	5 (4)
	0-1	7 (3)	4 (2)

Commentary:

More than half of the students at both levels covered the main thread of the story well, with clear oral expression. Considerably fewer made the story detailed and interesting. On each attribute and overall, about 10 percent more year 8 than year 4 students scored highly. Differences between 1996 and 2000 performances were quite small.

Puppet Play

Trend task

Approach: Team

Level: Year 4 and year 8

Focus: Planning and presenting plays using hand puppets and thematic ideas.

Resources: 2 prompt sheets, 8 hand puppets.

Questions/instructions:

In this activity you are going to work in pairs to put on some puppet plays. Each pair will have 4 puppets, 2 puppets each. You should try to use different voices so that your 2 puppets will sound different from each other, and have their own personalities. Try to use words to tell what is happening rather than overdoing the movements with your puppets.

You will have up to 10 minutes to discuss what you are going to do, and to practise your play. Then you will put on your play. Your play should take about 2 or 3 minutes.

Here are the ideas for the plays.

Read each pair's prompt card, then give them the cards to refer to during their practice.

PUPPET PLAY 1

Animals and the zoo keeper

The animals are having a meeting with the zoo keeper. They are telling him what it's like living in the zoo and the things that go on.

The zoo keeper is a nice man. He wants to be helpful, so he asks questions and talks to the animals about what they are saying.

REMEMBER

Practice your play so that it is about 2 or 3 minutes long. Use your imagination. Use interesting voices and ideas. Try to make the characters sound real. Don't over do the actions with the puppets.

PUPPET PLAY 2

Aliens on Earth

Two aliens have arrived on Earth. They have to go to school, but they have never been to a school before. They meet up with a couple of kids. The kids ask them all about what it is like living on another planet. The aliens ask the kids about what it will be like at school.

REMEMBER

Practice your play so that it is about 2 or 3 minutes long. Use your imagination. Use interesting voices and ideas. Try to make the characters sound real. Don't over do the actions with the puppets.



Remember, you've got about 10 minutes to practise then we'll watch your play.

A packaging carton may be placed on top of a desk as a place for the puppeteers to operate from.

Drama and characterisation through spoken word:

	% responses	
	2000 ('96)	2000 ('96)
	year 4	year 8
strong	19 (15)	27 (35)
moderate	54 (55)	51 (51)
weak	27 (30)	22 (14)

Timing, continuity and interaction with partner:

strong	21 (25)	32 (49)
moderate	58 (51)	52 (46)
weak	21 (24)	16 (5)

Speech clarity:

(listener can hear and understand the words)

strong	42 (48)	45 (69)
moderate	45 (42)	45 (29)
weak	13 (10)	10 (2)

Overall effectiveness in communicating story:

very high	5 (5)	8 (16)
quite high	23 (28)	31 (39)
moderate	47 (44)	43 (36)
poor	25 (23)	18 (9)

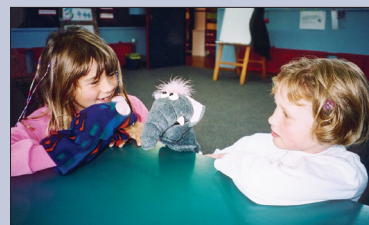
Total score: 8-9 13 (13) 19 (34)

6-7 16 (19) 21 (24)

4-5 37 (37) 35 (27)

2-3 19 (16) 11 (11)

0-1 15 (15) 14 (4)



Commentary:

Students at both year levels enjoyed this task but found it challenging to plan and practise a puppet play in a period of about 10 minutes. About 10 percent more year 8 than year 4 students met this challenge well. Year 4 students performed almost identically in 1996 and 2000, but year 8 students performed distinctly less well in 2000 than in 1996.

Trend task

Talk Time

Approach: Team

Focus: Giving an interesting talk on a topic.

Resources: Set of topic cards, egg timer.

Level: Year 4

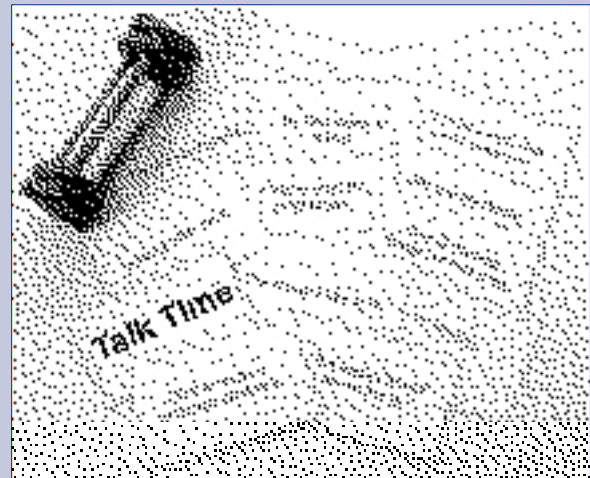
Questions/instructions:

This activity is called Talk Time. I will give each of you 3 cards with talk titles written on them. Choose the one you would like to talk about to the others. When it's your turn to give a talk, try to give the most interesting talk you can think of. Try to keep the others in the team really interested in what you are saying to them.

I would like each person to talk for as long as you can, but no more than 3 minutes. We have an egg timer here to let us see when 3 minutes are up.

Here are your cards. Look at them and choose one card to talk about.

Shuffle the cards. Give each student cards. Tell them the order they will speak, then ask the first student to start. Get them to read the words on the card out loud before they begin talking.



		% responses
		2000 ('96)
		year 4
Relevance of content to topic	strong	44 (32)
	moderate	40 (48)
	weak	16 (20)
Coherence of presentation <i>does it hang together?</i>	strong	29 (17)
	moderate	46 (56)
	weak	25 (27)
Degree of interest stimulated	strong	23 (13)
	moderate	46 (56)
	weak	31 (31)
Speech clarity	strong	49 (50)
	moderate	38 (40)
	weak	13 (10)
Total score:	7-8	28 (17)
	5-6	28 (28)
	3-4	21 (32)
	0-2	23 (23)

Commentary:

About half of the year 4 students were judged to speak clearly and select relevant material, but only about a quarter of the students managed coherent and/or interesting talks. About 10 percent more students succeeded well in 2000 than in 1996. The year 8 task, *Talk Topics* (overleaf) used the same procedures but different topics.

Talk Topics

Trend task

Approach: Team

Level: Year 8

Focus: Giving an interesting talk on a topic.

Resources: Set of 12 topic cards, egg timer.

Questions/instructions:

This activity is called Talk Topics. I will give each of you 3 cards with talk topics written on them. Think about the one you would like to talk about, then when it's your turn, try to give the most interesting talk you can think of. Try to keep the others in the team really interested in what you are saying to them.

I would like each person to talk for about 3 minutes. We have an egg timer here to let us see when 3 minutes are up.

Here are the cards, look at the cards and choose one topic to talk about.

Shuffle the cards. Give each student 3 cards. Tell them the order they will speak, then ask the first student to start.

A TV advert that I really like.

My best times at school.

A really good TV programme.

My favourite sport or hobby.

Me and my friends.

How to make a delicious sandwich

Me and my family.

How I would organise the best birthday party ever.

A TV advert that I can't stand.

If I won lotto.

One of the best things I've ever done.

The home I would like to live in.



		% responses	
		2000 ('96)	year 8
Relevance of content to topic	strong	72 (73)	
	moderate	20 (23)	
	weak	8 (4)	
Coherence of presentation <i>does it hang together?</i>	strong	36 (29)	
	moderate	46 (54)	
	weak	18 (17)	
Degree of interest stimulated	strong	26 (24)	
	moderate	48 (45)	
	weak	26 (31)	
Speech clarity	strong	56 (51)	
	moderate	37 (42)	
	weak	7 (7)	
Total score:	7-8	31 (26)	
	5-6	39 (41)	
	3-4	19 (24)	
	0-2	11 (9)	

Commentary:

Most of the year 8 students selected relevant material for their talk, but only about half of them were judged to speak clearly, a third of them to present a coherent talk, and a quarter of them to stimulate interest in the topic. Slightly more students succeeded well in 2000 than in 1996. The year 4 task *Talk Time* (previous page) used the same procedures but different topics.

Special Visitor

Approach: Team

Level: Year 4 and year 8

Focus: Developing appropriate questions for a purpose.

Resources: 2 copies of photograph, 2 recording sheets, highlighter pen.

Questions/instructions:

Imagine your class is learning about people in different countries. Also imagine that you are going to have a visit from a very special person who is shown in the photograph. To get ready for the visit, you need to think up some good questions to ask.

I want you to think up two different kinds of questions: questions that can have very short answers, and questions that could give longer and more detailed answers. The “**short answer**” questions will give you some important pieces of information or facts about the visitor. The “**longer answer**” questions will give the visitor a chance to tell you quite a lot.

Show recording sheet.

I want you to start off by working in pairs. On one side of your paper write down questions that could have short answers. On the other side, write down questions that

could have longer answers. See how many questions you can think of. If you want help with writing words, just let me know. You have about 5 minutes to make up your questions.

Assign students to pairs A1, A2, and A3, A4. Give each pair an answer sheet and photograph. Allow 5 minutes.

Now it's time for all of you to work together. I want you to show and read your lists of questions to each other. After that, have a discussion to decide on 5 of the best short-answer questions, and 5 of the best long-answer questions. You can use a highlighter pen to mark the questions after you have made your decision. Take care to choose the short answer questions because they will give you some important pieces of information or facts about the visitor. Choose longer answer questions because they will give the visitor a chance to tell you quite a lot. When you've finished doing this, let me know.



Allow time for students to make their decisions.

Now let's imagine I'm the special visitor, so you can practise asking your questions. Begin by asking your five short answer questions.

Encourage students to give their short answer questions.

Requested important facts or pieces of information

	% responses	
	y4	y8
question 1	87	89
question 2	77	87
question 3	80	82
question 4	72	77
question 5	67	74

Now ask me your five longer answer questions.

Encourage students to give their longer answer questions.

Would give visitor an opportunity to tell a lot.

question 6	46	75
question 7	38	62
question 8	38	63
question 9	33	61
question 10	17	63

Appropriateness of total set of questions for purpose of learning about special visitor

appropriateness high	11	67
moderate	51	30
slight	36	3
inappropriate	2	0

Commentary:

About 30 percent more year 8 than year 4 teams were able to generate questions in the requested long answer format. The advantage increased to 50 percent when the appropriateness of the 10 selected questions for their purpose was judged.

Wishing Ring

Approach: Team

Level: Year 4 and year 8

Focus: Making up and telling the ending of an incomplete story.

Resources: Audio recording on laptop computer.

Questions/instructions:

Click the Wishing Ring button.

You are going to hear the start of a story called *The Wishing Ring*. You'll hear most of the story — but not its ending.

After you have heard the start of the story, you can make up your own ending for the story and tell it to me. If you already know this story try to think of your own ending — not the one you already know.

Click the Play button to start the video.

The Wishing Ring

- a folk tale -

Once upon a time there was a poor farmer whose life was very hard. He was resting at his work one day when an old witch walked past. She stopped and asked, "Why do you work so hard when it brings you so little reward? I'll tell you what to do. Walk straight ahead until you get to a great pine tree that is taller than all the trees in the forest. Chop it down and your luck will be made."

The farmer took his axe and started out. After two days he found the pine tree. He chopped its mighty trunk, and when the tree finally came down, there fell from its highest tip a great bird's nest with two eggs in it.

The eggs rolled on to the ground and broke. Out of one came an eagle, out of the other fell a gold ring. Then the eagle grew and grew until he was half as big as the farmer himself. The eagle tried his wings and as he flew up he called out, "You have rescued me. Take the ring that fell from the egg. It is a wishing ring! Put it on your finger as you speak your wish out loud, and the wish will surely come true. But remember — there is only one wish with the ring. When it has come true it will have lost its power and will be like any other ring. So think hard before you make your wish so that you don't regret it later." Then the eagle flew away.

The story teller stopped before the story finished. 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're a story teller.

Encourage the student to take the role of a story teller.

		% responses	
		y4	y8
Creativity/originality	very	18	34
	moderate	41	47
	little or no	41	19
Continuity			
<i>follows narrative thread appropriately</i>			
	very well linked	20	37
	partially fits, some discontinuity	62	59
	doesn't follow story at all	18	4
Achieved closure			
<i>brought story to clear conclusion</i>			
	very cohesive, complete ending	12	24
	quite cohesive, most elements pulled together	27	42
	partial, abrupt or confusing ending	36	29
	story clearly not completed	25	5
Oral presentation			
	very expressive and lively	8	15
	moderately expressive	43	59
	little expressiveness	49	26
Language	used rich descriptive language	17	30
Total score:		8-10	11
		5-7	25
		3-4	28
		0-2	36
		13	

Commentary:

About 25 percent more year 8 than year 4 students scored well on this task overall. It was quite a challenging task, with about half of the year 4 students scoring the lowest rating on two or more of the five criteria. These results can be compared with a parallel task – p.20, Writing Assessment Results 1998, Report 12.

Link tasks 10-12

LINK TASK 10

Approach: One to one
Level: Year 4 and year 8
Focus: Social task
Resources: None

	% responses	
	y4	y8
Total score: 17-20	1	2
13-16	5	14
9-12	10	24
5-8	38	36
0-4	46	24

Commentary:

About 20 percent more year 8 than year 4 students scored 9 or more on this task.

LINK TASK 11

Approach: Team
Level: Year 4 and year 8
Focus: Telling a story
Resources: 7 pictures

	% responses	
	y4	y8
Total score: 7-9	48	61
4-6	38	32
2-3	11	6
0-1	3	1

Commentary:

About 10 percent more year 8 than year 4 students scored 7 or more on this task.

LINK TASK 12

Approach: Team
Level: Year 4 and year 8
Focus: Expressing opinions
Resources: 5 cards

	% responses	
	y4	y8
Total score: 6-7	4	11
4-5	5	13
2-3	60	61
0-1	31	15

Commentary:

About 15 percent more year 8 than year 4 students scored 4 or more on this task.



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 four questions that invited students to select up to three choices from lists of 8 to 10 options, two questions that asked for very brief written responses, and 21 questions in a 4 or 5 option rating format, with students circling the option they preferred.



PREFERRED READING ACTIVITIES AT SCHOOL	% responses	
	2000 ('96) year 4	2000 ('96) year 8
silent reading	54 (62)	66 (78)
listening to the teacher reading	50 (61)	53 (58)
reading with a buddy or partner	41 (47)	29 (29)
written work	34 (31)	34 (37)
reading with the teacher	28 (30)	7 (7)
talking about books	20 (16)	19 (16)
looking at or browsing through books	19 (20)	39 (35)
reading aloud	16 (12)	12 (11)

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 above, in order of popularity for year 4 students:

Year 4 and 8 students gave similar responses to four of the activities. However, year 8 students expressed stronger preferences than year 4 students for silent reading and browsing through books, together with weaker preferences for reading with a partner or reading with the teacher. The two most popular categories declined a little in popularity between 1996 and 2000, with little change on the other six categories.

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 shown below, 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 and listening to the teacher, whereas year 8 students place greater emphasis on enjoying reading, reading a lot, and choosing the right book. This difference has increased between 1996 and 2000.

IMPORTANT THINGS FOR A GOOD READER TO DO	% responses	
	2000 ('96) year 4	2000 ('96) year 8
learn hard words	53 (44)	21 (22)
go back and try again	37 (45)	32 (42)
read a lot	35 (32)	45 (35)
concentrate hard	34 (42)	28 (34)
listen to the teacher	33 (29)	8 (9)
enjoy reading books	29 (28)	56 (52)
sound out words	29 (31)	39 (36)
choose the right book	15 (19)	33 (28)
practise doing hard things	15 (12)	7 (6)
think about what I read	13 (13)	21 (27)

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 below, in order of popularity for year 4 students.

PREFERRED READING MATERIAL IN OWN TIME	% responses	
	2000 ('96) year 4	2000 ('96) year 8
story books (fiction)	68 (69)	80 (71)
comics	44 (48)	27 (31)
poetry	40 (38)	14 (19)
books about real things and people (<i>non-fiction</i>)	35 (57)	40 (46)
magazines	31 (26)	61 (64)
newspapers	19 (20)	14 (24)
junk mail	20 (18)	16 (14)

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 comics and poetry. Between 1996 and 2000, fiction has become more popular for year 8 students, non-fiction substantially less popular for year 4 students, and newspapers less popular for year 8 students.



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 below, in order of popularity for year 4 students:

PREFERRED ACTIVITY IN OWN TIME	% responses	
	2000 ('96) year 4	2000 ('96) year 8
watch TV	44 (32)	41 (41)
do art	44 (40)	14 (13)
play video or computer games	40 (49)	34 (45)
play games or sport	34 (38)	44 (51)
read	34 (17)	30 (13)
play with friends	33 (37)	41 (41)
talk on telephone with friends	26 (20)	33 (30)
music	14 (17)	25 (27)
make things	14 (42)	12 (25)



The notable differences between year 4 and year 8 responses are the markedly lower interest of year 8 students in “doing art”, and their higher interest in activities with others (playing with friends, playing games or sports, talking on the telephone with friends) and doing musical things.

When the results for 1996 and 2000 are compared, the dramatic changes are the rise in popularity of reading and the decline in popularity of “making things”. Unfortunately, these changes cannot simply be taken at face value. While all other activities were listed in the same order on the survey in 1996 and 2000, reading and “making things” were interchanged, reading moving from 7th in the list of response options to 1st, and “making things” from 1st to 7th. The impact of the order is hard to assess: the 6th and 8th response options (playing with friends and playing games or sports) were both more popular than the 2nd response option (talk on telephone with friends). Also, a relatively unpopular choice at year 8 level (doing art) was the second option listed. Our best guess is that year 4 responses are more vulnerable to order than year 8 responses, so the increased popularity of reading in 2000 may be exaggerated a little more at year 4 than year 8. The 2000 results should be viewed as probably slightly inflated, and the 1996 results rather too low, with some real gain from 1996 to 2000. Perhaps Harry Potter books have helped promote reading as a desirable activity!

Students were also asked if they had a favourite author. Sixty-one percent of year 4 students said yes (69 percent in 1996), as did 53 percent of year 8 students (56 percent in 1996).

Students were also asked “Which language do you mainly speak at home?”. The responses were placed in categories and percentages are tabulated (below).

LANGUAGE MAINLY SPOKEN AT HOME	% responses	
	y4	y8
English	88	90
Māori	2	2
Samoan	2	1
Other Pacific language	1	1
Asian language	5	3
Other language	1	1
Māori and English equally	1	2

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 and the bottom categories. Differences of 10 percent or more between year 4 and year 8 responses were:

- 19 percent more year 4 students were positive about the stories/books in their school reading programme;
- 18 percent more year 4 students liked getting a book for a present;
- 17 percent more year 8 students said they did not know how good their teacher thought they were at reading;



- 13 percent more year 4 students liked going to a library;
- 12 percent more year 4 students liked reading in their own time — not at school;
- 12 percent more year 4 students liked talking to their whole class;
- 12 percent more year 8 students said they got to talk to others in their class “heaps” or “quite a lot”.

Responses to the 21 rating items are presented in separate tables for year 4 students (p63) and year 8 students (p64). Some interesting positive features were present in the responses of both year 4 and year 8 students:

- more than 80 percent were positive about reading at school, their own competence in reading, looking at books in a bookshop, going to a library, and talking to a group in their class;
- more than 70 percent were positive about reading as an activity when not at school, getting a book for a present and having their teacher read a story out loud.

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









- more than 20 percent did not know how good their teacher thought they were at reading, said their teacher never told them what they need to improve at in reading, and clearly disliked reading out loud to their class;
- more than 10 percent said they never read to others at school, disliked reading out loud to their teacher, and disliked talking to their whole class.

Looking at the most positive and least positive categories, there were some noteworthy changes from 1996 to 2000:

- the percentage of students who were very positive about how good they were at reading improved markedly, by 18 percent for year 4 and 13 percent for year 8 (question 2) and by 10 percent for year 4 and 11 percent at year 8 (question 14);
- 12 percent fewer year 4 and 10 percent fewer year 8 students were very positive about getting a book for a present;
- 10 percent fewer year 8 students were very positive about looking at books in a bookshop, or about going to a library;
- 12 percent fewer year 4 and 9 percent fewer year 8 students were very positive about their teacher reading a story aloud;
- 12 percent fewer year 4 and year 8 students said that they got to talk to others in their class “heaps”.

YEAR 4 READING AND SPEAKING SURVEY

2000 (1996)

1. How much do you like reading at school?					<i>don't know</i>
	52 (50)	33 (40)	7 (8)	8 (2)	
2. How good are you at reading?					
	50 (32)	39 (56)	9 (11)	2 (1)	
3. How good does your teacher think you are at reading?					
	42 (33)	27 (23)	4 (7)	3 (0)	24 (37)
4. How good does your Mum or Dad think you are at reading?					
	70 (62)	17 (22)	3 (3)	1 (1)	9 (12)
		<i>heaps</i>	<i>quite a lot</i>	<i>sometimes</i>	<i>never</i>
5. Does your teacher tell you what you are good at in reading?		14	27	50	9
6. Does your teacher tell you what you need to improve at in reading?		13	16	50	21
7. How often do you read to others at school?		14	21	51	14
					
8. How much do you like reading in your own time - not at school?					
	60 (56)	24 (29)	9 (10)	7 (5)	
9. How do you feel about getting a book for a present?					
	63 (75)	27 (19)	7 (3)	3 (3)	
10. How do you feel about looking at books in a bookshop?					
	62 (68)	27 (23)	8 (6)	3 (3)	
11. How do you feel about going to a library?					
	74 (72)	20 (21)	4 (5)	2 (2)	
12. How do you feel about the stories/books you read as part of your reading programme at school?					
	46 (47)	40 (40)	9 (9)	5 (4)	
13. How do you feel when your teacher reads a story out loud?					
	66 (78)	21 (16)	7 (3)	6 (3)	
14. How do you feel about how well you read?					
	63 (53)	27 (38)	7 (7)	3 (2)	
15. How do you feel about reading in a group in the classroom?					
	41 (43)	35 (38)	15 (12)	9 (7)	
16. How do you feel when you are asked to read out loud to the teacher?					
	32 (36)	34 (34)	16 (16)	18 (14)	
17. How do you feel when asked to read out loud to the class?					
	28 (26)	25 (26)	19 (20)	28 (28)	
18. How much do you like talking to your whole class?					
	38 (32)	35 (39)	16 (17)	11 (12)	
19. How much do you like talking to a group in your class?					
	49 (57)	33 (29)	12 (11)	6 (3)	
		<i>heaps</i>	<i>quite a lot</i>	<i>sometimes</i>	<i>never</i>
20. How often do you get to talk to your whole class?		12 (10)	19 (25)	58 (61)	11 (4)
21. How often do you get to talk to others in your class?		35 (45)	33 (31)	30 (22)	2 (2)

YEAR 8 READING AND SPEAKING SURVEY

2000 (1996)

1. How much do you like reading at school?



32 (31)



50 (55)



13 (12)



5 (2)

don't know

2. How good are you at reading?

31 (18)

53 (56)

14 (23)

2 (3)

3. How good does your teacher think you are at reading?

24 (10)

26 (27)

7 (8)

2 (1)

41 (54)

4. How good does your Mum or Dad think you are at reading?

45 (27)

27 (35)

8 (9)

3 (2)

17 (27)

*heaps**quite a lot**sometimes**never*

5. Does your teacher tell you what you are good at in reading?

6

15

58

21

6. Does your teacher tell you what you need to improve at in reading?

9

16

50

25

7. How often do you read to others at school?

3

15

59

23



8. How much do you like reading in your own time - not at school?

36 (39)

36 (38)

18 (18)

10 (5)

9. How do you feel about getting a book for a present?

35 (45)

37 (39)

22 (13)

6 (3)

10. How do you feel about looking at books in a bookshop?

42 (52)

41 (37)

14 (9)

3 (2)

11. How do you feel about going to a library?

43 (53)

38 (32)

14 (12)

5 (3)

12. How do you feel about the stories/books you read as part of your reading programme at school?

25 (24)

42 (52)

23 (18)

10 (6)

13. How do you feel when your teacher reads a story out loud?

42 (51)

37 (36)

15 (10)

6 (3)

14. How do you feel about how well you read?

43 (30)

41 (49)

12 (18)

4 (3)

15. How do you feel about reading in a group in the classroom?

24 (26)

39 (41)

28 (24)

9 (9)

16. How do you feel when you are asked to read out loud to the teacher?

20 (19)

37 (36)

26 (25)

17 (20)

17. How do you feel when asked to read out loud to the class?

15 (13)

30 (25)

24 (23)

31 (39)

18. How much do you like talking to your whole class?

24 (17)

37 (41)

26 (28)

13 (14)

19. How much do you like talking to a group in your class?

46 (51)

38 (39)

13 (8)

3 (2)

*heaps**quite a lot**sometimes**never*

20. How often do you get to talk to your whole class?

7 (3)

25 (30)

62 (65)

6 (2)

21. How often do you get to talk to others in your class?

40 (50)

40 (37)

19 (12)

1 (1)

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. Seven demographic variables are available for creating subgroups, with students divided into two or three subgroups on each variable, as detailed in Chapter 1 (p4).

The analyses of the relative performance of subgroups used an overall score for each task, created by adding scores for the most important components of the task.

Where only two subgroups were compared, 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 was set at $p = .01$ (so that differences this large or larger among the subgroups would not be expected by chance in more than one percent of cases). The critical level was adjusted to $p = .05$ for the two tasks where differences in team performance among 120 teams were being examined.

For the first three of the seven demographic variables, statistically significant differences among the subgroups were found on less than 15 percent of the tasks. For the remaining four variables, statistically significant differences were found on higher percentages of tasks. Details are presented below.

School size

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

For year 4 students, there were differences among the three subgroups on 1 of the 17 reading tasks and none of the 15 speaking tasks. Students from medium sized schools scored lowest on *Cats' Eyes* (p32). There were no differences on questions of the *Year 4 Reading and Speaking Survey*.

For year 8 students, there were differences among the three subgroups on none of the 19 reading tasks and 1 of the 16 speaking tasks. Students from small schools scored highest and stu-

dents from large schools lowest on *Puppet Play* (p54). There were no differences on questions of the *Year 8 Reading and Speaking Survey*.

School type

Results were compared for year 8 students attending full primary schools and year 8 students attending intermediate schools. There were differences between the two subgroups on 1 of the 19 reading tasks and 1 of the 16 speaking tasks. Students from intermediate schools scored lower on *Reading Record Fiction* (p17) and *Puppet Play* (p54). There were no differences on questions of the *Year 8 Reading and Speaking Survey*.

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 differences among the three subgroups on 1 of the 17 reading tasks and 2 of the 15 speaking tasks. Students from rural areas scored lowest on *Signs Around Town* (p31), *Talk Time* (p55), and *Link Task 11* (p59). There were no differences on questions of the *Year 4 Reading and Speaking Survey*.

For year 8 students, there were differences among the three subgroups on 1 of the 19 reading tasks and 1 of the 16 speaking tasks. Students from rural areas scored highest on *Stories in Māori* (p26) and students from main centres scored lowest on *Link Task 8* (p51). There were differences on two questions of the *Year 8 Reading and Speaking Survey* (p64). Students from the main centres were least positive about their parents' views of their reading (question 4) but said they most often read to others at school (question 7).



Zone

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

For year 4 students, there were differences among the three subgroups on 2 of the 17 reading tasks and 3 of the 15 speaking tasks. Students from the South Island scored highest on four of the five tasks, with students from the rest of the North Island lowest on four of the five tasks. These tasks were *Reading Record Non-Book* (p23), *An Elephant Story* (p33), *Three Woolly Lambs* (p42), *Link Task 7* (p46), and *Talk Time* (p55). There were no differences on questions of the *Year 4 Reading and Speaking Survey*.

For year 8 students, there were differences among the three subgroups on 5 of the 19 reading tasks and 3 of the 16 speaking tasks. Students from the South Island scored lowest on the two Māori reading tasks: *Stories in Māori* (p26) and *Link Task 1* (p29). However, South Island students scored highest on *Cats' Eyes* (p32), *Link Task 2* (p40), *Language of Poetry* (p45) and *Statues* (p49). Students from Auckland scored lowest on *Link Task 8* (p51), and students from the rest of the North Island scored highest on *Talk Topics* (p56). There were no differences on questions of the *Year 8 Reading and Speaking Survey*.



Gender

Results achieved by male and female students were compared.

For year 4 students, there were differences between boys and girls on 9 of the 17 reading tasks and 7 of 13 speaking tasks. Girls scored higher in all cases. Because of the large number of tasks involved, they will not be listed here. Girls also gave more positive ratings than boys on 8 questions of the *Year 4 Reading and Speaking Survey* (p63). They reported greater enjoyment of reading at school (question 1) and in their own time (question 8), believed they were better at reading (question 2),

and believed their parents thought they were better at reading (question 4). They also were more positive about receiving a book as a present (question 9), going to a library (question 11), and reading out loud to their teacher (question 16) or to the class (question 17).

For year 8 students, there were differences between boys and girls on 2 of the 19 reading tasks and 2 of 14 speaking tasks. Girls scored higher on all four tasks: *Stories in Māori* (p26), *Garage Sale* (p37), *Dial 111* (p43), and *Link Task 10* (p59). Girls also gave more positive ratings than boys on 6 questions of the *Year 8 Reading and Speaking Survey* (p64). They reported greater enjoyment of reading in their own time (question 8), believed their parents thought they were better at reading (question 4), and said they got more positive feedback from their teachers (question 5). They also were more positive about receiving a book as a present (question 9), going to a library (question 11), and the books they read in the school reading programme (question 12).



Student ethnicity

Results achieved by Māori and non-Māori students were compared. This was possible for only about half of the speaking tasks because ethnicity could not be identified where tasks were performed by teams or by individuals within teams.

In year 4, Māori students scored higher than non-Māori students on one of the two tasks that involved reading in Māori (*Stories in Māori* (p26)), and there was no difference on the other task (*Link Task 1* (p29)). Māori students scored lower than non-Māori students on 15 of the remaining 16 reading tasks and 4 of 6 speaking tasks. The three tasks on which differences were not found were *Favourite Book* (p44), *Link Task 8* (p51), and *Link Task 10* (p59). The latter two involved Māori contexts. Māori students gave more positive ratings than non-Māori students on one question of the *Year 4 Reading and Speaking Survey* (p63): how much they enjoyed going to a library (question 11).

In year 8, Māori students scored higher than non-Māori students on both tasks that involved reading in Māori: *Stories in Māori* (p26) and *Link Task 1* (p29). Māori students scored lower than non-Māori students on 9 of the remaining 17 reading tasks, and 3 of the 7 speaking tasks: *Reading Record Non-Fiction* (p20), *Cats' Eyes* (p32), *An Elephant Story* (p33), *Garage Sale* (p37), *Journey of a Letter* (p39), *Link Task 2* (p40), *Link Task 3* (p40), *Favourite Book* (p44), *Language of Poetry* (p45), *News* (p50), *The Sandwich* (p53), and *Wishing Ring* (p58). Non-Māori students gave more positive ratings than Māori students on one question of the *Year 8 Reading and Speaking Survey* (p64): how much they liked reading in their own time (question 8).

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, categories of employment, and the ethnic mix in the census mesh blocks. The SES index uses ten subdivisions, each containing ten percent 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 15 of the 17 reading tasks and 13 of the 15 speaking tasks. In each case, students from low SES schools scored lowest. While students from high SES schools generally did better than students from medium SES schools, these differences were usually smaller than the differences between students from low and medium SES schools. The four tasks on which differences were not found were *Stories in Māori* (p26), *Link Task 1* (p29), *Special Visitor* (p57), and *Link Task 10* (p59). These included the two tasks that involved reading in Māori. There were also differences on two questions of the *Year 4 Reading and Speaking Survey* (p63). Students from low SES schools indicated that they received more advice from their teacher on how to improve their reading (question 6), and were more positive about going to a library (question 11).



For year 8 students, there were differences among the three subgroups on 11 of the 19 reading tasks and 9 of the 16 speaking tasks. Students from low SES schools scored highest on the two tasks that involved reading in Māori: *Stories in Māori* (p26) and *Link Task 1* (p29). On the other 9 reading tasks and all 9 speaking tasks for which differences were found, students from high SES schools generally scored better than students from medium SES schools, who in turn generally scored better than students from low SES schools. Because of the number of tasks, they will not be listed here. There were differences on three questions of the *Year 8 Reading and Speaking Survey* (p64). Students from low SES schools indicated that they received more feedback from their teachers about the strengths of their reading (question 5), received more advice from their teachers on how to improve their reading (question 6), and were more positive about going to a library (question 11).

Summary

School size, community size, and school type (full primary or intermediate) did not seem to be important factors predicting achievement on reading and speaking tasks. Students from the South Island scored highest on 12 percent of the tasks at both year levels, but were lowest on the two Māori reading tasks. At year 4 level, girls performed better than boys on 53 percent of the reading and speaking tasks and recorded more positive responses on 8 reading survey questions. At year 8 level, the advantage of girls over boys had dropped to 12 percent of the reading and speaking tasks, but they still recorded more positive responses on 6 reading survey questions.

Non-Māori year 4 students performed better than Māori year 4 students on 94 percent of the English language reading tasks and 67 percent of the speaking tasks. The corresponding figures for year 8 students were 53 percent of reading tasks and 43 percent of speaking tasks. Year 8 Māori students scored higher on both Māori language reading tasks. There were differences between the three SES (decile) subgroups for 88 percent of the reading and speaking tasks at year 4 level, dropping to 57 percent at year 8 level. Students from low decile schools generally scored lowest. Given the importance of reading in other aspects of the school curriculum and in life in our community, these patterns must be of concern. It is encouraging, however, to note the improvement from year 4 to year 8, and that lower performance on tasks did not generally seem to be accompanied by negative attitudes to reading and speaking activities in school and beyond.

A new feature in National Monitoring since 1999 has been the commitment to look directly at the achievement of Pacific students in New Zealand primary and intermediate schools. These students were among the samples in NEMP assessments between 1995 and 1998, but not in sufficient numbers to allow their results to be reported separately. At the request of the Ministry of Education, NEMP now selects special additional samples of 120 year 4 students and 120 year 8 students to allow the achievement of Pacific students to be assessed and reported. The augmented samples are too small, however, to allow separate reporting on students from different Pacific nations (such as Samoa, Tonga, and Fiji).

All schools in the main NEMP year 8 sample that had 15 percent or more Pacific students (as classified in school records) were selected. All other schools nationally with at least 12 year 8 students and at least 20 percent Pacific students in their total roll were identified, and an additional random sample of 10 schools drawn from this list. A similar procedure was followed at year 4 level, except that schools already chosen at year 8 level were excluded from the sampling list. From each specially sampled school, 12 students (in 3 groups of 4) were sampled, confirmed and assessed using exactly the same procedures as in the main sample. The students' performances were also scored in the same manner as the performances of students in the main sample.

The results for Pacific, Māori, and other students in the schools with more than 15 percent Pacific students were then compared. Because all of the schools chosen for these analyses have at least 15 percent Pacific students, the results only apply to students at schools like these.

Differences among the three ethnic groups of students were checked for statistical significance using one way analysis of variance on the overall scores for each task attempted by individual students. Each analysis compared the performance of about 35 Pacific students, 25 Māori students and 30 other students. The critical level for statistical significance was set at $p = .05$ (so that differences this large or larger among the subgroups would not be expected by chance in more than five percent of cases). Where statistical significance occurred, Tukey tests were used to identify which groups differed significantly.

The mean scores for each group on each task are presented in the tables overleaf, together with the standard deviations for all students in this sample. Statistically significant differences are clearly indicated.

Average (mean) marks for students, attending schools enrolling at least fifteen percent Pacific students, who are classified as Pacific students, Māori students or other students

Statistically significant ($p < .05$) differences among the means are shown thus: significantly **lower** or **higher**.

YEAR 4	Pacific Mean	Māori Mean	Other Mean	Overall Std.Dev.	YEAR 8	Pacific Mean	Māori Mean	Other Mean	Overall Std.Dev.
Reading Record Fiction	3.0	3.1	3.4	1.5	Reading Record Fiction	3.6	3.8	4.5	1.0
Reading Record Non-Fiction	3.1	2.1	3.0	1.6	Reading Record Non-Fiction	4.2	3.4	4.4	1.1
Reading Record Non-Book	2.0	2.3	2.6	1.5	Reading Record Non-Book	4.0	4.1	4.3	1.1
Stories in Māori	0.1	0.1	0.1	0.3	Stories in Māori	0.6	0.5	0.3	0.7
Word Power	29.0	30.2	32.0	12.5	Word Power	109.4	97.1	108.1	30.3
Link Task 1	36.0	40.0	36.0	11.9	Link Task 1	49.8	46.0	44.4	11.8
Signs Around Town	8.8	9.8	9.9	4.9	Signs Around Town	17.7	19.4	20.7	4.1
Cats' Eyes	3.4	2.6	4.0	1.7	Cats' Eyes	4.5	4.6	5.2	1.4
An Elephant Story	7.5	8.2	12.0	5.8	An Elephant Story	18.2	18.0	20.9	4.8
Treasure	2.0	1.4	2.7	1.8	Treasure	3.8	4.3	3.7	1.4
Garage sale	6.4	4.2	6.1	4.7	Garage sale	13.1	11.7	13.9	3.4
Syllables	11.4	11.8	12.6	5.8	Syllables	16.8	16.3	17.1	4.3
Link Task 2	2.9	3.9	6.4	3.7	Journey of a Letter	5.9	5.4	8.3	3.5
Link Task 3	2.3	2.0	2.8	2.4	Link Task 2	10.1	10.8	12.3	3.9
Link Task 4	1.4	1.5	1.5	0.9	Link Task 3	3.2	5.1	5.7	3.2
Favourite Book	3.2	3.6	3.6	1.2	Link Task 4	2.0	2.1	2.0	0.7
Language of Poetry	0.9	0.9	1.3	0.9	Link Task 5	1.5	2.1	3.0	1.5
Bike Puncture	9.2	9.4	11.0	3.3	Favourite Book	4.0	4.0	4.4	1.5
Link Task 8	8.8	9.8	9.9	3.4	Language of Poetry	1.9	2.6	3.1	1.8
Link Task 9	5.8	7.3	7.5	3.6	Bike Puncture	13.1	12.6	13.1	2.5
The Sandwich	5.3	4.3	6.9	2.8	News	7.8	10.8	10.6	3.4
Wishing Ring	1.9	1.7	4.1	2.4	Link Task 8	11.4	11.9	11.9	3.4
Link Task 10	5.3	4.3	6.9	3.3	Link Task 9	8.3	10.5	11.4	3.7
					The Sandwich	6.3	6.3	7.4	2.3
					Wishing Ring	4.9	4.4	5.8	2.5
					Link Task 10	7.8	6.5	8.1	3.6

For year 4 students, there were statistically significant differences in performance among the three groups on 8 of the 23 tasks. The Pacific students scored significantly higher than the Māori students on *Reading Record Non-Fiction*, but significantly lower than the “other” students on five tasks (*An Elephant Story*, *Link Task 2*, *The Sandwich*, *Wishing Ring*, and *Link Task 10*). The Māori students scored significantly lower than the “other” students on the same five tasks, and also on *Cats' Eyes* and *Treasure*. It is particularly noteworthy that both Pacific and Māori students scored significantly lower than the “other” students on all three tasks from Chapter 7 (*Oral Presentations*).

On the *Year 4 Reading Survey*, there were statistically significant differences on 6 of the 17 rating items. The Pacific students gave the most positive ratings on all 6 items, significantly higher than Māori students on 3 items (items 7, 9 and 17) and than “other” students on 5 items (items 1, 6, 7, 15, and 17).

For year 8 students, there were statistically significant differences in performance among the three groups on 7 of the 26 tasks. Both Pacific and Māori students scored significantly lower than the “other” students on *Reading Record Fiction* and *Journey of a Letter*. The Pacific students also scored significantly lower than the “other” students on *Signs Around Town*, *Link Task 3*, *Link Task 5*, *News*, and *Link Task 9*, and than the Māori students on *News*.

On the *Year 8 Reading Survey*, there were statistically significant differences on 4 of the 17 rating items. The Pacific students gave the most positive ratings on all 4 items, significantly higher than Māori students on 2 items (items 11 and 13) and than “other” students on 2 items (items 5 and 7).

Summary

Year 4 Pacific students performed much less well than “other” students on oral presentation tasks (as did their Māori classmates). On the other tasks, however, the Year 4 Pacific students performed almost as well as “other” students and at least as well as Māori students, while showing more positive attitudes to reading. Year 8 Pacific students performed almost as well as Māori students, but markedly less well than “other” students.

Main samples

In 2000, 2876 children from 260 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*).

Late in May 2000, 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 2000.

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 one percent chance of being selected, while some of the largest intermediate (year 7 and 8) schools had a more than 90 percent chance of inclusion. In the four cases where the same school was chosen at both year 4 and year 8 level, a replacement year 4 school of similar size was chosen from the same region and district, type and size of school.



Additional samples

From 1999 onwards, national monitoring has included additional samples of students to allow the performance of special categories of students to be reported.

To allow results for Pacific students to be compared with those of Māori students and other students, 10 additional schools were selected at year 4 level and 10 at year 8 level. These were selected randomly from schools that had not been selected in the main sample, had at least 20 percent Pacific students attending the school, and had at least 12 students at the relevant year level.

To allow results for Māori students learning in Māori immersion programmes to be compared with results for Māori children learning in English, 10 additional schools were selected at year 8 level only. They were selected from Māori immersion schools (such as *Kura Kaupapa Māori*) that had at least 4 year 8 students, and from other schools that had at least 4 year 8 students in classes classified as Level 1 immersion (80 to 100 percent of instruction taking place in Māori). Only students that the schools reported to be in at least their fifth year of immersion education were included in the sampling process.

Pairing small schools

At the year 8 level, 9 of the 120 chosen schools in the main sample had less 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 8 to 11 students were paired with schools with 4 to 7 students, and vice versa. However, the travelling distances between the schools were also taken into account. Six of the 10 schools in the year 8 Māori immersion sample also needed to be paired with other schools of the same type.

Similar pairing procedures were followed at the year 4 level. Nine pairs were required in the main sample of 120 schools. In one further case, a trio of schools was formed, with four students sampled from each school.

Contacting schools

At the first week of June, we attempted to telephone the principals or acting principals of all schools in the year 8 samples (excluding the 16 schools in the Māori immersion sample). We made contact with all schools during that week or early in the next week.

In our telephone calls with the principals, 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 videotape 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 July.

A similar procedure was followed in early August with the principals of the schools selected in the year 4 samples, and they were asked to respond to the invitation by the end of August. The principals of the 16 schools in the Māori immersion sample at year 8 level were contacted towards the end of August, and were sent brochures in both Māori and English.

Response from schools

Of the 296 schools originally invited to participate, 291 agreed. All five schools that declined to participate were in the year 8 sample. Three of these schools said that they needed a break, having participated in 1999. Another had special pressures in 2000, but was willing to participate in 2001. The fifth was a small school dealing with the death of a pupil, and the principal felt under too much pressure. At a later stage, too late for replacements to be organised, two schools in the Māori Immersion sample withdrew. One had arranged a two week field trip overlapping with their chosen assessment week. The other had reservations about participation and decided that they were just too busy.



Sampling of students

With their confirmation of participation, 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 4 plus 8 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).

At the year 8 level, we received 124 comments from schools about particular students. In 55 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 throughout the assessment week. The remaining 69 comments concerned children with special needs. Each such child was discussed with the school and a decision agreed. Nine 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 44 students, but a special note was prepared to give additional guidance to the teachers who would assess them.

In the corresponding operation at year 4 level, we received 145 comments from schools about particular students. Forty-seven students originally selected needed to be replaced because they had left the school, were not actually year 4 students, or were expected to be away throughout the assessment week. Nine students were replaced because of their NESB status and very limited English. Forty students were replaced because they had disabilities or other problems of such seriousness the students appeared to be at risk if they participated (31 because of severe disabilities or learning difficulties and 9 because of limited ability to cope emotionally with the assessment situation). Special notes for the assessing teachers were made about 49 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 about 20 phone calls including several from students wanting more information about what would be involved. The main issues raised by parents were our reasons for selection of their child, a wish for fuller details or reiteration of what would be involved, concerns about the use of video equipment, or reluctance of the child to take part. Ten children were replaced as a result of these contacts, two at the child's request, and eight at the parents' request (two families would not allow their child to view videos or use computers on religious grounds, the other six families simply requested that their child not participate).

At the year 4 level we also received about 10 phone calls from parents. Some wanted details confirmed or explained (notably about reasons for selection). Three children were replaced at parents' request (one because of concern about the emotional demands on their child, one because of concern about missing class time, and one because the parents felt the child was not suited to the assessments).

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.

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. Less than three percent of selected schools did not participate, and less than three percent of the originally sampled children had to be replaced for reasons other than their transfer to another school. The sample can be regarded as very representative of the population from which it was chosen (all children in New Zealand schools at the two class levels except the one to two percent in special schools or schools with less than four year 4 or year 8 children).

Of course, not all the children in the sample actually were able to be assessed. Nine year 8 students and 18 year 4 students left school at short notice and could not be replaced. Two year 8 students withdrew too late to be replaced. A further 10 year 8 students and 4 year 4 students were absent from school throughout the assessment week. Some others were absent from school for some of their assessment sessions, and a 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 many tasks over 95 percent of the student sample were assessed. No task had less than 90 percent of the student sample 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	% OF YEAR 4 SAMPLE	% OF YEAR 8 SAMPLE
Northland	4.2	5.0
Auckland	30.8	30.0
Waikato	10.0	9.2
Bay of Plenty/Poverty Bay	8.3	8.3
Hawkes Bay	4.2	5.0
Taranaki	3.3	3.3
Wanganui/Manawatu	5.8	5.8
Wellington/Wairarapa	11.7	10.8
Nelson/Marlborough/West Coast	4.2	4.2
Canterbury	10.8	11.7
Otago	4.2	4.2
Southland	2.5	2.5

Demography

DEMOGRAPHIC VARIABLES: PERCENTAGES OF STUDENTS IN EACH CATEGORY			
VARIABLE	CATEGORY	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Gender	Male	48	52
	Female	52	48
Ethnicity	Non-Māori	77	82
	Māori	23	18
Geographic Zone	Greater Auckland	29	30
	Other North Island	49	47
	South Island	22	23
Community Size	> 100,000	57	55
	10,000–100,000	25	22
	< 10,000	18	23
School SES Index	Bottom 30 percent	28	18
	Middle 40 percent	36	46
	Top 30 percent	36	36
Size of School	< 20 y4 students	15	
	20–35 y4 students	23	
	> 35 y4 students	62	
	<35 y8 students		25
	35–150 y8 students		30
	> 150 y8 students		45
Type of School	Full Primary		33
	Intermediate		49
	Other (not analysed)		18

There is seldom a time or place in any area of everyday life where language is not present.

The purpose of language is communication: a process of sharing knowledge, experiences, ideas and feelings. We produce language by speaking, writing and presenting and we receive it by listening, reading and viewing.



National monitoring provides a “snapshot” of what New Zealand children can do at two levels in primary and intermediate schools: ages 8–9 and ages 12–13.

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.