

How to Read the Tasks and Results



ABOUT THE TASK

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

PERFORMANCE PATTERNS

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

Students did this task on their own at a "station", writing their own answers. See page 7 for descriptions of all four approaches used.

Trend Task: Free Time Favourites

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

Focus: **Interpreting a pictograph**

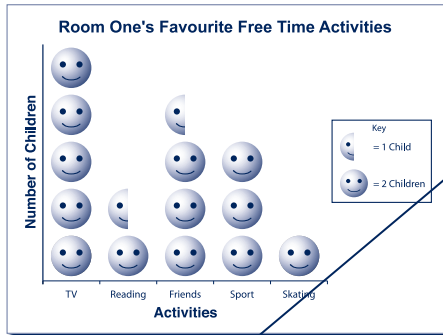
Resources: **Pictograph in work book**

What this task was aiming to evaluate.

The resources used in this task.

Questions / instructions:

The children in Room One were asked "What is your favourite free time activity?" The information is shown on the pictograph.

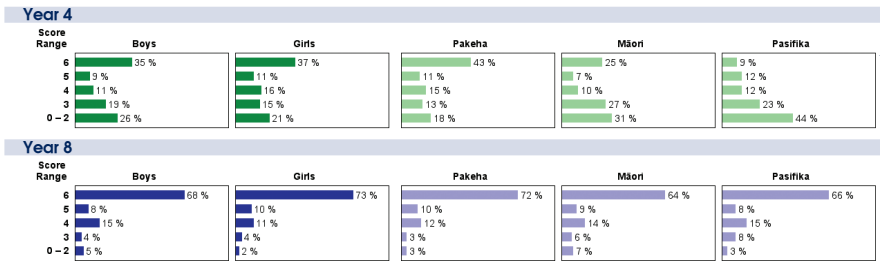


- 61% of the year 4 students in 2007 gave the correct answer of "7"
- 63% of the year 4 students in 2003 gave the correct answer of "7"
- 92% of the year 8 students in 2007 gave the correct answer of "7"
- 93% of the year 8 students in 2003 gave the correct answer of "7"

Question	Marking Criteria	% response		% response	
		2007 (03)	year 4	2007 (03)	year 8
1. How many children said playing sport was their favourite free time activity?	6 3	59 (62)	92 (91)	27 (24)	4 (5)
2. How many children said being with their friends was their favourite free time activity?	7	61 (63)	92 (93)		
3. What free time activity did most children in Room One say was their favourite?	TV	83 (86)	94 (95)		
4. Two more children said they liked playing sport . Put this information on the graph. draw a circle on to "Sport" draw two circles on to "Sport"		45 (48)	76 (76)	23 (22)	10 (10)
Total score:		6 5 4 3 0-2	36 (38)	70 (71)	11 (11) 9 (7) 13 (15) 13 (14) 17 (14) 4 (5) 24 (22) 4 (3)

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

Subgroup Analyses:



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

Commentary:

Strong growth from year 4 to year 8 is seen in the ability to interpret a pictograph. While year 4 children had some difficulties with issues such as the units involved in the graph, year 8 children generally had little difficulty with the task. Performance was very similar in 2003 and 2007, and for boys and girls. Most year 4 Pasifika students scored half marks or lower but at year 8 level, all three ethnic groups performed similarly.

Comments that assist with interpreting the results.