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TE KAUPAPA

I tīmata mai te National Educational Monitoring Project i te tau 1993, ā, ko tāna, he aromatawai, he hanga pūrongo hoki mō ngā taumata e ekengia ana e ngā tamariki o ngā kura tuatahi i roto i ngā wāhanga katoa o te marautanga. E rua ngā taumata ako e aromatawai te tamaiti; i te tau 4 (ko te hauruatanga tēnei o ngā tau e kura tuatahitia ana te tamaiti), me te tau 8, otirā, koinei tēnei te tau mutunga o te tamaiti ki te kura tuatahi. I roto i te huringa whā tau, ka aromatawai ētahi wehenga o te marautanga. I te tau 2000, ko ngā wāhi i tirohia ko te pūoru, ko ētahi wāhanga o te hangarau, ko te pānui me te kōrero.

Ko te whāinga nui o te arotake ā-motu, ko te rangahau i ngā kōrero e mōhiotia ai he aha ngā tauira pai, e taetae ai te whakanui i ngā tutukitanga, te whakarerekē rānei i ngā kaupapa ako me ngā rauemi.

Ia tau, ka whiria noatia ētahi tamariki puta noa i te motu, hei arotake mā ētahi kaiwhakaako kua whakaritea,

e matatau ana hoki ki te mahi nei. Ka mahia katoatia ngā mahi ki ngā kura ako tonu o aua tamariki. Ka hoatuhia ētahi tohutohu ā-waha, e ngā kaiwhakaako, mā te whakaaturanga kōpae whakaata, mā runga rorohiko pōnaho, mā te tuhituhi rānei. Ko te maha o ngā mahi aromatawai, me nanao ngā tamariki ki ētahi taputapu, rauemi hoki. Ko ā rātou whakautu ka tukuna mai e rātou ā-waha nei, mā te whakaatu ā-tinana, mā te tuhituhi, mā runga kōpae rorohiko, mā tētahi atu huarahi whakatinana mai rānei. He maha ngā whakaatu nei ka hopukina ki runga rīpene ataata hei arotakenga ā muri iho.



TE PŪRONGO NEI

E hāngai ana te titiro o tēnei pūrongo ki ngā ākonga o te tau 8 anake. I tīmata mai i te tau 1999 ētahi kaupapa aromatawai i ngā ākonga tau 8 anake o roto o ngā whakaakoranga rumaki reo puta noa i te motu. I te tau 2000, āhua e 60 ōrau o ngā ākonga i ngā whakaakoranga rumaki kei roto i ngā kura rumaki (te nuinga i ngā Kura Kaupapa Māori), ā, ko te 40 ōrau e toe ana i te ako i ngā rūma rumaki reo (ko ēnei kei ngā kura auraki, engari e 80 ki te 100 ōrau o ngā whakaakoranga i roto i te reo Māori). I tēnei o ngā aromatawai, i whakamāorititia katoa ngā tohutohu mahi me ngā rauemi ki roto i te reo Māori, me te mea anō, ko ngā kaiwhakaako nā rātou ngā akoako i tuku, he matatau rātou ki te ako i roto i te reo Māori. E takoto ana i roto i te pūrongo nei, ko ngā whiwhinga ki ngā ākonga nei, me ngā whiwhinga ki ērā ākonga Māori o te tau 8 i aromatawaitia, engari i whakaakongia ki roto i te reo Ingarihi.



1: NGĀ MEA NUI

Ko tā te Wāhanga 1, he whakamārama i ētahi āhuatanga nui o te National Education Monitoring Project e hāngai ana ki te pūrongo

2: HE TAKE

Kei te Wāhanga 2 ētahi whakamārama mō ētahi āhuatanga ka pā mai ki te whakamāoritanga o ngā arotake i roto i ngā horopaki rumaki reo Māori, ka arotahi atu ki ngā whakatauritenga mō ngā tutukitanga mātauranga o ngā ākonga Māori kei ngā kura rīroa ki ērā ākonga Māori kei ngā whakaakoranga rumaki reo Māori.

Ko tētahi āhuatanga kei te kitea, kāore i te tino pērā rawa te pakari o ngā reo Māori o ngā ākonga i ngā whakaakoranga rumaki me te aha, me te mea anō kaore rātou i te tino mārama ki ngā tohutohu mō ngā tū mahi, ā, kāore hoki i te pai ā rātou whakamārama i roto i ā rātou whakautu. I tonoa ngā akoranga rumaki Māori kia tohu mai rātou ko

ēhea o ā rātou ākonga i tutuki ngā tau e whā i roto i ngā whakaakoranga rumaki reo Māori. Ka tipakotia mai ētahi o ēnei ākonga mōhio hei uru atu ki te mahi arotake ā-motu. Hāunga tērā, uaua tonu mō ētahi o ngā ākonga mōhio nei ki te whakawhitiwhiti kōrero i te reo Māori, ā, ko ētahi i hiahia kē kia arotakenga rātou i te reo Ingarihi.

Ko tētahi anō take ko te whakamāori o ngā tū mahi me ngā rauemi mai i te reo Ingarihi ki te reo Māori. I whakapaihia ake ngā hātepe mō te whakamāori kōrero i te tau 2000 mai i ngā raruraru nui i pā mai i te tau 1999, engari kei reira tonu te wero nui arā, te ngana kia noho taurite

ngā tū mahi kei roto i te reo Māori ka hoatuna ki ngā ākonga, ki ngā tū mahi ka hoatuna ki aua ākonga anō kei roto i te reo Ingarihi.



Ko ētahi take nui ka pā ki te whakamāoritanga o ngā putanga, ko te rerekē o ngā kaupapa o te marautanga ka whāia e tēnā, e tēnā kura rumaki reo Māori, rūma rumaki reo rānei, tāpae atu ko te iti rawa iho o ngā rauemi ako hei tautoko i ngā tū mahi. Nā runga i te mea he rerekē ngā mea nui o te marautanga mō te mātauranga rumaki reo Māori, ko te titiro ka rerekē anō hoki te āhua o ngā tutukitanga mātauranga a ngā ākonga rumaki reo Māori.

I tua atu, kei te whakahiatotia tonutia te mātauranga rumaki reo Māori. He maha ngā kura me ngā rūma rumaki reo Māori kātahi anō ka tū i roto i ngā tau tata nei kua taha. Torutoru noa iho ngā rauemi whakaako reo Māori rātou ko ngā kai-whakaako reo Māori he tohu tiketike ā rātou. Nā te kaha tautoko mai o ngā kai-whakaako, ngā pakeke me ngā ākonga e ekea ai ēnei ārai ki te whai i te mātauranga. Ahakoa tērā, ko te titiro ka pakari ake te kaupapa ina tipu haere te mātauranga rumaki reo Māori.



3: PŪORU

Ko tā te Wāhanga 3 he hora i ngā putanga o ngā mahi aromatawai i ngā mōhiotanga, ngā māramatanga me ngā toi a ngā ākonga mō te pūoru. Ko ngā hua o te ako pūoru, ka mārara ki ngā ākonga te pai o te pūoru, ka whanake ō rātou pohewa, ka ako rātou ki te whakamahi me te whakamāori pūoru mō ngā take maha, ā, ka tarea tā rātou rāwekeweke rauemi pūoru i runga i te mōhio. Mā te ako ki te pūoru e mōhio ai ngā ākonga ki te tūranga o te pūoru i roto i te ao, e mōhio ai hoki rātou ki ngā pūoru o tō rātou iwi, o iwi atu hoki.

Tekau mā toru ngā tū mahi pūoru i akona ki ngā ākonga Māori i ngā kura rīroa, i ngā kura rumaki reo Māori. I tohu rātou ki ētahi hātepe taketake e whā: te auaha pūoru, te auaha hōu i ētahi pūoru kua oti kē te mahi, te urupare ki te pūoru, me te whai māramatanga mō te pūoru. O ngā tū mahi tekau mā toru, e iwa i tutuki pai e ngā ākonga o ngā kura rīroa me ngā ākonga o ngā akoranga rumaki reo. I roto i tētahi o ngā tū mahi teitei ake ngā putanga o ngā ākonga rumaki reo Māori, ā, i roto i ngā tū mahi e toru, teitei ake ngā putanga o ngā ākonga Māori kei ngā kura rīroa.

4: ĒTAHI ĀHUATANGA O TE HANGARAU

Ko tā te Wāhanga 4 he hora i ngā putanga o ngā mahi aromatawai i ngā mōhiotanga, ngā māramatanga me ngā toi a ngā ākonga mō ētahi āhuatanga o te hangarau. Ko te hangarau he tū mahi auaha, whai take e arotahi atu ana ki te tutuki i ngā hiahia me ngā tuwheratanga mā te hanga mai o ētahi rauemi, pūnaha, momo taiao hoki. Ka huia katoahia te mātauranga, ngā toi me ngā rauemi ki te rapu hua whai kiko i roto i ētahi horopaki hapori. He maha ngā āhuatanga o te hangarau, me te mea, i roto i ngā aroturuki ā-motu ka aromatawaitia ko ētahi wāhanga matua anake o te hangarau.

Tekau mā whitu ngā tū mahi hangarau i tukuna hei mahi mai mā ngā ākonga rumaki reo Māori rātou ko ngā ākonga Māori kei ngā kura rīroa. I tohu ngā tū mahi nei ki ētahi whenu

e toru o te marautanga hangarau arā: mātauranga me te māramatanga ki te hangarau, te āheinga hangarau me te hangarau i te hapori. Ōrite te pai o ngā mahi a ngā ākonga rumaki reo Māori rātou ko ngā ākonga kura rīroa i roto i ngā tū mahi e iwa. Teitei ake ngā putanga a ngā ākonga rumaki reo Māori i roto i ngā tū mahi e rua, ā, teitei ake ngā putanga a ngā ākonga Māori i ngā kura rīroa i roto i ngā tū mahi e ono.



5: PĀNUI ME TE KŌRERO

Ko tā te Wāhanga 5, he hora i ngā putanga o ngā aromatawai o ngā pūkenga pānui, kōrero hoki a ngā ākonga. Ko te ngako o te reo, ko te whakawhitiwhiti. Ko tēnei mea nei te whakawhitiwhiti, he hora i ngā mātauranga, ngā wheako, ngā pārongo, ngā ariā me ngā kare ā-roto ki mua i te aroaro o ētahi atu. Nā runga i te mea he hātepe whakaranu te whakawhitiwhiti, haere ngātahi ai ngā taha ā-waha, tuhituhi, ā-kanohi hoki. Hei tauira, ki te tātaria te whakatū me te whakahaere o tētahi whakaari, ka kitea te haerenga ngātahi o ngā pūkenga o te pānui me te kōrero. I runga i tēnei, e kore e tarea ēnei tū mahi e kōrerotia nei te mawehe ki ētahi wāhanga e rua. Ko ētahi o ngā tū mahi hei te nuinga o te wā kei te pānui kē, ā, ko ētahi o ngā tū mahi hei te nuinga o te wā kei te kōrero kē, me te mea anō, i ētahi atu anō tū mahi, he ōrite ngā wāhanga pānui me te kōrero.



Tekau mā rua ngā tū mahi pānui, kōrero i tukuna ki ngā ākonga Māori o ngā kura rīroa me ngā ākonga rumaki reo Māori. E rua ngā tū mahi i whakahau i ngā ākonga ki te pānui i ētahi kupu Māori, tuhinga Māori rānei, engari te mea ko ngā tohutohu o ngā tū mahi mā ngā ākonga Māori i ngā kura rīroa, i roto kē i te reo Ingarihi. Ko ngā tū mahi tekau i toe, i tukuna i roto i te reo Ingarihi ki ngā ākonga Māori i ngā kura rīroa, i tukuna hoki i roto i te reo Māori ki ngā ākonga i ngā akoranga rumaki reo Māori; engari i te rite te ngako o ngā tū mahi me ngā tohutohu nei,



ahakoa reo Māori mai, Ingarihi mai. Ōrite te pai o te mahi a ngā ākonga Māori i ngā kura rīroa me ngā ākonga i ngā akoranga rumaki reo Māori i ngā tū mahi e rima. Teitei ake ngā putanga a ngā ākonga rumaki reo Māori ki ngā ākonga Māori kura rīroa

i roto i ngā tū mahi e toru (ko ētahi ko ngā tū mahi me pānui te ākonga i ētahi kupu Māori, rerenga kōrero Māori rānei.). Waihoki, teitei rawa ake ngā putanga a ngā ākonga Māori kura rīroa i roto i ngā tū mahi e whā.

6: NGĀ TIROHANGA

Ko tā te Wāhanga 6, he whakatakoto i ngā putanga o ngā tiro whānui i waenganui i ngā ākonga mō ō rātou hiahia i roto i te marautanga, tāpae atu ko ō rātou whakaaro mō ā rātou tutukitanga me ō rātou pūmanawa nohopuku i roto i ngā kaupapa ako o te pūoru, te hangarau, te pānui me te kōrero.

Ko te whāinga i āta kitea i roto i te tiro whānui mō te pūoru, ki te whakaritea ngā ākonga Māori kura rīroa ki ngā ākonga rumaki reo Māori, nui ake te kuhu atu, pārekareka ake ki ngā ākonga rumaki reo te waiata i roto, i waho hoki o te kura. I kī ake ngā ākonga Māori kura rīroa, iti noa ngā wā whakarongo ai rātou ki ngā pūoru i waho ake o te kura, ā, kaore i pērā rawa i ngā ākonga rumaki reo Māori tā rātou pārekareka ki te whakarongo ki ngā pūoru i te kura, i waho atu rānei.

I whakaae tahi ngā tōpūtanga ākonga e rua nei, ko te hanga me te whakatauira ngā āhuatanga nui rawa atu o te hangarau, engari i tohu anō ngā ākonga rumaki reo Māori ki te wāhi nui o te whakamahi i te rorohiko i roto i tēnei kaupapa. I te whakatauriteanga o ngā tōpūtanga momo ākonga

e rua nei, e 20 ōrau te tokomaha ake o ngā ākonga rumaki reo Māori i tohu, i te tau ō rātou whakaaro mō tā rātou pai ki te hangarau.

I ngā tiro whānui mō te pānui me te kōrero i kitea he nui ngā rerekētanga i ngā tauira urupare o ngā ākonga Māori kura rīroa ki ngā ākonga i ngā akoranga rumaki reo Māori. I te wāhanga i tonoa rātou kia whakarārangitia mai e rātou ngā tikanga e hua ake ai he kai-pānui pai rawa atu, i tohu ngā ākonga rumaki reo Māori ki te ako i ngā kupu uaua, te whakarongo ki te kai-whakaako, me te hanga whakaaro mō tērā e pānuitia ana e rātou. Kāore rātou i



TE TIROHIA WHĀNUITIA

Ko te kōrero whānui, i roto i ngā tū mahi e 55 ōrau, ōrite te pai o te tutuki o ngā mahi a ngā ākonga Māori kura rīroa rātou ko ngā ākonga rumaki reo Māori. Teitei ake ngā putanga o ngā ākonga rumaki reo Māori i roto i ngā tū mahi e 14 ōrau, ā, teitei ake ngā putanga o ngā ākonga Māori kura rīroa i roto i ngā tū mahi 31 ōrau. Kia tūpato tonu i te wā ka tātaria ngā putanga nei, i runga tonu i ngā take i whakatakotoria i te Wāhanga 2. Ā ngā tau kei te tū mai, kia pai ake ngā huarahi aromatawai, kia pakari ake hoki ngā ara rumaki reo Māori, tērā ka hua ake ngā putanga whai kiko. He maha ngā kura me ngā rūma rumaki reo Māori kātahi anō kua tuwhera i roto i ngā tau tata nei, me te mea anō torutoru noa iho ā rātou rauemi.



THE PROJECT

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. In 1999, the areas covered were science, art, and the use of graphs, tables and maps.

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.



THIS REPORT

This report focuses solely on year 8 students. Starting in 1999, assessments of students learning in Māori immersion programmes were added to the national monitoring programme, at the year 8 level only. In 2000, about 60 percent of these Māori immersion students were learning in immersion schools (mainly Kura Kaupapa Māori), while the other 40 percent were learning in immersion classes (located in mainstream schools, but having 80 to 100 percent of instruction conducted in Māori). For this special sample, the assessment tasks and task materials were translated into Māori and administered by teachers experienced in Māori immersion settings. The results these students achieved are reported here, together with comparative figures for Māori students in the main year 8 national monitoring sample (whose schooling was conducted predominantly in English).



1: KEY FEATURES

Chapter 1 explains key features of the National Education Monitoring Project that are relevant to this report.

2: ISSUES

Chapter 2 explains some issues affecting the interpretation of the assessments in Māori immersion settings, and especially the comparisons of the achievements of Māori students in general education and Māori immersion programmes.

One issue is that some of the students in Māori immersion settings had not yet developed sufficient skills in te reo Māori to fully understand task instructions or to communicate their responses well. The selected Māori immersion schools were asked to indicate which of their students had completed more than four years of immersion education, and national monitoring samples were selected from these experienced students. Nevertheless, some of the selected students still strug-

gled with communication in Māori, and a few would have preferred to be assessed in English.

Another issue involved the translation of tasks and material from English to Māori. Improved procedures in 2000 addressed the more serious translation problems experienced in 1999, but ensuring that students assessed in two different languages are facing equivalent tasks remains a major challenge.

Other important issues affecting interpretation of the results are the different curriculum emphases in Māori immersion schools and classes (and limited availability of suitable resources for their teaching and learning programmes).



Because curriculum priorities are different for Māori immersion education than for general education, patterns of achievement can be expected to differ accordingly. Also, Māori immersion education is

in an early stage of development. Many immersion schools and classes have been established for only a few years. Teaching and learning resources in Te Reo Māori are scarce, as are teachers with suitable expertise. High levels of teacher, parent and student commitment help to compensate for these obstacles to successful learning, but further improvement should be achieved as Māori immersion education grows and consolidates.



3: MUSIC

Chapter 3 presents results of the assessments of students' knowledge, understanding and skills in music. Music education gives learners opportunities to develop their aesthetic appreciation, their capacities for original and imaginative expression, and their abilities to use and interpret musical elements for a variety of purposes and with a range of materials. Music education can help students become aware of the distinctive functions of music in society and to know about the artistic heritage of their own and other cultures.

Thirteen music tasks were administered to individual Māori students in both general education and Māori immersion settings. They addressed four fundamental processes: creating music, re-creating music, responding to music and understanding music. Māori students in general education and Māori students in Māori immersion settings performed equally well on nine of the thirteen tasks. Students in immersion programmes scored statistically significantly higher on one task and Māori students in general education scored statistically significantly higher on three tasks.



4: ASPECTS OF TECHNOLOGY

Chapter 4 presents results of the assessments of students' knowledge, understanding and skills in aspects of technology. Technology is a creative, purposeful activity aimed at meeting needs and opportunities through the development of products, systems or environments. Knowledge, skills and resources are combined to help solve practical problems in particular social contexts. Technology is a multi-disciplinary activity, and in the national monitoring assessments

only some key aspects could be assessed.

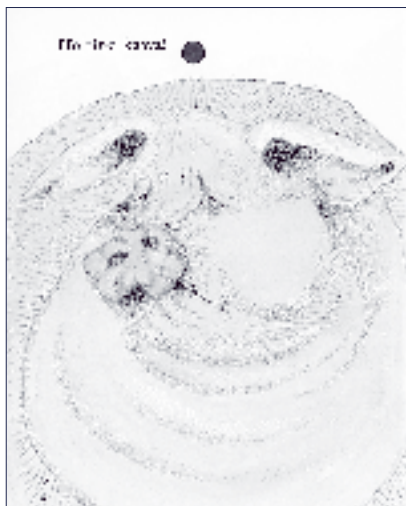
Seventeen technology tasks were administered to individual Māori students in both general education settings and Māori immersion settings. These tasks addressed the three strands of the technology curriculum: technological knowledge and understanding, technological capability, and technology and society. Māori students in general education and Māori students in Māori immersion settings performed equally well on nine tasks. Students in immersion programmes scored statistically significantly higher on two tasks and Māori students in general education scored statistically significantly higher on six tasks.



5: READING AND SPEAKING

Chapter 5 presents the results of the assessments of students' skills in reading and speaking. The purpose of language is communication. Communication is a process of sharing knowledge, experiences, information, ideas and feelings. 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. For this reason, the tasks discussed here cannot neatly be divided into two categories. Some predominantly involve reading, some predominantly involve speaking, and others involve a more equal mix of reading and speaking.

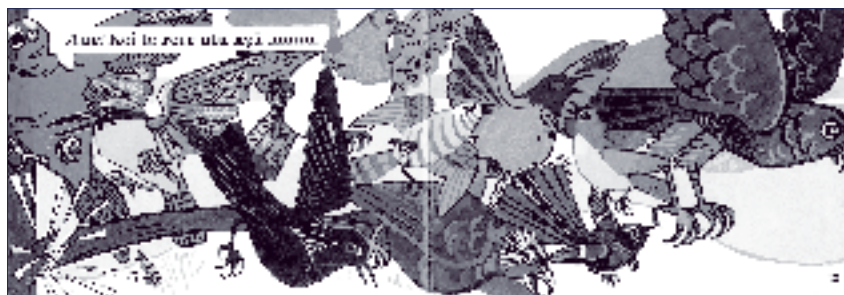




Twelve reading and speaking tasks were administered to individual Māori students in both general education settings and Māori immersion

settings. Two tasks required all students to read Māori words or text, although the task instructions were given in English for the Māori students in general education settings. The other ten tasks were presented in English for the Māori students in general education and in Māori for the students in Māori immersion settings, but involved the same instructions and content in translation.

Māori students in general education and Māori students in Māori immersion settings performed equally well on five tasks. Students in Māori immersion programmes scored statistically significantly higher on three tasks (including the two tasks involving reading of Māori words or text) and Māori students in general education scored statistically significantly higher on four tasks.

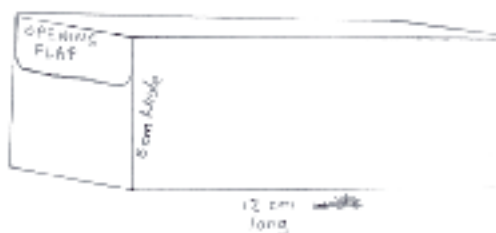
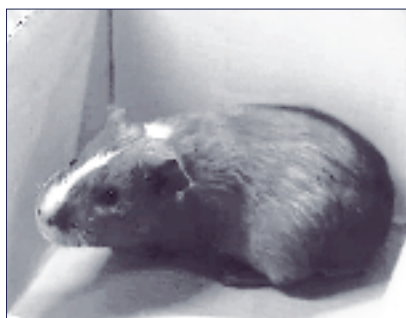


6: SURVEYS

Chapter 6 reports the results of surveys of students about their curriculum preferences and perceptions of their achievement and potential in music, technology, reading and speaking.

The most notable findings from the music survey were that, compared to Māori students in general education, students in Māori immersion programmes reported greater involvement in and enjoyment of singing, both in and outside of school. They also said that they spent less time listening to music out of school time, and expressed lower levels of enjoyment of listening to music both in and out of school.

Both groups saw making and designing as the most important aspect of technology, but students in Māori immersion programmes also gave strong prominence to computer use.



Compared to Māori students in general education, about twenty percent more Māori immersion students were very positive about how good they were at technology.

In the reading and speaking surveys, there were a number of notable differences between the response patterns for Māori students in general education and students in Māori immersion programmes. When identifying important things to do to be a good

reader, Māori immersion students emphasised learning hard words, listening to the teacher, and thinking about what they read. They placed less emphasis on concentrating hard, enjoying reading books, and choosing the right

book. They were more positive about reading at school, getting a book for a present, and looking at books in a bookshop, but less positive about their teacher reading a story out loud and about talking to their whole class. They reported fewer opportunities to talk to their whole class or to others in their class. Ten percent of Māori in general education and 35 percent of Māori immersion students indicated that Māori was the main language spoken at home.

OVERALL

Overall, in the curriculum areas covered by this report, Māori students learning in Māori immersion settings and those learning in English language settings performed similarly on 55 percent of the tasks. Students in Māori immersion settings scored higher on 14 percent of the tasks, while Māori students in general education scored higher on 31 percent of the tasks. These results should be interpreted cautiously, for the reasons presented in Chapter 2. Over the next few years, as experience leads to improved assessments and Māori immersion education continues its development, the results should become more meaningful. Many immersion schools and classes have been operating for just a few years, with very limited resources.