APPENDIX ONE

Data of NEMP observations on Filemaker Pro 2.1

APPENDIX TWO

E-mail from Associate Professor Terry Crooks

Date sent:

Thu, 01 Oct 1998 20:23:13 +1200

From:

Terry Crooks <terence.crooks@stonebow.otago.ac.nz>

Subject:

NEMP music results

To:

SHP18@student.canterbury.ac.nz

Dear Siew Hoon,

Thank you for your message. We are grateful for the work you are doing on our music tasks. Here are my attempts to answer your questions.

- 1. Groups were used because much of the work that is done in schools and in our society is performed in and by groups. Our national curriculum places emphasis on social skills, which are able to be assessed in groups. Groups also allow less capable students to be supported by more capable students. Finally, there are curriculum goals which can only be achieved and assessed in groups: such things as group music performance, drama, and other goals which require interaction among participants.
- 2. We chose a group size of 4 for several reasons. Many of our tasks involve some work in pairs followed by some work in the whole group. This works well with 4 member groups. Groups of 3 members often end up with one member left out while the other two work together. Groups larger than four would have been unwieldy and hard to videotape.
- 3. The tasks for national monitoring are selected on the basis of several criteria (see the details in the Appendix 1 of any of our reports). In particular, we are looking for tasks that are revealing, enjoyable for the children, cover important and enduring skills and knowledge, manageable in quite limited time periods, and collectively represent a good broad picture of achievement in a curriculum area. Some tasks end up being team tasks because they require interaction among children, or are relatively difficult to be handled by only one child, or will reveal more of each child's thinking because of the relatively natural interaction among the group members.

I hope these comments are helpful. If you need more, please note that I will be away from my office tomorrow and will probably not be able to comment further until Monday next week.

Regards,

Terry

Terry Crooks

Terence.Crooks@stonebow.otago.ac.nz Associate Professor Terry Crooks Educational Assessment Research Unit University of Otago Box 56, Dunedin, New Zealand Fax 64 (3) 479-7550