

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)
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.

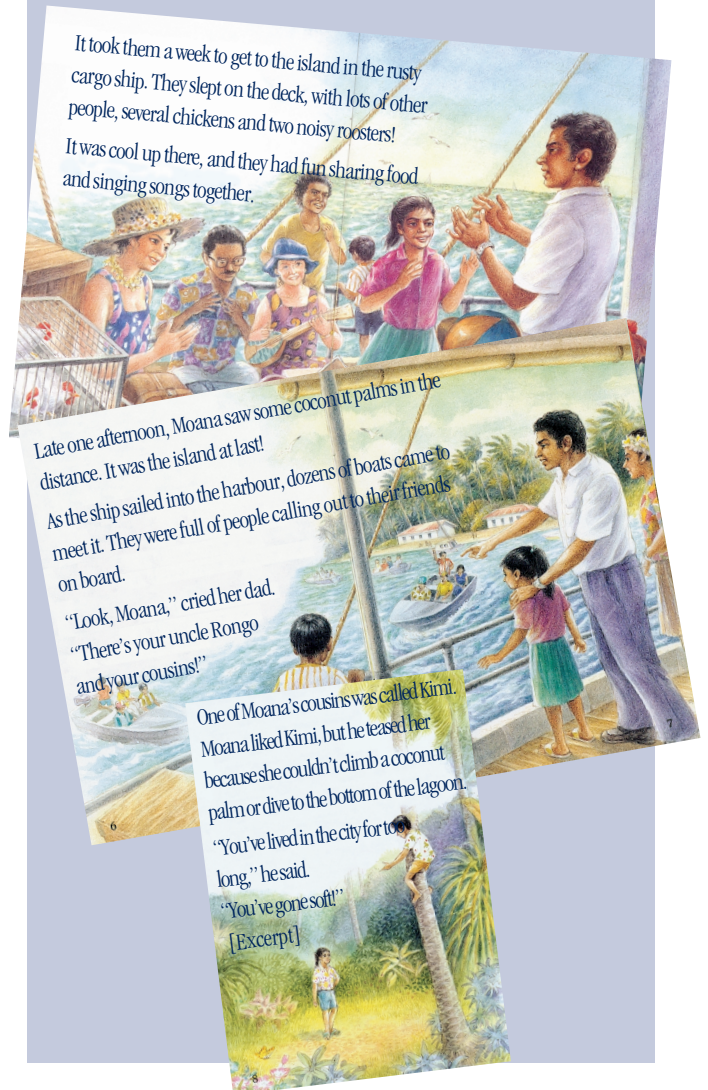
Introduction: This book is called *Who Sneezed?* In this story the girl's hears a big Atishoo! Someone had sneezed but she can't find out who it was.



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.

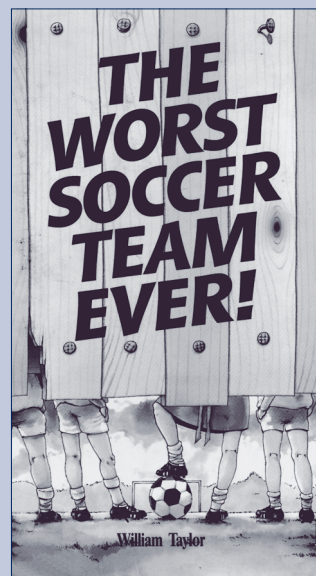
"Next to nothing," was the reply.

"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.

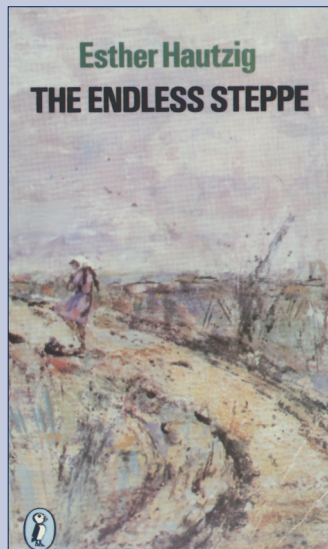
"Why are we under arrest?" I asked.

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)
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.

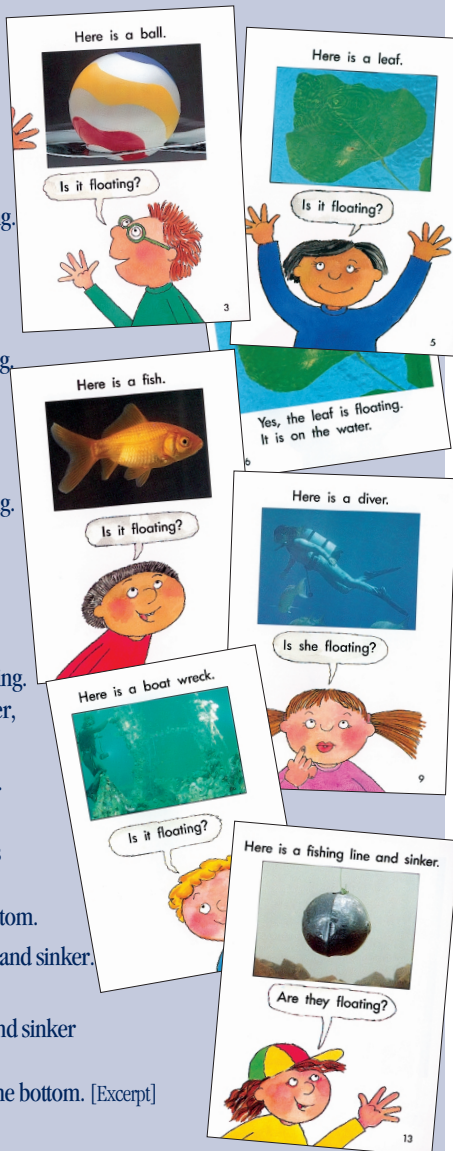
Here is a fishing line and sinker.

Are they floating?

No, the fishing line and sinker

are not floating.

They are sinking to the bottom. [Excerpt]



Non-Fiction Band 1

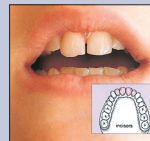
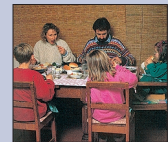
Teeth, Fred & Jeanne Biddulph, (photo.) Graham Meadows Photo., Applecross Ltd, NZ: 1993.

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



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.

Far Left: Figure 5. Necklace unit. Ngāti Kahungunu tribal area. The first Polynesians to reach New Zealand were artisans of East Polynesian styles, different to those of more recent times. Some stone artefacts such as this were sometimes handed down through many generations as heirlooms. (42)

Left: Figure 6. Matau, fishhook. Fishing was of foremost importance to all Māori tribes, as it had been to their ancestors in tropical Polynesia. (17)

T A O N G A M A O R I

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.



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

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

12 In tin then using paper ends lift onto cooking rack.

13 Cool completely then gently peel off paper.

14 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).

15 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.

16 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.



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*.

[NEMP modified text]

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."

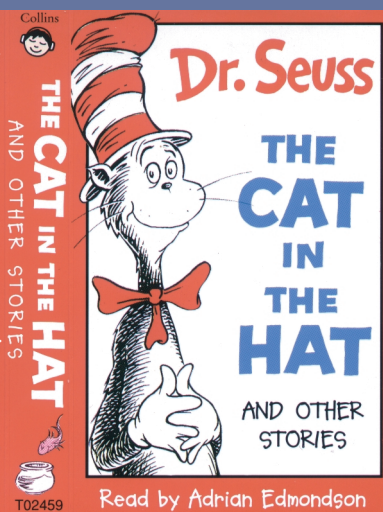
The other two stories are "Fox in Socks" and "Green Eggs and Ham." The stories are told in a way that makes them fun.

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.



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]

LEGO

Which other toy develops your child's creativity and imagination better?

Duplo
4+ years - 4 pieces
It starts with DUPLO.

DUPLO is safe and fun for 3 years and more. Children can make lots of things with DUPLO - from apples to trains and anything in between.

There are many different DUPLO sets and all come in bright colours - red, yellow, blue and green.

The DUPLO four bucket has animals, people, fishes, houses and a volcano.

The fire station set has fire engines, people, buses, trucks and a fire plane.

LEGO SYSTEM
3-6 years

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 so every Lego fit the together with other kits.

LEGO Technic
7-16 years

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.

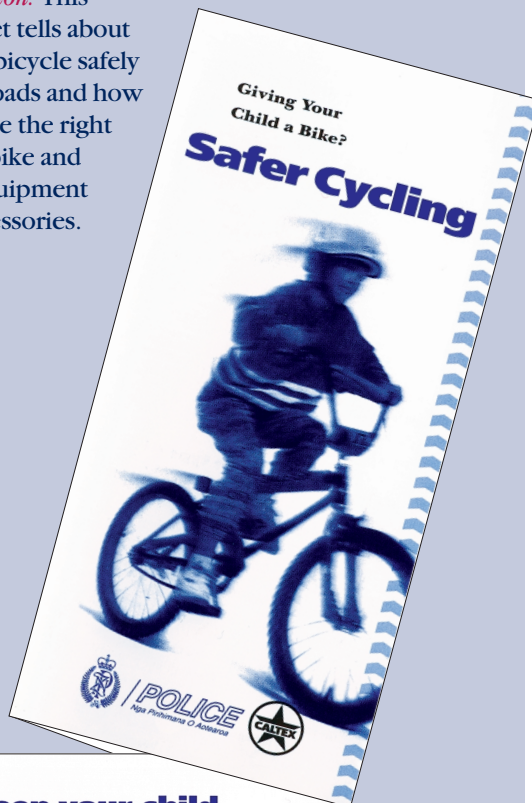
The motor set fits with every other set.

All the Lego-bricks can be washed in warm water. Don't forget!

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.

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 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.

You should join the KIWI CONSERVATION CLUB!

The Kiwi Conservation Club is a Royal Forest and Bird Protection Society project for children.

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.

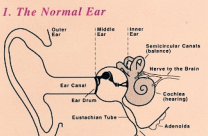
What is glue ear?

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.

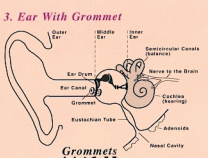
1. The Normal Ear



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)

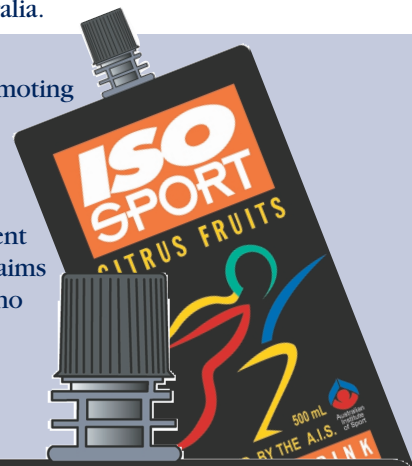
Hearing loss in young children can seriously affect their speech, their play, their development and their progress at school. [Excerpt]

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

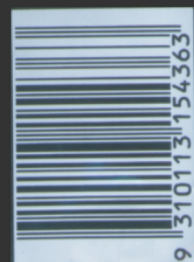
PRODUCT OF AUSTRALIA

NUTRITIONAL INFORMATION

Servings per package: 2 Serving size: 250mL

	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



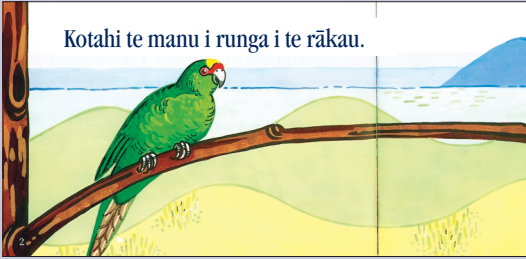
BEST BEFORE
[201198

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 pūiti 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	1
	2	1	4
	1	3	8
	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.