

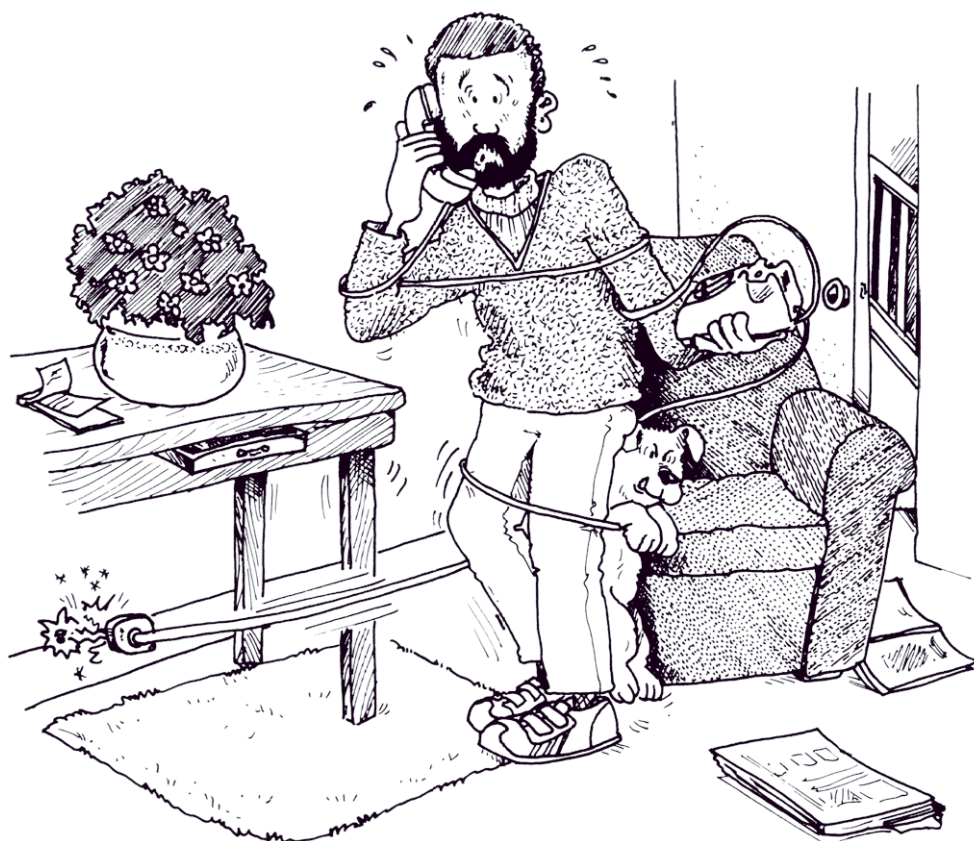
Assessments on six tasks are reported in this chapter. Four of the tasks involved prepared readings of fully scripted plays or poems. Because the students had time to practise these tasks before performing, we have categorised them as speaking tasks (albeit with a substantial reading aspect). The fifth 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: Aaaaaaaaah!

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**

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)
<b>Timing &amp; continuity</b>	
strong	81 (78)
moderate	16 (16)
weak	3 (6)
<b>Fluency within individual speeches</b>	
strong	54 (51)
moderate	36 (32)
weak	10 (17)
<b>Accuracy</b>	
strong	61 (60)
moderate	33 (29)
weak	6 (11)
<b>Speech clarity</b>	
strong	80 (70)
moderate	18 (27)
weak	2 (3)
<b>Total score: 9-10</b>	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

**Focus:** Enjoyment of reading.

**Resources:** Sheet of photographs.

**Level:** Year 4 and year 8

### 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
<b>What made it good</b>	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?

	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

% responses  
y4 y8

**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
<b>Total score: 9-10</b>	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
<b>Total score: 7-8</b>	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.