Trend Task: Legend of the Kiwi

NEMP Access Task

Approach:	Station		**Year:** 4 & 8
Focus:	Comprehending literal meaning; making use of word level strategies		
Resources:	Text in work book		

Questions / instructions:

Write **one** word from the boxes in each space, so that the story makes good sense. Use words from the boxes only **once**.

cheerful	harsh	walked	useless
night	insects	bright	forest
disapproval	floor	brown	fly

Legend of the Kiwi

Tāne, the God of the _____ taught the birds to sing so that the forest would be filled with _____ song. In those days the kiwi could sing and _____ but he liked to feast on all the worms and _____ and soon grew too fat and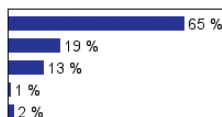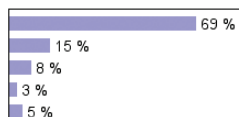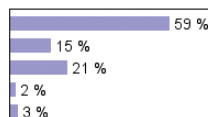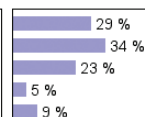 lazy to fly with the other birds. He grew so heavy his wings were _____ and his joyful song changed to a _____ call. The kiwi felt the growing _____ of the other birds. Soon he was spending all his time on the forest _____, eating and sleeping. Time passed. The kiwi became a bird of the _____, hiding in the dark places where the other birds could not see him. To this day, the kiwi lives in the dark and sleeps during the _____ light of day.

		% response 2008 ('04) year 4	% response 2008 ('04) year 8			% response 2008 ('04) year 4	% response 2008 ('04) year 8
Space 1:	forest	75 (77)	94 (94)				
Space 2:	cheerful	62 (63)	92 (92)				
Space 3:	fly	66 (71)	93 (91)				
Space 4:	insects	73 (80)	94 (94)				
Space 5:	useless	48 (53)	84 (86)				
Space 6:	harsh	44 (45)	82 (79)	**Total score:**	10	12 (18)	63 (59)
Space 7:	disapproval	28 (32)	80 (76)		8–9	19 (17)	17 (20)
Space 8:	floor	49 (69)	89 (87)		6–7	19 (25)	12 (13)
Space 9:	night	42 (49)	81 (84)		4–5	22 (16)	3 (4)
Space 10:	bright	55 (60)	89 (89)		0–3	28 (24)	5 (4)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10	12 %	11 %	14 %	7 %	3 %
8 – 9	15 %	23 %	22 %	15 %	8 %
6 – 7	21 %	17 %	22 %	11 %	9 %
4 – 5	23 %	23 %	21 %	25 %	36 %
0 – 3	29 %	26 %	21 %	42 %	44 %
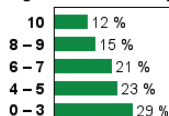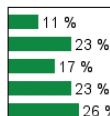
Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10	62 %	65 %	69 %	59 %	29 %
8 – 9	14 %	19 %	15 %	15 %	34 %
6 – 7	12 %	13 %	8 %	21 %	23 %
4 – 5	5 %	1 %	3 %	2 %	5 %
0 – 3	7 %	2 %	5 %	3 %	9 %
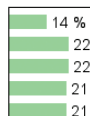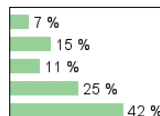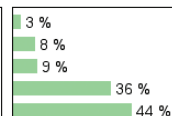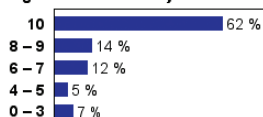
Commentary:

This reading task, using a cloze procedure, had particularly large performance differences between year 4 and year 8 students. Looking at all of the words available and making an appropriate choice seems to have been hard for many year 4 students. The similar performance of Pakeha and Māori year 8 students is noteworthy.