

WRITING



THINGS TO CONSIDER

Findings from asTTle data: On average...

Student progress in writing performance is slower than for reading and maths, although there is a steeper increase in writing achievement in Years 8 to 10 compared to other years.

Related information from the Student Outcome Overview (see page 13)

Average achievement in writing only reached curriculum Level 4 in Years 11 to 12, compared to an average achievement of curriculum Level 5 in reading and mathematics.

While asTTle showed that students' writing performance generally increased across their years of schooling, it found the writing skills of many secondary students were no better than that of many primary school students. Despite this, recent findings from the National Literacy Professional Development Project show a significant lift in students' writing performance related to changes in teaching practice.

Findings from asTTle data: On average...

Girls consistently outperform boys in writing across all years.

Related information from the Student Outcome Overview (see page 14)

A range of assessment studies show that girls' average writing skill levels are significantly higher than boys' throughout all years of schooling, though some boys can write very well.

SOME QUESTIONS TO START DISCUSSION

- Why is progress in writing performance slower than for reading and maths?
- What does this mean for teachers, students and parents?

FIGURE 2. Writing score and curriculum level by year.

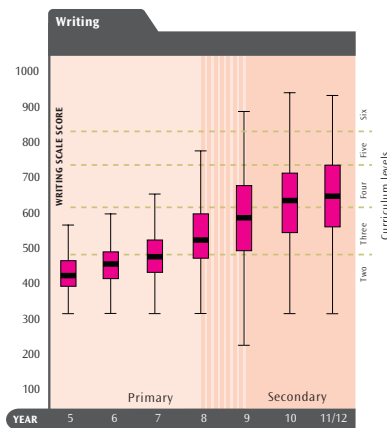
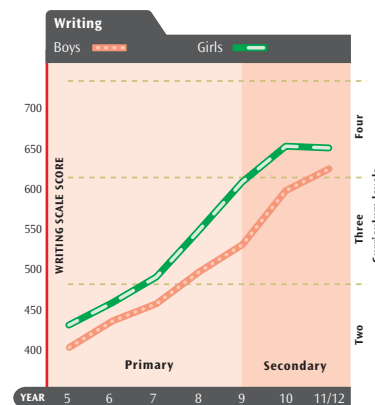


FIGURE 5. Average writing score and curriculum level by gender and year.



- What does this suggest about teaching boys to write?
- What information is there to help to teach boys to write more effectively?

THINGS TO CONSIDER

Findings from asTTle data: On average...

The level of writing achievement for Māori and Pasifika students is lower than for other student groups.

Related information from the Student Outcome Overview (see page 14)

The 2002 NEMP results confirm that non-Māori students in Years 4 and 8 scored higher than their Māori peers. However, this disparity for Year 4 students did decrease from 1998 to 2002.

The Literacy Professional Development Project has shown positive significant shifts in Māori students' writing performance, though it is still lower than the national average.

Findings from asTTle data: On average...

Speaking English at home contributes to differences in writing achievement.

Related information from the Student Outcome Overview (see page 14)

Those students who always or usually spoke English at home had, on average, higher writing scores across all years than those who did not. The difference was small at primary school but increased throughout secondary school to reach more than one year's difference at Years 11 to 12.

Findings from asTTle data: On average...

School decile is not highly correlated with writing achievement, except when comparing the very highest with the very lowest deciles.

Related information from the Student Outcome Overview (see page 14 & 15)

Deciles 2 to 8 in primary schools, and deciles 3 to 10 in secondary schools, showed little difference in writing achievement. This is similar to asTTle's results for the relationship between decile and achievement in reading and mathematics.

Generally, the spread of achievement is wide within individual schools – this means that every school is likely to be working with a diverse range of student achievement and ability.

SOME QUESTIONS TO START DISCUSSION

- What does this suggest about our teaching?
- What information is there to help to teach Māori and Pasifika students to write more effectively?

FIGURE 6. Average writing score and curriculum level by ethnicity and year.

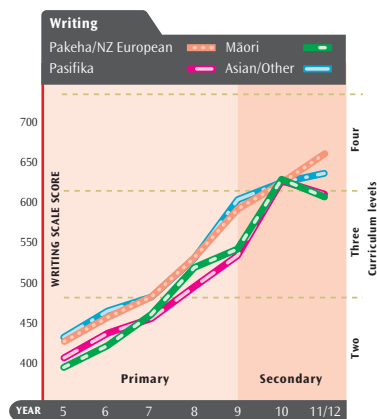


FIGURE 7. Average writing score and curriculum level by frequency of English spoken at home and year.

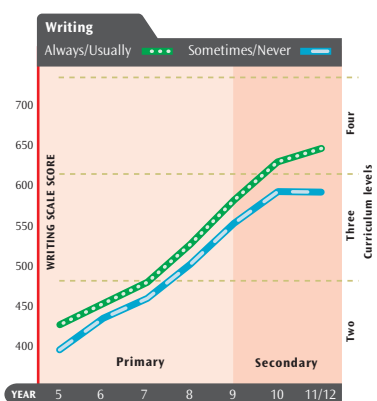
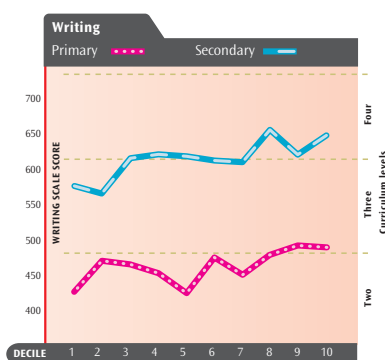


FIGURE 8. Average writing score and curriculum level across school decile for primary and secondary school students.



- What does this mean for us as teachers?
- What does this suggest about our teaching?

- What do you know about the range of achievement within your school?
- How can teachers use tools like asTTle and the Curriculum Exemplars to meet a range of needs within the classroom?