NATIONAL EDUCATION MONITORING PROJECT

Writing

Assessment Results 2006

Terry Crooks, Lester Flockton, Jane White

Educational Assessment Research Unit

NEMP

National Education Monitoring Project

NEW ZEALAND
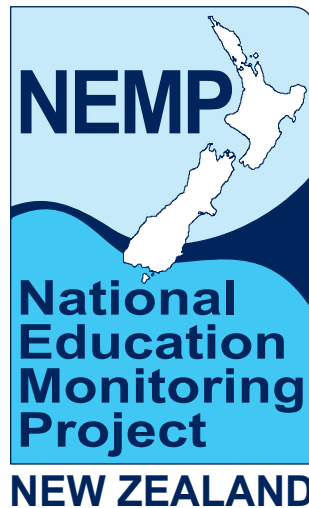
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NEMP REPORTS

CYCLE 1

1995
1. Science
2. Art
3. Graphs, Tables and Maps

1996
4. Music
5. Aspects of Technology
6. Reading and Speaking

1997
7. Information Skills
8. Social Studies
9. Mathematics

1998
10. Listening and Viewing
11. Health and Physical Education
12. Writing

CYCLE 2

1999
13. Science
14. Art
15. Graphs, Tables and Maps
16. Māori Students' Results

2000
17. Music
18. Aspects of Technology
19. Reading and Speaking
20. Māori Students' Results

2001
21. Information Skills
22. Social Studies
23. Mathematics
24. Māori Students' Results

2002
25. Listening and Viewing
26. Health and Physical Education
27. Writing
28. Māori Students' Results

CYCLE 3

2003
29. Science
30. Visual Arts
31. Graphs, Tables and Maps

2004
32. Music
33. Aspects of Technology
34. Reading and Speaking

2005
35. Information Skills
36. Social Studies
37. Mathematics
38. Māori Students' Results

2006
39. Listening and Viewing
40. Health and Physical Education
41. Writing

Note that reports are published the year after the research is undertaken
i.e. reports for 2007 will not be available until 2008.

Contents

34 A page number enclosed in a box indicates that the associated task is a Trend Task for this report.

Acknowledgements

New Zealand's National Education Monitoring Project (NEMP) commenced in 1993, with the task of assessing and reporting on the achievement of New Zealand primary school children in all areas of the school curriculum. Children are assessed at two class levels: year 4 (halfway through primary education) and year 8 (at the end of primary education). Different curriculum areas and skills are assessed each year, over a four-year cycle. The main goal of national monitoring is to provide detailed information about what children can do so that patterns of performance can be recognised, successes celebrated, and desirable changes to educational practices and resources identified and implemented.

Each year, small random samples of children are selected nationally, then assessed in their own schools by teachers specially seconded and trained for this work. Task instructions are given orally by teachers, through video presentations, or in writing. Many of the assessment tasks involve the children in the use of equipment and supplies. Their responses are presented orally, by demonstration, in writing, or through submission of other physical products. Many of the responses are recorded on videotape for subsequent analysis.

In 2006, the fourth year of the third cycle of national monitoring, two areas were assessed: health and physical education, and the writing, listening and viewing components of the English curriculum. This report presents details and results of the assessments of students' skills, knowledge, perceptions and attitudes relating to writing.

ASSESSING WRITING

Chapter 2 presents the NEMP framework for writing. It has as its central organising theme creating, constructing and communicating meaning in written forms for various purposes and audiences. Within it are listed nine understandings, five main purposes for writing (and 17 specific ways of achieving them) and 20 skills, together with student attitudes toward and involvement in writing.
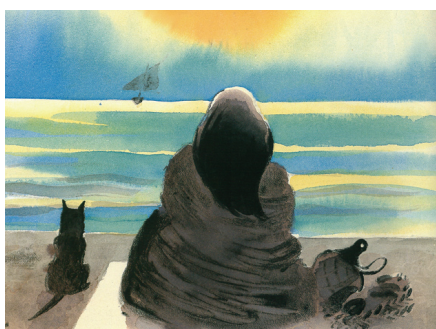
EXPRESSIVE WRITING

Chapter 3 focuses on expressive writing, in which students were given freedom to write inventively, within task guidelines. Characteristics sought included ability to write coherently, to communicate personal feeling, to communicate stories or ideas clearly and vividly, and to follow conventions associated with particular forms of writing.

Averaged across 36 task components administered to both year 4 and year 8 students in 2006, 24 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on all of the components. Medium proportions of year 4 students and higher proportions of year 8 students followed the task guidelines quite well, but most students were not able to achieve the clarity, richness, and personal feeling or humour that distinguished top quality writing.

Trend analyses showed a substantial improvement since 2002 for year 4 students and a modest improvement for year 8 students. Averaged across 17 task components attempted by year 4 students in both years, eight percent more students succeeded in 2006 than in 2002. Gains occurred on 16 components, with no change on the remaining component. At year 8 level, again with 17 task components included in the analysis, on average five percent more students succeeded with the task components in 2006 than in 2002. Gains occurred on 12 components, with losses on two components and no change on the remaining three components.

FUNCTIONAL WRITING

Chapter 4 explores functional writing. Students were asked to present information clearly and accurately in written form. They acted as reporters, gave instructions, prepared advertisements, filled in forms and wrote letters, descriptions, messages and formal reports.

Averaged across 102 task components administered to both year 4 and year 8 students, 18 percent more year 8 than year 4 students succeeded with these components. Year 8 students scored higher on 89 components, lower on seven components and no different on six components.

Trend analyses showed a small improvement between 2002 and 2006 for year 4 students and a slight improvement for year 8 students (the latter probably too small to be judged significant). Averaged across 47 task components attempted by year 4 students in both years, just over three percent more students succeeded in 2006 than in 2002. Gains occurred on 35 components, with losses on 11 components and no change on one component. At year 8 level, again with 47 task components included in the analysis, on average two percent more students succeeded with the task components in 2006 than in 2002. Gains occurred on 29 components, with losses on nine components and no change on the remaining nine components.

WRITING CONVENTIONS

Chapter 5 examines students' performance in spelling, punctuation and grammar, using tasks specifically designed for this purpose. These skills were also assessed more indirectly within some of the tasks in Chapters 3 and 4.
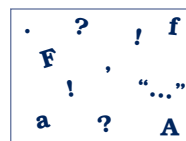
Averaged across 77 task components administered to both year 4 and year 8 students, 15 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on all except five of the components. Punctuation of text involving speech and recognition of verbs in text (especially those associated with "to be" and "to have") were areas of particular weakness.

Trend analyses showed slight improvements between 2002 and 2006 for both year 4 and year 8 students, but these were too small to be judged significant. Averaged across 39 task components attempted by year 4 students in both years, 2.5 percent more students succeeded in 2006 than in 2002. Gains occurred on 29 components, with losses on four components and no change on six components. At year 8 level, with 63 task components included in the analysis, on average one percent more students succeeded with the task components in 2006 than in 2002. Gains occurred on 33 components, with losses on 18 components and no change on the remaining 12 components.

WRITING SURVEY

Chapter 6 reports the results of surveys of students' attitudes about and involvement in writing activities, and their perceptions of their capabilities. Students' attitudes, interests and liking for a subject have a strong bearing on progress and learning outcomes.

Writing stories was the most popular school writing activity for year 4 and year 8 students, with poems, letters and writing in other school subjects also quite popular. In their own time, year 4 students most liked writing stories, but year 8 students most liked writing text messages.

To be good writers, students at both levels thought that people needed to use their imagination. Year 4 students also placed emphasis on being willing to try things out and checking their work, while year 8 students emphasised liking writing and learning how to use punctuation. About 35 percent of students at both levels reported using a computer for writing at school "heaps" or "quite a lot", but at home this rose to 50 percent of year 4 students and 60 percent of year 8 students.

There have been no large changes on the other 13 rating items between 1998 and 2006, at either year level. The most interesting change for year 4 students is an increase in reported enjoyment of writing in their own time. For year 8 students, there have been modest declines in enjoyment of writing at school and in the percentage of students who report that their teacher reads their writing frequently.

PERFORMANCE OF SUBGROUPS

Chapter 7 reports the results of analyses that compared the performance of different demographic subgroups. School type (full primary, intermediate, or year 7 to 13 high school), school size, community size and geographic zone were not important factors predicting achievement on the writing tasks at year 8 level. The same was true for the 2002 and 1998 assessments. The evidence was more mixed at year 4 level. There were statistically significant differences by school size for just seven percent of tasks (similar to the six percent in 2002 and zero percent in 1998). However, there were differences by community size for 20 percent of the tasks, and by zone (region) for 30 percent of the tasks. Comparative figures in 2002 and 1998 were zero and four percent for community size and 14 and 13 percent for zone.

There were statistically significant differences in the performance of students from low, medium and high decile schools on 63 percent of the tasks at year 4 level (compared to 72 percent in 2002 and 83 percent in 1998) and 52 percent of the tasks at year 8 level (compared to 83 percent in 2002 and 72 percent in 1998). These changes indicate a useful reduction in disparities of achievement.

For the comparisons of boys with girls, Pakeha with Māori, Pakeha with Pasifika students, and students for whom the predominant language at home was English with those for whom it was not, effect sizes were used. Effect size is the difference in mean (average) performance of the two groups, divided by the pooled standard deviation of the scores on the particular task. For this summary, these effect sizes were averaged across all tasks.

Year 4 girls averaged moderately higher than boys, with a mean effect size of 0.28 (similar to the effect size of 0.24 in 2002). Year 8 girls also averaged moderately higher than boys, with a mean effect size of 0.33 (reduced a little from 0.40 in 2002). As was also true in 2002, the writing survey results at both year levels showed quite strong evidence that girls were more positive than boys about writing activities.

Pakeha students averaged moderately higher than Māori students, with mean effect sizes of 0.34 for year 4 students and 0.23 for year 8 students (the corresponding figures in 2002 were 0.34 and 0.38, so the 2006 results represent substantial reduction of disparity for year 8 students).

Pakeha students averaged moderately higher than Pasifika students, with mean effect sizes of 0.26 for year 4 students and 0.29 for year 8 students (revealing strongly reduced disparities of performance compared to 2002, when the effect sizes were 0.50 and 0.52). As was also true in 2002, the writing survey results showed that Pasifika students were more enthusiastic about writing and more involved in sharing their writing with others.

Compared to students for whom the predominant language at home was English, students from homes where other languages predominated performed comparably well at year 4 level and slightly lower at year 8 level, with effect sizes of 0.01 and 0.14 respectively. Comparative figures are not available for the assessments in 2002.

The National Education Monitoring Project 1

This chapter presents a concise outline of the rationale and operating procedures for national monitoring, together with some information about the reactions of participants in the 2006 assessments. Detailed information about the sample of students and schools is available in the Appendix.

Purpose of National Monitoring

The New Zealand Curriculum Framework (1993, p26) states that the purpose of national monitoring is *to provide information on how well overall national standards are being maintained, and where improvements might be needed.*

The focus of the National Education Monitoring Project (NEMP) is on the educational achievements and attitudes of New Zealand primary and intermediate school children. NEMP provides a national "snapshot" of children's knowledge, skills and motivation, and a way to identify which aspects are improving, staying constant or declining. This information allows successes to be celebrated and priorities for curriculum change and teacher development to be debated more effectively, with the goal of helping to improve the education which children receive.

Assessment and reporting procedures are designed to provide a rich picture of what children can do and thus to optimise value to the educational community. The result is a detailed national picture of student achievement. It is neither feasible nor appropriate, given the purpose and the approach used, to release information about individual students or schools.

Monitoring at Two Class Levels

National monitoring assesses and reports what children know and can do at two levels in primary and intermediate schools: year 4 (ages 8-9) and year 8 (ages 12-13).

National Samples of Students

National monitoring information is gathered using carefully selected random samples of students, rather than all year 4 and year 8 students. This enables a relatively extensive exploration of students' achievement, far more detailed than would be possible if all students were to be assessed. The main national samples of 1440 year 4 children and 1440 year 8 children represent about 2.5 percent of the children at those levels in New Zealand schools, large enough samples to give a trustworthy national picture.

Three Sets of Tasks at Each Level

So that a considerable amount of information can be gathered without placing too many demands on individual students, different students attempt different tasks. The 1440 students selected in the main sample at each year level are divided into three groups of 480 students, comprising four students from each of 120 schools. Each group attempts one third of the tasks.

Timing of Assessments

The assessments take place in the second half of the school year, between August and November. The year 8 assessments occur first, over a five-week period. The year 4 assessments follow, over a similar period. Each student participates in about four hours of assessment activities spread over one week.

	YEAR	NEW ZEALAND CURRICULUM			Communication skills	Problem-solving skills	Self-management and competitive skills	Social and cooperative skills	Work and study skills		Attitudes
1	2003 (1999) (1995)	Science Visual Arts Information Skills: *graphs, tables, maps, charts & diagrams*									
2	2004 (2000) (1996)	Language: *reading and speaking* Aspects of Technology Music									
3	2005 (2001) (1997)	Mathematics: *numeracy skills* Social Studies Information Skills: *library, research*									
4	2006 (2002) (1998)	Language: *writing, listening, viewing* Health and Physical Education									

Specially Trained Teacher Administrators

The assessments are conducted by experienced teachers, usually working in their own region of New Zealand. They are selected from a national pool of applicants, attend a week of specialist training in Wellington led by senior Project staff and then work in pairs to conduct assessments of 60 children over five weeks. Their employing school is fully funded by the Project to employ a relief teacher during their secondment.

Four-Year Assessment Cycle

Each year, the assessments cover about one quarter of the areas within the national curriculum for primary schools. The New Zealand Curriculum Framework is the blueprint for the school curriculum. It places emphasis on seven essential learning areas, eight essential skills and a variety of attitudes and values. National monitoring aims to address all of these areas, rather than restrict itself to pre-selected priority areas.

The first four-year cycle of assessments began in 1995 and was completed in 1998. The second cycle ran from 1999 to 2002. The third cycle began in 2003 and finished in 2006. The areas covered each year and the reports produced are listed opposite the contents page of this report.

Approximately 45 percent of the tasks are kept constant from one cycle to the next. This re-use of tasks allows trends in achievement across a four-year interval to be observed and reported.

Important Learning Outcomes Assessed

The assessment tasks emphasise aspects of the curriculum which are particularly important to life in our community, and which are likely to be of enduring importance to students. Care is taken to achieve balanced coverage of important skills, know-ledge and understandings within the various curriculum strands, but without attempting to follow slavishly the finer details of current curriculum statements. Such details change from time to time, whereas national monitoring needs to take a long-term perspective if it is to achieve its goals.

Wide Range of Task Difficulty

National monitoring aims to show what students know and can do. Because children at any particular class level vary greatly in educational development, tasks spanning multiple levels of the curriculum need to be included if all children are to enjoy some success and all children are to experience some challenge. Many tasks include several aspects, progressing from aspects most children can handle well to aspects that are less straightforward.

Engaging Task Approaches

Special care is taken to use tasks and approaches that interest students and stimulate them to do their best. Students' individual efforts are not reported and have no obvious consequences for them. This means that worthwhile and engaging tasks are needed to ensure that students' results represent their capabilities rather than their level of motivation. One helpful factor is that extensive use is made of equipment and supplies which allow students to be involved in hands-on activities. Presenting some of the tasks on video or computer also allows the

use of richer stimulus material, and standardises the presentation of those tasks.

Positive Student Reactions to Tasks

At the conclusion of each assessment session, students completed evaluation forms in which they identified tasks that they particularly enjoyed, tasks they felt relatively neutral about and tasks that did not appeal. Averaged across all tasks in the 2006 assessments, 75 percent of year 4 students indicated that they particularly enjoyed the tasks. The range across the 120 tasks was from 98 percent down to 50 percent. As usual, year 8 students were more demanding. On average, 60 percent of them indicated that they particularly enjoyed the tasks, with a range across 132 tasks from 95 percent down to 31 percent. No task was more disliked than liked.

Appropriate Support for Students

A key goal in Project planning is to minimise the extent to which student strengths or weaknesses in one area of the curriculum might unduly influence their assessed performance in other areas. For instance, skills in reading and writing often play a key role in success or failure in paper-and-pencil tests in areas such as science, social studies, or even mathematics. In national monitoring, a majority of tasks are presented orally by teachers, on video, or on computer, and most answers are given orally or by demonstration rather than in writing. Where reading or writing skills are required to perform tasks in areas other than reading and writing, teachers are happy to help students to understand these tasks or to communicate their responses. Teachers are working with no more than four students at a time, so are readily available to help individuals.

To free teachers further to concentrate on providing appropriate guidance and help to students, so that the students achieve as well as they can, teachers are not asked to record judgements on the work the students are doing. All marking and analysis is done later, when the students' work has reached the Project office in Dunedin. Some of the work comes on paper, but much of it arrives recorded on videotape. In 2006, about two thirds of the students' work came in that form, on a total of about 4300 videotapes. The video recordings

give a detailed picture of what students and teachers did and said, allowing rich analysis of both process and task achievement.

Four Task Approaches Used

In 2006, four task approaches were used. Each student was expected to spend about an hour working in each format. The four approaches were:

- *One-to-one interview*
  Each student worked individually with a teacher, with the whole session recorded on videotape.

- *Stations*
  Four students, working independently, moved around a series of stations where tasks had been set up. This session was not videotaped.

- *Team and Independent*
  Four students worked collaboratively, supervised by a teacher, on some tasks. This was recorded on videotape. The students then worked individually on some paper-and-pencil tasks.

- *Open space*
  Four students, supervised by two teachers, attempted a series of physical skills tasks, with the whole session recorded on videotape.

Professional Development Benefits for Teacher Administrators

The teacher administrators reported that they found their training and assessment work very stimulating and professionally enriching. Working so closely with interesting tasks administered to 60 children in at least five schools offered valuable insights. Some teachers have reported major changes in their teaching and assessment practices as a result of

their experiences working with the Project. Given that 96 teachers served as teacher administrators in 2006, or about half a percent of all primary teachers, the Project is making a major contribution to the professional development of teachers in assessment knowledge and skills. This contribution will steadily grow, since preference for appointment each year is given to teachers who have not previously served as teacher administrators. The total after 12 years is 1155 different teachers, 52 of whom have served more than once.

Marking Arrangements

The marking and analysis of the students' work occurs in Dunedin. The marking process includes extensive discussion of initial examples and careful checks of the consistency of marking by different markers.

Tasks which can be marked objectively or with modest amounts of professional experience usually are marked by senior tertiary students, most of whom have completed two or three years of pre-service preparation for primary school teaching. Forty-six student markers worked on the 2006 tasks, employed five hours per day for about five weeks.

The tasks that require higher levels of professional judgement are marked by teachers, selected from throughout New Zealand. In 2006, 205 teachers were appointed as markers. Most teachers worked either mornings or afternoons for one week. Teacher professional development through participation in the marking process is another substantial benefit from national monitoring. In evaluations of their experiences
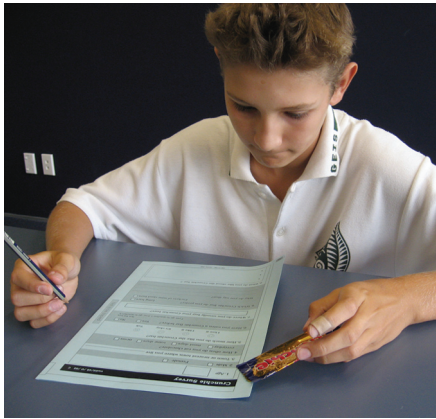
on a four-point scale ("dissatisfied" to "highly satisfied"), 67 to 94 percent of the teachers who marked student work in 2006 chose "highly satisfied" in response to questions about:

- the instructions and guidance given during marking sessions

- the degree to which marking was professionally satisfying and interesting

- its contribution to their professional development in the area of assessment

- the overall experience.

Analysis of Results

The results are analysed and reported task by task. Most task reports include a total score, created by adding scores for appropriate task components. Details of how the total score has been constructed for particular assessment tasks can be obtained from the NEMP office (earu@otago.ac.nz).

Although the emphasis is on the overall national picture, some attention is also given to possible differences in performance patterns for different demographic groups and categories of school. The variables considered are:

- *Student gender:*
  – male
  – female

- *Student ethnicity:*
  – Māori
  – Pasifika
  – Pakeha (includes all other students)

- *Home language:*
  (predominant language spoken at home)
  – English
  – any other language

- *Geographical zone:*
  – Greater Auckland
  – other North Island
  – South Island

- *Size of community:*
  – main centre over 100,000
  – provincial city of 10,000 to 100,000
  – rural area or town of less than 10,000

- *Socio-economic index for the school:*
  – lowest three deciles
  – middle four deciles
  – highest three deciles

- *Size of school:*
  YEAR 4 SCHOOLS
  – less than 25 year-4 students
  – 25 to 60 year-4 students
  – more than 60 year-4 students
  YEAR 8 SCHOOLS
  – less than 35 year-8 students
  – 35 to 150 year-8 students
  – more than 150 year-8 students

- *Type of school*: (for year 8 sample only)
  – full primary school
  – intermediate school
  – year 7–13 high school
  (some students were in other types of schools, but too few to allow separate analysis).

Categories containing fewer children, such as Asian students or female Māori students, were not used because the resulting statistics would be based on the performance of less than 70 children, and would therefore be unreliable.

An exception to this guideline was made for Pasifika children and children whose home language was not English because of the agreed importance of gaining some information about their performance.

Funding Arrangements

National monitoring is funded by the Ministry of Education, and organised by the Educational Assessment Research Unit at the University of Otago, under the direction of Professor Terry Crooks and Lester Flockton. The current contract runs until 2007. The cost is about $2.6 million per year, less than one tenth of a percent of the budget allocation for primary and secondary education. Almost half of the funding is used to pay for the time and expenses of the teachers who assist with the assessments as task developers, teacher administrators or markers.

Reviews by International Scholars

In June 1996, three scholars from the United States and England, with distinguished international reputations in the field of educational assessment, accepted an invitation from the Project directors to visit the Project. They conducted a thorough review of the progress of the Project, with particular attention to the procedures and tasks used in 1995 and the results emerging. At the end of their review, they prepared a report which concluded as follows:

The National Education Monitoring Project is well conceived and admirably implemented. Decisions about design, task development, scoring and reporting have been made thoughtfully. The work is of exceptionally high quality and displays considerable originality. We believe that the project has considerable potential for advancing the understanding of and public debate about the educational achievement of New Zealand students. It may also serve as a model for national and/or state monitoring in other countries.

(Professors Paul Black, Michael Kane & Robert Linn, 1996)

A further review was conducted late in 1998 by another distinguished panel (Professors Elliot Eisner, Caroline Gipps and Wynne Harlen). Amid very helpful suggestions for further refinements and investigations, they commented that:

We want to acknowledge publicly that the overall design of NEMP is very well thought through… The vast majority of tasks are well designed, engaging to students and consistent with good assessment principles in making clear to students what is expected of them.

Further Information

A more extended description of national monitoring, including detailed information about task development procedures, is available in:

Flockton, L. (1999). *School-wide Assessment: National Education Monitoring Project.* Wellington: New Zealand Council for Educational Research.

The national curriculum statement, *English in the New Zealand Curriculum*, says students should be able to engage with and enjoy language in all its varieties. They should be able to understand, respond to, and use oral, written and visual language effectively in a variety of contexts.

Language is broad and pervasive. It is at the heart of learning, life and cultures. Because it is central to intellectual, emotional and social development it has an essential role throughout the school curriculum. There is seldom a time or place in any learning area where it is not present.

Language and Communication

A key purpose of language is communication. Through language we are able to communicate with others for a variety of purposes. Language allows us to share knowledge, experiences, information, feelings and ideas. It also helps us to examine and give meaning to our own and others' experiences and ideas.

Communication through language involves connections and interactions between messages that are given and received. We produce messages by speaking, writing and presenting. We consume messages by listening, reading and viewing. The action of one dimension typically leads to responses in another.

Relationships Within and Beyond Language as a Learning Area

Because language is essentially an interactive process, the oral, written and visual forms are highly interrelated. Listening, for example, may require watching someone's body language to understand fully the overall communication. When listening to and watching a demonstration or dramatic performance, there will often be visual elements that add important meaning to what is said and listened to. Skilful reading enables the reader to obtain information, to appreciate the feelings of others, to reflect upon ideas, experiences and opinions, and to gain imaginative and aesthetic pleasure. Skilful writing enables the writer to convey information, to express feelings, to record, clarify and reflect on ideas, experiences or opinions, and to give imaginative and aesthetic pleasure.

The idea of interrelationships is even greater when language, in its different

forms, is applied throughout and beyond the curriculum. Much of the learning that takes place in mathematics or social studies, for example, is inescapably language dependent. Our day-to-day transactions of personal and social activity rely heavily on language and its communicative powers. For these reasons, society and schools have a major responsibility for giving students a good command of language and the ability to use it effectively to convey and understand meanings.

Characteristics within Language Components

Accepting the connections that exist within and beyond the components of language, it is recognised that there are particular skills that have special and distinctive relevance within each component. The New Zealand English curriculum reminds us that effective writing involves the development of an explicit knowledge of the steps of the writing process, such as forming intentions, composing, drafting, correcting and publishing. Students should learn to understand and use accurately the conventions of written language, especially in formal contexts, and to write confidently, clearly and appropriately, in a range of styles and for a variety of purposes.

Assessment of Language Components

One of the purposes of national monitoring is to find out and report on what students know and can do in relation to important learning outcomes. Since language and communication is an extensive domain, it requires organised treatment for assessment and reporting. Within the four-year programme of monitoring, the Project has chosen an arrangement that focuses on speaking and reading in one year, and listening, viewing and writing in another. On each occasion the emphasis is on understandings and skills that are particularly relevant within, and to some extent between, the respective components. This treatment of the language domain is not intended to suggest that each component represents a separate or isolated curricular experience, but rather to acknowledge the distinctive learning skills of each.

Writing

Children first encounter language and learn to use and interpret it in its oral and visual forms well before they commence formal education. The development of their language from quite basic beginnings through to more sophisticated constructions results from increasingly rich and complex opportunities and interactions in personal, social and cultural settings. These experiences lead to understandings about the meanings, effects and consequences of what is heard and seen, and help children gain greater control over their environment.

Frameworks for National Monitoring Assessment

National monitoring task frameworks are developed with the Project's curriculum advisory panels. These frameworks have two key purposes. They provide a valuable guideline structure for the development and selection of tasks, and they bring into focus those important dimensions of the learning domains which are arguably the basis for valid analyses of

NEMP WRITING FRAMEWORK

CENTRAL ORGANISING THEME
Creating, constructing and communicating meaning in written forms for various purposes and audiences.

UNDERSTANDINGS

- Writing is used for a variety of purposes.
- Purposes and audiences influence form and style.
- Written language differs in structure and style from spoken language.
- Writing is a process of thinking, drafting and reworking.
- Conventions of writing are required for effective communication.
- Writing is enriched by personal experience, knowledge and insights.
- Writing proficiency is supported through rich experiences of oral language and reading.
- Writing proficiency is aided by a responsive audience.
- Writing proficiency is enhanced through talking about writing using specialised language.

PURPOSES

To inform, entertain, reflect, enquire and persuade through:

- story telling
- exploring thoughts and ideas
- expressing feelings
- expressing opinions
- retelling
- entertaining
- describing
- explaining
- directing
- questioning
- requesting
- recording
- reporting
- letter writing
- form filling
- note taking
- summarising

SKILLS

PLANNING
- establishing a purpose
- choosing a topic and generating ideas
- identifying an audience
- selecting suitable form

COMPOSING
- selecting, developing and organising ideas
- structuring ideas appropriately (e.g. in sentences and paragraphs)
- using appropriate language features and text structure
- selecting and using appropriate words
- drafting and revising
- deciding on headings

EDITING
- checking for: – sense
  – appropriateness
  – conventions of: – spelling
    – punctuation
    – grammar

PRESENTING
- layout
- handwriting

MOTIVATION

- enthusiasm for writing
- voluntary engagement in writing
- commitment to being a good writer

students' knowledge, understandings and skills.

The assessment frameworks are organising tools which interrelate understandings with skills and processes. They are intended to be flexible and broad enough to encourage and enable the development of tasks that lead to meaningful descriptions of what students know and can do. They are also designed to help ensure a balanced representation of important learning outcomes.

The framework for writing has a central organising theme supported by three interrelated aspects. The theme, "Creating, constructing and communicating meaning in written forms for various purposes and audiences", is consistent with the central themes for assessment of other components of language. Each highlights the centrality and fundamental importance of meaning.

The understandings aspect of the framework summarises important ideas about the actions, impact and consequences of ways in which messages might be created, shaped, communicated, interpreted and used.

The purposes aspect identifies some of the major contexts in which writing is applied.

The skills aspect lists key abilities that students could be expected to demonstrate while engaging in writing for particular purposes. Performance of these skills is strongly related to demonstrations of ideas listed in the understandings aspect.

The motivation aspect of the framework draws attention to the importance of having information about students' interests, attitudes, confidence and involvement in their writing activities, both within and beyond the school setting. Educational research and practice confirm the impact of student motivation and attitudes on progress and learning outcomes.

The Choice of Tasks for National Monitoring

The choice of tasks for national monitoring is guided by a number of educational and practical considerations. Uppermost in any decisions relating to the choice or administration of a task is the central consideration of validity and the effect that a whole range of decisions can have on this key attribute. Tasks are chosen because they provide a good representation of important knowledge and skills, but also because they meet a number of requirements to do with their administration and presentation. For example:

- each task with its associated materials needs to be structured to ensure a high level of consistency in the way it is presented by specially trained teacher administrators to students of wide-ranging backgrounds and abilities, and in diverse settings throughout New Zealand;
- tasks need to span the expected range of capabilities of year 4 and 8 students and to allow the most able students to show the extent of their abilities while also giving the least able the opportunity to show what they can do;
- materials for tasks need to be sufficiently portable, economical, safe and within the handling capabilities of students. Task materials also need to have meaning for students;
- the time needed for completing an individual task has to be balanced against the total time available for all of the assessment tasks, without denying students sufficient opportunity to demonstrate their capabilities;
- each task needs to be capable of sustaining the attention and effort of students if they are to produce responses that truly indicate what they know and can do. Since neither the student nor the school receives immediate or specific feedback on performance, the motivational potential of the assessment is critical;
- tasks need to avoid unnecessary bias on the grounds of gender, culture or social background while accepting that it is appropriate to have tasks that reflect the interests of particular groups within the community.

Writing Assessment Tasks

Thirty-five writing tasks were administered, using four different approaches. Four were administered in one-to-one interview settings. Twenty tasks were attempted in a stations arrangement, where students worked independently on a series of tasks. Nine were administered using a paper-and-pencil approach in an "independent" session, and one was administered in a team approach (to groups of up to four children working collaboratively). The final task was attempted over three different assessment sessions, but essentially involved an independent approach.

Twenty-eight of the 35 tasks were the same for both year 4 and year 8. Two tasks were administered only to year 4 students, and five tasks only to year 8 students.

Trend Tasks

Fifteen of the tasks were used previously, entirely or in part, in the 2002 writing assessments. These were called *link* tasks in the 2002 report, but were not described in detail to avoid any distortions in the 2006 results that might have occurred if the tasks had been widely available for use in schools since 2002. In the current report, these tasks are called *trend* tasks, and are used to examine trends in student performance: whether they have improved, stayed constant or declined over the four-year period since the 2002 assessments.

Link Tasks

To allow similar comparisons between the 2006 and 2010 assessments, 17 of the tasks used for the first time in 2006 have been designated link tasks. Results of student performance on these tasks are presented in this report, but the tasks are described only in general terms because they are expected to be used again in 2010.

Marking Methods

The students' responses were assessed using specially designed marking procedures. The marking criteria used had been developed in advance by Project staff, but were sometimes modified as a result of issues raised during the marking. Tasks that required marker judgement and were common to year 4 and year 8 were intermingled during marking sessions, with the goal of ensuring that the same scoring standards and procedures were used for both. Similarly, where the marking of trend tasks required substantial marker judgement, specially selected representative samples of the 2002 performances were re-marked, intermingled with the 2006 performances. This helped to ensure that the trend information would be trustworthy, unaffected by changes in marking standards between 2002 and 2006.

Task-by-Task Reporting

National monitoring assessment is re-ported task by task so that results can be understood in relation to what the students were asked to do.

Access Tasks

Teachers and principals have expressed considerable interest in access to NEMP task materials and marking instructions, so that they can use them within their own schools. Some are interested in comparing the performance of their own students to national results on some aspects of the curriculum, while others want to use tasks as models of good practice. Some would like to modify tasks to suit their own purposes, while others want to follow the original procedures as closely as possible. There is obvious merit in making available carefully developed tasks that are seen to be highly valid and useful for assessing student learning.

Some of the tasks in this report cannot be made available in this way. Link tasks must be saved for use in four years' time, and other tasks use copyright or expensive resources that cannot be duplicated by NEMP and provided economically to schools. There are also limitations on how precisely a school's administration and marking of tasks can mirror the ways that they are administered and marked by the Project. Nevertheless, a substantial number of tasks are suitable to duplicate for teachers and schools. In this report, these access tasks are identified with the symbol above, and can be purchased in a kit from the New Zealand Council for Educational Research (P.O. Box 3237, Wellington 6140, New Zealand).

Teachers are also encouraged to use the NEMP website to access tasks and results (http://nemp.otago.ac.nz).

The content, instructions and key resources are shown for each task, as they were presented to the students. Bold, blue text is an instruction to the teacher administrator. The students' results are shown in red.

Students did this task on their own at a "station", writing their own answers. See page 7 for descriptions of all four approaches used.

ABOUT THE TASK

Trend Task: Octopus

Approach:	Station	Year:	4 & 8
Focus:	Completing a story		
Resources:	Pictures in recording book		

What this task was aiming to evaluate.

The resources used in this task.

Questions / instructions:

WHAT THE STUDENTS READ OR HEARD (BLUE)
MARKING CRITERIA (RED)

The pictures on the next pages show the story of a family at the beach. They are collecting mussels.

First, have a look at each part of the story.

Tell the story by writing in the speech bubbles what the people are saying.

Mum, Dad and Sione are collecting mussels at the beach...

	% response 2006 ('02)	
	year 4	year 8
How many individual speeches fitted with pictures? *(11 in total)*		
all or most	85 (84)	95 (93)
about half of them	12 (12)	5 (6)
few or none	3 (4)	0 (1)
Extent to which series of speeches told the story:		
very well	32 (13)	47 (39)
quite well	50 (52)	45 (48)
slightly	16 (33)	8 (12)
not at all	2 (2)	0 (1)
Extent to which series of speeches sounded like an interactive conversation:		
high	60 (36)	73 (57)
moderate	33 (50)	25 (35)
low	7 (14)	2 (8)
Writing conventions followed:		
consistently	8 (0)	23 (23)
about half of time	25 (22)	37 (30)
rarely or never	67 (78)	40 (47)
Total score: 8–9	18 (5)	40 (34)
6–7	45 (36)	40 (36)
4–5	26 (42)	17 (23)
0–3	11 (17)	3 (7)

- 50% of the year 4 students in 2006 told the story quite well in their series of speeches.
- 52% of the year 4 students in 2002 told the story quite well in their series of speeches.
- 45% of the year 8 students in 2006 told the story quite well in their series of speeches.
- 48% of the year 8 students in 2002 told the story quite well in their series of speeches.

The total score is created by adding those marking criteria that seem to capture best the overall task performance. For some tasks this is all of the criteria but for others, it is just one or two of the criteria.

PERFORMANCE PATTERNS

Sub-group Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
8 - 9	14 %	23 %	21 %	7 %	24 %
6 - 7	43 %	47 %	45 %	50 %	35 %
4 - 5	32 %	19 %	26 %	23 %	24 %
0 - 3	11 %	11 %	8 %	20 %	17 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
8 - 9	30 %	53 %	42 %	26 %	52 %
6 - 7	45 %	33 %	40 %	47 %	22 %
4 - 5	20 %	12 %	16 %	24 %	14 %
0 - 3	5 %	2 %	2 %	3 %	12 %

Performance patterns for boys and girls; Māori, Pasifika and Pakeha students, based on their total scores on the task. Note that Pakeha is defined as everyone not included in Māori or Pasifika.

Commentary:

Most students met the core expressive requirements of this task very well or quite well but fewer followed writing conventions well. There was substantial improvement from 2002 to 2006 for year 4 students and a little improvement for year 8 students. Girls and Pasifika students were prominent among the high scores, especially at year 8 level. Pasifika students had a wide range of performance.

Comments that assist with interpreting the results.

The focus of this chapter is on expressive writing, in which students were given freedom to write inventively, within task guidelines. Characteristics sought included ability to write coherently, to communicate personal feeling, to communicate stories or ideas clearly or even vividly and to follow conventions associated with particular forms of writing (such as poetry or speech bubbles on pictures).

Eleven tasks were identical for year 4 and year 8 students and one was administered only to year 8 students. Five are trend tasks (fully described with data for both 2002 and 2006), two are released tasks (fully described with data for 2006 only) and five are link tasks (to be used again in 2010, so only partially described here). The tasks are presented in that order.

Averaged across 36 task components administered to both year 4 and year 8 students in 2006, 24 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on all of the components. Medium proportions of year 4 students and higher proportions of year 8 students followed the task guidelines quite well, but most students were not able to achieve the clarity, richness and personal feeling or humour that distinguished top quality writing.

Trend analyses showed a substantial improvement since 2002 for year 4 students and a modest improvement for year 8 students. Averaged across 17 task components attempted by year 4 students in both years, eight percent more students succeeded in 2006 than in 2002. Gains occurred on 16 components, with no change on the remaining component. At year 8 level, again with 17 task components included in the analysis, on average five percent more students succeeded with the task components in 2006 than in 2002. Gains occurred on 12 components, with losses on two components and no change on the remaining three components.

Trend Task: Octopus

			Year: 4 & 8
Approach:	Station		
Focus:	Completing a story in speech bubbles		
Resources:	Pictures in recording book		

Questions / instructions:

The pictures on the next pages show the story of a family at the beach. They are collecting mussels.

First, have a look at each part of the story.

Tell the story by writing in the speech bubbles what the people are saying.

Mum, Dad and Sione are collecting mussels at the beach...
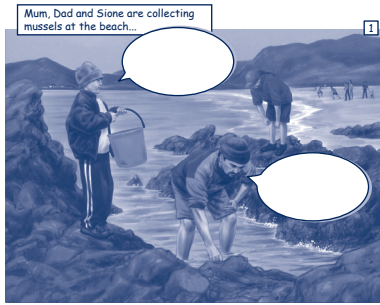
[*Mum's Octopus;* Learning Media, Wellington, New Zealand; (1999)]

		% response 2006 ('02)	
		year 4	**year 8**
How many individual speeches fitted with pictures? *(11 in total)*			
	all or most	85 (84)	95 (93)
	about half of them	12 (12)	5 (6)
	few or none	3 (4)	0 (1)
Extent to which series of speeches told the story:	very well	32 (13)	47 (39)
	quite well	50 (52)	45 (48)
	slightly	16 (33)	8 (12)
	not at all	2 (2)	0 (1)
Extent to which series of speeches sounded like an interactive conversation:	high	60 (36)	73 (57)
	moderate	33 (50)	25 (35)
	low	7 (14)	2 (8)
Writing conventions followed:	consistently	8 (0)	23 (23)
	about half of time	25 (22)	37 (30)
	rarely or never	67 (78)	40 (47)
Total score:	8–9	18 (5)	40 (34)
	6–7	45 (36)	40 (36)
	4–5	26 (42)	17 (23)
	0–3	11 (17)	3 (7)

Subgroup Analyses:
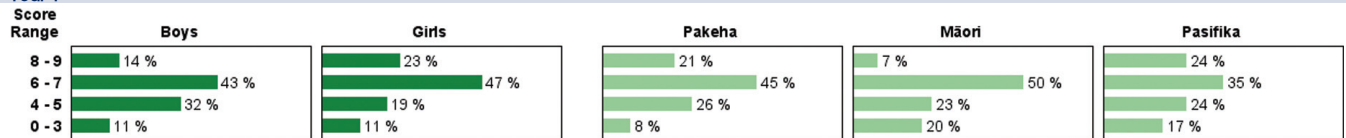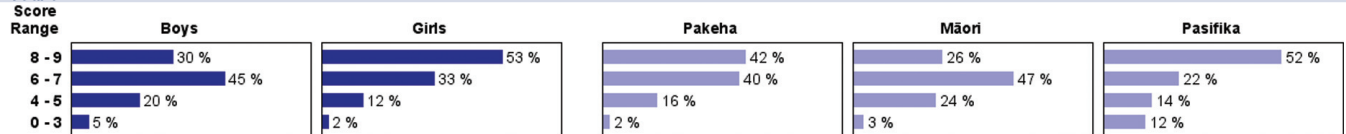
Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
8 - 9	14 %	23 %	21 %	7 %	24 %
6 - 7	43 %	47 %	45 %	50 %	35 %
4 - 5	32 %	19 %	26 %	23 %	24 %
0 - 3	11 %	11 %	8 %	20 %	17 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
8 - 9	30 %	53 %	42 %	26 %	52 %
6 - 7	45 %	33 %	40 %	47 %	22 %
4 - 5	20 %	12 %	16 %	24 %	14 %
0 - 3	5 %	2 %	2 %	3 %	12 %

Commentary:

Most students met the core expressive requirements of this task very well or quite well but fewer followed writing conventions well. There was substantial improvement from 2002 to 2006 for year 4 students and a little improvement for year 8 students. Girls and Pasifika students were prominent among the high scores, especially at year 8 level. Pasifika students had a wide range of performance.

Trend Task: A Day I'll Never Forget

Approach:	Independent	Year:	4 & 8
Focus:	Writing a story about a personal event		
Resources:	Video recording on laptop computer, 4 individual answer sheets, 4 *Spell Writes*, 4 red pens, timer		

Questions / instructions:

This activity uses the computer.

In this activity you are going to plan an interesting piece of writing. You will be doing it over three days.

Today, after watching a short video, you will have a few minutes to think about what you might write and put down some of your ideas. On the second day you will have time to write, and on the third day you will have some time to check your work and make any changes that you want. I will give you a booklet for writing in. Each day I will collect it back in, then give it back the next time you come.

DAY 1 INSTRUCTIONS (INTRO). 5 Minutes.

Today you are going to think about and plan what you will be writing.

We'll start by watching a video which will help you get started. It shows some times that are special to people, and should help you start thinking about times that are special to you. Your writing is to describe a day you'll never forget.

Click the *A Day I'll Never Forget* button.

(VIDEO DESCRIPTION: *Series of 16 stills depicting a wide variety of scenes. No voiceover.*)

Remember, you're going to describe a day that was very special to you; a day you'll never forget. It should be true and not make-believe. On the first page of your booklet, **write down some of the ideas** that you might want to use. Don't start writing the piece today. You can have **5 minutes** to think about and plan your ideas.

Hand out booklets and blue pens. Allow 5 minutes then collect back the booklets.

DAY 2 INSTRUCTIONS (TEAM / INDEPENDENT). 20 minutes.

Yesterday you started to think about what you will be writing. It is about a time that is very special to you; a day you'll never forget. I'm going to give back your booklets and today you will have time to do your writing. You will have 20 minutes, and I'll let you know when you have used half of the time, and when you have 5 minutes left.

If you don't know how to spell some words you need, try to spell them as best you can without asking me or someone else. Use a PENCIL or BLUE PEN today.

Remember, what you write about should be true and not make-believe. It should describe the day you will never forget, so that when others read what you have written, they will know what happened on that day, and why it was special to you.

Hand out students' booklets, pencils and blue pens. Tell the students when 10 minutes and then 5 minutes remain.

Collect booklets back at the end of the time.

DAY 3 INSTRUCTIONS (STATIONS). 10 minutes.

Yesterday you did some writing. Today you are to check it through very carefully and make any changes or improvements that you think should be made.

Only use a RED pen today. Don't use a rubber. If you want, you can also use a *Spell Write*. You have 10 minutes for doing this.

Hand out booklets, red pens and *Spell Writes*.

Allow 10 minutes then collect back booklets.

Content:

	% response 2006 ('02)	
	year 4	year 8
Vividness: *(use of language, imagery)*		
extremely rich and vivid	1 (0)	13 (8)
good vivid description	14 (9)	43 (34)
some elements described	50 (51)	39 (48)
no/very little description	35 (40)	5 (10)
Relevance: *(how much on the day/event)* majority	64 (55)	84 (84)
about half	17 (27)	11 (14)
some	11 (11)	4 (2)
very little or none	8 (7)	1 (0)
Detail: very detailed and clear	4 (4)	31 (18)
quite detailed	34 (19)	47 (50)
some elements detailed	46 (61)	20 (30)
unclear	16 (16)	2 (2)
Communicating personal feeling: *(communicated how special the day is to them)* very high	4 (4)	19 (20)
quite high	16 (15)	37 (33)
some	41 (33)	37 (41)
very little	39 (48)	7 (6)

Editing:

	year 4	year 8
Extending: *(at end of writing)* substantial	2 (1)	3 (1)
slight	8 (7)	8 (18)
none	90 (92)	89 (81)
Inserting: *(in middle of writing, either between or within sentences)* substantial	0 (0)	5 (0)
slight	25 (20)	48 (47)
none	75 (80)	47 (53)

		% response 2006 ('02)	
		year 4	year 8
Substituting: *(words with other words)*	substantial	1 (0)	3 (0)
	slight	15 (12)	40 (36)
	none	84 (88)	57 (64)
Reorganising:	substantial	0 (0)	0 (0)
	slight	0 (0)	4 (2)
	none	100 (100)	96 (98)
Deleting:	substantial	0 (1)	2 (1)
	slight	14 (11)	29 (26)
	none	86 (88)	69 (73)
Punctuation:	substantial	0 (1)	9 (3)
	slight	31 (25)	57 (57)
	none	69 (74)	34 (40)
Paragraphing:	substantial	0 (0)	0 (0)
	slight	0 (0)	2 (6)
	none	100 (100)	98 (94)
Spelling Changes: *(including circling or underlining of words)*	substantial	2 (2)	3 (3)
	slight	72 (76)	67 (72)
	none	26 (22)	30 (25)
Total score:	10–12	3 (2)	28 (25)
	8–9	15 (11)	37 (27)
	6–7	31 (27)	25 (32)
	4–5	30 (33)	6 (15)
	0–3	21 (27)	4 (1)

Subgroup Analyses:

Year 4

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10 - 12	2 %	5 %	4 %	2 %	2 %
8 - 9	11 %	19 %	17 %	9 %	14 %
6 - 7	31 %	29 %	34 %	23 %	20 %
4 - 5	32 %	30 %	30 %	31 %	32 %
0 - 3	24 %	17 %	15 %	35 %	32 %

Year 8

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10 - 12	22 %	35 %	29 %	24 %	30 %
8 - 9	35 %	40 %	37 %	34 %	37 %
6 - 7	30 %	19 %	25 %	28 %	22 %
4 - 5	8 %	4 %	6 %	8 %	5 %
0 - 3	5 %	2 %	3 %	6 %	5 %
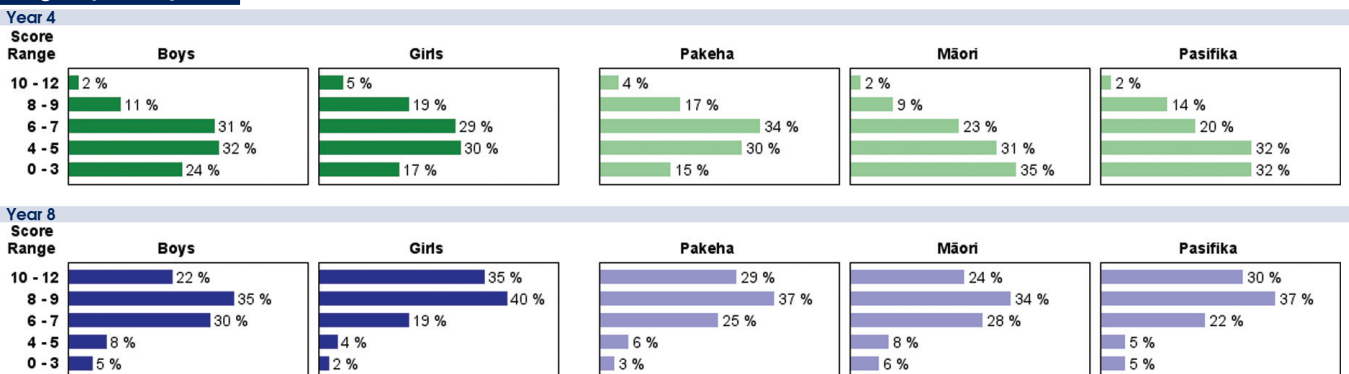
Commentary:

The total score was based on the four content elements, not the editing. There was a small improvement between 2002 and 2006, for both year 4 and year 8 students. Year 8 Pakeha, Māori and Pasifika students performed comparably but girls were more prominent than boys among the high performers.

YEAR 4 – MID RANGE

At the beach

One day i went to the beach in my mums car. It doesn't go very fast when its packed with stuff in the boat its even more funny when we saw all the cars going strait ahead of us when where driving along the road. I went with my friends to the beach along with my mum and two sisters. We took a mini bbQ set. For lunch we cooked Sausages, marshmellos and took other things like fruit and treats then my two sisters Morgan and Alexanda we went down to the sea i ran two fast and cut my foot. It redy hert Morgan did too but her one wasn't so bad then we rememberd about the first day kit "Oh No" i said. So I hoped down to the sea to was my foot. Then i saw a shiny Stone i picked it up forgetting about my foot and started polishing it.

YEAR 4 – MID RANGE

A day I'll never forget my ballet show. We have a ballet show every year we per form in four month I have been dancing for four years. Hundress of people come every year when I grow up I want to be a ballet daner. Every year more and more people come it happens in november my favourte part is pize giving because we get pizes. I also like dancing on stage I like ballet and dancing. Our ballet teacher is really nice. On the show it is normaly placed on a story. Our ballet teacher was also a daner.

The End

On may 21st i went to Samoa. It was really fun and exciting because It was my first time on a plane and first time in samoa. When i was on the plane i had my jumper on and when i arrived there it was warm and then it got more hot and so i had to wear my singlet. It was so cool i went on free bus rides two times. I drank coconut drinks, I ate the stuff that was in the coconut. At night i had I whole bet to my self, oh and my nanas sister comefrom america samoa she gave me $10. When i was sleeping i saw liscards hanging up on the wall It was so freekie. I had a swim in the pool it was so cooling. when i got there it was cool i met my aunties and uncles. When i left i was suprised to see my mum and dad i was about to cry. And that was the day i've never forget.

YEAR 4 – HIGH RANGE

At my Grandads funural

Once at the place were my grandad had his funnal was my big sister wrote a not to him about my brother Eory falling in the duck pond at Arorua park. I got to hold a ribbon tied on to his coffen. My cousins and brother held the ribbons as well. My Uncles and Auntys lifted the coffen and put it in the middle of the coffen church. We all went up to him and prayed for a few minutes it was really sad that he passed away. We took the coffen and put it in the car we all had bollans with a note to him we let them go. He passed away when I was seven. I though about him through all the frunal. I cried and cried. Some was funny. He is still in my heart and I will never fourget him.

Last year I was coming back from my bach in toupo, and on the way back my mum and dad had a MASSIVE surprize for me and here it is... I was gonna get a dog! Anyway we were nearing Otaki, and dad turned to go on a bridge. I asked why are we going this way? My dad answered "Cant tell... Its top secret! and I answered "oKay". So we were driving along a cliff face and about 4 sheep were on the road. We went towards them and they started running away. It was such a site all we could see were the sheeps bottoms behinds. Finally we arrived at the place. By now I'd had figured out why we were there. As soon as I got out of the the car I went to play with the dogs. The farther wouldn't leave me alone so just Kept playing and pating him. Two or one hours later my mum and dad walked out of the house and picked up a dog. The lady said goodbye and us I got in the car dad gave me the dog and said Its yours. And as we drove home the dog slept on my Rnees. And as we came back the sheep were running away from the car again.

A day I will never forget is flying to fiiji. first we had to drive to Auckland Airport and that took a long time. Then we had to give them our bags so we did. Then we went up stairs and got a thickshak then we went through customs and we got some chips and dad said we have a long time but then a voice said every body flying to Fiiji should be on the plane. So we ran as fast as we could to the plane and gave them our passports then we were on the plane we got a activity book

that said some Fiiji words we had lunch on the plane wich I did not like only the chocolate cake. On the plane we saw the pink panther Movie. Then before I new it we were on the main Island in Fiiji we went to the Motel we stayed at for the night wich had a big water slide. As soon as we unloaded I got in the pool and I meet two friends that were going to the same Island as us. In the morning for tea we had speghiti tosties and we saw a movie.

YEAR 8 – MID RANGE

When I broke my hand.

It was a sunny day and alot of people ~~was~~ *were* outside playing. Some people were playing basketball, Skateboarding, *and some were* *and,* biking, *people even* ~~and~~ played tag. I saw heaps of people playing so I decided to go outside too. So I went outside with my scooter and ~~kicking on~~ *started playing on it,* then a kid came up to me and said ~~would~~ *do* you want to have a race with me down the hill? and I said "yea alright." So we went up the hill, *that* ~~It~~ took us 5 minutes to get up that ~~steep hill~~! When *we* ~~I~~ got to the top we started counting down. "3,2,1..go!" "AHHHH" I screamed. It was so fast that I couldn't see where I was going because the wind was in my eyes. zoom! zoom." As the cars ~~we~~ go past us. *Suddenly* ~~Suddently~~...... I saw a ~~r~~ea car going onto the road from the foot path so I push the breaks behind me but It was going too fast. ~~and~~ Then ~~a rac~~ I sliped on a rock that is nearly as big as ~~the~~ thumbs put together. ~~Then~~ I fell off my scooter and landed on my hand near my rock. After that I *Started shouting* ~~Started~~ ~~shouting~~ *loudly* and screaming and that my *aunties and cousins* ~~relatives~~ called "111" and the ambulance came and took me to the hospital.

AND that is a day that I will Never Forget.

YEAR 8 – MID RANGE

A Day I'll Never Forget

On the 13/11/05 it was my 12th birthday. On that day my ~~fire~~ friends come over to my house and we had a Party. We play games and did a quizs. *and* We went bowling. After bowling we had ~~food~~ to lots of food. *we had* ~~We~~ paizz, KFC and ~~lots~~ lots more. The ~~cat~~ birthday cake I had on that day wre a chocklet *made with iceing* cake with a picture of a roster *made with iceing* on it because I was born on the year of the roster and that year was the year of the roster aswell. After the food and the cake my mum and dad give me a ipod nano and a cell phone for my ~~birthday~~ birthday ~~presnt~~ *presents*. I'll never forget that day because of the very nice cake and the very cool *presents* ~~presnts~~ that my mum and dad give me on that wonderful day.

It was a Monday. I crept out of my bed silently and began reciting my speech. Mum told me to fix up my errors, but I wasn't terribly fussed.

Mum droped me off at school, I kissed her and said goodbye. "Goodluck" she shouted.

When I arrived in class my teacher (Mr Hetaraka) shook my hand and said "good luck." He told me I could practise my speech at play-time. I couldn't stop thinking about all the people that would be there. My confidence just vanished and went away.

After playtime it was "go time". My mates tryed to amp me up but they failed, I was just dead quiet. "Piri your up"

I was shivering, different emotions went through my head. I was confused. There was just a blank look on my face.

I said some of my speech then all I heard was "Go, you can do it." And I just stoped, I forgot everything, man I was embarrased.

But then I carried on and it wasn't so bad. I made it through. I came off the stage as if a huge weight was lifted off my shoulders. I was done.

And that was a special day that I'll never forget in my whole entire life.

My heart was filled with anticipation as my mum said we'll be climbing to the big M.t manaia. It was nine 'd clock as I had just finished my last gulp of bacon. Mum said we'll be going in ten minuits so get ready. I stuck my running shoes on and got my water bottle ready. "right were off" said mum in a rather loud voice.

I was walking to the base which was about 1km away. I thought in my head I-m going to conquer this mountain to the very peak. Before you know it we are at the base of the jolly mountain. I said to my big brother cole "race you to the top" he said "bring it on". He sprinted at start but I just jogged because I knew he'd run out of breath soon. It was about half way up I cought up to him and over took him, you should of seen the look on his face. I couldnt belive it I was beeting my big brother. through rough rocks over loose gravel but finally we got to the look out and of corse I bet him. We wernt quite at the top but we still had to rock climb a bit. we got off the look out and went around a big bush I could see where we had to go I felt the butter flys come in but I carryed on climbing one more little rock to climb over done I stuck my hand on the trig station ive done it im at the top I looked at the view a day I'll never for get!!.

Approach:	Station	Year:	4 & 8
Focus:	To persuade, expressing opinions		
Resources:	Picture		

Questions / instructions:

We all have our own ideas on different topics. This topic is about bedtimes.

Try to write down **three** ideas for the topic, and **three** ideas against the topic.

FOR: Children **should** be allowed to choose what time they go to bed because...	% response 2006 ('02)	
	year 4	year 8
First idea: can then do fun activities	25 (18)	19 (20)
can then do things that other people would think worthwhile	2 (0)	5 (3)
children are 'sensible' enough to make decisions	9 (13)	16 (14)
children should learn how to make good decisions and consequences of bad ones	2 (3)	12 (6)
reduce friction in household	4 (7)	7 (10)
other valid argument	28 (33)	29 (32)
any other response	30 (26)	12 (15)
How well was case argued: very well	3 (2)	16 (15)
well	22 (21)	40 (41)
moderately well	36 (40)	29 (31)
poorly	39 (37)	15 (13)

AGAINST: Children **should not** be allowed to choose what time they go to bed because...	% response 2006 ('02)	
	year 4	year 8
First idea: parents know best	6 (6)	4 (2)
children too 'young' to make wise decisions	7 (7)	9 (7)
health issues	27 (22)	33 (25)
education issues	17 (22)	20 (21)
social issues *(how children will behave, relate to other people)*	10 (11)	9 (11)
adverse effects on parents' lifestyle, happiness, health	3 (1)	3 (2)
other valid argument	17 (18)	18 (28)
any other response	13 (13)	4 (4)
How well was case argued: very well	8 (5)	21 (17)
well	31 (34)	43 (51)
moderately well	39 (37)	30 (26)
poorly	22 (24)	6 (6)
Total score: 5–6	6 (3)	22 (22)
4	16 (15)	28 (29)
3	17 (23)	20 (19)
2	23 (20)	17 (20)
0–1	38 (39)	13 (10)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
5 - 6	4 %	8 %	7 %	7 %	0 %
4	12 %	20 %	17 %	15 %	9 %
3	18 %	16 %	19 %	14 %	6 %
2	26 %	20 %	21 %	22 %	31 %
0 – 1	40 %	36 %	36 %	42 %	54 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
5 - 6	20 %	23 %	24 %	17 %	12 %
4	28 %	29 %	32 %	18 %	24 %
3	20 %	21 %	20 %	20 %	22 %
2	21 %	12 %	14 %	26 %	15 %
0 – 1	11 %	15 %	10 %	19 %	27 %
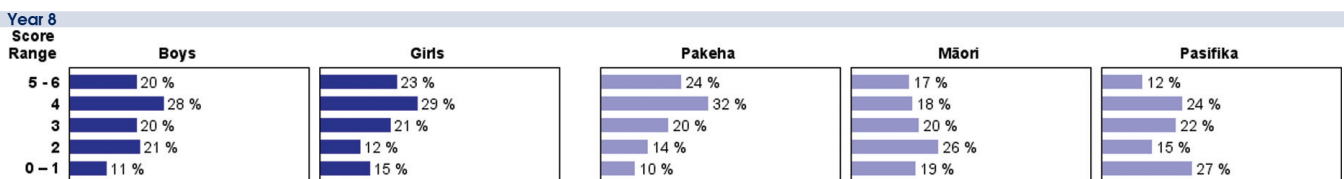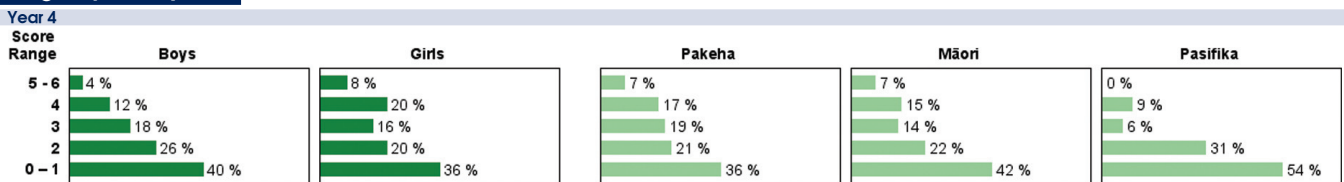
Commentary:

The total score was based on how well the cases for and against the idea were argued. There was little change in performance at either year level between 2002 and 2006. Boys and girls performed similarly, while Pasifika students performed least well of the subgroups at both year levels.

YEAR 4 – MID RANGE

For:
1. part of growing up in making your own choises
2. you get the same anount of sleep eny way

Against:
1. they need to get up the next day for school
2. your eyes get droopy if you dont get eynogh sleep
3. you don't want to get up when your supos to

For:
1. It is the weekend
2. They want to watch something
3. They want to read there book

Against:
1. It might be a school dag
2. They might be to tieard
3. They might be going some were and have to get up erly

For:
1. Then you can stay up until your tierd.
2. You could not get told off.
3. You could stay up all night

Against:
1. You wouldn't get enough sleep.
2. You would stay up watching t.v all night.
3. You would wast power.

YEAR 4 – HIGH RANGE

For:
1. It makes them happy and they like staying up
2. Parents are always telling is what to do.
3. We should be allowed to think for ourselves

Against:
1. They will get tired and fall asleep on the couch
2. They will be grumpy in the morning.
3. Parents are parents they should be in charge

For:
1. then they will go to sleep as Soon as there head hits the pillow
2. then they would mot make a tantrum at bedtime
3. It is there bedtime

Against:
1. they will be tired all of the next day otherwise
2. the parents own the house
3. then parents have more time on their own.

For:
1. They would not scream and shout at you.
2. It would be fair because you choose when you want to go to bed.
3. We wouldn't have to miss out on tv programs.

Against:
1. They would wake up late in the morning.
2. They would be tired at school.
3. It wouldn't be goof for your health.

YEAR 8 – MID RANGE

For:
1. that makes them happy for the night
2. beacouse its fun to see who falls asleep first
3. there is more time to do stuff

Against:
1. thay will be grumpy in the morning
2. thay will get up to late
3. thay will get to tierd and not wake up

For:
1. It is their life.
2. They might feel different each day.
3. They might want to watch a program one night.

Against:
1. So they have enough sleep.
2. So they are fresh at daytime.
3. So they can enjoy the day instead of night.

For:
1. So they can watch moives
2. so they can play
3. Because they are old enough

Against:
1. The children will be tired in the morning
2. Wont want to get up
3. Wont be able to concentrate properly.

YEAR 8 – HIGH RANGE

For:
1. There could be a t.v program on later in the night that you want to wacth.
2. Then there wont be any auguments between you and your parents.
3. You feel cool because your hopefully allowed to chose when and what time.

Against:
1. If there is school the next morning and you stay up to late you wont conertrate.
2. Usely the television programs that are on later in the night are not for kids.
3. You will get grumpy and restless and wont follow instructs very well (because to tiered).

For:
1. If they have homework to complete before the next day they will be able to get it finished.
2. It will help them learn to make their own decisions and choices to help them later on in life.
3. They would be able to stay up and watch their favourite T.V. programmes and then go to bed when their tired or early the next day.

Against:
1. If they stay up too late they won't get enough sleep and won't be able to work well at school.
2. When children are tired they are usually grumpy and this would not be good for their relationships.
3. It is very likely they will stay up too late and if they don't get the amount of sleep the should it can have bad effects on their body and health.

For:
1. Children should get to choose when they go to bed as they spend a long gruelling day at school and need to unwind.
2. Children also need time to finish homework that is set while also finishing the latest games.
3. Also we spend most of our time doing chores around the house, like adults we need some time of our own.

Against:
1. Because they are irresponsible. They'll just end up staying up too late and not get up in the morning.
2. As they'll spend most of the time playing video games and not doing homework.
3. They might go out at night and vandle the schools, houses, and public area's.

Trend Task: The Plum Tree

Approach:	Station	**Year:**	4 & 8
Focus:	Writing a story ending		
Resources:	Video recording on laptop computer		

Questions / instructions:

This activity uses the computer.

Click **The Plum Tree** button to play the video.

VIDEO SCRIPT:
[Melanie Drewery and Tracy Duncan (2002); *Nanny Mihi's Garden; Reed Books*; Auckland; New Zealand]

A beautiful plum tree grew in our street.

But all the children in the neighbourhood were really scared of the person who owned that plum tree. That's why we used to call her Nanny Scary.

Every morning, when we were on our way to school, Nanny Scary would come out of her front door. Then she would shout at us,

"Oi! You kids, you've been stealing my plums! I'm going to get you!"

One day when we were playing a game, our ball landed right in her plum tree...

The story has not been finished.

Write an ending for the story. If you already know this story, try to think of a different ending.

You have about 5 minutes to write your ending.

% response 2006 ('02)		year 4	year 8
Continuity: *(follows appropriately from reading)*			
	good	62 (55)	86 (80)
	some	34 (34)	13 (20)
	does not follow storyline	4 (11)	1 (0)
Achieving closure: *(rounding out the story)*			
	very cohesive, satisfying ending	10 (9)	36 (25)
	quite cohesive, most elements pulled together	29 (21)	38 (41)
	some sense of completion	41 (46)	19 (27)
	story not completed	20 (24)	7 (7)
Creativity/originality:	high creativity	9 (3)	24 (15)
	moderate creativity	44 (39)	57 (57)
	low creativity	47 (58)	19 (28)
Total score:	6–7	13 (8)	40 (27)
	5	20 (10)	28 (29)
	4	16 (25)	13 (18)
	3	19 (17)	10 (12)
	0–2	32 (40)	9 (14)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6 - 7	11 %	15 %	15 %	8 %	0 %
5	19 %	20 %	21 %	15 %	23 %
4	14 %	19 %	17 %	15 %	15 %
3	20 %	18 %	18 %	21 %	18 %
0 – 2	36 %	28 %	29 %	41 %	44 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6 - 7	32 %	49 %	42 %	38 %	27 %
5	31 %	24 %	29 %	25 %	34 %
4	13 %	13 %	12 %	15 %	12 %
3	13 %	7 %	10 %	8 %	15 %
0 – 2	11 %	7 %	7 %	14 %	12 %
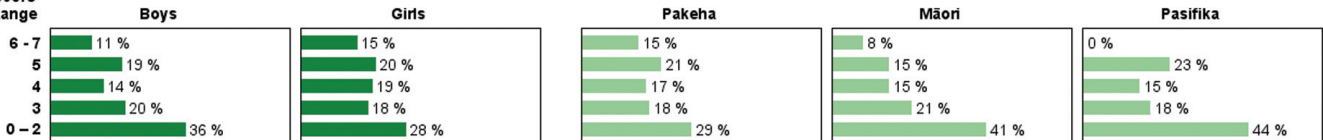
Commentary:

Many students managed the basic elements of this task well but only 13 percent of year 4 students and 40 percent of year 8 students achieved a strong conclusion to the story. There was a moderate improvement in performance at both year levels between 2002 and 2006. At year 8 level, 17 percent more girls than boys achieved the top performance level.

YEAR 4 – MID RANGE

"Oh no" the children said and ran away and hid. After that they came out of their hiding places. Soon the children had picked up courage and had started climbing it. A child reached our their have when… "Hey" said Nanny scary get down from there so the children did. First they grabed the ball, and sneaked a plum or two. A few hours later the childeren were playing happily.

We couldn't grab the ball. We are so scared of Nanny Scary. She will say we are stealing ~~our~~ her plums. Then one day she went for a ride with her aunty. Then every one tried to get their ball back but they never could. Then they saw some one very tall and aksed him to get the ball down he got it down but the lady saw him and said you've been stealing my plums.

The children come to get their ball they Were so scared that they didn't make one single sound they got over the fence and one of the children climbed the tree then suddenly When he neally got the ball the branch broke then the lady heard something she came out and she saw the branch on the ground and heard someone sniff and said who was that you little Boy what are you doing in my plum tree hurry get out of there before I get you. The little Boy said I was only comming to get my Ball please let Me. the other kid said please, please, please. Then the ladie said fine I'll let you get your stuid ball Down but you have to promise you will kick your ball over someone elses fence and the little kid thankyou so much and lived happily ever after.

"Go away or else" so the kid's ran away and went home. Then they told their mum about their day. The mum asked if they had been bothering nanne scarry they liad and said "no." Then they ran to their rooms. They started playing and they never bothered nanne scarry again.

and we did not want to go over because she is scary said the 2 boys. Then Nany scary came out and said what are you doing in my plum tree she said. Wwwwe are getting our ball she said. Well then I will get it for you. That was the first time they herd her say that. She got the ball and said here you go then they were best friends with Nany scary.

YEAR 4 – HIGH RANGE

we didn't wnat to go and get our ball because nanny scary would growl us. We left our ball in the plum tree but when we were walking to school one day we climdbed the plum tree to try and get our ball but then nanny said get out of ~~our~~ my plum tree well I tryed to get down but I couldn't but when I was up there I got some plums to take home. I heard the bell go and I was late to school. When I got down it was lunch time and I was hungry so I went to school. I had a big lunch well I had a plum That I got of the tree for lunch to. I had a scary time up in the tree but I got the ball.

oh no We siad how are we ment to gwet our ball Now I know said one of the boys And he told them the plan. One of the boy picked a Plum the lady ran after him why (while) he was doing that the other boy climbed up the tree and got it back down we have our ball back he shoulted and then they both ran home why (while) the other boy gave her back the plum when they were home the boy who got the ball gave everyone a plum and the laghg (laughed) good job everyone he siad.

One of the kids was to scared to go into the old laddies ~~bac~~ yard but the other boy was a bit ~~oldere~~ older and braver so he quietly slipped into the old ladys yard climbed up on to the first branch and "bang!" the old ladys door swang open 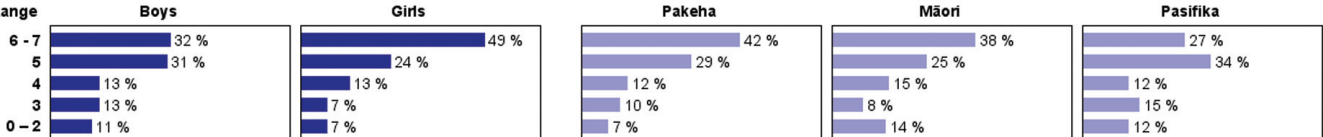as soon as she got outside she spotted the boy in the tree She was so angry her face went bright red then in the tree the boy was really scared he climbed even more up the tree and his head hit the ball and the ball fell out of the tree and the other was gone the boy who was still in the tree had no branches to hold on to he fell out and ran away.

We went through her gate and looked up It was nanny scary! She stomped on our ball and it popped!! We ran out of her gate and ran home She yelled "I'm going to get you". We called all the kids in the neighbour-hood, We need a meeting! Nanny Scarys plum tree is bugging us all!! "I want to make some delicious plum juice" one kid said. Another kid said "I want to make a huge tree hut" everbody was shouting and arguing some girls started scream-ing. The next day we went over and talked to nanny Scary we offered to make her plum juice and we would scoop up all the rotten plums that fell on her lawn. She said yes! So now nanny scary is nanny happy and we have yum plum juice and a cool tree hut!

YEAR 8 – MID RANGE

"Oh no" I said. "This is bad" said Jhonny.
We knew we had to get the ball
out other wise nanny scary would
be mad. Jhonny, being the stupid one,
decided to try and climb up the
tree. He jumped over her fence and
started climbing up the tree. I stond
on the road watching him. About half
way up he stoped and picked a plum
of th tree. "Holy moly theese are the
best plums ever" he said. "Thats nice Jhonny
but your ment to be getting the ball"
I said slightly frustrated. He kept on climping
until he could reach the branch that the
ball was in. He shook it and
the ball fell... down onto
nanny scarys roof. It hit with a
thump. I just ran. I don't know what
happened to jonny though. I haven't seen
him since.

So we went over to the plum
tree and started to climb it
the ball was right up the
tree. It took us a while to
get the ball and finally I
got it when we reached the
bottem Nanny Scary was waiting
for us She growled us then
she told me that all we
had to do was ask for some
plums and that we should have
asked if we could our ball
so from now on we call
her Nanny Nice because she
was really nice but we never
knew it.

We didn't know what to do so we went up to her
front door and knocked. She opened the door
and shouted "You kids get out of my yard or I will
hit you" we ran away till we couldn't hear her anymore.
We had to think of a new plan to get our ball back.

So that night we snuck out of hour houses and met
by her house. We were both scared but we built up enough
confidance to get it back we snuck through her fence
and climbed up the plum tree untill we reached our ball
we go it and we picked as many plumbs as we could
carry. Then we ran back to our houses as fast as our legs
could carry us then incase she woke up. The next day
we were walking to school and the plum tree was bare
and thats how we got our ball back from the old
Nanny scary.

When that happened one of
the kids were forced to go
over to the house. One kid went
there. Suddenly there was a
scream the kid ran out and
they never got it back. So they
decided to face their fears. They
all went over there are climbed
the tree. They got the ball. Then
came the old women nanny scary.
They got a good look at here
face. They weren't scared. So they
took plums from the tree and
ate them with great relish. So
nanny Scary moved out.

YEAR 8 – HIGH RANGE

Scattering a dozen of the juicy red fruit
on the soft grass. One of us dodged over
the short wall and scampered up the
bright trunk, as lithe as a squirrel.
I held my breath as he returned to
my side, laughing uneasily. We hid behind the
wall, but Nanny Scary didn't come. My
over-confident best friend, Shay, let out
a deep hearty laugh. "Well, old Nanny Scary
is a bit slack on the job now, isn't she?"
Shay sniggered. "How about I fetch us some
lunch?" I nodded half heartedly, then gasped
in alarm as Shay swung himself over the
wall and ducked down behind the tree,
hastily scooping up plu luscious plums. He
tossed one to each of us and pulled
a face at Nanny Scary's window.
Most of us kids started munching our
plums, but we all grimaced at how sour
and bitter they were. The juice inside was
brown and gungy, and half the kids
gagged or choked. Soon there lay a
pile of half eaten plums at the base
of the wall. Shay was still in the garden,
with his back against the tree and a
smug expression on his face. He hadn't
noticed how what we were doing. Soon
we heard a gentle snore and we realised
he was asleep. Suddenly, the door opened
and Nanny Scary poked his her gnarled
face out. I rushed in to help Shay as
she marched over to her plum tree.
I had never seen her this close before!
Her crooked nose was like a dagger pointing
out of her frowning face. Her eyebrows
sliced downwards towards the beginning
of her nose. "So you've tasted my plums,
have you?" she growled, picking one herself
and biting into it. I grimaced as I watched
the foul sludge running down her chin.
"Perhaps you'll treat me with more respect
after this!" She woke Shay and forced him
to eat ten of her ghastly plums, as he writhed
in agony. No child even glanced at the tree again.

YEAR 8 – HIGH RANGE

Nobody was brave enough to go and get the ball from Nanny Scary's plum tree, so they all decided to go home. Except for Jack. He wanted his ball back, so he jumped over Nanny Scary's fence and ran as fast as he could to the plum tree. The ball was caught in the fork of a branch which was too high for him to reach. He hung of a lower brance and shook it with all his might. A few plums fell down, but no ball. So he pulled himself up onto the branch and made his way to were the ball was struck.

He climed through branches and leaves stained by plum juice and bird poo, but his eyes remained on the ball.

He almost fell out of the tree when he heard:

"Oi! Get out of my plum tree you theif! You've been stealing my plums haven't you!"

He leaped down the the branches, grazing and cutting his arms and legs, jumped the fence again and bounded home, eager to leave that crazy old Nanny Scary behind him.

Once every fort-night on a Saturday Nanny Scary picks her plums, probably for some evil witch potion. Someone had got another ball and they were playing cricket while Nanny Scary was gathering her fruit. Jack saw her holding holding the largest plym she'd ever seen, when she bit into it. Realizing that it was no plum, the ball came out of her mouth with her false teeth stuck in it!

We didn't know what to do. We knew that if she found our we'd be doomed. So within minutes we ran home to try & figure out how we were going to solve this problem.

"How about spray painting the ball the same colour as the plums?" Someone suggested. It was a good idea, until one morning when Nanny Scary picked the ball up thinking it was a plum.

"Why, this isn't a plum!" she exclaimed as she bit into the hard rubber ball. Her face lit up in a red hot fire colour as she stompped outside of her house glaring us all in the eye.

"You kids have been messing with my tree again, wait till I tell your parents." Nanny Scary had a long discussion with all our parents in the street, ~~when it finally finished.~~ that went on for hours. It was weird what Dad & Mum had told me that night.

"You kids destroyed Nanny Scary's plum tree & stealing the plums from it. All you had to do was ask her for one!"

I sat on my bed listening to Mum in silence. "What's going to happen now?" I asked.

"Nanny Scary is moving to a retirement home... as well as the plum tree!"

All of us kids had a mini meeting after we all heard the news.

About a week later Nanny Scary moved the tree. We were all gutted no more ripe juicy plums to steal.

The for sale! sign went up the next day. ~~We all crowded~~ The 'sold' sign went up the day after. We all crowded around to see who our new neighbours were. An old couple probably in their 70's. We all watched to see them move in with all their valuables.

A grand piano, garden gnomes, big wooden wardrobes. Not bad & an apple tree...

Approach:	Independent		Year:	4 & 8
Focus:	Poetry writing			
Resources:	Video recording on laptop computer, 4 "Things to think about" cards, 4 individual answer sheets			

Questions / instructions:

This activity uses the computer.

In this activity you will be writing a poem about seagulls feeding. Before you write your poem you will see a video which will help you to think of some good words and ideas.

Hand out individual answer sheets.

You can write your ideas on the page that says "Ideas" - but this is not your poem.

Point out "Ideas" page.

We'll watch the video now, and you can try to write down some good words and ideas for your poem.

Click the Feeding Frenzy button.

VIDEO SCRIPT:

You're going to start this activity by seeing and hearing some poems.

You will notice that the poems have been written in different ways.

(Three poems displayed one at a time and read aloud.)

In this activity you are going to write a poem.

To help you get started with your ideas, you'll see a short video showing seagulls. As you watch the seagulls, try to think of some good words and ideas that you could use in your poem. The video will start now.

(Video of seagulls fighting over a parcel of chips.)

Now it's time for you to think about your poem. Here are some things to think about: ("Things to Think About" card read aloud.)

Here is the video again. (Seagull video repeated.)

THINGS TO THINK ABOUT
- How you will **set out** your poem. (Don't use pictures)
- What you will **say** about the seagulls.
- Making the poem **interesting** for others to read
  – good words
  – good ideas.
- Making sure your poem fits with the **video**.

Now it's time to write your poem using your own words and ideas. You'll be writing your poem on the page that says *"Write your poem here"*.

Point out page. Hand out "Things to Think About" cards.

Feet
by John Parker

We can scratch
we can bounce,
we can cling
and run
and pounce.

On the ends of our legs,
we have hooves and claws,
waggling flippers,
furry paws –

we're glad our feet
don't look like yours!

Jet-Whales
by John Parker

I think that jetplanes
have tails
like whales.

Jet-whales surf waves of clouds
dive in jet-streams,
and swim the huge, high
oceans of the sky.

Sometimes they trail a white wake
as they make
their piercing jet-whale song.

Even when they've gone
I hear them singing,
singing strong and long,
strong and long.

Write a Poem
by Desna Wallace

Write a poem –
make it whistle,
make it whisper
make it whirl.

Write a poem –
make it happy,
make it hiss,
make it howl.

Write a poem –
make it spooky,
make it squirm,
make it squawl.

Write a poem –
make it yodel,
make it yelp,
make it yours.

		% response 2006 ('02)	
		year 4	year 8
Line form:			
(followed poetic conventions)	consistently	9 (10)	26 (22)
	mostly	16 (12)	26 (35)
	somewhat	29 (28)	28 (29)
	not at all	46 (50)	20 (14)
Sense of "feeding frenzy" conveyed:			
	extremely strong	2 (0)	11 (8)
	quite strong	8 (6)	23 (24)
	moderate	26 (20)	35 (26)
	very little or none	64 (74)	31 (42)
Clarity and coherence:	very good	4 (5)	21 (18)
	good	26 (18)	41 (39)
	moderate	40 (42)	27 (31)
	low	30 (35)	11 (12)
Appeal to wider audience:			
(appropriate to share, read aloud, relates to seagulls)			
	excellent/very good	2 (0)	14 (11)
	good	16 (14)	33 (26)
	moderate	34 (29)	34 (40)
	low	48 (57)	19 (23)
Total score:	8–12	6 (3)	33 (31)
	6–7	14 (12)	23 (15)
	4–5	16 (17)	19 (25)
	2–3	31 (27)	15 (21)
	0–1	33 (41)	10 (8)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
8 - 12	4 %	9 %	8 %	3 %	3 %
6 - 7	12 %	14 %	15 %	10 %	10 %
4 - 5	14 %	19 %	16 %	14 %	25 %
2 - 3	30 %	31 %	31 %	27 %	27 %
0 - 1	40 %	27 %	30 %	46 %	35 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
8 - 12	29 %	37 %	37 %	26 %	16 %
6 - 7	23 %	25 %	24 %	23 %	21 %
4 - 5	20 %	17 %	18 %	21 %	22 %
2 - 3	16 %	15 %	12 %	20 %	25 %
0 - 1	12 %	6 %	9 %	10 %	16 %

Commentary:

On average, year 8 students performed much better than year 4 students on this poetry-writing task. There was a slight improvement between 2002 and 2006 at both year levels, and only a modest difference in the performances of boys and girls at year 8 level.

YEAR 4 – MID RANGE

Title: Frensefedin

Secols (Seagulls) fight like cats and dogs
Secols fly like Plans (planes).
Secols Screch like cats and dogs
Swoms (Swarms) of Secols are fun to chas abawt.
Secols are fun I saye
Seagulls eat eney (any) food that thay see.

Title: Seaguls squake

Seagulls Squake while
eating fish and chips
and munching down lunch
gulls from far and wide
use there beak to peak there
lunch, lunch, lunch.
learking around for more to eat
Seagulls Squake

Title: Feeding Frenzy

There are some seagulls fighting
Over chips screeting grasping for
Their chips eating fast before
Others get Theirs scrething, gasping
Catching more and more jet planes
Coming for lunch. Chasing each other
The end

Title: Yum Fish and Chips

Seagulls
Enjoying
All
Gustly
Ugly
Lumpy
Lush
Scraps!

Title: thouth the cloud

I sort I saw a bird. But
it was a seagull down
it went thouth the clouds
he saw afest but he sort
it was a bread thousand
of bird flying down like a
rocket

YEAR 4 – HIGH RANGE

Title: Seagulls feeding

While seagulls are feeding
They screach
They squak, They scream like hawks
While seagulls are feeding
It's nasty work
They fight
They snach
Like opening a hach

Title: Feeding Frenzy

Squarking constantly
Envy is what posesses them
Actually deserving of someones
dinner
Greedy monsters sore and swoop
Untrained flyers always hungry
Lurking around staring
With their beady eyes
Lovely but always screaming
So demanding

Title: Seaguls Feeding

Seaguls
Squaking,
Screching
Scrambleing trying to get a
bite to
eat.

Seaguls
Flapping,
Fighting
Figuring out the best way
to get to the food.

Title: Seagulls At Feed

Seagulls, Seagulls everywhere,
Screeching,
Squaking,
Squealing
A huge white cloud drops down
To rest
It swirls
Soars and
Snatches
It's favourite meal is here
The noise meter reaches 100
A fight
A squabble
An argument
Then as if the leader called Up up and away
They left
Licking their lips

Title: Scwoky birds

Segals scwork and scwork
They fly and dive all around
Eating all your lovely food
Flapping wings so big and strong
Hungry scavangers ripping paper
Strong beaks to eat the food
Not wipraining but so loud
As they weil aroud you head
And then get ready to dive and eat your food

YEAR 8 – MID RANGE

Title: Sighting Seagulls

Seagulls,
Seagulls as far as I can see,
Seagulls,
Seagulls are stealing food off of me,
Seagulls,
Seagulls are fighting,
Seagulls,
Seagulls are ready for sighting
Seagulls,
Seagulls can be pesky critters,
Seagulls,
Seagulls ate our fritters!
Seagulls,
Seagulls were biting my hand,
Seagulls,
Seagulls are in my band!

Title: Sea guls feeding

As loads come flying down
Making lots of sound
Scraching for some food not to
Miss out
All just coming in crowding in
Grabing a couple of the chips
With there orange beaks then scram
Off the table then back for more

Title: seagulls

Squking seagulls
Eating wanting food.
Angre seagulls made with eatother
Get me food
Un pulite
Lunch I nead lunch
Lashing
Seagulls
Eating
Attacking
Tired
Intellingince
Nastey
Eluding

Title: Seagulls

Flying around like wild beasts of the sky
Skauking and screeching all over a warm meal
Fighting each other for bigger pieces.
Again and again they'll come back for more
Only to find there's nothing left.

Title: None

irritating, hungry, noisy bunch
Always wanting a little crunch.
cawing, clawing squealing and talking
never actually doing much walking
Flying creatures in their feature
sometimes end up on a T-shirt
Tourists try to feed their bellies
but this is what happens on Teli.

YEAR 8 – HIGH RANGE

Title: Feeding Frenzy

Sitting, flying
Swooping diving
nipping each other for food
Packing, scratching
cawing and flapping
and being so awfully rude.

Title: Feeding Frenzy

Savaging seagulls sweeping through the sky
Were wondering when is the first one gona die.
There fighting like mungruels all packed in a bunch.
There fighting for survival all over some lunch.
Im wondering why can't they share.
But I can tell they don't even care
Oh my gosh they are so rude!

Title: Sea Gulls

A cloud of white rolls in.
Lunging down sharply
Ruffled feathers attack
Gobbling despretely
Intense fighting, pleeding to eat
Food evaporates
Pudgy gulls trudge off.

Title: Mine!

Mine! Mine! Mine!
They seem to say
As they strike again
And again,
Bouncing back
Like a ball and string
Wings flapping, flying
In and out,
No one wants to miss out.
The smell of Fish and Chips
Is clear in the air
There's no stopping them now,
Now that they have,
Grabbed their chance,
Food is food,
And they want it,
Oh, they want it bad.
Mine! Mine! Mine!
They say,
Mine! Mine! Mine!

Title: Squaking Seagull

As I look out towards the beach I see
Seagulls fighting for food
Fiesty seagulls squirming through trying to get out of the crowd.
Seagulls yodelling, singing there ear-piercing songs
Whirling round and round and round trying to get the food first.
I see seagulls pouncing on each other making the food there own.
Swarming through trying to see what the commossion is all about.
Visious, angry, hungry seagulls
Awaiting something more for there hungry stomachs
Embracing the adoring taste of fish + chips.

Dear Diary

		Year:	4 & 8
Approach:	Station		
Focus:	Personal diary writing		
Resources:	3 diary entry cards		

NEMP Access Task

14 December — Tuesday

I found a small frog this morning. He was on the side of the road at the bus stop.

I put him in my lunch box and took him to school with me on the bus. I've named him "Trouble" because he jumped out of my lunchbox and under the seats. All the kids were screaming and yelling. The bus driver was not happy!

At school, everybody wanted to see what was in my lunch box. I showed Mrs. Murray and she screamed!

18 October — Monday

Monday is always my favourite day at school because we have art.

Mrs. Gordon showed us some tiles. She said that we're going to smash them into pieces! Then we're going to stick the pieces onto another tile to make a picture.

If they're good enough, our tiles are going to be put on the walls around our swimming pool.

10 October — Wednesday

Today was my first day at school in Samoa. My Uncle Sione and I caught the bus early this morning. In Samoa, there are no timetables or bus stops. We just walk out to the gate and wait for the bus to come. This morning it was full of people. I waited for Uncle Sione to pay for our bus fare, but he just walked in and sat down. Uncle Sione explained that in Samoa you pay the driver when you get off the bus!

I had to sit on Uncle Sione's knees because there were no seats left. Even if you don't know the person, you just sit on their knees! A Samoan bus has no glass windows or doors. If you sit on the front seat, you have to hold on tight so that you don't fall out of the bus. Fa!

[Year 8 only.]

Questions / instructions:

People sometimes write about events, things, thoughts or feelings in a diary. A diary helps them to remember these things or share them with others.

1. Read the diary entry cards.
   [2 cards only for year 4].

2. Write your own diary entry. Write about something special that has happened to you recently.

	% responses	
	y4	y8
Vividness and/or descriptiveness of diary account:		
very good/excellent	6	25
good	24	35
moderately good	40	32
poor	30	8

		% responses	
		y4	y8
Number of lines of text: *(ignore day/dateline)*	more than 10	18	39
	6 to 10	43	45
	up to 5	39	16
Entry included day and/or date:		21	36
Total score:	5–6	7	27
	4	13	22
	3	18	21
	2	24	17
	0–1	38	13

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
5 - 6	4 %	10 %	7 %	7 %	9 %
4	9 %	17 %	14 %	12 %	9 %
3	14 %	21 %	17 %	21 %	8 %
2	22 %	26 %	23 %	25 %	33 %
0 - 1	51 %	26 %	39 %	35 %	41 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
5 - 6	18 %	36 %	29 %	24 %	22 %
4	18 %	25 %	22 %	16 %	34 %
3	21 %	22 %	19 %	29 %	16 %
2	23 %	11 %	17 %	20 %	12 %
0 - 1	20 %	6 %	13 %	11 %	16 %
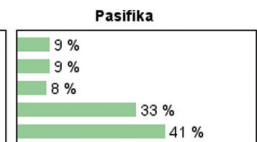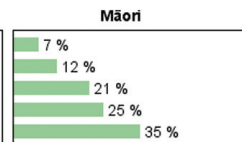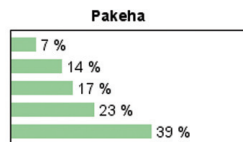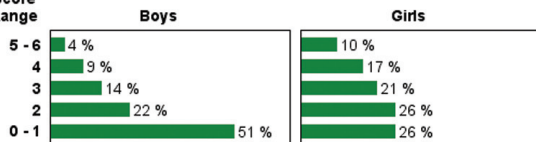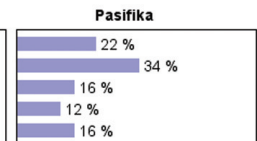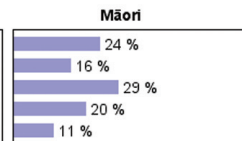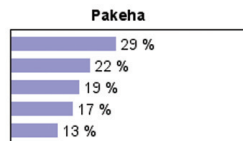
Commentary:

In general, girls performed substantially better than boys on this task but there were only minor differences in performance between Māori, Pakeha and Pasifika students.

TASK: **Rona**

Approach:	Independent	**Year:**	8
Focus:	Re-writing a legend		
Resources:	Video recording on laptop computer, 4 pictures, 4 individual answer sheets		

Questions / instructions:

This activity uses the computer.

You are going to hear a legend about Rona and the moon. After you have heard the legend, you are going to write it in your own words.

Click the *Rona* button. *[See over page for images and voiceover script.]*

Now I want you to write the legend in your own words. You can use the pictures to help you. Remember to include what the lesson of the story was.

Hand out a picture and an individual answer sheet to each student.
[Picture card, as on the following page, shows selection of images from video.]

Elements of story:
- *Rona lazy*
- *husband obliging*
- *Rona sent husband to get food/fish*
- *husband off out to sea*
- *Rona slept all day*
- *Rona woke, wanted drink*
- *Rona called for husband to provide*
- *Rona went to get water from creek*
- *moon went behind cloud*
- *Rona tripped, hurt herself*
- *Rona yelled rudely at moon*
- *moon grabbed Rona*
- *Rona held onto tree*
- *moon pulled Rona and tree up to moon*
- *husband came back, saw Rona and tree on moon*

Elements included in retold story:		% responses y8
	all 15	5
	13 or 14	17
	10–12	38
	7–9	26
	0–6	14

How vividly was story told:
(e.g. use of speech, Māori words, strength of feeling/characterisation/relationships)

	% responses y8
very vividly	12
vividly	33
moderately vividly	40
routinely/boringly	15

Moral included at the end:

	% responses y8
yes, clearly and accurately	15
yes, but only vaguely	24
yes, but not correct	13
no	48

Total score:		% responses y8
	8–10	10
	6–7	18
	4–5	33
	2–3	25
	0–1	14

Subgroup Analyses:

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
8 - 10	6 %	15 %	12 %	7 %	6 %
6 - 7	15 %	21 %	17 %	21 %	20 %
4 - 5	35 %	31 %	34 %	30 %	28 %
2 - 3	28 %	21 %	25 %	28 %	20 %
0 - 1	16 %	12 %	12 %	14 %	26 %

Commentary:

Many students did not include the lesson (moral) of the story. There was a wide range of performance in all five subgroups, with similar percentages of Pakeha, Māori and Pasifika students scoring in the top two score categories (score of six or more).
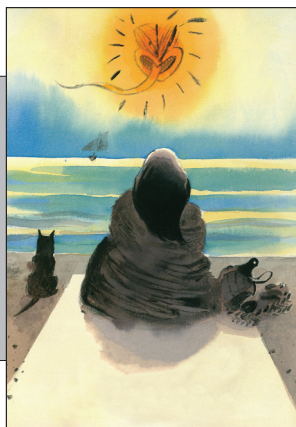
VIDEO SCRIPT:
(Gavin Bishop (2004) "Rona", In *Taming the Sun – Four Māori Myths*; Random House, Auckland, New Zealand)

In this activity you will be watching a video of a legend called Rona. Rona is a story with a moral or lesson to it.
Listen carefully because when the legend has finished you will write it in your own words.

(Rona and her husband)

Auē, that Rona was lazy! Her husband spoiled her. "Get me some water," she would cry. "Cook me some kumara."

"Ae, kare," he would say. "Yes, dear."

One morning Rona said to her husband, "I feel like a big fish for supper."

"I'll get you one, kare," he said. "I'll be as quick as I can."

"Ka pai," said Rona. " Take all day if you like. I've got some sleep to catch up on."

(Rona watching husband at sea)

Rona sat on the beach and watched her husband paddle his canoe out to sea. She rolled out a whāriki and stretched out in the warm sun. Soon she was fast asleep. She slept all day, until the sun went down.

(Rona awake and under the moon)

When she awoke, she was thirsty. She lifted her gourd to have a drink of water.

"Aue," she cried. "This thing's empty! Where's that husband of mine? I'm hungry, and I need a drink of water." She called out to her husband but he did not answer. " Pai Kare. I'll have to get some water myself."

(Rona walking past a tree)

She picked up the gourd and walked down to the creek. Te Marama, the moon, sailed overhead and lit her way.

But suddenly, Te Marama went behind a cloud. Rona could not see where she was going. She tripped, twisting her ankle and bumping her knee. Rona was angry. She looked up at the sky and cried out to the moon. "Pokokōhua!" she screamed. "You old cooked head!"

(Rona in the tree)

Te Marama stopped. He looked down. He said, "Are you speaking to me?"

"Yes, I am! Look what you made me do!" screamed Rona.

"How dare you call me such a disgusting name!" said Te Marama.

Then, without saying another word, the moon zoomed towards the earth and caught hold of Rona. She quickly grabbed the branch of a nearby tree, but the moon was too strong. The tree came out by the roots, and Rona was pulled up into the sky.

(Rona's husband seeking Rona)

When Rona's husband returned with a fish that almost filled his waka, he could not find his wife. He looked inside their whare. He looked in the bush. He looked by the creek. He went to the beach. Then he looked up at Te Marama.

(Rona in the moon)

There he saw his wife looking down at him. "Come and see the big fish I've caught for you," he called.

But Rona only looked sadly down and said nothing.

To this day, when there is a full moon you will see Rona. She stands on the moon's face with the gourd in her hand. She looks down still holding the ngaio tree.

When arguments start and insults begin to fly, people still say, "Kia mahara ki te hē o Rona." Remember Rona's mistake.

Now you can write Rona in your own words so that someone who does not know this legend will understand what happens. Use the picture card from the legend to help you.

		% responses	
		y4	y8

LINK TASK: 1

Approach:	Station
Year:	4 & 8
Focus:	Writing a story

Total score:		y4	y8
	7–8	2	21
	5–6	18	40
	3–4	40	30
	0–2	40	9

LINK TASK: 2

Approach:	Station
Year:	4 & 8
Focus:	Inventing appropriate dialogue to fit pictures

Total score:		y4	y8
	11–12	16	37
	9–10	44	40
	7–8	24	16
	0–6	16	7

LINK TASK: 3

Approach:	Station
Year:	4 & 8
Focus:	Writing an advertisement

Total score:		y4	y8
	4–5	5	29
	3	17	23
	2	31	23
	1	24	13
	0	23	12

LINK TASK: 4

Approach:	Independent
Year:	4 & 8
Focus:	Descriptive writing

Total score:		y4	y8
	7–9	4	20
	5–6	15	29
	3–4	38	32
	1–2	30	15
	0	13	4

LINK TASK: 5

Approach:	Independent
Year:	4 & 8
Focus:	Writing a poem or rap

Total score:		y4	y8
	9–13	12	29
	7–8	15	22
	5–6	24	25
	3–4	25	13
	0–2	24	11

The focus of this chapter is on functional writing. Students were asked to present information clearly and accurately in written form. They acted as reporters, gave instructions, prepared advertisements, filled in forms and wrote letters, descriptions, messages and formal reports.

Twelve tasks were identical for year 4 and year 8 students and two were administered only to year 8 students. Six are trend tasks (fully described with data for both 2002 and 2006), one is a released task (fully described with data for 2006 only) and seven are link tasks (to be used again in 2010, so only partially described here). The tasks are presented in that order.

Averaged across 102 task components administered to both year 4 and year 8 students, 18 percent more year 8 than year 4 students succeeded with these components. Year 8 students scored higher on 89 components, lower on seven components, and no different on six components. *Crunchie Survey* was handled very well and showed little difference between year 4 and year 8 students (it was also the most popular task in 2006). Most year 4 students and many year 8 students do not follow standard conventions for presenting a business letter.

Trend analyses showed a small improvement between 2002 and 2006 for year 4 students and a slight improvement for year 8 students (the latter probably too small to be judged significant). Averaged across 47 task components attempted by year 4 students in both years, just over three percent more students succeeded in 2006 than in 2002. Gains occurred on 35 components, with losses on 11 components and no change on one component. At year 8 level, again with 47 task components included in the analysis, on average two percent more students succeeded with the task components in 2006 than in 2002. Gains occurred on 29 components, with losses on nine components and no change on the remaining nine components.

Trend Task: Crunchie Survey

NEMP Access Task

Approach:	One to one
Focus:	Form filling
Resources:	*Crunchie* bar, recording book

Year: 4 & 8

Questions / instructions:

Give one *Crunchie* bar and recording book to the student.

Cadbury's make *Crunchie* bars. Imagine they want to find out what kids think about them.

Eat your *Crunchie* bar then fill out the form to tell *Cadbury's* what you think about it.

Crunchie Survey

1. Age [ ]
2. Male [ ]   Female [ ]
3. Town or nearest town where you live _____
4. How often do you eat chocolate?
   every day [ ]   most days [ ]   some days [ ]   never [ ]
5. How much do you like the Crunchie bar?
   ☺ I love it   ☺ I like it   ☺ It's okay   ☹ Yuk
6. Have you eaten a Crunchie Bar before?   Yes [ ]   No [ ]
   Tick the box
   If yes, go to question 7. If no, go to question 9.
7. Where do you usually buy your Crunchie bars?
   [ ]
8. Which Crunchie Bar do you prefer?   Long bars [ ]
   Packets of mini-sized bars [ ]
   Why do you say that? _____
   _____
   _____
9. What do you like about the Crunchie bar ?
   •
   •
   •

	year 4	year 8
% response 2006 ('02)		
Clear appropriate response to request for: age	100 (95)	99 (100)
gender	100 (96)	100 (99)
name of apparent town	94 (89)	99 (97)
How often do you eat chocolate? one response clearly indicated	100 (99)	100 (100)
How much do you like the *Crunchie* bar? one response clearly indicated	100 (99)	100 (100)
Have you eaten a *Crunchie* bar before? "yes" or "no" clearly indicated	100 (99)	100 (100)
name of apparent place *(or nearest shop)*	86 (76)	83 (83)
Which *Crunchie* bar do you prefer? one response clearly indicated	98 (97)	100 (98)
Why do you say that? reason that relates to the choice	94 (88)	98 (98)
What I like about the *Crunchie* bar... 3 different reasons	54 (55)	59 (70)
2 different reasons	35 (27)	32 (25)
1 different reason	9 (13)	8 (5)
no reasons	2 (5)	1 (0)
Total score: 12	43 (43)	50 (55)
11	36 (25)	32 (34)
10	15 (16)	13 (8)
0–9	6 (16)	5 (3)

Subgroup Analyses:

Year 4

Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
12	43 %	44 %	43 %	46 %	43 %
11	34 %	37 %	35 %	39 %	30 %
10	17 %	12 %	16 %	12 %	15 %
0 - 9	6 %	7 %	6 %	3 %	12 %
	0 %	0 %	0 %	0 %	0 %

Year 8

Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
12	50 %	51 %	53 %	51 %	35 %
11	28 %	36 %	32 %	28 %	36 %
10	17 %	9 %	12 %	14 %	19 %
0 - 9	5 %	4 %	3 %	7 %	10 %
	0 %	0 %	0 %	0 %	0 %
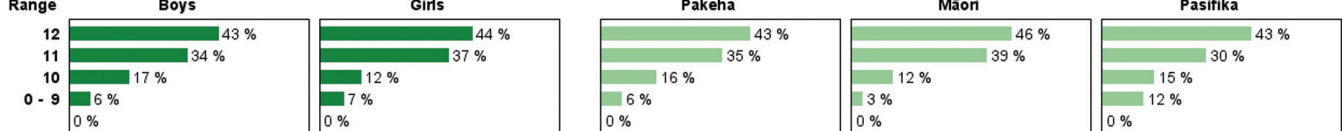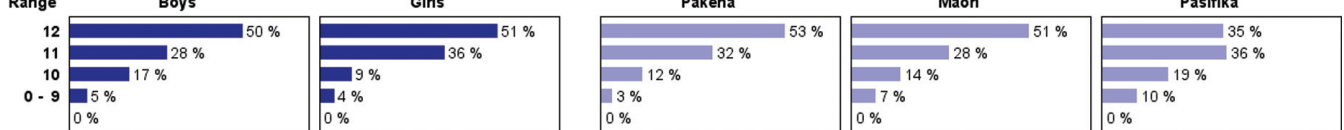
Commentary:

High percentages of students scored well on this extremely popular task, with only minor differences between year 4 and year 8 students, and the different subgroups. Between 2002 and 2006 there was a slight improvement for year 4 students and little change for year 8 students.

Trend Task:

How To Get To Ani's Place

Approach:	Station
Focus:	Writing instructions
Resources:	Map

Year: 4 & 8

Questions / instructions:

The map shows the town where Ani lives.

Write directions for getting from the bus stop to Ani's house.

[Map showing a town with streets: Moana Lane, Cat Street, School Road, Short Street, High Street, Main Street, Apple Avenue, Kea Road, Browns Road, Gray Street, Barr Street, Flower Lane, Wood Street. Landmarks include Doctor, Church, School, Bus Stop, Police, Post Shop, Shop, and Ani's House. Compass shows N, S, E, W.]

	% response 2006 ('02)			% response 2006 ('02)	
	year 4	**year 8**		**year 4**	**year 8**
gave clear directions for correct route on Apple Ave from bus stop	35 (33)	68 (62)	**Directions included:** street names	68 (66)	92 (90)
direction clearly indicated arrival at a particular corner *(either corner of Apple Ave and School Rd or corner of Apple Ave and Gray St)*	32 (19)	62 (58)	turns *(e.g. left/right)*	54 (41)	64 (62)
			compass directions (N, S, E, W)	20 (31)	42 (38)
			particular landmarks *(other than street names)*	23 (17)	30 (20)
Directions from the particular corner given:			**Directions included elements likely to produce confidence when followed:**		
accurate and efficient	11 (13)	42 (33)	yes, to a high degree	5 (4)	41 (38)
accurate but not optimal	12 (7)	23 (27)	yes, to a moderate extent	31 (20)	37 (42)
ambiguous, but some interpretation(s) would work	34 (33)	23 (24)	no	64 (76)	22 (20)
no	43 (47)	12 (16)	**Total score:** 7–8	4 (7)	34 (34)
			5–6	14 (4)	27 (17)
directions make clear where Ani's house is *(e.g. corner of Barr St and Browns Rd, end of Barr St)*	12 (9)	44 (44)	3–4	16 (15)	16 (28)
			1–2	35 (37)	14 (11)
			0	31 (37)	9 (10)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 8	3 %	5 %	5 %	1 %	9 %
5 - 6	10 %	19 %	17 %	7 %	7 %
3 - 4	18 %	13 %	16 %	16 %	11 %
1 - 2	37 %	32 %	37 %	30 %	29 %
0	32 %	31 %	25 %	46 %	44 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 8	31 %	37 %	36 %	30 %	19 %
5 - 6	28 %	27 %	26 %	30 %	34 %
3 - 4	19 %	13 %	15 %	17 %	24 %
1 - 2	13 %	14 %	13 %	15 %	16 %
0	9 %	9 %	10 %	8 %	7 %
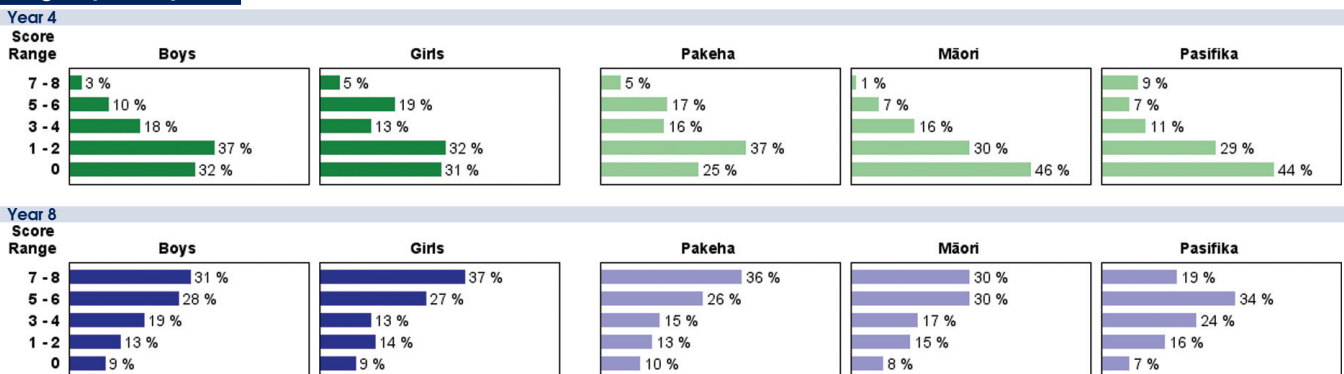
Commentary:

In general, year 8 students performed much better than year 4 students on this task. There was little change between 2002 and 2006 at either year level. Boys and girls performed comparably at both year levels, as did year 8 Pakeha and Māori students.

Trend Task: Torch

Approach:	Station		Year:	4 & 8
Focus:	Writing instructions			
Resources:	Assembled torch without batteries, 2 batteries			

Questions / instructions:

Check that you have a torch ▯ and two batteries ▯ ▯ . If not, tell the teacher.

Put the batteries in the torch to make it go. If the light does not go, tell the teacher.

Write instructions so that a young person would know how to put the batteries in the torch to make it go.

Instructions included:

	% response 2006 ('02)	
	year 4	year 8
taking the top off	35 (25)	64 (70)
putting the two batteries in	82 (80)	93 (88)
awareness that battery orientation matters	59 (60)	83 (80)
getting the batteries in the same orientation	38 (34)	68 (66)
conventional orientation of batteries *(positives towards the bulb or negatives towards the spring)*	27 (29)	50 (63)
putting the top back on	71 (65)	82 (79)
switching the torch on	58 (48)	71 (67)
Total score: 6–7	15 (16)	50 (50)
5	15 (8)	18 (13)
4	25 (19)	13 (21)
3	20 (30)	12 (8)
0–2	25 (27)	7 (8)

YEAR 4 – MID RANGE

1. Get a tourch, 2 batteries.
2. Un swear the top of the tourch
3. Put the batteries in the tourch
4. Put the top back on the tourch
5. swich the light on. and it will go

First an screw the lid, then, put the flat end of the batterey in then put in the ather batterey Screw on the lid and the torch should work.

First get a torch get two Big batteries get the torch twist the top of the torch get the two big Battries put it in the torch get the lid of the torch twist it and put the switch on and see if it lights if it dosnot light look back at the instruction do it all over again.

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6 - 7	10 %	19 %	15 %	11 %	24 %
5	15 %	16 %	17 %	12 %	12 %
4	23 %	27 %	28 %	21 %	9 %
3	19 %	21 %	18 %	25 %	24 %
0 – 2	33 %	17 %	22 %	31 %	31 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6 - 7	45 %	55 %	53 %	46 %	33 %
5	19 %	18 %	19 %	15 %	24 %
4	14 %	13 %	12 %	14 %	21 %
3	14 %	9 %	11 %	16 %	12 %
0 – 2	8 %	5 %	5 %	9 %	10 %
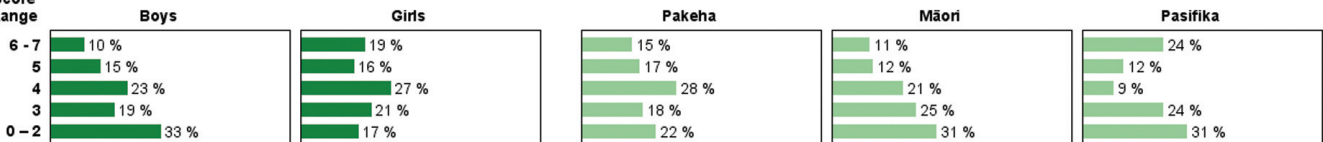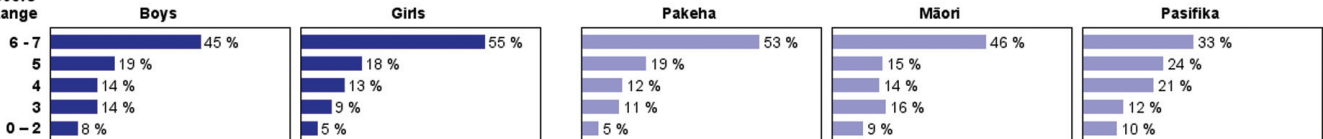
Commentary:

Boys are often thought to be more interested than girls in how to make technological devices like torches work, but girls performed better than boys on this task. Thirty-five percent more year 8 than year 4 students gave instructions that achieved a score of six or seven. There was no meaningful change in performance between 2002 and 2006.

If the batteries run out get 2 C sized batteries. Then open the top of the torch. Pick up one C batterie. Next put the batterie in so the + is facing the top. Repeat the action. Then screw the top of the torch back on. Turn the torch on. Now it will work. If it doesn't it means that you have done it wrong. If you have done it wrong try again.

1. First you need to get 2 energizer batteries and 1 torch.
2. You need to unscrew the light and put the batteries in make the bump bit face up then screw up the lid and turn on the torch.

1st take the top of the torch off. 2nd Put 1 of the battries in with the Flat end at the bottom. 3rd put your 2nd battery doing the same action as rule no 2. 4th Screw the lid back on. 5th Push your button and then the light will go if not unscrew the lid and try putting it back on.

put both batteries in the torch with the little round bump on the batteries facing up, screw the lid on the top of the torch, then push the switch up and on the torch it will go.

1. On the battery you will see on one end there is a bump, put the battery in so the bump is facing up
2. get the other battery and place it on top inside the torch and have the bump on the other battery facing up
3. Turn on the torch and see if it worked

First unscrew the lid. on the batterys you will see a flat side and a side with a little bump. Once you have found the side with a little bump put the battery in so the bumps at the bottom. Do the same with the other battery once bo both batterys are in screw the lid back on.

1. Take off the lid of the torch and place in the first battery with the positive side pointing up (if you don't know the difference a positive side has a little bump on it and the negitive side is flat) Now The second battery is the same with the positive side pointing up. Now Srew on the lid your torch should shine.

1. Twist torch top off the torch.
2. Put 2 C-sized batteries in with the + side pointing up.
3. Twist lid back on.
4. Push button up to make it go.

1. Un screw the top of the torch.
2. get two 'C' sized batteries and insert the first battery into the torch with the '+' facing you.
3. Repeat intruction two with the second battery.
4. Grab top part of torch (the part you un screwed) and screw top part on. Push down hard on the top of the torch so it will be screwed on tight.
5. Once you have screwed it back together switch the torch on to check if batteries are in correctley.

Approach:	Station
Focus:	To inform, describing ideal person for a job
Resources:	Newsletter in recording book

Year: 4 & 8

Questions / instructions:

In this activity, you are going to write a short advertisement in the school newsletter.

Imagine you need someone to look after you when you get home from school. Your parents have asked you to write a short advertisement to put in the school newsletter. In the ad describe the kind of person you would like to have looking after you. Tell the kinds of things they would have to do.

Write your advertisement in the space on the newsletter.

SCHOOL NEWSLETTER

Good News at Athletics
Our school had done really well at the interschool athletics competition this year. Well done to the following children who gained a prize in their events:
Sarah McDonald, Janie Li, Melody Umaga, Tane Uatuku, Scott Hawkins.
Mrs Mahuta, the Principal, says a big thank you to all the parents who helped transport the children to the athletics.
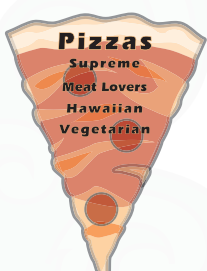
Lost Property
The lost property box is getting too full again. All children please come and check the box for their own clothing.
A reminder to parents: Please ensure all your child's clothing is named.

School Fair
We are getting closer to our school fair. Thanks to all the people who have offered to help out. Please bring all goods for sale to the school hall on Monday evening.
All food donations for the fair can be brought to the school next Friday evening.

World Vision
All money raised for World Vision should now be returned to the school. Please take this money to the school office. It should be in an envelope with your child's name and room number clearly marked.
Phone: 258 1771 for school inquires.

Pizza Lunches
There will be pizza for sale on Friday lunchtimes for the rest of the term. These are for sale for $2 a slice. The money raised will go towards buying a new computer.

Pizzas
Supreme
Meat Lovers
Hawaiian
Vegetarian

Notices:

Free! Free! Free!
Cute fluffy kittens free to good homes. Well-behaved, house-trained kittens with beautiful big green eyes. See Jamie, Room 6.

TV For Sale
Colour TV for sale. Goes well. Would consider swapping for a Playstation 2. If you are interested, please ring Mrs Jones. Phone: 258 5720

Write Your Ad Here

	% response 2006 ('02)	
	year 4	**year 8**
focused on after school care	25 (32)	52 (49)
contact details included	16 (15)	52 (47)
Approriateness of language style: strong	9 (3)	24 (34)
moderate	36 (28)	53 (41)
weak	55 (69)	23 (25)
Suitable heading included:	16 (17)	48 (44)
Described the kind of person required: very well	16 (10)	31 (30)
moderately well	38 (44)	42 (31)
poorly	46 (46)	27 (39)
Described the kinds of things they would do: very well	10 (4)	6 (14)
moderately well	34 (36)	35 (38)
poorly	56 (60)	59 (48)
Addressed the need for proper care: *(rather than just fun activities child would like)* very well	4 (5)	7 (18)
moderately well	25 (22)	36 (30)
poorly	71 (73)	57 (52)
Total score: 7–11	6 (1)	22 (27)
5–6	14 (10)	29 (33)
3–4	29 (30)	27 (16)
1–2	31 (44)	14 (14)
0	20 (15)	8 (10)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 11	4 %	8 %	7 %	5 %	3 %
5 - 6	10 %	18 %	15 %	9 %	12 %
3 - 4	28 %	31 %	31 %	23 %	26 %
1 - 2	34 %	27 %	30 %	34 %	36 %
0	24 %	16 %	17 %	29 %	23 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 11	14 %	30 %	24 %	17 %	18 %
5 - 6	30 %	27 %	28 %	31 %	21 %
3 - 4	32 %	23 %	28 %	25 %	34 %
1 - 2	18 %	11 %	14 %	18 %	9 %
0	6 %	9 %	6 %	9 %	18 %
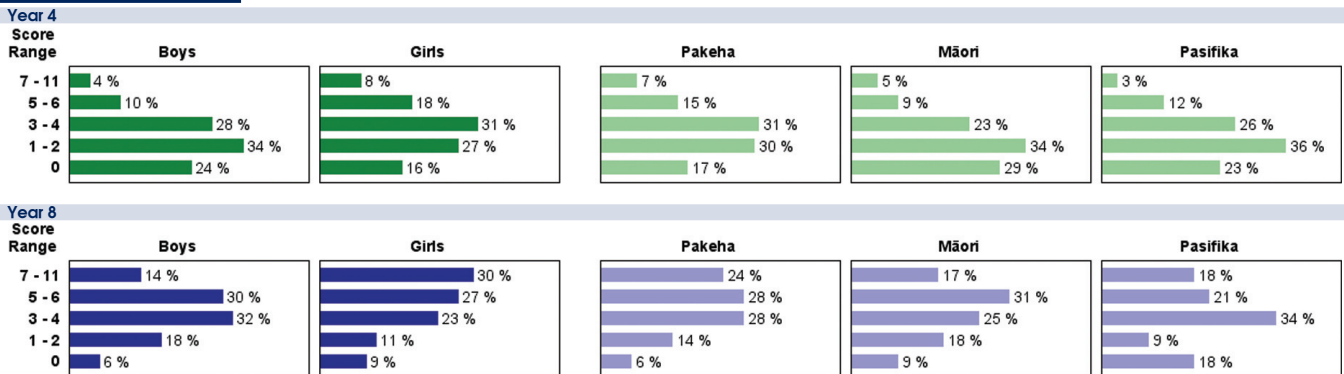
Commentary:

Few students handled this challenging task really well. In general, girls did a little better than boys at both year levels but there were only minor differences in performance between Pasifika, Māori and Pakeha students.

YEAR 4 – MID RANGE

A person who likes playing out side watching tv and DVD. Make me tea and help me with my home work.

A Baby sitter is recarid please call [Telephone no.] given (Female please)

I would like it not to be a cant bossy person but what they cant let me do what I want Itl like them to have a child spits and play games like manopoly and they wouldent mind me going to other peoples houses

Come and look affter me at Kidz look affter me Salter COME NOW!!

Ph: [Telephone no.] given
Mobil: [Telephone no.] given

Babby Sitter needed
You nice not mean Need to be you need to be over 16 years of age

YEAR 4 – HIGH RANGE

Baby sitter wanted.

[?]

• Must be kind.
• Must be cool.
• Must let me eat lots ice-cream.
• Must let me stay up late (and not tell my mum).

Phone : [Telephone no.] given
Adress : [Address] given
Name : [Name] given (child for you to look after).

Babysitter Wanted
Must be: a boy over 14 kind
Time: 3pm – 9pm

Must do:
• dinner
• play

Adress = [Address] given

payment: $5 per hour

[Name] given

Need a nanny
we would like someone that is kind and helpful. you would have to cook, Pick them up after school, Help them do homework, take them places.
Phone: [Telephone no.] given
Joe Bloggs

Hi my name is paige Harris, I am looking for a person that would be willing to look after me for 2 or 3 ho That would include: playing with me, picking me up from school, preparing afternoon tea and...

Caring for me Propoly!
My mother will give you more details if you are interested.

contact
Parent name: [Name] given
Phone : [Telephone no.] given
Mob : [Telephone no.] given

I would like a person who's kind. and well understanding. That person would have to make my lunch and have to tell me what I have to do for home work. That person should help me with my work, if I don't know. That person would have to look after my brother too. Because he is younger than me. And need lot's of help too.

YEAR 8 – MID RANGE

we need a siter......
time 3.00pm.
Place [Address.] given

We would like a Person nice and friendly
Bed time 900.
Please call [Telephone no.] given

Nanny Wanted!

I would like someone to come and look after me, after school.
This person needs to make an afternoon snack. Has to be healthy no junk food please!.
Hours: 4:00pm to 6:00pm
you will get paid every week.

Thank you.

Signed:
Cai

Babysitter wanted!
I am looking for a fun, active, able to cook person to look after me from the hours of 3:00pm to 5:00pm.

Babysitter needed!
looking for a baby sitter for after school.
Looking for responsibility, care, reliability and about 16+ years of age

---

hi my name is Jean I am looking for somore to look after me in the after noon about 3.00 to 6.00 I am looking for some one kind helpful manned loyal & some that can do all the house jobs & feed me dinner when I am nun gery if you are interested call me on
[Telephone no.] given I lived at
[Address.] given

YEAR 8 – HIGH RANGE

Baby Sitter Wanted.
Baby sitter needed to look after child after school.
must be sensible and responsible
Would need to cook dinner and help with homework. might have to clean.
Call [Telephone no.] given to find out more.

Wanted: After school Babysitter
Needs to be:
o Young
o Kind
o fair
Needs to cook, drive, have a sweet tooth.

Pays: $7.00 per hour.
Phone. [Telephone no.] given
Must like movies, TV, Ps2, sport, etc.

Babysiting
I am looking for a responsable adult. Who has had experience with looking after children. Who can look after me [Name] given from 3:00pm onwards. They have to be 18 years old and over. You will have to babysit me while my parents are gone, Make sure I have done my homework and chores and do everything, before my parent get home. For more immformation please ring
[Telephone no.] given
$20.00 Per hour

After School Caregiver...

We are looking for a responsible adult who can take care of a 12 year old child every day after school. This person must be focused, orginised, polite, caringand must enjoy being with kids. In this job you will be required to make sure our child does her homework, able to cook and know how to handle a child. If any questions about the job, please phone [Name] given on her mobile: [Telephone no.] or home phone: [Telephone no.] given

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Baby sitter wanted!
I am a person that always does my homework when I get home. But there are some things I forget to do. Like watering the flowers and feeding my pet cat. I can't cook either, so I will need some-one to take care of me.
I would like a kind, quiet and fun person to take care of me. You must know how to cook edible food and have a good memory to remind me to do things If you are interested, call: [Telephone no.] given to talk to my mum about it.
Thanks!

Popcorn

Approach:	Independent
Focus:	Writing instructions
Resources:	Video recording on laptop computer, 4 pictures, 4 individual answer sheets

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

Hand out individual answer sheets and a picture to each student.

In this activity you will be writing instructions for making popcorn. We will start by watching a video about making popcorn.

Click the *Popcorn* button.

Now write instructions for making popcorn inside your answer sheets.

[Answer sheets showed the image as above, along with a list of things needed - butter, knife, popping corn, pot, spoon, stove, bowl. Following were six pictures as below, taken from the video in sequence, with blank spaces for students' own written work.]

	% response 2006 ('02)	
	year 4	**year 8**
Instructions included:		
get ingredients/utensils/ equipment ready	14 (19)	23 (15)
cut butter	49 (42)	73 (71)
put butter in pot	74 (73)	80 (77)
put pot on stove	37 (28)	51 (53)
turn element/stove on, heat pot	10 (11)	34 (18)
melt butter	56 (60)	83 (90)
measure two spoonfuls of corn	8 (8)	24 (23)
put corn into pot/hot butter	87 (78)	92 (92)
put lid on pot	38 (32)	62 (48)
wait for corn to start popping	51 (37)	63 (63)
check to see if corn has finished popping	69 (64)	84 (77)
take lid off pot	27 (18)	30 (17)
pour popcorn into bowl	36 (30)	66 (60)
turn off element/stove	3 (4)	16 (2)
Clarity of individual instructions:		
very clear/excellent	10 (3)	18 (22)
mainly clear	34 (31)	49 (39)
moderately clear	38 (38)	29 (31)
unclear	18 (28)	4 (8)
Proportion of comments written as instructions in the present tense:		
all	63 (60)	82 (82)
most	20 (17)	13 (14)
about half	6 (5)	2 (2)
some	1 (8)	1 (1)
none	10 (10)	2 (1)
Total score: 15–20	7 (7)	35 (29)
13–14	17 (9)	28 (25)
11–12	28 (19)	23 (24)
9–10	20 (28)	8 (13)
0–8	28 (37)	6 (9)

Popcorn : Exemplars

YEAR 4 – MID RANGE

1. Get a knife full of butter.
2. Take the butter to the cooking pot and drop it in.
3. Put the popcorn seeds in to the pot.
4. Put the cover on the pot and put it on the stove.
5. Check of the popcorn is ok. If it isn't close the lid.
6. Open the lid and check again. If it is ready put it in a bowl.

1. Cutting the butter
2. then put the pot on the stove to mount the butter.
3. then heat up the pot for the popping corn.
4. put the lid on the pot to wait for the corn to pop
5. now open the lid off the pot to check the popcorn.
6. then after a while the popcorn will be ready.

1. Put 1 scop of butter in a pot
2. Melt the butter in a pot
3. add the pop corm seed's
4. cook for 15 to 20 minit's
5. check the popcorn
6. then eat it !

1. first get a pot with some butter.
2. put the butter into the pot and cook it on the stove.
3. put popping corn in an let the popcorn cook
4. Keep it cooking and get a bowl out.
5. After it is cooked take it of the stove and stop the stove.
6. put it in a bowl and eat it.

1. get all the Ingredients.
2. cut some butter and melt in pot.
3. When all butters melted add popcorn
4. then put pot on the stove
5. check if it is done
6. when finished eat it

YEAR 4 – HIGH RANGE

1. Put some butter in a pot.
2. Place the pot on the stove and turn it on.
3. When the butter has melted add pericop's. (popcorn)
4. Wait for the pericops to pop.
5. Check the pericops.
6. Turn off the stove and put the popcorn in a bowl.

1. Cut the butter with a knife and put it in a pot
2. Carry it over to the stove and turn it on
3. Wait till the buter is melted then put the popping corn in the pot with a spoon.
4. Leave it to pop
5. Check on it. Leave it to pop a bit more.
6. Check on it again. If it's ready, turn the stove off. Pour it into a bowl. Leave it to cool. Then eat it !

1. cut a slice of butter and put it in a pot
2. Put it on the stove and turn it on
3. Put 2 or 3 big spoons of popcorn seeds in the pot after a few minutes.
4. Put the lid on the pot and leave it for a while.
5. After check if it is ok
6. Then open the lid up take it to a bowl and put it in and there should be some nicely made popcorn

1. First, get a big slice a butter on a knife
2. put the butter inside a pan and put it on a stove and heat it. slide the butter to spread it over the pan
3. After the butter has melted, put popping corn in the pan
4. put the lid on
5. After you hear the corn pop, check if its ready, if not keep the lid on
6. When it is ready, lift the lid up and tip it into a bow.

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
15 - 18	5 %	9 %	8 %	1 %	12 %
13 - 14	13 %	21 %	19 %	12 %	16 %
11 - 12	28 %	29 %	28 %	28 %	29 %
9 - 10	22 %	18 %	19 %	24 %	18 %
0 - 8	32 %	23 %	26 %	35 %	25 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
15 - 18	30 %	42 %	38 %	27 %	27 %
13 - 14	26 %	30 %	25 %	36 %	36 %
11 - 12	27 %	17 %	23 %	25 %	17 %
9 - 10	10 %	6 %	8 %	6 %	15 %
0 - 8	7 %	5 %	6 %	6 %	5 %
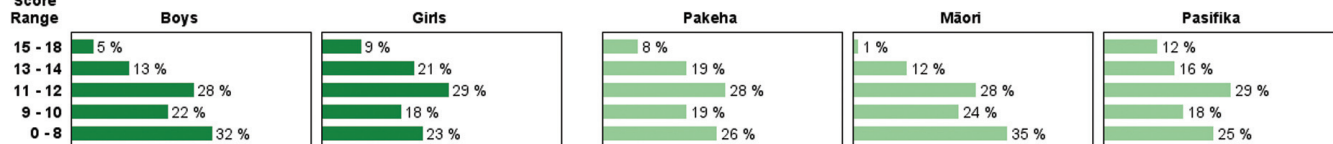
Commentary:

About 40 percent more year 8 than year 4 students gave quite detailed instructions. Performance was a little higher in 2006 than in 2002 at both year levels. Girls scored higher than boys at both year levels but there were only minor differences in the performance of Pakeha, Māori and Pasifika students.

YEAR 8 – MID RANGE

1. She cuts a little bit of butter and puts it in the pot.
2. She puts the pot on the stove and turns it on.
3. Once the butter is hot enough she gets a spoon and puts some poping corn in it.
4. She waits while she hears the poping sound.
5. She opens the lid to see if it is done....
6. and it is so she puts it in a bowl ready to eat.

---

1. Cut butter and put in the pan.
2. Melt the butter under a stove.
3. Put 2 tablespoons of corn in.
4. Put lid over and wait.
5. have a look after poping and if it is still popping leave on the lid.
6. When it has stopped popping eat.

---

1. Cut a slice of butter.
2. Put the slice of butter into a pot and spread it around the pot.
3. Wait till it turns bubbly and put your popcorn seeds in.
4. Then wait for a few mins.
5. Take the top of the pot of to see if it is ready if it is not ready leave it in for a bit longer.
6. Once its ready take the pot of and pour it into a bowl.

---

1. First of you must have what you need, so get out
   – 1 bag of poping corn
   – 1 pot
   – butter
   – 1 bowl
   – 1 knife
   – 1 spoon
   – 1 chopping board
2. Cut 1 gram of butter and put into pot. Then let butter melt in pot for as long as it takes.
3. Once butter melts, put half the bag of popping corn into the pot.
4. leave to pop for about 5 minutes
5. keep checking that the popcorn is poping.
6. When finished, put into a bowl and leave to cool down for 2 minutes. After cooling, eat and enjoy

YEAR 8 – HIGH RANGE

1. First of all you wash your hands with soap. Then you measure the ingredients.
2. Turn the stove on, put the butter in the pot and wait for it to melt.
3. Then once all the butter has melted put the kernals in the pot.
4. Put the lid on and wait, for the popcorn to start popping.
5. Lift the lid up slightly and check on them. Then put the lid down.
6. Wait for a little bit longer until all the popping stops. Lift the lid up and put the lid back on . Turn the stove to "OFF". Put the popcorn in a bowl and enjoy!!

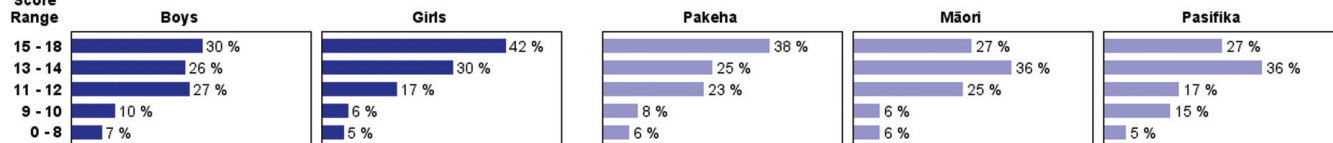1. Cut at least 25g of butter and put it into a large pot.
2. Place the pot on the stove and wait for butter to melt.
3. When butter melts add approx 2 cups of popcorn into the pot.
4. Put a lid on the pot and wait until you hear popping.
5. Check the popcorn to see if it is ready, if not leave on stove for a little longer.
6. After about 1 min check the popcorn once more, if the popcorn is ready turn the stove off and pour the popcorn into a bowl ready to serve.

---

1. WASH YOUR HANDS. Cut a lice of butter and place it into the pot.
2. Place the pot on the stove and turn on the element.
3. Once the butter has melted place the popcorn seeds into the hot butter.
4. Place on the lid and soon you should hear poping sounds.
5. Take off the lid to see if it has finished poping if not place lid back on.
6. Once it has finnished poping take the pot off the heat and place the popcorn into a bowl.

---

1. Firstly get
   – cooking pot
   – a knife
   – spoon
   – bowl
   – some popping corn and a stove
   Now cut some butter off about 1cm thick.
2. Then turn the stove on and put butter into cooking pot and place on stove.
3. Wait untill butter has fully melted then you can add 1–3 spoons of popping corn.
4. Place lid on pot and leave until you hear a few popping noises.
5. Then check to see if your corn is all right and put lid back on.
6. Finally when popping slows to a pop every 2–5 seconds take off lid and put popcorn into bowl. Enjoy.

			Year:	4 & 8
Approach:	Team			
Focus:	To inform, descriptive writing			
Resources:	A4 shell chart, teacher recording sheet, 4 labelled envelopes with pictures of shells, 4 individual answer sheets			

NEMP Access Task

Questions / instructions:

Show chart.

In this activity I'm going to give each of you a picture in an envelope of one of the shells on this chart.

Remove chart so it is not visible to students.

You are going to work on your own to write a really good description of the shell in your envelope. Use as much detail as you can to describe the shell because others have to guess which shell you are describing.

Don't show your picture to the others.

When everyone has finished writing, I'll get you to read your description to the rest of the group. They will see if they can find your shell on the chart by listening to your description.

I will give you just a few minutes to write your description.

Give out answer sheets and pens. Make sure each student is sitting away from the others. Allow about five minutes.

After about four minutes say:
You have one more minute to finish off.

Allow for last minute.

Now put your pictures back in your envelopes. Then sit with your team.

Put chart on table.

Now I'll ask one person at a time to read out your description to the others in the team. They will try to match the shell on the chart to what you have written. Listen to the whole description before you decide.

Group members guessed the shell described?	% response 2006 ('02)	
	year 4	year 8
all other students guessed the right shell	34 (18)	53 (51)
yes, but no consensus		
(at least one other student guessed right shell)	50 (57)	39 (37)
no	16 (25)	8 (12)
Number of accurate clues/ descriptions given: 5–12	34 (40)	60 (61)
4	24 (28)	23 (20)
3	22 (19)	11 (12)
2	13 (7)	5 (4)
0–1	7 (6)	1 (3)

Overall, shell was described:	% response 2006 ('02)	
	year 4	year 8
very well	8 (5)	38 (35)
well	29 (39)	37 (39)
moderately well	44 (33)	18 (17)
poorly	19 (23)	7 (9)
Total score: 7	7 (5)	34 (34)
6	17 (26)	24 (24)
5	18 (18)	18 (16)
3–4	35 (32)	17 (16)
0–2	23 (19)	7 (10)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7	5 %	9 %	9 %	2 %	5 %
6	14 %	20 %	18 %	14 %	19 %
5	12 %	22 %	17 %	13 %	25 %
3 - 4	38 %	32 %	36 %	32 %	36 %
0 - 2	31 %	17 %	20 %	39 %	15 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7	25 %	44 %	36 %	27 %	33 %
6	24 %	26 %	25 %	25 %	20 %
5	23 %	12 %	18 %	19 %	19 %
3 - 4	18 %	15 %	16 %	19 %	16 %
0 - 2	10 %	3 %	5 %	10 %	12 %
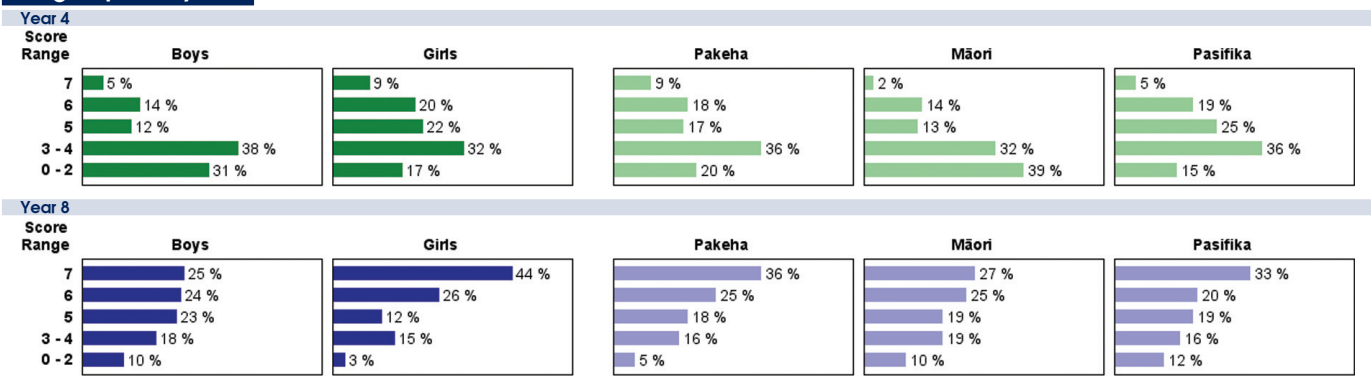
Commentary:

About three quarters of the year 8 students described their shell well or very well (compared to half that proportion of year 4 students). There was no meaningful change in performance between 2002 and 2006. In general, girls performed better than boys at both year levels.

Jenny's Letter

Approach:	One to one	**Year:**	4 & 8
Focus:	Improving a formal letter		
Resources:	Playground Trust letter, Jenny's letter, cheque		

Questions / instructions:

Hand student Playground Trust letter and cheque.

The Playground Trust sent the school this letter along with the cheque for $5,000. The money will go to making the school playground a fun place for children.

Jenny was asked to write a thank you letter to the Playground Trust. Here is the letter Jenny wrote.

Give Jenny's letter to the student.

Jenny needs to improve this letter.

Think about how Jenny would improve how the letter is set out and how well she has thanked the Playground Trust.
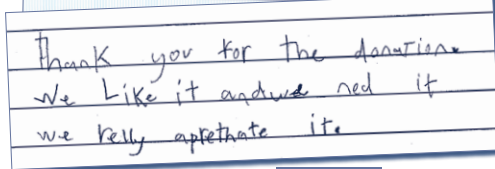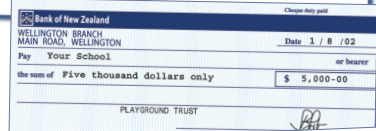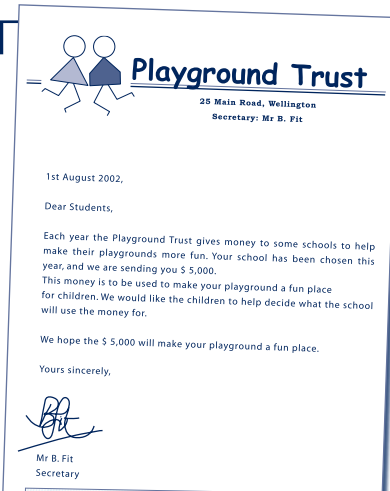
1. Tell me how Jenny could improve the setting out of the letter.

	y4	y8
include address of person being sent letter	2	14
include her own address	2	8
include appropriate salutation *(eg. Dear Mr Fit)*	20	55
put date on the letter	7	34
include appropriate ending salutation *(such as thank you or yours sincerely)*	8	28
include Jenny's name and/or signature	19	44
handwriting, legibility, or spacing between words	66	52

2. What suggestions could you make about what she says in the letter?

	y4	y8
include the amount of the donation ($5000)	5	5
confirm that the donation will be used for the playground	9	22
say on whose behalf she is writing	4	8
state that children were/will be involved in the planning	0	2
mention specific ideas for playground or how the planning will be done	7	21
express excitement/enthusiasm and/or anticipation with regard to new playground	14	26

3. Is there anything about spelling or punctuation that should be changed?

	y4	y8
make clear that "Thank" begins with a capital "T"	17	13
make clear that "We" at start of second line begins with a capital "W"	19	24
do not capitalise "like" in second line	15	37
spell "need" correctly	59	87
full stop after "it" at end of second line	11	22
spell "really" correctly	44	77
spell "appreciate" correctly	47	81
capitalise "we"	8	18

Total score:		y4	y8
	9–15	5	29
	6–8	19	38
	3–5	43	27
	0–2	33	6

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
9-15	5%	4%	6%	1%	0%
6-8	14%	25%	21%	12%	23%
3-5	43%	44%	43%	42%	48%
0-2	38%	27%	30%	45%	29%

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
9-15	27%	33%	34%	13%	18%
6-8	34%	42%	36%	46%	41%
3-5	33%	19%	25%	33%	33%
0-2	6%	6%	5%	8%	8%
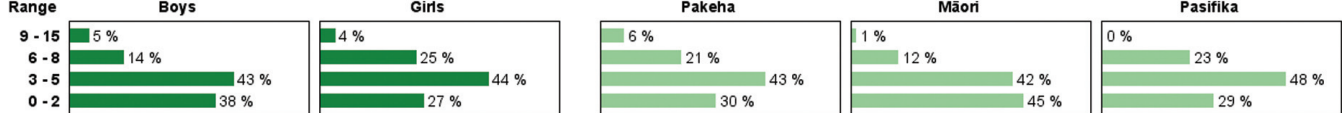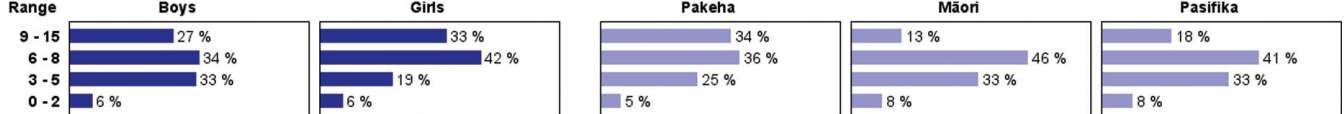
Commentary:

Most students at both year levels did not demonstrate good knowledge of the requirements of a formal letter. Many year 4 Māori students scored especially low. At year 8, girls outperformed boys, and Pakeha students outperformed Māori and Pasifika students.

	% responses	y4	y8

LINK TASK: 6

Approach:	Station
Year:	4 & 8
Focus:	Expressing feelings/writing a card

Total score	y4	y8
6–7	6	29
5	12	20
4	17	17
2–3	42	25
0–1	23	9

LINK TASK: 7

Approach:	Station
Year:	4 & 8
Focus:	Expressing an opinion

Total score	y4	y8
8–10	6	35
6–7	23	23
4–5	26	26
2–3	28	12
0–1	17	4

LINK TASK: 8

Approach:	Station
Year:	4 & 8
Focus:	Describing character and physical appearance

Total score	y4	y8
7–12	5	28
5–6	14	30
3–4	39	30
0–2	42	12

LINK TASK: 9

Approach:	Station
Year:	4 & 8
Focus:	Filling in a form/expressing an opinion

Total score	y4	y8
11–12	5	17
9–10	18	38
7–8	27	23
5–6	28	14
0–4	22	8

LINK TASK: 10

Approach:	Independent
Year:	4 & 8
Focus:	Retelling an event, writing a newspaper story

Total score	y4	y8
16–28	4	44
12–15	11	29
9–11	18	14
6–8	29	9
0–5	38	4

LINK TASK: 11

Approach:	Station
Year:	8
Focus:	Letter writing - complaint and request

Total score	y4	y8
16–24		7
12–15		18
8–11		29
4–7		41
0–3		5

LINK TASK: 12

Approach:	Independent
Year:	8
Focus:	Explaining a process and results

Total score	y4	y8
16–18		9
13–15		40
10–12		32
7–9		16
0–6		3

The focus of this chapter is on students' performance in spelling, punctuation and grammar, using tasks specifically designed for this purpose. These skills were also assessed more indirectly within some of the tasks in Chapters 3 and 4.

Five tasks were identical for year 4 and year 8 students, two were administered only to year 4 students and two were administered only to year 8 students. Four are trend tasks (fully described with data for both 2002 and 2006) and the remaining five are link tasks (to be used again in 2010, so only partially described here). The tasks are presented in that order.

Averaged across 77 task components administered to both year 4 and year 8 students, 15 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on all except five of the components. Punctuation of text involving speech and recognition of verbs in text (especially those associated with "to be" and "to have") were areas of particular weakness.

Trend analyses showed slight improvements between 2002 and 2006 for both year 4 and year 8 students, but these were too small to be judged significant. Averaged across 39 task components attempted by year 4 students in both years, 2.5 percent more students succeeded in 2006 than in 2002. Gains occurred on 29 components, with losses on four components and no change on six components. At year 8 level, with 63 task components included in the analysis, on average one percent more students succeeded with the task components in 2006 than in 2002. Gains occurred on 33 components, with losses on 18 components and no change on the remaining 12 components.

The **scary** monster **climbed** the mountain.

Full stop	.
Question mark	?
Comma	,
Speech marks	" "
Exclamation mark	!
Capital letter	A
Apostrophe	'

it was a hot day and the sun was shining children were having lots of fun playing in the pool this was a day to enjoy

Trend Task: **Parts of Speech**

NEMP Access Task

			Year:	4 & 8
Approach:	One to one			
Focus:	Parts of speech			
Resources:	Sentence card			

Questions / instructions:

In this activity we are going to look at some of the words in a sentence. I'll read the sentence to you.

Read and show sentence card to the student.

The scary monster climbed the mountain.

Point to "monster".

1. This word **"monster"** is a noun.
   What do you think a noun is?

	% response 2006 ('02)	
	year 4	**year 8**
naming word or equivalent	38 (37)	72 (66)

Point to "climbed".

2. This word **"climbed"** is a verb.
   What do you think a verb is?

	year 4	**year 8**
action/doing word or equivalent	57 (52)	91 (77)

Point to "scary".

3. This word **"scary"** is an adjective.
   What do you think an adjective is?

	year 4	**year 8**
describing word or equivalent	45 (33)	76 (60)

		% response 2006 ('02)	
		year 4	**year 8**
Total score:	3	24 (15)	58 (47)
	2	24 (22)	28 (22)
	1	19 (33)	9 (18)
	0	33 (30)	5 (13)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
3	20 %	28 %	27 %	13 %	27 %
2	28 %	21 %	26 %	17 %	24 %
1	20 %	18 %	22 %	16 %	10 %
0	32 %	33 %	25 %	54 %	39 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
3	55 %	62 %	62 %	46 %	47 %
2	30 %	25 %	27 %	33 %	30 %
1	8 %	11 %	7 %	16 %	11 %
0	7 %	2 %	4 %	5 %	12 %
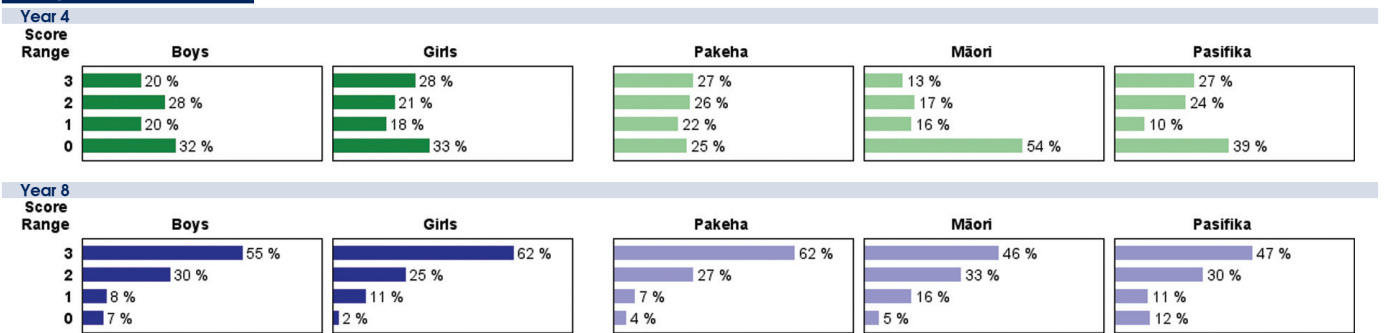
Commentary:

Students were more knowledgeable about the function of verbs than the functions of nouns and adjectives. Boys and girls performed comparably, but Māori students and year 8 Pasifika students scored lower than their Pakeha counterparts. There were small improvements at both year levels between 2002 and 2006.

Trend Task: Sentences

Approach:	Station
Focus:	Punctuation – capital letters and full stops
Resources:	Recording book

Year: 4 & 8

Questions / instructions:

The capital letters and full stops are missing from these sentences. Put in the capital letters and full stops for each sentence.

> it was a hot day and the sun was shining children were having lots of fun playing in the pool this was a day to enjoy

		% response 2006 ('02)	
		year 4	**year 8**
Line 1:	captial I for *"it"*	88 (92)	98 (99)
Number of incorrect insertions in Line 1:	0	86 (88)	93 (91)
	1	6 (6)	4 (4)
	2 or more	8 (6)	3 (5)
Line 2:	full stop after *"shining"*	78 (75)	91 (90)
	capital C for *"children"*	74 (70)	90 (90)
Number of incorrect insertions in Line 2:	0	90 (90)	94 (93)
	1	7 (7)	4 (7)
	2 or more	3 (3)	2 (0)
Line 3:	no corrections	–	–
Number of incorrect insertions in Line 3:	0	87 (85)	92 (92)
	1	5 (6)	4 (4)
	2 or more	8 (9)	4 (4)

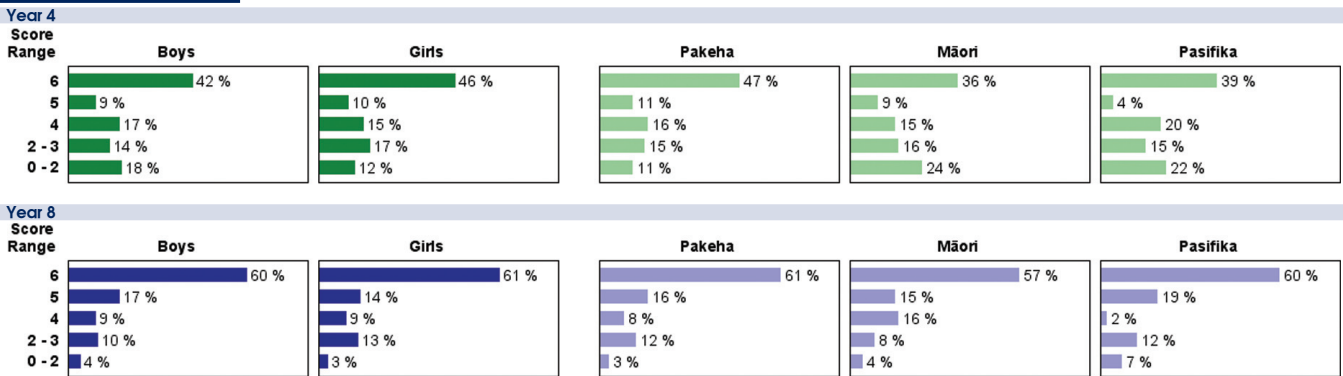|		% response 2006 ('02)	
		year 4	**year 8**
Line 4:	full stop after *"pool"*	73 (70)	88 (88)
	Capital T for *"this"*	67 (64)	84 (86)
Number of incorrect insertions in Line 4:	0	93 (92)	94 (95)
	1	5 (6)	4 (5)
	2 or more	2 (2)	2 (0)
Line 5:	full stop after *"enjoy"*	89 (89)	87 (87)
Number of incorrect insertions in Line 5:	0	97 (96)	100 (99)
	1	3 (4)	0 (1)
	2 or more	0 (0)	0 (0)
Total score:	6	44 (35)	60 (55)
	5	9 (11)	16 (10)
	4	17 (16)	9 (9)
	2–3	15 (17)	11 (11)
	0–1	15 (21)	4 (13)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6	42 %	46 %	47 %	36 %	39 %
5	9 %	10 %	11 %	9 %	4 %
4	17 %	15 %	16 %	15 %	20 %
2 - 3	14 %	17 %	15 %	16 %	15 %
0 - 2	18 %	12 %	11 %	24 %	22 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6	60 %	61 %	61 %	57 %	60 %
5	17 %	14 %	16 %	15 %	19 %
4	9 %	9 %	8 %	16 %	2 %
2 - 3	10 %	13 %	12 %	8 %	12 %
0 - 2	4 %	3 %	3 %	4 %	7 %

Commentary:

More than half of the students at both year levels showed good understanding of the use of full stops and capital letters. Boys and girls performed equally well, as did year 8 Pakeha, Māori and Pasifika students. There were small improvements at both year levels between 2002 and 2006.

Trend Task:	**Spelling List**		
Approach:	Independent	**Year:**	4 & 8
Focus:	Conventions of spelling		
Resources:	4 individual answer sheets		

Questions / instructions:

In this activity you are going to try to spell some words without help from anyone else. I'll give you the paper to write your words on, then I will tell you what to do.

Give one answer sheet to each student.

Now listen carefully to the instructions before we start. I will say each word on its own, then I will say a sentence with the word in it, then I will say the word on its own again. It is best that you listen to the word each time before you write it down. If you make a mistake, cross out the word and write it again on the same line.

Read out the words and sentences, allowing time for each word to be written before moving to the next.
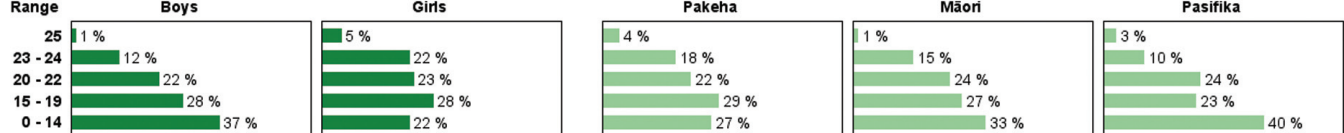
[Read as adjacent –
word, sentence, word repeated.]

				% response 2006 ('02)	
				year 4	**year 8**
1.	BOY	He is the oldest boy in the class.	BOY	98 (97)	99 (100)
2.	WITH	Come with me to the shops.	WITH	94 (92)	99 (100)
3.	MAKE	Let's make some popcorn.	MAKE	93 (92)	99 (100)
4.	CAVE	There is a cave in those rocks.	CAVE	96 (92)	99 (98)
5.	COOK	Who will cook dinner?	COOK	92 (90)	98 (100)
6.	BABY	The baby has gone to sleep.	BABY	88 (90)	98 (98)
7.	SHOW	Show me what you can do.	SHOW	92 (89)	99 (98)
8.	THERE	There are 26 letters in the alphabet.	THERE	80 (73)	89 (85)
9.	SCHOOL	We are at school today.	SCHOOL	94 (94)	99 (99)
10.	KNOW	Do you know this story?	KNOW	75 (67)	96 (95)
11.	BEING	Are you being looked after?	BEING	92 (92)	97 (97)
12.	FIFTEEN	The car was fifteen years old.	FIFTEEN	45 (41)	79 (77)
13.	DECEMBER	December is the last month of the year.	DECEMBER	65 (70)	90 (91)
14.	USUALLY	Jack usually walks to school.	USUALLY	11 (10)	61 (57)
15.	REALLY	Are you really that old?	REALLY	55 (48)	87 (82)
16.	FLOOR	Sweep the floor with a broom.	FLOOR	74 (74)	93 (94)
17.	MIDDLE	We sat in the middle row.	MIDDLE	61 (56)	92 (93)
18.	EAR	She had a ring in her ear.	EAR	83 (81)	96 (97)
19.	RIVER	The river was good for fishing.	RIVER	87 (85)	97 (97)
20.	LYING	Why are you lying in bed?	LYING	37 (30)	74 (73)
21.	ADVENTURE	I like to read adventure books.	ADVENTURE	40 (35)	83 (81)
22.	WRONG	It was a wrong answer.	WRONG	49 (49)	91 (89)
23.	QUIETLY	Walk quietly out of the room.	QUIETLY	30 (25)	74 (64)
24.	STRAIGHT	Jess went straight home after school.	STRAIGHT	30 (24)	72 (71)
25.	HAVING	We are having a good time.	HAVING	77 (75)	95 (93)

		year 4	year 8
Total score:	25	3 (3)	37 (31)
	23–24	17 (11)	32 (28)
	20–22	23 (20)	16 (26)
	15–19	28 (37)	12 (12)
	0–14	29 (29)	3 (3)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
25	1 %	5 %	4 %	1 %	3 %
23 - 24	12 %	22 %	18 %	15 %	10 %
20 - 22	22 %	23 %	22 %	24 %	24 %
15 - 19	28 %	28 %	29 %	27 %	23 %
0 - 14	37 %	22 %	27 %	33 %	40 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
25	28 %	46 %	38 %	35 %	31 %
23 - 24	34 %	30 %	33 %	28 %	32 %
20 - 22	20 %	12 %	15 %	19 %	17 %
15 - 19	15 %	9 %	10 %	17 %	14 %
0 - 14	3 %	3 %	4 %	1 %	6 %
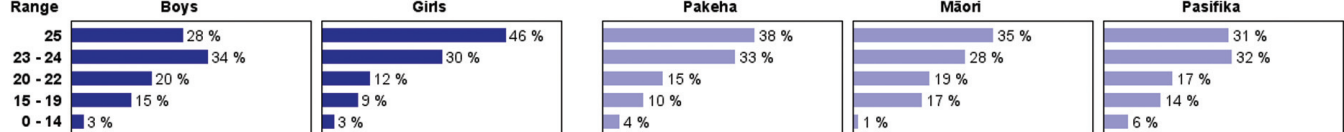
Commentary:

December was marked correct whether or not the first letter was a capital D. About 20 percent fewer students at both levels would have suceeded if a capital D was required. About 70 percent of year 8 students, compared to 20 percent of year 4 students, spelled more than 90 percent of the words correctly. Girls averaged better than boys but Pakeha, Māori and Pasifika students performed comparably.

Trend Task: Punctuation

NEMP Access Task

			Year:	8
Approach:	Station			
Focus:	Punctuation			
Resources:	Punctuation card			

Questions / instructions:

Imagine your friend has asked you to check this piece of writing.

Help your friend by putting in the punctuation. The first one is done for you.

T
~~t~~he two children laughed that was a

lot of fun said hone

do you think we should do it again

asked shilo

no way Im too hot said hone

lets go to davids house

PUNCTUATION

Full stop	.
Question mark	?
Comma	,
Speech marks	" "
Exclamation mark	!
Capital letter	A
Apostrophe	,

% response 2006 ('02) year 8

Line 1:

– "*laughed*"	full stop immediately after	32 (25)
– "*that*"	speech marks before	66 (66)
	capital **T**	37 (29)

Line 2:

– immediately after "*fun*"	,"	14 (22)
	",	8 (5)
	,	1 (3)
	"	48 (43)
– "*hone*"	capital **H**	72 (74)
	full stop immediately after	78 (83)

Line 3:

– "*do*"	speech marks before	72 (71)
	capital **D**	85 (90)
– immediately after "*again*"	?"	34 (33)
	"?	15 (19)
	?	11 (9)
	"	22 (18)

Line 4:

– "*shilo*"	capital **S**	71 (71)
	full stop immediately after	65 (61)

Line 5:

– "*no way*"	speech marks before	73 (76)
	capital **N**	81 (77)
	!	13 (12)
	.	3 (0)
	,	9 (15)
– "*Im*"	apostrophe in-between **I** and **m**	32 (38)
– "*hot*"	,"	14 (14)
	",	5 (7)
	,	2 (4)
	"	50 (46)
– "*hone*"	capital **H**	66 (66)
	full stop immediately after	49 (39)

Line 6:

– "*lets*"	speech marks before	52 (47)
	capital **L**	51 (49)
	apostrophe before **s**	9 (9)
– "*davids*"	capital **D**	54 (61)
	apostrophe before **s**	24 (22)
– immediately after "*house*"	."	30 (26)
	".	10 (9)
	.	39 (39)
	"	12 (13)

Total score:		
	32–38	4 (3)
	26–31	17 (18)
	20–25	27 (24)
	14–19	20 (30)
	0–13	32 (25)

Subgroup Analyses:

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
32 - 38	3 %	5 %	5 %	2 %	0 %
26 - 31	14 %	22 %	20 %	11 %	12 %
20 - 25	19 %	35 %	27 %	26 %	23 %
14 - 19	22 %	19 %	20 %	22 %	22 %
0 - 13	42 %	19 %	28 %	39 %	43 %
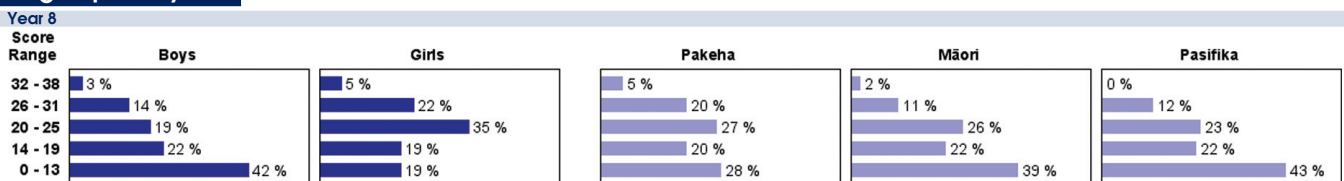
Commentary:

Many year 8 students did not handle the punctuation of spoken text correctly. Performance was similar in 2002 and 2006. Girls averaged higher than boys and Pakeha higher than Māori and Pasifika students.

		% responses	
		y4	**y8**

LINK TASK: 13

Approach:	One to one
Year:	4 & 8
Focus:	Learning strategies

		y4	y8
Total score:	5–8	5	10
	4	17	20
	3	27	31
	2	32	28
	0–1	19	11

LINK TASK: 14

Approach:	Independent
Year:	4 & 8
Focus:	Spelling

		y4	y8
Total score:	28	6	27
	26–27	16	33
	23–25	23	19
	18–22	25	14
	0–17	30	7

LINK TASK: 15

Approach:	Station
Year:	4
Focus:	Punctuation

		y4	y8
Total score:	15–18	6	
	11–14	24	
	7–10	29	
	3–6	28	
	0–2	13	

LINK TASK: 16

Approach:	Station
Year:	4
Focus:	Punctuation

		y4	y8
Total score:	30–35	10	
	24–29	18	
	18–23	25	
	12–17	26	
	0–11	21	

LINK TASK: 17

Approach:	Station
Year:	8
Focus:	Identifying nouns, verbs, adjectives

		y4	y8
Total score:	30–41		7
	25–29		35
	20–24		22
	15–19		17
	0–14		19

Students' attitudes, interests and liking for a subject have a strong bearing on their achievement. The writing survey sought information from students about their curriculum preferences and perceptions of their achievement, using the same questions for both year 4 and year 8 students. It was administered to the students in a session that included both team and independent tasks (four students working together or individually on tasks, supported by a teacher). When it was introduced, all students were invited to ask for help with reading or writing.

The survey included five items which asked students to select options from a list, two items which invited students to write comments and fifteen items which asked students to record a rating response by circling their choice.

Students were asked what writing activities they liked most at school, choosing up to three responses from a list of six. The percentages of students choosing each option are summarised below, with comparative figures from 2002 in parentheses and 1998 in brackets.

Writing stories was clearly the most popular writing activity at school, in 2006, as in 2002 and 1998, at both year levels. Writing poetry has also retained quite high popularity at both year levels, along with writing letters for year 4 students. Writing in other school subjects became more popular between 1998 and 2002 at both year levels, but especially year 8, and that increase has been maintained in 2006.

Students were then asked what writing activities they liked to do in their own time, choosing their favourite activity from a list of eight options. The addition of two new options (text messages and emails) for the 2006 survey has resulted in dramatically changed preferences for year 8 students, almost half of whom indicated that writing text messages was their favourite writing activity in their own time. The effect was less dramatic for year 4 students, even though writing text messages was their second most popular writing activity in their own time. Writing letters, poems and diary entries were nominated as preferred activities by no more than five percent of year 8 students.

PREFERRED WRITING AT SCHOOL	year 4 2006 (02) [98]	year 8 2006 (02) [98]
writing stories	73 (60) [72]	70 (60) [70]
writing poems	50 (52) [49]	45 (42) [46]
writing letters	50 (46) [51]	32 (31) [41]
keeping a diary	33 (33) [42]	20 (25) [25]
writing in science, social studies and other subjects	32 (33) [27]	39 (40) [29]
other	12 (16) [14]	19 (16) [14]

PREFERRED WRITING IN OWN TIME	year 4 2006 (02) [98]	year 8 2006 (02) [98]
writing stories	33 (33) [36]	19 (27) [37]
writing text messages	16 (-) [-]	49 (-) [-]
writing letters	12 (16) [12]	4 (14) [14]
writing poems	10 (14) [16]	5 (15) [16]
writing in a diary	9 (14) [15]	4 (17) [12]
writing emails	8 (-) [-]	11 (-) [-]
writing about hobbies or sports	8 (10) [10]	5 (15) [8]
writing about science, social studies and other subjects	2 (3) [5]	2 (3) [3]

Asked what "people need to do to be good writers", students could choose up to three things from a list of 10. There has been quite a high level of stability between 1998 and 2006. Compared to year 4 students, year 8 students placed more emphasis on liking writing and using their imagination and less emphasis on writing neatly.

Students were asked to write down what they needed to do to "get better in writing". For each student, up to three distinct responses were coded and tallied under eight headings. There have been only modest changes between 1998 and 2006, and differences between the strategies of year 4 and year 8 students have remained quite small.

In a more narrowly focused question, students were asked to indicate what they usually did when they couldn't spell a word they needed for writing. They could choose up to two things from a list of eight. The most popular strategy was to use a dictionary. Between 1998 and 2006, and at both year levels, the option of asking the teacher has declined noticeably in popularity, while guessing the spelling or making an attempt and then checking the correct spelling later have become more popular.

In the last question of this type, students were asked what they wrote on a computer. They could choose as many options as they liked from a list of seven. The percentages of students choosing each option in 2006 and 2002 are shown below (this question was not asked in 1998). Stories and emails were most popular, with stories more prominent at year 4 level and emails much more prominent among year 8 students. Writing letters or poems became markedly less common for year 8 students between 2002 and 2006.

THINGS NEEDED BY GOOD WRITERS	year 4 2006 (02) [98]	year 8 2006 (02) [98]
use their imagination	57 (51) [56]	79 (66) [68]
be willing to try things out	36 (40) [36]	32 (29) [27]
go back and check their work	33 (24) [25]	31 (20) [20]
learn how to use punctuation	29 (26) [33]	39 (31) [35]
know how to spell words	25 (20) [23]	19 (15) [12]
write neatly	25 (24) [25]	11 (8) [10]
read a lot	23 (19) [22]	16 (12) [13]
talk about their work with others	19 (15) [13]	6 (8) [8]
like writing	16 (19) [17]	41 (35) [38]
write lots	13 (14) [21]	13 (12) [15]

NEED TO DO TO GET BETTER	year 4 2006 (02) [98]	year 8 2006 (02) [98]
spelling	26 (17) [24]	22 (27) [27]
neatness	25 (29) [17]	17 (21) [17]
punctuation	16 (12) [11]	20 (20) [21]
increase ideas/resources	16 (18) [16]	28 (20) [20]
write more often	14 (14) [19]	14 (15) [18]
editing/checking	7 (9) [6]	8 (7) [6]
understanding mechanics/grammar	5 (8) [2]	11 (8) [4]
enjoyment	3 (2) [0]	4 (3) [1]

SPELLING STRATEGY	year 4 2006 (02) [98]	year 8 2006 (02) [98]
use a dictionary	56 (56) [62]	55 (54) [60]
try, then check out later	29 (14) [16]	27 (15) [17]
sound out the word	28 (33) [33]	21 (22) [18]
guess	26 (12) [15]	21 (16) [16]
ask the teacher	17 (25) [34]	14 (18) [30]
ask a friend	12 (16) [19]	30 (23) [27]
use another word	5 (6) [4]	7 (9) [9]
use computer spell checker	3 (2) [-]	7 (5) [-]

WRITING ACTIVITY ON COMPUTER	year 4 2006 (02)	year 8 2006 (02)
stories	59 (59)	45 (46)
emails	44 (48)	72 (69)
letters	36 (41)	31 (43)
poems	30 (32)	16 (25)
a diary	17 (16)	8 (10)
writing about hobbies or sports	16 (16)	17 (18)
writing in science, social studies and other subjects	12 (11)	19 (21)

YEAR 4 : WRITING SURVEY 2006 (2002) (1998)

	heaps	quite a lot	a little	not at all	
1. How much do you like writing at school?					
	40 (36) [45]	32 (32) [27]	23 (25) [20]	5 (7) [8]	

	☺	☺	☹	☹	don't know
2. How good do you think you are at writing?					
	39 (38) [39]	44 (46) [37]	7 (12) [11]	3 (4) [4]	7 (-) [9]
3. How good does your teacher think you are at writing?					
	30 (40) [40]	40 (48) [29]	8 (10) [6]	2 (2) [3]	20 (-) [22]
4. How good does your Mum or Dad think you are at writing?					
	61 (72) [69]	21 (20) [16]	5 (6) [4]	2 (2) [2]	11 (-) [9]

	☺	☺	☹	☹	
5. How much do you like writing in your own time (not at school)?					
	43 (29) [34]	24 (27) [26]	18 (25) [23]	15 (19) [17]	
6. How good do you think you are at spelling?					
	32 (31) [30]	46 (48) [48]	17 (16) [16]	5 (5) [6]	

	most days	2-3 times a week	about once a week	hardly ever	
7. How often do you write things like stories, poems or letters at school?					
	40 (41) [44]	29 (24) [23]	19 (20) [16]	12 (15) [17]	

	heaps	quite a lot	sometimes	never	
8. How often do you read to others what you write?					
	17 (17) [18]	22 (17) [20]	55 (58) [54]	6 (8) [8]	
Who else reads what you write?					
9. teacher	44 (45) [52]	36 (29) [26]	18 (23) [20]	2 (3) [2]	
10. parent	25 (25) [28]	27 (23) [27]	39 (41) [37]	9 (11) [8]	
11. brother/sister	11 (8) [11]	8 (9) [8]	29 (24) [29]	52 (59) [52]	
12. friend	9 (10) [14]	21 (19) [21]	50 (47) [44]	20 (24) [21]	
13. other	20 (19) [19]	17 (16) [16]	36 (36) [34]	27 (29) [31]	
14. How often do you write using a computer at school?					
	13 (12) [-]	19 (16) [-]	56 (56) [-]	12 (16) [-]	
15. How often do you write using a computer at home?					
	30 (26) [-]	20 (20) [-]	31 (27) [-]	19 (27) [-]	

Responses to the 15 rating items are presented in separate tables for year 4 and year 8 students. There have been no large changes between 1998 and 2006, at either year level. The most interesting change for year 4 students is an increase in reported enjoyment of writing in their own time (question 5). For year 8 students, there have been modest declines in enjoyment of writing at school and in the percentage of students who report that their teacher reads their writing frequently. At both year levels, there has been little change in the reported use of computers for writing at school or at home – about 30 percent of year 4 students and 40 percent of year 8 students said that they used a computer for writing at school "heaps" or "quite a lot". The corresponding percentages for writing on a computer at home were 50 and 60 percent.

YEAR 8 WRITING SURVEY 2006 (2002) (1998)

	heaps	quite a lot	a little	not at all	
1. How much do you like writing at school?					
	12 (13) [15]	35 (40) [45]	46 (40) [36]	7 (7) [4]	
	☺	☺	😐	☹	**don't know**
2. How good do you think you are at writing?					
	10 (14) [13]	54 (56) [51]	23 (25) [21]	5 (5) [4]	8 (-) [11]
3. How good does your teacher think you are at writing?					
	11 (19) [14]	39 (58) [33]	16 (20) [14]	4 (3) [5]	30 (-) [34]
4. How good does your Mum or Dad think you are at writing?					
	26 (36) [29]	36 (46) [30]	13 (16) [11]	2 (2) [5]	23 (-) [25]
	☺	☺	😐	☹	
5. How much do you like writing in your own time (not at school)?					
	11 (16) [14]	20 (22) [26]	37 (36) [35]	32 (26) [25]	
6. How good do you think you are at spelling?					
	23 (25) [18]	44 (43) [43]	26 (22) [29]	7 (10) [10]	

	most days	2-3 times a week	about once a week	hardly ever	
7. How often do you write things like stories, poems or letters at school?					
	21 (21) [19]	29 (26) [31]	32 (35) [30]	18 (18) [20]	

	heaps	quite a lot	sometimes	never	
8. How often do you read to others what you write?					
	5 (7) [8]	16 (16) [19]	64 (67) [62]	15 (10) [11]	
Who else reads what you write?					
9. teacher	25 (34) [33]	43 (39) [45]	30 (24) [20]	2 (3) [2]	
10. parent	10 (13) [13]	23 (30) [25]	55 (47) [53]	12 (10) [9]	
11. brother/sister	3 (5) [5]	4 (7) [6]	30 (32) [34]	63 (56) [55]	
12. friend	6 (13) [13]	26 (23) [27]	53 (52) [47]	15 (12) [13]	
13. other	6 (9) [14]	11 (13) [15]	35 (43) [37]	48 (35) [35]	
14. How often do you write using a computer at school?					
	11 (11) [-]	28 (24) [-]	56 (56) [-]	5 (9) [-]	
15. How often do you write using a computer at home?					
	28 (33) [-]	32 (28) [-]	27 (24) [-]	13 (15) [-]	

Compared to year 4 students, fewer year 8 students were highly positive about doing writing at school, about how good they believed themselves to be at writing, and about how they felt their teachers and parents viewed their writing abilities. Year 8 students also reported fewer opportunities in school to write "things like stories, poems or letters" and lower enthusiasm for writing in their own time. These differences may, at least in part, reflect the well-known tendency of students to get more jaded about schoolwork as they get older. Such patterns have been found repeatedly in our other national monitoring surveys. Another influential factor may be that the emphasis on various types of writing tasks shifts between year 4 and year 8, with more creative opportunities at year 4 and substantial volumes of more formal writing required by year 8.

Although national monitoring has been designed primarily to present an overall national picture of student achievement, there is some provision for reporting on performance differences among subgroups of the sample. Eight demographic variables are available for creating subgroups, with students divided into subgroups on each variable, as detailed in Chapter 1 (p8).

Analyses of the relative performance of subgroups used the total score for each task, created as described in Chapter 1 (p8).

SCHOOL VARIABLES

Five of the demographic variables related to the schools the students attended. For these five variables, statistical significance testing was used to explore differences in task performance among the subgroups. Where only two subgroups were compared (for *School Type*), differences in task performance between the two subgroups were checked for statistical significance using t-tests. Where three subgroups were compared, one-way analysis of variance was used to check for statistically significant differences among the three subgroups.

Because the number of students included in each analysis was quite large (approximately 450), the statistical tests were quite sensitive to small differences. To reduce the likelihood of attention being drawn to unimportant differences, the critical level for statistical significance for tasks reporting results for individual students was set at p = .01 (so that differences this large or larger among the subgroups would not be expected by chance in more than one percent of cases). For tasks administered

to teams or groups of students, p = .05 was used as the critical level, to compensate for the smaller numbers of cases in the subgroups.

For the first two of the five school variables, statistically significant differences among the subgroups were found for less than seven percent of the tasks at both year levels. For the next two variables, statistically significant differences were found for less than seven percent at year 8 level, but 20 to 30 percent of the tasks at year 4 level. For the remaining variable, statistically significant differences were found on more than half of the tasks at both levels. In the detailed report below, all "differences" mentioned are statistically significant (to save space, the words "statistically significant" are omitted).

School Type

Results were compared for year 8 students attending full primary and intermediate (or middle) schools. There were no differences between these two subgroups on any of the 33 tasks, or on questions of the year 8 *Writing Survey* (p58).

There are now enough year 8 students attending year 7 to 13 high schools to permit comparisons between them and the students attending intermediate schools. There were statistically significant differences (p<.01) on two of the 33 tasks. Students from year 7 to 13 high schools scored higher on *Link Task 2* (p34) and *Torch* (p38). There was also a difference on one question of the year 8 *Writing Survey* (p58), with students from intermediate schools indicating that teachers read their work more often (question 9).

School Size

Results were compared from students in large, medium-sized, and small schools. Exact definitions were given in Chapter 1 (p8).

For year 4 students, there were differences among the three subgroups on two of the 30 tasks: *Link Task 4* (p34) and *Spelling List* (p52). On both of these tasks, students from small schools scored lowest and students from large schools highest. There were no differences on any questions of the year 4 *Writing Survey* (p57).

For year 8 students, there was a difference on just one of the 33 tasks, with students from small schools scoring lowest (and students from large schools highest) on *Link Task 1* (p34). There were no differences on questions of the year 8 *Writing Survey* (p58).

Community Size

Results were compared for students living in communities containing over 100,000 people (main centre), communities containing 10,000 to 100,000 people (provincial city) and communities containing less than 10,000 people (rural areas).

For year 4 students, there were differences among the three subgroups on six of the 30 tasks. Students from rural areas scored lowest on all six tasks: *For or Against?* (p22), *Link Task 1* (p34), *After School* (p40), *Link Task 7* (p48), *Parts of Speech* (p50) and *Spelling List* (p52). There were no differences on questions of the year 4 *Writing Survey* (p57).

For year 8 students, there were no differences on any of the 33 tasks. There was, however, a difference on one question of the year 8 *Writing Survey* (p58), with students from main centres more positive about writing at school (question 1).

Zone

Results achieved by students from Auckland, the rest of the North Island, and the South Island were compared.

For year 4 students, there were differences among the three subgroups on nine of the 30 tasks. Students from Auckland scored clearly highest on five tasks: *Link Task 4* (p34), *Jenny's Letter* (p47), *Link Tasks 8* and *10* (p48) and

Parts of Speech (p50). Students from other parts of the North Island scored clearly lowest on *Popcorn* (p43), *Shells* (p46) and *Link Task 14* (p54). Students from the South Island scored clearly highest on *Link Task 6* (p48). There was also a difference on one question of the year 4 *Writing Survey* (p57): students from large schools indicated that they least often had "others" read what they wrote (question 13).

For year 8 students, there were differences among the three subgroups on two of the 33 tasks: students from Auckland scored lowest on *A Day I'll Never Forget* (p16), but highest on *After School* (p40). There was also a difference on one question of the year 8 *Writing Survey* (p58), with students from Auckland most positive about writing in their own time (question 5).

Socio-Economic Index (SES)

Schools are categorised by the Ministry of Education based on census data for the census mesh blocks where children attending the schools live. The SES index takes into account household income levels and categories of employment. The SES index uses 10 subdivisions, each containing 10 percent of schools (deciles 1 to 10). For our purposes, the bottom three deciles (1-3) formed the low SES group, the middle four deciles (4-7) formed the medium SES group and the top three deciles (8-10) formed the high SES group. Results

were compared for students attending schools in each of these three SES groups.

For year 4 students, there were differences among the three subgroups on 19 of the 30 tasks, six or seven in each of the three task chapters. Because of the number of tasks showing differences, they are not listed here. Students in high decile schools performed better than students in low decile schools on all 19 tasks. There were also differences on six questions of the year 4 *Writing Survey* (p57). Students from low decile schools were most positive about writing in school (question 1) and in their own time (question 5), thought that they spent more time in school writing things like stories, poems or letters (question 7), reported that siblings or "others" read their work more often (questions 11 and 13) and reported more frequent use of writing using a computer at school (question 14).

For year 8 students, there were differences among the three subgroups on 17 of the 33 tasks: five in Chapter 3, eight in Chapter 4 and four in Chapter 5. Because of the number of tasks showing differences, they are not listed here. Students in high decile schools performed better than students in low decile schools on all 17 tasks. There were also differences on four questions of the year 8 *Writing Survey* (p58). Students from low decile schools thought that they spent more time in school writing things like stories, poems or letters (question 7), reported that siblings or friends read their work more often (questions 11 and 12) and reported less frequent use of writing using a computer at home (question 15).

STUDENT VARIABLES

Three demographic variables related to the students themselves:

- *Gender:* boys and girls
- *Ethnicity:* Māori, Pasifika and Pakeha (this term was used for all other students)
- *Language used predominantly at home:* English and other.

The analyses reported compare the performances of boys and girls, Pakeha and Māori students, Pakeha and Pasifika students, and students

from predominantly English-speaking and non-English-speaking homes.

For each of these three comparisons, differences in task performance between the two subgroups are described using "effect sizes" and statistical significance.

For each task and each year level, the analyses began with a t-test comparing the performance of the two selected subgroups and checking for statistical significance of the differences. Then the mean score obtained by students

in one subgroup was subtracted from the mean score obtained by students in the other subgroup and the difference in means was divided by the pooled standard deviation of the scores obtained by the two groups of students. This computed effect size describes the magnitude of the difference between the two subgroups in a way that indicates the strength of the difference and is not affected by the sample size. An effect size of +.30, for instance, indicates that students in the first subgroup scored, on average,

three tenths of a standard deviation higher than students in the second subgroup.

For each pair of subgroups at each year level, the effect sizes of all available tasks were averaged to produce a mean-effect size for the curriculum area and year level, giving an overall indication of the typical performance difference between the two subgroups.

Gender

Results achieved by male and female students were compared using the effect-size procedures.

For year 4 students, the mean-effect size across the 30 tasks was 0.28 (girls averaged 0.28 standard deviations higher than boys). This is a moderate difference. There were statistically significant ($p < .01$) differences favouring girls on 18 of the 30 tasks: six in Chapter 3, eight in Chapter 4 and four in Chapter 5. Because of the number of tasks showing differences, they are not listed here. There were also differences on five questions of the year 4 *Writing Survey* (p57). Girls were more positive about writing in school (question 1) and in their own time (question 5), about how good they thought they were in writing (question 2) and reported that friends or "others" read their work more often (questions 12 and 13).

For year 8 students, the mean-effect size across the 33 tasks was 0.33 (girls averaged 0.33 standard deviations higher than boys): a moderate difference. There were statistically significant differences favouring girls on 24 of the 33 tasks: nine in Chapter 3, eleven in Chapter 4, and four in Chapter 5. Because of the number of tasks showing differences, they are not listed here. There were also differences on eight questions of the year 8 *Writing Survey* (p58). Girls were more positive about writing in school (question 1) and in their own time (question 5), about how good they thought they were in writing (question 2) and spelling (question 6), and about how good their teacher thought they were in writing (question 3). They also reported reading their writing to others more often (question 8) and that friends or "others" read their work more often (questions 12 and 13).

Ethnicity

Results achieved by Māori, Pasifika and Pakeha (all other) students were compared using the effect-size procedures. First, the results for Pakeha students were compared to those for Māori students. Second, the results for Pakeha students were compared to those for Pasifika students.

Pakeha-Māori Comparisons

For year 4 students, the mean-effect size across the 30 tasks was 0.34 (Pakeha students averaged 0.34 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences ($p < .01$) on 20 of the 30 tasks, spread across the three task chapters, but with the highest proportion in Chapter 3 (expressive writing). Pakeha students scored higher than Māori students on all 20 tasks. Because of the number of tasks showing differences, they are not listed here. There was a difference on one question of the year 4 *Writing Survey* (p57): Māori students reported that they read their work to "others" more often (question 13).

For year 8 students, differences were smaller. The mean-effect size across the 33 tasks was 0.23 (Pakeha students averaged 0.23 standard deviations higher than Māori students): a moderate difference. There were statistically significant differences on eight of the 33 tasks: *For or Against?* (p22), *Link Task 5* (p34), *Jenny's Letter* (p47), *Link Tasks 7* and *10* (p48), *Parts of Speech* (p50), *Punctuation* (p53) and *Link Task 17* (p54). Pakeha students scored higher than Māori students on all eight tasks. There were also differences on two questions of the year 8 *Writing Survey* (p58), with

Māori students indicating that they more often wrote things like stories, poems or letters at school (question 7) but less often wrote using a computer at home (question 15).

Pakeha-Pasifika Comparisons

Readers should note that only 30 to 50 Pasifika students were included in the analysis for each task. This is lower than normally preferred for NEMP subgroup analyses, but has been judged adequate for giving a useful indication, through the overall pattern of results, of the Pasifika students' performance. Because of the relatively small numbers of Pasifika students, $p = .05$ has been used here as the critical level for statistical significance.

For year 4 students, the mean-effect size across the 30 tasks was 0.26 (Pakeha students averaged 0.26 standard deviations higher than Pasifika students). This is a moderate difference. There were statistically significant differences on 11 of the 30 tasks, mainly in the areas of expressive writing (Chapter 3) and punctuation (all three punctuation tasks in Chapter 5). Pakeha students scored higher on all 11 tasks. Because of the number of tasks showing differences, they are not listed here. There were also differences on five questions of the year 4 *Writing Survey* (p57). Pasifika students were more positive about writing in school (question 1) and in their own time (question 5), and reported that siblings, friends and "others" read their work more often (questions 11, 12 and 13).

For year 8 students, the mean-effect size across the 33 tasks was 0.29 (Pakeha students averaged 0.29 standard deviations higher than Pasifika students). This is a moderate difference. There were statistically significant differences on 13 of the 33 tasks, spread evenly across the three task chapters. Pakeha students scored higher on all 13 tasks. Because of the number of tasks showing differences, they are not listed here. There were also differences on five questions of the year 8 *Writing Survey* (p58). Pasifika students were more positive about writing in school (question 1) and in their own time (question 5), reported that they more frequently wrote things like stories, poems or letters at school (question 7), and reported that siblings and friends read their work more often (questions 11 and 12).

Home Language

Results achieved by students who reported that English was the predominant language spoken at home were compared, using the effect-size procedures, with the results of students who reported predominant use of another language at home (most commonly an Asian or Pasifika language). Because of the relatively small numbers in the "other language" group (34 to 58), p = .05 has been used here as the critical level for statistical significance.

For year 4 students, the mean-effect size across the 30 tasks was 0.01 (students for whom English was the predominant language at home averaged 0.01 standard deviations higher than the other students). This is a negligible difference. There were no statistically significant differences on any of the 30 tasks. There were differences on two questions of the year 4 *Writing Survey* (p57). Students for whom the predominant language at home was not English were more positive about writing in their own time (question 5) and reported that parents read their work more often (question10).

For year 8 students, the mean-effect size across the 33 tasks was 0.14 (students for whom English was the predominant language at home averaged 0.14 standard deviations higher than the other students). This is a small difference. There were statistically significant differences on

four of the 33 tasks: *A Day I'll Never Forget* (p16), *For or Against?* (p22), *Link Task 4* (p34), and *Link Task 17* (p54). Students for whom English was the predominant language spoken at home scored higher on these four tasks. There was also a difference on one questions of the year 8 *Writing Survey* (p58): students whose predominant language at home was not English reported that their parents were less positive about how good they were at writing (question 4).

Summary, with Comparisons to Previous Writing Assessments

School type (full primary, intermediate, or year 7 to 13 high school), school size, community size and geographic zone were not important factors predicting achievement on the writing tasks at year 8 level. The same was true for the 2002 and 1998 assessments. The evidence was more mixed at year 4 level, where there were statistically significant differences in school size for seven percent of tasks (compared to six percent in 2002 and zero percent in 1998). There were differences by community size for 20 percent of the tasks and by zone (region) for 30 percent of the tasks. Comparative figures for community size and zone from earlier writing assessments were nil percent and 14 percent in 2002, and four percent and 13 percent in 1998.

There were statistically significant differences in the performance of students from low, medium and high decile schools on 63 percent of the

tasks at year 4 level (compared to 72 percent in 2002 and 83 percent in 1998) and 52 percent of the tasks at year 8 level (compared to 83 percent in 2002 and 72 percent in 1998). These changes indicate a useful reduction in disparities of achievement.

For the comparisons of boys with girls, Pakeha with Māori, Pakeha with Pasifika students, and students for whom the predominant language at home was English with those for whom it was not, effect sizes were used. Effect size is the difference in mean (average) performance of the two groups, divided by the pooled standard deviation of the scores on the particular task. For this summary, these effect sizes were averaged across all tasks.

Year 4 girls averaged moderately higher than boys, with a mean effect size of 0.28 (similar to the effect size of 0.24 in 2002). Year 8 girls also averaged moderately higher than boys, with a mean effect size of 0.34 (reduced a little from 0.40 in 2002). As was also true in 2002, the writing survey results at both year levels showed quite strong evidence that girls were more positive than boys about writing activities.

Pakeha students averaged moderately higher than Māori students, with mean effect sizes of 0.34 for year 4 students and 0.23 for year 8 students (the corresponding figures in 2002 were 0.34 and 0.38, so the 2006 results represent a useful reduction of disparities for year 8 students).

Pakeha students averaged moderately higher than Pasifika students, with mean effect sizes of 0.25 for year 4 students and 0.29 for year 8 students (revealing strongly reduced disparities of performance compared to 2002, when the effect sizes were 0.50 and 0.52). As was also true in 2002, the writing survey results showed that Pasifika students were more enthusiastic about writing and more involved in sharing their writing with others.

Compared to students for whom the predominant language at home was English, students from homes where other languages predominated performed comparably well at year 4 level and slightly lower at year 8 level, with effect sizes of 0.01 and 0.13 respectively. Comparative figures are not available for the assessments in 2002.

Appendix : The Sample of Schools and Students in 2006 A

Year 4 and Year 8 Samples

In 2006, 2878 children from 255 schools were in the main samples to participate in national monitoring. Half were in year 4, the other half in year 8. At each level, 120 schools were selected randomly from national lists of state, integrated and private schools teaching at that level, with their probability of selection proportional to the number of students enrolled in the level. The process used ensured that each region was fairly represented. Schools with fewer than four students enrolled at the given level were excluded from these main samples, as were special schools and Māori immersion schools (such as Kura Kaupapa Māori).

In May 2006, the Ministry of Education provided computer files containing lists of eligible schools with year 4 and year 8 students, organised by region and district, including year 4 and year 8 roll numbers drawn from school statistical returns based on enrolments at 1 March 2006.

From these lists, we randomly selected 120 schools with year 4 students and 120 schools with year 8 students.

Schools with four students in year 4 or 8 had about a one percent chance of being selected, while some of the largest intermediate (year 7 and 8) schools had more than 90 percent chance of inclusion.

Pairing Small Schools

At the year 8 level, six of the 120 chosen schools in the main sample had fewer than 12 year 8 students. For each of these schools, we identified the nearest small school meeting our criteria to be paired with the first school. Wherever possible, schools with eight to 11 students were paired with schools with four to seven students and vice versa. However, the travelling distances between the schools were also taken into account.

Similar pairing procedures were followed at the year 4 level. Nine pairs of very small schools were included in the sample of 120 schools.

Contacting Schools

In late May, we attempted to telephone the principals or acting principals of all schools in the year 8 sample. In these calls, we briefly explained the purpose

of national monitoring, the safeguards for schools and students, and the practical demands that participation would make on schools and students. We informed the principals about the materials which would be arriving in the school (a copy of a 20-minute NEMP videotape plus copies for all staff and trustees of the general NEMP brochure and the information booklet for sample schools). We asked the principals to consult with their staff and Board of Trustees and confirm their participation by the end of June.

A similar procedure was followed at the end of July with the principals of the schools selected in the year 4 samples, and they were asked to respond to the invitation by the end of August.

Response from Schools

Of the 126 schools originally invited to participate at year 8 level, 125 agreed. A large intermediate school asked to be replaced because it had major building work in progress and no possible space in or near the school for the NEMP assessments. It was replaced by a nearby large intermediate with the same decile rating. One very small school that was willing to participate no longer had four year 8 students, and we took additional students instead from the school that had been paired with it.

Of the 129 schools originally invited to participate at year 4 level, 125 agreed. A Rudolf Steiner school and a very small Christian school did not wish to participate. The third school was undergoing stressful changes and the fourth was expecting an ERO

visit during the same period as the assessments. All of these schools were replaced by nearby schools of similar size and decile rating. One very small school that was willing to participate now had less than four year 4 students and was replaced by a nearby small school. One school that participated no longer had 12 year 4 students, so also was paired with a nearby small school.

Sampling of Students

Each school sent a list of the names of all year 4 or year 8 students on their roll. Using computer-generated random numbers, we randomly selected the required number of students (12 or four plus eight in a pair of small schools), at the same time clustering them into random groups of four students. The schools were then sent a list of their selected students and invited to inform us if special care would be needed in assessing any of those children (e.g. children with disabilities or limited skills in English).

For the year 8 sample, we received 132 comments about particular students. In 60 cases, we randomly selected replacement students because the children initially selected had left the school between the time the roll was provided and the start of the assessment programme in the school, or were expected to be away or involved in special activities throughout the assessment week, or had been included in the roll by mistake. One each was replaced because they were in a Māori immersion class, had died or were suspended. The remaining 69 comments concerned children with special needs. Each such child was discussed with the school and a decision agreed. Ten students were replaced because they were very recent immigrants or overseas students who had extremely limited English-language skills. Thirty-seven students were replaced because they had disabilities or other problems of such seriousness that it was agreed that the students would be placed at risk if they participated. Participation was agreed upon for the remaining 22 students, but a special note was prepared to give additional guidance to the teachers who would assess them.

For the year 4 sample, we received 100 comments about particular students. Forty-five students originally selected were replaced because a student had left the school or was expected to be away throughout the assessment week. Fourteen students were replaced because of their NESB (*Not from English-Speaking Background*) status and very limited English, six because they were in Māori immersion classes, three because of a wrong year level and one because of religious beliefs. Twenty-three students were replaced because they had disabilities or other problems of such seriousness the students appeared to be at risk if they participated. Special notes for the assessing teachers were made about eight children retained in the sample.

Communication with Parents

Following these discussions with the school, Project staff prepared letters to all of the parents, including a copy of the NEMP brochure, and asked the schools to address the letters and mail them. Parents were told they could obtain further information from Project staff (using an 0800 number) or their school principal and advised that they had the right to ask that their child be excluded from the assessment.

At the year 8 level, we received a number of phone calls including several from students or parents wanting more information about what would be involved. Nine children were replaced because they did not want to participate or their parents did not want them to.

At the year 4 level we also received several phone calls from parents. Some wanted details confirmed or explained (notably about reasons for selection). Six children were replaced at their parents' request.

Practical Arrangements with Schools

On the basis of preferences expressed by the schools, we then allocated each school to one of the five assessment weeks available and gave them contact information for the two teachers who would come to the school for a week to conduct the assessments. We also provided information about the assessment schedule and the space and furniture requirements, offering to pay for hire of a nearby facility if the school was too crowded to accommodate the assessment programme. This proved necessary in several cases.

Results of the Sampling Process

As a result of the considerable care taken, and the attractiveness of the assessment arrangements to schools and children, the attrition from the initial sample was quite low. Less than one percent of selected schools in the main samples did not participate, and less than three percent of the originally sampled children had to be replaced for reasons other than their transfer to another school or planned absence for the assessment week. The main samples can be regarded as very representative of the populations from which they were chosen (all children in New Zealand schools at the two class levels apart from the one to two percent who were in special schools, Māori immersion programmes, or schools with fewer than four year 4 or year 8 children).

Of course, not all the children in the samples actually could be assessed. One student place in the year 4 sample was not filled because insufficient students were available in that school. Ten year 8 students and 12 year 4 students left school at short notice and could not be replaced. Five year 8 students were overseas or on holiday for the week of the assessment. One year 8 and one year 4 student withdrew or were withdrawn by their parents too late to be replaced. Fourteen year 8 students and 14 year 4 students were absent from school throughout the assessment week. Some other students were absent from school for some of their assessment sessions and a small percentage of performances were lost because of malfunctions in the video recording process. Some of the students ran out of time to complete the schedules of tasks. Nevertheless, for almost all of the tasks over 90 percent of the sampled students were assessed. Given the complexity of the Project, this is a very acceptable level of participation.

Composition of the Sample

Because of the sampling approach used, regions were fairly represented in the sample, in approximate proportion to the number of school children in the regions.

REGION

PERCENTAGES OF STUDENTS FROM EACH REGION:		
REGION	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Northland	4.2	4.2
Auckland	33.3	33.3
Waikato	10.0	10.0
Bay of Plenty/Poverty Bay	8.3	8.3
Hawkes Bay	4.2	3.3
Taranaki	2.5	2.5
Wanganui/Manawatu	5.0	5.9
Wellington/Wairarapa	10.8	10.8
Nelson/Marlborough/West Coast	4.2	3.3
Canterbury	11.7	11.7
Otago	3.3	4.2
Southland	2.5	2.5

DEMOGRAPHY

DEMOGRAPHIC VARIABLES: PERCENTAGES OF STUDENTS IN EACH CATEGORY			
VARIABLE	CATEGORY	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Gender	Male	50	54
	Female	50	46
Ethnicity	Pakeha	70	71
	Māori	21	20
	Pasifika	9	9
Main Language at Home	English	89	91
	Other	11	9
Geographic Zone	Greater Auckland	30	33
	Other North Island	48	45
	South Island	22	22
Community Size	< 10,000	19	15
	10,000 – 100,000	23	25
	> 100,000	58	60
School SES Index	Bottom 30 percent	27	22
	Middle 40 percent	36	47
	Top 30 percent	37	31
Size of School	< 25 y4 students	19	
	25 – 60 y4 students	43	
	> 60 y4 students	38	
	<35 y8 students		21
	35 – 150 y8 students		33
	> 150 y8 students		46
Type of School	Full Primary		33
	Intermediate or Middle		49
	Year 7 to 13 High School		16
	Other *(not analysed)*		2

NEMP resources online

Teachers are encouraged to use the NEMP website: *http://nemp.otago.ac.nz.*

The site provides teachers with access to:

- **NEMP reports.** All of the NEMP reports since the project started in 1995, in both web and printable (high quality) PDF formats. Hard copies of reports can be ordered at:

  http://nemp.otago.ac.nz/order/index.htm

- **Forum Comments.** Each year, the assessment results are considered by a national forum of teachers, subject specialists, representatives of national organisations and government agencies. Their comments highlight what students are generally doing well, and those areas where improvements are desirable. The Forum Comment provides a summary of those comments.

- **Access Tasks.** In recent years, NEMP released tasks that could be used by teachers in the classroom. These tasks are available as packs for each curriculum area in each year. A comprehensive list of all access tasks is available at *http://nemp.otago.ac.nz/ i_access.htm*

  Hard copies can be ordered from:

  New Zealand Council of Educational Research.
  P.O. Box 3237,
  Wellington 6140,
  New Zealand

- **Probe Studies.** Other studies which further analyse NEMP data are also available online. While the reports contain a lot of information, there always remains substantial scope for more detailed analysis of student performance on individual tasks or clusters of tasks through probe studies. These studies are undertaken by NEMP staff or while under contract by educational researchers around New Zealand,

  Studies completed between 1995 and 2006 are currently available and can be accessed at *http://nemp.otago.ac.nz/i_probe.htm*.

Language is broad and pervasive. It is at the heart of learning, life and cultures. Because it is central to intellectual, emotional and social development, it has an essential role throughout the school curriculum. There is seldom a time or place in any learning area where it is not present.

Skilful writing enables the writer to convey information, to express feelings, to record, clarify and reflect on ideas, experiences or opinions, and to give imaginative and aesthetic pleasure. Effective writing involves the development of an explicit knowledge of the steps of the writing process, such as forming intentions, composing, drafting, correcting and publishing.

National monitoring provides a "snapshot" of what New Zealand children can do at two levels, at the middle and end of primary education (year 4 and year 8).

The main purposes for national monitoring are:

- to meet public accountability and information requirements by identifying and reporting patterns and trends in educational performance

- to provide high quality, detailed information which policy makers, curriculum planners and educators can use to debate and review educational practices and resourcing.