NATIONAL EDUCATION MONITORING PROJECT

Listening and Viewing

Assessment Results 2006

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Educational Assessment Research Unit

LISTENING AND VIEWING ASSESSMENT RESULTS 2006

NEMP Report 39

NEW ZEALAND

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Assessment Results

2006

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NATIONAL EDUCATION MONITORING
Report 39

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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
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	24	Māori Students' Results
2002	25	Listening and Viewing
	26	Health and Physical Education
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	28	Māori Students' Results

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2003	29	Science
	30	Visual Arts
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Note that reports are published the year after the research is undertaken i.e. reports for 2007 will not be available until 2008.

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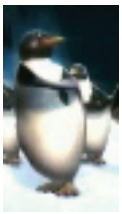
- principals, staff and Board of Trustee members of the 255 schools included in the 2006 sample
- the 2878 children who participated in the assessments and their parents
- the 96 teachers who administered the assessments to the children
- the 46 senior tertiary students who assisted with the marking process
- the 205 teachers who assisted with the marking of tasks early in 2007.

Summary

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 student skills and knowledge in listening and viewing.

Many of the tasks were used with both year 4 and year 8 students, which allows direct comparisons of the performance of year 4 and 8 students in 2006. Because some of the tasks were used both in 2002 and in 2006, trends in performance across the four-year period can also be examined.

ASSESSING LISTENING AND VIEWING

Chapter 2 explains the place of listening and viewing in the New Zealand curriculum and presents the frameworks for listening and viewing. The listening framework has as its central organising theme constructing meaning from oral communications. Seven purposes are specified in the framework, together with a number of understandings, skills and attitudes that students and their teachers are working to develop. The viewing framework has as its theme constructing meaning from visual texts. In other respects it has a parallel structure to the listening framework.

LISTENING

Chapter 3 presents results from the tasks that assessed the students' listening skills. Averaged across 176 task components administered to both year 4 and year 8 students, 14 percent more year 8 than year 4 students succeeded with these components. The trend analyses showed very little change from 2002 to 2006. Averaged across 78 task components attempted by year 4 students in both years, on average one percent more students succeeded in 2006 than in 2002. At year 8 level, with 94 task components included in the analysis, on average two percent more students succeeded in 2006 than in 2002. Students generally achieved quite high performance levels on task components that involved recalling and using specific factual information. They were less successful where the task components involved interpretation or inference, such as distinguishing facts from opinions, interpreting messages in a story, or evaluating the merits of opposing arguments. They also had difficulty with puns and figurative language.

VIEWING

Chapter 4 presents results for the viewing tasks which assessed the students' capabilities in constructing meaning from visual material. Averaged across 191 task components administered to both year 4 and year 8 students, eight percent more year 8 than year 4 students succeeded with these components. The trend analyses showed a slight downward change for both year 4 and year 8 since 2002. Averaged across 83 task components, there was a loss of less than one percent from 2002 to 2006, with 32 gains and 44 losses. For year 8 students, there was a loss of one percent from 2002 to 2006, with 41 gains and 54 losses across 102 task components. Overall, these slight decreases over the four-year period are not significant. Consistent with previous findings in 1998 and 2002, year 4 and year 8 students often achieved quite high performance levels on task components that involved observing, recalling and using specific factual information. They were less successful where the task components involved interpretation or evaluation of visual messages, or of the intentions of the designers of those messages. These latter components usually were handled substantially better by year 8 than year 4 students.

PERFORMANCE OF SUBGROUPS

Chapter 5 reports the results of analyses that compared the performance of different demographic subgroups.

School size, school type (full primary, intermediate, or year 7 to 13 high school) and community size were not important factors predicting achievement on the listening and viewing tasks. These results parallel those from the 2002 and 1998 assessments.

There were differences by zone (region) for fewer than 12 percent of the listening and viewing tasks at both year levels. At year 4 level only, this represents a change from the 2002 assessments, where South Island students scored higher than Auckland students on 36 percent of listening tasks and 44 percent of viewing tasks. The results from 2006 are similar to the 1998 results, which saw few differences by zone at both year levels.

There were statistically significant differences in the performance of students from low, medium and high decile schools on 88 percent of the listening tasks at year 4 level (compared to 71 percent in 2002 and 87 percent in 1998) and 75 percent of the listening tasks at year 8 level (compared to 59 percent in 2002 and 78 percent in 1998). Overall, there has been little reduction in disparities of achievement on listening tasks between 1998 and 2006. For the viewing tasks, there were differences on 57 percent of the tasks at year 4 level (compared to 50 percent in 2002 and 100 percent in 1998) and 69 percent of the tasks at year 8 level (compared to 61 percent in 2002 and 86 percent in 1998). The reductions in disparities of achievement on viewing tasks observed between 1998 and 2002 have been maintained in 2006.

Girls averaged slightly higher than boys on listening tasks at both year levels, with a mean effect size at year 4 level of 0.09 (slightly reduced from 0.13 in 2002) and a mean effect size at year 8 level of 0.10 (reduced from 0.19 in 2002). On the viewing tasks, gender differences also favoured girls but were small at both year levels, both in 2006 and earlier in 2002. The mean effect size at year 4 was 0.02 (slightly reduced from 0.05 in 2002), while at year 8 level it was 0.09 (slightly increased from 0.06 in 2002).

Pakeha students averaged higher than Māori students on the listening tasks, with a large mean effect size of 0.47 for year 4 students (increased from 0.34 in 2002) and a moderate mean effect size of 0.33 for year 8 students (little changed from 0.29 in 2002). On the viewing tasks, Pakeha students scored moderately higher than Māori students at both year levels. The mean effect size for year 4 students was 0.29 (little changed from 0.32 in 2002), while for year 8 students the mean effect size was 0.30 (little changed from 0.31 in 2002).

Pakeha students averaged substantially higher than Pasifika students on the listening tasks, with a large mean effect size of 0.55 for year 4 students (reduced from 0.71 in 2002) and a similarly large mean effect size of 0.61 for year 8 students (little changed from 0.63 in 2002). On the viewing tasks, Pakeha students scored moderately higher than Pasifika students at year 4 level and more strongly higher at year 8 level. The mean effect size for year 4 students was 0.26 (substantially reduced from 0.43 in 2002), while for year 8 students the mean effect size was 0.40 (reduced from 0.51 in 2002).

Compared to students for whom the predominant language at home was not English, students from homes where English predominated averaged moderately higher on listening tasks (mean effect sizes 0.24 at year 4 level and 0.28 at year 8 level). For viewing tasks, the advantage for students from homes where English predominated was smaller, with small mean effect sizes of 0.14 at both year levels. Comparative effect sizes are not available from the 2002 assessments.

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		
1	2003 (1999) (1995)	Science Visual Arts Information Skills: *graphs, tables, maps, charts & diagrams*	Communication skills Problem-solving skills Self-management and competitive skills Social and cooperative skills Work and study skills	Attitudes
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.

Assessing Listening and Viewing 2

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 our own and others' experiences and ideas and to give them meaning.

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 components are highly interrelated. Listening, for example, may require watching someone's body language to fully understand 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. Listening and viewing can be inseparable dimensions in the receiving and understanding of messages.

The idea of interrelationships is even greater when the components of language are 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.

NEMP LISTENING FRAMEWORK

CENTRAL ORGANISING THEME

Constructing meaning from oral communications

UNDERSTANDINGS

- Listening, speaking and thinking are interactive and interdependent.
- Active listening requires the listener to organise, analyse and relate content to previous knowledge.
- Comprehension of spoken messages is affected by the interests, purposes and background of the listener.
- Listeners are expected to follow social conventions which vary according to context.
- Different cultures have different conventions and expectations.
- Listening involves recognition and interpretation of non-verbal messages that accompany verbal communications.

SKILLS

- Attending and concentrating.
- Recalling and retelling what others have said.
- Comprehending literal meaning.
- Identifying main ideas or themes.
- Summarising.
- Thinking critically.
- Distinguishing fact from opinion; recognising bias and prejudice.
- Making inferences.
- Drawing appropriate conclusions.
- Gauging mood and occasion.
- Knowing how and when to respond.
- Listening with empathy.
- Reading body language (smiles, nods, pauses).
- Exploring language and multiple meanings of messages.
- Relating unfamiliar words and phrases to context to derive meaning.

PURPOSES

- Participating in conversation.
- Following a story.
- Obtaining information.
- Identifying opinions, viewpoints and intentions.
- Critical evaluation.
- Enjoyment and inspiration.
- Acquiring new language and understandings.

MOTIVATION

- Enjoyment from listening to a variety of sources.
- Voluntary engagement as a listener.
- Commitment to being a good listener.

NEMP VIEWING FRAMEWORK

CENTRAL ORGANISING THEME

Constructing meaning from visual texts

UNDERSTANDINGS

- Viewing is a complex thinking process which involves the integration of information from many sources.
- Visual messages are created for a variety of purposes.
- Different meanings can be drawn from a visual text.
- Comprehension of visual texts is affected by the interests, purposes and background of the viewer.
- Particular effects can be created by combining visual, aural and verbal elements.
- Visual effects are used to appeal to different moods, feelings, occasions and settings.

SKILLS

- Comprehending literal meaning.
- Interpreting symbolic elements.
- Recognising the interaction between words, images and sounds.
- Comparing written and visual versions of texts.
- Thinking critically about the intentions, effects and impact of visual messages (e.g. body language, use of colour).
- Identifying and analysing the techniques and conventions of visual language in a variety of contexts.
- Exploring ideas and multiple meanings.
- Developing the specialised language of visual texts.

PURPOSES

- Following a story.
- Obtaining information.
- Identifying opinions, viewpoints and intentions.
- Critical evaluation.
- Enjoyment and inspiration.

MOTIVATION

- Enthusiasm for viewing and responding to a wide variety of visual information.
- Voluntary engagement with visual language.
- Commitment to exploring the meanings of visual messages.

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. Effective listening, for example, requires abilities to obtain information and respond appropriately, to establish relationships and interact with others, and to reflect upon ideas, experiences and opinions. Viewing involves the development of such skills as recognising the interaction between words and images, and thinking critically about the intentions, effects and impact of visual messages.

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.

Listening and Viewing

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 that are arguably the basis for valid analyses of students' skills, knowledge and understandings.

The assessment frameworks are organising tools that 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 frameworks for listening and viewing, as shown on the adjacent page, have central organising themes supported by three interrelated aspects.

The listening theme, "constructing meaning from oral communications", and the viewing theme, "constructing meaning from visual texts", together endorse the close relationships between these two components of language. They also highlight the centrality and fundamental importance of the active pursuit of meaning.

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

The *purposes* aspect identifies some of the major contexts in which listening and viewing are applied.

The *skills* aspect lists key abilities that students could be expected to demonstrate while engaging in listening and viewing for particular purposes. The performance of these skills and processes is highly related to demonstrations of ideas listed in the understandings aspect.

The *motivation* aspect of the frameworks draws attention to the importance of having information about students' interests, attitudes, confidence and involvement in their listening and viewing 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 as an important adjunct to opportunities to learn.

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.

Listening and Viewing Assessment Tasks

Thirty-eight listening and viewing tasks were administered, using three different approaches. Twenty-nine were administered in one-to-one interview settings, where instructions were presented orally and students used materials and visual or auditory information, often presented on laptop computers. Eight tasks were attempted in a stations arrangement, where students worked independently on a series of tasks. The final task was administered in a team approach.

Thirty-two of the thirty-eight tasks were the same for both year 4 and year 8. One task was administered only to year 4 students, and five tasks only to year 8 students.

Trend Tasks

Sixteen of the tasks were used previously, entirely or in part, in the 2002 listening and viewing 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, 16 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 will 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 reported 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 repo cannot be made available ir 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 web site (http://nemp.otago.ac.nz) to view video clips and listen to audio material associated with some of the tasks.

How to Read the Tasks and Results

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.

ABOUT THE TASK

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

PERFORMANCE PATTERNS

Trend Task: Octopus

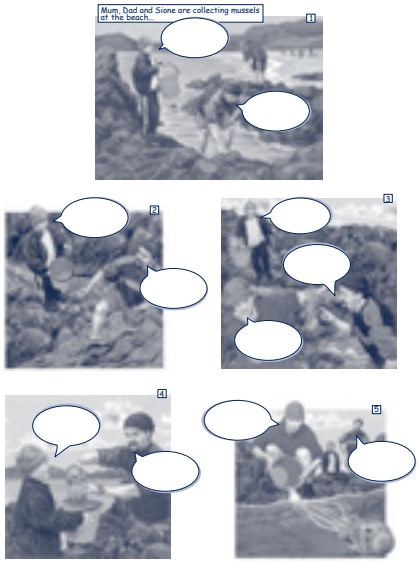
Approach: Station
Year: 4 & 8
Focus: Completing a story
Resources: Pictures in recording book

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.



		% 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)

Sub-group Analyses:

Year 4

Year 8

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.

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

What this task was aiming to evaluate.

The resources used in this task.

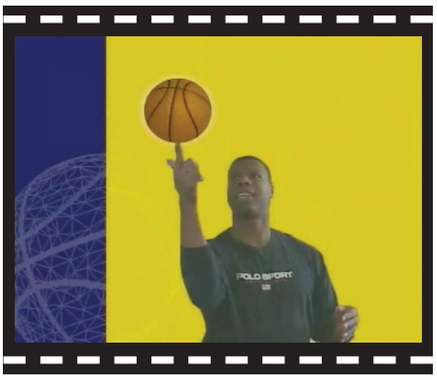
- 50% of the year 4 students in 2006 told the story quite well in their series of speeches.
- 52% of the year 4 students in 2002 told the story quite well in their series of speeches.
- 45% of the year 8 students in 2006 told the story quite well in their series of speeches.
- 48% of the year 8 students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

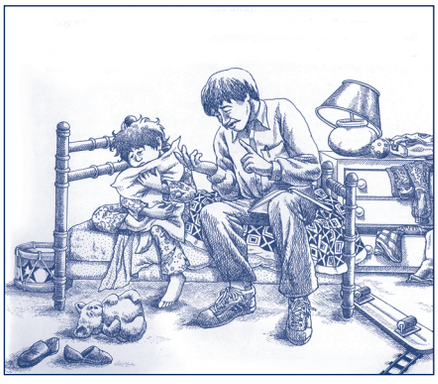
The total score is created by adding those marking criteria that seem to capture best the overall task performance. For some tasks this is all of the criteria but for others, it is just one or two of the criteria.

Performance patterns 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.

Comments that assist with interpreting the results.

3 Listening





The assessments included 21 tasks which asked the students to listen to information presented orally or both orally and visually, and to repeat the information, answer questions using the information, or follow oral instructions. Some of the recordings used in these tasks included pictures as well as sound, but the details that students needed were provided mainly on the soundtrack. Students need to be able to listen to factual presentations, assertions, arguments or instructions, and to recall, interpret or follow them correctly.

Seventeen tasks were identical for year 4 and year 8 students, one was administered only to year 4 students, and three only to year 8 students. Eight are trend tasks (fully described with data for both 2002 and 2006), four are released tasks (fully described with data for 2006 only) and nine are link tasks (to be used again in 2010, so only partially described here).

The tasks are presented in the three sections: trend tasks, then released tasks and finally link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 4 students and then tasks administered only to year 8 students.

Averaged across 176 task components administered to both year 4 and year 8 students, 14 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 167 of the 176 components. The components with the largest differences were scattered across the tasks. Year 4 students performed better on several task components where students had to recall a number of details from a story or message that they had heard.

The trend analyses showed almost no change since 2002. Averaged across 78 task components attempted by year 4 students in both years, one percent more students succeeded in 2006 than in 2002. Gains occurred on 40 components and losses on 33 components (no differences on five components). At year 8 level, with 94 task components included in the analysis, two percent more students succeeded in 2006 than in 2002. Gains occurred on 51 components, with losses on 32 components (no differences on 11 components).

The students generally achieved quite high performance levels on task components that involved recalling and using specific factual information, and on tasks that were of topics of interest to students of this age (sports, exciting events, etc.). Predictably, they were less successful where the task components involved interpretation or inference, such as distinguishing facts from opinions, interpreting messages in a story, or evaluating the merits of opposing arguments. They also had difficulty with puns and figurative language.

Trend Task: Possums

Approach:	One to one
Focus:	Evaluating viewpoints and opinions
Resources:	Video recording on laptop computer
Year:	4 & 8

Questions / instructions:

This activity uses the computer.

We will start this activity by listening to what two children have to say about whether possums should be killed or not.

You will need to listen carefully because after you've heard their arguments, I'm going to ask you about what they said, and what you think.

Click the *Possums* button.

VIDEO VOICEOVER:

Blair: Hi I'm Blair and I hunt and trap possums. I earn pocket money for trapping the possums for a local farmer, who kills them. It's not much money but it's good to get rid of the possums because they are pests.

The possums kill trees by eating their leaves and buds and some possums carry a disease that can make cows and deer sick. So you can see they are a real problem for farmers.

Possum fur can be made into yarn which is used for making clothes, so that is another reason why we hunt them. Did you know that there are about 70 million possums in New Zealand? That's way too many. We need to get rid of the possums now or else we are going to lose our trees and bush!

Shannon: Hi, I'm Shannon and I love animals! I think it's really mean that possums are trapped and killed. They've got to eat something. They can't help eating trees! It's really sad when the possum hunters kill the mother possum and then leave the baby possum alone. It can't survive on its own. That's cruel!

We don't need clothes made out of possum fur when we've got so many sheep in New Zealand. Wool is a far better choice because it doesn't hurt or harm the sheep when it is taken. But taking a possum's fur means killing the possum!

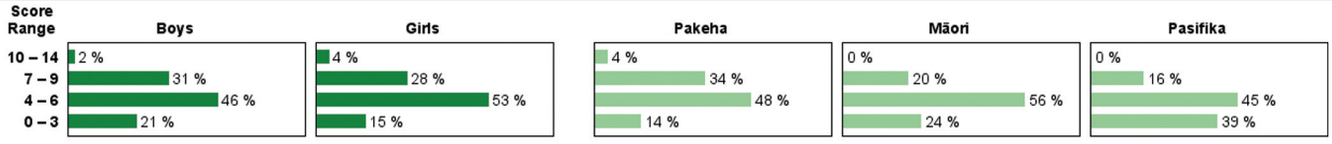
We must stop possums from being hunted and killed. It's really unkind!

Now I want you to think about what Blair and Shannon said about possums in New Zealand.

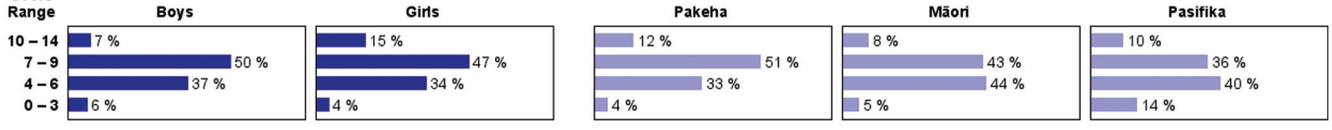
		% response 2006 ('02) year 4	year 8
1. Try to tell me all the reasons why Blair thinks it **is** okay to kill possums.			
	gets money	19 (18)	30 (29)
	fur makes useful products	48 (51)	58 (60)
	are pests	31 (26)	48 (41)
	kill/damage trees	84 (85)	92 (91)
	carry disease	45 (45)	59 (49)
	disease affects cows/deer	39 (43)	56 (54)
	bad for farmers *(mentioned damage to trees and/or damage to livestock)*	11 (10)	18 (15)
	too many	22 (21)	35 (38)
2. Now try to tell me all the reasons why Shannon thinks it is **not** okay to kill possums.			
	loves animals	39 (31)	35 (35)
	cruel/mean/unkind/unfair	33 (35)	43 (45)
	baby possums can't survive if mother killed	52 (54)	51 (49)
	don't need possum fur, can use wool instead	53 (46)	69 (65)
	possums don't mean to cause harm *(have to eat; can't help eating trees)*	33 (35)	49 (50)
	use of possum fur means death, not so for sheep	40 (44)	48 (46)
3. Who do you think has the better or stronger argument about possums, Blair or Shannon?			
	both Blair and Shannon	5 (0)	4 (0)
	Blair	52 (51)	75 (75)
	Shannon	42 (45)	20 (20)
	neither indicated	1 (4)	0 (5)
4. Tell me why you think their argument is better or stronger?	not marked	•	•
Total score:	10–14	3 (3)	5 (9)
	7–9	30 (30)	36 (42)
	4–6	49 (48)	49 (45)
	0–3	18 (19)	11 (4)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Year 4 and year 8 students were good at recalling the arguments over killing possums. About half of the students in year 4 and three quarters of the students in year 8 felt that Blair's arguments in favour of killing possums were stronger than Sharon's arguments against. There were only minor differences by age, gender, ethnicity, or from 2002 to 2006. A slight decline in performance was seen in year 8 from 2002 to 2006.

Trend Task: School Notices

Approach:	One to one
Focus:	Recalling and retelling messages
Resources:	Audio recording on laptop computer

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

You are going to hear some notices being given over the school speaker.

You will hear the notices only **once**, so you will need to listen very carefully and try to remember the information given.

I won't hear the notices, so I will ask you to tell them to me, after you have heard them.

Student listens to notices with headphones on.

Click *School Notices* button.

VOICEOVER:

Good morning everyone. Here are today's notices.

This week we are selling strawberry milkshakes at lunchtimes for 50 cents.

Children in rooms 5 and 6 will not be going to the pool tomorrow because too many have colds.

The principal wants everyone to tell their parents that she was very pleased they came to see your art work in the school last night.

Please remember to bring your $2 tomorrow if you want to go to the lunchtime puppet show. It will be starting at 12.30.

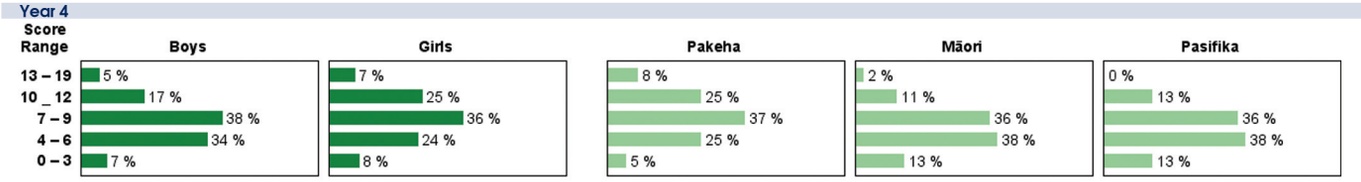
Thank you. That's the end of today's notices.

Now try to tell me all of the notices that were given on the school speaker.

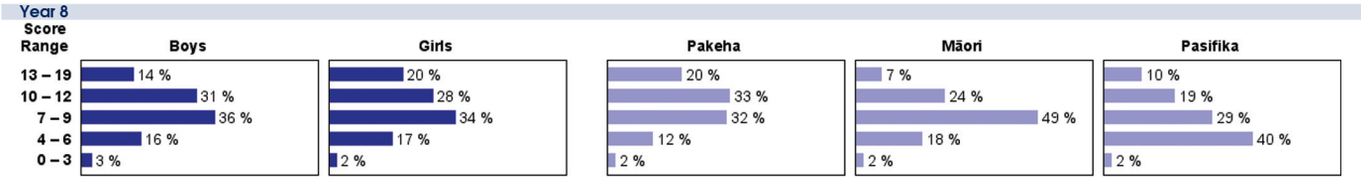
Information mentioned:		% response 2006 ('02) year 4	year 8
First notice:	selling milkshakes	66 (66)	76 (76)
	this week	1 (4)	4 (6)
	at lunchtime	20 (24)	34 (40)
	strawberry	71 (65)	85 (80)
	50c	71 (61)	83 (82)
Second notice:			
	children from rooms 5 and 6	58 (61)	77 (68)
	not going swimming/to the pool	81 (84)	89 (91)
	tomorrow	17 (15)	20 (16)
	too many children have colds	78 (76)	81 (79)
Third notice:	everyone tell parents	15 (12)	25 (27)
	principal very pleased	27 (22)	50 (44)
	parents came to school	20 (10)	41 (17)
	to see art work	34 (28)	57 (49)
	last night	9 (5)	9 (8)
Fourth notice:	puppet show	71 (59)	66 (55)
	tomorrow	15 (18)	24 (20)
	$2	74 (62)	71 (62)
	lunchtime	32 (27)	31 (31)
	starts 12:30	12 (12)	14 (11)
Total score:	13–19	6 (5)	17 (12)
	10–12	21 (16)	30 (30)
	7–9	37 (35)	35 (34)
	4–6	29 (33)	16 (19)
	0–3	8 (11)	2 (5)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Students were moderately successful at retelling the details of a set of school notices being read over the school intercom. Students in year 8 performed better than year 4 students. Slight growth was seen in both year 4 and year 8 between 2002 and 2006. Pakeha children were more successful than Māori or Pasifika children in both years.

Trend Task: NEMP Access Task **New Student**

Approach:	One to one
Focus:	Recalling and summarising orally
Resources:	Video recording on laptop computer

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

To begin this activity we are going to watch a short video. It shows a new student arriving at a school. Her name is Maria. Imagine this is your school. You have been asked to meet the new student at the school gate, and take them to your classroom. It is also your job to introduce Maria to your class.

Let's watch the video now. Listen carefully to what Maria says. This will help you to know what to say when you introduce her to your class.

Click the *New Student* button.

VIDEO VOICEOVER:

Hi, I'm Maria. This is going to be my new school. I've just shifted from Huntly.

My Mum's in hospital so I'm going to be living with my aunty.

I'm going to be 12 next month. My little brother's three. He's really missing Mum.

I love sports especially netball. I used to play on Saturday mornings for my school.

I was at a little country school before this. There were only 12 pupils in my class. My teacher said I'd really love it here because there'd be lots to do.

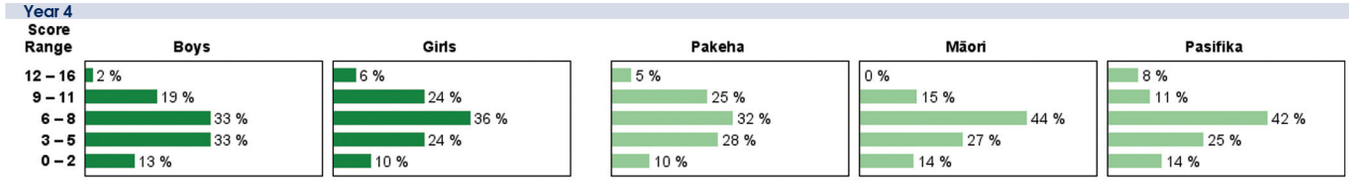
I'm really keen to learn more about computers. It should be fun!

Let's pretend you are going to introduce Maria to your class. Tell me what you would say about her when you are introducing her to the class. Tell me as much about her as you can.

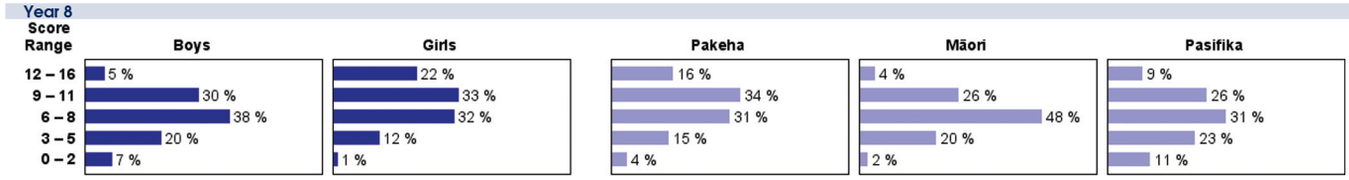
Introduction included:	% response 2006 ('02) year 4	year 8
Maria's name	40 (49)	52 (60)
shifted from Huntly	15 (19)	49 (46)
mum is in hospital	70 (65)	75 (70)
is living with aunty	48 (45)	61 (60)
is 11 years old or 12 years old next month	37 (34)	46 (45)
has a brother	58 (59)	69 (68)
brother is three years old	51 (53)	57 (58)
brother is missing mother	37 (35)	28 (29)
loves sports	54 (46)	61 (56)
especially netball	54 (53)	66 (70)
played for school/Saturday mornings	21 (19)	26 (28)
went to a country school	27 (28)	42 (43)
only 12 pupils in class	28 (31)	52 (54)
teacher said she'd really love it here	21 (22)	26 (23)
teacher said there'd be lots to do	12 (13)	17 (20)
keen to learn more about computers	61 (46)	72 (67)
Total score: 12–16	4 (4)	13 (14)
9–11	28 (20)	31 (32)
6–8	35 (37)	35 (31)
3–5	22 (23)	17 (18)
0–2	4 (16)	4 (5)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Both year 4 and year 8 students were quite successful at this task, typically being able to recall between six and eight facts about Maria for purposes of an introduction. Year 8 students performed slightly better than year 4 students. There was a moderate gender effect in favour of girls, especially at year 8 level, and year 8 Pakeha students were somewhat more successful than Māori or Pasifika students.

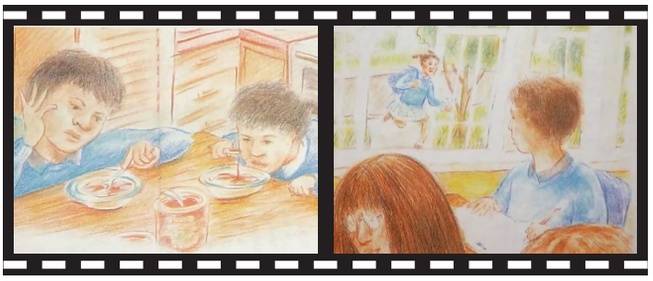
Trend Task: Porridge

Approach:	One to one
Focus:	Interpretation and inference
Resources:	Video recording on laptop computer
Year:	4 & 8

Questions / instructions:

We will start this activity by listening to a story called "Porridge".

Click the *Porridge* button.



VIDEO VOICEOVER:

[Boston, Michelle (1996). "Porridge." *School Journal,* 3 (3), 28-30]

I don't like porridge. Well, it's okay but I wouldn't offer to eat it – ever. My sister, Anna, though - she hates it! Simple as that. Hates it!

Now, usually in winter, my mother gives us porridge for breakfast. Or she did until last week...

"You need something warm in your tummies as you walk to school," she says.

I make porridge edible by spooning golden syrup on it. The syrup collects in a soft lump in the middle, swirling out in little trails and the milk gets sweet and warm. But really, all the sweet stuff can't disguise the thick, grey gooiness of porridge. I find the faster I eat it, the easier it is to swallow. When porridge gets cold it turns to concrete.

Last Friday was a grey, drizzly, winter morning. Mum gave me my porridge and, when my sister was finally dressed, she got hers too. We spooned extra syrup on it while Mum was making Dad a cup of coffee. I finished mine while Mum was doing our lunches – the usual peanut butter for me and Marmite and cheese for Anna. While I brushed my teeth, I could hear Mum reminding Anna for the five hundreth time to hurry up and eat her porridge.

I read my book to Mum while my sister played with the golden syrup and her spoon, mixing the whole lot into a grey, soupy mess.

Finally, Mum shouted at her. "You're not going to school till you're finished!"

"But Mum, it's yucky," Anna whined.

I finished packing my bag. Mum sat down and began to collect a spoonful of the cooling, grey goo to feed to Anna. My little sister clamped her mouth shut. Mum yelled. Anna grizzled but still without opening her mouth. The crosser Mum got, the wider and redder Anna's eyes grew. Huge tears rolled down her cheeks – but she still wouldn't open her mouth.

"Now!" said my mother in that voice that promised she would NOT give in. I had learned long ago that I never win a battle with my mother. Oh, it might seem like I'm winning but Mum's an expert.

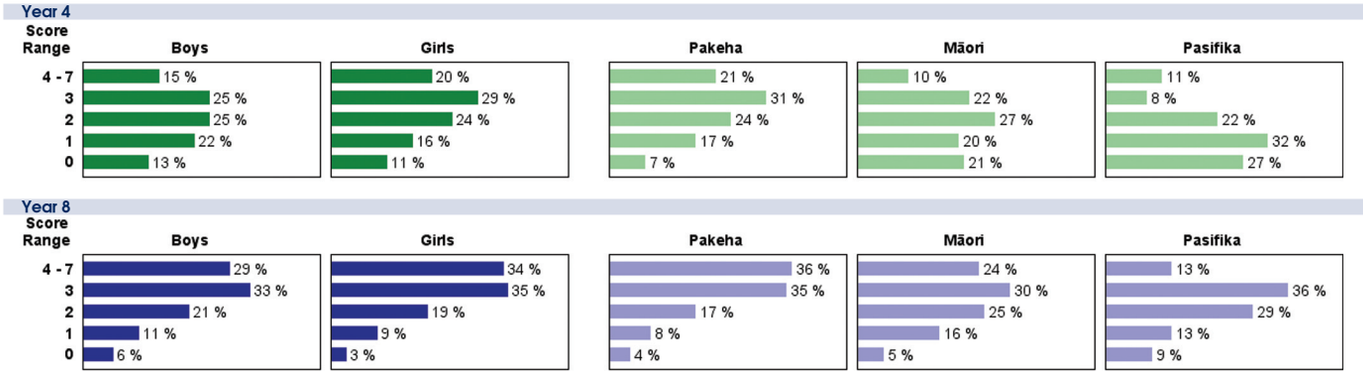
I quickly picked up my bag, kissed Mum on the cheek and took off for school. Like I say, I've never won a battle with Mum. But Anna...

About a quarter past nine, while I was heading up the date in my story book, I looked out the window. Running in through the gates was my little sister. She had a white note in her hand. Her eyes were still red and her mouth was firmly closed... We haven't had porridge since then.

At the end of this story the boy said that he saw his sister Anna running in through the gates with a white note in her hand. Her eyes were still red and her mouth was firmly closed. He also said that they hadn't had porridge since then!

		% response 2006 ('02) year 4	year 8
1. What do you think happened with Anna and her mother after Anna's brother left for school?			
Anna kept her mouth shut, refused to eat porridge		24 (23)	34 (38)
Mum kept trying to get Anna to eat porridge		22 (20)	23 (21)
Anna won in end		32 (13)	50 (23)
2. What do you think might have been written in the note that Anna was carrying?			
apology for Anna being late		41 (46)	39 (52)
explanation/excuse for Anna being late		54 (51)	69 (68)
3. Why do you think they haven't had porridge since then?			
Mum decided it was too much hassle		47 (25)	61 (42)
Mum doesn't want to upset Anna so much		7 (7)	12 (7)
Total score:	4–7	18 (13)	31 (25)
	3	27 (18)	35 (22)
	2	25 (25)	20 (27)
	1	19 (25)	10 (19)
	0	12 (19)	5 (7)

Subgroup Analyses:



Commentary:

Most students in years 4 and 8 were able to give at least one good response to each of the questions posed requiring that an inference or prediction be made about the story. Some students were able to elaborate on their responses, indicating a richer understanding of the events. Pakeha students scored higher than Māori or Pasifika students; gender differences were small, slightly favouring girls. Solid growth was seen on this task from year 4 to year 8. Both year 4 and year 8 students scored a little higher in 2006 than in 2002.

Trend Task: Colour Cat

Approach:	Station
Focus:	Understanding and following instructions
Resources:	Video recording on laptop computer, coloured pencils, answer sheet

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

The story on the video will tell you how to colour the cat on the white page. The cat is mainly white. While you are listening, colour the cat.

You will hear the story two times.

Click the **Colour Cat** button to hear the video.

VIDEO VOICEOVER:
(Still image of cat on screen, same as on answer sheet.)

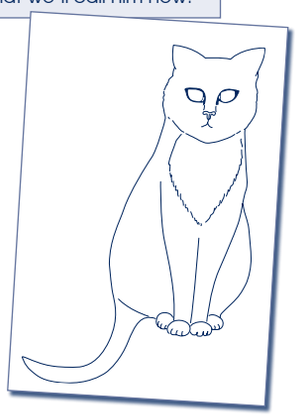
No-one could decide on this cat's name. Some of the family wanted to call him "Boots" because his two front paws are black. Dad wanted to call him "Tipsy" because the tip of his tail is black.

When he sits up straight you can see the pink inside of his ears. He also has a really cute pink nose. We nearly called him "Pinky" because of that.

His big green eyes stare and stare at you. They are as green as green and seem to almost glow in the dark. The green is only broken up by the black line down the middle that makes his pupil. My brother wanted to call him "Grass" because of his eyes, but I think that's a stupid name for a cat.

He has three whiskers on either side of his face. They are long and black and curl downwards. No-one wanted to call him "Whiskers" though.

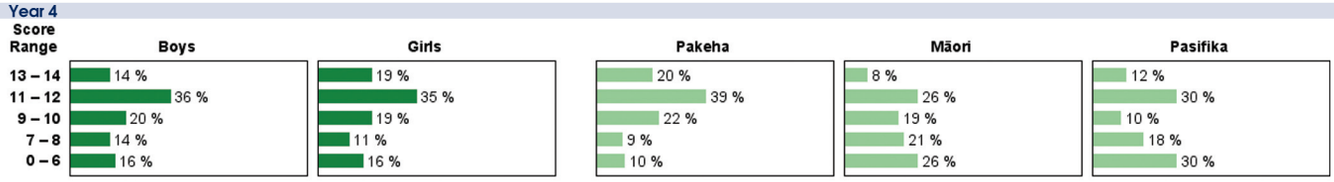
Mum got him a red collar for Christmas. It has a big blue circle name tag on it. She has got his name written on it. It says "Snow" so I guess that's what we'll call him now.



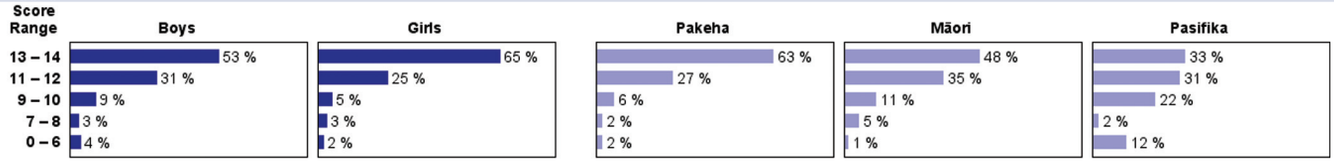
Colouring of cat included:	% response 2006 ('02) year 4	year 8
two front paws – black	40 (39)	79 (70)
tip of tail *(not whole tail)* – black	69 (81)	94 (95)
insides of ears – pink	93 (94)	97 (98)
nose – pink	94 (96)	99 (98)
eyes – green	96 (98)	99 (99)
pupil *(black line down middle)* – black	47 (54)	80 (80)
whiskers – three on either side	80 (86)	96 (93)
whiskers – black	86 (90)	95 (94)
whiskers – long *(half the width of face and pass the edge of face)*	30 (40)	49 (59)
whiskers – curl downwards	64 (75)	83 (89)
collar – red	77 (78)	93 (91)
name tag – circle	68 (65)	88 (83)
name tag – blue	66 (65)	89 (87)
name written on collar tag – Snow	64 (66)	85 (84)
Total score: 13–14	16 (23)	58 (61)
11–12	35 (36)	29 (24)
9–10	20 (20)	8 (9)
7–8	13 (9)	3 (3)
0–6	16 (12)	3 (3)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Year 4 students were moderately successful with this task involving following instructions, while year 8 students performed quite well. Girls did slightly better than boys did, and Pakeha students did somewhat better than Māori and Pasifika students. There was little change between 2002 and 2006.

Trend Task: Leonard King

NEMP Access Task

Approach:	Station
Focus:	Listening for specific information
Resources:	Video recording on laptop computer

Year: 4 & 8

Questions / instructions:

VIDEO VOICEOVER:
Leonard King, who plays basketball, was invited to speak to a class about himself and his sport. Before Leonard visited the class, the children wrote some questions they wanted to ask him. The questions are on your answer sheet. Look at them now.
(following questions also scroll through screen during voice-over)
Question 1: How long have you lived in New Zealand?
Question 2: Where did you live before you came to New Zealand?
Question 3: Do you have any family with you in New Zealand?
Question 4: What's the best age for starting to play basketball?
Question 5: How old were you when you started playing basketball?
Question 6: Why did you start to play basketball?
Question 7: Why is basketball a good game for people to play?
Question 8: What other sports have you played?
Now you will see the start of Leonard's talk to the class. At the end of the tape, put a tick beside the questions that Leonard has answered so far.

(Leonard King speaking in classroom)

I am from America. I'm from Florida, the state of Florida, which is on the east coast of America, okay?
And I come from a very large family. I have, ah... there are 10 of us in our family. Five boys and five girls. So we had to have this large table so everyone can sit around the table at one time. Five boys, five girls. I don't know if my parents actually worked on having five boys and five girls but that's what they ended up having. And I'm number seven in the line and that's how our father remembered us. He'd call us by numbers and not by our names.
So, originally though I'm from Cleveland, Ohio and I started playing basketball when I was 13 years of age. Is anyone in here 13? Raise your hand. 13? Ah, no? 10? 10? Yeah, a few 10 year olds. And some nine year olds? Yeah, the rest are nine. Excellent, excellent. Yeah so... and eight? Yeah, sorry and eight. And, and three? Oh, no three. Okay. So eight, nine and 10.
So as you can see, when I was your age, I wasn't playing basketball. When I was your age I was playing sports like soccer. I was playing a bit of American football, Grid Iron. Have you heard of that before? Has anyone seen that? Yeah, you have to put on a big helmet, big shoulder pads, get really mean and screw your face up and then you try to hit someone. So I used to play that sport there but it was just a bit too rough for me.
So I started playing basketball when I was 13 years of age. And the only reason I started playing basketball was because I was one of the taller kids in the class. And the coach saw me walking down the hallway one day and he bumped into me and said, "Hey, would you like to play basketball?" and I said, "No, I don't think I want to play basketball. I'm a football player." And he said "Oh, we think we could make you a basketball player."
So, later that day he got me into the gym and it was my first time of ever touching a basketball and I really enjoyed it because when I grabbed the basketball all the other members on the team were much shorter than me and they couldn't get the ball. And so I held it up really high and I really enjoyed playing basketball. And that was my first game of basketball, keeping the ball away from the rest of my team mates and I really enjoyed that. And that's how I got into playing basketball, okay.

This activity uses the computer.

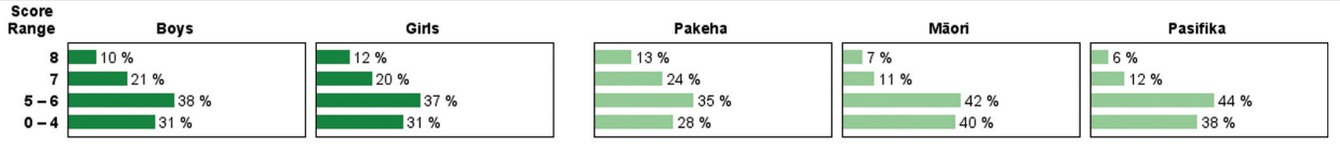
Click the **Leonard King** button to hear Leonard King talking about basketball.

Put a **tick** in the boxes next to the questions that Leonard has **already** answered.

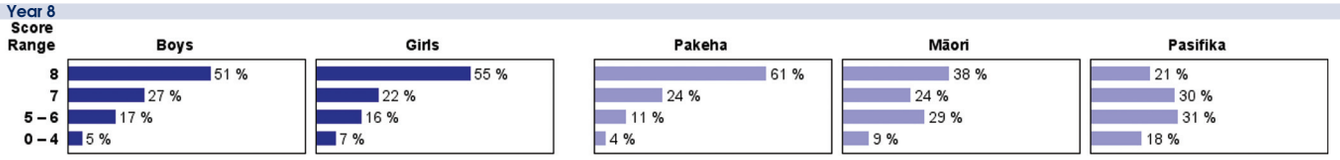
		% response 2006 ('02) year 4	year 8
☐	How long have you lived in New Zealand?	67 (66)	91 (91)
✓	Where did you live before you came to New Zealand?	82 (79)	91 (88)
☐	Do you have any family with you in New Zealand?	43 (43)	78 (77)
☐	What is the best age for starting to play basketball?	36 (39)	78 (79)
✓	How old were you when you started playing basketball?	92 (89)	98 (98)
✓	Why did you start to play basketball?	88 (85)	93 (92)
☐	Why is basketball a good game for people to play?	58 (55)	84 (86)
✓	What other sports have you played?	92 (90)	99 (99)
Total score:	8	11 (10)	53 (51)
	7	21 (20)	24 (26)
	5–6	37 (35)	17 (18)
	0–4	31 (35)	6 (5)

Subgroup Analyses:

Year 4



Year 8



Commentary:

Year 4 students found this task involving identification of questions that were addressed in a speech rather challenging. By year 8, performance improved dramatically. There are no gender differences, but Pakeha children outperformed both Māori and Pasifika students. Students performed comparably in 2002 and 2006.

Trend Task: **Call for Help**

Approach:	One to one	Year:	8
Focus:	Recalling and sequencing instructions		
Resources:	Video recording on laptop computer		

Questions / instructions:

This activity uses the computer.

We will start this activity by watching a video. The video shows some people who were on a bush walk. One of the girls, Leanne, has fallen and hurt her ankle. Mac rings his mother on the cellphone to find out what to do. Mac's mother gives him some instructions.

Listen carefully to the instructions when you hear them on the video so that you can tell them to me later. You will need to tell them to me in the right order. You can watch the video now.

Click the *Call for Help* button.

VIDEO VOICEOVER:

Mac: Hi, Mum, its Mac here. We're still in the bush, about half an hour's walk down the track. Leanne has fallen over. She's hurt her leg and can't walk out. There are no broken bones but her ankle is very swollen. What can we do?

Mum: Well done for not panicking. Try not to worry - we'll get some help there as soon as possible. I'll get Search and Rescue to meet you at the beginning of the track. Listen carefully to these instructions.

First you need to make sure Leanne is warm and comfortable so give her the silver blanket. Get her to lie down and rest her foot. She needs to get as much rest as possible. Wet a spare T-shirt in the river and put it on her ankle. Keeping the ankle cold should help the swelling go down.

Tie a jacket to a tree where you are waiting - that makes it easier to find you. Choose someone to stay with Leanne. The other two need to walk to the start of the track to help direct the rescue people to the right place. When you get to the start of the track, wait for the Search and Rescue team to arrive.

You all need to be very careful now. I'll tell you what to do again.

First, give Leanne the silver blanket. Then make sure she is resting. Put a wet T-shirt on her ankle and then tie a jacket to a tree. Next choose someone to stay with Leanne and then the other two walk to the start of the track. Lastly, wait for the Search and Rescue van.

Did you get all that, son? Someone will be with you in half an hour.

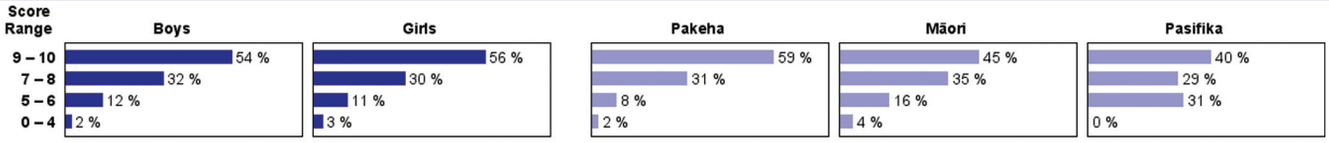
Mac: Yes, got it Mum. Don't worry about us - we'll be fine. See you soon. Bye.

Mum gave Mac a lot of instructions. I want you to tell me the instructions in the order that they were given.

Instructions mentioned:		% response 2006 ('02) year 8
silver blanket *(so she's warm and comfortable)*		86 (86)
lie down and rest her foot		59 (60)
wet t-shirt on her ankle *(to keep cold, reduce swelling)*		93 (94)
tie jacket to tree *(to make place easier to find)*		93 (88)
someone stay with Leanne		92 (93)
others walk to start of track		94 (85)
wait for Search and Rescue		89 (84)
Reasons:		
included appropriate reasons for 2 or more steps		58 (50)
included appropriate reasons for 1 step		28 (31)
did not include appropriate reasons		15 (19)
all responses in correct order		82 (73)
Total score:	9–10	55 (40)
	7–8	32 (43)
	5–6	12 (14)
	0–4	2 (3)

Subgroup Analyses:

Year 8



Commentary:

Students performed quite well on this task that was administered to year 8 only. There were no gender differences, but Pakeha students scored higher than Māori and Pasifika students. There was a moderate gain in performance from 2002 to 2006.

Trend Task: New Zealand

NEMP Access Task

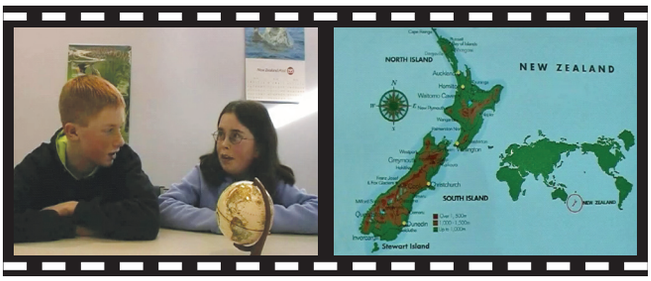
Approach:	Station
Focus:	Distinguishing fact and opinion
Resources:	Video recording on laptop computer

Year: 8

Questions / instructions:

This activity uses the computer.

Click the **New Zealand** button to hear the video.



VIDEO VOICEOVER:

The video shows two children talking. Some of the things they are saying are facts, and some of the things they are saying are opinions. The video will pause after each speaker. When the video pauses, tick the box to show if they have said a fact or an opinion. The first one has been done for you to show you what to do.

(two children talking; after each question, soundtrack pauses, fades to prompt, "Fact or Opinion?" then fades to map)

Girl: This is a good map, eh, Johnny?

Boy: Yeah.

Girl: New Zealand is much closer to Australia than it is to some of the other big countries in the world.

Boy: (1) Yeah. New Zealand is the best country in the world to live in because everyone is so friendly in New Zealand.

Girl: (2) Not all of the people who live in New Zealand were born in this country.

Boy: (3) New Zealanders who were born in New Zealand know lots more about New Zealand and its history than New Zealanders who weren't born here.

Girl: (4) The best thing about living in New Zealand is the beaches and lakes and rivers and mountains.

Boy: (5) Yeah. Lots of people in New Zealand like to go to the beaches and rivers in the summer for swimming and fun.

Girl: (6) And there are really good indoor swimming pools in some towns where you can swim in the summer or the winter.

Boy: (7) Auckland is the best place to live because there are better things to do in Auckland than in other places.

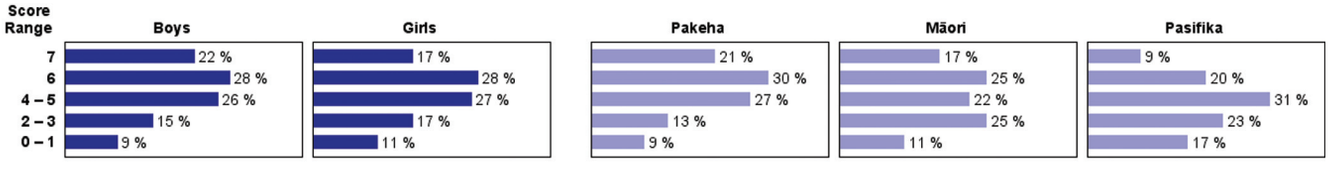
It's a **fact.** New Zealand is closer to Australia than other big countries.

Fact ☑ Opinion ☐

		% response 2006 ('02) year 8
1. New Zealand is the best country in the world to live in because everyone is so friendly in New Zealand.	opinion	70 (75)
2. Not all of the people who live in New Zealand were born in this country.	fact	72 (77)
3. New Zealanders who were born in New Zealand know lots more about New Zealand and its history than New Zealanders who weren't born here.	opinion	61 (63)
4. The best thing about living in New Zealand is the beaches and lakes and rivers and mountains.	opinion	76 (73)
5. Lots of people in New Zealand like to go to the beaches and rivers in the summer for swimming and fun.	fact	53 (57)
6. There are really good indoor swimming pools in some towns where you can swim in the summer or the winter.	fact	63 (73)
7. Auckland is the best place to live because there are better things to do in Auckland than in other places.	opinion	74 (83)
Total score:	7	19 (22)
	6	28 (28)
	4–5	26 (29)
	2–3	16 (17)
	0–1	11 (4)

Subgroup Analyses:

Year 8



Commentary:

Distinguishing fact from opinion on this task proved difficult for year 8 children. Only about one in five children got all seven questions correct. There was little change in performance between 2002 and 2006. There were only minor differences according to gender but Pakeha students scored a little higher than Māori and Pasifika students.

Task: Little Poems

Approach:	One to one	**Year:**	4 & 8
Focus:	Comprehending meaning in poems		
Resources:	Audio recording on laptop computer		

Questions / instructions:

This activity uses the computer.

Click the *Little Poems* button.

You are going to listen to some short poems. They are funny little poems with a twist. As you listen, think about what the poem is saying.

Click the *Algy* button.

ALGY
Algy met a bear;
The bear met Algy:
The bear grew bulgy;
The bulge was Algy.

		% responses y4	% responses y8
1. Can you tell me what the poem was saying?			
Relates meaning of poem: *(bear got fatter, by eating Algy)*	both elements clear	1	11
	one element clear	9	23
	neither element clear	90	67
2. What was the odd or funny twist in what the poem said?			
Explanation captured the odd or funny:	somewhat explained	6	16
	not explained	94	84

Click the *Grizzly Bear* button.

GRIZZLY BEAR
If you ever, ever, ever meet a grizzly bear,
You must never, never, never ask him where
He is going,
Or what he is doing;
For if you ever, ever dare,
To stop a grizzly bear,
You will never meet another grizzly bear.

		% responses y4	% responses y8
3. Can you tell me what the poem was saying?			
Relates meaning of poem: *(avoid staying close to, stopping or talking to a grizzly bear)*	both elements clear	7	16
	one element clear	39	51
	neither element clear	53	33
4. What was the odd or funny twist in what the poem said?			
Explanation captured the odd or funny:	somewhat explained	17	30
	not explained	83	69

Click the *No Room to Swing a Cat!* button.

NO ROOM TO SWING A CAT!
My hotel room was tiny.
No room to swing a cat.
My cat was overjoyed and said
"Well, thank the Lord for that!"

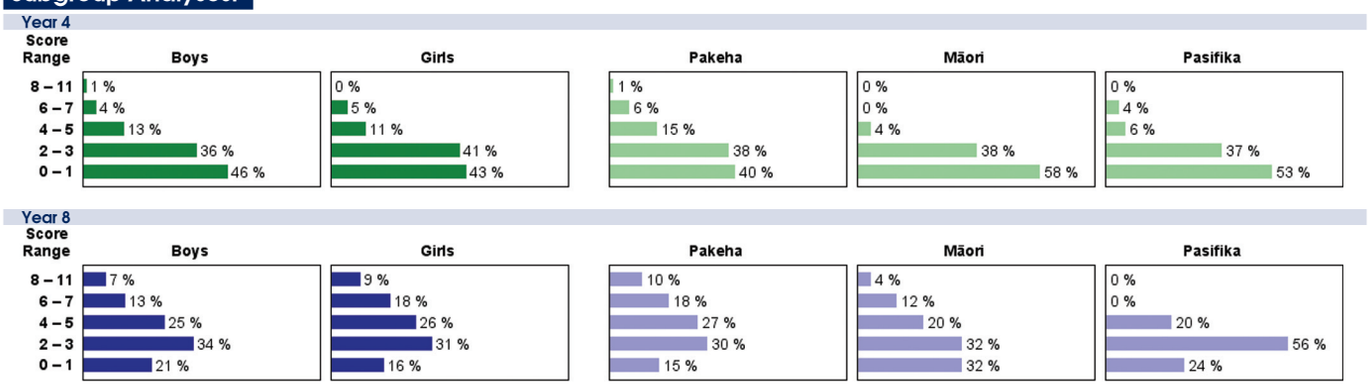
		% responses y4	% responses y8
5. Can you tell me what the poem was saying?			
Relates meaning of poem: *(room was too small to swing a cat, so cat was happy)*	both elements clear	6	20
	one element clear	41	45
	neither element clear	53	35
6. What was the odd or funny twist in what the poem said?			
Explanation captured the odd or funny:	somewhat explained	17	31
	not explained	83	69

Click the *Man in the Wilderness* button.

THE MAN IN THE WILDERNESS
The man in the wilderness said to me,
"How many strawberries grow in the sea?"
I answered him as I thought good,
"As many red herrings as grow in the wood."

		% responses y4	% responses y8
7. Red herrings are fish. Can you tell me what the poem was saying?			
Relates meaning of poem: *(strawberries growing in sea unlikely, red herrings growing in a wood unlikely)*	both elements clear	5	14
	one element clear	15	20
	neither element clear	80	67
8. What was the odd or funny twist in what the poem said?			
Explanation captured the odd or funny:	somewhat explained	22	39
	not explained	78	61
Total score:	8–11	1	8
	6–7	5	15
	4–5	12	25
	2–3	38	33
	0–1	45	19

Subgroup Analyses:



Commentary:

This task involving comprehension of metaphorical language was very difficult for both year 4 and year 8 students. Year 8 students did moderately better than year 4 students. At year 8 level, only 20 percent of Pasifika students scored more than three, compared to 55 percent of Pakeha students.

Task: Butterfly or Moth?

Approach:	Station
Focus:	Identifying differences and similarities
Resources:	Video recording on laptop computer

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

Click the **Butterfly or Moth?** button to hear the video.

VIDEO VOICEOVER:

Listen carefully to the video. It tells about the differences between a butterfly and a moth.

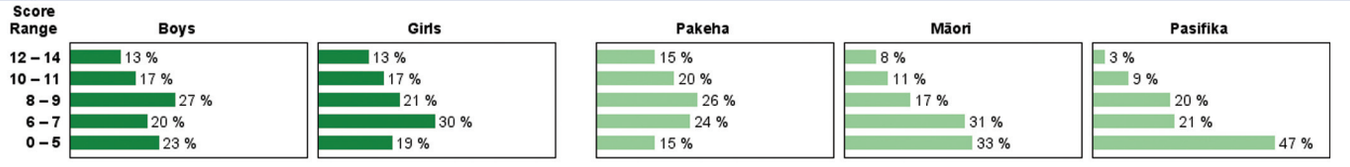
Butterflies and moths look alike, but there are ways of telling them apart. Butterflies are usually more colourful than moths. Butterflies fly around during the day, while most moths fly at night. At night, moths cannot use what they look like to find each other. Instead the male finds the female by her scent. Moths often shiver before they fly. The shivering helps to warm up their bodies. When a moth lands it spreads out its wings. Most butterflies rest with their wings pressed together. When butterflies and moths land they hold on tight using hooks on their feet. A butterfly's antenna has a blob at its end. The antenna of a moth is feathery. Both butterflies and moths have two pairs of wings, which they use to fly through the air. They have large eyes that allow them to see in colour. Butterflies and moths feed on the sugary nectar made by flowers. Butterflies and moths lay their eggs on plants. Their eggs hatch into caterpillars.

Answer the questions by clicking the mouse on the box you think is correct.

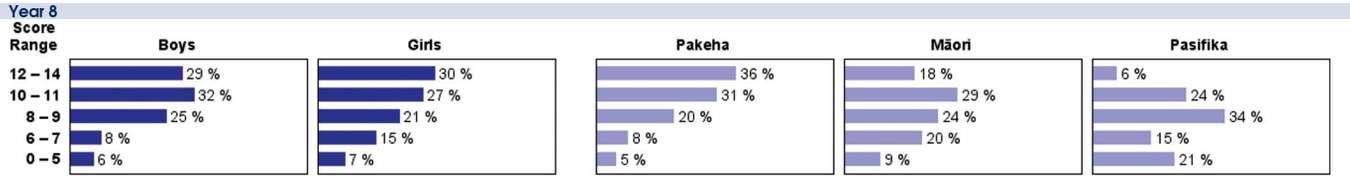
		% responses y4	% responses y8
Which insect has 2 pairs of wings?	both	65	81
Which insect comes out in daylight?	butterfly	76	89
Which insect rests with its wings out?	moth	54	73
Which male insect finds a female by her scent?	moth	62	70
Which insect has a blob on the end of its antenna?	butterfly	66	77
Which insect uses its wings to fly?	both	62	83
Which insect feeds on flower nectar?	both	35	56
Which insect rests with its wings together?	butterfly	62	79
Which insect has feathery antenna?	moth	69	85
Which insect has eggs that hatch into caterpillars?	both	21	38
Which insect has hooks on its feet?	both	43	63
Which insect shivers before it flies?	moth	71	79
Which insect sees in colour?	both	16	27
Which insect comes out at night?	moth	88	96
Total score:	12–14	12	30
	10–11	17	30
	8–9	25	22
	6–7	25	11
	0–5	21	7

Subgroup Analyses:

Year 4



Year 8



Commentary:

Performance on recall of audio information was moderately good at year 4 level and substantially better at year 8 level. There were almost no gender differences, but a large difference by ethnic groups was found in both year 4 and year 8. These differences were more evident at year 8.

Task: Zak

Approach:	Station	Year:	4 & 8
Focus:	Matching dialogue to pictures and drawing appropriate conclusions		
Resources:	Audio recording on laptop computer, 5 pictures		

Questions / instructions:

This activity uses the computer.

Zak just loves playing football and he's been in the local team for a long time, but he's moving to another town.

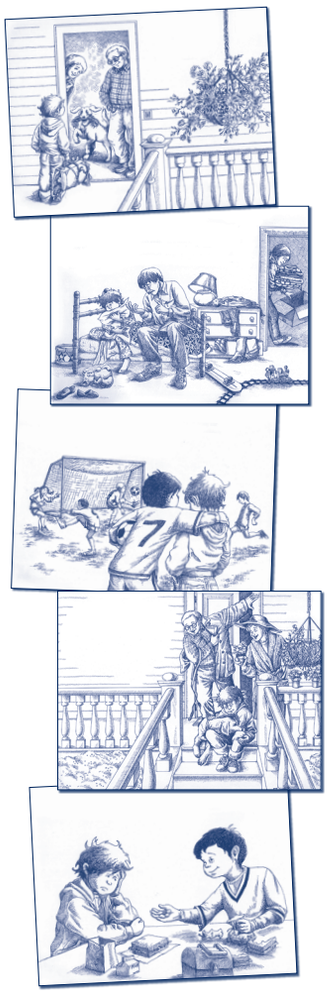
As you listen to what people are saying to Zak, choose a picture that matches what is being said.

Click the **Zak** button to hear the video.
[Screen showed five numbered buttons, each activating a separate recording.]

AUDIO SCRIPT:

1. So you want to stay with us for a couple of days, Zak, so you can play football on Saturday. Well, that's fine with us. We know who's going to enjoy having a lot fun with you.
2. Come on, Zak. I know you don't want to leave because you like playing football with the team. But you'll make new friends at our new place, and there'll be a football team there that you can join. Change your clothes now.
3. Don't worry. We know you are moving to a new town. They'll have a football club too, and who knows, our teams might end up playing together, and that would be fun.
4. Cheer up, Zak. It won't be long before you join the new football team. Anyway, someone wants to be your friend today.
5. Perhaps these might make you feel a bit better, Zak. Come on, take them. Anyway, you're playing football with us on Saturday, and you'll be able to join another team in your new town.

Write the **letter** from the picture in its matching box.



		% responses y4	% responses y8
1.	Picture C	61	81
2.	Picture A	65	88
3.	Picture B	48	80
4.	Picture E	49	76
5.	Picture D	69	86

Total score:	y4	y8
5	32	63
4	1	2
3	26	16
2	17	6
1	15	6
0	9	3

[Illustrations: Viorst, Judith; Robin Preiss Glasser (Illus); (1996); *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move;* *Scholastic Australia Pty Ltd*; Gosford; Australia]

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
4 – 5	29 %	37 %	37 %	23 %	29 %
3	24 %	27 %	25 %	28 %	24 %
2	22 %	13 %	17 %	20 %	16 %
1	15 %	15 %	14 %	16 %	19 %
0	10 %	8 %	7 %	13 %	12 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
4 – 5	68 %	71 %	72 %	60 %	62 %
3	17 %	16 %	15 %	20 %	19 %
2	6 %	5 %	5 %	7 %	11 %
1	6 %	5 %	5 %	11 %	4 %
0	3 %	3 %	3 %	2 %	4 %

Commentary:

About two thirds of year 8 students and one third of year 4 students obtained the maximum score on this task involving pairing a picture with a description of what was happening in a story. There were small gender differences favouring girls, and small ethnic differences favouring Pakeha students.

Task: Mice

Approach:	One to one	Year:	4
Focus:	Recalling information presented orally		
Resources:	Audio recording on laptop computer		

Questions / instructions:

This activity uses the computer.

You are going to listen to a poem called "Mice". After that, I will ask you what you remember from listening to the poem, so listen very carefully.

Click the *Mice* button.

AUDIO SCRIPT:

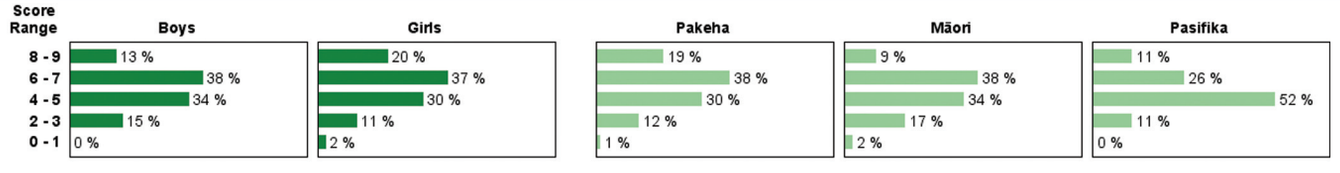
I think mice are rather nice.
Their tails are long, their faces small,
They haven't any chins at all.
Their ears are pink, their teeth are white.
They run about the house at night.
They nibble things they shouldn't touch
And no-one seems to like them much.
But I think mice are rather nice.

See if you can remember the words that come at the end of the lines I will read from the poem.

		% responses y4
1. Their tails are …?	long	68
2. Their faces …?	small	50
3. They haven't any …?	chins at all	15
	chins	42
4. Their ears are …?	pink	68
5. Their teeth are …?	white	75
6. They run about the house at …?	night	97
7. They nibble things they shouldn't …?	touch	54
8. And no one seems to like them …?	much	71
Total score:	8–9	17
	6–7	37
	4–5	32
	2–3	13
	0–1	1

Subgroup Analyses:

Year 4



Commentary:

Year 4 students showed quite good success in this task requiring the recall of the endings of lines in a poem. Girls performed slightly better than boys, and Pakeha students slightly better than Māori and Pasifika students.

LINK TASK: 1

Approach:	One to one
Year:	4 & 8
Focus:	Retelling and creating a story ending

		% responses y4	% responses y8
Total score:	15–20	14	28
	12–14	28	33
	9–11	31	23
	6–8	17	11
	0–5	11	5

LINK TASK: 2

Approach:	One to one
Year:	4 & 8
Focus:	Comprehension of a news clip, thinking critically

		% responses y4	% responses y8
Total score:	10–19	1	20
	8–9	6	30
	6–7	27	30
	4–5	45	16
	0–3	21	4

LINK TASK: 3

Approach:	One to one
Year:	4 & 8
Focus:	Exploring language and multiple meanings

		% responses y4	% responses y8
Total score:	11–12	7	41
	9–10	11	25
	7–8	11	9
	5–6	18	10
	0–4	53	14

LINK TASK: 4

Approach:	One to one
Year:	4 & 8
Focus:	Generating and modifying visual imagery

		% responses y4	% responses y8
Total score:	5–6	12	35
	4	23	30
	3	21	19
	2	26	11
	0–1	19	4

LINK TASK: 5

Approach:	One to one
Year:	4 & 8
Focus:	Recalling information; drawing appropriate conclusions

		% responses y4	% responses y8
Total score:	16	6	23
	14–15	25	37
	12–13	21	18
	10–11	19	10
	0–9	29	12

LINK TASK: 6

Approach:	One to one
Year:	4 & 8
Focus:	Accurately recalling a message

		% responses y4	% responses y8
Total score:	12–16	7	16
	10–11	12	16
	8–9	17	17
	6–7	28	27
	0–5	36	24

LINK TASK: 7

Approach:	Station
Year:	8
Focus:	Obtaining information

		% responses y4	% responses y8
Total score:	4		10
	3		24
	2		28
	1		23
	0		15

LINK TASK: 8

Approach:	Station
Year:	4 & 8
Focus:	Obtaining information

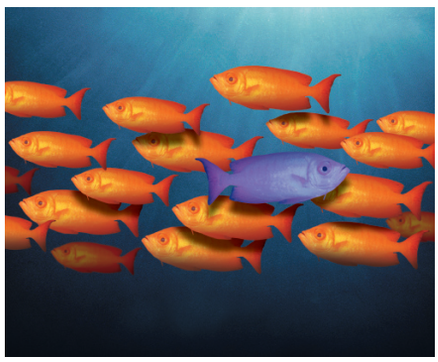
		% responses y4	% responses y8
Total score:	6–11	1	31
	5	7	16
	4	13	17
	3	20	17
	0–2	59	19

LINK TASK: 9

Approach:	One to one
Year:	8
Focus:	Comprehension of a poem

		% responses y4	% responses y8
Total score:	13–17		18
	10–12		24
	7–9		28
	4–6		24
	0–3		18

4 Viewing



The assessments included 17 tasks that asked the students to view visual resources and to demonstrate understanding of the messages conveyed, their purposes, the contexts in which they were appropriate, or the particular techniques used. Visual material is a prominent part of life in our world. It takes many forms, such as illustrations in books, photographs, comics and cartoons, posters, brochures, advertisements, films and television programmes. Students need to learn to make sense of this material, and to become discriminating users of it.

Fifteen tasks were identical for both year 4 and year 8 students; two tasks were administered only to year 8 students. Eight are trend tasks (fully described with data for both 2002 and 2006), two are released tasks (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 the three sections: trend tasks, then released tasks and finally link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 8 students.

Averaged across 191 task components administered to both year 4 and year 8 students, eight percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 173 of the 191 components. As in the past, the components with the largest differences generally involved judgement or inference, rather than observation and reporting.

The trend analyses showed only slight changes at year 4 and year 8 since 2002. Averaged across 83 task components for year 4, there was a loss of less than one percent from 2002 to 2006, with 32 gains, seven with no change, and 44 losses. For year 8 students, there was a loss of one percent from 2002 to 2006, with 41 gains, seven with no change, and 54 losses across 102 task components. Overall, these slight decreases over the four-year period are not significant.

Consistent with previous findings in 1998 and 2002, year 4 and year 8 students often achieved quite high performance levels on task components that involved observing, recalling, and using specific factual information. They were less successful where the task components involved interpretation or evaluation of visual messages, or of the intentions of the designers of those messages. These latter components usually were handled substantially better by year 8 than year 4 students.

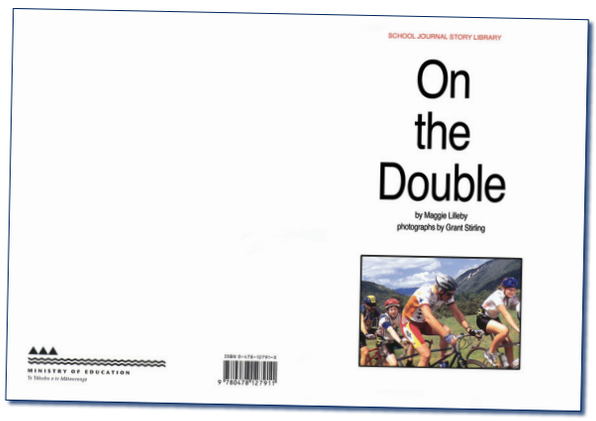
Trend Task: Book Cover

NEMP Access Task

Approach:	One to one	Year:	4 & 8
Focus:	Evaluating visual design features		
Resources:	2 book covers		

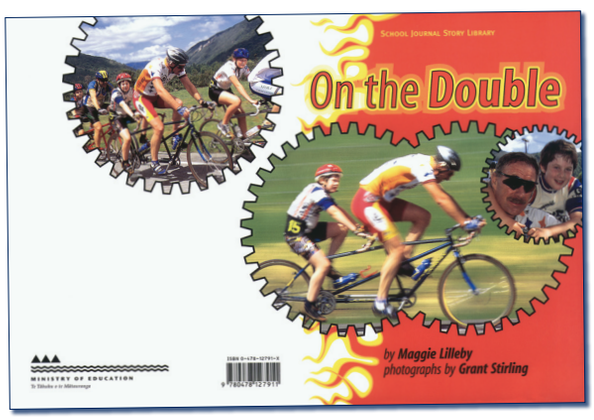
Questions / instructions:

Place first version of book cover in front of student.



This cover shows the first try at making a cover for a book. The book is about a special bike race.

Place second version of book cover in front of student.



They worked on the cover, and this is the one they chose to use.

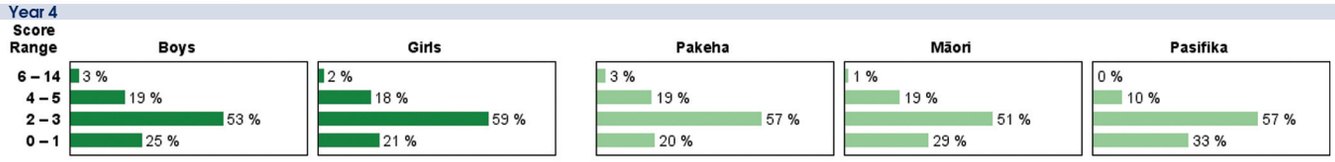
The people who designed this cover have used some interesting techniques to make it look right for this particular book.

Tell me all of the things they have done to make this a good cover for this book.

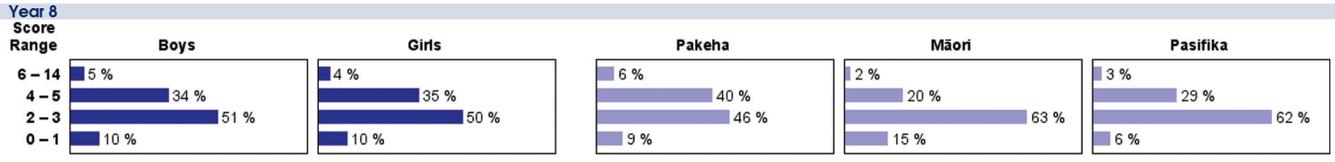
		% response 2006 ('02) year 4	year 8
Things specific to the bike race:			
use of cogs/chain/mechanical parts of bike		29 (27)	40 (40)
picture interpreted as image of tyre/wheel		19 (24)	20 (26)
blurred picture of speed		16 (28)	16 (35)
flames/colours to suggest speed		33 (24)	41 (30)
flames/colours to suggest heat of racing hard		2 (2)	3 (5)
Other things:	more pictures	28 (22)	36 (26)
	pictures are stronger/larger	8 (9)	14 (10)
placement of main picture in centre		4 (1)	3 (1)
colour - bright/lively/eye-catching		45 (39)	66 (57)
back of cover more interesting		4 (2)	6 (2)
interesting lettering		23 (25)	25 (42)
interesting pictures		23 (27)	21 (28)
fun/play on words; title relating to theme or pictures *(tandem, double fast, etc.)*		12 (7)	13 (8)
technical jargon and processes used in publication *(border, inset, background, images; scanning)*		10 (17)	14 (25)
Total score:	6–14	3 (5)	5 (9)
	4–5	19 (17)	35 (36)
	2–3	56 (54)	51 (44)
	0–1	23 (24)	10 (11)

Subgroup Analyses:

Year 4



Year 8



Commentary:

In this task students were asked to analyse improvements to a book cover. There were no gender differences in either year 4 or year 8. In year 4 there were minor differences among the Pakeha, Māori, and Pasifika students. In year 8, the Pakeha students performed slightly better than the Māori and Pasifika students. There was little change at either year level from 2002 to 2006.

Trend Task: Silent Ads

NEMP Access Task

Approach:	One to one
Focus:	Thinking critically about visual messages
Resources:	Video recording, with no sound, on laptop computer

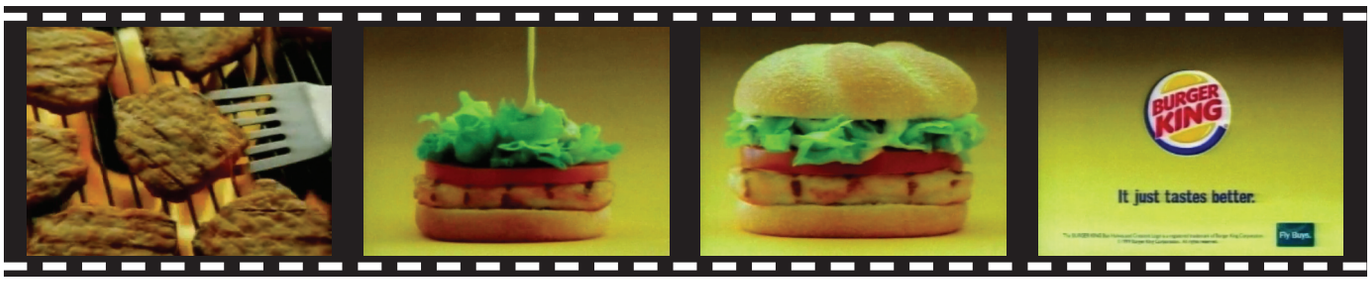
Year: 4 & 8

Questions / instructions:

This activity uses the computer.

We're going to watch some adverts without the sound turned on. Watch carefully, because after each advert I'll ask you some questions about it.

Click the *Silent Ads* button. Click the *Advert 1* button.



In this ad they are trying to get people to buy *Burger King* burgers.

1. What does this ad tell people about the *Burger King* burger?

		% response 2006 ('02) year 4	year 8
Ingredients:	chicken	5 (4)	6 (12)
	other meat/patty	27 (24)	26 (29)
	not meat	69 (72)	68 (59)
	lettuce	20 (20)	24 (36)
	tomato	6 (8)	7 (21)
	bun	8 (11)	10 (20)
	white sauce/mayonnaise	20 (19)	19 (36)
Description:	meat flame grilled	22 (13)	48 (44)
	colourful/appealing	25 (36)	36 (54)
	makes it look big	4 (4)	8 (13)
	slogan - it just tastes better	10 (13)	15 (16)
	can get *Fly Buy* points	1 (2)	1 (4)
	Burger King ingredients fresh	13 (4)	27 (18)

2. Do you think this is a good ad for getting people to buy *Burger King* burgers? Why do you say that?

		% response 2006 ('02) year 4	year 8
	yes	60 (66)	66 (81)
	no	28 (24)	17 (11)
	maybe	13 (11)	17 (9)
Justification of choice: *(ad, not product)*	strong	8 (2)	19 (4)
	moderate	39 (22)	58 (41)
	weak/none	54 (76)	31 (54)

Click the *Advert 2* button.

In this ad they are trying to get people to give money for poor children overseas.

3. What does this ad tell people about the poor children overseas?

	% response 2006 ('02) year 4	year 8
children live in poor conditions *(e.g. dirty water, food, clothes)*	81 (82)	89 (91)
children have health problems	30 (30)	29 (33)
therefore children are not very happy	3 (4)	8 (9)
donated money can help	30 (29)	31 (37)
children become healthier/happy	8 (6)	10 (12)

4. Do you think this is a good ad for getting people to give money for poor children overseas? Why do you say that?

		% response 2006 ('02) year 4	year 8
	yes	92 (92)	91 (93)
	no	8 (5)	9 (4)
	maybe	1 (3)	0 (2)
Justification of choice: *(ad, not product)*	strong	19 (3)	37 (12)
	moderate	48 (37)	50 (48)
	weak/none	34 (60)	13 (40)

Click the *Advert 3* button.

In this ad they are trying to get people to buy *Bluebird* potato chips.

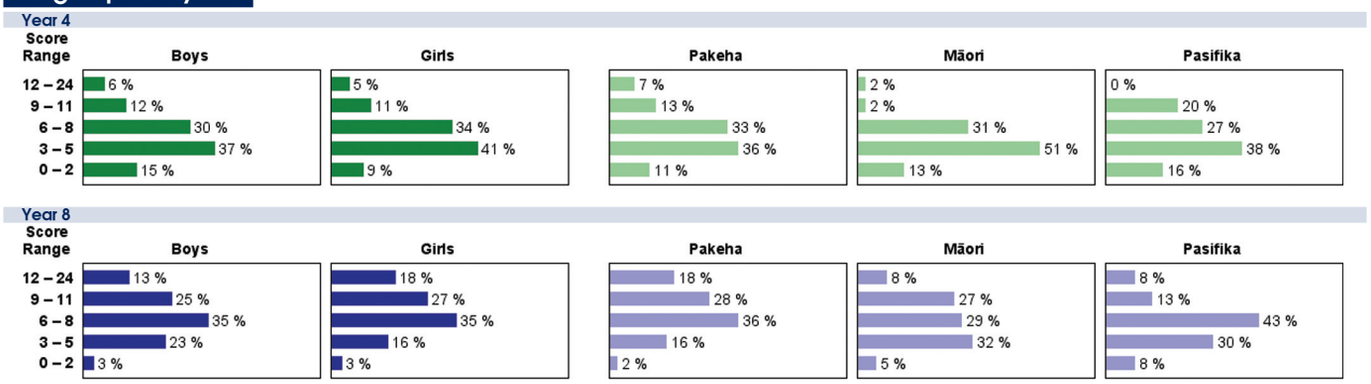
5. What does this ad tell people about *Bluebird* potato chips?

	% response 2006 ('02) year 4	year 8
little detail about the chips	29 (13)	29 (23)
suggests that they are very popular *(even for penguins and polar bears)*	34 (33)	60 (48)

6. Do you think this is a good ad for getting people to buy *Bluebird* chips? Why do you say that?

		% response 2006 ('02) year 4	year 8
yes		56 (60)	59 (60)
no		32 (30)	27 (29)
maybe		12 (10)	14 (11)
Justification of choice: *(ad, not product)*			
	strong	12 (1)	25 (10)
	moderate	29 (26)	49 (44)
	weak - none	59 (73)	26 (46)
Total score:	12–24	6 (2)	15 (13)
	9–11	12 (8)	26 (24)
	6–8	32 (23)	35 (34)
	3–5	39 (43)	20 (23)
	0–2	12 (24)	3 (6)

Subgroup Analyses:



Commentary:

This task involved watching ads without their sound to analyse their messages and critique their effectiveness. Students in 2006 did somewhat better on this task than did students in 2002. There were no gender differences. Pakeha students did slightly better than Māori and Pasifika students.

Trend Task: My Ball!

NEMP Access Task

Approach:	One to one
Focus:	Retelling a scene
Resources:	Video recording on laptop computer

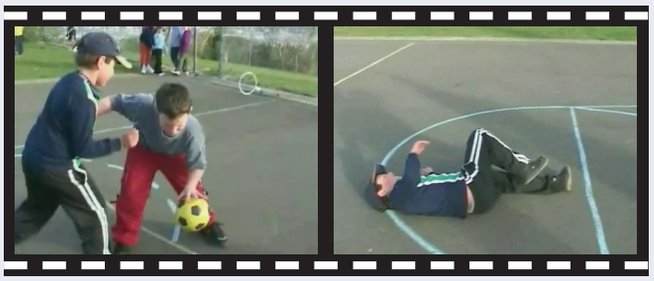
Year: 4 & 8

Questions / instructions:

This activity uses the computer.

You will see two boys playing with a ball. Watch very carefully to see what is happening, because when the video stops you will be asked to describe exactly what went on between the two boys.

Click the *My Ball!* button.



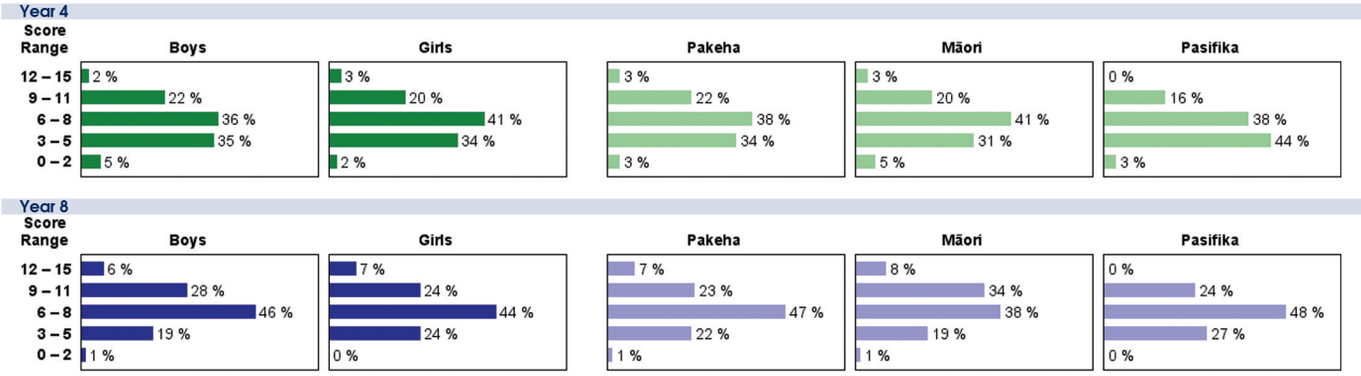
VIDEO VOICEOVER:

Nicholas: Agggh, give it back.
Ethan: Na.... It's my turn. You've had it for long enough. You always have it.
(boys wrestle for the ball; Ethan pushes Nick over when he tries to get the ball back)
Nick: I'll get you!
(boys wrestle for the ball again)
Teacher: I've had enough of this bullying. Nicholas, leave Ethan alone and come with me. People who bully need to be taught a lesson.
Girl: But, Miss! I saw what happened!

One of the boys is in trouble with the teacher. A girl who was watching the two boys wants to tell the teacher exactly what happened. You have also seen what happened.

		% response 2006 ('02) year 4	year 8
1. Describe to me exactly what happened, right from the beginning when one of the boys was playing with the ball.			
	first boy (with cap) was bouncing ball	94 (91)	99 (93)
	second boy (red pants) takes ball away and plays with it	94 (93)	98 (98)
	first boy says give it back	19 (13)	26 (18)
	second boy says no	7 (6)	13 (7)
	second boy says you've had if for long enough, it's my turn	42 (45)	50 (54)
	second boy pushes first boy to ground	66 (68)	74 (82)
	first boy says I'll get you	15 (16)	15 (17)
	first boy fights/tussles with second boy	52 (54)	71 (67)
	teacher arrives	70 (69)	86 (78)
	teacher makes critical comment	33 (35)	33 (26)
	teacher threatens punishment	12 (14)	12 (15)
	teacher starts to take first boy away	31 (31)	35 (28)
	girl approaches, says she saw what happened	55 (73)	48 (47)
2. Do you think the boy who had to go with the teacher should be punished?			
	yes	5 (10)	12 (20)
	unclear	5 (4)	10 (7)
	no	90 (86)	78 (73)
3. Why do you say that?			
Justification:	excellent/very good	1 (1)	5 (6)
	good	21 (24)	33 (40)
	fair	67 (72)	57 (51)
	poor	11 (3)	5 (3)
Total score:	12–15	2 (2)	7 (5)
	9–11	21 (35)	26 (32)
	6–8	39 (50)	45 (54)
	3–5	35 (13)	21 (9)
	0–2	3 (0)	1 (0)

Subgroup Analyses:



Commentary:

Students were asked to retell a scene from a video in this task, being attentive to detail and order of events. This was a demanding task and the students in 2006 did somewhat less well than the students of four years ago. There were no gender differences. There were only minor differences among the Pakeha, Māori and Pasifika students.

Trend Task: Māui and the Sun

Approach:	One to one	Year:	4 & 8
Focus:	Analysing symbolic visual representations		
Resources:	2 pictures		

Questions / instructions:

Pictures in books can help us to understand the stories being told.

Show the 2 pictures.

1

2

Here are two pictures from the same story that tell of how Māui caught the sun to make it go slower. The pictures have been drawn by different people. They each show the sun in a different way.

I want you to look at the way the sun has been shown in each picture. Try to decide what each picture is telling us about the sun. Then I want you to tell me how the way the sun is drawn could change how the story might be told.

1. What are the important differences between each of the suns?

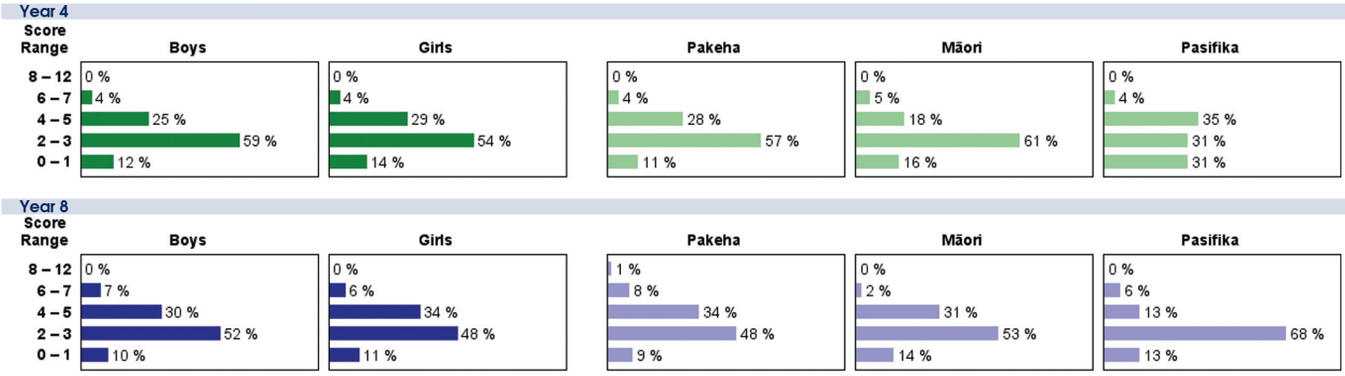
PROMPT: What is different about how the sun is shown in these two pictures?

		% response 2006 ('02) year 4	year 8
Picture 1:	doesn't look like a real sun/animated/cartoon-like	15 (16)	23 (28)
	shows sun is a person/has a face	50 (61)	45 (58)
	sun looks unhappy/sad/miserable	4 (10)	10 (19)
	sun looks tired/exhausted	2 (4)	5 (7)
	sun uses Māori patterns *(any reference to design)*	61 (67)	51 (55)
	sun looks relatively easy to capture/not many pulling it down	10 (9)	15 (19)
	sun looks small/far away	26 (36)	24 (32)
Picture 2:	sun looks large, close up	40 (50)	43 (45)
	sun looks very hot and fiery	37 (43)	44 (49)
	looks like a real sun *(not has no face)*	36 (28)	41 (49)
	sun looks difficult to capture	9 (9)	16 (22)
	sun looks powerful/fierce/dangerous/ furious/aggressive	3 (5)	12 (20)

2. Now try to explain to me how the way the sun is drawn could change how the story might be told.

	not marked	•	•
Total score:	8–12	0 (0)	1 (2)
	6–7	4 (9)	7 (17)
	4–5	27 (37)	32 (39)
	2–3	56 (44)	50 (37)
	0–1	13 (10)	10 (5)

Subgroup Analyses:



Commentary:

This task explored how students interpret the impact of symbolic representations. As with four years ago, this proved to be a challenging task. The students in both year 4 and year 8 in 2006 performed somewhat less well than did the students in 2002. There were no gender differences. There were minor differences among the Pakeha, Māori and Pasifika students.

Trend Task: Giant Weta and Giant Dragonfly

NEMP Access Task

Approach:	One to one
Focus:	Obtaining and analysing visual information
Resources:	2 pictures, recording book
Year:	4 & 8

Questions / instructions:

Show student pictures of insects.

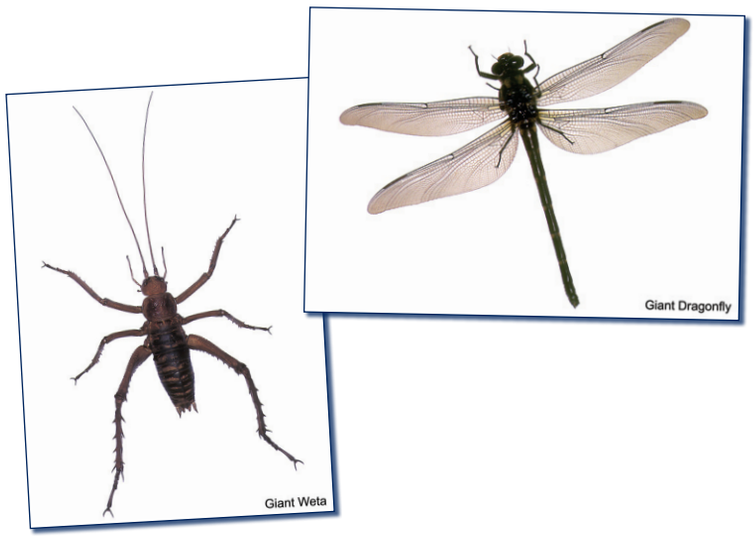
These pictures show two different insects: a Giant Weta and a Giant Dragonfly.

Have a very careful look at these two insects before I ask you to tell me what is different about them.

Allow a short time.

Now tell me all the things that you notice that are different about these two insects. As you tell me, I'll write them down.

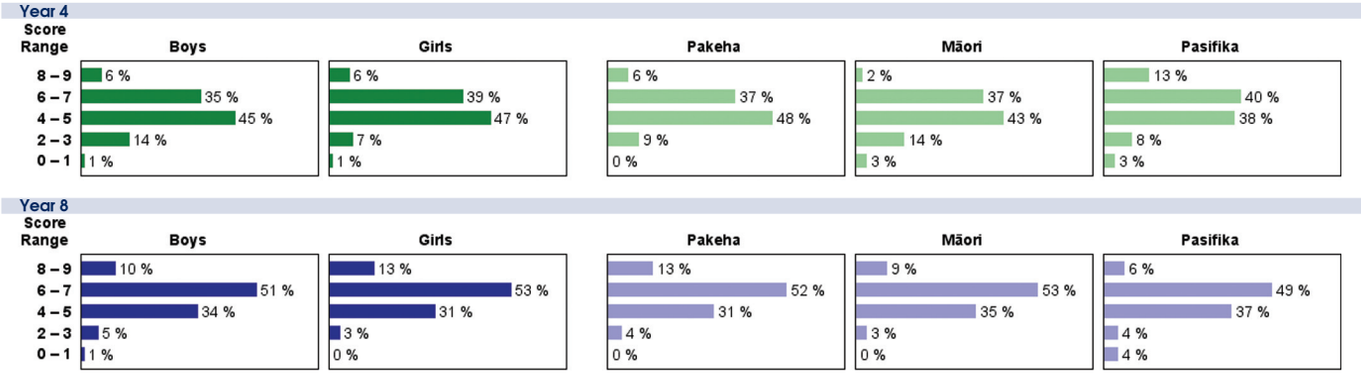
Now I'll read back what I've written down, and if you want to tell me some more things that are different about the two insects, I'll add them to the list.



	% response 2006 ('02) year 4	% response 2006 ('02) year 8
wings for dragonfly, not for weta	94 (92)	96 (96)
long tail for dragonfly, little bumps for weta	62 (50)	53 (47)
long antennae for weta, not for dragonfly	78 (73)	81 (81)
two additional antennae for weta	14 (19)	20 (19)
eyes much larger for dragonfly	61 (58)	79 (71)
legs relatively longer for weta	51 (50)	62 (62)
spikes on legs for weta, not dragonfly	61 (57)	72 (64)
different body shape, structure	59 (66)	73 (75)
different colours	44 (39)	56 (63)

Total score:	% response 2006 ('02) year 4	% response 2006 ('02) year 8
8–9	6 (6)	11 (11)
6–7	37 (31)	52 (51)
4–5	46 (49)	32 (32)
2–3	10 (13)	4 (6)
0–1	1 (1)	0 (0)

Subgroup Analyses:



Commentary:

In this task, students identified differences between these two insects. Year 8 students performed somewhat better than year 4 students; however, there was little difference from four years ago in the scores. There were no gender differences in either year 4 or year 8, nor were there any notable differences among Pakeha, Māori and Pasifika students for either year 4 or year 8.

Trend Task: **Storm-Fish**

Approach:	One to one
Focus:	Thinking critically about advertising
Resources:	Picture

Year: 4 & 8

Questions / instructions:

Show picture.

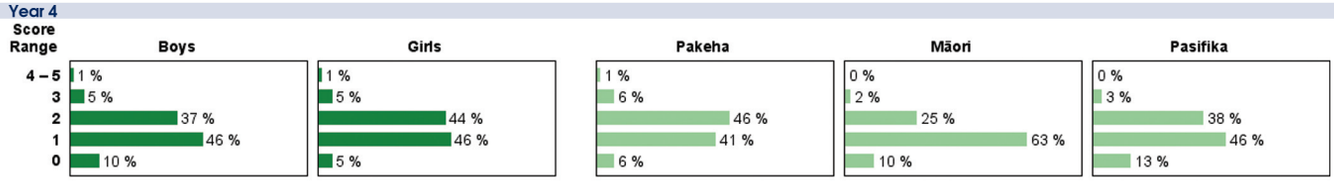
Look carefully at this advertisement for Storm watches. It gives us a special message about the watches. This message says: "Go your own way".

Point to the words "Go your own way".

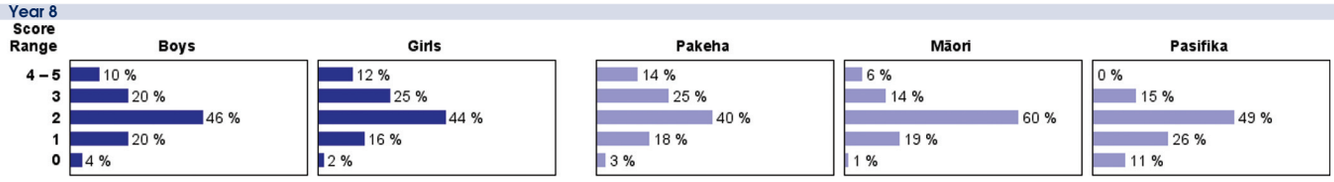
		% response 2006 ('02) year 4	year 8
1. What do you think they mean when they say "Go your own way"?			
don't follow the crowd/make your own decisions		45 (50)	66 (69)
buy this watch		3 (6)	16 (23)
2. How do you think they use the pictures to show the message, "Go your own way"?			
PROMPT: Is there anything else?			
blue fish swimming in opposite direction to orange fish		89 (83)	94 (90)
3. What has this message, "Go your own way", got to do with watches?			
this is a special/different sort of watch		6 (12)	31 (35)
be adventurous and buy this watch		4 (7)	14 (24)
Total score:	4–5	1 (2)	11 (19)
	3	5 (10)	22 (28)
	2	41 (41)	45 (28)
	1	44 (36)	19 (20)
	0	7 (11)	3 (5)

Subgroup Analyses:

Year 4



Year 8



Commentary:

This task, which required students to think critically about advertising, was challenging for year 4 students. Performances in 2006 were similar to those of 2002. There were no gender differences. In year 4, the Pakeha students performed slightly better than the Māori or Pasifika students. In year 8, the Pakeha and Māori students performed somewhat better than Pasifika students.

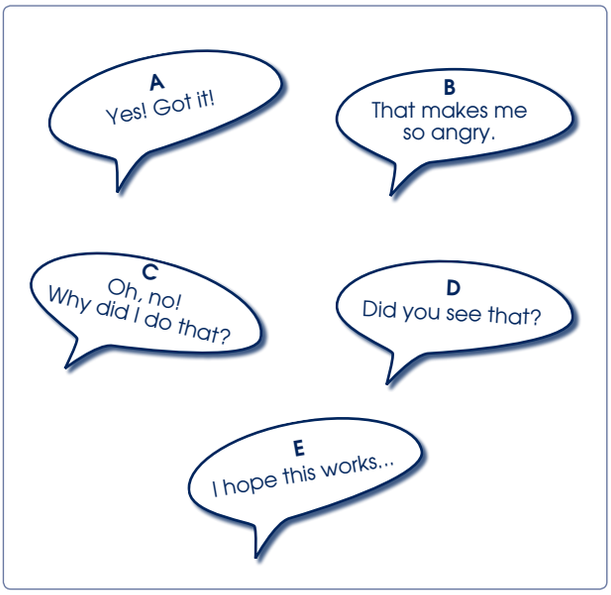
Trend Task: Tiger Woods

Approach:	Station
Focus:	Reading body language
Resources:	5 thought bubbles, 4 photos of Tiger Woods
Year:	4 & 8

Questions / instructions:

Look at the photos of Tiger Woods.

Read the thought bubbles.



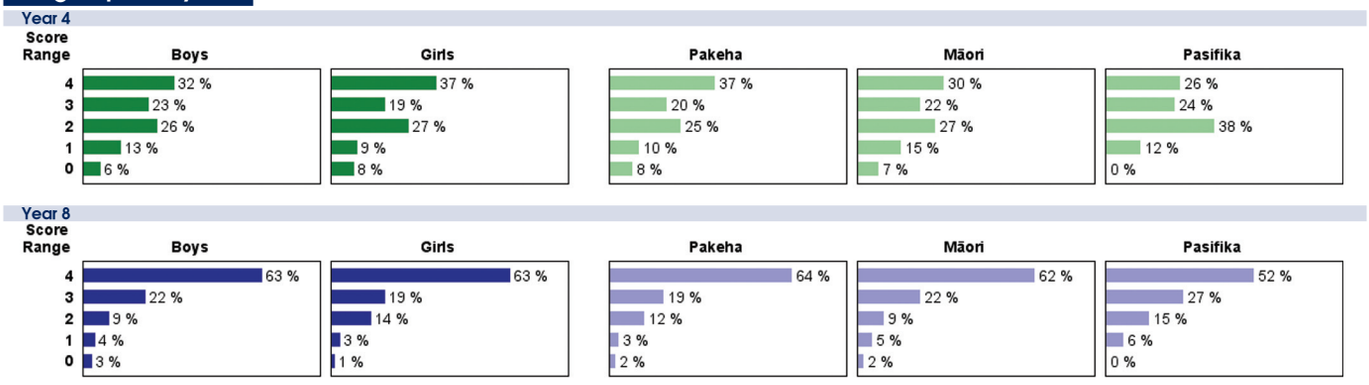
Match **one** bubble to each photo of Tiger Woods.

The thought needs to match what is happening.

Write the letters from the thought bubbles in the boxes.

	% response 2006 ('02) year 4	year 8
D	77 (75)	93 (92)
E	63 (66)	86 (85)
C	45 (51)	67 (66)
A	80 (80)	94 (94)
Total score:		
4	35 (34)	63 (59)
3	21 (25)	21 (25)
2	27 (26)	12 (12)
1	11 (9)	4 (3)
0	7 (6)	2 (1)

Subgroup Analyses:



Commentary:

Students did well on this task, which involved interpreting body language in pictures. Students in 2006 performed similarly to students in 2002. Year 8 students were almost twice as likely as year 4 students to match all four pictures correctly with their captions. There were no meaningful gender differences, or differences among Pakeha, Māori and Pasifika students.

Trend Task: Marmite

NEMP Access Task

Approach:	One to one	Year:	8
Focus:	Interpreting and comparing advertisements		
Resources:	Video recording on laptop computer, picture		

Questions / instructions:

This activity uses the computer.

In this activity you are going to look at two adverts for Marmite.

One is a magazine ad and the other is a TV ad.

Show picture.

	% response 2006 ('02) year 8
1. What do you think this magazine ad is telling us about Marmite?	
Marmite has lots of iron	53 (65)
Marmite keeps kids pumped	41 (30)
Marmite makes kids/people energetic	35 (34)
Marmite makes kids/people strong	75 (68)
2. What things have been done so that this ad catches the magazine reader's attention?	
arm coming out of marmite jar	56 (40)
barbell/weight that arm is holding	68 (61)
Marmite appearance of arm/weight/barbell TV ad	28 (21)

Now let's watch the TV ad for Marmite.

Click the *Marmite* button.

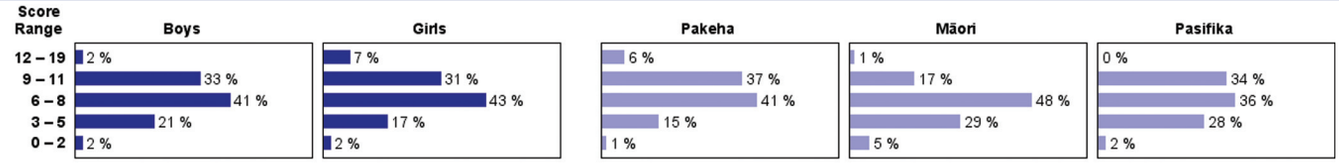
	% response 2006 ('02) year 8
3. What do you think this TV ad is telling us about Marmite?	
Marmite has lots of iron	63 (65)
Marmite is 100% vegetarian	5 (28)
Marmite makes us strong/powerful	49 (50)
Marmite makes us energetic	18 (16)
4. What things have been done so that this ad catches the TV viewer's attention?	
dramatic sound	19 (19)
image of vigorous movement inside jar, making it jump around	18 (23)
image of vigorous movement inside jar, making it appear ready to burst	17 (20)
strong arm popping out	55 (41)
basketball movement	53 (20)
image of Marmite ball descending onto toast and spreading	59 (51)

Now I want you to think about both ads.

	% response 2006 ('02) year 8
5. Which ad tells us more about Marmite?	
magazine	19 (13)
TV	78 (84)
6. How does it give more information about Marmite than the other ad?	
only yeast spread with iron *(written and spoken)*	26 (29)
100% vegetarian *(written)*	7 (29)
Total score: 12–19	4 (5)
9–11	33 (25)
6–8	42 (43)
3–5	19 (21)
0–2	2 (6)

Subgroup Analyses:

Year 8



Commentary:

This task asked year 8 students to analyse two forms of an ad for Marmite, in print and on TV. Students in 2006 performed slightly better than did students in 2002. There were no gender differences, but Pakeha and Pasifika students did somewhat better than Māori students.

Task: Breakfast Foods

NEMP Access Task

Approach:	One to one	Year:	4 & 8
Focus:	Critical evaluation of advertisements		
Resources:	Video recording on laptop computer		

Questions / instructions:

This activity uses the computer. Click the *Breakfast Foods* button.

You are going to see some television advertisements for breakfast foods. Here is the first advertisement.

Click the *Ricies* button.

DESCRIPTION:
Screen says "Re-charge your kids on ricies". Four children playing drums, expanding to large group. All children except one slow down and stop playing drums.

VOICEOVER: You may be surprised to find how nutritious Ricies is. It's packed with B vitamins, iron and complex carbohydrates that will keep them going and going all morning. Recharge your kids on Ricies.

	% responses y4	% responses y8
1. Who do you think this advertisement is aimed at?		
parents and children	7	18
parents	8	30
children	38	45
neither	47	7
2. Why do you think that? **Quality of explanation:** *(Nutrition detail, talks about "your kids", sounds like advice to parents, shows kids staying energetic, action appeals to kids)*		
very good/excellent	2	6
good	7	24
moderately good	39	47
poor	52	24

	% responses y4	% responses y8
3. What does the advertisement message "Recharge your kids on Ricies" mean? **Quality of explanation:** *(Ricies is nutritious, gives energy, keeps kids going)*		
very good/excellent	5	10
good	19	35
moderately good	50	47
poor	27	7
4. How does the video show this message?		
only child left playing drums had eaten Ricies	68	91
shows children doing energetic things happily	4	9

DESCRIPTION:
Screen shows athletic man running through variety of dangerous sets; his fuel gauge is almost on empty; refuels on cereal and continues running.

VOICEOVER:
Power the machine with Kelloggs Nutrigrain with carbos for energy, protein for muscle development and calcium for bone strength. Because it's not about what's behind you but what's in front of you.

Click the *Nutri-Grain* button.

	% responses y4	% responses y8
5. Who do you think this advertisement is aimed at?		
adults	19	20
teenagers/young adults	8	28
both above	4	11
children	9	7
sports people, people who need lots of energy	14	27
no clear choice	61	34
6. Why do you think that? **Quality of explanation:** *(Shows energy, endurance, recovery, sports clothing, sports activities)*		
very good/excellent	2	4
good	5	16
moderately good	36	49
poor	58	32

	% responses y4	% responses y8
7. What does the advertisement message "It's not what's behind you but what's in front of you" mean? **Quality of explanation:** *(Forget about past challenges, you'll need energy and commitment to overcome future challenges, Nutri-Grain will give you the energy)*		
very good/excellent	1	3
good	3	15
moderately good	19	33
poor	77	49
8. How does the video show this message?		
man faces challenges well after eating Nutri-Grain	27	50

DESCRIPTION:
Screen shows teenager arriving early for work at an appliance store, drinking Up & Go; gathers a lot of electric fans together and dives off shelf into them.

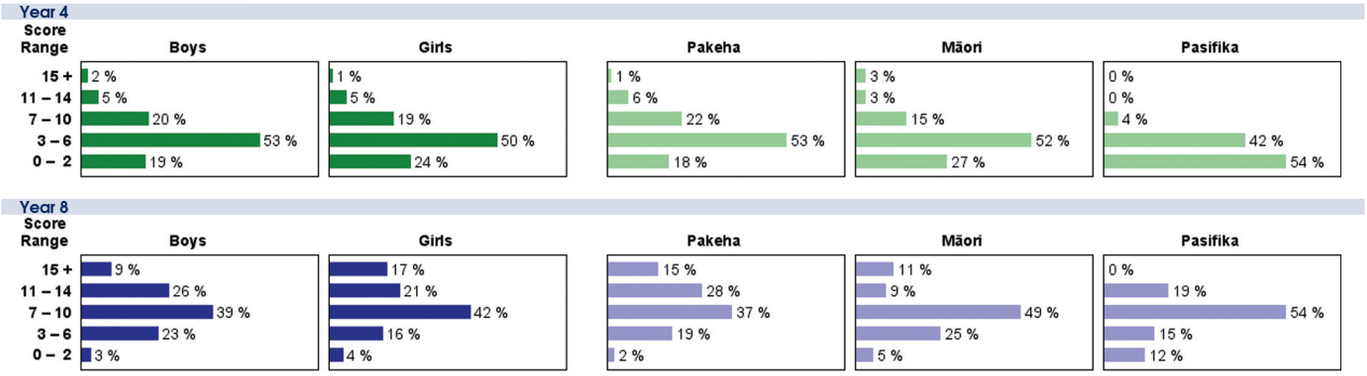
VOICEOVER:
Up & Go gives you the goodness of two Weetbix and milk, plus an extra 10 minutes in the morning. What you do with that time... is up to you.

Click the *Up & Go* button.

	% responses y4	% responses y8
9. Who do you think this advertisement is aimed at?		
adults	12	22
teenagers/young adults	8	28
children	4	2
no clear choice	76	49
10. Why do you think that?		
Quality of explanation: *(Shows young person/teenager, unlikely activity for older adults, could not be done by children)*		
very good/excellent	1	3
good	2	11
moderately good	19	34
poor	78	52
11. What does the advertisement message "Gives you an extra 10 minutes in the morning" mean?		
Quality of explanation: *(Shows time, food preparation, all you need in one pack, lets you do exciting extra things)*		
very good/excellent	2	11
good	6	21
moderately good	25	36
poor	68	33

		% responses y4	% responses y8
12. How does the video show this message?			
says it gives you equivalent of milk and cereal in one pack		10	15
shows what fun you can have with the extra time		24	57
13. There was a similar message in all three ads that tried to get people to think the breakfast foods would be good for them. Try to explain to me what the similar message was in all three ads.			
Quality of explanation:	clearly explained	10	30
	yes, vaguely	42	51
	no	48	19
Total score:	15 or more	2	13
	11–14	5	23
	7–10	20	40
	3–6	52	20
	0–2	22	3

Subgroup Analyses:



Commentary:

This task, focused on understanding advertisements, proved to be difficult for the year 4 students. Year 8 students performed substantially better. Year 4 Pasifika students scored particularly poorly, with major improvement at year 8.

Task: Tick Tick

NEMP Access Task

Approach:	One to one	Year:	8
Focus:	Comparing written and visual versions of text		
Resources:	Video recording on laptop computer, picture		

Questions / instructions:

This activity uses the computer.

In this activity you are going to look at an advertisement that promotes safety at road intersections. The advertisement is presented in two different ways – on the TV and on a billboard. We'll watch the TV advertisement first. Watch carefully and then I will ask you how well the advertisement grabs your attention.

Click the *Tick Tick* button.

DESCRIPTION:
Shots of various drivers waiting at various busy intersections, all beginning to show gradually increasing signs of frustration; close-ups of car indicators flashing; no audio other than the sound of the indicators ticking; ticking gradually speeds up towards the end of the ad.

	% responses y8
1. What are the things they have done in this TV advertisement to grab your attention?	
ticking sound/ticking builds tension/reminds you of a bomb/sounds	71
use of quick-changing scenes	9
drivers looking stressed/impatient	37
close-up of people in cars	21
close-up of indicators on cars flashing	12
the message displayed	19
Quality of response: very good/excellent	1
good	23
fair	46
poor	31

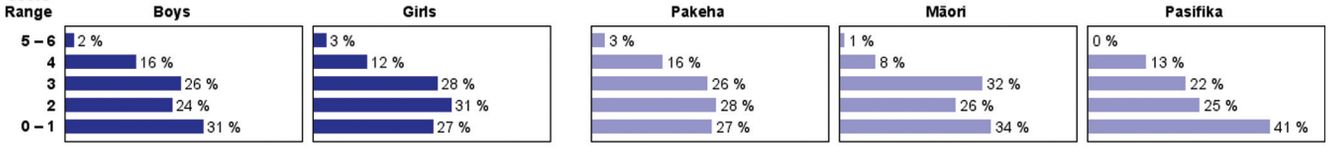
	% responses y8
2. What are the things they have done in this billboard advertisement to grab your attention?	
the slogans *(there's a time bomb at intersections)*	49
the bold text "Tick Tick Tick Tick" in red	70
blurred background/shows speed	72
red colour of waiting car	11
turn indicator on car shining/light shining	19
3. Which advertisement is likely to be more effective – the TV or billboard advertisement? TV	77
billboard	21
no clear decision	2
4. Why do you say that?	
Quality of response: very good/excellent	5
good	34
fair	51
poor	10
Total score: 5–6	3
4	14
3	27
2	27
0–1	29

Hand student billboard picture.

Here is the same advertisement but it is presented as a billboard.

Subgroup Analyses:

Year 8



Commentary:

This task asked students to compare two ad formats – a TV ad and a billboard. There were no gender differences and minor differences among Pakeha, Māori, and Pasifika students.

LINK TASK: 10

Approach:	One to one
Year:	4 & 8
Focus:	Thinking critically about visual messages

Total score:		% responses y4	% responses y8
	3	2	8
	2	8	18
	1	18	29
	0	72	44

LINK TASK: 11

Approach:	One to one
Year:	4 & 8
Focus:	Thinking critically about ads

Total score:		% responses y4	% responses y8
	7–9	1	8
	5–6	8	20
	3–4	25	33
	1–2	36	29
	0	30	9

LINK TASK: 12

Approach:	One to one
Year:	4 & 8
Focus:	Exploring multiple meanings

Total score:		% responses y4	% responses y8
	26+	0	3
	21–25	7	15
	16–20	37	44
	11–15	39	30
	0–10	17	9

LINK TASK: 13

Approach:	One to one
Year:	4 & 8
Focus:	Interpreting film techniques; thinking critically about the interaction between images and sound

Total score:		% responses y4	% responses y8
	5–6	2	11
	3–4	9	44
	1–2	25	37
	0	64	8

LINK TASK: 14

Approach:	One to one
Year:	4 & 8
Focus:	Identifying intentions

Total score:		% responses y4	% responses y8
	8–9	1	5
	6–7	6	15
	4–5	16	31
	2–3	39	29
	0–1	38	21

LINK TASK: 15

Approach:	One to one
Year:	4 & 8
Focus:	Making sense of visual features

Total score:		% responses y4	% responses y8
	10 or more	7	16
	8–9	13	27
	6–7	33	35
	4–5	31	18
	1–3	17	5

LINK TASK: 16

Approach:	Team
Year:	4 & 8
Focus:	Critical evaluation

Total score:		% responses y4	% responses y8
	10 or more	5	10
	8–9	9	19
	6–7	32	32
	4–5	35	27
	1–3	19	12

5 Performance of Subgroups

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 two or three subgroups on each variable, as detailed in Chapter 1 (p7).

The analyses of the relative performance of subgroups used a total score for each task, created by adding together scores for appropriate components of the task.

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 (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 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 the first four of the five school variables, statistically significant differences among the subgroups were found for less than 12 percent of the tasks at both year levels. 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).

The performance patterns found were different for the listening tasks (Chapter 3) and the viewing tasks (Chapter 4), so the results are discussed separately for these two strands of the English curriculum.

School Size

Results were compared from students in large, medium sized, and small schools (exact definitions were given in Chapter 1). For year 4 students, there were no differences among the subgroups on any of the 17 listening tasks, nor any of the 14 viewing tasks. For year 8 students, there were no differences on any of the 20 listening tasks, nor any of the 16 viewing tasks.

Community Size

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

For year 4 students, there were no differences among the subgroups on any of the 17 listening tasks, nor any of the 14 viewing tasks. For year 8 students, there were no differences on any of the 20 listening tasks, nor any of the 16 viewing tasks.

School Type

Results were compared for year 8 students attending full primary and intermediate schools. There were no differences between these two sub-groups on any of the 16 viewing tasks, but there was a difference on one of

the 20 listening tasks. Students from full primary schools scored higher than students from intermediate schools on *Link Task 1* (p27)

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 no differences between these two sub-groups on any of the 16 viewing tasks, but there was a difference on one of the 20 listening tasks. Students from year 7 to 13 high schools scored higher than students from intermediate schools on *Link Task 1* (p27).

Zone

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

For year 4 students, there was a difference on one of the 14 viewing tasks. On *Link Task 15* (p41), Auckland students had the highest scores, followed by South Island students, and then the remaining North Island students. There was also a difference on one of the 17 listening tasks: Auckland students scored lower than students from the South Island or the rest of the North Island on *Colour Cat* (p19).

For year 8 students, there were no differences on any of the 16 viewing tasks, but there were differences on two of the 17 listening tasks. Students from Auckland scored lowest on *Colour Cat* (p19) and *Link Task 4* (p27).

Socio-Economic Index

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, categories of employment and the ethnic mix in the census mesh blocks. The SES index uses ten subdivisions, each containing ten 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 15 of the 17 listening tasks and eight of the 14 viewing tasks. Because of the large number of tasks involved, they will not be listed here. In all cases, students in the low SES schools scored lowest. While students from high SES schools generally did better than students from medium SES school, these differences were often smaller than the differences between students from low and medium SES schools.

For year 8 students, there were differences among the three subgroups on 15 of the 20 listening tasks and 11 of the 16 viewing tasks. For about half of these tasks, the prominent feature was the low performances of students in the low SES schools, with more modest differences between students from medium and high SES schools. For the remaining tasks showing differences, the performance gaps were evenly distributed from low through to high SES schools.

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 +0.30, 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 procedure.

For year 4 students, the mean effect size across 17 listening tasks was 0.09 (girls averaged 0.09 standard deviations higher than boys). This is a small difference. There were statistically significant differences on two of the 17 tasks. Girls scored higher than boys on *New Student* (p17) and *Link Task 6* (p27). The mean effect size across 14 viewing tasks was 0.02 (girls

averaged 0.02 standard deviations higher than boys). This is a negligible difference. There were no statistically significant differences on any of the 14 viewing tasks.

For year 8 students, the mean effect size across 20 listening tasks was 0.10 (girls averaged 0.10 standard deviations higher than boys). This is a small difference. There were statistically significant differences on six of the 20 tasks. Girls scored higher than boys on *New Student* (p17), *Colour Cat* (p19), and *Link Tasks 6, 7* and *8* (p27). Boys scored higher than girls on *Link Task 2* (p27). The mean effect size across 16 viewing tasks was 0.09 (girls averaged 0.09 standard deviations higher than boys). This is a small difference. There were no statistically significant differences on any of the 16 viewing tasks.

Student Ethnicity

Two sets of comparisons were made by ethnic groups. First, Pakeha students were compared to Māori students, and then Pakeha students were compared to Pasifika students. It should be noted that "Pakeha students" includes all students not classified as Maori or Pasifika. Because of the relatively small number of Pasifika students includes in the analysis for each task, a statistical significance level of 0.05 was used for determining differences in the Pakeha/Pasifika comparisons. The Pakeha/Māori comparisons used 0.01 as the statistical significance level.

Pakeha/Māori Comparisons

For year 4 students, the mean effect size across 17 listening tasks was 0.47 (Pakeha students averaged 0.47 standard deviations higher than Māori students). This is a large difference. There were statistically significant differences favouring Pakeha students on 13 of the 17 listening tasks. Because of the large number of tasks, they are not listed here. The mean effect size across 14 viewing tasks was 0.29 (Pakeha students averaged 0.29 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences favouring Pakeha students on four of the 14 viewing tasks: *Silent Ads* (p30), *Storm-Fish* (p35), and *Link Tasks 11* and *14* (p41).

For year 8 students, the mean effect size across 20 listening tasks was 0.33 (Pakeha students averaged 0.33 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences favouring Pakeha students on 7 of the 20 listening tasks: *School Notices* (p16), *Leonard King* (p20), *Little Poems* (p23), *Butterfly or Moth* (p24), and *Link Tasks 1, 3* and *9* (p27). The mean effect size across 16 viewing tasks was 0.30 (Pakeha students averaged 0.30 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences favouring Pakeha students on four of the 16 viewing tasks: *Book Cover* (p29), *Marmite* (p37), *Breakfast Foods* (p38), and *Link Task 10* (p41).

Pakeha/Pasifika Comparisons

For year 4 students, the mean effect size across 17 listening tasks was 0.55 (Pakeha students averaged 0.55 standard deviations higher than Pasifika students). This is a large difference. There were statistically significant differences on 14 of the 17 listening tasks. Because of the large number of tasks, they are not listed here. The mean effect size across 14 viewing 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 favouring Pakeha students on three of the 14 viewing tasks: *Breakfast Foods* (p38) and *Link Tasks 11* and *15* (p41).

For year 8 students, the mean effect size across 20 listening tasks was 0.61 (Pakeha students averaged 0.61 standard deviations higher than Pasifika students). This is a large difference. There were statistically significant differences favouring Pakeha students on 18 of the 20 listening tasks. Because of the large number of tasks, they are not listed here. The mean effect size across 16 viewing tasks was 0.40 (Pakeha students averaged 0.40 standard deviations higher than Pasifika students). This is a large difference. There were statistically significant differences favouring Pakeha students on seven of the 16 viewing tasks: *Silent Ads* (p30), *Giant Weta and Giant Dragonfly* (p34), *Storm-Fish* (p35), *Breakfast Foods* (p38), and *Link Tasks 12, 14* and *15* (p41).

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). A statistical significance level of 0.05 is used because of quite small numbers of children in the "other language" group.

For year 4 students, the mean effect size across 17 listening tasks was 0.24 (students for whom English was the predominant language at home averaged 0.24 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences favouring students whose home language was English on eight of the 17 listening tasks: *Possums* (p15), *Porridge* (p18), *Colour Cat* (p19), *Butterfly or Moth?* (p24), *Zak* (p25), and *Link Tasks 2, 3,* and *5* (p27). The mean effect size across 14 viewing tasks was 0.14 (year 4 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 favouring students whose home language was English on two of the 14 viewing tasks: *Book Cover* (p29) and *Breakfast Foods* (p38).

For year 8 students, the mean effect size across 20 listening tasks was 0.28 (students for whom English was the predominant language at home averaged 0.28 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences on eight of the 20 listening tasks: *Possums* (p15), *Porridge* (p18), *Colour Cat* (p19), *Leonard King* (p20), and *Link Tasks 2, 3, 7* and *9* (p27). The mean effect size across 16 viewing tasks was 0.14 (year 8 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 favouring students whose home language was English on two of the 16 viewing tasks: *Tick Tick* (p40) and *Link Task 12* (p41).

Summary, with Comparisons to Previous Listening and Viewing Assessments

School size, school type (full primary, intermediate, or year 7 to 13 high school) and community size were not important factors predicting achievement on the listening and viewing tasks. These results parallel those from the 2002 and 1998 assessments.

There were differences by zone (region) for less than 12 percent of the listening and viewing tasks at both year levels. At year 4 level only, this represents a change from the 2002 assessments, where South Island students scored higher than Auckland students on 36 percent of listening tasks and 44 percent of viewing tasks. The results from 2006 are similar to the 1998 results, which saw few differences by zone at both year levels.

There were statistically significant differences in the performance of students from low, medium and high decile schools on 88 percent of the listening tasks at year 4 level (compared to 71 percent in 2002 and 87 percent in 1998), and 75 percent of the listening tasks at year 8 level (compared to 59 percent in 2002 and 78 percent in 1998). Overall, there has been little reduction in disparities of achievement on listening tasks between 1998 and 2006. For the viewing tasks, there were differences on 57 percent of the tasks at year 4 level (compared to 50 percent in 2002 and 100 percent in 1998), and 69 percent of the tasks at year 8 level (compared to 61 percent in 2002 and 86 percent in 1998). The reductions in disparities of achievement on viewing tasks observed between 1998 and 2002 have been maintained in 2006.

Girls averaged slightly higher than boys on listening tasks at both year levels, with a mean effect size at year 4 level of 0.09 (slightly reduced from 0.13 in 2002) and a mean effect size at year 8 level of 0.10 (reduced from 0.19 in 2002). On the viewing tasks, gender differences also favoured girls but were small at both year levels, both in 2006 and earlier in 2002. The mean effect size at year 4 was 0.02 (slightly reduced from 0.05 in 2002), while at year 8 level it was 0.09 (slightly increased from 0.06 in 2002).

Pakeha students averaged higher than Māori students on the listening tasks, with a large mean effect size of 0.47 for year 4 students (increased from 0.34 in 2002), and a moderate mean effect size of 0.33 for year 8 students (little changed from 0.29 in 2002). On the viewing tasks, Pakeha students scored moderately higher than Māori students at both year levels. The mean effect size for year 4 students was 0.29 (little changed from 0.32 in 2002), while for year 8 students the mean effect size was 0.30 (little changed from 0.31 in 2002).

Pakeha students averaged substantially higher than Pasifika students on the listening tasks, with a large mean effect size of 0.55 for year 4 students (reduced from 0.71 in 2002), and a similarly large mean effect size of 0.61 for year 8 students (little changed from 0.63 in 2002). On the viewing tasks, Pakeha students scored moderately higher than Pasifika students at year 4 level and more strongly higher at year 8 level. The mean effect size for year 4 students was 0.26 (substantially reduced from 0.43 in 2002), while for year 8 students the mean effect size was 0.40 (reduced from 0.51 in 2002).

Compared to students for whom the predominant language at home was not English, students from homes where English predominated averaged moderately higher on listening tasks (mean effect sizes 0.24 at year 4 level and 0.28 at year 8 level). For viewing tasks, the advantage for students from homes where English predominated was smaller, with small mean effect sizes of 0.14 at both year levels. Comparative effect sizes are not available from the 2002 assessments.

Appendix : The Sample of Schools and Students in 2006

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 a 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. Two schools of special character 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 63 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. 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

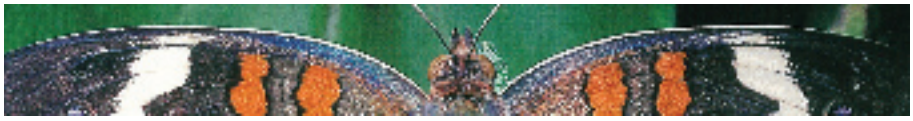
Following these discussions with the school, Project staff prepared letters to all of the parents, including a copy of the NEMP brochure, and asked the schools to address the letters and mail them. Parents were told they could obtain further information from Project staff (using an 0800 number) or from 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*.

A key purpose of language is communication. Language allows us to share knowledge, experiences, information, feelings and ideas. Our day-to-day transactions of personal and social activity rely heavily on language and its communicative powers, and much of the learning that takes place throughout the school curriculum is inescapably language dependent.

Listening and viewing can be inseparable dimensions in the receiving and understanding of messages. Effective listening requires abilities to obtain information and respond appropriately, to establish relationships and interact with others, and to reflect upon ideas, experiences and opinions. Viewing involves the development of such skills as recognising the interaction between words and images, and thinking critically about the intentions, effects and impact of visual messages.

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.

NEMP National Education Monitoring Project

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

UNIVERSITY of OTAGO
Te Whare Wānanga o Otāgo

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