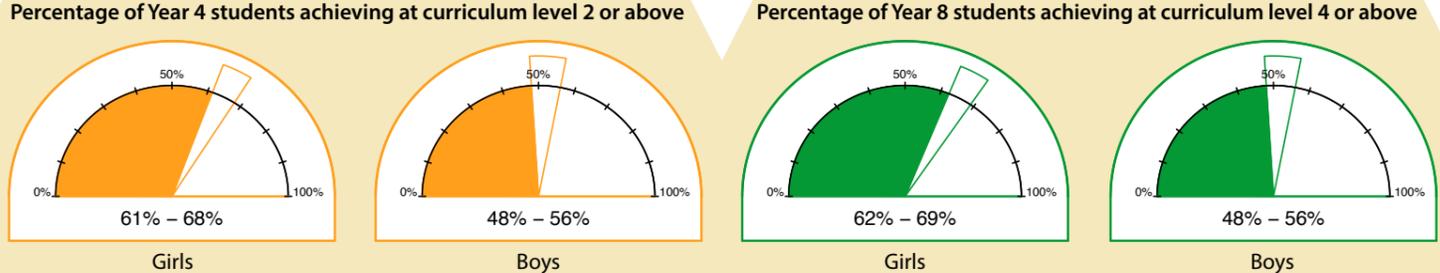
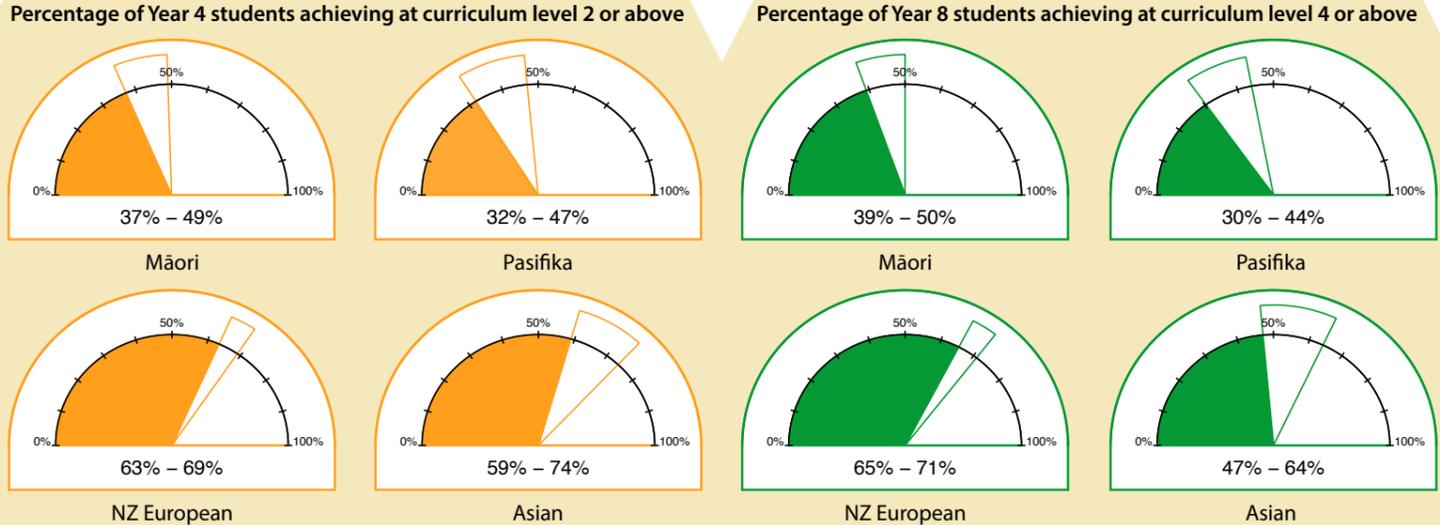


# Achievement by key population groups

**Gender**  
The dials below show how boys and girls achieved against the curriculum at Year 4 and Year 8. Greater percentages of girls than boys scored above the minimum score associated with achieving curriculum level 2 objectives at Year 4 and curriculum level 4 objectives at Year 8.



**Ethnicity**  
The dials below show achievement against curriculum levels by ethnicity. Compared with all students in the national samples, lower proportions of Māori and Pasifika students scored above the minimum score associated with achieving curriculum level 2 objectives at Year 4 and curriculum level 4 objectives at Year 8.



## Attitudes and opportunities to learn in English: reading

- In general, Year 4 and Year 8 students reported that they were positive about reading.
- More girls than boys expressed positive views about reading at both year levels.
- Boys were more likely than girls, and Māori students were more likely than non-Māori students to indicate they did little or no reading in their own time. (Only Year 8 students were asked this question).
- On average, Year 8 students who reported spending five hours or more per week reading in their own time scored higher on the KARE scale than students who reported they did no or very little reading in their own time.
- When presented with a list of possible learning opportunities in the classroom, teachers were more likely than students to report that they happened frequently (see table right).
- The cultural backgrounds of the students were not reflected in the reading programme frequently.

Learning opportunity	Year	Teachers %	Students %
Students have time to read on their own in class using their own choice of text.	4	91	68
	8	87	71
Students are read aloud to by their teacher.	4	95	65
	8	66	48
Students discuss the meaning of the texts they have read and how and why the writer has structured the text.	4	83	49
	8	72	42
The cultural backgrounds of the students are reflected in the reading programme.	4	49	32
	8	39	16
Students have access to a range of reading material.	4	96	71
	8	91	45

## Questions for teachers, principals and curriculum leaders

- Which descriptors from the KARE scale best describe what your students know and can do in reading?
- Do you know what interventions and systems of support are available to help raise achievement in reading?
- How could your school improve your reading programme?
- To what extent do students and teachers share a common understanding of classroom learning opportunities in reading?

# Achievement in English: reading

## Summary of results from the 2014 National Monitoring Study of Student Achievement for teachers and principals

Wānangatia te putanga taurua  
National Monitoring Study of Student Achievement

### Purpose

The National Monitoring Study of Student Achievement (NMSSA) is designed to assess and understand student achievement across the New Zealand Curriculum (NZC) at Year 4 and Year 8 in English-medium state schools. Its main purposes are to:

- give a snapshot of student achievement against the NZC
- identify factors that are associated with achievement
- measure change in student achievement over time
- provide high quality information for policy makers, curriculum planners and educators.

### What we assessed

In 2014, we assessed English: reading in Years 4 and 8 using nationally representative samples of students from 100 schools at each year level. The study used paper and pencil assessments, one-to-one interviews, and questionnaires for students. Teachers and principals responded to questionnaires.

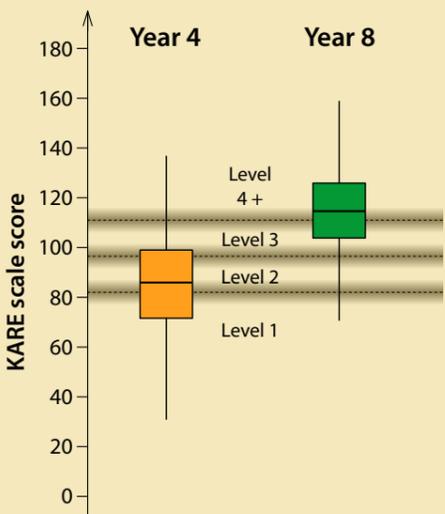
The NMSSA team developed the Knowledge and Application of Reading in English (KARE) assessment to measure achievement in English: reading. The assessment asked students to locate and recall, integrate and interpret, and critique and evaluate ideas and information from a range of literary texts. Students' understanding and application of vocabulary was also integrated into the assessment.

Scores on the KARE assessment for both Year 4 and Year 8 students were located on the same measurement scale (see graph at top right). A curriculum alignment exercise was used to define the minimum scores on the KARE scale that indicated students were achieving the achievement objectives at each of curriculum levels 2 to 4.

### Key findings

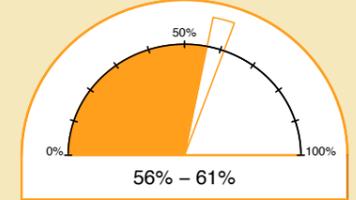
- Knowledge and Application of Reading in English*
- About 58 percent of Year 4 students achieved at curriculum level 2 or above.
  - About 59 percent of Year 8 students achieved at curriculum level 4 or above.
  - On average, Year 8 students scored about 29 KARE scale score units higher than Year 4 students, indicating students make, on average, about 7 scale score units of 'progress' per year.
  - NZ European, Māori and Pasifika students showed about the same amount of 'progress' from Year 4 to Year 8 (about 30, 30, and 29 scale score units, respectively).
  - There was wide variation in performance at both year levels ranging from below curriculum level 2 to curriculum level 4 and above.
  - Girls achieved higher, on average, than boys by about 7 scale score units at both year levels. This gender pattern was also evident within ethnicity and school decile groups.
  - School decile and student ethnicity were associated with different levels of achievement.

### Distribution of scores on the Knowledge and Application of Reading in English scale

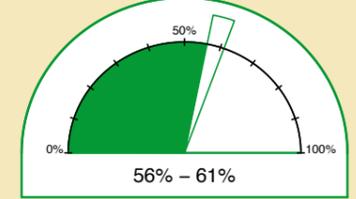


The blurred lines (above) show the boundaries between curriculum levels. The lines are blurred to indicate the uncertainty involved in defining precise boundaries.

### Percentage of Year 4 students achieving at curriculum level 2 and above



### Percentage of Year 8 students achieving at curriculum level 4 and above



The unshaded 'fan' on each dial is used to show the margin of error associated with the percentage reported.

## Example tasks from the KARE assessment

The KARE assessment was made up of a mixture of cloze and 'text and questions' tasks. Most of the assessment was group-administered in a 'paper and pencil' format. However, some of the more open-ended questions were answered orally as part of a one-to-one interview. Two tasks from the group-administered portion of the KARE assessment are provided below, along with the answers and the percentage of boys and girls getting each question correct.

### An example of a cloze task for Year 8

#### No Point

I see no point in making my bed. I think it's a complete waste of my time, \_\_\_1\_\_\_ on Sundays when I always wash my bed sheets.

But since I moved into my Dad's apartment, he insists that I \_\_\_2\_\_\_ my room and my bed tidy all the time.

Firstly, \_\_\_3\_\_\_ one but me goes into my room. Dad never does \_\_\_4\_\_\_ what's his problem?

Besides, if my room does become a health hazard, as Dad has mentioned it probably will, surely I'm the only person at risk.

Instead, I think Dad \_\_\_5\_\_\_ focus on keeping the rest of the place tidy.

His \_\_\_6\_\_\_ keep piling up every day. Unless he picks them up, I can see the

whole apartment becoming a fire hazard. And that will put everyone at \_\_\_7\_\_\_.

only clean so newspapers except should ease no risk keep socks every will

#### Percentage correct by question

Question	Answer	Girls (%)	Boys (%)
1	except	71	63
2	keep	58	47
3	no	81	77
4	so	76	62
5	should	85	78
6	newspapers	65	56
7	risk	96	98

### An example of a 'text and questions' task for Year 4

#### In the Garden

Snake and Lizard were in the garden. Snake was sunbathing in a patch of new corn. Lizard was beside her, catching flies.

A woman came near, to weed the vegetables.

"Uh-uh!" said Snake, with a shudder. "Here comes that horrible human thing."

"You shouldn't call anyone names," said Lizard.

"She is!" said Snake. "Yesterday she screamed at me."

"That's because she's scared of you," said Lizard.

9 "Scared of me? That's a laugh!"

"It's not funny at all," replied Lizard. "You hissed at her.

You shouldn't hiss at human things. They don't like it."

"What should I do?" said Snake.

"Just remember that human things are creatures too, and all creatures need kindness."

"But human things give me the creeps," said Snake.

"Don't talk like that," said Lizard. "Say to yourself, 'I will be kind. I will be kind.' Go on!"

Snake curled up amongst the corn, muttering, "I will be kind. I will be kind," while Lizard went away to hunt for flies in the lettuce patch.

A little while later, Lizard heard a terrible scream. He saw the gardening woman running to her house, waving her hands.

Lizard went back to Snake, who was shaking with fear.

"Sh-sh-she s-s-screamed at me!"

"You hissed at her!" said Lizard.

"No! No! I was being k-k-kind!"

"What did you do?" said Lizard.

"I just k-k-kissed her!" said Snake.

1 In line 9, how does Snake most likely sound when she says, "Scared of me?"  
 A Angry.  
 B Excited.  
 C Embarrassed.  
 D Surprised.

2 According to Lizard, what don't humans like?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Does Lizard like humans? Circle one: Yes No  
 Explain why you think this. Use words and sentences from the story to support your answer.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4 Why does Lizard think that humans should be treated with kindness?  
 A Because humans are powerful.  
 B Because humans are also animals.  
 C Because humans are kind to animals.  
 D Because humans are easily scared.

5 Lizard might be described as bossy but he might also be described as  
 A wise.  
 B scared.  
 C silly.  
 D funny.

6 Snake did not understand  
 A how to apologise.  
 B how to be a loving friend.  
 C how to mind her own business.  
 D how to get along with humans.

#### Percentage correct by question

Question	Answer	Girls (%)	Boys (%)
1	D	56	49
2	Creatures hissing at them/snakes hissing at them.	35	37
3	Yes. Lizard likes humans because he thinks that they should be treated with kindness – he wants Snake to be kind.	72	66
4	B	32	30
5	A	64	59
6	D	70	64

## What students know and can do in English: reading

The graphic below shows the relationship between scale scores on the KARE assessment, the knowledge and skills typically demonstrated by students, and achievement against the curriculum. The descriptors show how the knowledge and skills typically demonstrated by students become increasingly complex as scores progress from low to high.

Knowledge and Application of Reading in English scale



#### Students achieving at this part of the scale are typically able to:

- locate and recall multiple pieces of information or ideas in texts involving unfamiliar topics and abstract ideas, complex vocabulary, and grammatical structures
- integrate and interpret information to identify the effects of literary techniques, such as more subtle uses of simile or metaphor, to support their comprehension
- make links between multiple pieces of information that may be far apart in a text, to make inferences
- make extensive use of evidence from the text to support their evaluation of an author's success in achieving particular effects.

#### Students achieving at this part of the scale are typically able to:

- locate and recall two or more pieces of information or ideas in texts that involve less familiar topics, vocabulary, and grammatical structures
- integrate and interpret increasingly abstract information and ideas to make inferences, identifying and rejecting competing information
- use a range of evidence from the text to identify the effect that text can have on readers
- express their view and explain their thinking.

#### Students achieving at this part of the scale are typically able to:

- locate and recall information and ideas in texts about familiar topics that use straightforward vocabulary and grammatical structures
- integrate and interpret several pieces of information close together in a text to make inferences
- use evidence from the text to identify and explain the effects of literary devices, such as simile or metaphor, in helping the reader to consider different perspectives.

#### Students achieving at this part of the scale are typically able to:

- locate and recall information and ideas in texts about familiar topics that use simple vocabulary and basic grammatical structures
- integrate and interpret information with other information, nearby in the text, to make simple connections and inferences.