

Achievement in English: listening

Summary of results from the 2015 National Monitoring Study of Student Achievement for teachers and principals



Wānangatia te putanga tauria
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.

What we assessed

In 2015, we assessed achievement in English: listening in Years 4 and 8 using nationally representative samples of about 2,200 students from 100 schools at each year level. The study used a paper and pencil assessment developed by the NMSSA project team called the Knowledge and Application of Listening in English (KALE) assessment.

The KALE assessment asked students to locate and recall, integrate and interpret, and critique and evaluate ideas and information from a range of oral texts. Students' understanding and application of vocabulary and their ability to interpret prosodic features, such as intonation, stress and rhythm, were also integrated into the assessment.

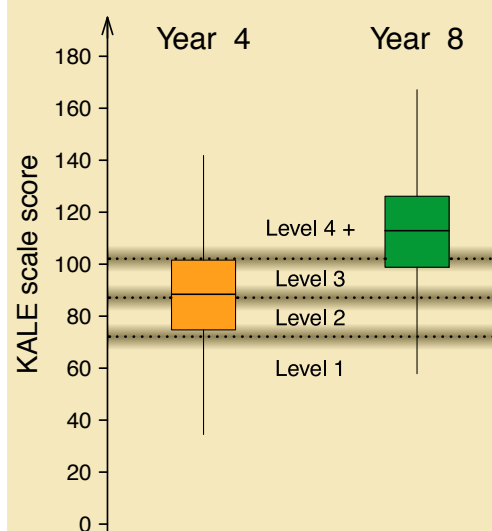
Scores on the KALE assessment were located on a measurement scale (see graph at top right). A curriculum alignment exercise was used to define the minimum scores on the KALE scale that indicated students were achieving, on balance, the achievement objectives at each of curriculum levels 2 to 4.

Teachers and principals responded to questionnaires, which included questions about the teaching and learning programmes in English: listening at their schools.

Key findings

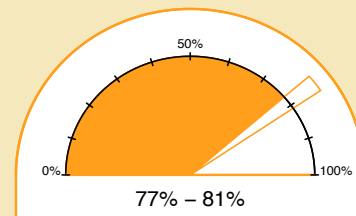
- At Year 4, 79 percent of students scored at curriculum level 2 or above and at Year 8, 70 percent of students scored at curriculum level 4 or above.
- On average, Year 8 students scored 24 scale score units higher than Year 4 students, indicating that between Year 4 and Year 8 students made, on average, 6 scale score units of 'progress' per year.
- Māori students scored lower, on average, than non-Māori students (by 9 and 12 scale score units at Year 4 and Year 8, respectively).
- Pasifika students scored lower, on average, than non-Pasifika students (by 14 and 18 scale score units at Year 4 and Year 8, respectively).
- Girls scored higher, on average, than boys by 4 scale score units at Year 4 and 2 scale score units at Year 8.
- Generally, teachers were confident about their preparedness to teach English: listening and most indicated that listening was a regular component of their English programmes.
- Principals were generally positive about the quality of teaching and learning programmes in English: listening in their schools.

Distribution of scores on the Knowledge and Application of Listening in English (KALE) scale

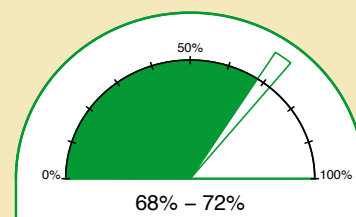


Note: The blurred lines show the boundaries between curriculum levels. The lines are blurred to indicate the margin of error associated with defining boundaries.

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



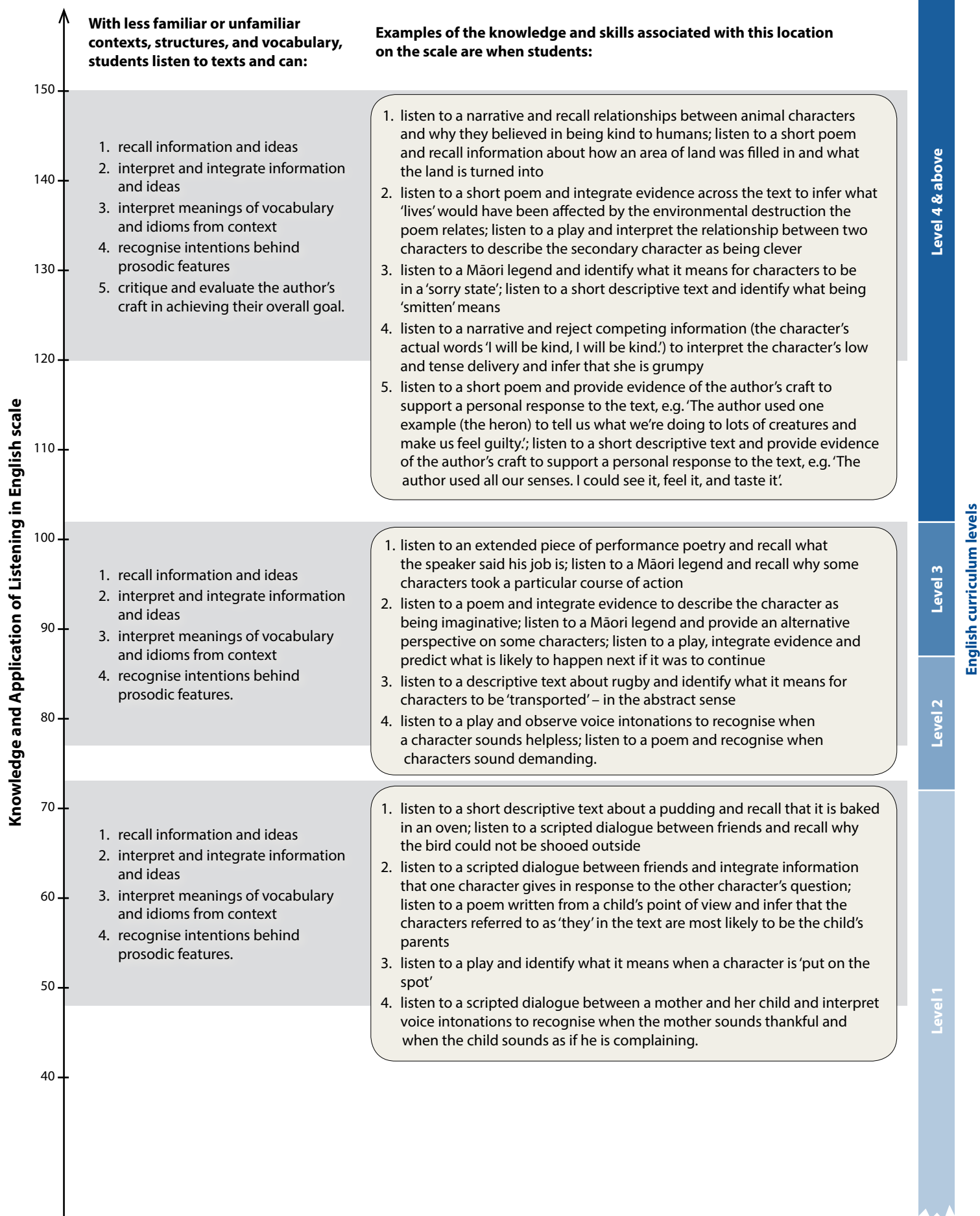
Percentage of Year 8 students achieving at curriculum level 4 and above



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

What students know and can do in English: listening

The graphic below shows the relationship between scale scores on the KALE assessment, the knowledge and skills that were typically demonstrated by students in their responses to the KALE tasks and achievement against the curriculum. The descriptors (on the left) and corresponding examples (on the right) show how the knowledge and skills typically demonstrated by students on the KALE assessment became increasingly complex as scores progressed from low to high.



For an example of a KALE assessment task see the Key Findings report for English: listening.