



Education Report: Release of the 2019 National Monitoring Study of Student Achievement (NMSSA) Reports

To:	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Aupito William Sio, Associate Minister of Education		
Date:	13 November 2020	Priority:	Medium
Security Level:	In Confidence	METIS No:	1244830
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Purpose of Report

The purpose of this paper is for you to:

- Note** the results of the 2019 National Monitoring Study of Student Achievement – Wānangatia Te Putanga Taura (NMSSA) report for English, as well as the accompanying technical report.
- Note** the release of the reports on the Education Counts and NMSSA websites on 17 November 2020.
- Agree** to proactively release this Education Report.

Summary

- The National Monitoring Study of Student Achievement measures the achievement of Year 4 and Year 8 students in English-medium state and state-integrated schools across the entire New Zealand Curriculum (NZC) in a five-yearly cycle.
- The main purposes of NMSSA are to:
 - Provide a snapshot of English-medium student achievement at Year 4 and Year 8 against the NZC;
 - Identify factors that are associated with achievement;
 - Assess strengths and weaknesses across the curriculum;
 - Measure change in student achievement over time; and

- Provide high quality, robust data and information for policy makers, curriculum planners, researchers and educators.
- With the removal of National Standards, NMSSA is a key source of system-level achievement data which is tied to the NZC and provides valuable information in curriculum learning areas that are traditionally hard to measure, such as the arts and health and physical education.
- NMSSA includes a focus on priority learner groups: Māori students, Pacific students and students with additional learning needs.
- The NMSSA programme began in 2012, building on the strengths of NEMP (National Education Monitoring Project 1995-2010), and is a collaboration between the Educational Assessment Research Unit at the University of Otago, the New Zealand Council for Educational Research and the Ministry of Education.
- The first cycle of NMSSA took place from 2012-16, with the English curriculum covered by writing (2012), reading (2014), listening and viewing (2015). NMSSA 2019 measured all six modes of the English curriculum learning area together: reading, writing, speaking, presenting, listening and viewing.
- NMSSA 2019 gives us a rare opportunity to talk about how students are achieving across the entire curriculum learning area, using a variety of group activities, presentations and one-on-one interviews, focusing on written, oral and visual literary texts.
- To assess student achievement at Year 4 and Year 8, NMSSA measures the proportion of students achieving curriculum level objectives in the assessed learning areas in term three each year. At the end of Year 4 most students are expected to be achieving curriculum Level 2 objectives, and at the end of Year 8 most students are expected to be achieving curriculum Level 4 objectives.

2019 Key Findings

- Around 2,200 students from 100 schools at each of Year 4 and Year 8 took part in the assessment in 2019. Students, teachers, and principals also completed questionnaires about how they feel about English, how equipped they are to teach English, and the focus and resourcing for English in their schools, respectively.
- Proportionally more Year 4 students than Year 8 students achieve at the expected curriculum level, across all modes of English. This is consistent with what has been seen across the curriculum. The difference was greatest for writing (28 percentage points) and least for reading (7 percentage points).
- A greater percentage of Year 4 and Year 8 students met expected curriculum levels in listening and viewing than in the other modes of English.
- Despite the differing rates of achievement, subgroups of students (gender, ethnicity, and decile) make similar rates of progress between Y4 and Y8.

Table 1. Year 4 students are consistently more likely than Year 8 students to achieve at the expected curriculum level.

	Year 4 (% achieving at least Curriculum Level 2)		Year 8 (% achieving at least Curriculum Level 4)	
	Cycle 1 (2012-2015)	Cycle 2 (2019)	Cycle 1 (2012-2015)	Cycle 2 (2019)
Writing	65	63	35	35
Reading	58	63	59	56
Listening	79	76	70	65
Viewing	77	78	63	65
Speaking*	n/a	56	n/a	40

*not measured in cycle 1 of NMSSA.

- Between Cycle 1 and Cycle 2 there has been no significant change in the proportion of students achieving at the expected curriculum level. The proportion of students achieving at the expected level in Year 8 remains low, with more than half of Year 8 students not achieving at the expected level in English writing and speaking.

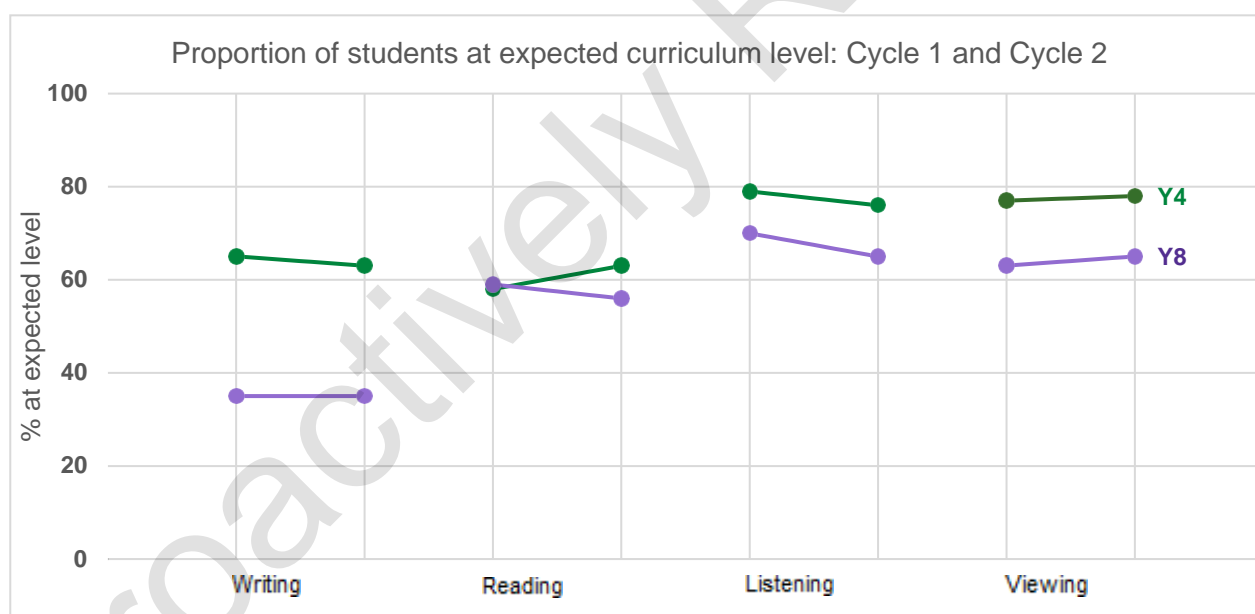


Figure 1. There has been no change in the proportion of students achieving at the expected level since cycle 1.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** the findings from the NMSSA 2019 key findings report (English) and the Technical Report.
- Noted**
- b. **note** the release of the following two reports on the Education Counts website on 17 November 2020:
- i. English – Key Findings
 - ii. Technical Information 2019 – English
- Noted**
- c. **note** the release of flyers on the following areas in the Education Gazette in February 2021:
- English
- Noted**
- d. **note** that your offices have been provided with reactive comms for the release of the Technical Report.
- Noted**
- e. **note** there is a briefing note on '*Shifting the Dial*' on literacy coming to you shortly.
- Noted**
- f. **agree** to proactively release this Education Report as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.


Agree / Disagree



Alex Brunt
Acting Deputy Secretary
Evidence, Data and Knowledge
13/11/2020



Hon Chris Hipkins
Minister of Education
20/11/2020



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement
13/11/2020

Background

1. The Ministry of Education's goal is to shape an education system that delivers equitable and excellent educational outcomes. The New Zealand Curriculum (NZC) recognises that:

Literacy in English gives students access to the understanding, knowledge, and skills needed to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. (NZC, p. 18).

2. The main purposes of NMSSA are to:
 - Provide a snapshot of English-medium student achievement at Year 4 and Year 8 against the NZC;
 - Identify factors that are associated with achievement;
 - Assess strengths and weaknesses across the curriculum;
 - Measure change in student achievement over time; and
 - Provide high quality, robust information for policy makers, curriculum planners and educators.

The NMSSA study

3. NMSSA measures the proportion of students achieving above the minimum scale score associated with achieving curriculum level objectives in the assessed learning areas. At the end of Year 4 most students are expected to be achieving curriculum Level 2 objectives, and at the end of Year 8 most students are expected to be achieving curriculum Level 4 objectives.
4. NMSSA 2019 gives us a rare opportunity to talk about how students are achieving across the entire English curriculum learning area. The assessments focused on written, oral and visual literary texts. See Annex 1 for a list of subjects included in cycle 1 and cycle 2 of NMSSA.
5. NMSSA has a particular focus on Māori students, Pacific students, and students with learning support needs.
6. Note that NMSSA takes place in term 3. We expect that more students will reach the expected curriculum level objectives by the end of the year.
7. Around 2,200 students from 100 randomly-selected schools at each of Year 4 and Year 8 took part in the NMSSA assessments during term 3, 2019. NMSSA used a range of methods to assess student achievement, including one-on-one interviews, group assessment tasks and questionnaires.
8. Responses to questionnaires were received from 139 principals of the participating schools, as well as 215 Year 4 and 203 Year 8 teachers.

Excellence

9. NMSSA assessed achievement across the creating-meaning and making-meaning strands of the English curriculum. In creating-meaning students' ability to use writing, speaking and presenting skills to construct and convey ideas, to express ideas with colour and detail, and to critically analyse and evaluate was assessed.
10. In making-meaning, NMSSA students' ability to use reading, listening and viewing skills across a range of literary texts to locate and recall, integrate and interpret and critique and evaluate ideas and information was assessed.
11. The average score for Year 8 students is higher than for Year 4 students, across all modes of English (as expected since they are measured on the same scale).
12. However, proportionally more Year 4 students than Year 8 students performed above at or above the expected curriculum level in all six areas (see Tables 1 and 2).
13. Although there were no changes in the proportions of students achieving at the expected curriculum level since the first cycle, there were minor decreases in average scores for some students in writing, reading, and listening.
14. The average score for Year 4 English writing decreased (by two points) since this was last assessed in 2012. There was also a significant decrease in scores for boys (4 points), high decile students (4 points), and New Zealand European students (4 points) in Year 4 writing.
15. In listening there was a decrease for Year 8 boys (5 points), as well as New Zealand European (3-4 points) and high decile students (5 points) at both year levels. Year 8 girls scored lower in reading in 2019 than 2014 (by 3 points). Scores in the other modes remain unchanged.
16. Students showed low levels of achievement in Year 8 writing and speaking, compared with other modes of English. Year 8 students who achieved well in writing demonstrated the development of complex, engaging ideas, precise and extensive vocabulary, and insight into the wider world. Year 8 students who achieved well in speaking demonstrated clear, fluent, and logical speech, using descriptive vocabulary and non-verbal cues to ensure the engagement of their audience.
17. Students were generally positive about learning English, except for presenting, where less than half of students agreed 'quite a lot' or 'totally' that they like 'giving talks or presentations'. Similarly, most students were confident in reading, writing, listening and viewing, but less confident about giving talks or presentations. Teachers also reported fewer opportunities for students to give prepared talks or presentations.
18. Teachers felt most confident teaching reading and writing, and least confident teaching viewing. Over 90% reported that they could plan lessons to match students' individual needs, motivate students who show little interest in English, and provide an inclusive programme for students who need learning support in English.

Equity

19. Since NMSSA is not longitudinal and involves two different cohorts of students, measured in the same year, we use the average scores of Year 4 and Year 8 students to approximate an annualised rate of progress between the two year levels. We can then use these rates of progress to compare the scores of sub-groups of students, including differences between genders, ethnic groups and school decile levels.

Table 2. Average Year 4 and Year 8 score, and annualised progress

	Average Year 4 score	Average Year 8 score	Annualised progress
Presenting	89	111	6
Reading	82	118	9
Listening	86	109	6
Viewing	84	116	8
Writing	85	114	7
Speaking	93	107	4

20. Progress between Year 4 and Year 8 differs across the modes of English. On average, students make the least progress in speaking and presenting and the most progress in reading and viewing. Although students make the most progress in reading and viewing, average Year 4 scores were lower for those modes of English.

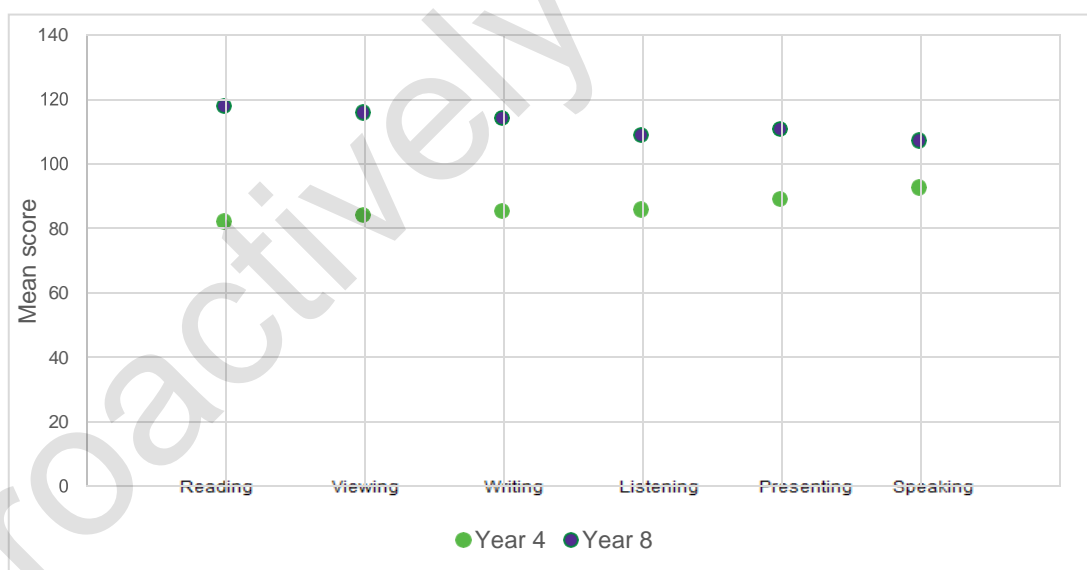


Figure 2. The most progress is made in reading and viewing between Year 4 and Year 8, with the least progress made in speaking.

21. There remain persistent ethnic group, gender and socio-economic gaps in achievement, as well as gaps in achievement between those with learning support needs and those without.
22. All ethnic groups are well-represented in the group of students who are achieving at the expected curriculum level.

23. In particular, Māori and Pacific Year 4 students are achieving well in writing, listening and viewing. However, they are overrepresented in the group not achieving at the expected rate in reading and speaking. In writing Pacific students are achieving at the same rate as their non-Pacific peers.
24. Between 20 and 50 percent of Year 8 Pacific and Māori students achieved at the expected curriculum levels across the modes of English. However, these groups continue to be overrepresented in the low-achieving groups of students.

Table 3. Percentage of students achieving at the expected curriculum level across modes of English, by year level and ethnic group

		Pacific	Māori	Asian	NZ European
Year 4 (at or above L2)	Writing	62	57	76	62
	Speaking	38	41	60	65
	Reading	43	51	74	68
	Listening	60	67	82	83
	Viewing	65	66	81	85
Year 8 (at or above L4)	Writing	29	22	47	39
	Speaking	22	27	41	47
	Reading	30	38	62	65
	Listening	44	51	70	74
	Viewing	45	49	71	75

25. In terms of average progress, on average, Pacific students were the equivalent of less than a year behind in writing, while they were more than two years behind in speaking. Māori students were around two years' progress behind their peers in speaking at both year levels, while only less than a year behind in Year 4 writing.
26. At both year levels, students with special education needs scored lower than students without special education needs, on average.
27. Girls scored higher than boys across all six modes of English. Girls were less than a year ahead in reading, around a year ahead in speaking and presenting, and viewing, and about a year and a half ahead in writing.
28. The gap between scores for students in low decile schools compared with students in high decile schools is large. The difference is equivalent to at least two years' progress for both year levels in all modes except writing.
29. For speaking, the difference between scores for high and low decile students is equivalent to four years' progress. This means that Year 4 students in high decile schools are scoring about the same as Year 8 students in low decile schools in speaking.

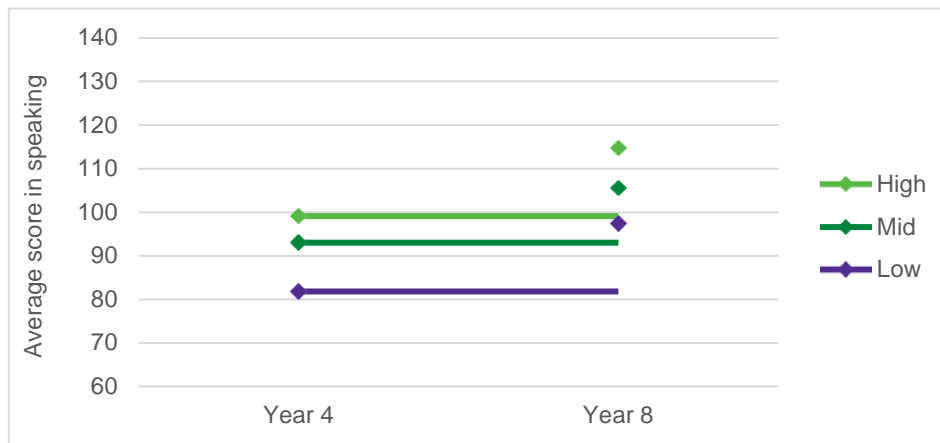


Figure 3. Progress in speaking is similar for students at low, mid and high decile schools

30. Despite the gaps in achievement, student progress is similar across ethnic, gender and decile groups, as shown in Figure 3 above.
31. The current differences in scores at the two year levels suggest that most students are not making enough progress to keep up with curriculum demands by Year 8, this view is supported by the low percentages of students achieving at the expected level at Year 8.

Student confidence correlates with achievement

32. Students were more positive and had more confidence in their ability in reading and writing in Year 4 than Year 8. The majority of students at both year levels who were not confident in reading, scored below their expected curriculum level. Students' confidence in writing and reading was positively associated with their achievement at both year levels. The strength of this relationship was greater in Year 8 than in Year 4. This difference was more marked for Pacific and Māori students.

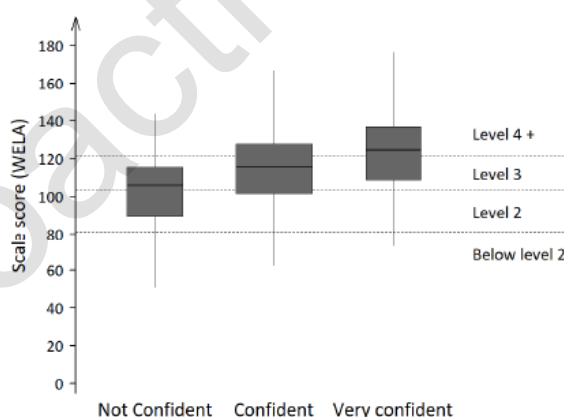


Figure 4. Year 8 students who were more confident scored higher in writing.

There are frequent opportunities for students to learn in English

33. Most students reported being frequently involved in a range of learning opportunities across the six modes of English. Most students reported 'having time to read books of their own choice in class', 'having a teacher read to them' and 'talking about the main ideas in a book'.

34. However, less than half of students reported having frequent opportunities to 'write about things that were important to them'; 'talk about their writing'; and 'get feedback from peers about how to improve their writing'. Less than 40% of students at both year levels reported frequently having the opportunity 'to give talks or presentations'.
35. Students from low decile schools reported more frequent opportunities to learn in English, including having opportunities to write about things that were important to them, make links between what they read and what happens in their own lives, and talk about how the things they watched are made. Conversely, high decile students were more likely to report reading books of their own choice in class.
36. Pacific students reported more frequent opportunities to learn in some areas of English, including getting help from their peers and teachers about how to improve their writing, and getting ideas about new things to read from their teachers.
37. Teachers also reported that their students had frequent opportunities to engage in a range of reading and writing activities. However, only a minority of teachers reported that their students had frequent opportunities to 'share their writing with people outside the class', or 'give prepared talks or presentations'.
38. The opportunities reported by Year 8 teachers differed across decile levels, with low decile teachers more likely to provide opportunities for students to write for purposes and audiences important to the students, while teachers from high decile schools reporting that their students were more likely to have opportunities to talk about their writing choices, and give feedback to peers on their writing.
39. More teachers reported receiving professional development (PLD) in writing and reading than in the other modes of English, but levels have dropped in these two areas since the first cycle (by 14-20 percentage points). About a third of teachers reported never having had PLD in viewing and/or presenting.
40. Almost all principals reported that their schools were places where teachers respond effectively to the learning needs of all students and provide effective and inclusive programmes in the English learning area for students who need support. Principals were most confident in their school curriculum, teachers' PLD access, and reporting on progress and achievement for reading and writing than the other modes of English.

What is the Ministry doing to improve English learning?

41. The Ministry provides tools for teachers to assess where learners are, and the progress they're making. These include the Learning Progressions Framework, the Literacy Learning Progressions, e-asTTle, Assessment Resource Banks, and PaCT. These tools enable teachers to monitor learning and respond with extra support if required.
42. The Ministry also provides a range of supplementary supports for those students who need additional help to meet curriculum expectations in English. These include:
 - a. an extensive catalogue of resources and guidance material designed to support and facilitate good practice in literacy (and numeracy) teaching and learning;

- b. supplementary supports such as Reading Recovery, Resource Teachers of Literacy and Accelerating Learning in Literacy; and
 - c. strengthening teaching practice through the new priorities in Professional Learning and Development, all of which contribute to strengthening literacy teaching and learning.
43. The Ministry acknowledges that the current approaches to literacy learning are not working for all learners. To address this, the initial focus is on supporting and strengthening a universal teaching and learning approach at the beginning of the literacy pathway.
44. Work is under way with the sector to update *The New Zealand Curriculum* to ensure important learning is not left to chance. This involves providing greater clarity across the curriculum and providing support for designing schools' local curriculum.
45. Additional options are being developed to ensure teachers know and use the right levels of support for individuals and groups within an effective, evidence-based practice framework providing quality advice, tools and resources that benefit all children. This will allow for early identification of learners who are not progressing as they should, and who can then be supported with more targeted or individualised approaches that meet their specific needs.
46. New texts are being developed to enhance the Ready to Read series, which will provide resources designed for the explicit and systematic teaching of phonics. These are based on the outcomes of the Massey University Early Literacy Research Project.
47. To ensure that all our young people leave school with the foundational literacy and numeracy skills to successfully navigate study, work and life, an NCEA literacy and numeracy co-requisite will be introduced for students from 2023. The co-requisite will be available from Year 9 and must be undertaken in order to be awarded a formal NCEA.
48. For some teachers and learners, it is not always clear what literacy and numeracy curriculum expectations are at Levels 4-5 of *The New Zealand Curriculum* (years 8-9). The new NCEA standards will support teachers and learners to understand the curriculum expectations at a crucial foundational level. This will ensure that important learning is not left to chance.
49. We are currently preparing a '*Shifting the Dial*' briefing note on literacy, which you will receive in the coming weeks.

Communications Approach

50. The Ministry intends to release the *NMSSA English 2019 Key Findings* report and the *NMSSA Technical Information 2019 - English* report on the NMSSA and Education Counts websites on 19 November 2020. These reports have been sent to your office.
51. The flyer titled *Achievement in English* will be included in the Education Gazette in February 2021 (refer Annex 2).

Proactive Release

52. It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

- Annex 1: Subjects included in Cycle 1 and Cycle 2 of NMSSA
- Annex 2: Education Gazette Flyer: English

Annex 1: Subjects included in Cycle 1 and Cycle 2 of NMSSA

Cycle 1 of the NMSSA programme

1. Data collected during the first cycle (2012 – 2016) provided the baseline for measuring change in student achievement over subsequent cycles, as well as the opportunity to monitor trends over time.
2. Cycle 2 of the NMSSA assessment programme commenced in term 3, 2017. The five-year programme for Cycle 2 is outlined below.

Assessment Year	Learning areas	Year 4 students who achieved above the minimum associated with achieving curriculum level 2 objectives	Year 8 students who achieved above the minimum associated with achieving curriculum level 4 objectives
2017	Science	94%	20%
	Health and Physical Education	88%	33%
2018	Mathematics and Statistics	81%	45%
	Social Studies	73%	37%
2019	English Writing	63%	35%
	Reading	63%	56%
	Speaking	56%	40%
	Listening	76%	65%
	Viewing	78%	65%
2020	Other projects		
2021	Technology		
	The Arts		
	Learning Languages		

3. The learning areas assessed over the first five-year NMSSA cycle are detailed below.

Assessment Year	Learning areas	Year 4 students who achieved above the minimum associated with achieving curriculum level 2 objectives	Year 8 students who achieved above the minimum associated with achieving curriculum level 4 objectives
2012	Science	85%	19%
	English: writing	65%	35%
2013	Mathematics and Statistics	81%	41%
	Health and Physical Education	97%	51%
2014	English: reading	58%	59%
	Social Studies	63%	38%
2015	The Arts	72%	63%
	English: listening	79%	70%
	English: viewing	77%	63%
2016	Technology	73%	53%
	Learning Languages ¹	NA	NA

¹ The learning languages programme involved three components. The first two components focussed on a range of contextual and attitudinal information about the learning languages area from students, teachers and principals using questionnaires. The third component assessed students' knowledge and understanding of te reo Māori words and phrases.

Proactively Released

Achievement in English

Summary of results from the 2019 National Monitoring Study of Student Achievement for teachers and principals



NMSSA
Wānangata te putanga taurua
National Monitoring Study
of Student Achievement

2019

The National Monitoring Study of Student Achievement (NMSSA) is designed to assess student achievement across the New Zealand Curriculum at Year 4 and Year 8 in English-medium state and state-integrated schools. The study, which carried out its first assessments in 2012, is now in its second five-year cycle.

In 2019, NMSSA focused on the English learning area. The study followed a series of separate studies related to English that were carried out in Cycle 1: writing in 2012, reading in 2014, and listening and viewing in 2015.

NMSSA English study

In 2019, we assessed the English learning area using nationally representative samples of about 2,000 students from 100 schools at each of Year 4 and Year 8. Separate assessments were undertaken of six different language modes: writing, speaking and presenting from the creating-meaning strand and reading, listening and viewing from the making-meaning strand.

The assessments focused on literary texts (written, oral and visual) that use language in aesthetic, imaginative and engaging ways to entertain, engender emotion, express cultural identity and invite reflection. The study did not assess English used for learning in other learning areas.

Scores on the assessments were located on separate measurement scales. We used results from tasks administered in both 2019 and in Cycle 1 to link the scales for writing, reading and listening with their Cycle 1 counterparts. This allowed us to report changes in achievement between Cycle 1 and Cycle 2 in these modes. The study also used questionnaires to gather contextual information from students, teachers and principals.

Profile of achievement across the English learning area

Achievement against the curriculum

- A greater proportion of Year 4 students met curriculum expectations (level 2) than Year 8 students (Level 4) in each language mode.
- A greater proportion of Year 4 and Year 8 students met expected curriculum levels in listening and viewing than in the other modes.
- There were differences in achievement in each language mode related to gender, ethnicity and school decile.

Percentage of students meeting curriculum expectations in the English language modes at Year 4 and Year 8

	Creating meaning		Making meaning		
	Writing (%)	Speaking (%)	Reading (%)	Listening (%)	Viewing (%)
Year 4 (Level 2+)	63	56	63	76	78
Year 8 (Level 4+)	35	40	56	65	65

Note: The presenting scale, which was based on one task, was not benchmarked against the curriculum.

Overall changes in achievement between Cycle 1 and Cycle 2

- In 2019, the average score in writing for Year 4 students was 2 scale score units lower than in 2012. This difference was statistically significant.



Questions for teachers, principals and curriculum leaders

- What opportunities do we give students to create and make meaning from a range of oral, visual and written texts?
- How are students encouraged to read in their own time?
- How well do our English programmes engage different learners, including boys?
- How well do we engage students in posing questions, reflecting, exploring the perspectives of others, and thinking critically in English?



How we assessed English writing

Writing in the English language area was assessed using five prompts. Each prompt covered a different purpose for writing: to describe, explain, persuade, narrate and recount. Students wrote to one prompt for up to 40 minutes. Their responses were assessed for: ideas, structure and language features, organisation, vocabulary, sentence structure, punctuation and spelling.

Scores from the writing assessment were located on a scale called the Writing in the English Learning Area (WELA) scale.

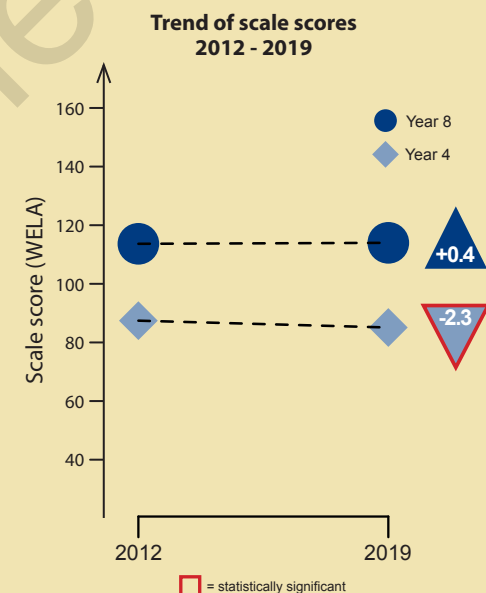
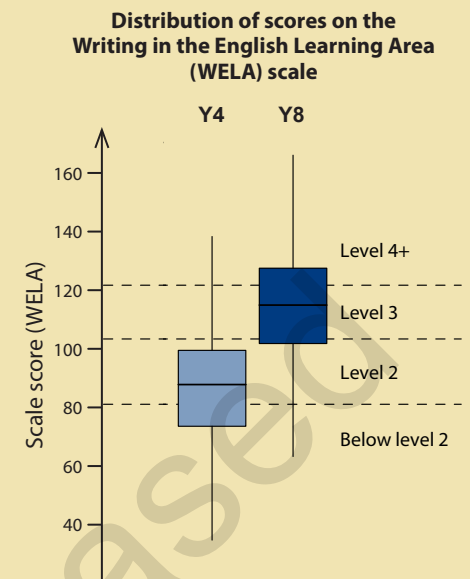
Key findings

Achievement in 2019

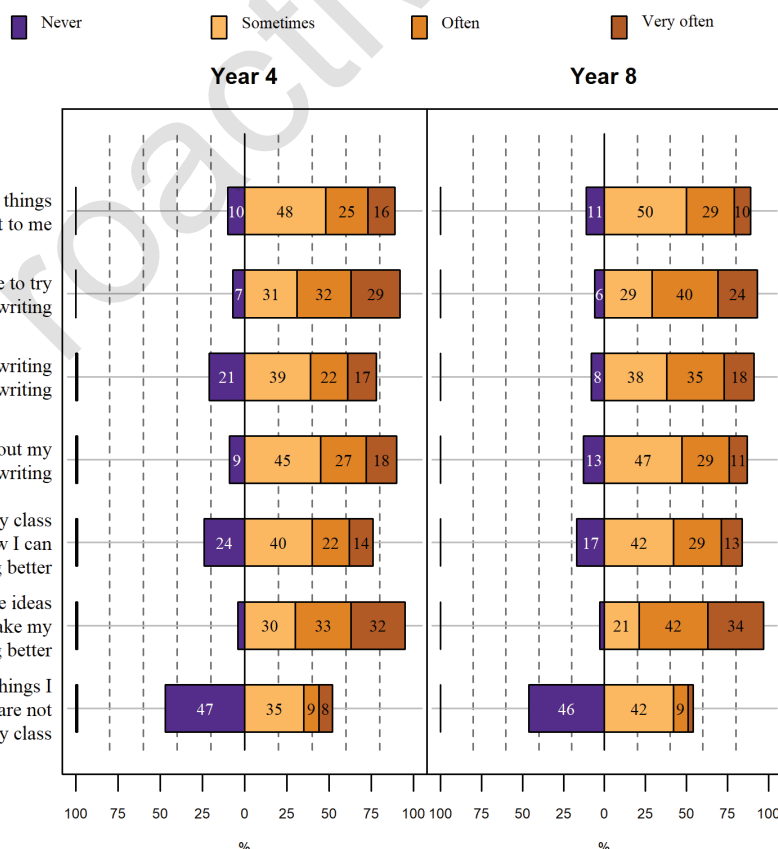
- About 63 percent of Year 4 students achieved at curriculum level 2 or above. In Year 8, 35 percent of students achieved at or above curriculum level 4.
- The average score for Year 8 students was 29 WELA units higher than for Year 4 students. This indicates that students make, on average, about 7 WELA units of 'progress' per year.
- Girls scored higher, on average, than boys by 11 WELA units at Year 4 and 12 units at Year 8.
- Māori students scored lower, on average, than non-Māori students by 5 WELA units at Year 4 and 10 units at Year 8.
- The difference in average scores between Pacific and non-Pacific students was not statistically significant at Year 4. At Year 8, Pacific students scored lower, on average, than non-Pacific students by 3 WELA units.
- Students from high decile schools scored higher, on average, than those from mid and low decile schools. The difference between the average scores for students in high and low decile schools was 8 WELA units at Year 4 and 12 units at Year 8.

Changes in achievement between 2012 and 2019

- In 2019, the average writing score for Year 4 students was 2 WELA units lower than in 2012.
- At Year 4, the average score had declined for boys (3 WELA units); New Zealand Europeans/Pākehā (4 WELA units) and students from high decile schools (4 WELA units).



Students' learning opportunities in English writing, by year level
(percentage responses)



Students' attitude to writing and confidence in writing

Around 75 percent of Year 4 students and 55 percent of Year 8 students agreed 'totally' or 'quite a lot' that they enjoyed writing and were good at writing.

In general, girls reported greater levels of enjoyment of, and confidence in, writing.

Opportunities to learn and do writing

Most students reported that each item on a list of opportunities to learn in writing happened at least sometimes. One exception to this was the opportunity to share things they wrote with people outside the classroom.



Speaking in the English Learning Area

Y4: 826

Number assessed

Y8: 826

How we assessed English speaking

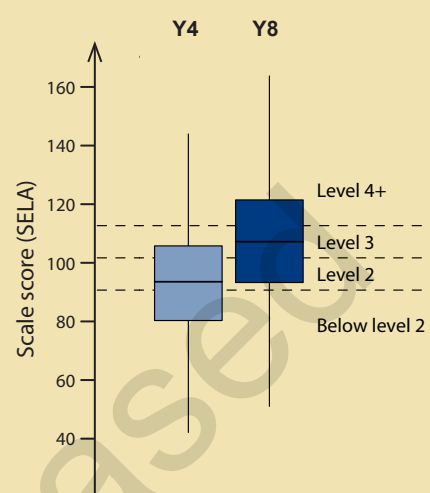
Speaking was assessed with four performance tasks. Three tasks were carried out in groups of four and involved each student talking about a topic, presenting a poem, and creating a paired conversation between two puppets. The fourth task (retelling a story) was done in an interview with the teacher assessor. Students were given time to plan and practise their presentations.

Scores from the speaking assessment were located on the Speaking in the English Learning Area (SELA) scale.

Key findings

- In Year 4, 56 percent of students achieved at or above curriculum expectations (level 2). In Year 8, 40 percent of students achieved at or above curriculum expectations (level 4).
- The average score for Year 8 students was 15 SELA units higher than for Year 4 students. This indicates that students make, on average, about 4 SELA units of 'progress' per year. This was the lowest rate of progress of the language modes (compared with 9 RELA units for reading).
- Girls scored higher, on average, than boys by 5 SELA units higher at Year 4 and 4 units at Year 8.
- Māori students scored lower, on average, than non-Māori students by 9 SELA units at Year 4 and 8 units at Year 8.
- Pacific students scored lower than non-Pacific students by 10 SELA scale score units at Year 4 and 11 units at Year 8.
- Students from high decile schools scored higher, on average, than those from mid and low decile schools. The difference between the average scores for students in high and low decile schools was 17 SELA units at both year levels.

Distribution of scores on the Speaking in the English Learning Area (SELA) scale



Presenting in the English Learning Area

Y4: 729

Number assessed

Y8: 749

How we assessed English presenting

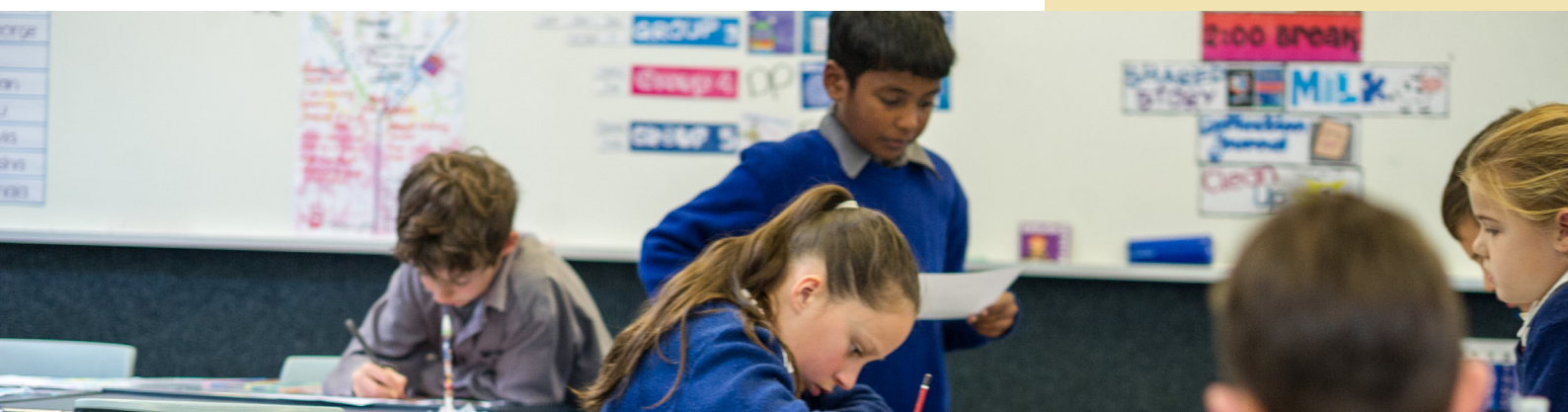
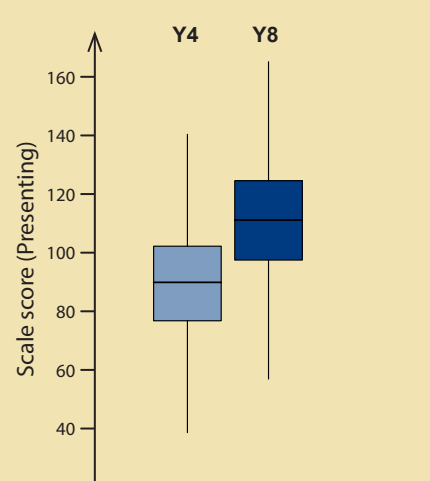
The presenting assessment was based on a single task. Students were asked to identify the message contained in a video and then design a poster to convey the message to children in their school. Some students participated in an interview to discuss the design decisions they made when they created their poster.

Scores on the presenting assessment were located on the Presenting Task scale. The scale was not benchmarked against curriculum expectations.

Key findings

- The average score for Year 8 students was 22 scale score units higher than for Year 4 students. This indicates that, on average, students make about 6 scale score units of 'progress' per year.
- Girls scored higher, on average, than boys by 6 scale score units at Year 4 and 7 units at Year 8.
- Māori students scored lower, on average, than non-Māori students by 9 scale score units at Year 4 and 8 units at Year 8.
- Pacific students scored lower, on average, than non-Pacific students by 10 scale score units at Year 4 and 11 units at Year 8.
- Students from high decile schools scored higher, on average, than those from mid and low decile schools. The difference between the average scores for students in high and low decile schools was 14 WELA units at Year 4 and 10 units at Year 8.

Distribution of scores on the Presenting Task scale





How we assessed English reading

English reading was assessed with a 40-minute assessment using selected response and short-answer questions, and a one-to-one interview in which students talked about the reading passages they had read. Passages included poetry, fiction and literary non-fiction texts. Scores from the reading assessment were located on a scale called the Reading in the English Learning Area (RELA) scale.

Key findings

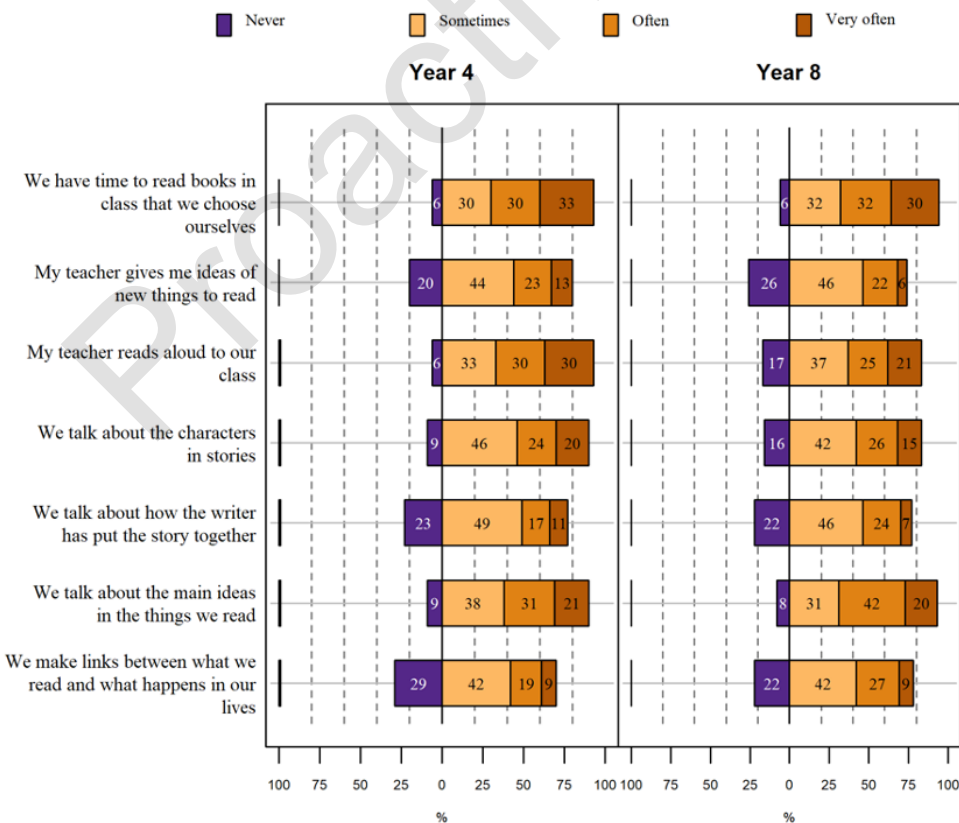
Achievement in 2019

- About 63 percent of Year 4 students achieved at curriculum level 2 or above. About 56 percent of Year 8 students achieve at or above curriculum level 4 or above.
- The average score for Year 8 students was 36 RELA scale score units higher than for Year 4 students. This indicates that students make, on average, about 9 RELA units of ‘progress’ per year.
- Girls scored higher, on average, than boys by 7 RELA units at Year 4 and 5 units at Year 8.
- Māori students scored lower, on average, than non-Māori students by 9 RELA units at Year 4 and 10 units at Year 8.
- Pacific students scored lower, on average, than non-Pacific students by 12 RELA units at Year 4 and 13 units at Year 8.
- Students from high decile schools scored higher, on average, than those from mid and low decile schools. On average, students from high decile schools scored higher than those from low decile schools by 17 RELA units at Year 4 and 16 units at Year 8.

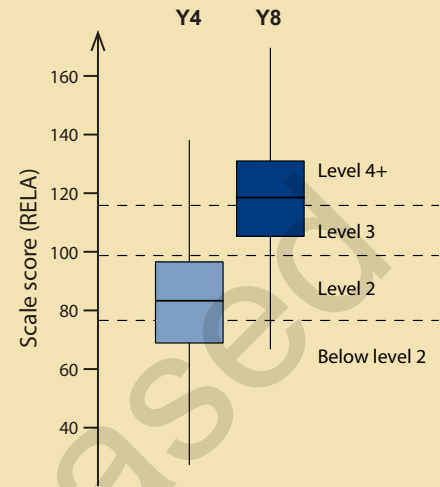
Changes in achievement between 2014 and 2019

- The overall change in the average score in reading between 2014 and 2019 was not statistically significant at Year 4 or Year 8.
- Year 8 girls scored lower, on average, in 2019 compared with 2014 (-3 RELA units).

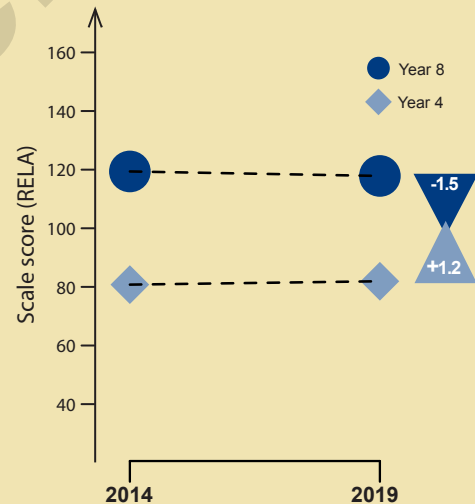
Students’ learning opportunities in English reading, by year level
(percentage responses)



Distribution of scores on the Reading in the English Learning Area (RELA) scale



Trend of scale scores 2014 - 2019



Students’ attitude to reading and confidence in reading

Around 80 percent of Year 4 students and 60 percent of Year 8 students agreed ‘totally’ or ‘quite a lot’ that they enjoyed reading and were good at reading.

In general, girls reported greater levels of enjoyment of, and confidence in, reading.

Opportunities to learn and do reading

Most students reported that each item on a list of opportunities to learn in reading happened at least sometimes. Three opportunities happened less often:

- my teacher gives me ideas of new things to read.
- talking about the writer’s craft.
- linking what we read to our own lives.



Listening in the English Learning Area

Y4: 1144

Number assessed

Y8: 1151

How we assessed English listening

Students spent up to 30 minutes listening to recorded oral texts and answering selected-response and short constructed-response questions that followed each text. A range of fiction and literary non-fiction texts were used, including extracts from novels and plays, scripted conversations, poetry, expository texts and memoirs.

Scores from the listening assessment were located on a scale called the Listening in the English Learning Area (LELA) scale.

Key findings

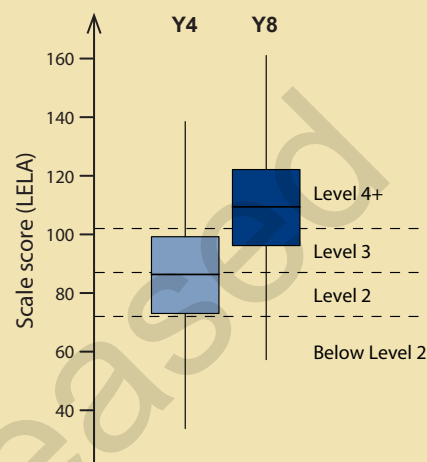
Achievement in 2019

- At Year 4, 76 percent of students achieved at curriculum level 2 or above and at Year 8, 65 percent of students achieved at curriculum level 4 or above.
- The difference between the average scores on the LELA scale for Year 4 and Year 8 students was 23 units. This indicates that students make, on average, about 6 units of 'progress' each year.
- Girls scored higher, on average, than boys by 4 LELA units at Year 4 and 6 units at Year 8.
- Māori students scored lower, on average, than non-Māori students by 7 LELA units at Year 4 and 9 units at Year 8.
- Pacific students scored lower, on average, than non-Pacific students by 10 LELA units at Year 4 and 11 units at Year 8.
- Students from high decile schools scored higher, on average, than those from mid and low decile schools. On average, students from high decile schools scored higher than those from low decile schools by 17 LELA units at Year 4 and Year 8.

Changes in achievement between 2015 and 2019

- There was no statistically significant change at either Year 4 or Year 8 in the overall average listening (LELA) scale scores in 2019 compared with 2015.
- Several subgroups scored lower, on average, in 2019 than in 2015: Year 8 boys (-5 LELA units); Year 4 New Zealand European/Pākehā students (-4 LELA units); and Year 4 and Year 8 students from high decile schools (-5 LELA units).

Distribution of scores on the Listening in the English Learning Area (LELA) scale



Viewing in the English Learning Area

Y4: 1179

Number assessed

Y8: 1224

How we assessed English viewing

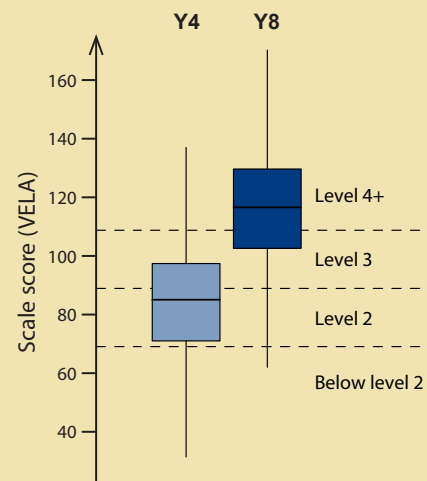
English viewing was assessed in two parts. In Part 1, students spent up to 30 minutes responding to visual texts with static images (illustrations with and without supporting written text taken from picture books and graphic novels). In Part 2, students viewed five moving images (short film clips) presented on laptops. Four tasks required students to answer short response questions in a booklet. One task was presented in an interview. The moving images included an animated legend, a film adaptation from a novel, animated fictional short stories and a short, live-action narrative.

Scores from the viewing assessment were located on the Viewing in the English Learning Area (VELA) scale.

Key findings

- At Year 4, 78 percent of students achieved at curriculum level 2 or above, and at Year 8, 65 percent of students achieved at curriculum level 4 or above.
- The difference in average achievement between Year 4 and Year 8 was 32 VELA scale score units. This indicates that students make, on average, about 8 units of 'progress' per year level.
- Girls scored higher, on average, than boys by 6 VELA units at Year 4 and 10 units at Year 8.
- Māori students scored lower, on average, than non-Māori students by 9 VELA units at Year 4 and 11 units at Year 8.
- Pacific students scored lower, on average, than non-Pacific students by 8 VELA units at Year 4 and 12 units at Year 8.
- Students from high decile schools scored higher, on average, than those from mid and low decile schools. On average, students from high decile schools scored higher than those from low decile schools by 19 VELA units at Year 4 and Year 8.

Distribution of scores on the Viewing in the English Learning Area (VELA) scale



Teaching and learning in the English learning area — contextual factors

Relationship between the amount of reading done at home and achievement

The amount of reading students reported doing outside of school was positively associated with achievement in all language modes.

The effect was greater at Year 8 than Year 4. For example, on average, Year 4 students who read at home for 'more than five hours a week' scored 11 RELA units higher than those who did 'none or very little'. At Year 8, this difference increased to 18 RELA units.

Student confidence and achievement

Most students were generally positive and confident about writing, reading, viewing and creating visual texts. Fewer (about one half of Year 4 students and one third of Year 8 students) were positive and confident about speaking and giving presentations.

For each language mode, students who reported high levels of confidence tended to achieve more highly than those who were less confident. The strength of this relationship was greater at Year 8 than Year 4.

Teacher confidence

Almost all principals reported that their schools were places where 'overall, teachers respond effectively to the learning needs of all students' and 'teachers provide effective and inclusive programmes in the English learning area for students who need support'.

Almost all teachers felt confident to teach each language mode. They were most confident teaching reading, followed by writing and speaking. They were least confident teaching viewing.

Teachers at both Year 4 and Year 8 reported that their students had frequent opportunities to engage in a range of writing and reading activities.

Professional Support

Over 70 percent of Year 4 teachers and about 60 percent of Year 8 teachers rated the in-school support they received in writing and reading as 'good' or 'very good'. This compares with about 30 percent of teachers who rated the support they received for viewing and presenting as 'good' or 'very good'.

Teachers reported that their access to professional learning and development (PLD) in reading and writing was markedly greater than for the other language modes.

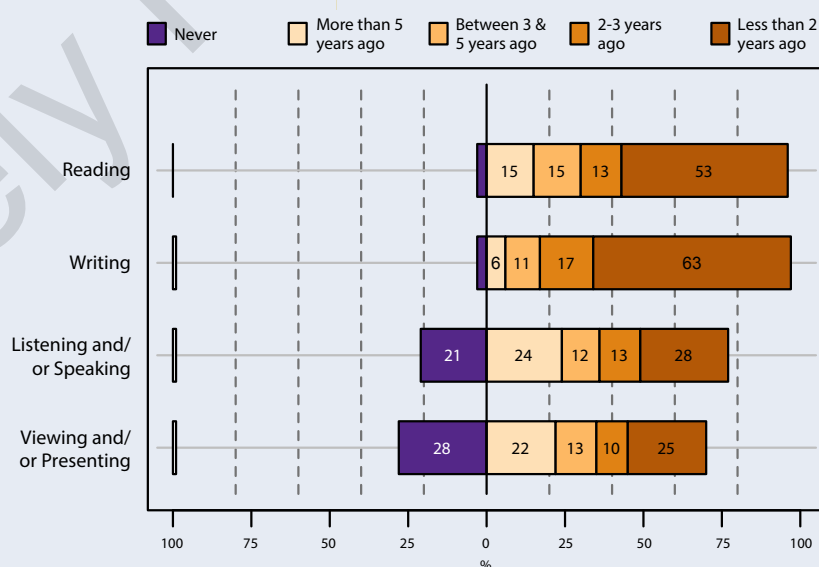
Changes in PLD between Cycle 1 and Cycle 2

In 2019, the proportion of teachers who reported they had participated in any PLD associated with writing within the last two years was 19 percentage points lower than it was in 2012. For reading the proportion was 14 percentage points lower than in 2014.

The majority (90 percent or more) of teachers reported that they could plan lessons to 'match students' individual needs', 'motivate students who show little interest in the English learning area' and 'provide an inclusive programme for students who need learning support in the English learning area'.



Recency of PLD in the modes of English, as reported by teachers



Other reports of interest to teachers and curriculum leaders

Insights for teachers

Using data from the 2019 studies, these reports describe insights about student learning in English and how we can respond in the classroom.

Key Findings

The Key Findings report provides a detailed summary of the 2019 English study.

Data Window

The Data Window allows users to generate tables and graphs based on data for the 2019 study.

All reporting items can be found at <https://nmssa.otago.ac.nz/>

