

Wānangatia te Putanga Tauira
National Monitoring Study of Student Achievement

Contextual factors and achievement
in the English learning area: Findings
from the 2019 National Monitoring
Study of Student Achievement
(NMSSA)

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NMSSA: A collaboration

- Follows on from NEMP (1995 to 2010)
- EARU (Otago University) and NZCER
- Under contract to the Ministry of Education
- Supported by a sector reference group
- Māori and Pacific review groups
- Curriculum expert panels

NMSSA: Purpose

- To assess and begin to understand school achievement across the New Zealand Curriculum (NZC) at Year 4 and Year 8 in NZ English-medium state and state-integrated schools.
- NMSSA:
 - assesses across the NZC
 - measures change over time in educational outcomes for students
 - explores factors that influence students' achievement
 - monitors progress of priority learners
 - provides high quality data for research and policy development.

Key features

- National samples at Year 4 and Year 8
- Involves practising teachers as visiting assessors
- A range of approaches to assessment and data gathering
- Development of reporting scales
- Reporting against curriculum levels

The programme: Cycle 1

- 2012: Science and English: writing
- 2013: Mathematics, Health and Physical Education
- 2014: Social studies and English: reading
- 2015: The Arts, English: listening and viewing
- 2016: Technology, Learning languages

The programme: Cycle 2

- 2017: Science, Health and Physical Education
- 2018: Mathematics, Social Studies
- 2019: English
- 2020: *Postponed*
- 2021: The Arts, Technology, Learning languages

General approach

- 100 schools randomly sampled at each of Year 4 and Year 8
- About 2,300 students at each year level
- A group-administered and individually-administered (in-depth) programme
- Student, teacher, and principal surveys



Assessment approach to English

Separate assessments of the different language modes

- Receptive
 - reading, listening, and viewing
- Productive
 - writing, speaking, and presenting

Focus on literary texts.

Contextual programme

Constructs

Students	Teachers	School leaders
Attitudes to each mode	Confidence teaching each mode	Teacher effectiveness
Confidence in each mode	Opportunities for students to learn	School programmes and practices in English
Opportunities to learn	Participation in PLD	
Reading at home		

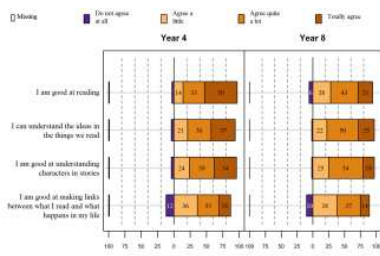
Rasch scale construction

The Rasch model used to construct scales for:

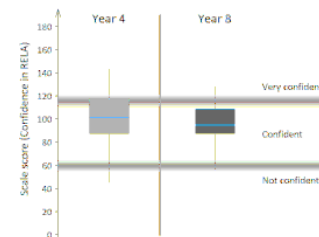
- Confidence as a writer
- Confidence as a reader.

The scale allows students' responses to relevant questions to be combined and an overall level of confidence in each mode to be located on a measurement continuum.

Confidence in reading



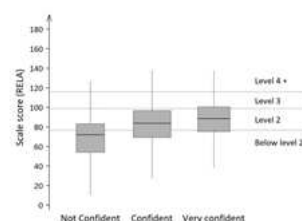
The confidence in reading scale



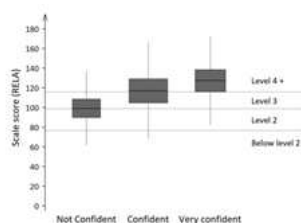
Relationship between confidence and achievement - theory

- Self-efficacy theory (Bandura, 1997)
- Confidence a reflection of individual's abilities or a causal factor?
- Self-efficacy shapes behaviour - Bouffard-Bouchard et al. (1990)

Relationship between confidence and achievement – findings Year 4



Relationship between confidence and achievement – findings Year 8



Further contextual findings

- The amount of reading that students reported they did in their own time was positively related to their achievement across all English language modes.
- The majority of students expressed confidence in themselves as learners in English writing, reading, viewing and listening. This was not the case for giving talks or presentations. Confidence as a learner was positively related to achievement.
- Less than half of the students at both year levels reported having frequent opportunities to 'write about things that were important to them'; 'talk about their writing'; 'get feedback from peers about how to improve their writing' and 'to give talks or presentations'.
- Teachers at both year levels reported feeling most confident to teach reading and writing, and least confident to teach viewing.
- Teachers reported fewer opportunities to be involved in professional learning related to English compared to the last time the English language modes were assessed.

Finding out more:

- Key Findings, Technical, and Summary reports
- Insights
- Data window

[NMSSA web page](#)

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