Edication Report: Release of the 2016 National Monitoring Study of Student Achievement (NMSSA) Reports

To: Hon Chris Hipkins, Minister of Education

Date: 26 March 2018
Priority: Medium

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DDI:

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Messaging seen by Communications team: Yes
Round Robin: No

Purpose of Report

The purpose of this paper is for you to:

Note the results of the 2016 National Monitoring Study of Student Achievement – Wānanga Te Putanga Taulira (NMSSA) reports for Technology, Learning Languages, and Using Digital Technologies for Teaching and Learning, as well as the accompanying technical report.

Agree to release the reports on the Education Counts website.

Summary

NMSSA began in 2012 and is designed to assess and understand student achievement at Year 4 and Year 8 in English-medium state schools. The programme assesses students in all eight learning areas of the New Zealand Curriculum (NZC), over a five-year cycle and maps achievement against the curriculum levels. The 2016 programme assessed Technology and Learning Languages. It was the final year of the first five-year cycle.

Technology

Table 1 summarises the results in terms of the percentage of students achieving above the minimum scale score associated with achieving curriculum level 2 or level 4 objectives by the third term of Year 4 and 8, respectively. Proportionally more students achieved at this level at Year 4 than Year 8, consistent with findings in other subject areas from previous cycles of NMSSA. See Annex 1 for previous years’ results.

Table 1. Percentage of Year 4 and Year 8 students who achieved above the minimum scale score associated with achieving curriculum level 2 and level 4 objectives, respectively

<table>
<thead>
<tr>
<th>Year level and curriculum level</th>
<th>All students (%)</th>
<th>Māori students (%)</th>
<th>Pasifika students (%)</th>
<th>Students with SEN* (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4, level 2 and above</td>
<td>73</td>
<td>57</td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>Year 8, level 4 and above</td>
<td>53</td>
<td>34</td>
<td>26</td>
<td>21</td>
</tr>
</tbody>
</table>

*Students with special education needs (all levels)
Using Digital Technologies for Teaching and Learning

- Students had positive attitudes towards learning with digital devices.
- Year 4 students had more positive attitudes than Year 8 students on average, although there was a wide range of attitudes in both years.
- Students reported a wide variety of opportunities to learn on digital devices, and this was shared by teachers.
- Teachers and principals reported positive attitudes towards the use of digital technologies for teaching and learning.

International Languages

- Sixty-one percent of the Year 8 students sampled were learning an international language at school in 2016.
- French and Spanish were the languages most frequently studied, followed closely by Mandarin and Japanese.
- The majority of students, teachers and principals thought that learning an international language was important.
- Forty percent of schools employed a specialist language teacher.
- Sixty-five percent of principals said that teachers had access to professional learning and development opportunities to support their own learning of an international language, while slightly fewer teachers (59%) agreed.

New Zealand Sign Language

- Very few teachers reported having students in their class with whom they needed to use New Zealand Sign Language (NZSL).
- Twenty percent of teachers at Year 4, and eight percent of teachers at Year 8 included instruction on NZSL in their teaching programmes.
- Of these teachers, the majority rated the professional support they received in school for teaching NZSL as poor or very poor. Two-thirds of principals rated their schools' provision of opportunities for students to learn NZSL as poor.
- Many principals indicated they would make learning NZSL a higher priority if they enrolled a student who used it to communicate.

Te Reo Māori

- Students completed the computer-administered te reo Māori (TRM) assessment to gauge their knowledge and understanding of te reo Māori words and phrases. As curriculum level expectations are not associated with year levels we cannot relate the minimum expected score for students in each year level.
- The TRM had an emphasis on curriculum level 1 (Taumata 1) of the curriculum guidelines for teaching and learning te reo Māori in English-medium schools (Te Aho Arataki Marau mō te Ako i Te Reo Māori- Kura Auraki).
- The TRM scale was divided into four performance bands within Taumata 1 (Wāhanga 1 – Wāhanga 4). Each successive band is associated with increasingly sophisticated performance on the level 1 content.
- Thirteen percent of Year 4 students were at Wāhanga 3 and 4, compared with 51 percent of Year 8 students.
- Māori students performed better than non-Māori. Students from low and mid-decile schools performed higher than those from high decile schools. Higher achievement was associated with a greater confidence in te reo Māori, a more positive attitude to learning te reo Māori and speaking te reo Māori at home more often.
Recommended Actions

The Ministry of Education recommends you:

a. **note** the findings from the NMSSA 2016 reports (Technology, Learning Languages and Using Digital Technologies for Teaching and Learning).

b. **agree** to release the following reports on the Education Counts website:
   - Technology 2016 – Key Findings,
   - Learning Languages 2016 – Key Findings,
   - Using Digital Technologies for Teaching and Learning 2016 – Key Findings,

   **Agree / Disagree**

c. **agree** to release outserts on the following areas in the Education Gazette in April 2018:
   - Learning Languages,
   - Achievement in technology.

   **Agree / Disagree**

d. **forward** the reports to Associate Ministers of Education Davis, Martin and Salesa.

e. **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.

   **Release/Not release**

f. **note** that we are working on a communications plan and will liaise with your office to prior to the release date.

   **Noted**

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Dr Craig Jones  
Deputy Secretary  
Evidence, Data and Knowledge

22/2/18

Hon Chris Hipkins  
Minister of Education

20/4/18

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Background

1. The National Monitoring Study of Student Achievement (NMSSA) is a programme to assess and understand student achievement across all learning areas of the New Zealand Curriculum (NZC) in Years 4 and 8 in English-medium schools. The programme continues the monitoring of New Zealand primary students undertaken by the previous National Educational Monitoring Project (NEMP) between 1995 and 2010.

2. Around 100 randomly selected schools at each year level take part in the annual NMSSA assessments during term 3 each year. The 2016 analysis is based on an achieved sample of 100 schools at each level. This represented an overall response rate of 79 percent at Year 4 and 75 percent at Year 8. Up to 27 students from each school are randomly selected to take part. The achieved samples included about 2,300 students from each year level.

3. At each year level, 91 principals from the participating schools took part in NMSSA by responding to questionnaires, as did 231 teachers at Year 4 and 270 teachers at Year 8.

4. NMSSA measures the number 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 at the minimum associated with achieving curriculum level 2 objectives, and at the end of Year 8 most students are expected to be achieving at the minimum associated with achieving curriculum level 4 objectives. Although students are expected to reach these curriculum levels by the end of term 4, NMSSA takes place in term 3 and further students could reach the minimum associated with the expected curriculum level objectives by the end of the year. Each year, a panel of subject matter experts convenes to align student performance in the assessments to the levels of the NZC. See Annex 1 for a list of subjects included in cycle 1 and cycle 2 of NMSSA.

The 2016 NMSSA programme

5. In 2016, NMSSA assessed students in two learning areas: Technology and Learning Languages. Assessments were undertaken in term 3.

6. NMSSA used a range of methods to assess student achievement, including one-on-one interviews, group assessment tasks and questionnaires.

7. Proportionally more Year 4 students (73%) than Year 8 students (53%) performed above the minimum scale score associated with achieving curriculum level objectives in Technology (see Table 2, below).

8. Student achievement in te reo Māori was measured against curriculum level one (Taumata 1) only, as curriculum level expectations are not associated with year levels. Taumata 1 was divided into four performance bands (Wāhanga 1 – Wāhanga 4). Each successive band is associated with increasingly sophisticated performance on the level 1 content.

9. Thirteen percent of Year 4 students and 51% of Year 8 students achieved in the Wāhanga 3 and Wāhanga 4 performance bands.

Technology

10. The NMSSA team developed three components for the NMSSA 2016 Technology assessment programme: assessment, contextual and attitudinal information.

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1 Excludes independent schools.
2 NMSSA met the minimum technical requirements of 100 schools at each year level. This was achieved by using replacement schools. In total, 127 schools were invited at Year 4 and 133 at Year 8.
11. The first component focused on assessing student achievement using the Technological Literacy (TELI) assessment across the three technology strands: Technological Practice, Technological Knowledge and Nature of Technology. Up to 27 students in each school completed the TELI assessment. Scale scores on the TELI were linked to levels 2 to 4 of the curriculum, which allowed student scores to be compared to curriculum level objectives. This was the first time an achievement scale aligned to the New Zealand Curriculum had been developed for this learning area.

Table 2. Percentage of Year 4 and Year 8 students who achieved above the minimum scale score associated with achieving curriculum level 2 and level 4 objectives, respectively

<table>
<thead>
<tr>
<th>Year level and curriculum level</th>
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<td>21</td>
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</tbody>
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*Students with special education needs (all levels). The vast majority of SEN students had moderate special education needs with 87 percent of Year 4 and 76 percent of Year 8 SEN students classified as having moderate SEN needs (including having a teacher aide, working with a Resource Teacher: Learning and Behaviour (RTL) or Child Youth and Family Services (CYFS)). Only 15 students (5%) were classified as high SEN (including students with ORS funding, severe behavioural issues or those requiring communication assistance).

12. Students made about 10 TELI scale score units’ progress per year, on average, between Year 4 and Year 8. The average TELI score for Year 8 students was 38 TELI scale score units higher than Year 4 students. This rate of progress is not high enough to ensure students continue to achieve above the minimum scale score associated with curriculum level 4 by Year 8. As shown in Table 2 above, there is a drop in the number of students achieving the minimum scale score associated with curriculum level objectives between Year 4 and Year 8 (curriculum levels 2 and 4 respectively). This is consistent with findings for other subject areas from previous NMSSA cycles and from the Trends in International Mathematics and Science Study (TIMSS).³

13. There were statistically significant differences between girls and boys, and by students’ ethnicity, as well as by school decile band. At both year levels:

- The average score for girls was about 6 TELI units higher than boys;
- The average score for Māori students was 11 TELI units lower than non-Māori students (equivalent to about one year of learning);
- The average score for Pasifika students was about 14 TELI units lower than non-Pasifika students (equivalent to about one and a half years of learning);
- The average score for students from low decile schools (1–3) was about 14 TELI units lower than students from mid decile schools (4–7), and 20 TELI units lower than students from high decile schools (8–10). The difference between low and high decile schools is equivalent to roughly two years of learning.

14. This pattern in achievement is similar to the findings from NMSSA assessments in other learning areas, including the Arts, English, and Social Studies.

15. The two remaining components focused on collecting contextual and attitudinal information about learning technology from students, teachers and principals through questionnaires.

16. Year 4 and Year 8 students were equally positive about technology. Students with a more positive attitude towards technology tended to score higher on the TELI assessment. However, the average score differences were small.

17. According to the responses from teachers, about 36 percent of Year 4 students and 65 percent of Year 8 students spent more than 20 hours a year learning technology. Just over 70 percent of Year 8 students reported studying resistant materials (e.g., wood, metal) and food technology/biotechnology, and 50 percent studied textiles. Fewer than 30 percent studied each of: computer programming/robotics, electronics, and media. This pattern was consistent by gender, ethnicity and school decile. At Year 4, technology was integrated into other study areas.

18. Overall, about 80 percent of students at both year levels reported that they always spoke English at home. These proportions are comparable to the 2015 Trends in International Mathematics and Science Study (TIMSS), which found that 69 percent of Year 5 students and 79 percent of Year 9 students reported always speaking English at home.4 NMSSA found that about 80 percent of NZ European and Māori students at both year levels reported that they always spoke English at home, compared with about 60 percent of Pasifika and about 40 percent of Asian students.

19. NMSSA found that there were statistically significant differences between those who 'always' spoke English at home and those that 'never' spoke English at home in their technology achievement. The difference was 10 TELI units or about one year’s progress at Year 4 and 25 TELI units or about two and a half years’ progress at year 8. This is supported by findings from PIRLS 2016, which found that Year 5 students who always or almost always spoke the same language at home as the test (either English or te reo Māori) generally had higher reading achievement than those who spoke a different language at home.5

Using Digital Technologies for Teaching and Learning

20. Students were asked, through questionnaires, about their attitudes toward the use of digital devices for learning, the opportunities to use digital technologies in school, and access to digital technologies at home. Students’ responses to attitude statements on the student digital technologies questionnaire were summarised into scale scores on the Attitude to Learning with Digital Devices (ALDD) measure.6

21. Students had positive attitudes towards learning with digital devices. Although there was a lot of overlap in the score distribution, Year 4 students generally had higher attitudinal scores than Year 8 students. Boys had more positive attitudes towards digital devices than girls on average, at both year levels, although the effect sizes were small. There were no statistically significant differences between students from different ethnic groups, and no differences between students with and without special education needs.

22. Students were asked about their opportunities to use digital devices at school. Sixty-three percent of Year 8 students, and at least 40 percent of Year 4 students used digital devices ‘very often’ to ‘search for information on the internet’, while at least 40 percent of Year 4 students also used digital devices ‘very often’ to ‘learn about using the internet safely’ and ‘use online learning activities/games’.

23. There were correlations between students' ALDD scores and their different types of opportunities to use digital devices at school, with those who reported more opportunities to use digital devices at school having more positive attitudes towards using digital devices.

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6 Item Response Theory techniques were used to summarise responses and construct the measure.
24. The majority of students reported having access to the internet at home (81% at Year 4 and 94% at Year 8). At both year levels six percent of students reported they did not have internet access at home, while 13 percent of Year 4 students and just one percent of Year 8 students did not know if they had internet access at home. Access to devices with internet was lowest for students at low decile schools. These findings are similar to the Programme for International Students Achievement (PISA) 2012, which found that 97 percent of 15-year-olds had at least one computer at home and that students spent an average of 98 minutes on the internet outside of school on weekdays.7

25. Teachers and principals were asked about the use of digital devices for teaching and learning at school. Teachers reported slightly higher levels of opportunities for students to use digital devices in school compared to students' reported experiences. For example, 88 percent of Year 4 teachers and 73 percent of Year 4 students responded that students 'quite often' or 'very often' had the opportunity to 'search for information on the internet'. This compares with 45 percent of teachers surveyed in the NZCER national survey of primary and intermediate schools 2016, who said that students often had the opportunity to research using the internet during class.8

26. At both year levels, teachers and principals were positive about the use of digital devices for teaching and learning, with over 90 percent of teachers agreeing or strongly agreeing that it helped their students integrate knowledge from more than one learning area, increased their students' engagement in their learning, made them think about new ways of teaching and learning and allowed some of their students to show knowledge and skills that were not so evident with pen and paper. At Year 4, over 90 percent of teachers agreed or strongly agreed that digital devices had made positive changes to the way their students learn.

27. These findings are similar to the NZCER national survey of primary and intermediate schools 2016, which found 61 percent of teachers reported that digital devices have had a generally positive impact on students' engagement in learning and attitude to learning, and a further 30 percent saying that digital devices had a positive impact for some students in these areas.9

28. Principals were positive about the use of digital devices for teaching and learning with more than 90 percent endorsing ('agree' or 'strongly agree') statements about their impact. They were also positive about the level of support, in the form of technical support and expertise, they had available for implementing digital technologies in schools. Previous research has found consistently positive reactions from principals to digital technology for teaching and learning, but to a lesser extent than NMSSA. The NZCER survey found that fewer principals surveyed (73%) agreed or strongly agreed that learning with digital devices has had an overall positive impact on students' achievement.10 Over 80 percent of principals who took part in the 2016/17 Digital Technologies in New Zealand Schools survey agreed that digital devices were positively affecting teaching and learning through enabling access to quality learning resources, providing new opportunities for professional development, enabling more personalised teaching and learning, and making learning more relevant and engaging for students.11

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9 Ibid.
10 Ibid.
Learning Languages

29. Unlike most subjects, the Learning Languages curriculum levels are not linked to years at school, as students may start to learn a language at different points in their schooling. The NMSSSA team developed a programme for 2016 that involved three components. The first two components focused on collecting a range of contextual and attitudinal information about the Learning Languages learning area from students, teachers and principals using questionnaires.

30. The third component involved an assessment of students' knowledge and understanding of te reo Māori words and phrases. An assessment framework was constructed to guide the development of the Te Reo Māori (TRM) assessment. Achievement objectives from the te reo Māori curriculum guideline document for teaching te reo Māori in English-medium schools (Te Aho Arataki Marau mō te Ako i Te Reo Māori- Kura Auraki) were used to inform the content of the assessment related to each of the three strands: Communication, Language Knowledge and Cultural Knowledge.

Learning international languages

31. The international language focus was limited to Year 8. Year 8 students, as well as teachers and principals of the Year 8 students, responded to questionnaires that included questions about students' experiences of learning a language, how teachers organise the study programmes and schools' provision for learning languages.

32. The study found that 61 percent of Year 8 students were learning an international language at school in 2016, with French and Spanish the most frequently studied, followed closely by Mandarin and Japanese.

33. A greater proportion of Year 8 girls (64%) than boys (58%) were learning an international language. Non-Māori students were more likely to be learning an international language (64%, compared with 53% of Māori students). Pasifika students were the most likely to be learning Pasifika languages (59% compared with 6% of non-Pasifika). Roll return data from July 2016 found that there were 94,044 Year 7 and Year 8 enrolments in international languages. This is 74 percent of all Year 7 and 8 students in 2016.12 Note, however, that students can be enrolled in more than one international language. Students who take multiple languages are counted once in every language they are enrolled, and some students will have been double counted.

34. The majority of teachers of international languages (87%), school principals (79%), and Year 8 students (70%) thought that learning an international language was 'important' or 'very important'. Most students were positive about their experience of learning an international language at school. They tended to be more confident about their abilities to speak and to understand what they hear in their preferred international language, than to read and write it.

35. Forty percent of schools employed a specialist language teacher, most often to teach Mandarin, Japanese, French or Spanish. Sixty percent of teachers of an international language reported that their students spend 20 hours or less learning that international language over the school year.

36. Students at low decile schools had less opportunity to learn international languages. Twenty-eight percent of principals in low decile schools said that none of their Year 8 students had

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12 This is for all Year 7 and 8 students, whereas NMSSSA includes only students at state schools
the opportunity to learn an international language. This compares with high decile schools where 89 percent of principals said that all of their students had the opportunity to learn an international language and the remaining 11 percent said that some students had the opportunity. This opportunity to learn an international language is reflected in the greater proportion of students in high decile schools who were learning an international language.

New Zealand Sign Language

37. Very few teachers reported having any students in their class with whom they needed to use NZSL (4% at Year 4 and 2% at Year 8), and many principals indicated they would make learning NZSL a higher priority if they enrolled a student at their school who needed to use NZSL to communicate.

38. While 95% of deaf and hard of hearing students are enrolled in regular classes at their local schools, it is a low incidence disability. At present, in addition to the approximately 130 students enrolled at one of the Deaf Education Centres, there are around 110 students enrolled at their local schools whose first language is NZSL. For most regular teachers with a deaf student in their class, they will be their only one during their career. Many deaf and hard of hearing students will use NZSL as well as English or other languages in their learning.

39. Twenty percent of Year 4 teachers and eight percent of Year 8 teachers included instruction on New Zealand Sign Language (NZSL) in their programmes. While only a small number of teachers responded to subsequent questions about NZSL (n=47), the majority of these teachers (70%) rated the professional support they received in school for teaching NZSL as ‘poor’ or ‘very poor’. Currently only six schools offer NCEA unit standards in NZSL.

Te Reo Māori

40. Most students at both Year 4 and Year 8 expressed positive attitudes towards, and confidence in learning, te reo Māori – 66 percent of Year 4 and 60 percent of Year 8 students believed it was ‘important’ or ‘very important’ to learn te reo Māori.

41. At both year levels, singing waiata was the learning experience that students were most likely to report happened very often, while talking to their classmates in te reo Māori in the playground was the least likely.

42. Both Māori and non-Māori students at both year levels were more confident in their ability to hear and speak te reo Māori, and to use the language in performances, than to read and write in te reo Māori.

43. To gauge their knowledge and understanding of te reo Māori words and phrases, both Year 4 and Year 8 students completed the computer-administered te reo Māori (TRM) assessment. The TRM had an emphasis on curriculum level 1 (Taumata 1) of the curriculum guidelines. The TRM scale was divided into four performance bands: Taumata 1 – Wāhanga 1 (Level 1, Band 1) to Taumata 1 – Wāhanga 4 (Level 1, Band 4). Each successive band is associated with increasingly sophisticated performance on the level 1 content. As curriculum level expectations are not associated with year levels it is not possible to define a minimum expected score for students in each year level.

44. Year 8 students scored 21 units higher on the TRM scale than Year 4 students, on average, indicating that students made an average of 5 scale points of progress per year between Year 4 and Year 8. Just 13 percent of Year 4 students were at either Wāhanga 3 or Wāhanga 4, compared with 51 percent of Year 8 students.

45. At both year levels Māori students scored higher on the TRM assessment than non-Māori students (by an average of 5 units in Year 4 and 20 units in Year 8), and students from low
decile schools (1–3) scored higher than those from high decile schools (8–10), by 4 units at Year 4 and 10 units at Year 8. Girls scored higher than boys on average, by 6 units in Year 4 and 8 units in Year 8.

46. Most teachers (97% at Year 4 and 88% at Year 8) rated students’ learning of te reo Māori at school as ‘important’ or ‘very important’. Sixty-six percent of Year 4 teachers and 54 percent of Year 8 teachers estimated that their students spent more than 20 hours learning te reo Māori over the year. At both year levels, 31 percent of teachers could not hold a simple conversation in te reo Māori. More than half of teachers reported having external PLD focussed on te reo Māori in the last two years to support their own language learning and their teaching.

47. At both year levels, 80 percent of principals indicated that all students were offered an opportunity to learn te reo Māori at their school. Of Year 4 principals, 11 percent indicated that their students were not offered an opportunity to learn te reo Māori. For Year 8, the figure was six percent. As principals were not linked to students there is no information on how students performed at schools where learning te reo Māori was not an option compared to schools where it was, although a smaller proportion of principals at low decile schools reported all their Year 8 students being offered the opportunity to learn te reo.

Proactive Release

48. 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: Learning Languages 2016 – Key Findings
Annex 3: Technology 2016 – Key Findings
Annex 6: Education Gazette outserts – Learning Languages and Achievement in Technology
Annex 1: Subjects included in Cycle 1 and Cycle 2 of NMSSA

Cycle 1 of the NMSSA programme
1. NMSSA is an assessment programme that will develop and evolve over time. During the first cycle (2012 – 2016), the data collected will provide the baseline for measuring change in student achievement over subsequent cycles, as well as the opportunity to monitor trends over time.
2. We now have five years of data and are beginning to develop a picture of students’ achievement across all learning areas of the NZC. The learning areas assessed over the first five-year NMSSA cycle are detailed below.

<table>
<thead>
<tr>
<th>Assessment Year</th>
<th>Learning areas</th>
<th>Year 4 students who achieved above the minimum associated with achieving curriculum level 2 objectives</th>
<th>Year 8 students who achieved above the minimum associated with achieving curriculum level 4 objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Science</td>
<td>85%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>English: writing</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>2013</td>
<td>Mathematics and Statistics</td>
<td>81%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education</td>
<td>97%</td>
<td>51%</td>
</tr>
<tr>
<td>2014</td>
<td>English: reading</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>83%</td>
<td>38%</td>
</tr>
<tr>
<td>2015</td>
<td>The Arts</td>
<td>72%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>English: listening</td>
<td>79%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>English: viewing</td>
<td>77%</td>
<td>63%</td>
</tr>
<tr>
<td>2016</td>
<td>Technology</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>Learning Languages</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Cycle 2 of the NMSSA programme
1. Cycle 2 of the NMSSA assessment programme commenced in term 3, 2017 with science and health and physical education being assessed for a second time. The five-year programme for Cycle 2 is outlined below.

<table>
<thead>
<tr>
<th>Assessment Year</th>
<th>Assessment Programme</th>
</tr>
</thead>
</table>
| 2017           | Science
|                | Health and Physical Education |
| 2018           | Mathematics and Statistics
|                | Social Studies |
| 2019           | English (incorporating the oral, written and visual forms of the language) |
| 2020           | The Arts |
| 2021           | Technology
|                | Learning Languages |

13 The learning languages programme involved three components. The first two components focused 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.