Assessment Resources Map – Mathematics

Age (years)	5	6	7	8	9	10	11	12	13	14
Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Curriculum level	Level 1		Level 2		Level 3		Level 4		Level 5	
National Standards	The National Standards illustrate the mathematics knowledge and skills that students need to have developed at specific points in their schooling if they are to engage with the texts and tasks of the curriculum and make the expected progress. National Standards illustrations are used to help make Overall Teacher Judgments (OTJs).									
	After 1 year at school	After 2 years at school	After 3 years at school	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8		
PaCT - Progress and Consistency Tool	Learning progression frameworks that break down the aspects of mathematics and illustrate the stages of learning. The frameworks are aligned to the NZC and reflect the emphases of the National Standards. The PaCT tool captures teacher judgments on aspects of mathematics and recommends an overall judgment (OTJ) that a teacher confirms or reviews.									
Expected numeracy stages	1, 2 & 3 Counting All	Stage 4: Advanced Counting	Stage 5: Early Additive		Stage 6: Advanced Additive		Stage 7: Advanced Multiplicative		Stage 8: Advanced Proportional	
Numeracy Development Projects' Tools										
NumPA					Numeracy Project Assessment (Diagnostic Interview) Te Uiui Aromatawai					
GloSS					Global Strategy Stage Assessment (GloSS) Āpitihanga Uiui Rautaki					
IKAN					Individual Knowledge Assessment for Numeracy (IKAN) Ngā Aromatawai Mātauranga Tau					
JAM	Junior Assessment of Mathematics (JAM) He Uiui Aromatawai Tōmua i te Pāngarau									
ARBS	Assessment Resource Banks (ARBs) are a collection of classroom assessment resources for students working at curriculum levels 1 – 6 in mathematics.									
e-asTTle Maths				Mean scores (aMs) at year end						
				1389	1430	1466	1500	1535	1567	1601
Other Tools										
NMSSA	The National Monitoring Study of Student Achievement tests students in years 4 and 8. NMSSA reports give useful information about national levels of student achievement and areas of difficulty.									
				NMSSA Maths				NMSSA Maths		
PAT: Mathematics 2nd Edition (2009)			Scaled score (patm) means calculated at year end. Supplementary tests align with expected progress at the beginning of the year.							
				30.6	38.9	45.1	49.6	55.0	60.6	65.4
NZ Curriculum Exemplars	These are exemplars of mathematical tasks used to support teaching and learning (Levels 1 – 5). Be aware that these exemplars, while still useful, relate to the curriculum levels and achievement objectives in the five strands set out in Mathematics in the NZ Curriculum, 1992. These, and the progressions of learning described, may not correspond with those described in the 2007 New Zealand Curriculum nor successive curriculum descriptors such as the LLPs or the National Standards.									
NZC Exemplars for Learners with Special Education Needs	Exemplars of work for students who are expected to learn long-term within Level One of the New Zealand Curriculum.									

Notes:

- Shaded regions indicate levels out of range of the tool
- Mean scores have been given for some tools. Be aware that a mean score does not necessarily correlate with the National Standard expectation. When using a normed tool to assist with making an OTJ, teachers should refer to the Alignment of Assessment Tools with National Standards pages on Assessment Online and to cut scores for the tools where available.
- The map should be read in combination with the Assessment Tool Selector in order to determine whether a tool is fit for purpose.
- Inclusion of a tool in this resource map does not indicate endorsement by the Ministry of Education.
- The map is not intended to limit a school's choice of tool.