

Assessment Resources Map – Reading – English medium

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 reading 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			
Progress and Consistency Tool (PaCT)	Learning progression frameworks break down the aspects of reading 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 reading and recommends an overall judgment (OTJ) that a teacher confirms or reviews.										
General	e-asTTle	e-asTTle Reading - Mean scores (aWs) at year end									
					1333	1390	1426	1453	1494	1519	1567
	Observation Survey	Observation Survey of Early Literacy Achievement – Revised Third Edition Raw test scores are converted to stanines.									
	Supplementary Test of Achievement in Reading (STAR)	STAR TEST (Year 3)		STAR Test (Year 4 – 6)			STAR Test (Year 7 – 9)				
		Scaled Score Mean (Term 1) per Year Level	24.3	29.5	33.5	37.6	48.9	54.9	58.1		
	PAT Comp	Progressive Achievement Test: Reading Comprehension – 2 nd Edition (Revised 2008)									
		Scaled Score (patc) Mean (Term 1) per year Level		28.8	35.8	45	53.2	60.4	67	76.5	
PAT Vocab	Progressive Achievement Test: Reading Vocabulary – 2 nd Edition (Revised 2008)										
	Scaled Score (patv) Mean (Term 1) per year Level		32.4	40.9	48.7	55	60.1	65.7	70.5		
Assessment 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.									
	Running Records	NMSSA Reading			NMSSA Reading				NMSSA Reading		
		Ready to Read Series									
	PM Benchmarks	Junior Journals			School Journals						
		PM Benchmarks (Year 1 – 4)									
	PROBE	Prose Reading Observation, Behaviour and Evaluation (PROBE) (Year 3 – 10)									
	Tell Me	Tell Me (SEA kit task)									
	TORCH	Tests of Reading Comprehension – 2 nd Edition TORCH: 2 (Year 4 – 10)									
	Neale Reading	Neale Reading Analysis (Year 2 – 9)									
	Cloze	Cloze Reading Tests 1 – 3, Second Edition (Year 3 – 9)									
ARBs	Assessment Resource Banks (ARBs) are a collection of classroom assessment resources for students working at curriculum levels 2 – 5 in reading.										
Specific	Schonell	Schonell Reading (Year 1 – 5)									
	M&PNWR	Martin & Pratt Non-Word Reading Test (Year 2 – 10)									
	BURT NZ revision	Burt Word Reading Test - New Zealand Revision = Raw score converts to equivalent reading age.									

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.

Resources available to support teaching of reading

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
Core Instructional Reading Series	[Colorful bar]		[Colorful bar]		[Colorful bar]			[Colorful bar]		[Colorful bar]
			Junior Journals		School Journals					
Resources	Literacy Learning Progressions		The Literacy Learning Progressions describe the reading 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.							
	English Language Learning Progressions		<i>The English Language Learning Progressions (ELLP)</i> explain what ESOL specialists and mainstream teachers need to know about reading as part of English language learning. They will help teachers to choose reading content, vocabulary, and tasks that are appropriate to each learner's age, stage, and language-learning needs.							
	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.							