


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		
Assessment Tools	Curriculum Progress Tools (LPF and PaCT)	Learning progression frameworks (LPF) aligned to the NZC break down the aspects of reading and illustrate the stages of learning. The LPF underpin the Progress and Consistency Tool (PaCT) which captures teacher judgments on aspects of reading and recommends an overall judgment that a teacher confirms or reviews.									
	e-asTTle	e-asTTle Reading - Mean scores (aRs) at year end									
	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 Reading Test – 2 nd Edition (Revised 2013) Mean score at start of year									
		Scale Score Mean (Term 1) per Year Level	53.8	81.4	97.6	109.0	117.9	125.2	133.7		
	PAT Comp	Progressive Achievement Test: Reading Comprehension – 2 nd Edition (Revised 2008) Mean score at start of year									
		Scale 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) Mean score at start of year									
		Scale Score (patv) Mean (Term 1) per year Level		32.4	40.9	48.7	55	60.1	65.7	70.5	
	PAT Listening Comprehension	Progressive Achievement Test: Listening Comprehension – (Revised 2010) Mean score at start of year									
		Scale Score Mean (Term 1) per Year Level	47.3	50.3	52.1	54.4	56.1	58.5	63.3	65.4	
	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 Ready to Read Series Junior Journals School Journals									
	PM Benchmarks	PM Benchmarks (Year 1 – 8)									
	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 1 – 5 in reading.									
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.										



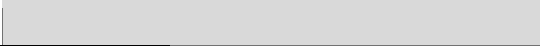
Assessment Resources Map – Reading – English medium

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 curriculum expectation. When using a normed tool to assist with making a teacher judgment, teachers should refer to the 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					Ready to Read Series					
				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.							