

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 | | |
| Curriculum Progress Tools (LPF and PaCT) | Learning progression frameworks (LPF) aligned to the NZC break down the aspects of mathematics and illustrate the stages of learning. The LPF underpin the Progress and Consistency Tool (PaCT) which captures teacher judgments on aspects of mathematics and recommends an overall judgment 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 | | | | | | | | | |
| Other Tools | 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 |
| | 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 2 nd Edition (2009) | Scale score (patm) mean (Term 1) per year level | | Progressive Achievement Tests: Mathematics 2 nd Edition (updated 2009) Mean score at start of year | | | | | | | |
| | | | 21.4 | 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 Learning Progression Frameworks. | | | | | | | | | | |
| 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 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.