

Expected levels of progress through *The New Zealand Curriculum*

incorporating curriculum levels and National Standards

Year	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Curriculum Level Expectations
	Point in the year	First 1/2 of year	After 1 year at school	First 1/2 of year	After 2 years at school	First 1/2 of year	After 3 years at school	First 1/2 of year	At the end of year 4	First 1/2 of year	At the end of year 5	First 1/2 of year	At the end of year 6	First 1/2 of year	At the end of year 7	First 1/2 of year	At the end of year 8	First 1/2 of year	At the end of year 9	First 1/2 of year	
	Early Level 1 (towards L1)		Level 1		Early Level 2 (towards L2)		Level 2		Early Level 3 (towards L3)		Level 3		Early Level 4 (towards L4)		Level 4		Early Level 5 (towards L5)		Level 5		
L6																					L6
L5																					L5
L4																					L4
L3																					L3
L2																					L2
L1																					L1
	Progress	After 1 yr	Progress	After 2 yrs	Progress	After 3 yrs	Progress	End of yr 4	Progress	End of yr 5	Progress	End of yr 6	Progress	End of yr 7	Progress	End of yr 8	Progress	End of yr 9	Progress	End of yr 10	

This graph is an interpretation of the Years and Curriculum Levels graph from *The New Zealand Curriculum* (MoE 2007, page 45)

Notes for making OTJs		The purple shaded area indicates students who map more closely to a standard above their year group, which means that special consideration needs to be given to their learning needs in order to provide them with sufficient challenge to continue their accelerated rate of progression into the future.
		The dark blue shaded area indicates students who are currently meeting the expectations at their year level, and effective classroom teaching should realistically enable them to meet or exceed the standard for next year.
		The medium blue shaded area indicates students who map more closely to the preceding year's standard, but there is every reason to believe that their learning needs can be accommodated with effective differentiated classroom teaching in order to meet the standard for next year.
		The light blue shaded area indicates students who map more closely to a standard more than one year below, such that in order to have a realistic chance of making sufficient progress to meet the standard for next year, special consideration needs to be given to their learning needs. Specific actions, in addition to effective differentiated classroom teaching, may need to be taken.

In order to make a judgment about which standard is the 'best fit' for a student from the balance of evidence, a range of sources will need to be considered. These include classroom observations against clear criteria, demonstrated behaviour on texts and/or tasks, and the information from student performance on assessment activities. See definitions from Assessment Online on Te Kete Ipurangi: <http://assessment.tki.org.nz/Overall-teacher-judgment/Definitions-of-achievement> (the definitions found here have been used to inform the descriptions used in this diagram).

Notes for reporting to parents		The pink shaded area represents a student who, at mid-year, is on track to meet the standard at the end of year 7, i.e. at early (towards) curriculum Level 4. The phrase "On track to meet the standard" could be used in a mid-year "progress" report, in line with NAG 2A (reporting to parents in plain language about students' achievement in relations to National Standards at least twice a year). Other suggested phrases for mid-year reporting are: "On track to exceed the standard" and "Not on track to meet the standard at this stage".
		The yellow shaded area represents a student meeting (i.e. at) the standard at the end of year 7. The phrase "At the standard" could be used in an end-of-year report.
<p>Reporting to parents and whānau can take a variety of forms, as long as schools follow NAG 2A (reporting to parents in plain language about students' achievement in relations to National Standards at least twice a year). Some school communities have expressed a preference for graphs which clearly show the student's standard against the National Standard, whether or not the student is above, at, below or well below the standard. Best fit is another approach that is useful, for example, the year 4 child's progress and achievement most closely matches to the year 3 standard. Other communities have opted for a report that graphically shows the student's progress and also provides a commentary on the student's achievement compared with the National Standard. Others like commentary only. The expectation from all those communities is that the reporting is clear, helpful and considerate.</p> <p>For further examples and templates, go to the Reporting to parents and whānau section on Assessment Online TKI: http://assessment.tki.org.nz/Reporting-to-parents-whanau/Examples-and-templates</p>		