Updated progress report

The student progress report has been updated to provide more comprehensive information about student progress in relation to the New Zealand Curriculum that will be useful for conversations about student learning.

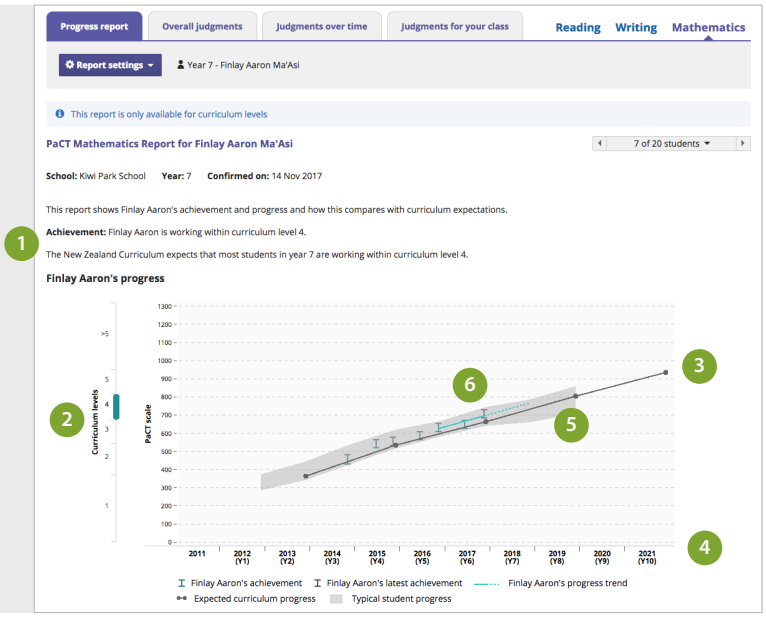
The updated report comprises four components:

- the student's progress in relation to both curriculum expectations and typical student progress and a projection of the student's likely progress over the next year
- a short description which gives an overview of what students' can typically do at the part of the scale that the student is achieving at
- the student's most recent achievement profile across the aspects of the PaCT reading, writing, or mathematics framework
- the opportunity to record comments about next learning steps and ways to support learning at home.

Teachers can select which components to include when the report is printed or exported as a PDF to use with parents, families, and whānau.

Component 1:
Student progress graph and achievement statement (required)

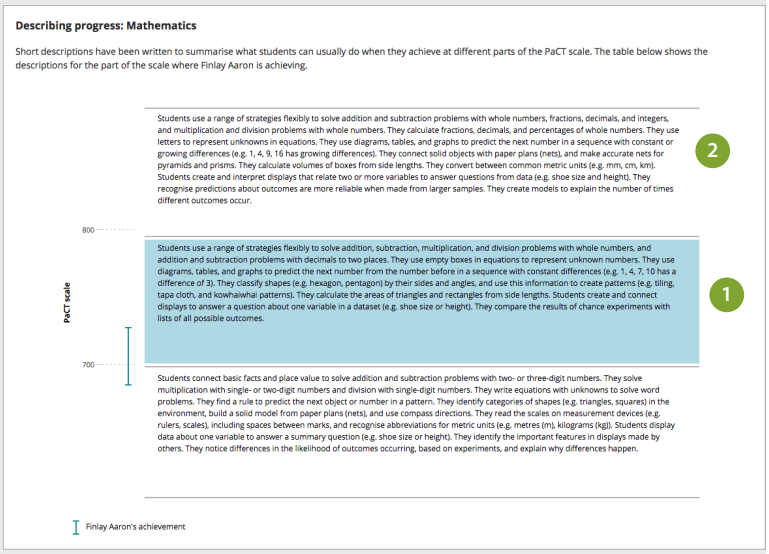
This component shows the student's achievement and progress and how this compares with curriculum expectations.



1. The achievement statement identifies where the student is working in relation to the NZC.
2. Levels 1 to 5 of the New Zealand Curriculum have been mapped onto the PaCT scale. The green marker shows the curriculum level that the student is currently within.
3. The solid grey line indicates expected progress in relation to the curriculum. The New Zealand Curriculum assumes that most students will take about two years to move through each curriculum level.
4. The progress graph uses calendar years and year level to show student progress over time. It includes all of the student's overall judgments. You can remove the year level labels in the report settings.
5. The typical student progress band (shaded in grey) shows how typical student achievement on the PaCT scale changes from Yr 1–8. The band is generated from PaCT data from a broadly representative sample of New Zealand schools. At each time point the band shows the middle 50 percent of students' PaCT scores. About 25 percent of students score below the band and about 25 percent score above the band. When sufficient data has been collected the band will be extended to show typical progress for Yr 9 & 10.
6. The dotted section of the progress trend line shows the student's likely progress over the next year. It is generated using the student's overall judgments from the previous 14 months.

Component 2: Describing progress (optional)

The descriptions were designed to bring meaning to the numbers that make up the scores on the PaCT scale. They allow teachers, students, parents and whānau to understand what the scale scores typically represent in terms of achievement and what is typically changing when the scores change.

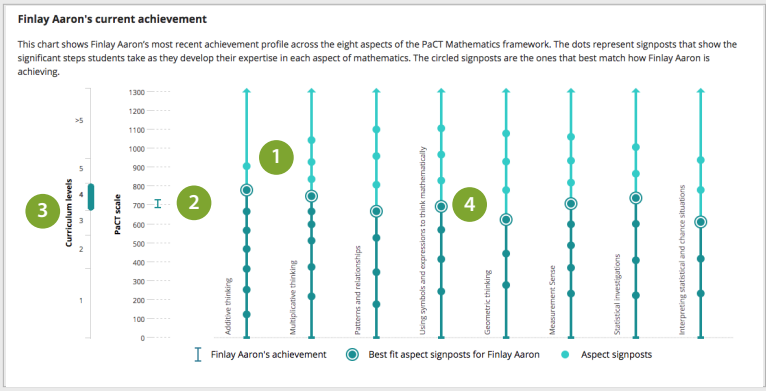


1. The shaded description provides an overview of what students can usually do when they achieve at that part of the PaCT scale. It is important to note that some of the statements in the description may not apply to the student being reported on.

2. The description above provides a view of the learning that typically lies ahead while the description below provides a view of what has preceded.

Component 3: Current achievement (optional)

This is taken from the student's most recent judgment report. It shows the student's achievement profile across the aspects of the PaCT reading, writing, or mathematics framework.



1. The dots represent signposts that show the significant steps students take as they develop their expertise in each aspect. The circled signposts are the ones that the teacher has judged as the best match for how the student is achieving.

2. The PaCT uses these judgments to generate a scale score range.

3. Levels 1 to 5 of the New Zealand Curriculum have been mapped onto the PaCT scale. The green marker shows the curriculum level that the student is currently working within.

4. The circled signposts, which show the student's current achievement, can be seen in relation to the levels of the NZC. This enables the student's current strengths and gaps to be identified.

Component 4: Comments (optional)



1. The comments fields provide the opportunity for teachers to elaborate on the information displayed in the report graphs. The signpost descriptors that are available when making judgments for a student are a source of information for comments about that student's achievement. The selected signposts can help identify possible strengths or gaps for a student.

2. Any comments made when confirming an overall judgment are included here. These comments can be edited, deleted or rewritten.

3. The report is exported as a pdf. When exporting the pdf you select which of the optional components are to be included.