Te aroturuki kokenga i roto i te akoranga | Monitoring progress in learning

Monitoring the growth in achievement by ākonga helps to maintain both challenge and engagement as they learn, while encouraging positive progress conversations about their learning.

A PAT, STAR, or STwE assessment is just one piece of the puzzle about the learning of each ākonga. Before choosing an assessment, kaiako need to ask the following questions:

- What information do I need to gather?
- Will the assessment chosen give me that information?
- What is the purpose of gathering this data?
- How will it support teaching and learning?

The PATs / STAR / STwE are assessments that contribute evidence towards the position and progress ākonga are making against their expected curriculum level. Each test has been designed carefully to align with a particular curriculum area.

Key points include:

- Each subject has its own scale for measuring the difficulty of the questions and the student's level of skill and knowledge, based on the questions they answered correctly. With every test using the same scale, individual ākonga progress in any one subject can be plotted from Year 3 to Year 11 (depending on the assessment).
- Progress for ākonga can be considered using scale scores. The tables below indicate the average of 1 year's progress using the difference between two points—in this case between year levels.
- A key point to remember is, for each ākonga, position and progress over time using scale scores can be reliably identified within a range (margin of error). At any point in time, it is important to consider the margin of error (e.g., 67.5 + 3.5 also shown as the error band on a Learner Progress report).
- When combined with information from other sources, analysis of PAT data will give kaiako a comprehensive picture to support ākonga as they progress on their individual learning journeys.

Assessment	Purpose	Scale Score Progress
PAT Pāngarau | PAT Mathematics Revised 2024 **Years 3–11**	**PAT Pāngarau | PAT Mathematics** supports kaiako to ascertain the level of progress ākonga are making in relation to big mathematical and statistical ideas. **Pāngarau content areas**: Number, Algebra, Measurement, Space, Statistics, and Probability.	**PAT Pāngarau** ***Average Scale Score—Term 1*** Yr.3: 25.4; Yr.4: 32.5; Yr.5: 39.7; Yr.6: 45.8; Yr.7: 49.1; Yr.8: 53.6; Yr.9: 57.8; Yr.10: 62.4; Yr.11: * ***Average Progress*** Yr.3-4: 7.1; Yr.4-5: 7.2; Yr.5-6: 6.1; Yr.6-7: 3.3; Yr.7-8: 4.5; Yr.8-9: 4.2; Yr.9-10: 4.6; Yr.10-11: * *PAT Pāngarau norms 2024*
PAT Pānui | PAT Reading Comprehension Online edition revised 2024 **Years 4–10**	**PAT Pānui | PAT Reading Comprehension** supports kaiako to ascertain the level of progress ākonga are making in constructing meaning from a range of texts. **Text types:** Narrative, recount, reports, persuasive, poetry, explanation, procedural, opinion, biography. **Question types:** R = Retrieval, LI = Local Inference, CI = Complex Inference, I&I = Interpret & Integrate, C&E = Critique & Evaluate	**PAT Pānui** ***Average mean scale score*** Yr.4: 28.9; Yr.5: 37.1; Yr.6: 46.1; Yr.7: 54.7; Yr.8: 60.8; Y. 9: 69.7; Yr.10: 78.3 ***Average progress*** Yr.4–5: 8.2; Yr.5–6: 9.0; Yr.6–7: 8.6; Yr.7–8: 6.1; Yr.8–9: 8.9; Yr.9–10: 8.6 *PAT Panui norms 2025*

Assessment	Purpose	Scale Score Progress
PAT Reading Vocabulary **Years 4–10**	**PAT Reading Vocabulary** supports kaiako to ascertain ākonga ability to understand the words they read by choosing synonyms that best represent a key word presented in a short sentence.	**PAT Reading Vocabulary** ***Average Scale Score—Term 1*** Yr.4: 32.4 · Yr.5: 40.9 · Yr.6: 48.7 · Yr.7: 55.0 · Yr.8: 60.1 · Yr.9: 65.7 · Yr.10: 70.5 ***Average Progress*** Yr.4–5: 8.5 · Yr.5–6: 7.8 · Yr.6–7: 6.3 · Yr.7–8: 5.1 · Yr.8–9: 5.6 · Yr.9–10: 4.8 *Scale score (patv) from Table 6, p.34, Teacher Manual*
PAT Listening Comprehension **Years 3–10**	**PAT Listening Comprehension** supports kaiako to ascertain ākonga comprehension of texts read to them. Kaiako obtain information on ākonga ability to construct meaning that is independent of their ability to decode printed word. **Text types:** Narrative, information, poetry **Question types:** R = Retrieval, LI = Local Inference, GI = Global Inference	**PAT Listening Comprehension** ***Average Scale Score—Term 1*** Yr.3: 47.3 · Yr.4: 50.3 · Yr.5: 52.1 · Yr.6: 54.4 · Yr.7: 56.1 · Yr.8: 58.5 · Yr.9: 63.3 · Yr.10: 65.4 ***Average Progress*** Yr.3–4: 3.0 · Yr.4–5: 1.8 · Yr.5–6: 2.3 · Yr.6–7: 1.7 · Yr.7–8: 2.4 · Yr.8–9: 4.8 · Yr.9–10: 2.1 *Scale score (patl) from Table 6, p.37, Teacher Manual*
PAT Punctuation and Grammar **Years 4–10**	**PAT Punctuation and Grammar** supports kaiako to ascertain ākonga ability to recognise and use the grammatical conventions of standard NZ English, including punctuation, in context. **Question types:** P = Punctuation, GU = Grammar Use, GK = Grammar Knowledge	**PAT Punctuation and Grammar** ***Average Scale Score—Term 1*** Yr.4: 46.0 · Yr.5: 50.6 · Yr.6: 54.4 · Yr.7: 57.6 · Yr.8: 60.4 · Y. 9: 62.9 · Yr.10: 65.1 ***Average Progress*** Yr.4–5: 4.6 · Yr.5–6: 3.8 · Yr.6–7: 3.2 · Yr.7–8: 2.8 · Yr.8–9: 2.5 · Yr.9–10: 2.2 *Scale score (patpg) from Table 8, p.38, Teacher Manual*
STAR Reading Test **Years 3–9**	**STAR Reading** is designed to supplement the assessments kaiako make every day. STAR assesses a range of reading skills that correspond closely to the main components of reading skills as outlined in *The Literacy Learning Progressions*. **Sub-tests:** Word Recognition, Sentence Comprehension, Paragraph Comprehension, Vocabulary. **Additional sub-tests** (Years 7–9): The Language of Advertising, Styles of Writing.	**STAR Reading** ***Average Scale Score—Term 1*** Yr.3: 53.8 · Yr.4: 81.4 · Yr.5: 97.6 · Yr.6: 109.0 · Yr.7: 117.9 · Yr.8: 125.2 · Yr.9: 133.7 ***Average Progress*** Yr.3–4: 27.6 · Yr.4–5: 16.2 · Yr.5–6: 11.4 · Yr.6–7: 8.9 · Yr.7–8: 7.3 · Yr.8–9: 8.5 *Scale Score (STAR) from Table 6, p.33, Teacher Manual*
Junior Science: Thinking with Evidence (STwE Junior) **Years 4–6** **Science: Thinking with Evidence (STwE)** **Years 7–10**	**Science Thinking with Evidence** is designed to assess how well ākonga use evidence to think about scientific contexts and issues using contexts that are provided in the assessments. It is intended as a support tool for teaching scientific thinking across the science curriculum. **Nature of Science sub-strands:** Understanding about Science. Investigating in Science, Communicating in Science, Participating and Contributing.	**Junior Science: Thinking with Evidence** ***Average Scale Score—March*** Yr.4: 41.3 · Yr.5: 46.4 · Yr.6: 50.0 ***Average Progress*** Yr.4–5: 5.1 · Yr.5–6: 3.6 *Junior and Senior Science Thinking with Evidence each have their own scale.* **Science: Thinking with Evidence** ***Average Scale Score—June*** Yr.7: 49.7 · Yr.8: 53.2 · Yr.9: 55.8 · Yr.10: 60.5 ***Average Progress*** Yr.7–8: 3.5 · Yr.8–9: 2.6 · Yr.9–10: 4.7 *Junior and Senior Science Thinking with Evidence each have their own scale.* *Scale score (STwE) from Table 8 p.46, Teacher Manual*