NZCER
Rangahau Mātauranga o Aotearoa

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*
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 Scale Score—Term 1*

PAT Pāngarau

Average Scale Score—Term 1

Yr.3	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr..9	Yr.10	Yr.11
*	32.5	39.7	45.8	49.1	53.6	57.8	62.4	*

Average Progress

Yr.3-4	Yr.4-5	Yr.5-6	Yr.6-7	Yr.7-8	Yr.8-9	Yr.9-10	Yr.10-11
*	7.2	6.1	3.3	4.5	4.2	4.6	*

* Year 3 and 11 norm reference information will be developed in 2024.

PAT Pānui

Average Scale Score—Term 1

Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Y. 9	Yr.10
28.8	35.8	45.0	53.2	60.4	67.0	76.5

Average Progress

Yr.4–5	Yr.5–6	Yr.6–7	Yr.7–8	Yr.8–9	Yr.9–10
7.0	9.2	8.2	7.2	6.6	9.5

Scale score (patc) from Table 6, p.34, Teacher Manual

Note: PAT Pānui | PAT Reading Comprehension norm reference information will be updated at the start of 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	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9	Yr.10
32.4	40.9	48.7	55.0	60.1	65.7	70.5

Average Progress

Yr.4–5	Yr.5–6	Yr.6–7	Yr.7–8	Yr.8–9	Yr.9–10
8.5	7.8	6.3	5.1	5.6	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	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9	Yr.10
47.3	50.3	52.1	54.4	56.1	58.5	63.3	65.4

Average Progress

Yr.3–4	Yr.4–5	Yr.5–6	Yr.6–7	Yr.7–8	Yr.8–9	Yr.9–10
3.0	1.8	2.3	1.7	2.4	4.8	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	Yr.5	Yr.6	Yr.7	Yr.8	Y. 9	Yr.10
46.0	50.6	54.4	57.6	60.4	62.9	65.1

Average Progress

Yr.4–5	Yr.5–6	Yr.6–7	Yr.7–8	Yr.8–9	Yr.9–10
4.6	3.8	3.2	2.8	2.5	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	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9
53.8	81.4	97.6	109.0	117.9	125.2	133.7

Average Progress

Yr.3–4	Yr.4–5	Yr.5–6	Yr.6–7	Yr.7–8	Yr.8–9
27.6	16.2	11.4	8.9	7.3	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 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	Yr.5	Yr.6
41.3	46.4	50.0

Average Progress

Yr.4–5	Yr.5–6
5.1	3.6

Junior and Senior Science Thinking with Evidence each have their own scale.

Science: Thinking with Evidence (STwE)
Years 7–10

Science: Thinking with Evidence

Average Scale Score—June

Yr.7	Yr.8	Yr.9	Yr.10
49.7	53.2	55.8	60.5

Average Progress

Yr.7–8	Yr.8–9	Yr.9–10
3.5	2.6	4.7

Junior and Senior Science Thinking with Evidence each have their own scale.
Scale score (STwE) from Table 8 p.46, Teacher Manual