

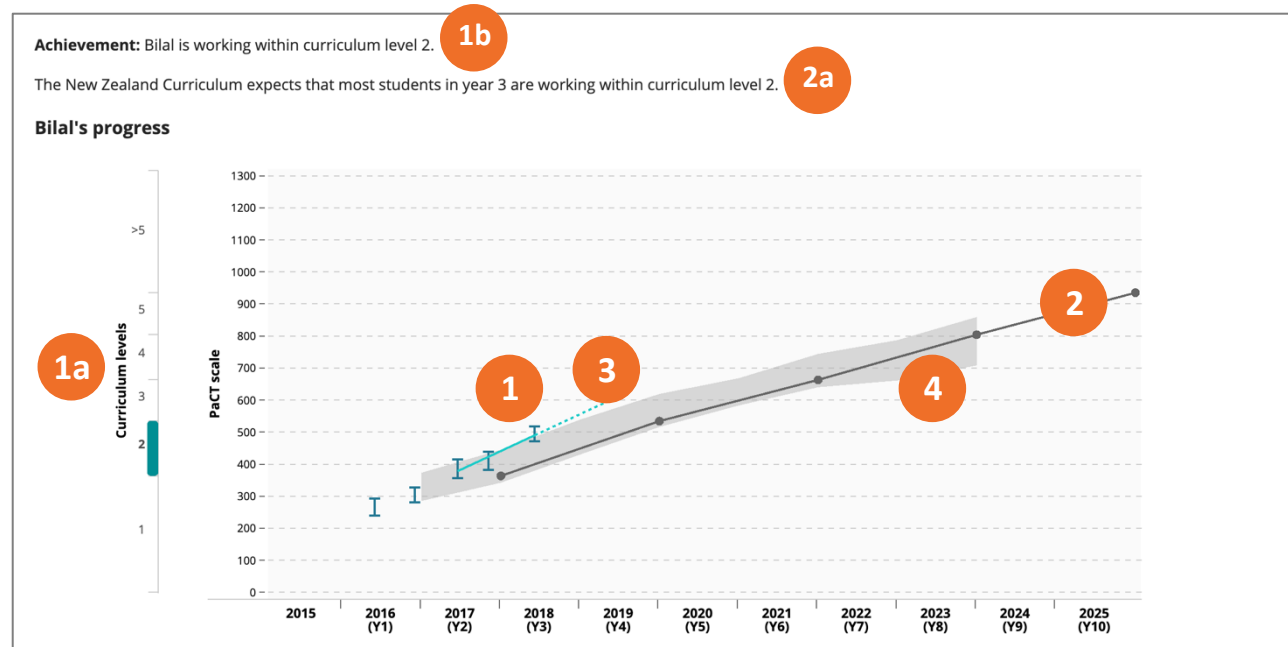
## Understanding the PaCT student progress report for your child

The Progress and Consistency Tool (PaCT) is an online tool, designed to help teachers make dependable judgments about student's achievement that can be used to track progress in reading, writing, and mathematics. It provides a range of reports that describe the progress and achievement of both individuals and groups of students. This information sheet has been developed to help you understand the information provided in PaCT student progress reports for your child.

The PaCT student progress report includes four components. Only the first component is compulsory.

- Progress chart: Your child's progress in relation to both curriculum expectations and typical student progress and a projection of their likely progress over the next year.
- Describing progress: A short description which gives an overview of what students can typically do at the part of the PaCT scale that your child is achieving at. Note that this may not necessarily be what your child can do.
- Current achievement: Your child's most recent achievement profile across the aspects of the PaCT mathematics framework.
- Comments: Information from your child's teacher about their next learning steps and ways to support learning at home.

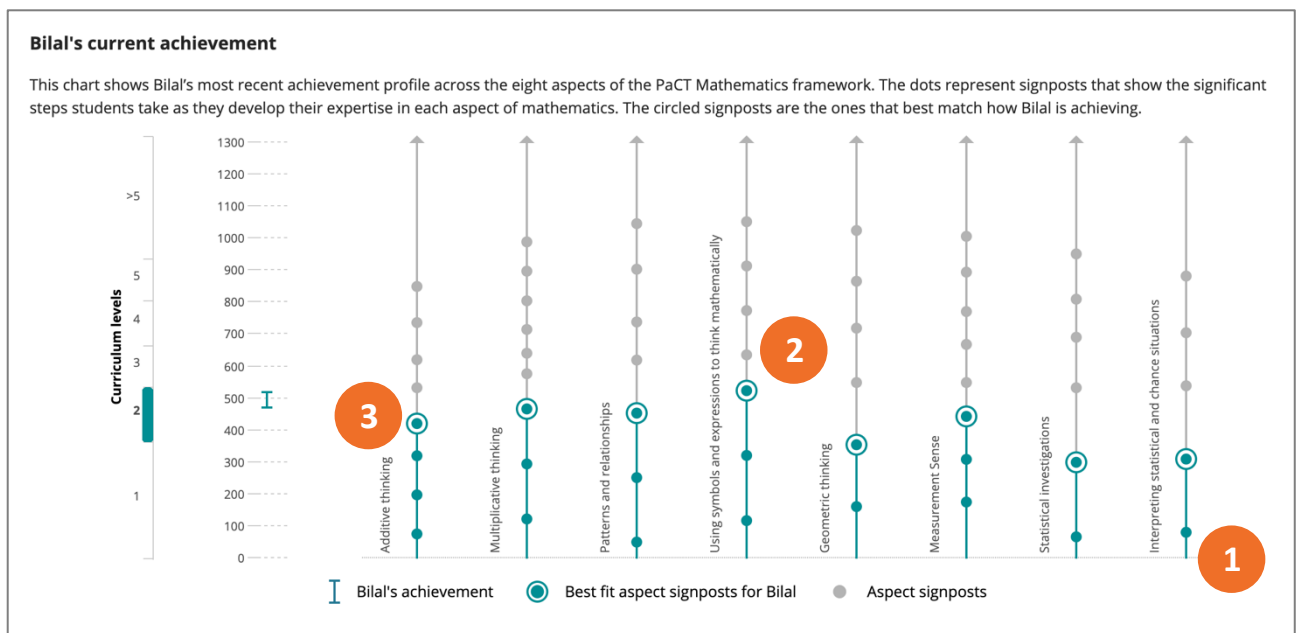
### Progress chart



- 1 This range (that looks like a green capital 'I') shows your child's current achievement in relation to the PaCT scale and a curriculum level. Each part of the PaCT scale is associated with a curriculum level (1a). In this example, the student is considered to be working within curriculum level 2 (1b). This means that they can be considered to have achieved at level 1. Looking at the range in relation to the curriculum level you can get a sense of whether your child has just started working within the curriculum level or if they are close to moving to the next level.

- 2 The black line indicates the expected curriculum progress. This is based on the assumption that each curriculum level takes two years of schooling. In this example, the report indicates the curriculum level that a year 3 student is expected to be working within (2a).
- 3 This green line shows your child's current progress and the dotted line predicts where they will be in a year if their progress stays the same. What do you notice about it? Is it going up, down or straight?
  - If the progress shows a decline, or that your child is not on track to catch up, what plans are in place to address this? How can you contribute?
  - If the progress shows continued improvement and that your child is on track to meet or catch up with expectations, we can keep doing what we're doing, or with small changes to what we are doing we may be able to accelerate progress even more.
- 4 This grey band shows how the middle 50% of students in New Zealand are achieving. How do the expectations compare with actual achievement? Where is your child's achievement in relation to students of their year level across New Zealand?

### Current achievement



- 1 These are the eight aspects that need to be considered to get a comprehensive view of your child in mathematics. Each aspect is shown as a vertical line.
- 2 Each aspect is a progression that is made up of the significant signposts that all students are expected to move past as they develop their expertise. The different sized gaps between the signposts indicate that more learning is needed between some signposts than others.
- 3 These circles show your child's current achievement on the aspects. Which aspects are strengths? Do any aspects need more attention?