

Suggestions for sharing the PaCT progress report with parents and whānau

Overview of the progress report

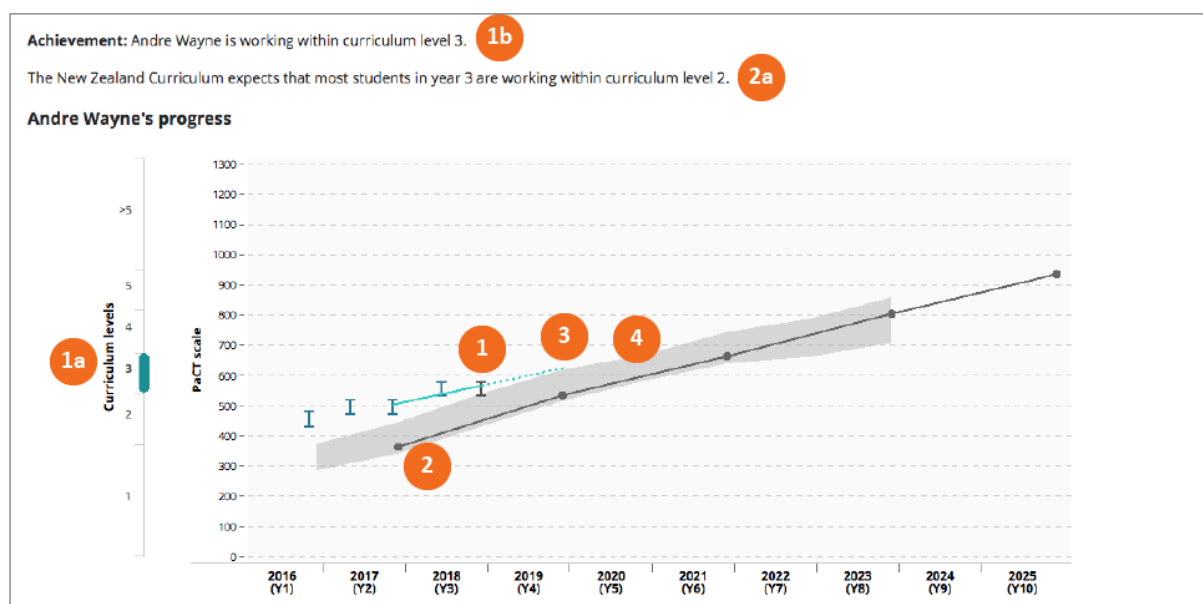
The student progress report provides comprehensive information about student progress in relation to the New Zealand Curriculum that is useful for conversations with parents and whānau. The report comprises four components. Teachers select which components to include when the report is printed or exported as a PDF to use with parents and whānau. Components 2, 3 and 4 are optional.

1. Progress chart: 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.
2. Describing progress: 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.
3. Current achievement: The student's most recent achievement profile across the aspects of the PaCT reading, writing, or mathematics framework.
4. Comments: The opportunity to record comments about the student's next learning steps and ways to support learning at home.

Suggested discussion points for components of the progress report

Included below are possible discussion points for the progress and achievement components of the progress report. Generally it is suggested that the conversation is focussed on the child and their goals/pathway. Terms like "on track" or "not on track" help focus a discussion on progress, goals and pathways rather than achievement at a given point in time. Discuss what is planned to either maintain current progress or to accelerate progress so they can attain their goals.

Progress chart



- 1 This range 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 3 (1b). This means that their score indicates that they can be considered to have achieved at level 2 and are now working within curriculum level 3. 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 are 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?
 - Over time we see that the grey band tends to go lower in relation to the black curriculum line.

Current achievement



- 1 These are the aspects that need to be considered to get a comprehensive view of your child in reading, writing, or mathematics.
- 2 Each aspect is a progression comprising 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. Highlight any aspects which are strengths and any aspects that need more attention.