

NATIONAL STANDARDS FACTSHEET

Key assumptions underpinning the design

A standard itself should be as comprehensive as possible i.e., at the global end of the granularity scale, and address the significant role of reading, writing and mathematics in learning.

Judgements about whether a student meets a standard will be made on the basis of several sources of information, not a single assessment.

Reporting against a standard will enable teachers, parents, and the students themselves to see if a student is achieving at a level that enables them to engage in learning right now, as well as make the progress they need for success throughout schooling.

The National Standards for Reading and Writing

Describe the complexity and challenges of the texts and tasks that students need to be able to engage with if they are to meet the reading and writing demands of the whole New Zealand Curriculum at specific points in their schooling.

The National Standards for Mathematics

The standards for mathematics are statements about what students should know and be able to do in order to meet the demands of the New Zealand Curriculum. They reflect the complexity and challenge of problems and contexts that students meet within the mathematics and statistics learning area of the New Zealand Curriculum and within other learning areas that require the use of mathematical and statistical thinking.

Purpose of the standards

Literacy

To make this literacy demand explicit so that teachers, parents, and students themselves are able to make a clear judgement as to whether or not a student's competence in reading and writing is enabling their learning across each level of the curriculum, and that they are making expected progress over time.

Mathematics

Align with the mathematics and statistics learning area of *The New Zealand Curriculum*. There is one standard for each year/age level which comprises the expectations within the three mathematics strands. Teachers need to make an overall judgement about the standard as a whole.

The level of difficulty is based on the achievement needed for students to be on track for success at each curriculum level and throughout their schooling.