The Progress and Consistency Tool (PaCT)

Supporting professional judgments in reading, writing and mathematics
What is the PaCT?

The PaCT has two parts:

**Frameworks** that break down and illustrate aspects of maths, reading and writing;

**An online tool** that captures a series of teacher judgments and generates an overall judgment which the teacher can change or confirm as their OTJ.

The PaCT has been designed to help teachers make dependable judgments on students’ progress and achievement.
The frameworks

› Define and illustrate aspects of the foundation learning areas of maths, reading and writing

› Guide teachers about what they should notice about students’ learning across the curriculum

› Help teachers to understand the learning progressions set by the NZ Curriculum and amplified by National Standards
The PaCT is:

› Not a test
› Not a substitute for teacher judgments – it supports OTJs
› Not designed to measure teacher performance
› Not compulsory
How does PaCT support you?

› Gather multiple sources of evidence from:
  – Observing students
  – Talking with students
  – Formal assessment – tasks and tools

› Gather quality evidence over time

› Bring this evidence to your judgments of progress and achievement
Multiple sources of evidence
Making judgments using PaCT

**Observation of Process**
Evidence obtained from informal assessment opportunities, incorporating the observation of process, such as:
- Focused classroom observation
- Student work books
- Tasks: maths tasks, ARBs
- Running records
- Student peer assessment

**The Progress and Consistency Tool**
Teachers make a series of judgments related to aspects of reading writing and mathematics. PaCT captures the series of judgments and makes a recommendation on how this aligns to overall curriculum expectations.

**Overall Teacher Judgment**
Decision made in relation to National Standards.

**Tool Outcomes**
Evidence obtained from assessment tools, including standardised tools such as:
- 6 year observation study
- PAT
- STAR
- e-asTTle

**Learning Conversations**
Evidence arising from learning conversations, such as:
- Conferencing
- Interviewing
- Questioning
- Explaining
- Discussing

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The Progress and Consistency Tool (PaCT)
## PaCT framework

### Reading
- Making sense of text: processing system.
- Making sense of text: text structure.
- Making sense of text: vocabulary knowledge.
- Making sense of text: reading critically.
- Reading to organise ideas and information for learning.
- Acquiring and using information and ideas in informational texts.
- Reading for literary experience.

### Writing
- Writing meaningful text: encoding.
- Writing meaningful text: text features.
- Writing meaningful text: vocabulary knowledge.
- Using writing to think and organise learning.
- Creating texts to communicate knowledge and understanding.
- Creating texts for literary purposes.
- Creating texts to influence others.

### Mathematics
- Additive thinking
- Multiplicative thinking
- Patterns and relationships
- Using symbols and expressions to think mathematically
- Geometric thinking
- Measurement sense
- Statistical investigations
A model of the online tool
The mathematic framework showing the aspect lines and the steps of learning
Illustrations
Mathematics – Additive thinking

Teddies and cards

Annotation
Mere responds to references to quantity by reciting known counting words in sequence. She is unable to quantify specific amounts.

Problem: Teddies and cards
The teacher places in front of the student a selection of numerals cards to 9, and some plastic bears. The teacher poses this problem:
Find any numbers that you know and show how many bears that is.

Student response
Mere is able to recite the counting sequence to ten, starting from one. She is unable to form sets of objects of a specific size.

How many spots?

Annotation
Tahu responds to differences in amounts. He uses some informal language of quantity appropriately, demonstrating a sense of the composite size of groups.

Problem: How many spots?
The teacher shows the student cards with ladybirds, each with a different number of black dots: 2, 8, 1, 9, and 6. Showing the student one card at a time, the teacher poses this problem:
How many spots does this ladybird have?

Student response
Tahu responds to 0 as “not any”, and to both 1 and 2 as “a little bit” and “a few.” He responds to 6 as “some” and to 8 as “that’s more.”

Dice

Annotation
Kalie instantly recognises (squares) 1, 2, and 3 dots. She cannot say how many for 4, 5, and 6 but uses the unspecified amount “some” appropriately and recognises there are more than 1, 2, 3.

Problem: Dice
The teacher gives the student a dice with dots to roll. The teacher asks:
How many dots?

Student response
Kalie instantly says how many dots for rolls which show 1, 2, and 3. For 4, 5, and 6 Kalie says, “That’s some more.”

Card matching

Annotation
Amy can instantly say (squares) how many for 2, 1, 2, 3 and is able to recognise the symbols 1, 2, and 4, but is unable to match these with amounts.

Problem: Card matching
The teacher places picture and numeral cards, from 0 to 5, in front of the student. Neither set of cards is in order. The teacher points to the picture cards, one at a time, and asks the student to say how many items are on the cards. This is repeated with the numeral cards. The student is then asked to match the picture cards with the numeral cards.

Student response
Amy quickly and correctly says how many items are on the picture cards showing 1, 2, and 3 items. For the picture cards showing 4 and 5 items, she says “That’s too much.”
Amy selects the numeral cards for 1, 2 and 4 and correctly reads these numerals. He makes no attempt to match the numeral cards with the amounts depicted on the picture cards.
How does this all work?
The PaCT recommendation:
Accept, or Review
Moderation remains critical

**Moderation** is the process of sharing expectations and understanding of standards in order to improve the consistency of decisions (reaching agreement). *Source TKI, Assessment*

**Professional talk:**
- Planned
- Informal

**What are the planned informal opportunities that are currently happening in your school?**
PaCT reports:

- The PaCT produces a range of reports
- Teachers can track progress of:
  - Individual students
  - Class or other groups
- School leaders can choose to see reports for all students
A mathematics student report

The Progress and Consistency Tool (PaCT)

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<tr>
<th>School</th>
<th>Class</th>
<th>Student</th>
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<tr>
<th>Progress report</th>
<th>Judgments over time</th>
<th>Judgments for your class</th>
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**Judgment Report for Mathematics for Danielle Elizabeth Johnson**

School: Your Park School
Year level: 1 (11 months)
Homegroup: Year 1
Confirmed on: 7/1/2016 by Stacker Logg
Reporting cycle: n/a

**Aspect judgments for mathematics**

- Algebra and functions
- Measurement and geometry
- Statistics and probability
- Number and algebra
- Patterns and sequences

**PaCT range**

- 1000
- 900
- 800
- 700
- 600
- 500
- 400
- 300
- 200
- 100
- 0
- 0
- 0
- 0

**Aspects for mathematics - Judgments for Danielle Elizabeth Johnson**

**PaCT judgment for mathematics for Danielle Elizabeth**

The PaCT range indicates that Danielle Elizabeth is working at the Mathematics National Standard for after one year at school.

**Overall Teacher Judgment (OTJ)**

Danielle Elizabeth is working at the Mathematics National Standard for after one year at school.

**Comments for teachers**

No comments

**Comments for parents**

No comments

*Only comments for parents are included when printed*
Teacher comments

PaCT judgment for mathematics for Danielle Elizabeth

The PaCT range indicates that Danielle Elizabeth is working at the Mathematics National Standard for after one year at school

Overall Teacher Judgment (OTJ)

This judgment will not count towards a reporting cycle.

Danielle Elizabeth is at the Mathematics National Standard for after one year at school

Comments, evidence and references (optional).
Add information for other teachers or parents.

Comments for teachers

Comments for parents

*Only comments for parents are included when printed or saved as PDF.

Close comments
A mathematics class report

The Progress and Consistency Tool (PaCT)
The importance of dependable OTJs
Lifting aspiration and raising educational achievement for every New Zealander